

Discovering the power of Discord: Members' experiences and their performances in learning English

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ABSTRACT

Discord has experienced a recent surge in its utilization for educational purposes. Numerous communities have embraced Discord servers as a means to foster and support learning activities. Many studies discuss Discord in learning English, but there is a lack of extensive academic research focusing on a member's experiences in using Discord. Most studies on broader online language learning communities and other digital platforms, but only a few studies investigate Discord application from an overview of this phenomenon, this study aimed to determine how the members' experience in using the Discord application as contributed to facilitating English learning and to describe the performances of Discord in fostering English. a qualitative method with a phenomenological study applied in this research. twenty members who have been using Discord for a year and more than a year and are interested in learning English became the sample by purposive random sampling. Data was gathered from unstructured interviews and participant observation online. The results from the observation demonstrated that the efficacy of Discord can be seen from the function of features, it supports English online learning through seven crucial features that users can leverage: voice channels, text channels, direct messages, screen sharing, resource sharing, bot integrations, and notifications and reminders. Data from the interview showed members' experiences said Discord can help them in mastering English. As a result, the implications of the research can guide the development of more effective, engaging, and inclusive Discord-based learning communities, ultimately enhancing the overall learning experience and outcomes for participants.

Keywords: digital platform; Discord application; online learning; students' engagement; virtual classroom

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INTRODUCTION

Discord has transitioned from a game platform to a widely used communication and collaboration tool, attracting many of users from various online communities and industries. Originally recognized as a platform primarily used for socializing and communication among gamers, Discord has experienced a substantial broadening of its utility beyond the realm of gaming enthusiasts (Davis et al., 2022). According to Campbell (2022), as of 2021, roughly 390 million users had registered on Discord, with around 150 million engaging actively on a monthly basis. The growing user base of Discord demonstrates its broad attraction as a versatile platform that goes beyond its original emphasis on gaming. This renders it an attractive option for various online communities and industries seeking effective communication and collaboration tools.

Jason Citron and Stan Vishnevskiy established Discord with the aim of enabling authentic communication among friends, going beyond casual chats, and enabling them to stay connected with their varied communities (Browning, 2021). Discord offered a smooth interface for participating in discussions, effortlessly switching between text, voice, and video formats. Originally crafted to enhance communication within the realm of online gaming, Discord has progressively broadened its services, offering a variety of features that are just as suitable for online learning objectives (Arifianto & Izzudin, 2021). This application essentially delivers Voice over Internet Protocol (VoIP) services and facilitates message exchange among users. It fulfills the requirements of online learning, encompassing functionalities like video conferencing, screen sharing, and the creation of text channels, all within the server environment.

Within the domain of online learning, all instructional materials, communication, and student support are conducted through digital means. This approach surmounts geographical barriers, fostering collaborative projects among individuals despite differing time zones. Often, educators opt for educational tools based on convenience or familiarity, rather than a comprehensive understanding of which instructional media would optimally enhance the learning journey (Lee et al., 2022). The effectiveness of Discord as an online learning platform hinge on the teacher's competence and the students' eagerness to learn. Discord has been recognized as a valuable resource within the science classroom, capable of enhancing student involvement with the course content, fellow students, and educators (Wiles & Simmons, 2022).

A number of students expressed that their learning experience suffered due to instructors who appeared inadequately prepared to transition to online teaching methods (Subekti, 2021). In the realm of online education, educators must be proficient in utilizing diverse applications for learning exercises. They require additional support in comprehending the adept creation, refinement, and delivery of top-notch instructional content. Among the frequently employed tools for online learning are Zoom cloud meetings, Google Meet, Google Classroom, Google Forms, Moodle, YouTube, and WhatsApp (Sari & Putri, 2022). The wide array of applications undoubtedly presents a challenge for educators.

As technology advances, traditional in-person classes should persist alongside online learning (blended learning). Blended learning significantly improves the quality of education for students, and the incorporation of this instructional approach reinforces students' acceptance and engagement with online learning (Rahmani & Zitouni, 2022). Discord serves as a platform where teachers and students can maintain current information exchange in the learning process. Neatly organized knowledge can be shared through text channels. The distribution of content via Discord's text channels significantly aids the learning journey. Additionally, Discord offers access limitation features that enable users to manage channel access based on roles, enhancing control over who can access different sections (Browning, 2021).

Many studies discuss about discord in learning English, most Studies on broader online language learning communities and other digital platform one of studies regarding students' preferred applications for online learning. The first was the research identified seven applications, including Edmodo, Schoology, Google Classroom, Canvas, and Zoom Cloud Meeting. The top three favorite apps, ranked in order, are WhatsApp, Google Classroom, and Schoology. WhatsApp

is particularly favored due to its minimal usage of internet data (Famularsi, 2020). The significant consumption of internet data is commonly the primary challenge encountered by a majority of students. Nevertheless, online learning necessitates a dedicated application separate from personal affairs. Opting for WhatsApp as a learning platform can easily lead to distractions from private conversations unrelated to academic groups. Other study was about interface designs of WhatsApp are not optimally suited for effective utilization as a learning platform (Munir et al., 2021). Many recent studies have discussed about online learning using WhatsApp, Google Meet, Instagram, and a few studies investigated Discord as online tool in learning English also this is still lack of extensive academic research on the focusing on member's experiences in using a Discord.

According to initial observations, the utilization of applications for online learning remains somewhat ineffective. Numerous applications are required for distinct activities, like WhatsApp for text communication, Zoom Cloud Meeting for video/audio interaction, and Google Classroom for tasks and forum discussions. The use of multiple applications leads to insufficient device storage capacity on students' devices. The constraints of device specifications represent a drawback in leveraging technology to facilitate online learning, particularly impacting students and individuals from middle to lower economic backgrounds (Khuluqo et al., 2021).

Based on a forementioned details, there is a need to undertake a study to assess the viability of Discord as a viable platform for educators and students. Given Discord's comprehensive features, it holds the potential to serve as an innovative primary application for this purpose. As a platform suitable for online learning, the principal aim of this study is to describe the efficacy of the Discord application in functioning as an online learning platform. Additionally, the study intends to analyze its influence on students' engagement levels and overall learning experiences. The research inquiries consist of the following purpose to explore the features the Discord application contribute to facilitating online learning and the utilization of the Discord application impact students' learning experience and their level of involvement.

LITERATURE REVIEW

Online learning applications

The Application now is one of the popular tools that utilized by many people in the overseas. According to Setyawan and Munari (2020), an application is a subset of computer software that directly employs the computer's capabilities to execute tasks based on the user's requirements. As outlined by Jogiyanto (1999), an application is a collection of instructions or statements crafted for a computer, structured in a way that enables the computer to convert input into output. In this context, applications play a crucial role in facilitating specific tasks, such as enabling distance learning. To engage in online learning, an application and internet connection are essential for connecting individuals. The application is structured as a virtual classroom, facilitating the connection between teachers and students to conduct learning activities akin to a traditional classroom. Essential features for a virtual classroom encompass an online whiteboard, breakout rooms, and screen sharing. In the online classroom environment, interactive sessions resembling those in a physical classroom become feasible, allowing teachers and students to actively engage with each other (Alhat, 2020). Many online applications can apply in English language teaching. Various e-learning tools like the internet, video conferencing platforms like Zoom, Google Meet and Webex, Google Classroom, YouTube, podcast and vodcast, online-boards, mobile phones, and social networking sites like WhatsApp, Facebook and Twitter are explored to efficiently teach English as a second language (Suryahadi et al., 2021). While online learning application offer significant strength, such as accessibility and flexibility, they also face challenges like limited interpersonal interaction and the need for self motivation. Balancing these strengths and weaknesses is crucial for maximizing for effectiveness of online education. According to Kawinkoonlasate (2020), online learning can be a presentation of potential methods that may help instructors improve the English language acquisition of their students. And another study shows that teaching English using media such as Kahoot! is one effective strategy that makes students enjoy the teaching and learning process (Putri,

2019). And other online application that can improve English Language Teaching was Instagram, the result from this study show that the participants use Instagram to follow several educational accounts that contain learning English content. As the result, they not only play Instagram but they can also learn English as well.

Discord Application

Discord application offers facilities for students through its voice channel feature, enhancing interactivity and motivation during online learning. When utilizing Discord, teachers can create a dedicated server, essentially serving as a virtual classroom. Students then join the server using their individual accounts and utilize various features, including chat rooms, voice channels, video conferences, and bot channels. Group classifications are implemented for organized class activities (Lacher & Biehl, 2018). Students have the flexibility to study at their convenience, and the application is user-friendly and free of charge. Discord is compatible with various smartphones as it doesn't consume much storage space (Ramadhan & Albaekani, 2021).

According to information from the official website, Discord is a widely-used chat application that allows millions of individuals aged 13 and older to participate in voice, video, and text discussions with their communities and friends (Discord, 2022). It serves as a free messenger offering Voice over Internet Protocol (VoIP) and video conferencing support. Additionally, it provides the capability to establish both public and private chats for exchanging text and voice messages (Abhinan & Balasubramanian, 2022). Initially designed for gamers to communicate during online gaming sessions, this platform has since evolved, gaining new functionalities. It now serves as a space where individuals with shared interests can engage in discussions on various topics. Discord enables the creation of voice and text channels within a single server, facilitating well-structured educational content and easy access to essential information. Its versatile features include text messaging, video calls, screen sharing, and more (Odinokaya et al., 2021).

Discord, originally designed as a platform for gamers, has evolved into a versatile tool for various purposes, including learning English, some studies show that discord used as a place in learning English. Discord has been employed as a tool for learning English, providing learners with the opportunity to communicate with individuals globally. It facilitates studying grammar, practicing conversation skills, and assessing comprehension of the English language (Prasojo et al., 2021). In addition, English students have expressed a positive perception regarding Discord application in virtual English learning (Jannah & Hentasmaka, 2021). Educators have also provided positive feedback on employing Discord as an online learning platform, noting its efficiency and accessibility (Uong et al., 2022). Furthermore, Discord has demonstrated its efficiency and accessibility as a platform for virtual English learning. It allows learners to connect with global communities, study grammar, hone conversation skills, and receive positive feedback from both fellow students and teachers.

The implementation of Discord application in learning English

The online communication system should accommodate the conducting of classes in various formats, including projects, presentations, debates, or discussions among students or between teachers and students. The system must support a large number of users to communicate simultaneously while providing access to visual materials on their devices (Kruglyk et al., 2020). Teachers need to be efficient in delivering content and adopt engaging teaching methods to keep students motivated. The features offered by Discord can prove highly beneficial in supporting teachers in this endeavor.

Discord transforms the dynamics of traditional listening lessons into a virtual and engaging learning experience, turning monotonous sessions into attractive ones and face-to-face classes into online-distance learning. The initial feedback from most students regarding the integration of Discord into virtual listening classes has been positive. The flexibility of Discord allows students to engage in virtual learning from anywhere, requiring only a stable internet connection (Wulanjani,

2018). Another research study concluded that the utilization of the Discord application led to a significant improvement in English as a foreign language (EFL) vocabulary acquisition (Odinokaya et al., 2021). In summary, employing Discord for learning English appears to be a promising approach, yet additional research is necessary to comprehensively grasp its potential advantages and limitations.

METHOD

Design

In this research, a qualitative methodology was employed, utilizing a phenomenological study. Creswell (2012) characterizes qualitative methods as investigative strategies aimed at comprehending social or human issues by crafting a holistic and interconnected representation through the utilization of language. This approach involves capturing intricate viewpoints of the individuals involved and conducting research within a natural environment. Phenomenology is a field of study that delves into an individual's consciousness and immediate experiences, encompassing their perceptions, emotions, and cognitive processes. The events that arise from this conscious awareness are referred to as phenomena (Moustakas, 1994). Within this research context. Phenomenology was appropriate because this research tried to find out someone's experiences using Discord application for learning English.

Participants

Actually, there were fifty members in Discord English House server, only approximately 20 active members who attended weekly meeting. For this study, the researcher chose 10 members with distinct roles. The first member is a college student and the creator of the Discord server, while the other nine members are high school students. These individuals were selected due to their substantial experience using Discord for more than a year, along with their evident interest in online learning within the server. Their varied roles and educational backgrounds offer valuable insights into how Discord's features cater to learners at different educational levels. The selection process of subject employed is known as purposive sampling. Purposive sampling is a sampling selected by particular subset of population that shared certain characteristics or selected particular individuals or cases because they will be particular informative about the topic (Davis et al., 2022). The interview is applied to gain the experiences about using discord application in learning English. The interviews with high school students' participants are intended to gather qualitative data that provides a deeper understanding of how Discord functions as a learning tool from their' perspective. This information is essential for evaluating the platform's strengths and weaknesses in an educational context and for making informed recommendations on its use for online learning. While the interviews from college students can make the data are perfect, because the perspectives of high school and college students on using Discord as an online learning tool can differ significantly due to variations in their academic needs, maturity levels, social dynamics, and the ways they engage with the platform. And the purpose of using observation in this study is to investigate members' performance in discord.

Table 1

Subject of the research

	Duration	Number of Members	Status
1	More than 1 years	2	Active
2	Less than 1 years	6	Active
3	6 months	2	Active
4	3 months	10	Active

Data collection

To collect the data, the researcher used online observation and online interview. In order to observe members utilizing Discord as an online learning platform, the researcher employed a participant observation. According to Fraenkel et al. (2009), there are two types of observation, participant

observation and non-participant observation. Participant observation is when the researcher immerses his/herself in a group or community to observe behaviors, interaction, and participants. The researcher actively joins the Discord English House server as a member. As a result, this research approach involves researchers actively engaging in the situation of studying at 4 times meeting for 1 hour each meeting. While studying, observer observed the features that used by them; kind of features, duration of using features, reason of using it, active or not in a certain feature. Besides, observations were also carried out by diligently recording notes regarding the functionalities of Discord and the overall learning ambiance as participants make use of these various features.

For this study, data collection was extended to individual interviews with participants who had experienced using Discord as an online learning platform. These interviews were carried out using a semi-structured format, a semi-structured interview is a research technique marked by a predefined topic of interest and formulated questions, yet it also permits the interviewer to adjust the structure or questions as needed during the course of the interview (Ary et al., 2010). These interviews were conducted within the online voice channel, with each participant being requested to grant their consent to partake in the study prior to the interview for 2 hours each member. The purpose of interview was to explore the members' experience of Discord application to their English. And observation also applied to monitor member's performance through the activity tracking and interaction quality; track of how often students participate in discussions, join voice channels, or contribute to text channels, how often they share the messages and sharing resources and screen, what kind of file and screen was shared.

Data analysis

In this research, the data were analyzed by using Mile's and Hubberman's framework data analysis for qualitative research can be analyzed by flow model in following component; data reduction, data display, and conclusion drawing (Miles & Huberman, 1994). This technique was to analyze both Interview and observation. First, in data reduction, data from semi-structured interviews were cleaned the data by removing any irrelevant or corrupted data points, correct any errors or inconsistencies interview answer, relevant data came from the answers that about the opinion of the use discord in students' ability. Reduced data from observations were determining the criteria to filter the data, in here focused on features in Discord application that used by the member while teaching learning process. Subsequently, in data display, based on the data before that has reduced the relevant data with purposes of the research shown in a table to make it clear in data's characteristics. Lastly, conclusion drawing was present the last result from the data. The conclusion section underscored Discord's significance as an online learning platform, discussing its advantages as well as areas necessitating improvement. Furthermore, recommendations for future research were provided to enhance the understanding of Discord's role in the realm of online education.

Trustworthiness of the study

Trustworthiness of research is conducted to enhance the accuracy of the research findings (Lincoln & Guba, 1985). Additionally, data validity aimed to establish a level of confidence regarding the accuracy of the research results, ensuring that the data reflected the facts and circumstances observed in the field. In qualitative research, the process of validating data is conducted through various ways, encompassing the assessment of credibility, transferability, dependability, and conformability. In this study, the researcher used credibility with Member-checking technique. The researcher checked the data by asking the 2 respondents, they read the transcript of the information and revised the wrong interpretation.

FINDINGS AND DISCUSSION

The researcher analyzed the data to gain the objectives of the research. The results were categorized into two main parts: the first one is the efficacy of the Discord application in functioning as an

online learning platform and the analysis of Discord application impact on students' learning experience and their level of engagement.

The efficacy of Discord application as an online learning platform

The observation and interview showed that the features of the Discord application contribute to facilitating online learning. It can be seen from the members' performance and activity while learning English in Discord, in addition the data showed that it utilizes a server to create a group that can accommodate up to 250 thousand members. The researcher found numerous features on the Discord application that can support online learning; Voice channel, text channel, direct message, screen sharing, resources sharing, bot integration. All the results explain as follows:

Voice Channels

Discord introduces a voice chat feature that empowers users to partake in live discussions. Participants have the option to enter voice channels within a server, enabling verbal interactions with fellow members. These voice channels serve as virtual spaces for individuals to congregate and immerse in voice conversations, including video conferences with live webcam functionality. This attribute holds substantial advantages for language learning, acting as a conduit for conversational practice, heightened pronunciation refinement, and augmented oral communication aptitude. This feature garners considerable importance, as highlighted by a participant when questioned about the most advantageous aspect of Discord. FS, a high school student who has been using Discord for a long time, said:

This voice call feature, you know. You can set a limit of like people that want to come in. For example, here you can only have two people join, right? Like teachers can use it to do meetings and such. I feel like voice channels can be really useful in that way. (FS)

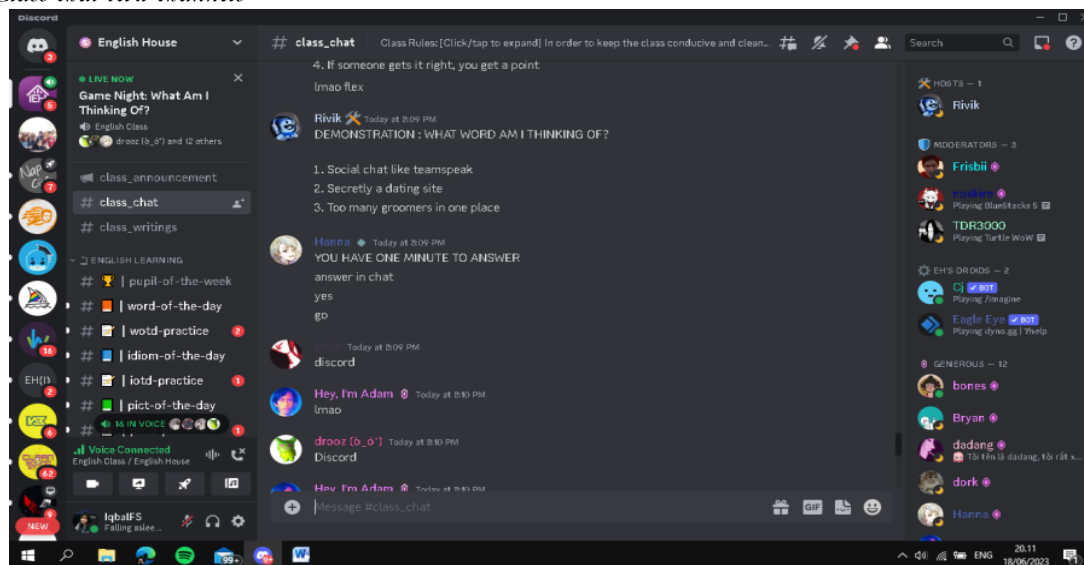
The voice channel feature includes an option for users to impose restrictions on who can access it, thereby exerting control over participation. By employing this limitation, members can experience a heightened sense of ease when engaging in conversations, as they are shielded from the unexpected intrusion of unrelated individuals. Consequently, this capability proves exceptionally valuable for educators when conducting dedicated classes or sessions.

Text Channels

Discord furnishes text channels that facilitate written discussions among users. These channels are structured according to subjects or themes, affording users the opportunity to exchange ideas, pose inquiries, offer input, and share information through text-based interactions. This represents another pivotal feature provided by Discord. In the realm of learning, the text channel undoubtedly assumes significant utility and will likely be frequently employed. As mentioned by RWP regarding the use of text channels, he said:

For learning activities, there are several options. We have direct learning sessions in the voice channel, and we use the text channel to ask questions or engage in discussions about specific topics. That's what we use most frequently. (RWP)

Figure 1
Class chat text channels



Within each category, users are able to designate topic titles for their text channels. This functionality proves beneficial in maintaining focused and organized discussions pertaining to specific subjects. In the Discord server "English House," five principal categories are exclusively allocated to text channels. First the initial category is designated as "Main Channels," where participants engage in day-to-day conversations across the text channels #english_conversation and #other_languages. Under this category, active involvement in discussions takes place, fostering the enhancement of language skills.

The second is English Class. In this category, there are four channels used to support English language learning: (1) #lecture_hall, this channel serves as a platform for members to pose questions related to English academics. (2) #proofreading, designed for members to collaboratively proofread each other's texts or documents, this channel offers friendly assistance from teachers and, specifically, (3) #class_chat, this text channel facilitates discussions on learning topics during English classes. (4) #class_writings, this is dedicated to the posting of reading materials and students' written work from intermittent sessions held in English House classes.

The third category is "English Learning." Here, members can enhance their sentence writing skills in English. Every two days, a word, idiom, or image is presented for practice, encouraging members to construct relevant sentences in the available text channel. For example, in the text channel #word-practice, a teacher introduces a word, and then members create sentences using that word.

The fourth category encompasses "Specific Channels." These channels facilitate discussions on subjects beyond English academic matters. With eleven distinct topics covering politics, sciences, technologies, sports, books, anime, foods, health, visual arts, and literature, members can engage in informative conversations and test their English language skills in their preferred areas of interest.

The fifth category, named "Entertainment," offers members a space to discover and share entertaining content. Among the channels in this category, #media_and_memes stand out as the most popular. It functions as a hub for members to share amusing content, including humorous memes.

Direct Messages

Discord provides a mechanism for users to send direct messages to individuals or groups. This private messaging feature permits one-on-one or small group conversations, fostering personalized communication, assistance, and collaborative efforts. Direct messages offer a platform for participants to seek clarification, deliberate on particular subjects, or engage in confidential

conversations. In the context of online learning, this feature gains significance as it facilitates private communication when reaching out to someone. RH said:

Direct Messages stand out as one of most powerful features for several reasons. First, they allow for seamless and instant communication, enabling users to connect privately without the noise of a public server. Additionally, it in Discord supports a variety of media, including text, images, videos, and voice notes, making them versatile for different communication needs. And this feature improves my experience by integrating with other features, such as group chats and server management tools, making Discord a comprehensive communication platform. The ability to quickly switch between public and private conversations without leaving the app increases productivity and user satisfaction. (RH)

Screen Sharing

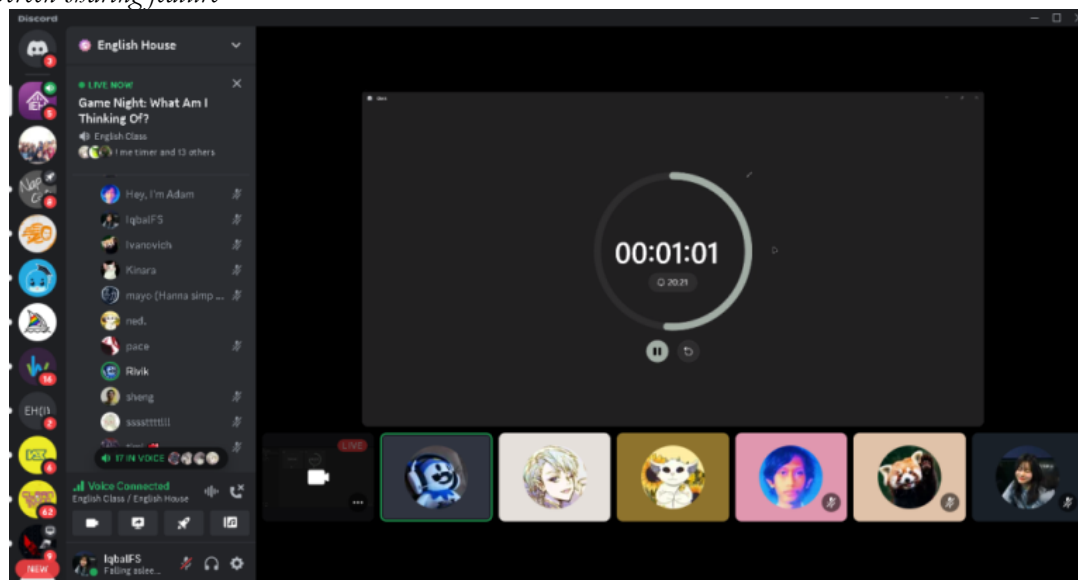
Discord incorporates a screen sharing capability that empowers users to display their screens to others in real-time. This functionality proves beneficial for collaborative endeavors, delivering presentations, or offering visual explanations. Participants can share slides, documents, or other educational materials, thereby enriching the learning encounter and promoting collaborative group efforts within the server. In the realm of online learning, screen sharing assumes a role akin to that of a whiteboard in traditional offline learning. As stated by FS:

If you are going to teach or do something for school or whatever, instead of using a whiteboard, you can use the screen sharing feature and also turn on your camera for video conferences. So, it's like you can really learn from the computer without using a whiteboard. (FS)

Utilizing the screen sharing capability, an educator can present various materials in an audio-visual format to enhance the learning process. In a documented observation, a teacher within the English House server employed screen sharing to exhibit a timer, as illustrated in Figure 1. This timer proves valuable for monitoring the remaining time available to students for answering questions related to the game topic "What Am I Thinking Of?"

Figure 2

Screen sharing feature



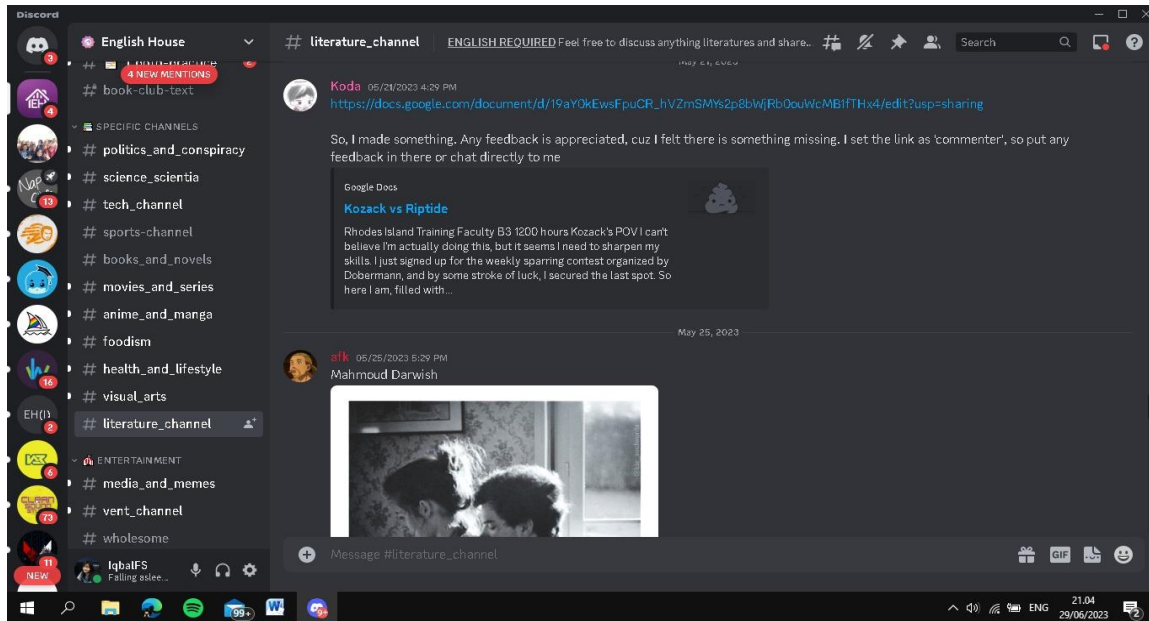
Resources Sharing

Discord fosters a culture of resource sharing among its users. Within the server, participants have the ability to exchange articles, videos, images, learning materials, useful links, and other educational assets. This collaborative practice of sharing enhances the learning milieu, affording supplementary references, and enabling members to derive advantages from a spectrum of viewpoints and materials. In the context of the English House server, members engage in sharing learning materials

through channels like #class_chat and #class_writing. Additionally, an array of resources, in the form of links and images, are extensively circulated within the #literature_channel.

Figure 3

Literature channel



Based on the data of interview, MD stated:

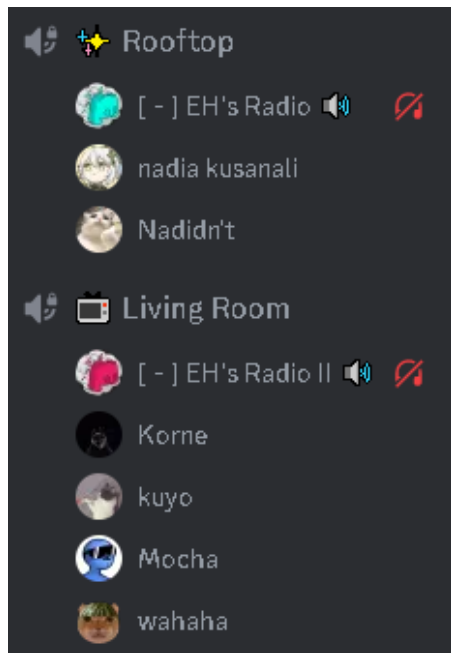
This application provides a resource sharing feature, it can be shared and accessed file instantly, which is essential for collaborative environments where timing is crucial. Plus, with features like pinned messages, search functionality, and organized channels, resources are easily retrievable even after being shared, ensuring that nothing important gets lost in the conversation. (MD)

Bot Integrations

Discord accommodates the integration of bots, enabling users to incorporate specialized bots into their servers. These bots offer a wide range of functionalities, encompassing tasks like playing music, identifying member infractions, facilitating games, providing educational content, and more. Bot integrations serve to assist Discord users across diverse requirements. For instance, within the English House server, members frequently employ music bots to enjoy songs while studying. The utilization of a music bot, named EH's Radio, is depicted in Figure 2.

Each learner has their own way of studying. Discord users often use music bots to accompany them while studying. RWP also does the same. He also shared how he utilizes bots for learning. He said:

I can study on my own while listening to music using a timer, commonly known as the Pomodoro technique. Because in Discord, there are many bots available, we can use a bot as a timer. I have created a Pomodoro bot on our server. We also engage in group study with one or two other people while using voice chat and turning on our cameras. (RWP)

Figure 4*Music bot*

Notifications and Reminders

Discord offers notification functionalities to apprise users of server-related activities, updates, and forthcoming events. Users possess the ability to tailor their notification preferences, receiving alerts for particular channels, mentions, or direct messages. These notifications and reminders contribute to users' involvement and aid in monitoring essential discussions, learning sessions, or announcements. As highlighted by RWP, the "mention everyone" feature holds notable value. This mention attribute can effectively notify all members simultaneously, ensuring they receive crucial announcements.

Within the English House server, the mention feature was harnessed to issue reminders to members concerning English classes and various events. For class-related notifications, a teacher employed the announcement channel to convey reminders. By mentioning the @Student Pass role, all members possessing that role were promptly notified on their devices, ensuring they received timely updates.

Discord application impact on students' learning experience and their level of engagement

As Discord has displayed its potential to function as an online learning platform, as evidenced by the emergence of communities like the dedicated Discord server called "English House." This particular server boasts an impressive membership of 29,741 individuals, highlighting the substantial adoption of Discord as an avenue for online learning among students. FS, as a member of Discord server English House, also believe that Discord can be a supportive platform for learning. She said:

In my opinion, this platform is very versatile because it can be used by large communities. So, if you want to lead a classroom here to teach a lesson, I feel like that's possible, especially with the functions within Discord, like creating channels and discussions. This makes it suitable for learning purposes. (FS)

The supportive attributes of Discord for online learning have ignited significant interest among a multitude of students in Indonesia, motivating them to delve into its possibilities. To harness Discord as an effective learning platform, users are required to establish a server tailored to accommodate their educational needs. RWP shared his interesting experience of creating a server for learning purposes on the Discord application. He said:

Maybe this is my memorable experience. You know, I really love learning, so when I found Discord, I immediately gave it a try and started experimenting with creating a server for learning, just to see if it could work. It was originally designed for gaming, but I repurposed it for learning. Surprisingly, it has endured and has been running for 4 years. At first, it was just an experiment, but it ended up becoming a learning platform and a learning community. (RWP)

RWP achieved the creation of a thriving learning community using the Discord application, successfully amassing a membership of approximately twenty thousand individuals. This server has been operational for a span of four years. This accomplishment stands as a testament to Discord's efficacy in facilitating students' educational endeavors and fostering effective teaching and learning interactions.

While Discord's features have proven successful in supporting online learning, the process of maintaining an active and sustainable community server for educational purposes presents its own set of challenges. Ensuring the longevity of a server hinges on the presence of a sizable population of engaged and committed members. Active participation and collaboration from these members are crucial to the server's continued vitality. RWP said:

The level of learning and collaboration can be considered quite high when it is needed. It depends on the situation and circumstances. For example, when COVID-19 emerged, students were searching for an online learning platform. That's when our platform was truly in high demand, as it offers greater flexibility. However, when COVID-19 was over, learning activities were conducted in schools again. The usage of Discord decreased, but it still can be used for learning purposes. (RWP)

The utilization of Discord servers for educational purposes surged during the height of the COVID-19 pandemic in 2020, as all students transitioned to online learning. However, as the pandemic subsided, the once-active members who extensively engaged in online learning through Discord started to dwindle. Consequently, the count of active members gradually diminished, reflecting the changing circumstances as the pandemic drew to a close. FS's statement in this matter also proves the accuracy of the statement above. She said:

Actually, after the Covid-19 situation subsided, I took a break from Discord and didn't use it for a few months, but I still had the app on my smartphone. I started coming back to the English House server like I've been active for a while from last month. I'm not active on the server every night. From time to time, maybe two or three times a week. (FS)

The level of students' motivation to employ Discord as an online learning platform is not uniform across the board. Nevertheless, as a tool for language learning,

Using Discord has made it much easier to collaborate with others, I can share resource instantly and discuss assignment in real time, and it can help me stay organized and engaged. I feel more connected to my friends and motivated to join and participate. (MD)

Discord stands out as a prominent choice due to its core focus on communication. The highly effective voice chat feature and the extensive community present within Discord significantly bolster students' efforts in acquiring foreign languages. FS shared her experience in learning a foreign language on Discord. She said:

If the lessons are about foreign languages, it can be really useful. Because I once joined a server to learn Korean, and it was truly helpful because people there gave tips, advice, and like you practice your Korean with them since they could speak the language. So, you have conversation, and you practice your Korean. (FS)

The expansive global Discord community fosters connections among users across the world. As highlighted by FS, the utilization of Discord for language learning underscores the constructive backing of this community. Within language learning servers, members contribute tips, guidance,

and foster a favorable learning ambiance for users. Such an environment creates a sense of comfort for students learning through Discord.

The expansive reach of Discord does come with its drawbacks. Discord's capacity to monitor all potentially malicious activities conducted by its users is limited. However, the initial preventive measure can be taken by server moderators, who possess the ability to swiftly address any negative aspects that may arise within the community. FS has experienced this. She said:

One of the drawbacks is that Discord is a place that can be considered too vast. Like me for example, since I already had Discord since junior high school, at leisure time and curiosity, I went to Google and searched for a random server to join. It turned out to be a toxic server. I mean, this is the internet, you know. Obviously, you will come across really weird people. (FS)

Given the extensive global user base, it's to be expected that users will encounter both positive and negative elements. However, when users manage to cultivate a positive learning community, they are more likely to feel at ease engaging in learning through the Discord application. The Discord English House server serves as a prime illustration of a community that cultivates a positive learning environment for English language acquisition. By implementing stringent regulations, this server is equipped to tackle any adverse elements that might emerge from online interactions.

As the discussion, the research investigates the use of Discord as an educational tool for English language learning, challenging the common perception that Discord is solely a communication platform. Traditionally known for its role in facilitating casual communication, Discord's potential for supporting language learning has been underexplored. This study demonstrates that Discord, with its multifaceted features, can significantly enhance English language acquisition, offering a unique and effective learning environment.

The first is Discord as a learning tool, Discord, initially designed by Citron and Vishnevskiy (Browning, 2021) to enable authentic communication among friends, and has evolved far beyond its original purpose. While it was originally intended to enhance communication within online gaming communities, Discord's seamless interface—allowing users to switch effortlessly between text, voice, and video—has found new relevance in educational contexts (Kawinkoonlasate, 2020). The platform's flexibility in supporting various modes of communication makes it particularly well-suited for online learning, a potential recognized by educational researchers and practitioners alike. Underscore Discord's transition from a gaming-centric application to a versatile platform capable of meeting online learning needs (Arifianto & Izzudin, 2021). The application's Voice over Internet Protocol (VoIP) services, message exchange, video conferencing, screen sharing, and text channel creation fulfill the essential criteria for effective online learning environments. These features not only facilitate communication but also enhance the learning experience, making Discord a powerful tool for English language education.

And the next is Key Features supporting language learning, the study identifies seven key Discord features that are particularly conducive to English language learning: Voice Channels, Text Channels, Direct Messages, Screen Sharing, Resource Sharing, Bot Integrations, and Notifications and Reminders. These features align with the requirements of an effective online learning platform, as outlined (Alhat, 2020). For instance, Discord's screen-sharing functionality can serve as a virtual whiteboard, while dedicated voice and text channels can function as breakout rooms, facilitating discussions and collaborative learning activities. Within the English House Discord server, these features were effectively utilized to support English language learning. Students engaged in communication through voice and text channels, supplemented by access to a wide range of resources shared via the platform's resource-sharing feature. This approach mirrors by Kruglyk (Kruglyk et al., 2020) which highlight the importance of an online learning system that enables debates, discussions, and the widespread dissemination of visual materials.

Finally, student engagement and experiences, the research also explored student engagement and experiences using Discord for English learning. The English House server, with its substantial membership of 29,741 individuals, exemplifies Discord's appeal as a learning platform. Interviews

with students revealed a strong preference for using Discord as a tool for language learning. These findings are consistent with research (Jannah & Hentasmaka, 2021), who reported that 89.72% of students held a positive view of Discord in virtual English language education. Despite some students encountering negative experiences, such as unhealthy server environments, the ability to choose positive learning communities mitigates these challenges. The English House server, in particular, provided a supportive environment that facilitated active learning and engagement. These results align with (Ayob et al., 2022) research, which suggests that Discord can enhance students' comprehension of course materials by promoting active social and learning engagement. Based on the data, it can be concluded that the efficacy of discord can be seen from the function of features, it supports English online learning through seven crucial features that users can leverage: Voice Channels, Text Channels, Direct Messages, Screen Sharing, Resource Sharing, Bot Integrations, and Notifications and Reminders. And members' experiences show that Discord can help them in mastering English. As a result, the implications of the research can guide the development of more effective, engaging, and inclusive Discord-based learning communities, ultimately enhancing the overall learning experience and outcomes for participants.

CONCLUSION

The findings of this study clearly indicate that Discord can effectively serve as a platform for foreign language learning, particularly when a positive learning environment is fostered. The study highlights the significant role of Discord's features—Voice Channels, Text Channels, Direct Messages, Screen Sharing, Resource Sharing, Bot Integrations, and Notifications and Reminders—in enhancing the learning processes. The high level of engagement observed within the English House server underscores Discord's potential as an online learning platform. A conducive learning environment is crucial for sustaining student commitment, and Discord, with its robust set of features, provides an ideal platform for fostering such an environment. In summary, this research demonstrates that Discord is not only a tool for communication but also an innovative platform for learning English. The members' experiences, particularly in building vocabulary and engaging in active learning, suggest that Discord's features significantly contribute to language acquisition and overall learning satisfaction. As the platform continues to evolve, its application in educational settings is likely to expand, offering even more opportunities for effective language learning.

Based on the findings of the research, several recommendations can be made for educators, administrators, and developers interested in utilizing Discord as an effective tool for English language learning: foster positive learning communities by creating safe spaces, and encourage students to participate in discussions, collaborative projects, and social bonding activities, which can enhance their learning experience and foster a sense of belonging. And the Utilize Voice and Text Channels in Discord by creating specialized and different topics or linguistic skills (e.g., pronunciation practice, vocabulary building, and grammar discussions) are to provide structured more flexible in learning opportunities. By implementing these recommendations, educators and administrators can harness the full potential of Discord as an innovative and effective platform for English language learning, ultimately enhancing students' educational experiences and language acquisition outcomes.

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CONFLICT OF INTEREST STATEMENT: The authors declare that the research was conducted in the absence of any potential conflict of interest.

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