FINDING THEIR VOICE: A NARRATIVE INQUIRY INTO EFL LEARNERS' AUTONOMOUS SPEAKING JOURNEYS IN TELEGRAM VOICE CHAT

SKRIPSI

by :

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Submitted as Fulfillment of the Requirements for
the Degree of *Sarjana Pendidikan (S.Pd)*
of English Education

THE MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA
TARBIYAH AND TEACHER TRAINING FACULTY
2025 M / 1446 H

ABSTRACT

Fadly Febrian. 2025. FINDING THEIR VOICE: A NARRATIVE INQUIRY INTO EFL LEARNERS' AUTONOMOUS SPEAKING JOURNEYS IN TELEGRAM VOICE CHAT *Skripsi.* English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

Supervisor (1). Muslem, **(2).** Dedy Suhery

This study examines the impact of Telegram on the development of autonomous English-speaking skills among a small group of English as a Foreign Language (EFL) learners. In the digital age, access to information does not inherently guarantee effective language learning, underscoring the need for structured learning strategies. Employing a qualitative narrative inquiry approach, this research explores learners' experiences using Telegram Voice Chat as a tool for autonomous speaking practice. Data were collected through in-depth interviews, participatory observation, and field notes from five members of a Telegram group titled *Dare to Speak English*. The participants had basic grammar knowledge but limited prior speaking practice. Over eight sessions, the author initially provided learning materials and later assigned tasks based on previously discussed topics to facilitate progress. The findings suggest that Telegram can serve as an effective platform for fostering autonomous speaking skills, with potential implications for broader educational applications. Consequently, formal institutions—particularly schools and English teachers—could optimize language learning by integrating Telegram as a supplementary tool for speaking practice.

Keywords : *Autonomous Learning, English-Speaking Skills, Telegram Voice Chat*

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "***Finding Their Voice: A Narrative Inquiry Into EFL Learners' Autonomous Speaking Journeys in Telegram Voice Chat***" untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa merupakan hasil karya saya sendiri.
Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil plagiasi, maka saya bersediamenerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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Assalammualaikum Warahmatullahi Wabarakatuh

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Langsa, February 14, 2025

Fadly Febrian

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CHAPTER I

INTRODUCTION

A. Background of Study

Technological developments in the Industry 4.0 era have undoubtedly revolutionized communication. For example, cell phones enable seamless interaction across continents. However, while technology has enabled people to reach others on other continents, without effective communication, everything is useless. Language differences remain a significant barrier, hindering the exchange of ideas and fostering misunderstandings.[1] English being the international language is the solution.

English has emerged as the world's lingua franca, with estimates suggesting approximately 1.9 billion speakers globally in 2024, constituting 19% of the world's population. Widespread use encompasses both native and non-native speakers.[2] The dominance of English underscores its significance for social interaction and career prospects.[3] English proficiency enhances an individual's ability to connect with people internationally and broadens job opportunities in domestic and foreign markets. In the context of Indonesia, however, English language proficiency remains a challenge. Studies have highlighted the limitations faced by Indonesian learners. This limited proficiency can be attributed to various factors, but it does create a situation where strong English skills can significantly increase employability due to the reduced competition from other candidates with similar qualifications.

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[1] Tham, J. (2022). Pasts and futures of design thinking: Implications for technical communication. *IEEE Transactions on Professional Communication*, *65*(2), 261-279.

[2] Improving Your English. 2024. 215 Fascinating English Language Statistics for 2024 – US and Worldwide. Check it out at https://improving-your-english.com/resources/english-language-statistics/. Accessed on July 04th 2024

[3] Montgomery, S. L. (2013). Does Science Need a Global Language? English and the Future of Research. University of Chicago Press.

Even among university students, including those specifically enrolled in the English Department, English proficiency is still a concern, especially in speaking skills.[4] This challenge also occurs among fifth-semester English students at IAIN Langsa's Faculty of Tarbiyah and Teacher Training Faculty. Apart from studying in class, they have to study harder to solve this challenge, such as forming study groups or taking private lessons. However, this method can be hindered by the difficulty in gathering partners and the high cost of private lessons. These factors necessitate the exploration of alternative learning methods that are more cost-effective and convenient, namely autonomous learning. [5]

Related to the above statement, autonomous speaking in EFL learning is important because it allows students to organize the learning process from beginning to end, select the knowledge to be learned, and take responsibility for their learning. Students can learn autonomously, such as by interacting using English, watching English movies, and listening to music, which can improve English proficiency. The use of technology in autonomous learning is associated with concepts such as self-regulation, decision-making, and personal development.

Moreover, the digital age has empowered autonomous English language learning, offering many online resources. Learners can access various applications and websites, catering to diverse learning styles and goals. This accessibility has made English language learning seemingly easier, particularly for those lacking access to traditional learning environments or formal instruction. However, abundant resources present a new challenge: information overload and difficulty selecting appropriate materials. With many English learning applications, such as Duolingo, Babbel, Elsa Speak, and the British Council’s English Score, learners may struggle to identify the most effective option for their needs. Social media also presents itself as a potential learning platform, with English education influencers

[4] Leong, Lai Mei, & Ahmadi, Seyedeh Masoumeh. (2017). An Analysis of Factors Influencing Learners’ English Speaking Skill. International Journal of Research in English Education, 2(1), 34-41. Sid. Https://Sid.Ir/Paper/349619/En

[5] Budiman & Ishak, Jaswadi & Rohani, Lalu & Jaelani (2023). Enhancing English Language Proficiency: Strategies For Improving Student Skills. Journal of Scientific Research, Education, and Technology (JSRET). 2. 1118-1123. 10.58526/jsret.v2i3.205.

offering various learning approaches. Nevertheless, the quality and effectiveness of social media-based learning can be inconsistent. Navigating this vast and diverse landscape necessitates identifying high-quality, well-structured resources to optimize autonomous learning outcomes.[6] Telegram is one of the many apps the author described above that offer excellent free features for educational purposes. EFL college students today prefer to use Telegram to strengthen their language skills.[7]

This research investigates the potential of Telegram, a free messaging platform with unlimited group member capacity, to solve this challenge. Telegram's functionalities, particularly in Telegram groups that have features, such as voice chat, voice notes, video calls, share screen, bot features, send text, files, etc., create a platform for interactive and engaging spoken English practice sessions. These features have the potential to break the limitations of conventional and app-based learning methods by encouraging real-time interaction and collaborative learning in a self-paced learning environment. Therefore, this study aims to evaluate the effectiveness of autonomous learning of English speaking practice on Telegram fill with English students 5th Semester IAIN Langsa who focusing on the "Dare to Speak English" group by the author as parcipatory observer who guidence, resources and direct feedback each meeting. They will discuss twice every week to force speaking English.

B. Formulation of Studies

Based on the background of the problem as well as the affirmation of the term, the author formulates the formulation of the research questions as follows:

[6] Ibid

[7] Abu-Ayfah, Z. A. (2020). Telegram App in Learning English: EFL Students' Perceptions. *English language teaching*, *13*(1), 51-62.

4. How do 5th-semester English Education students journey through autonomous learning in speaking skills when using Telegram Voice Chat?
5. What role does Telegram Voice Chat play in enhancing the speaking skills of 5th-semester English Education students?

C. Purposes of Studies

To the questions mentioned in the problem formulation, the purposes of the study are as follows:

1. To explore the learners' autonomous journey experience of 5th-semester students of the English Education Department in speaking skills when using Telegram voice chat.
2. To understand the Role of Telegram Voice Chat in English speaking skills learning.

D. Significances of Study

1) Theoretical Significances

The study may contribute to the theoretical understanding of digital and online learning environments by focusing on Telegram voice chat. There are several theoretical significances; namely, it can provide insights into how these platforms support or hinder autonomous language learning and speaking practice, telegram voice chat can create a more engaging and interactive learning environment, boosting learners' motivation and curiosity, and learners can receive immediate

feedback on their speaking skills, which helps in quickly correcting mistakes and improving fluency.

2) Practical Significances

By engaging in autonomous speaking activities, EFL (English as a Foreign Language) learners can improve their speaking fluency and confidence. Telegram voice chat provides a platform for practice, which is crucial for language acquisition. Telegram voice chat allows learners to practice speaking in a free context. This can help them become more comfortable with spontaneous communication and improve their ability to use English in everyday situations, and the use of Telegram as a learning tool demonstrates the practical application of technology in language education. It shows how digital platforms can be leveraged to create interactive and flexible learning opportunities.

E. Scope of Study

This study aims to evaluate the effectiveness of autonomous English-speaking practice via Telegram among fifth-semester English students at IAIN Langsa, focusing on the author's 'Dare to Speak English' group. As a participatory observer, the author provides guidance, resources, and direct feedback across eight structured sessions held twice weekly over four weeks to foster consistent English speaking. The sessions are conducted flexibly, either offline, online, or in a hybrid (semi-online) format, depending on participants' availability.

F. Terminology

1) General Language & Technology

- Lingua Franca : A common language used for communication between speakers of different native languages.
- Autonomous Learning : Self-directed learning where students take control of their learning process.
- Self-Regulation : The ability to manage one's own learning (goal-setting, motivation, evaluation).
- Intrinsic Motivation : Engagement in an activity for inherent satisfaction, enjoyment, or personal fulfillment.
- Extrinsic Motivation : Behavior driven by external rewards or avoidance of punishment.

2) Digital Learning & Tools

- Telegram Voice Chat : A feature in Telegram allowing real-time voice-based discussions.
- Hybrid Learning : A mix of offline (face-to-face) and online learning modes.
- Information Overload : Difficulty in processing excessive or poorly structured learning resources.
- Interactive Learning : Engages learners through discussions, feedback, and collaboration.
- Real-Time Interaction : Immediate communication.

3) Language Proficiency & Research

- Speaking Fluency : The ability to speak smoothly and coherently without pauses.
- Proficiency Barrier : Challenges hindering language mastery.
- Participatory Observer : A author who actively engages with participants while observing.
- Structured Sessions : Pre-planned learning meetings with defined objectives.

CHAPTER IV

RESEARCH FINDING & DISCUSSION

A. The Research Findings

Before participating in the interviews, research subjects were required to attend eight sessions of an English for Specific Purposes (ESP) class. These classes aimed to improve their English speaking abilities while the author conducted observational-participatory research and recorded field notes.

Prior to these classes, the research subjects undertook an important task: developing the class curriculum. The author encouraged maximum autonomy, allowing the subjects to decide on the materials and discussion topics. This autonomous learning approach fostered a fun, interactive, and engaging learning environment, enabling the subjects to adjust their meeting schedules based on their individual circumstances.[39]

Within this autonomous learning framework, learners actively engaged in specific actions that facilitated easier, faster, more enjoyable, and more effective learning. This approach also promoted greater self-direction and improved the transferability of learning to new situations. [40]

[39] Chan, A. (2003). Autonomous language learning: The teachers' perspectives. Teaching in Higher Education, 8(1), 33-54. doi: https://doi.org/10.1080/1356251032000052311

[40] Ceylan, N. O. (2015). Fostering Learner Autonomy. Procedia - Social and Behavioral Sciences, 199, 85–93. https://doi.org/10.1016/j.sbspro.2015.07.491

Below are the materials/discussion topics that were proposed by the author and research subjects before the classes began:

Meeting	Activity
1st	The authors ask the participants for their opinions about a superhero's ability
2nd	The author provides some tips to increase their English speaking skills
3rd	The author shares how to fluently speak English
4th	Author asking them to share their daily activity
5th	The author asks them to share their talents / advantadges
6th	The author asks them to give opinion about personality the other participant subject.
7th	The author asks them discuss a topic
8th	The author organizes a debate competition for them

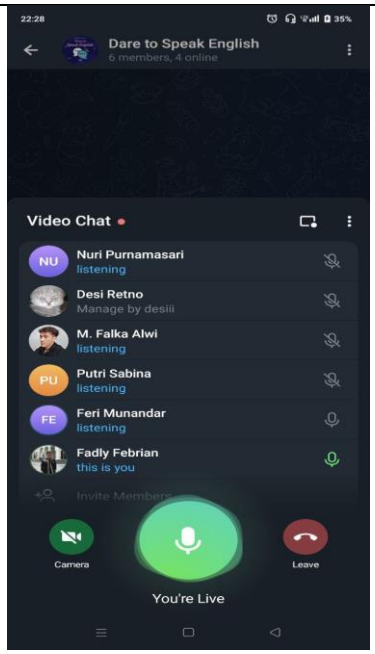
3.1 Table material for meeting ESP Class



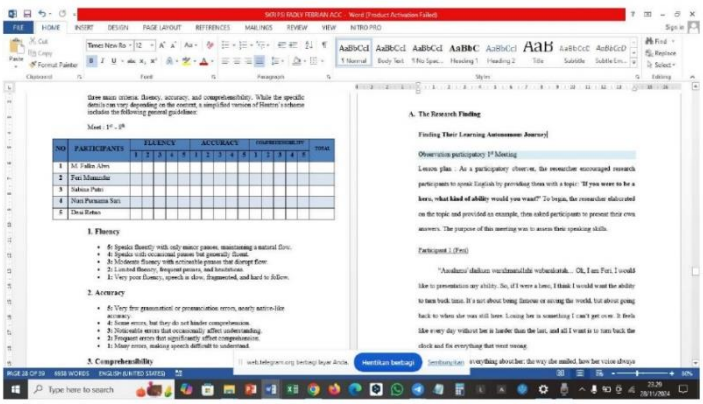
Figure 1.1 Research subjects & and the reseacher are arranging the curriculum.

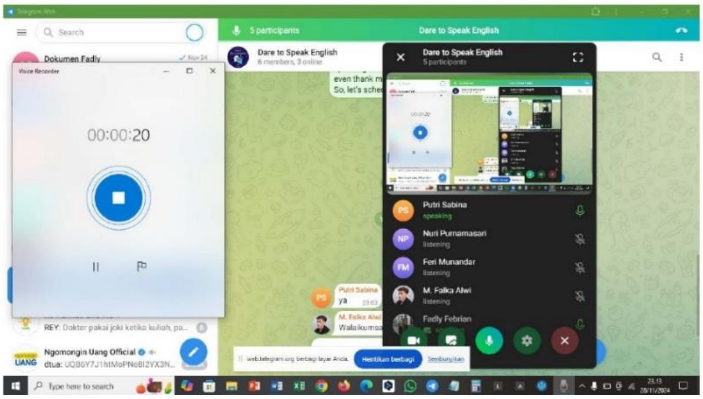
1. Finding Their Voice: Learning Autonomous Journey

a. Observation Participatory & Field Notes









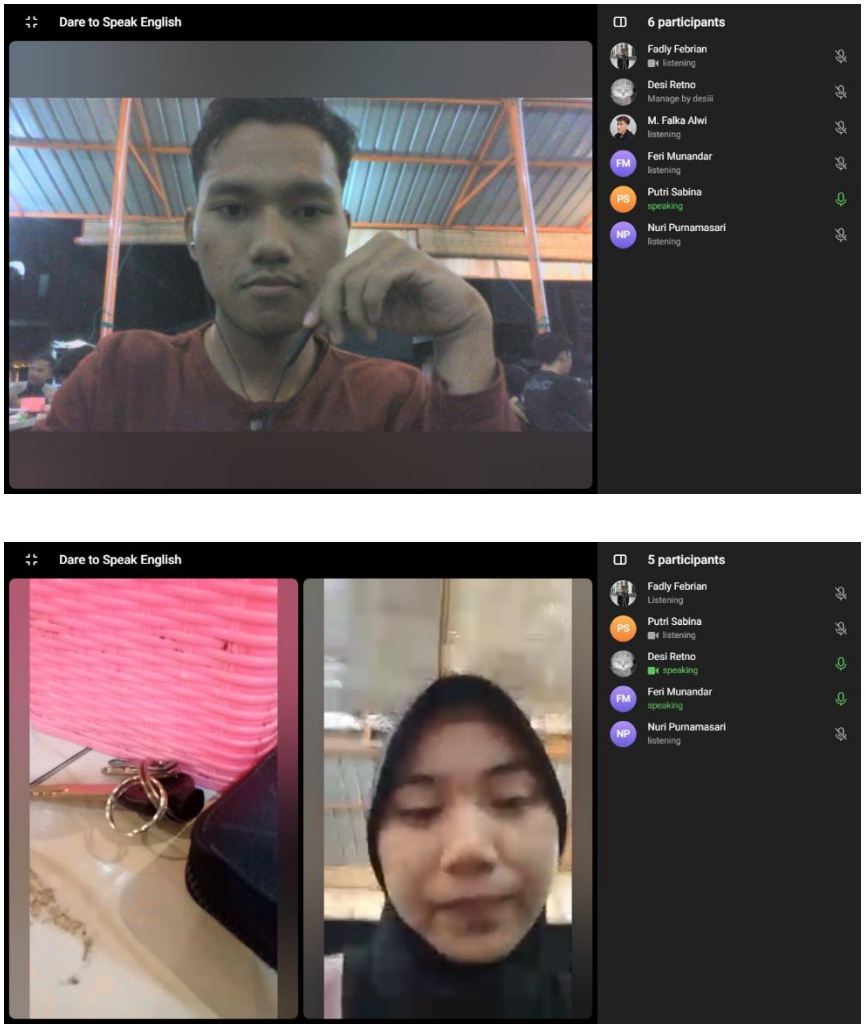


Figure 1.2 Observing and Field Noting in meeting

1st Meeting (22/11/2024)

1) Observation Participatory

Class plan: As a participatory observer, the author encouraged research participants to speak English by providing them with a topic: 'If you were to be a hero, what kind of ability would you want?' To begin, the author elaborated on the topic and provided an example, then asked participants to present their own answers. The purpose of this meeting was to assess their speaking skills. Here are their presentations:

Participant 1:

> My name is ‘DR’, if I were to be a super hero, I would choose the fly ability, I can see the world from a different perspective. Becoming a Rapid Response Helper Emergency Rescue: Flying allows you to quickly reach disaster sites, such as fires, floods, or earthquakes, to rescue trapped people. (DR, 2024, p. 1)

Participant 1I:

> Assalamu’alaikum warahmatullahi wabarakatuh. Ok, I am ‘FM’, I would like to presentation my ability. So, if I were a hero, I think I would want the ability to turn back time. It’s not about being famous or saving the world, but about going back to when she was still here. Losing her is something I can’t get over. It feels like every day without her is harder than the last, and all I want is to turn back the clock and fix everything that went wrong.

I remember everything about her: the way she smiled, how her voice always made me feel better when I was down. She was always there, and I never really thought about losing her. But now that she's gone, I wish I had been more careful with every moment we had. If I could control time, I would go back to those days and never let them slip away. I would tell her everything I didn't say, and maybe—just maybe—she would still be here. The day she left is a day I will never forget. If I could, I would stop time at that very moment and try to fix things, to stop her from leaving. I would do anything to change that moment, to tell her how much she really meant to me, to ask her to stay. But I can't. And that hurts more than anything.

Time doesn't care about what we lose. It just keeps moving forward, and we're left behind with the pain of what could have been. If I were a hero, I would use the power to turn back time to fix my mistakes, to hold on to her just a little longer. I would take back every moment I took for granted and spend it with her, telling her how much I love her. But the truth is, I can't change the past. I don't have that power, and sometimes, I don't think anyone really does. All I have are the memories of her, and that's all that keeps me going. If I could go back, I would save her. But I can't, so I have to keep going forward, even if it's without her. So, if I were a hero, my power would be about fixing what I lost. And if I had that ability, I would never let her go again. (FM, 2024, p 2)

Participant 3:

> Ok, my name is ‘MFA, I am from English education department stud. I think, if I were a hero with the power to see the future for a single day, I would consider it both a gift and a responsibility. This extraordinary ability would allow me to glimpse events yet to unfold, granting me the opportunity to make impactful decisions. I could use this power to prevent disasters, help those in danger, and guide others toward better outcomes in their lives.
>
> For instance, I might foresee accidents or crises and take steps to avert them. I could also assist people in making crucial decisions by giving them insights into potential consequences. However, such a power would come with challenges. Knowing the future could create a moral dilemma—should I act to change it or let events happen as they are meant to? In the end, I would strive to use this power wisely, focusing on creating the most positive impact possible within the limited time. It would be a day filled with both responsibility and purpose, as I navigate the delicate balance between altering the future and respecting the natural course of life. (MFA, 2024, p. 3)

Parcipant 4:

> Ok *bang*, I am NPS, if I became a superhero with mind-reading powers, there are many amazing things I could do to help the world. Some of them are: Prevent Crime You could read the minds of criminals before they act, thus preventing crimes from happening, such as robbery, murder, or fraud.

Helping People in Distress You can hear the thoughts of people who need help but are unable to express it, such as people experiencing domestic violence or those who are depressed. Ok, that's all from me.

Parcipant 5:

I want to introduce my self, my name is 'SP', if I was be a superhero, I want to invisiblity ability. If I have the ability, there are many incridible things that I can do help others from criminal undefeated. Positive and Helpful Things Helping Others Secretly Helping people without them knowing, such as saving someone from danger or assisting in an emergency situation. Resolving Conflicts Invisibly, I can be a "bystander" who helps resolve conflicts by providing solutions without being seen. Become a Secret Explorer.

NO	PARTICIPANTS	FLUENCY					ACCURACY					COMPREHENSIBILITY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	DR		√				√					√					4
2	FM			√				√						√			8
3	MFA			√				√					√				7
4	NPS		√				√					√					4
5	SP		√				√					√					4

3.2 Research Observation Sheet 1st meeting

Based on the meeting-1 observation, the author made the Research Observation Sheet above to describe their speaking ability, which is almost all of them not good. Here is the explanation:

2) Field Notes (1st)

Situation: Many of them were outside of their houses, so there were often distractions that made it difficult to concentrate and listen, such as the noise of people in coffee shops or friends trying to talk to them. The meeting was held in the evening for an hour. None of them were using headsets, earphones or similar.

Specific Observations:

- They seemed enthusiastic about preparing the topics for this meeting.
- They had difficulty focusing on listening to their peers.
- There was no interaction among themselves.
- Most of them had nervous expressions.
- Participant 1 asked about the next meeting.
- Participant 1 searched for the answer using AI/internet, but the information was difficult for the author to understand due to the complex language used and not good pronounciation. The author then asked her to explain the answer in her own words, based on her understanding of the text. She was not able to provide a somewhat satisfactory explanation. She explained in Bahasa.

- Participant 2 received the highest score in this meeting. His strong sentence structure, comprehensive content, and fluent presentation were the primary reasons for this. His writing, completed in 2020, was still of high quality.
- Participant 3 searched for the answer using AI/internet, but the information was difficult for the author to understand due to the complex language used. The author then asked him to explain the answer in his own words, based on his understanding of the text. He was able to provide a somewhat satisfactory explanation.
- Participant 4 searched for the answer using AI/internet, but the information was difficult for the author to understand due to the complex language used not good pronounciation. The author then asked her to explain the answer in her own words, based on her understanding of the text. She was not able to provide a somewhat satisfactory explanation. She explained in Bahasa.
- Participant 5 searched for the answer using AI/internet, but the information was difficult for the author to understand due to the complex language used not good pronounciation. The author then asked her to explain the answer in her own words, based on her understanding of the text. She was not able to provide a somewhat satisfactory explanation. She explained in Bahasa.

Author's Comments: In this meeting, the overall performance of all research subjects was not good, except for Participant 2, who showed a poem they had written a long time ago, and therefore they understood it very well and could answer

several questions from the author. And Participant 3 stood out, as they could answer the author's questions in English.

2nd Meeting (29/11/2024)

1) Observation Participatory

Class plan: Evaluation of the previous meeting and material delivery. Evaluation: The author provides objective feedback on the previous meeting. This meeting informs participants about the study details, and the benefits they will gain. The author also offers tips for interactive English speaking, encouraging them to actively participate in English conversations. No specific assignments were given, the author only asked them to focus primarily on the PPT material, read translate and answering author's questions. Here are the assessment results:

NO	PARTICIPANTS	FLUENCY					ACCURACY					COMPREHENSIBILITY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	DR		√				√						√				5
2	FM			√				√					√				7
3	MFA			√				√						√			8
4	NPS		√					√					√				6
5	SP		√				√						√				5

3.3 Research Observation Sheet 2nd meeting

2) Field Notes (2nd)

Situation: Two male participants were in one location, while three female participants were in a different location, likely at one of their homes. The meeting was conducted remotely, possibly through a video conferencing platform. There were minimal distractions, except for occasional phone notifications. The meeting lasted approximately two hours, starting at 11 PM and ending around 12:50 AM. They prepared for the material meeting. Before the main discussion began, there was a technical issue that delayed the start of the meeting by about 10 minutes.

Specific Observations:

- Engagement: All participants were enthusiastic about interacting with the author, although their English speaking skills were still developing;
- Lack of Peer Interaction: There was no observed interaction among the participants themselves;
- Commitment: All participants expressed their intention to be more serious and engaged in future meetings;
- Focus : Participant II seemed less focused at times, while Participant III was consistently active, asking questions, providing answers, and offering suggestions;

Author comment :

Participant 1, 5, improved 1 score and 2 scores for participant 4. Participant III stood out as the most active participant, surpassing Participant II in terms of engagement.

3rd Meeting (05/12/2024)

1) Observation Participatory

Class plan : Evaluation of the previous meeting: The author provides objective feedback on the previous meeting and material delivery: presentation within the PPT, ask research participants for reading and translating texts, and answering author questions. The author also provides effective steps to improve speaking skills within spesific assgnments, such as: Increasing vocabulary by following English educator accounts Immersing themselves in the English language by changing their phone settings to English and translating thoughts into English for interactive English speaking, encouraging them to actively participate in English conversations and force them to build habit that encrease their English skill. No specific assignments were given, the author only asked them to focus primarily on the PPT material, read, translate texts and answering author's questions. Here are the assessment results:

NO	PARTICIPANTS	FLUENCY					ACCURACY					COMPREHENSIBILITY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	DR		√					√					√				6
2	FM			√				√						√			8
3	MFA			√				√					√				7
4	NPS		√					√					√				6

5	SP		√					√					√				6

3.4 Research Observation Sheet 3rd meeting

2) Field Notes (3rd)

Situation: The participants were physically together in outdoor in a shop coffe, unless participant 3. The meeting lasted approximately starting at 8.30 – 10.00 PM. They prepared for the material meeting. They had enthusias listening the material and asking the things that they did not know.

Specific Observations:

- Engagement: All participants were enthusiastic about interacting with the author, although their English speaking skills were still developing;
- Lack of Peer Interaction: there were few times that interaction was observed among the participants themselves;
- They asked the author about the author's experience using telegram;
- Focus : All participants were quite focused and interacted well, unless participant 3 who unfocus because he was hang out with his friend.

Author's Comments:

Participant 1 & 5 chase score participant 4. Participant II back stood out as the most active participant, surpassing Participant II in terms of engagement. They have improved step by step.

4th Meeting (06/12/2024)

1) Observation Participatory

Class plan : Evaluation of the previous meeting and ask them to tell their own daily activity. The meeting lasted approximately starting at 8.30 – 10.00 PM. They prepared for the material meeting. Then, provide feedback to their presented also proside some material to correcting their grammar. Then I asked them to tell their own daily activity, here are their presentations :

Participant 1:

I wake up at 5 a.m., but on weekend I wake up at 8 a.m. After waking up, I wash my face and brush my teeth. Then, I take a shower, get dressed, put on makeup, and have breakfast at the food stall near my boarding house. I usually have nasi gurih for breakfast, but if I'm in a rush, I just eat some bread. At 8 a.m., I start my classes, depending on the schedule for that day. If I have free time in the afternoon, I like having lunch with my friends. I usually have lunch around noon, but it depends on the situation. After lunch, I often go to the art studio and stay there until evening.

After finishing my classes or activities at the art studio, I usually take some time to relax, like watching movies or scrolling on my phone. Sometimes, I go out for a walk and look for some food. At night, I have dinner, and sometimes I hang out at Mubarak (a café or a place to gather) to spend time with my friends. If I don't go to Mubarak, I work on my assignments. Once I'm done with my tasks, I usually scroll through TikTok

or do random things. I go to bed around 10 or 11 p.m., but I often stay up late doing nothing productive. (DR, 2024, p. 1)

Participant 2:

Ok, tonight i will talk about my daily activities. I wake up at 5:30 AM in my boarding house and start my day with a morning prayer. After that, i wash my face. I prepare a simple breakfast, like bread or instant noodles, and make a cup of tea or coffee. At 6:30 AM, I take a shower and get ready for my classes. My classes start at 8:00 AM and finish around 2:00 PM. During breaks, I usually hang out with my friends in the campus canteen or do small assignments. After class, I sometimes join meetings or events from Zawiyah English Club, where I am an active member. I go back to my boarding house at around 5:00 PM. After taking a shower. If I am free, I like drawing, crafting, or reading comics.

In the evening, I often go to a coffee shop with my friends. We usually hang out, talk, or enjoy the atmosphere until 10:30 PM. When I come back to my boarding house, I prepare for the next day, like packing my bag or making a plan or thinking about my future lives. Before sleeping, I write my goals or important reminders for the next day, and then I go to bed. i always hope that tomorrow is better than today. On weekends, I spend my time doing extra activities. Sometimes, I help others write papers or essays for their assignments as a side job. Other times, I work at my uncle’s workshop,

helping with small repairs and learning new skills. These activities keep me busy and give me extra experience outside my studies. (FM, 2024, p 2)

Participant 3:

Ok, I will tell you about my daily activity. So, I will devided into 2 parts; wich are weekend and weekday. Almost every day I do an exercise, like : push up, sit up and jogging. But I prefer to jogging. Then at 08 AM – 01 PM I go to campus to enter the class. At the afternoon, I usually go to coffe shop to play games or conducting the assignment alone. And the, at night untuk midnight, I hangout with my friends and seniro to a coffe shop, which is usually in Mubarak. And I go home at 01 AM and sleep at 02 or 03 AM. (MFA, 2024, p. 3)

Participant 4:

In the morning I wake up after that I pray Fajr prayer after that I take a shower after that I eat breakfast and continue to go to campus. Arriving at the campus I study until 1 pm. After class I went to the cafeteria with my friend to have a snack at the Fuad cafeteria and that's where we started to grant or revise people. After that we went back to the boarding house to rest for a nap after that I prayed juhur and took a nap, and in the afternoon I took a shower to finish" after that I prayed asr and sometimes I went for an afternoon walk with my friend. *Maghribnya until 10 PM* sometimes I go to coffe or my

friend’s rental house to conducting a course, or I just at my rental house if there is no urgency. Then I usually sleep at 11 PM. (NPS, 2024, p. 4)

Participant 5:

I wake up in the morning at 06:00, after that I see my handphone for a while to make sure I go to class or not, and then go to the bathroom to do ablution and pray, then 06115 I immediately take a shower and get dressed, after getting dressed for 8-10 minutes I put on powder and iron the hijab that I will wear, until less than 7 o'clock. after that I tidy up the necessities of the college books that I want to bring. After finishing I play handphone and charging and wait for the pick up. When she has arrived we leave and look for rice for breakfast and eat on campus. We study starting from 08.00 to 13:00 or 11:20 After that go home and buy side dishes until I sit at the boarding house I sit for a while then have lunch. Then pray, sometimes after praying I sleep / sometimes there are organizational activities in the UKM class ZEC until 4 Pm on Wednesday and Friday.

In the afternoon After entering the afternoon prayer I pray and then take a shower After taking a shower I play with my cellphone, sometimes "buy snacks, or sit with friends" in front of the room. After Maghrib prayer we go into the room and take turns praying, after Maghrib is finished I cook rice and then go out with my roommate, either to buy snacks or eat side dishes. After arriving at the boarding house, while waiting for my rice, I played with my cellphone and chatted with my roommate. After I ate my dinner, after

eating I did my homework, if there was homework or something for tomorrow or if I was not tired, then I would pray Isha. Around 22:10 I would watch a movie or something before I washed my face, brushed my teeth and did my night skincare. Then I relaxed and finally fell asleep. (SP, 2024, p. 5)

NO	PARTICIPANTS	FLUENCY					ACCURACY					COMPREHENSIBILITY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	DR		√					√					√				6
2	FM			√					√					√			9
3	MFA			√				√						√			8
4	NPS		√					√						√			7
5	SP		√					√						√			7

3.5 Research Observation Sheet 4th meeting

2) Field Notes (4th)

Situation: The participant 2 and 3 in the oudoor and participan 1, 4 and 5 in indoor. The meeting starting at 8.30 – 11.00 PM. They prepared for the material meeting. They had so enthusias listening the prepare their material and listening the feedback of their lackness, especially participant 1, 4 and 5. Three participants at hoouse (indoor) and two participants at coffe shop (outdoor);

Specific Observations:

- Engagement: All participants were enthusiastic about interacting with the author, although their English speaking skills were still developing;
- Lack of Peer Interaction: there were few times that interaction was observed among the participants themselves;
- Participant 3 asked to repeat her presentation to get better score, she is most enthusias;
- Sometimes the author throws a question when they are doing presentation.
- Focus : All participants were quite focused and interacted well, but, when the feedback session participant 2 and 3 who has higher score than average look like less focus.

Author's Comments:

Participant I enough diligent, but still stuck. Participant 2 got highest scores caused followed the instruction and speak well. Participant 3 improved. Participant 4 & 5 so enthusias, they got good improvement. Althougt participant got sick, but she tried her best.

5th Meeting (12/12/2024)

1) Observation Participatory

Class plan : Evaluation of the previous meeting and ask them to tell their own advantages/talents/hobby and the author asked the participant some questions to hone their speaking skills. Here are their presentations :

Participant 1:

> Talents or strengths that can be developed in art. According to i, art is enjoyable, and i loves everything related to it. Even though i still learning, there are many things that can be developed through art, such as dance and makeup. i can learn to dance as a way to improve flexibility—even though she's not very flexible yet, there has been significant progress. Additionally, traditional Acehnese dance preservation is an important aspect. As for makeup, it can be useful in the future for professional makeup jobs. (DR, 2024, p. 1)

Participant 2:

> Oke mister thanks for the opportunity tonight i wanna tell you my talent . I am a person who loves exploring my creativity through various skills and talents. Drawing and painting are among my greatest passions, allowing me to express emotions, ideas, and stories through vibrant colors and intricate details. I find joy in transforming a simple blank canvas into something that can inspire or evoke emotions in others.
>
> In addition to my love for art, I have a strong interest in mechanics. I enjoy the process of understanding how things work and take pride in fixing or assembling machines to make them functional again. It’s a rewarding feeling to see something broken come back to life because of my efforts and knowledge. Moreover, I have a special talent for crafting handmade creations

from recycled materials. I believe that creativity isn't just about creating something beautiful, but also about finding value in what others might discard. By turning waste into unique and meaningful crafts, I contribute to sustainability while showcasing my resourcefulness.

These skills—drawing, painting, mechanics, and crafting—are not just hobbies; they are a reflection of my dedication to creativity, problem-solving, and making a positive impact on the environment. They give me a sense of fulfillment and inspire me to continue exploring new ways to grow and express myself. thats all from me thank you. (FM, 2024, p 2)

Participant 3:

Ok, I will tell you about my talent abilities. I am good adaptation in new environment. I am good to learning a something new. When I was a new collage, My English was not good but now properly. And I was not able in editing flyer, but Now I am doing good. And I learning about manipulation people: which is: there are; white knight manipulation; bomb love manipulation and gaslighting. And also I learn about sthoicism and apply that in my life for focus control what in my undercontrol. I learn this deeper and deeper to mastery this theory and make my day better. (MFA, 2024, p. 3)

Participant 4:

So here I will not explain my talents, because my talents are too many. So, here I will tell you my hobbies or things I do if I have a lot of free time or

am on vacation from college, I usually fill my free time by jogging or playing badminton usually I do this with my friends. Because I think this sport is a very useful activity and can also improve physical health besides that exercise can increase stamina, and help maintain weight because I like people who maintain weight. And exercise can also reduce stress for me. (NPS, 2024, p. 4)

Participant 5:

Tonight, i would like to tell about one of talent, it is sewing cloth. Sewing is the on of activity that I often doing in my senior high school. So, I think, its my hobby and talent. I can make casual or formal cloths, such as : dress, tunic, and pants. (SP, 2024, p. 5)

NO	PARTICIPANTS	FLUENCY					ACCURACY					COMPREHENSIBILITY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	DR		√					√						√			7
2	FM			√					√					√			9
3	MFA			√				√							√		9
4	NPS		√						√					√			8
5	SP		√					√						√			7

3.6 Research Observation Sheet 5th Meeting

2) Field Notes (5th)

Situation: All participants in outdoor. The meeting starting at 08.00 – 10.00 PM. They prepared for the material meeting. They were conducting their campus course but when presentation they had focused.

Specific Observations:

- Engagement: All participants were not too enthusiastic about interacting with the author;
- Lack of Peer Interaction: there were few times that interaction was observed among the participants themselves;
- Participant 3 most stand out the most, He talks a lot which is a good thing;
- Focus : All participants were not to focus when the others doing presentations.

Author's Comments: Participant III talked a lots things but he has not fluent.

6th Meeting (15/12/2024)

1. Observation Participatory

Class plan : Evaluation of the previous meeting and material delivery. Evaluation: The author provides objective feedback on the previous meeting and let they know their scores. The Author asked them to give opinion about their friend personality in this group. They allowed to give it to all, but at at least only 1 person. And the someone whom will commented must to give a feedback. It is purpose for force them to speaking and interactive.

Participant 1:

Nuri is really, really kind to her friends and also very beautiful. However, she tends to feel insecure and overthinks things way too much. She's often moody too, but she's smarter than Desi and also funny

Sabina is funny, a sincere friend in Desi's opinion, and she's kind and beautiful too. She often gives in to others and has never caused any problems so far—hopefully, it stays that way. She hasn't done anything annoying either. (DR, 2024, p. 1)

Participant 2:

My Friend Desi Retno Indra Iswari. I have a friend named Desi Retno Indra Iswari. She has a very good personality. She is obedient and diligent. She rarely says bad words. Desi is also very passionate about learning English. She really likes art, especially dancing. Because of that, she joined an art organization at IAIN Langsa. Desi has many good habits. She doesn't stay up late often, and she is kind. She is always willing to help when someone asks her for help. However, sometimes she doesn't understand what other people mean when they talk to her. She is also shy and sometimes scared easily.

Desi sometimes complains about the tasks from her lecturers, but she still does her tasks responsibly. She doesn't like it when someone gives her

phone number to other people without her permission because she wants to keep her privacy. She also feels a bit afraid when meeting strangers.

I respect her because she is willing to be matched by her parents to find a life partner. In this modern time, many people want to choose their own partner, but Desi accepts her parents' choice with a good heart. Desi is a great person, and I feel lucky to have her as a friend. (FM, 2024, p 2)

Participant 3:

Desi. She is kind of stupid. But actually she is not, tough. She is just pretend to don't know if she has lying by her friends or bad person. But actually she is a good girl. Desi sometimes complains about the tasks from her lecturers, but she still does her tasks responsibly. She doesn't like it when someone gives her phone number to other people without her permission because she wants to keep her privacy. She also feels a bit afraid when meeting strangers. In my opinion, she is often use badwords. And making friend with her is make me dizzy. (MFA, 2024, p. 3)

Participant 4:

Desi is a beautiful person, Desi is a good person, and easy to get along with has a high sense of empathy cares about others and the environment around her she is also an honest person, but sometimes she likes to lie to protect other people's hearts. Desi is also a good listener. Bina is a good person who wants to be invited anywhere, Bina is also a good listener. she also has

an attitude that wants to help others. Bina is also someone who has a jealous attitude towards her friends. Bina is also someone who responds quickly or replies to chats. (NPS, 2024, p. 4)

Participant 5:

Desi is a kind and beautiful person who quickly adapts to new people, including her own close friends. However, she is also someone who tends to overthink things and doesn't easily open up unless she truly wants to share her feelings. Nuri is also beautiful, but she often feels insecure. She's actually smart, even though she doesn't always realize it. She can be easily upset due to misunderstandings and tends to overthink, but on the other hand, she's very kind. (SP, 2024, p. 5)

NO	PARTICIPANTS	FLUENCY					ACCURACY					COMPREHENSIBILITY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	DR			√				√					√				7
2	FM			√					√					√			9
3	MFA			√					√					√			9
4	NPS			√				√						√			8
5	SP			√				√					√				7

3.7 Research Observation Sheet 6th Meeting

2. Field Notes (6th)

Situation: All participants in outdoor. The meeting starting at 09.00 – 10.00 PM. Before it starts, they prepared for the material. Few of them were conducting the course.

Specific Observations:

- Engagement: All participants were not too enthusiastic about interacting with the author;
- Interaction: there were several times that interaction was observed among the participants themselves, but its enough, better than before;
- Participant 3 most stand out, He talks too much;
- Focus : Sometimes participants were not to focus when the others doing presentations. But overal good

Author's Comments: Participant 3 talked a lots things but he has not enough fluent. Participant 2 enough nice. They have improved step by step.

7th Meeting (15/12/2024)

1. Observation Parcipatory

Class plan : Evaluation of the previous meeting and material delivery. Evaluation: The author provides objective feedback on the previous meeting and let they know their scores. The Author asked them to discuss a topic “Is it important to have a boyfriend/girlfriend in college?". They must to give opinion about this topic

for 1 minutes and then the others allowed to give feedback. It is purpose for force them to speaking and interactive.

Participant 1:

> It is necessary for me. I need someone to talk. Becauase when I tired and stress within assignments in the collages. Sometimes I need to release my strees. At least, it could happen then I talk with someone, especially boy. But, we don’t need to chatting everytime, we must to busy each other, but we must to deep talk at night before sleep. (DR, 2024, p. 1)

Participant 2:

> In our group discussion about the topic "Is it important to have a boyfriend or girlfriend in college?", I expressed my opinion that it’s not really necessary. For me, having a relationship doesn’t bring much benefit; in fact, it can sometimes make life more complicated and stressful. College life is already full of challenges like managing studies, personal growth, and sometimes even financial responsibilities. Adding a relationship to the mix might just create more pressure rather than making things better. Personally, I would rather use my time to focus on the things that make me happy and help me relax. My hobbies, like drawing, listening to music, watching anime, and reading comics or novels, are a much better way for me to unwind and enjoy life. On top of that, I occasionally work part-time at a workshop, which

helps me gain skills and earn extra income. For me, these activities are more fulfilling and productive than being in a relationship.

During the discussion, I agreed with Nuri's perspective. She mentioned that she wants a boyfriend but only for specific moments, like having someone to talk to at night. I think that's a reasonable way to approach it—keeping things simple and not letting a relationship take over her life. However, I didn't agree with Desi's point about needing "someone to talk to" because I believe that we all already have someone we can talk to at any time—our God, Allah SWT. For me, faith and prayer are a source of comfort and guidance, especially during difficult times.

Overall, I think it's fine if someone feels that a relationship is important for them, but it's not something I personally need or prioritize right now. Everyone has their own way of navigating college life, and for me, focusing on hobbies, personal growth, and my relationship with Allah SWT feels like the right path. (FM, 2024, p 2)

Participant 3:

I think have girlfriend is good and I am. So, it is important for me. She is important, if I have no her, then I would miss part of my life. But, I date with her adultly. I mean like, we do not need text or call every second, we must to have business every day, especially in morning until evening. Then we have free time in evening. So we could hangout sometimes or just sending text each

other to inform about our daily activity and take a joke. But if we busy, at least just inform by text about what will we do. So, we do not worry each other. (MFA, 2024, p. 3)

Participant 4:

It depends on the person. But relationships require a significant investment of time and energy: This can divert attention away from academic and personal goals. Friendships and communities provide strong emotional support: Friends and campus communities can be sources of comfort, motivation, and inspiration. It also imrpove the personal growth: College is the ideal time to explore interests, develop skills, and discover one's identity. (NPS, 2024, p. 4)

Participant 5:

I also agree with Nuri, it depends on the person. But, there is benefifts from that. For me, it is necessary altough I don’t have it. I need him to accampony my day in collage and become a place to listening my stories. (SP, 2024, p. 5)

NO	**PARTICIPANTS**	**FLUENCY**					**ACCURACY**					**COMPREHENSIBILITY**					**TOTAL**
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	
1	DR			√				√						√			8

2	FM				√				√					√			10
3	MFA				√				√					√			10
4	NPS				√				√				√				9
5	SP			√				√						√			8

3.8 Research Observation Sheet 7th Meeting

2. Field Notes (7th)

Situation: All participants in outdoor. The meeting starting at 09.00 – 10.00 PM. Before it starts, they prepared for the material. Few of them were conducting the course.

Specific Observations:

- Engagement: All participants were not too enthusiastic about interacting with the author;
- Interaction: there were so active discuss each other, althought sometimes used Bahasa;
- Participant 3 most stand out, He talks too much;
- Focus : They have good focus in meeting.

Author's Comments: Participant 3 talked a lots things slightly fluent. Participant 1, 4 and 5 show their improvement. They have improved step by step

8th Meeting (22/12/2024)

1) Observation Participatory

Class plan : Evaluation of the previous meeting and material delivery. Evaluation: The author provides objective feedback on the previous meeting and let they know their scores. The Author asked them to debate a topic "This House Believes That having a boyfriend/girlfriend is necessary for increasing one's spirit in college." Each participant must to give their arguments in 3 minutes. And at the end the reseacher will give 10 minutes to them to countinue the debate freely. It is not format debate within strict rules, but purpose for force them to speaking and interactive.

Participant 1:

Distracts from Academic Responsibilities. Romantic relationships often demand significant time and attention, reducing the time available for studying or completing academic tasks. A survey by Campus Life Journal (2017) found that 45% of students in romantic relationships reported a decline in academic performance due to spending too much time with their partner. Students distracted by romantic relationships risk missing opportunities to achieve their best academic outcomes.

Risk of Stress from Conflicts or Breakups. Tensions in a romantic relationship or a breakup can cause emotional stress that disrupts concentration and academic performance. The Journal of College Psychology

(2016) reported that 60% of students who experienced breakups showed a drop in GPA during the semester of the breakup.

Emotional conflicts can have long-term consequences, such as academic failure or an increased risk of mental health problems. (DR, 2024, p. 1)

Participant 2:

I agree with this motion, because first, Emotional Support Enhances Resilience A romantic partner provides emotional support, helping students cope with academic stress and personal challenges. A study by Gleason et al. (2008) in Health Psychology highlights that individuals with supportive partners experience lower stress levels and greater life satisfaction. College life is filled with pressures like exams, deadlines, and social adjustments. A romantic partner can act as a confidant, helping students process emotions and encouraging them to stay focused. Emotional stability leads to better mental health, allowing students to perform well academically and stay motivated.

Second, motivation to succeed. Being in a romantic relationship can inspire students to set higher goals and work harder to achieve them. Research in The Journal of Social and Personal Relationships (Girme et al., 2021) shows that individuals in romantic relationships are often motivated to improve themselves to support their partner and future plans. The desire to make a partner proud or build a successful future together can push students to excel academically and participate actively in college life. This motivation

fosters a growth mindset, helping students achieve personal and academic success.

Third, companionship reduces loneliness. Having a romantic partner reduces feelings of loneliness, which are common among college students. According to a report by the American College Health Association (2018), 63% of college students felt very lonely in the past year, impacting their academic and social well-being. A romantic partner provides consistent companionship, reducing isolation and offering a sense of belonging. This emotional connection can boost a student's confidence and engagement in campus activities. Reduced loneliness improves mental health, creating a more positive college experience and fostering long-term emotional resilience.

Participant 3:

This House agree with this motion. It is increase emotional support enhances resilience. College life often brings numerous challenges, from academic pressures to personal struggles. Having a boyfriend or girlfriend provides a stable source of emotional support, allowing students to face these obstacles with greater resilience. A partner can serve as a confidant during moments of doubt or frustration, helping to alleviate stress and maintain focus on important tasks. Research indicates that emotional well-being significantly impacts academic performance, and a supportive relationship can play a key role in fostering a positive mindset.

Boosts Motivation Through Shared Goals. Being in a relationship during college often leads to shared aspirations, whether academic, personal, or professional. This shared vision creates a sense of accountability and motivation to succeed, not just for oneself but also for the benefit of the relationship. A partner can act as a source of encouragement, celebrating successes and providing constructive feedback when challenges arise. For instance, if one partner is struggling with a subject, the other might encourage them to seek help or study harder, creating a mutually beneficial dynamic that promotes growth.

Reduces Loneliness and Builds Stability. Transitioning to college, especially for students far from home, can lead to feelings of loneliness and isolation. A romantic relationship provides a consistent sense of companionship, helping to combat these feelings. The stability of having someone to rely on emotionally and socially can reduce homesickness and create a supportive environment that enhances overall productivity. When students feel emotionally fulfilled and secure, they are more likely to approach their academic responsibilities with energy and enthusiasm. (MFA, 2024, p. 3)

Participant 4:

I disagree with this motion. Survey results showing that most college students feel happy and satisfied with their lives despite not having a romantic partner. Studies that follow college students over several years can show the

relationship between various factors (e.g., quality of social relationships, involvement in extracurricular activities, and academic performance) and long-term well-being.

Well-being is a multidimensional concept that includes physical, emotional, social, and spiritual aspects. Romantic relationships are just one aspect of well-being, and not the only important one. The human brain is plastic, meaning that it can change and adapt in response to experience. In other words, happiness and fulfillment can come from a variety of sources, not just from romantic relationships.

While romantic relationships can benefit some people, it is important to remember that happiness and success in student life does not depend on the presence of a partner. By focusing on self-development, building strong social relationships, and pursuing personal goals, college students can reach their full potential and live more meaningful lives. each individual is unique and what works for one person may not work for another. (NPS, 2024, p. 4)

Participant 5:

Additional Financial Burden. Romantic relationships often involve expenses, such as for dates or gifts, which can strain the budgets of college students. A study by Financial Times Education (2019) found that students in romantic relationships spent 25% more on social activities than their single

peers. These additional expenses can lead to financial stress, affecting students' well-being and focus.

Limits Time for Personal Development. Romantic relationships can reduce opportunities to explore personal interests, participate in campus organizations, or build professional networks. Research by the Youth Development Journal (2020) noted that single students had 35% more time for self-development activities compared to those in relationships. A lack of time for personal growth may hinder students from reaching their full potential, both academically and in their future careers. (SP, 2024, p. 5)

NO	PARTICIPANTS	FLUENCY					ACCURACY					COMPREHENSIBILITY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	DR			√				√						√			8
2	FM				√					√				√			11
3	MFA				√				√						√		11
4	NPS				√				√				√				9
5	SP			√				√						√			8

3.9 Research Observation Sheet 8th Meeting

2) Field Notes (8th)

Situation: Two male particpants were outdoors and 3 females were indoors. The meeting starting at 09.00 – 11.25 PM. Before it starts, they prepared for the material. Few of them were conducting the course.

Specific Observations:

- Issue: The meeting was paused due to some issues from the participants, but after that, it went smoothly;
- Engagement: All participants were not too enthusiastic about interacting with the author;
- Interaction: there were active to give opinion and rebut each other.
- Participant 3 and 2 most stand out, They were dominated.
- Focus : All participants were so focus when the others doing presentations.

Author's Comments: They have improved significantly if compared in first meeting.

Based on all the meetings, here is the summarize of the scores:

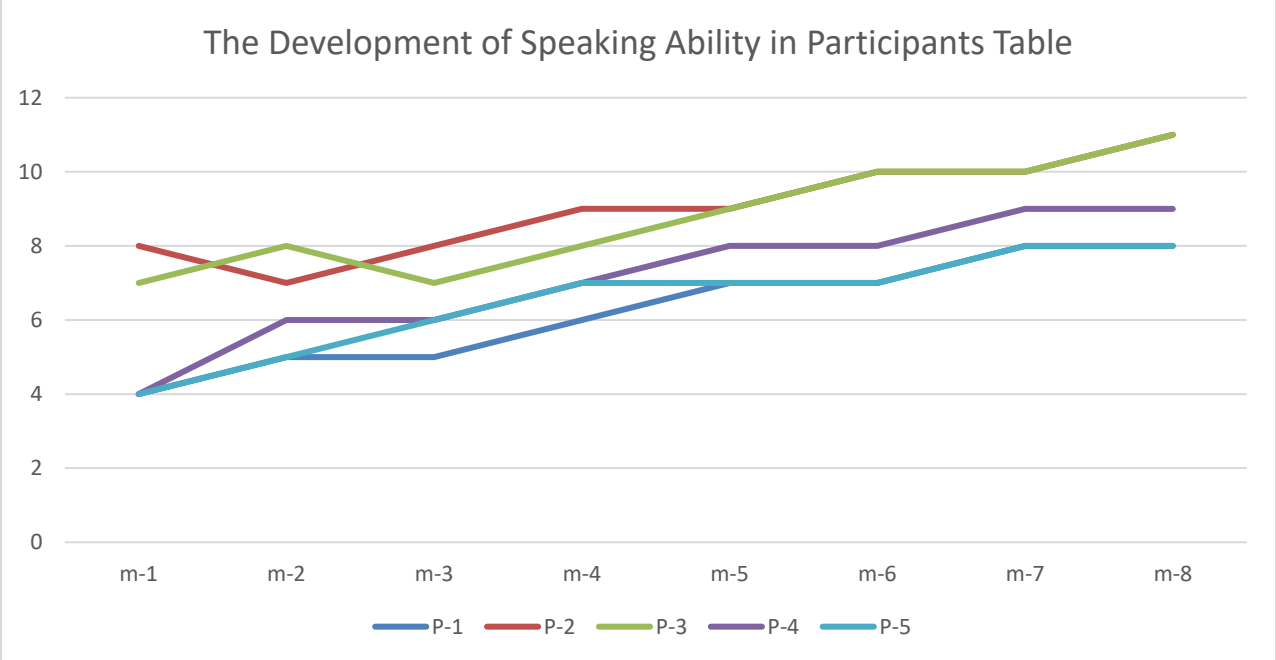
NO	**PARTICIPANTS**	**MEETING**								**Score Total**
		1st	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	
1	DRI	4	5	6	6	7	7	8	8	50
2	FM	8	7	8	9	9	9	10	11	72
3	MFA	7	8	7	8	9	9	10	11	70
4	NPS	4	6	6	7	8	8	9	9	57

5	SP	4	5	6	7	7	7	8	8	52

4.0 Accumulation Research Observation Sheet

Based on this table, all the participants improved significantly. They had low scores in the first meeting and achieved higher scores in the last. This means that the research succeeded, aligning with Holec's statement."

The Influence of Autonomous Learning in Telegram Voice Chat in their speaking skills.



4.1 Graphic Score Research Observation Sheet

Based on this graphic, author found that :

a. Participant 1: At first, she got 4 points. But in the end, she improved and got 8.

b. Participant 2: At first, he got 8 points. But in the end, she improved and got 11.

c. Participant 3 At first, he got 7 points. But in the end, she improved and got 11.

d. Participant 4: At first, she got 4 points. But in the end, she improved and got 9.

e. Participant 5: At first, she got 4 points. But in the end, she improved and got 8.

Participants 2 and 3 have scores above average, but they are not the most significant positive. Actually, the most significant improvement is participant 4; from 4 until 9 points, it is increased by 5 points. Followed by participants 1 and 5; increase 4 points. Meanwhile, participants 2 and 3 only improved 3 points. So, overall they have improved significantly.

b. Semi Structure – Interview

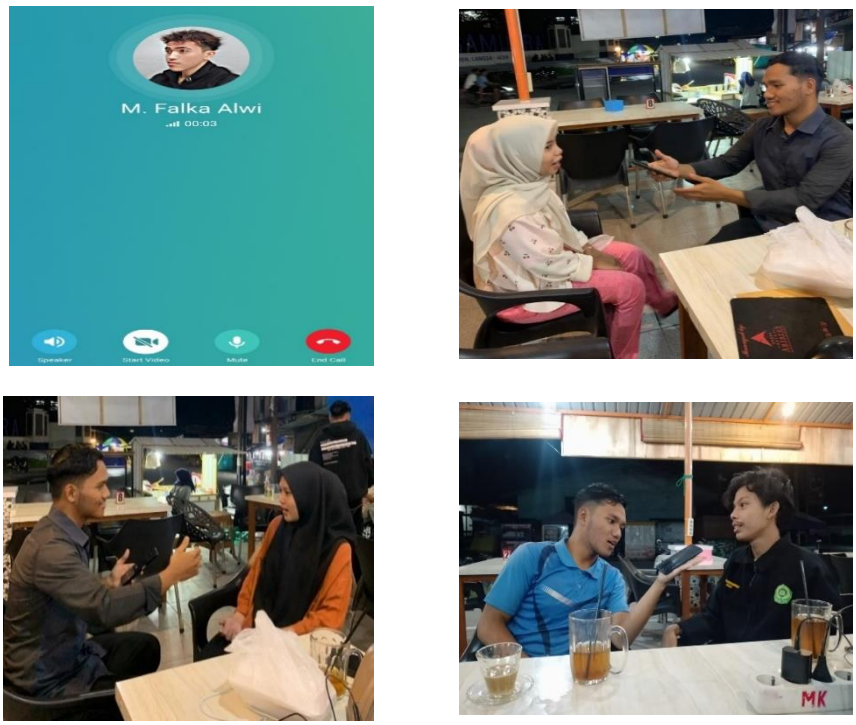


Figure 1.3 Semi structure - interview

The author has interviewed all the participants after they have attended all the meetings. Each interview took 40-60 minutes per participant. And here are the results of the semi-structured interviews using the Creswell method:

Participant 1:

Learning Experience:

A rewarding class filled with discussing, learning and speaking English using the telegram platform.

Challenges and Solutions:

I really lack vocabulary in English, in this class I know a lot of pronouncation, language vocabulary practice speaking along with critical thinking, although it is still difficult but it is taught by a good and patient tutor, sometimes the class is also often held in the middle of my busy schedule, against assignments, and organizations. But I am very happy and enthusiastic about this class because it is beneficial for me.

Motivation, achievement and experience of learning English:

I only have motivation to use chat or voice chat to improve my English because I want to go abroad for fun or work because abroad salaries are more expensive than indoors. I have no achievements and no English learning experience.

Telegram:

I just found out that there is a voice chat feature in telegram because I usually use telegram to find friends, and watch movies, and it turns out that telegram has a voice chat feature that is useful for learning for English education students.

Suggestion:

I think, I need improve my self. I do not have suggestion for Telegram or this research. (DR, 2024, p. 1)

Participant 2:

Learning Experience:

in this class I feel happy to be one of the participants, through this class I was challenged to speak in English during class in expressing opinions, opposing the opinions of other participants, and sharing experiences in speaking in English, during class we were challenged to speak in English and I think it should be applied every day, not only during class to improve speaking skills in English. Through this class I gained valuable experience and of course gained very valuable knowledge for future self provision, we were not only presented with material but also given advice and also corrected if there were errors in vocabulary pronunciation. with this class I became aware of my shortcomings in English speaking skills and was motivated to hone my speaking skills to be even better.

Challenges and Solutions:

The challenges I face during class are when the wifi signal suddenly disappears during class which causes interference in the learning process, the noise around and in terms of taking the time to attend class in my opinion is a separate challenge that I face, even so learning activities in telegram are a new and enjoyable experience for me, a little advice that I can give is that when the signal is lost, prepare a data package for a while until the network is stable again, avoid disturbing sounds and as much as possible take the time to study for a better future.

Motivation, Achievement and Experience of Learning English:

My motivation in learning English is to prove that English is not as difficult as people say, I am also motivated when watching movies, reading comics, newspapers, journals in English without having to translate first into Indonesian, I once participated in an English debate when I was in 11th grade high school and Alhamdulillah won 1st place at the district level, my experience in learning English started from childhood, when I was curious about various vocabulary in English I looked up the meaning and got a special pleasure when I knew the meaning, from there I continued to study on my own and sometimes asked my parents, teachers, and seniors in order to gain more experience.

Telegram:

I have been using the telegram application for more than 4 years, in my opinion telegram can be the right solution for online learning and teaching, back in high school when the COVID-19 virus spread throughout the world and created various problems, one of which was in the field of education, learning was changed to online learning, initially the teacher suggested using the whatsapp application but there were several obstacles, therefore learning was replaced using the telegram application and it made a significant improvement in student online learning, especially in limited cellphone storage.

Suggestion:

I think telegram needs to be developed further to overcome the obstacles of losing internet connection, noise cancellation features etc. I used to use telagram only to watch movies and just a place to send assignments to my teacher, but with this class I realized how important it is to use telegram in a better direction not only for learning but also for other more useful things. (FM, 2024, p 2)

Participant 3:

Learning Experience:

This class was really fun and made me feel more confident to speak in English, especially since I usually feel uncomfortable speaking in English and don't have a partner. Telegram has been an invaluable tool for me to overcome

this. Through Telegram, I often practice speaking and exchanging ideas with my friends. The voice chat feature really helps me to improve my speaking skills. In addition, I also frequently interact with native speakers from Germany and Ukraine outside of this study group.

Challenges and Solutions:

However, I also faced some problems such as unstable internet connection and noise when several people activated the microphone simultaneously. Nonetheless, Telegram remains an excellent tool for communication between teachers and students to learn English speaking. But it's hard to find free groups like that.

Motivation, achievement and experience of learning English:

My motivation to continue my master's studies abroad is one of the factors that encourage me to continue learning English. Although I don't have any formal English achievements, I have passed the selection for debate in Thailand but didn't continue because I didn't have the money to continue, taught at the UKM Zawiyah English Club and since this class started I have been looking for foreign groups and talking to Germans and Ukrainians.

Telegram:

I have been using telegram for 7 years but I never used the voice chat feature to learn English speaking. Before that I only used telegram to watch movies.

Suggestion:

I think this study needs to include more participants with the same level, so that I can speak English more comfortably. (MFA, 2024, p. 3)

Participant 4:

Learning Experience:

Learning through Telegram's speaking class really helped me to practice speaking in English. It also provided many interesting discussion topics for me. In addition, this class also helped me to be a little more confident in speaking English, usually when learning in class I rarely join in speaking English because of my lack of grammar. But in this telegram class I am more confident when speaking English.

Challenges and Solutions:

Sometimes the internet network is unstable, which interferes with communication. And also I think learning using telegram makes me less focused because I usually also open other applications when I'm bored. For the Solutions are, make the class more interesting and less boring, make sure the internet connection is stable before starting the class.

Motivation, Achievement and Experience of Learning English:

I want to be a competent English teacher, so learning speaking is one of the important steps. I also took English lessons after graduating from high

school to take the SBMPTN because there were some English questions in the SBMPTN. But not learning English that is too specific, just an overview or general English lessons.

Suggestion:

create an evaluation session after class and ask about the improvements that have been made. (NPS, 2024, p. 4)

Participant 5:

Learning Experience:

Learning in this class has been a very enjoyable new experience for me. I became more confident to speak in English, however, I still talk a little bit before I often felt awkward and lacked confidence. By using Telegram, I can discuss and practice my speaking skills flexibly at any time. The group also helped me to listen to different accents from different members, which improved my listening skills.

Challenges and solutions:

One of the challenges I face is that it is difficult to understand the conversation when the accent or intonation of the other person is too fast or I find it difficult to understand speaking if I don't see the writing. I also try to manage my time better so that I can attend the sessions without being distracted by other activities.

Motivation, Achievement and Experience of Learning English:

My motivation in learning English is to be able to work where in this era English speaking skills are needed My experience as such is not yet Although I don't have many formal achievements, I am proud of the development of my skills, especially in terms of speaking and listening which I am still learning.

Telegram:

I used Telegram for 5 years to watch Korean drama but through this research I got a new way of using telegram which is learning to speak English through voice and I can connect with many people from different countries, which makes it easier for me to practice speaking without having to worry about being judged or feeling embarrassed.

Suggestion:

This research will be more useful if there are more participants with different abilities.

B. Discussion

In this study, the author has focused on university students, similar to M. Alahmad who surveyed 300 students at Tehran North Branch, Islamic Azad University, Iran who found that Telegram is a useful tool for increasing vocabulary

for students from the English and Translation department.[41] However, the focus of the author's ability is different, which focuses on improving speaking skills using the voice chat feature on 5 research subjects. Focusing on speaking because Jong & Perfetti said that one of the main goals in second/foreign language learning is to become fluent in the target language.[42]

The study found that the English speaking ability of all the research subjects had improved after conducting 8 meetings in Telegram. They showed high motivation to improve their English skills, driven by aspirations such as increased confidence in English presentations and a desire to continue their academic studies. This is in line with Holec's statement as the inventor of this strategy that autonomous learning depends on several key factors, namely awareness and responsibility for learning, metacognitive skills, access to learning resources, motivation and self-discipline, flexibility in strategies, and support from the learning environment.[43] While acknowledging the existence of various platforms for language learning, the research findings show that Telegram can be a very effective medium for developing language proficiency especially in English speaking proficiency.

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[41] Kusuma, L., & Suwartono, T. (2021). Students' response to the use of telegram in English class during covid-19 pandemic. *Premise: Journal of English Education and Applied Linguistics*, *10*(1), 20-35.

[42] Molina, M. & Briesmaster, M. (2017). The Use of the 3/2/1 Technique to Foster Students' Speaking Fluency. Inquiry in education. (v9). N2. Retrieved from: https://eric.ed.gov/?id=EJ1171669

[43] Holec, H. (1981). Autonomous and Foreign Language Learning. Oxford/New York: Pergamon Press. (First Published 1979, Council of Europe).

- Purposes of Study

a. To explore the learners' autonomous journey experience of 5th-semester students of the English Education Department in speaking skills when using Telegram voice chat.

1. **Advantages Autonomous Learning for enhancing English speaking skills.**

   It is great, because free and It is able anywhere and anytime to used without strict by sechedule.

2. **Disadvantages Autonomous Learning for enhancing English speaking skills.**

   Learners have a freedom, make learners do not have duty for learning. Without high motivation makes them lazy.

3. **Advantages Voice Chat for a tool enhancing English speaking skills.**

   It is a good tool for enhancing English speaking skill and better than WhatsApp. But step by step WhatsApp has improved and could rivaling it. If Telegram would not make inovation, then it could lost by WhatsApp

4. **Disadvantages Voice Chat for a tool enhancing English speaking skills**

   It is noisy when there are 2 device in the same time and place open mic together.

b. To understand the Role of Telegram Voice Chat in English speaking skills learning.

a. Advantages of Telegram

Telegram allows users to connect across continents in groups of up to 200,000 members, making it a powerful platform for autonomous learners to interact with native speakers. As an open-source app, Telegram offers superior features for language learning, such as:

- Interactive screen sharing usable by multiple members simultaneously.
- Versatile bots for entertainment, quizzes, games, and learning.
- Voice chats that enable real-time interaction across borders.

b. Disadvantages of Telegram for Enhancing English Speaking Skills

While Telegram is technically functional for learning, it has some limitations:

Low Engagement for Language Practice:

- Few users actively utilize Telegram for conversational practice (most use it for broadcasting or passive content sharing).

Distractions and Noise:

- Large groups can become chaotic, making focused practice difficult.

Internet Dependency:

- Requires stable, high-speed internet for voice chats or screen sharing.

Privacy Concerns:

- Only Secret Chats use end-to-end encryption; regular group chats lack this protection.
- User data (e.g., phone numbers) is stored on Telegram’s servers.

Lack of Corrections:

- Autonomous learners without a partner fluent in English may not receive grammar or pronunciation feedback.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, participants identified several key benefits of using Telegram for autonomous English language learning, including:

1. Increased Exposure to English: Regular exposure to English through group discussions, shared materials, and informal interactions with other members significantly improves fluency, accuracy, and comprehension, leading to greater speaking confidence. Moreover, a low-pressure speaking environment where people support each other helps sharpen confidence and courage.
2. The Voice Chat feature in Telegram proved to be an effective tool for autonomous learning among fifth-semester EFL learners in the English Education Department, enhancing their speaking skills.

However, it is crucial to recognize that the sustained effectiveness of Telegram depends on its ability to adapt and innovate to meet the evolving needs of language learners. Ultimately, the success of any language learning platform hinges on the learner's intrinsic motivation and their capacity for independent learning. By fostering a proactive and self-directed approach, learners can effectively utilize platforms like Telegram to achieve their English-speaking goals, regardless of their chosen learning environment.

B. Suggestion

1. For Research Subject

Based on this research, the author identified several obstacles faced by the research subjects, which can serve as suggestions for improvement. These obstacles are categorized into two types: external and internal factors. Suggestions for addressing external factors include preparing the device properly to ensure optimal cellphone performance, ensuring a stable network connection, using a headset or similar device when outdoors, enabling 'Do Not Disturb' (DND) mode to prevent incoming notifications, and muting notification sounds that may disrupt the concentration of research subjects. And the internal factor that they must have find out their hard reason to learning so that they have big willingness to improve their own skills and make them learn more seriously.

2. For Reseacher

This study provides preliminary insights into the potential of social media platforms like Telegram for facilitating autonomous English language learning. The findings suggest that educators can explore innovative ways to integrate social media into their teaching practices, providing students with opportunities for autonomous learning and enganging communication.

Future research should investigate the impact of Telegram on a larger and more diverse sample of English language learners, to research in other subject research and place, especially in schools that have the teachers who applied autonomous

language learning. In the next research, it should use quantitative methods, such as surveys and pre-post tests, which could be employed to measure the effectiveness of Telegram-based learning within larger data. Furthermore, research could explore the role of different Telegram features, such as voice messages, video calls, and interactive bots, in enhancing language learning outcomes.

In addition, author do not forget the main factors, namely: providing motivation, learning comfort, and socializing how to use the features that will be used as the main tools and mechanisms for autonomous learning and an autonomous learning mechanism well. Also, it is hoped that teachers in schools/campuses can utilize the Telegram application and this learning method to create better quality students.