



## STUDENTS' IMPROVING VOCABULARY BY DISCORD AS AN ALTERNATIVE ASYNCRHONOUS LEARNING MEDIA

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### Abstract

*Since Discord was released to the public in May 2015, gamers have widely used it as an additional team talk application to communicate with their teammates while playing games. However, this program is also utilized as an alternate communication media in English teaching and learning activities because it has a lot of capabilities. Consequently, the purpose of this study is to ascertain how students feel about utilizing Discord as a learning tool to broaden their vocabulary during asynchronous learning. This study uses a descriptive quantitative research method. This research consisted of 125 senior high school students from two schools in South Jakarta. Data collection uses a Google Form which is distributed through classes and several class groups. The results of these data are that the use of Discord as an alternative asynchronous learning media can improve vocabulary acceptable because it supports the features of their language use in the application. With this in mind, the use of Discord continues to this day as an alternative learning media for students.*

**Keywords:** Vocabulary Skill, Discord, Asynchronous, Learning Media

### INTRODUCTION

The Covid-19 pandemic, which was initially discovered in Indonesia at the end of February 2020, forced a number of parties to adopt information technology as a necessity for daily operations. The government enacted rules outlawing social gatherings like school activities, university events, workplaces, concerts, trips to restaurants, shopping, etc. in an effort to curb the virus' spread. In order to combat and stop the spread of Covid-19 infections, the government also started the Work from Home (WFH) and School from Home (SFH) programs, which moved activities from face-to-face to online-based. As a result, consumers are now more dependent than ever on having a strong and reliable

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Internet connection. The data indicates that there has been a large rise in Internet use during this pandemic.

Virtual learning environments have replaced face-to-face classrooms in nearly all educational institutions around the world as a result of the epidemic. The instructors for their online classes have chosen a variety of online resources, for instance WhatsApp, Zoom, Google Meet Big Blue Button, and Google Classroom, Edmodo, etc.

The heavy consumption of Internet capacity that results from using media that provides video conferencing services is another challenge faced by students participating in online learning. Due to the effect on rising family expenses, this is typically the main issue faced by students whose parents have poor incomes. These challenges compelled the writers to look for substitute programs that are more quota-friendly and have good enough video and audio quality to enable instructional activities.

Discord is one of these programs; it is just a chat platform with text, voice, and video functions. This program can be used with ease in a web browser on a desktop or mobile device. The Discord icon is a game controller since it was developed and is widely utilized by the gaming community. This application allows users to establish profiles and join communities depending on their interests, which allows it to host servers on numerous occasions. A collection of ongoing chat rooms and voice channels is referred to as a server in this context.

This leads the researcher to the conclusion that they may offer solutions that encourage students to attempt to be more involved when expressing their words and thoughts when playing games on a platform like Discord. It is intended that utilizing Discord: To Improve Vocabulary would help pupils' game-playing vocabulary abilities. Discord is a free platform that offers a forum for online conversation and engagement. Students should be able to practice their English vocabulary abilities wherever they are using Discord for mobile learning, which is supposed to be both efficient and enjoyable. to strengthen their vocabulary. Then, by practicing interactions in chat forums to improve vocabulary, mobile learning may be applied in daily life.

## **Literature Review**

### **Discord**

Arifianto & Izzudin, (2021) states that simply a chat platform comprising text, voice, and video features. Hammond et al., (2022) claims the Discord application is basically an android-based application frequently used as a means of communication among gamers. Kruglyk et al., (2020) stated that Discord is a completely free platform that does not contain hidden payments or premium subscriptions. Based on Wahyuningsih & Baidi (2021) Discord reading is a Andorid -based platform that has many features and also supports gamers playing games and improving vocabulary capabilities. According to researchers Discord is a social media application based on iOS, Windows and Android. Discord is a platform specifically designed to support game players to be able to communicate while playing games.

### **Vocabulary Skill**

Vocabulary has been defined as the lexis or words of a particular language. In language learning, the importance of vocabulary is evident because knowledge of words is essential for developing students' competencies as well as their comprehension and production; of course, those language skills are all based on the acquisition of the learner's vocabulary (Dayana et al., 2021). According to Dayana et al., (2021) reading is an important role in language skills, and the importance of word knowledge to develop student competencies and breakdown in accordance with the acquisition of the word. Vocabulary is the heart of linguistic skills because it contributes to the development of receptive skills and productive therefore, "lexical knowledge is the essence of communicative competence and mastery of a second language and a foreign language, and a lack of vocabulary knowledge is an obstacle to learning" (Arifianto & Izzudin, 2021). Based on (Arifianto & Izzudin (2021), reading means because vocabulary is the basis and key element of language acquisition, lack of vocabulary creates learning difficulties and poor English proficiency.

### **Learning Media**

Tools that can be used as an intermediary between the sender of the message to the recipient of the message called the media, if the media that brings messages or information that aims instructional or contain the purposes of teaching then the media is called media learning (Ramadhan, 2021). Learning media is a tool that serves to convey the message of learning (Hammond et al., 2022). Learning media can channel the message, can stimulate the mind, feelings, and willingness of learners so as to encourage the creation of learning processes in students (Ramadhan, 2021). Based on it can be concluded that the learning media is a tool that can be used as educators to send messages to students. The purpose of learning media, such as aids to produce a more effective learning environment, one of the interconnected elements to produce expected learning environment, abstracts the abstract to prevent verbalism disease, enhances the stimulation of students in learning activities, Reduce student misperception to the explanation provided by teachers, overcome the learners' limited experience, enable direct engagement between learners and the environment, provide consistent observations, and motivate and inspire kids to study.

### **METHOD**

This study uses a descriptive quantitative research method. The study was conducted over four months in two schools in South Jakarta and at two grade levels—grades 11 and 12, which have 125 students. There is research being done. The poll is divided into 9 items on a Likert scale. Likert interval 1-4 where the weight of four indicates strongly agree (SS), to agree (S), to disagree (TS), and to strongly disagree (STS). Primary data is original data that is collected and processed by an agency or individual directly from the object (Wirawan, 2001). The survey aims to determine how students feel about using the Discord application in asynchronous English learning to determine comprehension in English vocabulary. Participants are expected to complete an online survey created with a Google form.

### Data Collection

A questionnaire issued online to 125 participants was used to collect data. But everyone who took part answered the survey. Questions with Likert scale answers, explanation of alternative answers and scores: Strongly Agree, Agree, Disagree, Strongly Disagree. All questionnaires were filled out using the Google form, and the results were analyzed using Microsoft Excel and SPSS. This is due to how quickly the questionnaires can be completed. Test the validity and reliability into the concept in this study to evaluate the quality of research. Validity is used to measure research accuracy, while reliability is used to assess consistency in the content of research results. Both play a very important role in determining how well research is carried out.

### Finding and Discussion

A total of 125 people participated in filling out the student questionnaire used to carry out this research. This amount is relatively large in terms of quantity. However, this research focuses on quantitative data, so the quality collected is relevant. The participants consisted of 67 students from the Al-Khairiyah Madrasah Aliyah and 58 students from the Cyber Media High School. The findings of this study are divided into 9 sub-sections based on students' statements to answer the questionnaire. The researcher presented the results of the data collected using a closed-ended questionnaire.

Cronbach Alpha is a benchmark used to describe the correlation or relationship between the scales made with all the existing variable scales. The results of the internal consistency measurement are presented below:

**Table 1.** Cronbach's Alpha

Cronbach's Alpha	N of Item
0.662	9

The reliability test of this research instrument will use the Cronbach's Alpha technique. According to Sugiyono (2018: 220) an instrument is declared reliable if the reliability coefficient is at least 0.60. Based on the table, the results of the consistency value of Cronbach's alpha in this study showed reliable results.

The Google Forms Model Framework introduced was used to determine students' perceptions regarding the use of the Discord application in asynchronous learning. However, not all the variables specified in this model are used to conduct this research. In addition, there are some necessary simplifications. Therefore, the questions arranged in the questionnaire are not too burdensome. The variables represented in questions P1-P9 are sufficient to explore student acceptance of this application. Student acceptance of the use of Discord as an alternative online learning media is measured with a Likert scale of 1-4 (strongly agree to strongly disagree). This analysis is based on their responses to P1-P9 on the distributed questionnaires.

**Table 2.** The statements regarding participant acceptance

	<b>Statement</b>	<b>Percentage (%) of Agree Response</b>	<b>Percentage (%) of Strongy Agree Response</b>
<b>P1</b>	From the design, the Discord application is quite interesting to improve vocabulary.	69%	28.6%
<b>P2</b>	The features presented in this application, such as voice channels, video conferences, text messages, and share screens, are relatively complete to improve vocabulary.	48.4%	50.8%
<b>P3</b>	I had no real difficulties installing the Discord on my smartphone or laptop, and in utilizing the web version to improve vocabulary.	60.3%	34.1 %
<b>P4</b>	I had no difficulty using the Discord application, even though it was the first time using it as a media for learning vocabulary.	57.9%	32.5%
<b>P5</b>	Using the Discord for learning is a fun experience to improve vocabulary.	47.6%	46%
<b>P6</b>	The use of the Discord application as an alternative media for learning makes users more efficient in using internet quota compared to other video conferencing.	54.8%	38.1%
<b>P7</b>	With a fast and stable Internet connection, using Discord as an alternative media for learning is more fun than using other video conferencing.	56.3%	35.7%
<b>P8</b>	In general, the Discord application can be used as an alternative media learning as a good communication tool for improve vocabulary skills.	59.5%	38.9%
<b>P9</b>	If the features of the Discord application are growing, do you agree to use the Discord application as an alternative media learning for improve vocabulary skills.	59.5%	34.1%

Based on Table 2. Students' acceptance of the use of Discord as an alternative to asynchronous online learning media to improve vocabulary was measured through their responses to questions P1-P9. Their responses are calculated, interpreted, and compared with facts related to the context of using Discord to support learning activities.

Based on their response to P1, over 80% of participants gave positive affirmation that Discord has an attractive user interface. It features all the necessary features to manage multiple servers and the type of communication desired by the user, either through text or voice channel, which makes it attractive and fun to use. Many instructors use multiple applications, which seems to make the communication between them and students overlap. These features have been incorporated into an app, making it easy to share information and conduct virtual classes with both voice and video to increase their vocabulary. The students' agreed response about P2 reached 90%, thus showing a good perception of the usefulness of this application because it has features that are capable of supporting their vocabulary learning goals. The main features of this application that can help online learning activities are Voice and Text Channels. Instructors can join and control discussions in group chats by creating one or more specific topics in the Text Channel. Thus, students are able to improve their vocabulary by using these features orally and in writing.

Based on participants' responses to questions P3 and P4 about ease of installation and use, 90% and 80% of students agree that installing and using this application is quite easy. This application is easy to access because it can be opened on almost any platform or operating system such as Windows, Linux, Android, macOS, IOS, and web browsers without having to install it on a specific device. This ease of installation and use makes students feel comfortable installing this application on their gadgets and using it for learning activities. In addition, students' positive perceptions of the ease and simplicity of installing and using this application indicate that Discord is feasible and highly recommended as a good alternative online learning media. This is also supported by positive affirmations obtained from students' responses to P5 over 80% and P7 over 80%, which are related to pleasant experiences and make learning activities more enjoyable.

In addition, based on student responses regarding P6 over 80%, Discord is more efficient in consuming internet quota than other video conferencing applications such as Zoom and Google Meet. However, this internet quota is economical because most users rarely turn on the camera because this application is intended for voice chat activities when discussing game play strategies. The experience experienced by students in online learning during the Covid-19 pandemic is the biggest use of internet quota. Therefore, the tendency of Discord users to maximize text and voice chat in this application has an impact on their mastery of English vocabulary during learning because of its frequent use. Based on student responses related to P8 over 80%, Discord is an effective learning media to improve their vocabulary. With the COVID-19 pandemic, online learning media is very often used for two-way communication and two languages between teachers and students. Based on students' perceptions at P9. More than 80% of students agree with the use of the Discord application for asynchronous learning to increase their English

vocabulary. The students' perceptions that support this statement use Discord as a learning medium, playing games, and also meetings.

## CONCLUSION

In conclusion, our study has demonstrated that Discord, which was first created to be used for gaming, has gained more student acceptance as an alternate English learning medium than Pandemic. Because Discord does not require the use of traditional video conferencing software, such Zoom or Google Meet, it was determined that it is an appealing alternative media that is easy and simple to use and accomplish when online learning does not require a high internet capacity. However, a thorough research reveals that there are other variables that influence students' reluctance to use the program. This covers things like whether they have access to the internet, what gadgets they can use, and how motivated they are to study in the event of a pandemic. Many instructors still use multiple apps, leading to overlap in communication between them and students. However, Discord combines features commonly used for communication purposes in learning activities such as group chats and video conferencing into one application. Thus, the use of Discord is still frequently used today after the pandemic as a learning medium. Meanwhile, there were some limitations related to distributing questionnaires to participants, both in terms of locations using Discord in schools and grade levels during a pandemic that used Discord. Despite these limitations, this research shows that taking these variables into account can lead to new, more specific and accurate findings. In addition, the questionnaire that was prepared was still very simple using the Google form which was distributed through classes and class groups.

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