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MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

Students Perception of Using Discord to Improving Speaking Skills for Junior High School

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Abstract

One of the applications utilized in online learning is Discord. This study examined students' opinions of speaking skills and attitudes during an online class to determine the influence of utilizing the Discord application. In this study, the descriptive quantitative method was used. This study was carried out in one of Jakarta's junior high schools during the academic year 2022/2023. This study included 26 participants from Jakarta Junior High Schools. Questionnaires distributed over WhatsApp were used to collect research data. According to the study's findings, developing online learning strategies based on the Discord application influences how students perform in autonomous learning and time management. This impacts students' English knowledge and skills, particularly their speaking abilities.

Keywords: Students perception, online learning, speaking skills, Discord Application.

Introduction

The use of technology in education, particularly in English Language Teaching, has undoubtedly had a significant impact on pupils. Teaching and learning are rarely separated from the use of technology in the education 4.0 era. Instruction and knowledge may be significantly aided by technology. Both teachers and students may benefit from the usage of technology. Teachers and students may find that using technology as a medium in teaching and learning activities solves their challenges. As technology becomes more popular, teaching speaking is becoming more challenging. The need for instructors to select acceptable technology for speaking classes has become an important task. Proper technology allows students to participate in all stages of the speaking comprehension process, from reception to creation. (Martins & Kellermanns, 2004) in Ramadhan, A., & Albaekani, A. K. (2021) stated that VLEs, or virtual learning environments, are learning environments that make use of technologies like the internet, the website, and software or portals. A VLE is a browser learning platform or digital learning system created by a lecturer for their students with varied academic goals in mind. Students can utilize a VLE to interact, collaborate, access learning resources, upload assignments and tasks, conduct practice tests, and require support from their lecturer outside of the limits of their

classroom and formal class hours. Dayag (2018) stated that Teachers can engage with their students through VLEs by uploading example learning materials, allowing students to ask questions regarding their lessons, and demonstrating knowledge and understanding to be more self-sufficient and responsible for their academic achievement. In this modern era, many educators utilize technology as an innovative educational device to encourage learning in the classroom. Some examples are Schoology, Kahoot, Trello, Google Classroom, and others. Many Individuals have employed technology or programs to help them learn. Few English teachers still use online learning tools, nevertheless. This could be due to teachers needing more technology literacy or inadequate classroom resources. The benefits of employing a virtual learning environment were barely touched upon at the beginning of this chapter. In addition, a few portals frequently utilized to aid in the learning process were discussed. Technology has been used in learning media for a long time, and numerous advances have occurred. Not only are programs designed to aid students in their learning processes, but nearly all online-based applications can also assist students in their learning. For example, Skype, Line, Telegram, Webex, and other social media platforms. One of them is the Discord application, a voice chat application popular among gamers.

The researcher is interested in using the Discord application to examine students' motivation in learning to speak and to encourage students to develop their speaking talents based on the following. This study aims to enhance students' enthusiasm to speak clearly and improve their perspectives on utilizing disagreement as a learning tool. As a result, the researcher is curious about "Students' Perception of Using Discord to Improving Speaking Skills for Junior High School."

Literature Review

Online Learning

The term "online learning" are wide and had several meanings. (Banks et al. 2003; De Laat et al. 2007) Stated Online learning is more inclusive than "network learning," which places more of an emphasis on interpersonal relationships. It is more focused on developing digital competencies than "eLearning" and "digital education," which refer to eLearning and the Internet, etc. In brief, "online learning does not have built-in ones claims developments yet that make technology enhanced learning' (TEL)" (Laurillard & Masterman, 2010; Kirkwood & Price, 2014) problems on phrases (Bayne, 2014). In our post-digital world, "one could argue that 'online' is no longer a useful description for real student experiences" (Fawn, 2019), barriers between learning and several other activities in daily life have become so easy to overcome, particularly in wealthier parts of the world, where Network technologies are extensively used. It refers to disseminating any material through media technologies such as the Internet, audio/video, and others. Multiple internet contexts, computer-based learning, delivery strategies, styles, genres, and information, such as audiovisual, educational coding, scenarios, gaming, and mobile media use, are prominent characteristics of online learning.

It has been discovered in various studies that there are variations between traditional and online learning settings. Dabbagh & Bannan Ritland (2005) examined Online Learning: Concepts, Strategies, and Application. Traditional learning environments, according to their argument, (a) constrained by the physical locations and movements of educators and learners, (b) provided in real-time, (c) in control of the teacher, and (d) linear in their approach to instruction. They use real-time data, develop information and communication technologies, and an open, interactive online education and learning environment. Many of the educational approaches available in the online learning environment place emphasis on active, student-centered learning. (Baker, 2003; Browne, 2005).

Speaking

Srinivas Rao P. (2019) states that speaking is essential to acquire foreign or second language learning. Furthermore, he noted that the ability to carry on a discussion in the speaking skill is used to assess the success of language learning. Speaking fluently is essential in students' language learning to communicate in the classroom. "Speaking is a language skill that has to be mastered by students in learning a language because the objective of learning a language is communication" (Syakur, A., Sugirin, S., Margana, M., Junining, E., & Sabat, Y., 2020). Al-Khresheh, M. H., Khaerurrozikin, A., & Zaid, A. H. (2020) stated that speaking is one of the most basic language skills that foreign language learners should master well. Arifin (2017) stated that shared knowledge is used in an interactive process throughout this context to produce a comprehension of the information. Speaking involves more than simply explaining how to generate specific linguistic aspects like intonation, syntax, and morphology. It demonstrates how people may comprehend when, why, where, and how to use their voices to communicate. Brown and Abeywickrama (2019) stated Speaking is a helpful skill that can be tested immediately and objectively, but these evaluations are continually influenced by how kids listen. Finally, speaking is a crucial and necessary ability for foreign language learners to master to communicate.

Perception

Eminita, V., & Astriyani, A. (2018) state that perception is a person's assumption about an object received by his five senses which are then translated through actions. (Irawan, V. W. E. (2018)) stated that Every individual receives a stimulus or stimuli in the type of information, activities, items, or anything else from their surroundings daily. The individual will offer meaning or meaning to the stimulus or stimulation, and the process of imparting meaning or meaning will begin. Soraya, N. (2018) stated that Perception is the ability to arrange one's observations, for instance, distinguish, group, and focus. King (2016) stated organizing and interpreting sensory input to understand information triggered by one's surroundings or external environment is described as the act of perception. The information is received via the visual, aural, olfactory, tactile, and taste sensory systems, among others. Later, Schunk

(2014) stated that the sensory system stimulates the process of perception, which is the impressive input based on peripheral surroundings. In conclusion, perception refers to a person's belief and capacity to arrange observations of an item received by their five senses, including stimulation, to which they assign meaning.

Two distinct processes of perception, including Bottom-Up Processing (experience) and Top-Bottom Processing (concept), were discovered by Rookes & Willson (2000) and King (2016). First, Bottom-Up Processing is the process that attempts to make sense of information gathered from the outside world. It is then combined and processed until humans can perceive it. The information was conveyed to the cognitive level from the bottom level. Top-down processing is last but not least and starts with data being collected by an idea or concept an individual seems to have in their brain and is translated by a sensory organ. The two steps of processing the perception are Bottom-Up Processing and Top-Up Processing in conclusion. Bottom-Up processing refers to the phases of world perception based on the human experience. Top-Up processing, on the other hand, refers to the steps of identifying reality with the notion that has been pictured inside the human brain.

Discord

Arifianto, M. L., & Izzudin, I. F. (2021) states that simply a chat platform comprising text, voice, and video features. Also (Raihan. & Putri, 2018; Rakhmawan et al., 2020) stated that the Discord application is basically an android-based application frequently used as a means of communication among gamers. (Gorbatuc & Dudka, 2019) stated that Discord is a completely free platform that does not contain hidden payments or premium subscriptions. In conclusion, Discord is a free messaging app that supports IP telephony, video conferencing, and the ability to set up both public and private chat rooms where users may send and receive text and voice messages. It was originally intended for players to use this platform to chat while playing games. It now includes additional features and serves as a forum for conversing among those who have interests in a variety of subjects. Three elements of the Discord app can help with distance learning for students. The first is the Text chat channel, which may be used to broadcast a message or make an announcement to all of the Discord students. The Voice Chat Channel function is the second and is a standout benefit of utilizing Discord as an online learning tool. Through online conversations or presentations, the instructor may engage the class and facilitate student interaction. The final step is collecting assignments, where students can upload files. Users may submit a variety of file kinds to Discord, including word, ppt, images, videos, and pdf files. As a result, all the essential instructional content may be nicely organized, and the relevant information can be discovered with ease. Discord enables us to construct voice and text channels inside of one server. It may be utilized for messaging, video calling, screen sharing, etc.

Methodology

This study was placed over the course of four months in one Jakarta school and at only one grade level—grade 8, which had 26 students. There has been researched done. The poll was divided into 12 items in a multi-point or Rating-Scale format. The poll adopted a yes/no response scale. The survey aimed to determine how students felt about using Discord apps and how they thought it affected their ability to communicate more clearly. Participants were expected to complete an online survey created with a Google form.

Data Collection

A questionnaire that was issued online to 26 participants was used in the first phase to gather the data. But everyone who took part answered the survey. Closed-ended questions with a yes-or-no response characterized the survey. All questionnaires were completed using a Google form, and the results were analyzed using Microsoft Excel. This is due to how quickly the questionnaire may be finished. To help individuals understand the fundamental properties of the data, descriptive statistics are employed to describe a variety of observations. In terms of descriptive statistics, frequency, mean, and standard deviation were most frequently employed.

Result and Discussion

In this chapter, the researcher presented the results of data that were gathered using a closed-ended questionnaire. The primary goal of the dissertation, as stated above, was to determine how junior high school students perceived utilizing Discord to enhance speaking skills. Consequently, it can be clearly seen by the following variables.

12 statements were asked of 26 participants from one area of South Jakarta in a closed questionnaire. The closed questionnaire contains two multiple answers to get the right answer based on the respondent's view; Yes and No. To tabulate the data collected from participants, the researcher applied the Cronbach Alpha consistency test to test the closed list of questions. The result had presented below:

Cronbach's Alpha	N of item
0.882	12

Based on the table above, the researcher got 0.882 as a result of the consistency of Cronbach's Alpha Score in the closed questionnaire. Vaske, et.al (2017) if the score is more than 0.8, it demonstrates that internal consistency is considered to be quite strong. Therefore, 0.882 is considered a high score. In short, it can be concluded that the variables regarding the use of Discord in improving the speaking ability of junior high school students with 12 confirmed statement items consist of consistent.

The poll responses were divided into two categories: students' attitudes toward utilizing the Discord platform and their perceptions of the effect of using the Discord software on improving their speaking

abilities. The ranking scale was divided. Only the poll questions "yes" and "no" are addressed in the debate that follows. Later, the researcher tabularized 26 participants' responses of 12 statement items as shown below:

Table 1

Statement	Yes	No
1. I like to study online alone so I feel confident	65,4%	34,6%
2. Discord application gave increased my ability to manage time of studying	65,4%	34,6%
3. Online learning using Discord application increased my motivation for studying	76,9%	23,1%
4. I enjoyed using Discord application during the class	76,9%	23,1%

In order to respond to data on students' perceptions toward utilizing the Discord application found in table 1. According to the results, 65,4% of students prefer to learn online by themselves because it boosts their self-confidence. In addition, 65,4% of students indicated that the Discord application helps them better manage their study time. However, 76,9% of students reported that the Discord application increased their motivation for learning. In addition, 76,9% said that utilizing the Discord app for online learning made it more fun. Some students claimed that because learning English online with the Discord app is enjoyable, they are more motivated to learn how to communicate.

Table 2

5. Discord application contributes to make my learning faster	65,4%	34,6%
6. I study online using Discord application alone I remember some vocabularies better.	76,9%	23,1%
7. I prefer online speaking assignment so that I can do it myself without any help from others	57,7%	42,3%
8. I don't face difficulties in answering teacher's questions	65,4%	34,6%
9. Online learning using Discord application I can understand the lessons easily	69,2%	30,8%
10. Online learning using Discord application increase my learning	76,9%	23,1%
11. I study online using Discord alone I remember lessons better.	69,2%	30,8%
12. Online learning using Discord improving my speaking skills	80,8%	19,2%

According to Table 2 concerning students' perceptions of the Discord platform's impact on improving their speaking abilities, 65,4% of those who participated in online learning with the Discord application increased their learning capacity, when learning online using the Discord program alone,

76,9% of students could remember the intricacies of some of the terminology they had comprehended with good recall, and 57,7% of students enjoyed online speaking tasks when they completed them.. According to this data, 65,4% of pupils do not find it difficult to respond in English to some of the teacher's queries. With a result of 69,2%, online learning using the Discord app helps pupils understand the course. The survey's findings show that 76.9% of students who learn online through the Discord app do so because it increases their motivation to learn, encourages independent study, and helps them improve their speaking skills. With findings of 69,2%, students who use the Discord program to learn online are more likely to retain information. The findings also revealed that 80,8% of students were able to enhance their speaking abilities while they studied remotely using the Discord software. The goal of this study was to find out what students' perceptions were of the Discord online learning program's value and how it affected independent learning, student academic growth, and speaking proficiency. This information makes it possible to conclude that teachers and students can utilize the Discord app for teaching and learning activities. Because it is a tool used for educational processes and can assist them in controlling the learning process more efficiently through technology, most students think that Discord software is crucial for their current and future activities. Discord application can help improve educators and learners' communication by enabling video conferencing at any time and from any location. The findings demonstrated that the Discord program curriculum might be employed at the current educational level in all learning domains, particularly for speaking English. They can always use the Discord program. Because of this, the majority of students can effectively manage their time. The study claims that the Discord application helps young people develop independent study skills and inspires them to learn. Although they acknowledge that learning English is difficult, they enjoy it, especially communicating online, and prefer to study at home using the Discord application. According to the research, Discord program stimulates students to strive to learn how to concentrate and provides pupils with the idea that learning to interact online is not as challenging as they thought. Even learning on their own offers children more confidence when communicating in English. To ensure students are able to answer the teacher's online questions. Furthermore, because students learn independently at home, Discord program helps them improve their ability to retain terms. Students who use the online Discord programs can improve their public speaking abilities. The information above is in line with earlier studies, which demonstrate that using technology boosts student engagement and class involvement. (Ilter, 2009; Wu, Yen and Marek, 2011).

Conclusion

Given the results and the explanation above, there are several benefits to using the Discord app as an online learning tool for speaking teaching. Students find studying easier thanks to the discord app's portability, practicality, and ability to fit on various smartphones. Additionally, it has a voice channel feature that allows audio conversation inside the discord room. This feature enables teachers to create interactive learning environments where they may engage with the students. This assists teachers in encouraging students to practice speaking English.

This research will shed light on the use of the Discord program as a learning tool for learning English, a language with few speaking opportunities, to act as a resource for academics in the future. The researcher is also aware that the research still needs to be finished and that there are still many mistakes in the choice of words and phrase formation. Researchers anticipate that subsequent researchers will make advancements and fix the shortcomings of this research.

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