



The Trend of Engaging Role-Playing Communities on Telegram for Learning Written English

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Abstract

This study explores the influence of role-playing communities on Telegram in enhancing members' English writing skills. Using a qualitative descriptive approach, data were gathered through structured interviews with ten participants and passive observations of five active members. Results indicate that these communities foster writing development and boost learners' confidence. Despite challenges such as limited vocabulary and grammatical concerns, participants employ tools like Grammarly and translators to improve. Observational data reveal improvement in cohesion, clarity, and grammar over time. The findings suggest that role-playing communities offer an engaging, effective medium for developing English writing skills.

Keywords: *Role-Playing Communities, Written English, Telegram, Community, Learning Written English.*

Introduction

In the era of industry 4.0, the times have developed very rapidly. Not surprisingly, over time technology develops and transforms very quickly. Along with the times, technological advances have affected various aspects of life both in politics, economics, culture, art and even in the field of education (Pangestuti et al, 2024). With this, technology in communication creates something very sophisticated so that it can facilitate communication that can penetrate space and time. Telegram is one of the media. Telegram is a mobile application that allows users to communicate with them using mobile gadgets and computers (Kasumu et al, 2018). As the number of users grew, telegram was not only used as a tool for two-way communication, but also developed into a virtual community.

One of the communities in Telegram is a role-playing game community that is widely followed by Indonesian teenagers aged 12-17 years. The reason Telegram became the place to conduct the research was because the members of the role-playing communities were the same age as junior high school and high school students. Roleplay is the act of playing a certain character or individual (Purwaningtyas S Oktara, 2023). Role-playing is a role of someone who mimics the style of the character he or she is portraying. Role play is a term for people who play roles (Achsa S Affandi, 2015.). Role-playing players usually imitate characters from their idols, whether it's Korean-pop artists, western artists, or selebgrams who are usually on the rise on social media platforms. In this activity, players usually need skills in writing.

Writing is a multidimensional skill requiring knowledge and proficiency in a number of areas (Archibald, 2001). Writing involves various abilities such as choosing ideas, composing sentences in the form of words, meaningfulness, and conformity to grammar (Harahap S Ramadhani, 2020). Therefore, complex skills are needed for writing. In addition, writing is one of the basic language skills that humans must have besides listening, speaking, and reading (Lazufa, 2019). Each of these abilities is related to one another. In this case writing is a medium of understanding and creativity from a person, therefore the ability to write for someone is very important. By having writing skills one can record, record and report (Hirawati, 2022). Therefore, every individual must have the ability to write.

The benefits of joining the role-playing community are that one can have skills in communicating or building social relationships with others. The role-playing players usually describe themselves who are being the identity they create through a personal channel. On the channel, in addition to describing themselves, they also sometimes write about their daily lives as if they were the identity they adopted in this game. As expressed by (Wenger, 1998), communities of practice develop around things that matter to people. As a result, their practices reflect the members' own understanding of what is important. Roleplaying is formed by a community in Telegram through an agency as a shelter and media promoter (Widyastuti S Ngiji, 2023). Therefore, role-playing is a place for someone to develop skills and creativity, so it is not just for entertainment.

In this activity, players usually need skills in writing. Previous research revealed that the role-playing community has a positive impact on students. Research Prayogo, et al (2020) found that the Role-Playing community has provided an interesting and enjoyable experience for learners in learning written English. Meanwhile, Wulandari and Muliani (2023) found that users had a positive response and experience in utilizing Twitter and Telegram to develop their English skills. Another study, Wonopuspito S Cahyono (2014) the results showed that at first role players were only able to write short with few words, but during roleplaying the role players were increasingly fluent in coming up with words and

increasingly able to write longer.

However, there is limited research that examines role-playing communities to develop writing skills among Indonesian teenagers on the Telegram platform. Most previous studies have looked at platforms such as Twitter rather than Telegram as an alternative space for teenagers to learn to develop their writing.

The purpose of this study is to fill this gap by finding out how the activities of players in the role-playing community on Telegram affect adolescents' English writing skills. The main focus of this research is whether teenagers who play role-playing games can improve their individual English writing skills effectively.

Method

The research used in this study is in the form of a qualitative method with a descriptive approach. Using this method can allow researchers to understand how the phenomenon being studied. The goal of descriptive research is to describe a phenomenon and its characteristics (Nassaji, 2015). By using a descriptive approach, researchers will get an overview that can describe the characteristics of the research subject. With this collection technique, it can also allow researchers to analyze the results that will be obtained in more depth. The population in this study are members of role-playing communities who are active in using Telegram. The sample was selected using purposive sampling technique with the aim of ensuring that respondents have relevant criteria, such as respondents have joined role-playing communities and actively write on their personal Telegram channel for at least 6 months.

In this study, the instruments used were structured interviews and passive observation. In this study, data was collected from 10 participants from role-playing community members who were asked to be interviewed for 15 questions. In addition, 5 of the 10 interviewed members were selected for passive observation. Observations were made of their writings as many as 3 writings on their personal channels which will begin on January 03, 2025. The writing topics have been determined, including in the first writing they will write about their identity in roleplayers, in the second writing they will write about their idols, and in the third writing they will write about the activities they like.

A holistic assessment rubric with aspects from brown (2003), including clarity, grammar, cohesion, fluency of expression, and clarity makes an assessment of the writing observation results. The scoring process was conducted by two independent raters with English education backgrounds, and inter-rater reliability was assessed using initial score comparisons and discussions to equalize perceptions. Ethical considerations were made by seeking consent from participants through online informed consent. The identity of the participants will

be masked. Both interview and observation data will be organized and categorized. Interview data will be recorded, then a summary transcription will be made, while observations will be made in the form of descriptive notes with the aim of providing a clear and detailed description of how they write through their personal channels. In this study, data validation will use the internal data cross-check technique, which is a technique carried out by comparing statements conveyed in interviews with the results of observations of their writings observed on private channels, the aim is to ensure that the data obtained is consistent with what respondents say during interviews and what they write.

The results of the data collection obtained will be presented in detail with an emphasis on explaining the phenomena that are the subject of the research clearly.

Results

1. Interview

This section shows the results of the research that has been conducted on 10 participants in the active role player community members in telegram. The data were collected through structured interviews based on theories from Brown (2003) on Language assessment principles and classroom practices and Wenger (1998) on Communities of practice learning as a social system.

a. Confidence level in writing English

From the 15 questions, the results of the first question showed that 7 out of 10 respondents said that they lacked confidence when asked to write in English “kurang percaya diri soalnya takut grammarnya salah.” – Responden A and 3 of them were confident “aku karena udah biasa nulis dalam Bahasa Inggris jadi percaya diri aja” – Respondent B. Many of them said that they were afraid they would make a mistake and felt their vocabulary was still small. However, some of them were confident because they are used to it and it is the language, they use daily when playing roleplayer.

b. Challenges in writing English

5 out of 10 people said that the biggest challenge was the grammar that they had to stick to, which bothered them because they were worried about getting it wrong “Aku takut grammarnya salah, jadi kurang enak di baca nanti” – Responden C. Another 5 out of 10 said the biggest challenge was the lack of vocabulary in English, which made it difficult to convey messages because of the lack of variety in English “Kosa kata aku masih sedikit, kadang suka bingung jadinya mau nulis apa” – Respondent D.

c. Habit of Revising Writing

All respondents said that they revise while writing, especially on grammar

“Aku biasanya revisi gammarnya, takut salah” – Respondent E. Some respondents said that they need to revise their grammar several times so that the sentences can be read clearly “I revise my writing several times, if the grammar is wrong, I'm embarrassed” “Aku revisi tulisan beberapa kali, kalau grammarnya salah suka malu” – Respondent F.

d. Difficulty in Writing Essays

10 respondents said that they had difficulties in making essays, 5 of them said that they lacked vocabulary. They said that it was difficult to choose a word so that their essays were varied and not monotonous, some of them said that they often used repetitive words so that their essays looked monotonous so they were not varied “kalau membuat esai aku kayanya emang sulit, susah banget nyari kosakata yang menarik, jadi kaya monoton aja” – Responden G. Another 5 respondents said it was because of grammar. They feel worried when they are writing because they are afraid of the wrong grammar so they hesitate to write “grammarnya susah, takut salah” – Respondent D.

e. Use of Supporting Applications

10 respondents said that they used supporting applications to help them write, including they used Grammarly to help them correct incorrect grammar “aku pake Grammarly, biar grammarnya bagus” – Respondent H. Others said they used translator tools for them to find new vocabulary “Pake Translator si biasanya, susah kadang nulis pake bahasa inggris” – Responden I.

f. Strategies When Writing

7 of the respondents said that they need an outline to start writing. By setting an outline first, it can make it easier for them to write so that their writing can be more purposeful and clearer “Aku pake kerangka biar terstruktur aja si tulisannya” Responden J. The other 3 respondents said that they write directly without the need for an outline. They write using spontaneous ideas so that the writing just flows when writing, when making an outline first they feel that their ideas do not develop “aku biasanya langsung nulis aja, soalnya kalaupake kerangka kaya stuck gitu” – Respondent B.

g. Overcoming Writing Stalemate

6 out of 10 respondents said that when they get stuck, they will start reading. They said that reading will help them refresh their ideas, whether it is reading novels, digital comics, their previous chats, so that they can broaden their perspective that will stimulate a new idea “Aku biasanya suka baca novel aja si ama baca webtoon biar dapet kosakata baru buat jadi inspirasi menulis” – Respondent

F and “biasanya lebih milih buat baca chat yang sebelumnya aja si buat jadi inspirasi” – Respondent C. 4 of them prefer to ask Artificial Intelligence (AI) to help them develop their ideas when they are stuck “lebih pilih pake AI aja, soalnya kaya lagi komunikasi secara real time sama orang” – Respondent A.

h. Implementation of Feedback

All respondents said they implemented feedback beforehand. They said when they got feedback such as comments and also suggestions from others, they would improve it, then would apply it to their next writing “aku kalau dapet koreksi dari temen, biasanya aku coba perbaiki tulisan aku, dan kedepannya aku bakalan pakai dengan kalimat yang benar” – Respondent I.

i. Role of Roleplayers in Writing Development

All respondents said yes, because with the roleplayer they can get feedback from other members and it will help them develop their writing in English “Jadi anggota roleplayer bener-bener ngebantu aku banget buat ngembangin tulisan bahasa Inggris aku” – Respondent D.

j. Telegram as a Writing Platform

7 out of 10 respondents said telegram could be one of the platforms for writing, because telegram has a channel feature to be one of the platforms they publish their writing “Iya soalnya ada kan ini fitur channel pribadi, nah itu bisa banget buat Latihan nulis, dan bisa di pake buat pameran juga sama orang lain” – Respondent G. 3 of the other respondents said they used telegram only to communicate with other roleplayers and did not create channels for writing platforms “Aku lebih suka buat komunikasi aja si, kalau channel ada si cuman bukan buat nulis” – Respondent H.

k. Main Purpose of Playing Roleplayer

10 respondents answered that the main reason was to make friends, some respondents said that over time they got the benefit of understanding and being able to write in English whether it was formal or slang English that was being used by others “Tujuan aku buat nyari temen, tapi lama-lama bisa bahasa Inggris, apalagi slangnya yang bikin kelihatan jago banget” – Respondent J.

l. Role-playing communities Motivate English Writing

10 respondents answered that they were all motivated to write English. Some respondents said that the number of roleplayer members who use English can motivate and also be challenged to learn to write English “liat orang jago nulis pake bahasa Inggris jadi termotivasi buat bisa juga” – Respondent F.

m. Impact Outside the Community

10 respondents when interviewed said they said yes. Some interviewees said that after playing roleplayers they were able to be active in English lessons at school “Aku jadi lebih aktif pas pelajaran Bahasa Inggris” – Respondent I and others said they can have daily conversations using English in real life “Aku jadi bisa ngomong pakai Bahasa Inggris buat sehari-hari, jadi keliatan keren” – Respondent D.

n. Self-confidence after joining Roleplayer

10 respondents said yes, that roleplayers have a positive impact on them so that they can write English more confidently. They said that by joining roleplayers they indirectly practice English every day so that they know more vocabulary than before and it makes them naturally confident “secara gak langsung aku jadi latihan nulis dalam Bahasa Inggris sekarang jadi lebih pede deh” – Respondent E.

o. Comparison with Classroom Learning

Some participants said that by joining roleplayers they could learn English more flexibly and enjoyably, while learning in class felt less confident, afraid of grammar mistakes “Aku suka belajar disini soalnya kayak ga belajar dan ini sangat fun, kalau di kelas suka takut grammar salah” – Respondent H. Some others said that learning in the roleplayer community is more suitable for developing creativity in writing, while in class it is more effective for developing English formally and is more structured in grammar and others “Belajar di rolepayer lebih cocok buat ngembangin tulisan sama eksplora gaya menulis, kalau belajar di kelas lebih efektif buat ngembangin tulisan jadi lebih terstruktur” – Respondent F.

2. obeservasi

In this case, observations were made with 5 respondents who played roleplayers and created a platform channel for writing. Observation is carried out periodically, namely every 3 days with a predetermined theme. The writing will be observed using the holistic scoring rubric adapted by Brown (2003) as an assessment.

Table 1. Writing Assessment Scores of Respondents Based on Brown’s Holistic Rubric (2003)

| Score | Description |
|----------------|---|
| 5 excellent | The writing is very clear, well organized, on topic, and has minimal grammatical errors. |
| 4 good | The writing is fairly clear and organized, but there are some underdeveloped areas. |
| 3 fair | The writing has a clear core idea but is poorly organized and some errors interfere with understanding. |
| 2 weak | Writing is unclear, ideas are unstructured, many grammatical errors are distracting. |
| 1 very weak | Writing is difficult to understand, unfocused, with many significant errors. |

Respondent 1

Name: Eve

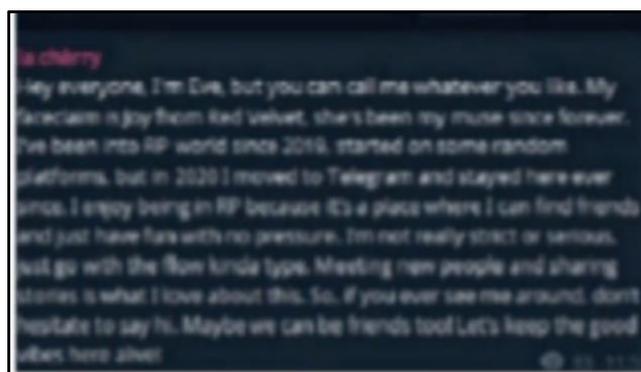


Figure 1. Writing Activity Documentation from Role-player Telegram Channel

In terms of clarity in writing, this text has good clarity and is also structured. The information in the text is quite complete and also uses a light language style that is easy to understand. The text is written with a good structure, there is an introduction, background and ends with an invitation to be friends, so the text is easy to understand by others. The text has no grammar mistakes that make it difficult to read. However, there are some parts of the text that need to be developed again such as in the sentence “since

forever” and also “go with the flow kinda type” making the grammar less neat. With this, it is considered that this first text has a score of 4.

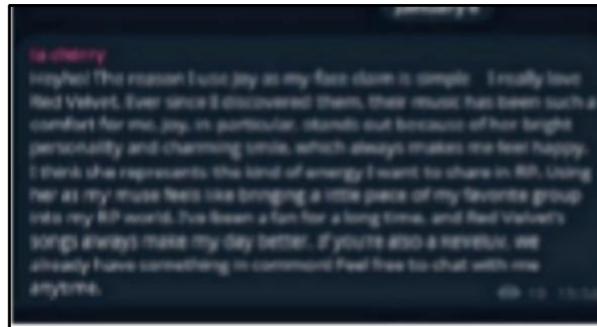


Figure 2. Writing Activity Documentation from Roleplayer Telegram Channel

The second text has a good structure and is also organized, so the text looks neat. The text can be read easily so that it does not make the reader confused. The text does not deviate from the topic so that its purpose is clear and unambiguous. The text is written in a very varied way so that the text is not monotonous. Although this text is written in a structured and neat manner, there are some sentences that need to be improved. For example, “feel” is used repeatedly so it seems monotonous and can be improved with the synonym of. Overall, this second text has a score of 5.

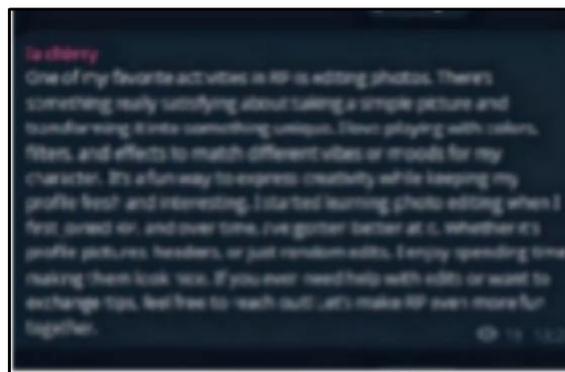


Figure 3. Writing Activity Documentation from Role-player Telegram Channel

The third text has a good writing structure so that the text seems neat. This text does not get out of the title that has been determined so that the text has a clear purpose. Errors in grammar are not so glaring so that they can be minimized. Overall, the text has good sentences that only need a little variation in some sentences. Overall, the text can be given a score of 5.

Respondent 2

Name: Azura

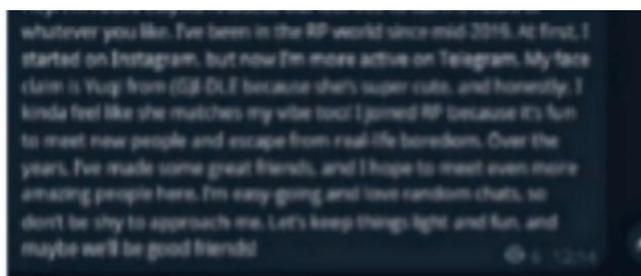


Figure 4. Writing Activity Documentation from Role-player Telegram Channel

The text has an organized structure, so the text is very clear to understand. Text has good quality. The ideas conveyed transition smoothly, so that when reading text seems more enjoyable. The text has good grammar. The score given to this text is 5.

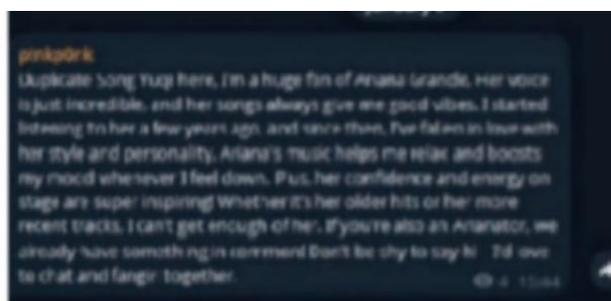


Figure 5. Writing Activity Documentation from Role-player Telegram Channel

The text has a neat structure, clarity in writing, and does not get out of the topic that has been determined. The language used in this text is more expressive but still can be read easily. Text has good grammar. Overall, the text has a score of 5.

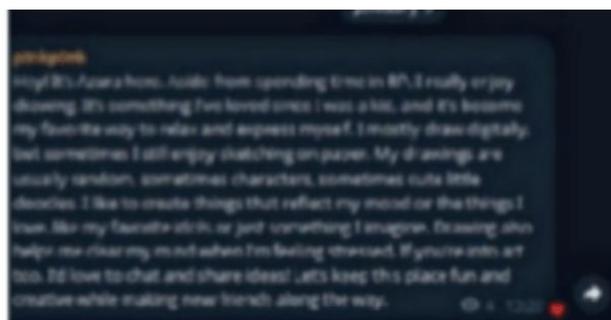


Figure 6. Writing Activity Documentation from Role-player Telegram Channel

The text is written clearly because it can be seen from the structure in the text that is very organized so that it is easy to read. The text does not go out of the specified title. The grammar in this text is almost perfect. Well-organized sentences create a good sentence structure. The score given to this text is 5.

Respondent 3

Name: Arel

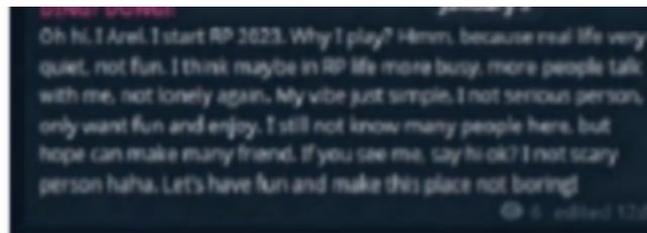


Figure 7. Writing Activity Documentation from Role-player Telegram Channel

This text has a poor structure and grammar, making it distracting to read. The flow in the paragraphs is not neat, many sentences are disconnected and ideas with other ideas are not well transitioned. In this text there are many incorrect language settings, for example in the sentence “I Arel” should be “I’m are”, “I started RP 2024” became “I started RP in 2024”, real life is very quiet, not fun” became ‘real life is very quiet and not fun’, and ‘I’m not a scary person’ became ‘I’m not a scary person’. From the rubric assessment above, this text is given a score of 2.

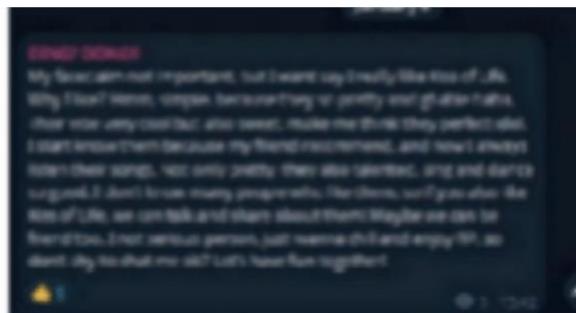


Figure 8. Writing Activity Documentation from Roleplayer Telegram Channel

In this text, the structure and grammar are still not good but the main idea is quite conveyed. There are some grammar mistakes, for example in the sentence “My faceclaim is not important” should be “My faceclaim isn't important”. This text has clarity that the reader can still understand. This text according to the assessment rubric will be given a score of 3.

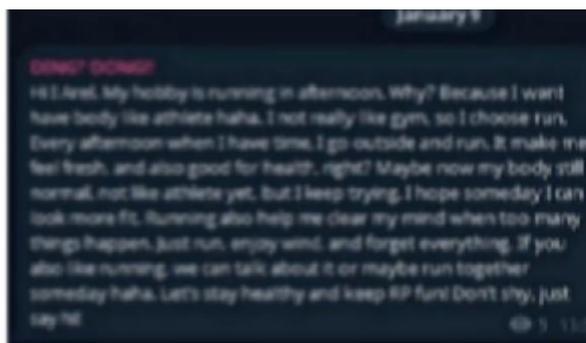


Figure 9. Writing Activity Documentation from Roleplayer Telegram Channel

The main idea in this text looks clear and straightforward according to the topic that has been determined. But when viewed from grammar, this text has grammar that is still lacking. One example is the sentence “I don't really like the gym” should be “I don't really like the gym”. The text already has a good structure. In this text, the message can be conveyed only lacking in grammar, so this text will be given a score of 3.

Respondent 4

Name: Ash

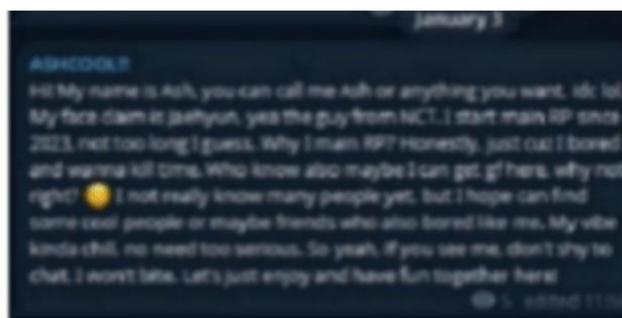


Figure 10. Writing Activity Documentation from Role-player Telegram Channel

The message in this text is very clear in accordance with the theme that has been determined. Although the message is clearly conveyed, grammatically many sentences are still wrong, for example in the sentence “I started playing RP since 2023” to “I started doing RP in 2023”. In this text there are many abbreviations so that the language is not formal but in role-playing this context is not at issue. The structure of this text can be categorized as good because the order is quite organized. This text can be categorized as getting a score of 3.

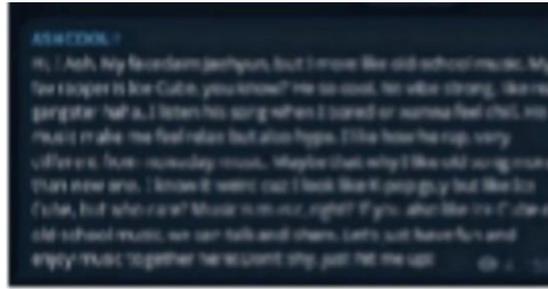


Figure 11. Writing Activity Documentation from Roleplayer Telegram Channel

This text has good clarity because it fits the theme. However, there are still many wrong sentences in grammar, for example, “Hi, I’m Ash” becomes “Hi, I’m Ash”, “My faceclaim is Jaehyun” becomes “My faceclaim is Jaehyun”, “He’s so cool” becomes “He’s so cool”, “His music makes me feel relaxed” becomes “His music makes me feel relaxed”, “Maybe that’s why I like old songs” becomes “Maybe that’s why I like old songs”, and “Don’t be shy” becomes “Don’t be shy”. Although there are still many grammatical errors, it is still organized so that it is quite orderly. The score of this text according to the rubric is 4.

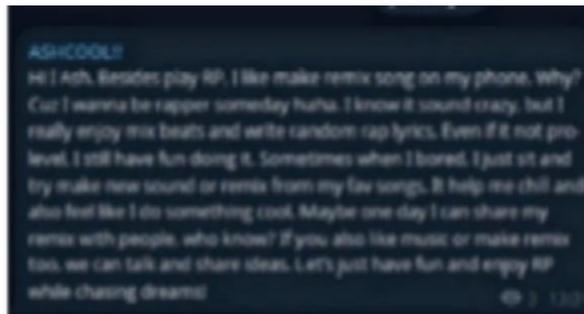


Figure 12. Writing Activity Documentation from Roleplayer Telegram Channel

In this text, the reader can understand the text because the clarity in this text is very good. However, grammatically there are some small mistakes, for example in the sentence “Hi I Ash” should be “Hi, I’m Ash”, “I like to make remix songs” should be “I like to make remix songs”, “It helps me chill” should be “It helps me chill”, “who knows?” becomes “Who knows?”. According to the rubric, this text is given a score of 5.

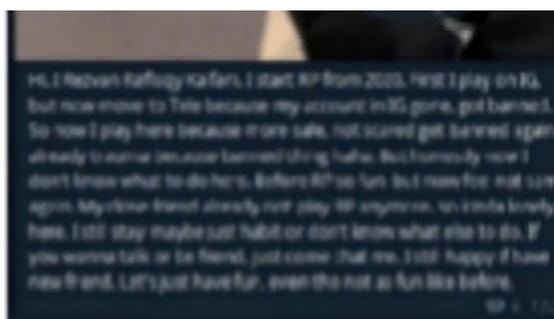


Figure 13. Writing Activity Documentation from Role-player Telegram Channel

This text has a pretty good structure. The flow in the text is very easy for the reader to understand. But grammatically there are some that must be corrected, for example in the sentence “I started RP from 2020” to “I started RP in 2020”, “not scared of getting banned again” to “I’m not scared of getting banned again”, “I’m already traumatized” to “I’m already traumatized”, ‘even tho not as fun as before’ to ‘even though it’s not as fun as before’. After considering according to the rubric, this text deserves a score of 4.

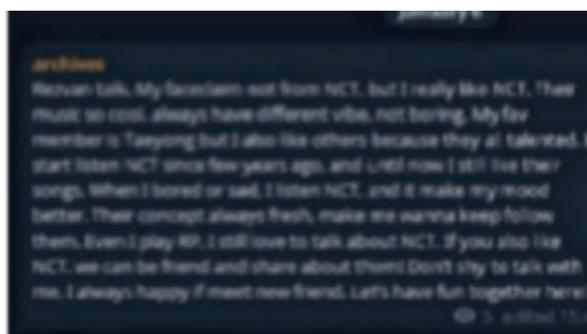


Figure 14. Writing Activity Documentation from Role-player Telegram Channel

The clarity in this text is very good, the sentences can be understood clearly. The text above is organized according to the theme requested and the structure in the text above is quite good. The flow of this text is very easy for readers to understand. However, there are some grammar mistakes that need to be corrected, for example in the sentence “Their music is so cool” to “Their music is so cool”, ‘since a few years ago’ to ‘since a few years ago’, ‘it makes my mood better’ to ‘it makes my mood better’, ‘meet new friend’ to ‘meet new friends’. Because there are still some minor grammatical errors, but overall, the text has structure, clarity, and organization, the text is given a score of 4.

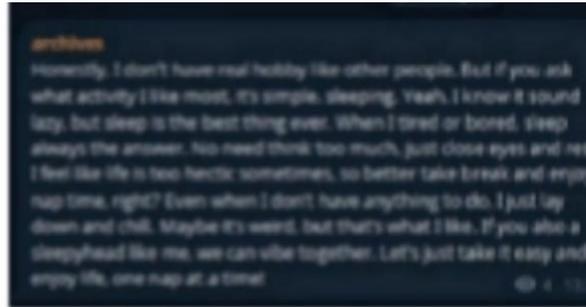


Figure 15. Writing Activity Documentation from Role-player Telegram Channel

The text has a neat structure and the clarity in the text is also very good. The flow in the text is very well transitioned. This text has almost perfect grammar for example in the sentence "I know it sounds lazy" should be 'I know it sounds lazy' and 'If you are also a sleepyhead' becomes 'If you're also a sleepyhead'. Judging from the good structure, good clarity of the text, and almost perfect grammar, this text is given a score of 5.

Discussion

The results of interviews that have been conducted with ten roleplayer members who are active in telegram state that roleplaying gives them a positive contribution, especially for writing skills in English. This finding is consistent with Wenger (1998) theory of Communities of Practice, where learning occurs socially through active participation in meaningful contexts.

The positive contributions were the confidence to write in English, the understanding of English vocabulary, and the utilization of other technologies to help with English writing. Initially 70% of the respondents said that they lacked confidence in writing English, many of which were due to their lack of English vocabulary and grammar mistakes when writing. This shows that the fear of making mistakes is the most common thing that happens when learning a language. However, joining a roleplaying community and using English when writing consistently can build their confidence to write English naturally.

Grammar and limited vocabulary were the main part of the respondents' challenges during the writing process. All respondents agreed that after writing they double-check, especially on grammar. This is an awareness of the importance of accuracy in writing. In addition, all respondents used supporting applications to assist in writing, for example using translator applications and also Grammarly. This shows that the existence of supporting applications such as translators and Grammarly can help when there are linguistic obstacles.

Three out of ten respondents said that they write spontaneously, while seven out of ten respondents said that they write using an outline first. This difference

shows that there are many learning styles in this community.

As for the answers from respondents when facing writer's block, the majority said that they prefer to read because reading can help them to refresh ideas and some others use Artificial Intelligence (AI) which can be useful for stimulating ideas when writing. Furthermore, all respondents said that when they get feedback from someone they apply it, this reflective process can strengthen the learning process within the community.

All respondents agreed that the roleplayer community can develop their English writing skills. Because by joining the roleplayer community they will naturally learn from the way someone writes and get feedback that they can use in the future and become accustomed to using English. This is in line with Brown's (2003) approach to formative assessment in language learning, where reflection and revision are an important part of the development of writing skills.

Furthermore, seven out of ten respondents said they use telegram to help them write because telegram has a channel feature and an active community. Meanwhile, three of them use telegram as a communication tool. This shows that social platforms have flexibility for language learning.

All respondents said that the purpose of playing roleplayers was to make friends, but they also had an indirect positive impact on their English writing skills through daily interactions. All respondents said that they were motivated to write in English, due to the community environment that actively uses English. All respondents claimed that joining the roleplayer community had a positive impact, for example, they could be more active during English lessons at school and the ability to communicate in real life.

All respondents said that they were more confident than before they joined the roleplayer community. The continuous practice of using English in everyday social contexts makes them comfortable so that they become accustomed to it, and this has a positive impact on increasing confidence in writing English gradually. Some respondents found that learning to write English in the roleplayer community was more flexible, which triggered creativity in writing. Meanwhile, they considered that learning in class was more rigid because it made them feel afraid to write English, for example, afraid of getting the grammar wrong. There are also those who say that learning in class is still important for more structured language learning as well as formal and in-depth. This shows that learning in roleplayers and in class can complement each other.

Observations of the five respondents actively writing on their respective telegram channels can show progress in varied writing skills. Eve, Azura and rezvan have good consistency in their writing with near-perfect writing scores. Ash and Arel showed improvement in their writing over time despite grammar issues in their writing. By using Brown (2003) rubric as an assessment, it is clear that with continuous practice, participants will make progress in writing clarity,

organization of ideas, and use of language.

In general, all respondents said that the roleplayer community can help them to develop their English writing. This community also naturally motivates them to be more active when writing, and they also get positive impacts outside the community, for example during school lessons or for daily conversations.

The role of role-playing communities here is as informal learning spaces that encourage authentic learning, where participants write not only for academic purposes but for real social purposes. The function of peer interaction in this community is as a scaffolding mechanism, to encourage intrinsic motivation and active participation in the target language. This is in line with Wenger (1998) concept that when people are part of a community that has a common goal and supports each other, they experience meaningful learning.

Finally, it was found that English learning in the roleplayer community is considered more flexible because it can bring up creative ideas without restrictions so that learning is more fun. However, learning done at school is still considered important, because learning at school can help them to strengthen formal aspects such as structure and grammar.

Despite its positive impact, this study has some limitations:

- Since the sample is small, the generalizability of the results is limited to the ten interviewees and five observations
- Social bias may arise from self-reported data, especially from interviews.
- It only applies to the roleplayer community on Telegram, so the results cannot be directly applied to other communities or social media.

This research shows that joining a role-playing community can complement formal writing learning. However, a more integrated approach is needed so that informal and formal learning can reinforce each other.

Further research is recommended to:

- Compare writing learning in online communities and formal classes.
- To see the consistency of findings, expand the population to other platforms or different age groups.

Conclusion

From the results of interviews and observations, it was found that the role-playing community on Telegram has a positive impact on English writing because it can improve the writing skills of its members. Consistent interaction with other members, receiving feedback, and an inner motivation to write English indirectly foster confidence and writing skills.

Although there are challenges to writing in English, the participants have high initiative to overcome these challenges. For example, using other technologies such as Grammarly and translator apps to tackle vocabulary and grammar improvement, and using AI to overcome writer's block. The roleplaying community is also a flexible and fun place to learn and can encourage the creativity of its members. Roleplaying communities provide an informal but effective language learning experience, complementing formal learning in schools. Therefore, learning in roleplaying communities and formal schools can improve English writing skills.

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