# STUDENTS' PERCEPTIONS OF DISCORD AS A LEARNING TOOL IN EFL CLASSROOM

## UNDERGRADUATE THESIS



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**MALANG**
**2022**

# TITLE PAGE

# STUDENTS' PERCEPTIONS OF DISCORD AS A LEARNING TOOL IN EFL CLASSROOM

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Bachelor Degree of English Language Teaching (S.Pd.) in the English Education Department

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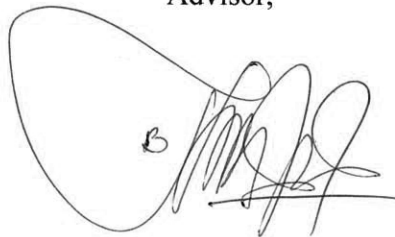## STUDENTS' PERCEPTIONS OF DISCORD AS A LEARNING TOOL IN EFL CLASSROOM

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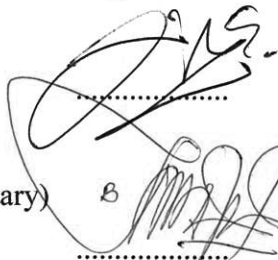
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The Honorable,
To the Dean of Faculty of Education and Teacher Training
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*Assalamu'alaikum Wr. Wb.*

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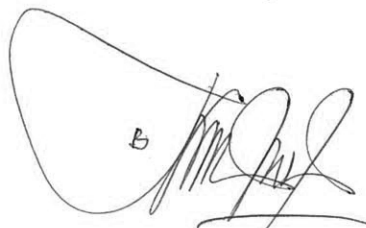Undergraduate Thesis : Students' Perceptions of Discord as A Learning Tool in EFL Classroom

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*Wassalamu'alaikum Wr. Wb.*

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# MOTTO

*"Be yourself and be grateful."*

*-Nata Kesuma Wijaya*

# DEDICATION

This undergraduate thesis is dedicated to my beloved parents, **Muhammad Syaifullah** and **Ratna Darmawati**, who have supported me financially and mentally. Furthermore, I give thanks to my friends who are still believing in me in finishing this undergraduate thesis. Last but not least, I would like to say thanks to myself who is still having faith in a brighter future, including finishing this undergraduate thesis.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the Name of Allah SWT, The Beneficent, The Merciful*

All praise belongs to Allah SWT, who has been giving the writer His mercies, blessings and guidance, which makes the writer insightful in writing this undergraduate thesis to meet the bachelor's degree requirement. Shalawat and Salam always be recited upon our Prophet Muhammad SAW, who has guided us into the bright era and better humankind.

This undergraduate thesis entitled 'Students' Perceptions of Discord as a Learning Tool in EFL Classroom' will not be successful without any support in the form of continuous pray, love, and motivation from other people. Then, the writer would like to express his thanks and gratitude, especially to Mr. Basori, M.S.Ed., for his advice, suggestion, motivation, and his time until the writer finished and complete this undergraduate thesis.

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Malang, June 10th, 2022

**Nata Kesuma Wijaya**

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# LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this undergraduate thesis uses translation guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No.158 of 1987 and No.0543b/U/1987 which can be described as follows:

## A. Words

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ١ | = | a | ز | = | z | ق | = | q |
| ب | = | b | س | = | s | ك | = | k |
| ت | = | t | ش | = | sy | ل | = | l |
| ث | = | ts | ص | = | sh | م | = | m |
| ج | = | j | ض | = | dl | ن | = | n |
| ح | = | h̲ | ط | = | th | و | = | w |
| خ | = | Kh | ظ | = | zh | ه | = | h |
| د | = | d | ع | = | ' | ء | = | ' |
| ذ | = | dz | غ | = | gh | ي | = | y |
| ر | = | r | ف | = | f | | | |

## B. Long Vocal

Long Vocal (a)  = â

Long Vocal (i)  = î

Long Vocal (u)  = û

## C. Diphthong Vocal

أَوْ    = aw

أَيْ    = ay

أَوّ    = ŭ

اِيّ    = î

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# LIST OF ABBREVIATIONS

| Abbreviation | Meaning |
| --- | --- |
| A | Agree |
| D | Disagree |
| EFL | English as a Foreign Language |
| I1 | Interviewee 1 |
| I2 | Interviewee 2 |
| I3 | Interviewee 3 |
| I4 | Interviewee 4 |
| IR | Interviewer |
| LMS | Learning Management System |
| N | Neutral |
| PU | Perceived Usefulness |
| PEOU | Perceived Ease of Use |
| SA | Strongly Agree |
| SD | Strongly Disagree |
| TAM | Technology Acceptance Model |
| UI | User Interface |

# LIST OF APPENDICES

# ABSTRAK

Wijaya, Nata Kesuma. 2022. Persepsi Mahasiswa terhadap Discord sebagai Alat Pembelajaran pada kelas EFL. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Basori, M.S.Ed.

**Kata Kunci**: media pembelajaran, Discord, model penerimaan teknologi, persepsi

Pertama kali diperkenalkan pada tahun 2015, Discord telah banyak digunakan sebagai platform media sosial. Sebagai *learning management system* (LMS), ia menawarkan fitur lengkap yang lebih menguntungkan namun ekonomis. Merujuk dari penelitian-penelitian sebelumnya, penelitian ini menemukan kekurangan: sebagian besar penelitian hanya terfokus pada sekolah dasar dan universitas. Oleh karena itu, penelitian ini akan mengungkap Discord sebagai media pembelajaran yang berfokus pada siswa kelas XI SMA Islam untuk menangkap perspektif siswa terhadap persepsi kegunaan (PU) dan persepsi kemudahan penggunaan (PEOU) pada Discord. Penelitian ini menggunakan metodologi penelitian campuran. Selain itu, desain survei cross-sectional digunakan untuk mengumpulkan data pada suatu titik waktu. Penelitian ini mengambil total 31 (tiga puluh satu) sampel untuk dilibatkan. Untuk kuantitatif, pedoman kuesioner digunakan untuk mengukur persepsi kegunaan (PU) dan persepsi kemudahan penggunaan (PEOU) pada Discord secara umum. Untuk kualitatif, pedoman wawancara digunakan untuk membantu mewawancarai beberapa sampel untuk menggali lebih dalam perspektif siswa terhadap Discord. Dari analisis, Discord terbukti memenuhi persepsi kegunaan (PU) dan persepsi kemudahan penggunaan (PEOU) berdasarkan hasil kuisioner dan wawancara. Namun, penelitian ini memiliki beberapa kekurangan terkait dengan proses dan konten penelitian. Oleh karena itu, untuk penelitian selanjutnya, penelitian ini menyarankan untuk menggunakan data statistik yang menunjukkan peningkatan aktual dalam penguasaan bahasa Inggris serta perspektif siswa terhadap Discord sebagai media pembelajaran.

# ABSTRACT

Wijaya, Nata Kesuma. 2022. Students' Perceptions of Discord as a Learning Tool in Efl Classroom. Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Basori, M.S.Ed.

**Keywords**: learning media, Discord, technology acceptance model, perceptions

Firstly introduced in 2015, Discord has been widely used as a social media platform amongst worldwide gamers to effectively assist them to communicate with each other. As a learning management system (LMS), it offers more advantageous yet economical full features. Referring from previous studies, this research found the main general lack: most of the studies focused only on elementary schools and universities. As a result, this research will reveal Discord as a learning media focusing on the 11th grade Islamic senior high school students to capture students' perspective toward the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord. This study uses a mixed research methodology. In addition, cross-sectional survey design is used to gather data at a point of time. It is applied as cross-sectional survey design can be used to examine current attitudes, beliefs, opinions, or practices. This study picked a total of 31 (thirty one) samples to be involved. For quantitative, questionnaire guidance is used to measure the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord in general. For qualitative, interview guidance is used to assist in interviewing several samples to dig deeper on students' perspectives toward Discord. From the analysis, Discord is proven containing perceived usefulness (PU) and perceived ease of use (PEOU) based on the questionnaire and interview results. However, this research has several lacks regarding the research process and content. Therefore, for further research, this research suggests using statistical data showing actual improvement in English mastery as well as students' perspectives toward Discord as a learning media.

# مستلخص

ويجايا، ناتا كيسوما. ٢٠٢٢. تصورات الطلاب على "*Discord*" كأداة تعليمية في الفصل الدراسي *EFL*. البحث الجامعي. قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: بصري الماجستير.

**الكلمات المفتاحية:** وسائط التعليم، *Discord*، نموذج قبول التكنولوجيا، التصورات

تم تقديم "*Discord*" لأول مرة في ٢٠١٥ م، وقد تم استخدامه على نطاق واسع كمنصة وسائط اجتماعية بين اللاعبين في جميع أنحاء العالم لمساعدتهم بشكل فعال على التواصل مع بعضهم البعض. كنظام لإدارة التعليم (*LMS*)، فإنه يوفر ميزات كاملة أكثر فائدة ولكنها اقتصادية. استنادا على الدراسات السابقة، وجد هذا البحث النقص العام الرئيسي: ركزت معظم الدراسات على المدارس الابتدائية والجامعات فقط. ونتيجة لذلك، اكشف هذا البحث عن "*Discord*" كوسيط تعليمي يركز على طلاب المدرسة الثانوية الإسلامية في الصف الحادي عشر لالتقاط وجهة نظر الطلاب تجاه الفائدة المتصورة (*PU*) وسهولة الاستخدام المتصورة (*PEOU*) على "*Discord*". استخدم هذا البحث منهجية بحث مختلطة. بالإضافة إلى ذلك، يتم استخدام تصميم المسح المقطعي الشامل لجمع البيانات في وقت ما. يتم تطبيقه حيث يمكن استخدام تصميم المسح المقطعي لفحص المواقف أو المعتقدات أو الآراء أو الممارسات الحالية. اختار هذا البحث ما مجموعه واحد وثلاثون عينة للمشاركة فيها. بالنسبة للكمية، يتم استخدام إرشادات الاستبيان لقياس الفائدة المتصورة (*PU*) وسهولة الاستخدام المتصورة (*PEOU*) على "*Discord*"بشكل عام. بالنسبة للنوعية، يتم استخدام توجيه المقابلة للمساعدة في إجراء مقابلات مع العديد من العينات للتعمق في وجهات نظر الطلاب تجاه "*Discord*". من التحليل، ثبت أن "*Discord*" يحتوي على فائدة متصورة (*PU*) وسهولة الاستخدام المتصورة (*PEOU*) بناء على نتائج الاستبيان والمقابلة. ومع ذلك، فإن هذا البحث لديه العديد من أوجه القصور فيما يتعلق بعملية البحث ومحتواه. لذلك، لمزيد من البحث، اقترح هذا البحث استخدام البيانات الإحصائية التي تظهر تحسنا فعليا في إتقان اللغة الإنجليزية بالإضافة إلى وجهات نظر الطلاب تجاه "*Discord*" كوسيط تعليمي.

## CHAPTER I

## INTRODUCTION

This chapter introduces the main study background, research questions as well as the objectives, study significance, limitation, hypothesis, and key terms definition.

### 1.1    Background

As of 2022, technology development has been the main concern as it assists human activities, especially in education. Teachers are to prepare the most suitable learning media as it is a part of the technology to keep the teaching and learning process synchronized with modern period. This is in line with Al-Qur'an Surah ar-Rahman (55) verse 33:

يَا مَعْشَرَ الْجِنّ وَالْإِنْس إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ

وَالْأَرْضِ فَانْفُذُوا ۚ لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

*33. O company of jinn and mankind, if you are able to pass beyond the regions of the heavens and the earth, then pass. You will not pass except by authority [from Allah].*

From the verse, it can be understood that human are to push science and technology development off the limit to ease out human needs. Referring to this, this research will be using Discord as the media that will be observed.

Firstly introduced in 2015, Discord has been widely used as a social media platform amongst worldwide gamers to effectively assist them to communicate with each other. As a multi-functional social media, Discord may also be utilized out of gaming activities, especially for educational

purposes. As a learning management system (LMS), it offers more advantageous yet economical full features: creating custom everlasting virtual classroom servers where people can set up either text or voice channels, compared to other teleconference apps e.g. Zoom where people are to pay to get full access or Google Meet where people are to manually create meetings while they have to create Google Classrooms separated from it to upload files for materials or assignment purposes. This is in line with the theory of technology acceptance model (TAM) as originally stated by Davis (1986) that an individual's information systems acceptance is determined by two major variables: perceived usefulness (PU) and perceived ease of use (PEOU).

Following the theory, several studies have been found involving Discord as a learning media either in language or non-language matter. In language topics, Ramadhan and Albaekani (2021) presented Discord usage towards students' speaking skill by its effectiveness, practicability, and app lightness by its size and voice chat feature. In additon, the research focused only on students' perspective in a senior high school. Wulanjani (2018) described Discord usage towards students' listening skill by its possibility in changing students' attitude e.g. being more active, interactive, motivated, and creative. Furthermore, the research samples were focused on university students. Odinokaya et al. (2021) showed statistical result of Discord usage towards EFL students' vocabulary comprehension as detailed in the next chapter. The study proved the practical use of Discord towards EFL students' vocabulary skill improvement, along with their perspective towards the app.

Nonetheless, this study samples were university students where the English level is different compared to senior high school students.

In non-language topics, Dayana et al. (2021) shown comparison between Discord, Zoom, and Google Meet as shown in the next chapter. This study shown that Discord has the lowest system requirement compared to other media mentioned. In addition, Discord's system supports cross-device connection, allowing both the teacher and students to interact from either laptops or smartphones (Kruglyk et al., 2020). Furthermore, Kruglyk et al. (2020) proved the effectiveness of utilizing Discord by assisting students' work and facilitating material perception and assimilation process specifically in emergencies e.g. Covid-19 pandemic. The research shown that Discord has the most features compared to other media mentioned. This means Discord is proven as the most effective media that can be used for teaching and learning. In addition, Kruglyk et al. (2020) discovered Discord a completely free platform with no premium subscriptions required to enable full features of it. This is supported by Gorbatuc and Dudka (2019) where such advantages are very important for users regarding to a country's economical growth.

Supported by Wahyuningsih and Baidi (2021), Discord is proven effective to be used as a virtual learning media in an elementary school by assisting emergency remote learning during Covid-19 pandemic. However, the research focused on students' perspective toward Discord in an elementary school.

Ardiansyah et al. (2021) have proven that students felt satisfied using Discord as a learning media. Students were provided with useful features, simple UI, interactions as well as experiencing interactive teaching and learning process. Nonetheless, all the samples were university students where their learning level is higher compared to school students.

In addition, Arifianto and Izzudin (2021) have shown students' acceptance toward the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord as a learning media. It was concluded that Discord is an interesting, easy and simple-to-use media without requiring large mobile data. However, their in-depth anaysis also shown students' rejection using Discord is mostly caused on external factors e.g. Internet connection, supported devices, and students' learning motivation during the pandemic. Moreover, the research samples were focused on university students.

Referring from the studies above, this research found the main general lack: most of the studies focused only on elementary schools and universities. Furthermore, there are still few research focusing on Islamic senior high school students. As a result, this research will reveal Discord as a learning media focusing on the 11th grade Islamic senior high school students to capture students' perspective toward the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord.

**1.2    Research Question**

Based on the background, this study pinpoints two research questions:

1) How are the 11th grade Islamic senior high school students' perceptions towards Discord as a learning media in EFL classroom?

2) To what extent students perceived Discord as a learning media in EFL classroom?

**1.3    Research Objective**

Referring to research questions, this study focuses on two research objectives:

1) To observe 11th grade Islamic senior high school students' perceptions towards Discord as a learning media in EFL classroom.

2) To reveal to what extent students perceived Discord as a learning media in EFL classroom.

**1.4    Significance**

This study will be showing the actual effect of using Discord as a learning media, rather than only proving effects towards users' satisfaction while using the app, supported by full-functioned yet low-cost features. Specifically, all the information within this study will be useful for:

1) **Students**; Discord may be considered as a learning media as its user interface (UI) is teen-oriented with a modernized design close to gaming interfaces along with the dark mode feature to ease up visibility for late-night assignment works.

2) **Teachers**; Discord may be considered as a learning media as they are able to create multiple classes as well as custom text or voice channels for separate purposes e.g. lounges, announcements, materials, meetings.

3) **School Institutes**; Discord may be implemented as the main learning management system in their curriculum considered by all the low-cost advantageous features previously mentioned.

## 1.5    Limitation

This study limits the observation range on comparing the $11^{th}$ grade Islamic senior high school students, with a consideration that researcher had previously taught there as an apprentice teacher using Discord as a learning media in online teaching and learning activities during the 2021 Faculty of Teaching Apprenticeship Program (PKL FITK) of Universitas Islam Negeri Maulana Malik Ibrahim Malang. The study samples were limited to only 31 individuals in total.

## 1.6    Key Terms Definition

Avoiding future misunderstanding, the key terms of this study are well-explained as written below:

- **Learning media** refers to the tool in the form of physical and non-physical used by teachers.

- **Discord** refers to an audiovisual communication service which the one used for the sample treatment was the 2021 version of Discord. In addition, the version used by the samples was the mobile version of Discord. On the other hand, the version used by the teacher was the desktop version of Discord.

- **Technology Acceptance Model** refers to the theory by Davis (1986) where an individual's information systems acceptance determined by two major variables: perceived usefulness (PU) and perceived ease of use (PEOU).

- **Perceptions** refers to how were students' impression and thoughts toward Discord as a learning media in mastering English.

# CHAPTER II

# LITERATURE REVIEW

This chapter discusses all the theories and previous studies related to the main topic of this study.

## 2.1    Learning Media

Miarso (2009) described learning media as anything that is usable to convey a message to stimulate students' feelings, thoughts, willingness, and attention as well as encouraging the learning process. In addition, Musfiqon (2012) also defined it as a tool in a form of either physical or non-physical used by teachers in conducting materials and making it more effective and efficient for students.

Referring to Smaldino et al. (2014), there are six basic types of media used in teaching and learning process: text, audio, visuals, video, manipulatives (objects), and people. Texts are written information represented in form of books, posters, written materials on a whiteboard, texts in a computer screen, and so on. Audio is anything hearable regardless of it being live or recorded e.g. voice, music, object sounds, noise, and so on. Visuals are anything visible represented in form of diagrams on a computer screens, whiteboard drawings, photographs, graphics in a book, cartoons, and so on. Video is a media mixed and matched between audio and visual, creating hearable motions and can be stored on DVDs, streamed videos on the Internet, computer animations, and so on. Real objects and models are also one of a media as those are three-dimensional figures can be touched and handled by students. People can also be considered as media

as they are critical to learning, where students learn from classmates, teachers, and adults.

In addition, Smaldino et al. (2014) also stated that teachers may use collaborative learning tools e.g. classroom blogs, wikis, social networking resources, and learning management systems to help 21$^{st}$ century students learn through various learning levels appropriate to their goals and expected outcomes. Referring to previous theories, Discord can be considered as one of a learning management system as its system includes five out of six basic types of media: text, audio, visuals, video, and people.

**2.2    Discord**

Discord is one of a social media used by worldwide gamers to help communicate between them while playing online games. After creating Discord account, users can create or join specific servers or "groups" so they can choose what subjects they want to be involved as shown in Figure 1.

From the Figure 1, there is a server list on the left side showing user's created or joined servers along with a text and voice channel list next to it. In the middle, there is a messaging feature in the text channel that enables user to chat with others, regardless of what text channel is focused on. On the right side, there is a member list showing other users who have joined the server.

Discord's user interface on desktop version is quite similar to the mobile version along with its features. However, user has to swipe left to access the server list along with the text and voice channel list. User can access the main interface showing the messaging feature by swiping right

once. To access the member list, user has to swipe right from the main interface as shown in Figure 2.

**Figure 1**

*Discord User Interface (Desktop)*
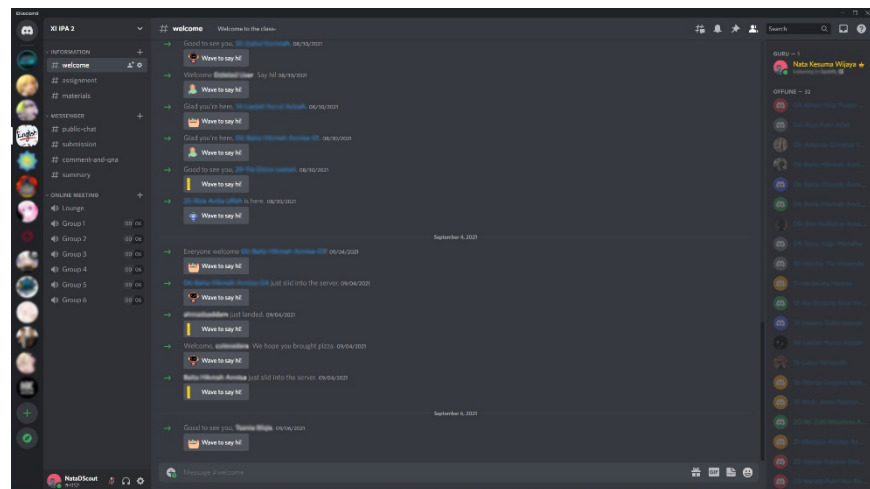


**Figure 2**

*Discord User Interface (Mobile)*
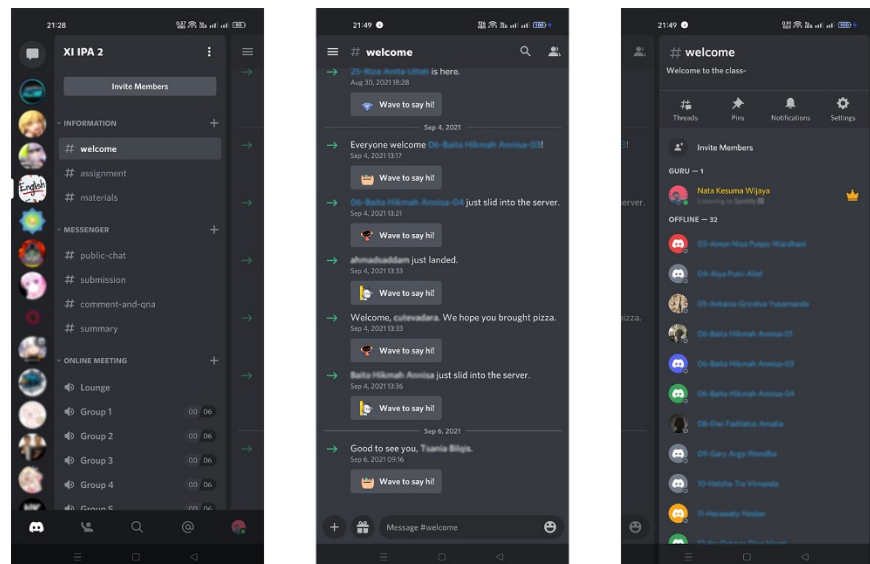
From the user interface, users can create text and voice channels to support the server discussion. In text channels, users are able to create customizable channel for specific purposes. For example, users can create a text channel for 24/7 chattings, giving announcements, or uploading files such as audio, videos, or documents. Figure 3 shows the example how the feature looks like.

In voice channels, users are also able to create customizable channel for talks or meetings similar to features used in teleconference applications. Users can also turn the camera on and off as well as their microphone. Figure 4 shows the example how the feature looks like.

**Figure 3**

*Discord File-sending Feature*
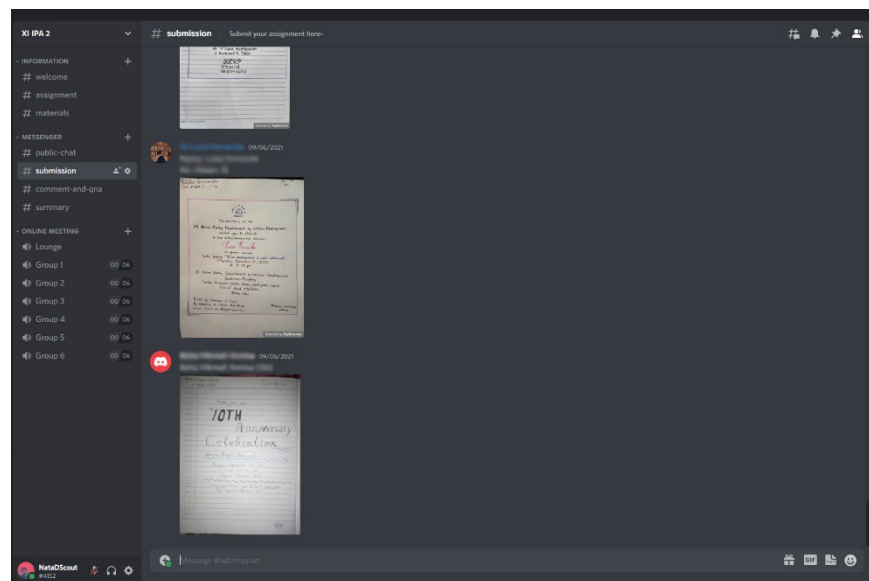
**Figure 4**

*Discord Teleconference Feature*
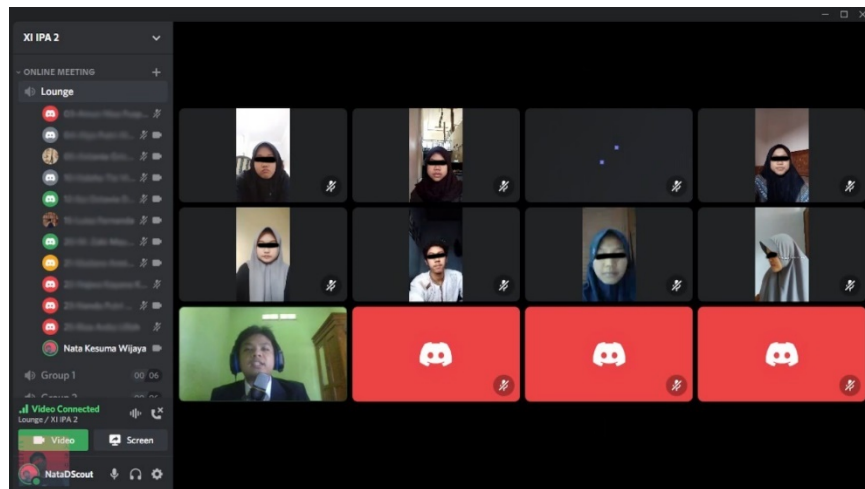


In general, its features is basically the same as other social media. What makes it advantageous is that Discord covers all the features of other social media such as messaging (WhatsApp, Telegram), teleconference (Google Meet, Zoom), and custom servers (Google Classroom, Edmodo). In addition, all of the features are free for use and the cellular data consumption is reasonable, especially its voice channel feature where other social media users are often struggle with it. Furthermore, Discord can also be used out of the gaming activities, especially for educational purposes. Jannah and Hentasmaka (2021) described several advantages of Discord design features: ease of app use, ease of joining classes, limitless usage, full-featured app functions, well-kept classroom history, reread previously-stored materials and discussions, ease of file-sharing, redownload older files, and low-cost quota usage.

**2.3    Technology Acceptance Model**

Referring to Discord, all of its features previously detailed are in line with the theory of technology acceptance model (TAM) introduced by Davis (1986). In general, Davis described a conceptual framework detailing the motivational processes between system characteristics and user behavior, shown in Figure 5.

**Figure 5**

*Conceptual Framework*
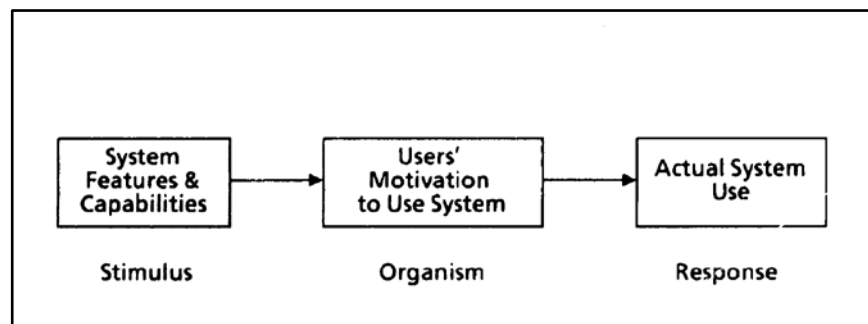


Note: From *A technology acceptance model for empirically testing new end-user information systems: theory and results*, by F.D. Davis, 1986, Cambridge.

Furthermore, Davis (1986) stated that an individual's information systems acceptance is determined by two major variables: perceived usefulness (PU) and perceived ease of use (PEOU), shown in Figure 6.

In detail, it shows that user motivation in a technology acceptance model is based on perceived usefulness and ease of use. Each of them is determined and directly influenced by how the design features are well-made. All the features ($X_1$, $X_2$, $X_3$) lead to perceived usefulness (PU) and perceived ease of use (PEOU). Both congnitive responses construct the affective response in form of attitude toward using (ATU), resulting in behavioral response in form of actual system use (USE) of the technology.

**Figure 6**

*Technology Acceptance Model*
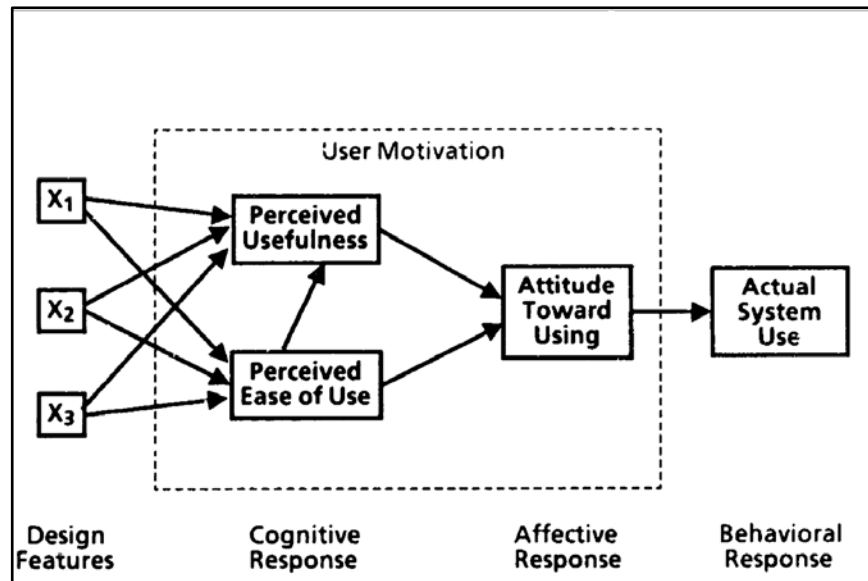


Note: From *A technology acceptance model for empirically testing new end-user information systems: theory and results*, by F.D. Davis, 1986, Cambridge.

## 2.4 Previous Studies

Several studies regarding the practical use of Discord as a learning media have been discovered. In language-related topics, Ramadhan and Albaekani (2021) presented Discord usage towards students' speaking skill by its effectiveness, practicability, and app lightness by its size and voice chat feature. In additon, the research focused only on students' perspective in a senior high school. Wulanjani (2018) described Discord usage towards students' listening skill by its possibility in changing students' attitude e.g. being more active, interactive, motivated, and creative. Furthermore, the research samples were focused on university students. Odinokaya et al. (2021) showed statistical result of Discord usage towards EFL students' vocabulary comprehension as briefly detailed in Table 1 and Table 2.

**Table 1**

*Descriptive Statistics for the Pre-test*

| Group | Number of Students | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Experimental | 40 | 20.65 | 1.72055 | 0.3546 |
| Control | 40 | 20.8 | 1.89309 | 0.3938 |

Note: From *Education Sciences, 11(9)*, by Odinokaya et al., 2021.

**Table 2**

*Descriptive Statistics for the Post-test*

| Group | Number of Students | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Experimental | 40 | 26 | 1.482486 | 0.3451 |
| Control | 40 | 20.9 | 1.834081 | 0.4187 |

Note: From *Education Sciences, 11(9)*, by Odinokaya et al., 2021.

Based on the tables, this study proved the practical use of Discord towards EFL students' vocabulary skill improvement, along with their perspective towards the app. Nonetheless, this study samples were university students where the English level is different compared to senior high school students.

In non-language related topics, Dayana et al. (2021) shown comparison between Discord, Zoom, and Google Meet as shown in Table 3.

**Table 3**

*Zoom, Google Meet, and Discord Comparison*

| Characteristics | Zoom | Google Meet | Discord |
|---|---|---|---|
| Max. participants | Up to 500 | 100 to 250 | 50 |
| Recording | Allowed | Allowed | Allowed |
| Share screen | Allowed with permission | Allowed | Allowed |
| Share sound | Allowed | Not allowed | Allowed |
| Meeting URL | Generating separate URLs | Generating separate URLs | Generating server URLs to enter meetings |
| Access | Using the application client | Using browsers | Using the application client |
| Calling | Allowed | Not allowed | Allowed |
| Video-calling bandwidth | 600 kbps for downloading, 1.2 Mbps for uploading | 10 Mbps | 64 kbps |

Note: From *Proceedings of the 19th LACCEI International Multi-Conference for Engineering, Education, and Technology: "Prospective and Trends in Technology and Skills for Sustainable Social Development" "Leveraging Emerging Technologies to Construct the Future."*, by Dayana et al., 2021.

From Table 3, it is shown that all of them has similar features. However, a hige difference can be seen on the video-calling bandwidth where Discord only requires 64 kbps to run the service, compared to Zoom and Google which have bigger bandwidth requirement to run the same feature.

Furthermore, Kruglyk et al. (2020) proved the effectiveness of utilizing Discord by assisting students' work and facilitating material perception and assimilation process specifically in emergencies e.g. Covid-

19 pandemic. In addition, they also provided detailed comparison between Discord and similar media shown in Table 4 and Table 5.

**Table 4**

*Skype, TrueConf, Hangouts, and Discord System Minimum Comparison*

| Characteristics | Skype | TrueConf | Hangouts | Discord |
|---|---|---|---|---|
| Processor | 1 GHz | 3 GHz | 2 GHz | 1200 MHz |
| Hard drive space | 200 MB | 20 GB | 200 MB | 167 MB |
| RAM | 512 MB | 8 GB | 512 MB | 256 MB |
| Bit architecture | x86, x64 | x86, x64 | x86, x64 | x86, x64 |
| Operating system | Windows, Linux, MacOS X, Android, Ios | Windows, Linux, MacOS X, Android, Ios | Windows, Linux, MacOS X, Google Chrome, Ios | Windows, Linux, MacOS X, Android, Ios |

Note: From *Ukrainian Journal of Educational Studies and Information Technology, 8(2)*, by Kruglyk et al., 2020.

From Table 4, Discord has the lowest system requirement compared to other media mentioned. This means Discord is proven as the most efficient media that can be used as for teaching and learning. In addition, Discord's system supports cross-device connection, allowing both the teacher and students to interact from either laptops or smartphones (Kruglyk et al., 2020).

Referring to Table 5 below, Discord has the most listed features compared to other media mentioned. This means Discord is proven as the most effective media that can be used for teaching and learning. In addition, Kruglyk et al. (2020) discovered Discord a completely free platform with

no premium subscriptions required to enable full features of it. This is supported by Gorbatuc and Dudka (2019) where such advantages are very important for users regarding to a country's economical growth.

**Table 5**

*Skype, TrueConf, Hangouts, and Discord Media Feature Comparison*

| Function | Skype | TrueConf | Hangouts | Discord |
|---|---|---|---|---|
| Individual text messages | ✓ | ✓ | ✓ | ✓ |
| Conference text messaging | ✓ | ✓ | ✓ | ✓ |
| Individual calls | ✓ | ✓ | ✓ | ✓ |
| Conference calls | ✓ | ✓ | ✓ | ✓ |
| Screencast | ✓ | ✓ | ✓ | ✓ |
| Multiplayer screen | ✗ | ✗ | ✗ | ✓ |
| User rights settings | ✓/✗ | ✓/✗ | ✗ | ✓ |
| Creating parallel channels | ✗ | ✗ | ✗ | ✓ |
| Connecting bots | ✗ | ✗ | ✗ | ✓ |
| User capacity restrictions | ✗ | ✗ | ✗ | ✗ |
| Teleconference participant limit | 25 | ✗ | ✗ | 50 |
| Ability to control users | ✓ | ✓ | ✓ | ✓ |
| Set voice priority | ✗ | ✗ | ✗ | ✓ |
| User activity report | ✗ | ✗ | ✗ | ✓ |
| Server moderation | ✗ | ✗ | ✗ | ✓ |
| Create a separate server | ✗ | ✓ | ✓ | ✓ |

Note: From *Ukrainian Journal of Educational Studies and Information Technology, 8(2)*, by Kruglyk et al., 2020.

Supported by Wahyuningsih and Baidi (2021), Discord is proven effective to be used as a virtual learning media in an elementary school by assisting emergency remote learning during Covid-19 pandemic. However, the research focused on students' perspective toward Discord in an elementary school.

Ardiansyah et al. (2021) have proven that students felt satisfied using Discord as a learning media. Students were provided with useful features, simple user interface (UI), interactions as well as experiencing interactive teaching and learning process. Nonetheless, all the samples were university students where their learning level is higher compared to school students.

In addition, Arifianto and Izzudin (2021) have shown students' acceptance toward the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord as a learning media. It was concluded that Discord is an interesting, easy and simple-to-use media without requiring large mobile data. However, their in-depth anaysis also shown students' rejection using Discord is mostly caused on external factors e.g. Internet connection, supported devices, and students' learning motivation during the pandemic. Moreover, the research samples were focused on university students.

Referring from the studies above, this research found the main general lack: most of the studies focused only on elementary schools and universities. Furthermore, there are still few research focusing on Islamic senior high school students. As a result, this research will reveal Discord as a learning media focusing on the 11th grade Islamic senior high school students to capture students' perspective toward the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord.

# CHAPTER III

# METHODOLOGY

This chapter details the research design, samples, instruments, data collection, and data analysis.

## 3.1    Research Design

This study uses a mixed research methodology, one of a research procedure by collecting, analyzing, and combining both quantitative and qualitative methods in one study or series to interpret one or more research problems (Creswell & Plano Clark, 2011). Furthermore, a convergent parallel design is used to support the research as it is one of mixed method design where researchers gather both quantitative and qualitative data and analyze them separately before each of the results are compared and interpreted to find the conclusion (Creswell, 2013).

In this research, Discord as a learning media is observed by focusing on its involvement in 11th grade Islamic senior high school students' English mastery, meaning a quantitative treatment is needed to experiment with all the variables related. On the other hand, students' perspective toward the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord, meaning a qualitative treatment is needed to report all the findings related.

Additionally, a convergent parallel design is applied because both quantitative and qualitative data collection models support each other by patching weaknesses between them e.g. quantitative scores within one instrument from many samples furnish all the fragility of qualitative surveys from a few, and vice versa (Creswell, 2013).

Furthermore, this study is using the cross-sectional survey design introduced by Creswell (2013) where the researcher gathers data at a point of time. It is applied as cross-sectional survey design can be used to examine current attitudes, beliefs, opinions, or practices. Attitudes, beliefs, and opinions are ways of how people think about issues, where practices are their actual behaviors (Creswell, 2013). Referring to the theory, this research measures opinions and practices of students' perception toward the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord.

## 3.2 Research Sample

Using convenience random sampling by selecting participants whom are willing and available to be studied (Creswell, 2013), this study picked a population of 11th grade students from an Islamic senior high school. From them, a total of 31 (thirty one) samples are chosen to be involved. This is considered as the researcher had previously taught in the school as an apprentice teacher by using Discord as a learning media within online teaching and learning activities during the 2021 Faculty of Teaching Apprenticeship Program (PKL FITK) of Universitas Islam Negeri Maulana Malik Ibrahim Malang.

## 3.3 Research Instrument

For the quantitative segment, questionnaire guidance is used for data treatment. Questionnaire guidance is used to measure the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord in general within the sample. The questionnaire consists of 20 (twenty) questions with 10 (ten) numbers focusing on perceived usefulness (PU) and the other 10

(ten) numbers focusing on perceived ease of use (PEOU). Likert scale is used to measure students' responses over Discord as a learning media as it illustrates a scale with theoretically equal intervals among responses from 'strongly disagree' to 'strongly agree' as explained by Creswell (2013).

For the qualitative segment, interview guidance is used to assist in interviewing several samples to dig deeper on students' perspectives toward Discord. The interview guidance consists of 5 (five) questions implying the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord. The interview is using the one-on-one model by conducting with an individual at a time (Creswell, 2013).

In addition, both questionnaire and interview guidance are written bilingually to help participants understand properly about topics that are intended to be measured. This is supported by Creswell (2013) explanation that researchers might create or develop their questionnaire, modify an existing one, or use one they found in the works of literature.

### 3.3.1 Validity

For both quantitative and qualitative validity, conducting surveys and interviews are defined as evidence based on response processes. This validity type can be pointed out through interview results of what are the samples experience or thoughts after the treatment (Creswell, 2013).

In addition, the interview guidance has been expert-validated by one of an expertised lecturer on May 9th, 2022. On the other hand,

the questionnaire guidance has been expert-validated on both the validity construct and content by the same lecturer on June 2nd, 2022.

### 3.3.2 Reliability

For both quantitative and qualitative reliability, the interview guidance are reviewed by the expert to ensure its suitability for research needs and context.

The questionnaire guidance has been expert-validated by the same lecturer on June 2nd, 2022, with the questionnaire guidance is adapted from questionnaire model by Mustofa (2021) as it also discussed similar learning media within the questionnaire.

On the other hand, the interview guidance has been expert-validated by one of an expertised lecturer on May 9th, 2022, with the interview guidance is adapted from survey models by Odinokaya et al. (2021), Dayana et al. (2021), and Kruglyk et al. (2020).

### 3.4 Data Collection

The questionnaire guidance consisting of 20 (twenty) questions with 10 (ten) numbers focusing on perceived usefulness (PU) and the other 10 (ten) numbers focusing on perceived ease of use (PEOU) is used for the data collection process to measure whether there is an improvement of students' English mastery by implementing Discord as a learning media.

Furthermore, interview guidance consists of 5 (five) questions implying the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord is used to reveal students' deeper perspective towards Discord as a learning media.

### 3.4.1   Questionnaire

For the first step, several questionnaire guidance consisting of 20 (twenty) questions were spread among 31 (thirty one) samples to measure the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord in general. This was conducted in the school on June 3rd, 2022. The questionnaires were then analyzed to find out questionable results that will be further revealed with interviews.

### 3.4.2   Interview

. Continuing the questionnaire, several interviews consisting of 5 (five) questions were conducted to a minimum of 3 (three) or more samples to reveal in detail about their perspective toward Discord as a learning media. This was conducted in the school on June 3rd, 2022. The interview results were then transcribed to find out deeper thoughts regarding Discord that will be further combined with questionnaire results.

### 3.5   Data Analysis

For quantitative analysis, the questionnaire results are analyzed using 3 (three) steps detailed by Creswell (2013): identify response rate and bias; descriptively analyze the data to pinpoint the main findings; and write the report by showing the descriptive results.

For qualitative analysis, the interview results are analyzed using 6 (six) steps detailed by Creswell (2013): preparing gathered data to be analyzed; starting the coding process over data records; using the coding results to develop a more common data representation e.g. descriptions;

detailing findings using narratives and visuals; creating interpretation of the

result meaning; and implementing strategies to validate findings' accuracy.

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter shows the findings and discussion regarding the results of research.

## 4.1    Findings

After the data collection process is conducted, both quantitative and qualitative results are combined and presented in this segment. The quantitative data were gathered using questionnaires. They consist of 20 (twenty) questions and were distributed to 31 (thirty one) samples who had previously used Discord as their learning media during online learning.

After filling out the questionnaire, up to 4 (four) samples agreed to be interviewed to dig deeper about the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord. Using a one-on-one interview model, each of them was interviewed separately and assisted with interview guidance consisting of 5 (five) questions implying the perceived usefulness (PU) and perceived ease of use (PEOU) of Discord.

Both questionnaire and interview results are analyzed using Davis' theory (1986) where an individual's information systems acceptance is determined by two major variables: perceived usefulness (PU) and perceived ease of use (PEOU).

### 4.1.1 Perceived Usefulness (PU)

Referring to Davis (1989), perceived usefulness (PU) refers to which an individual assumes the use of a system will help in increasing his/her work efficiency.

For quantitative analysis, 10 (ten) questions were written in the questionnaire to reveal students' perspectives toward the perceived usefulness (PU) of Discord as shown in Table 6.

**Table 6**

*Perceived Usefulness of Discord*

| Aspects | SD (%) | D (%) | N (%) | A (%) | SA (%) |
|---|---|---|---|---|---|
| Discord helps me to interact with the teacher in real time. | 6,45% | 0% | 9,68% | 74,19% | 9,68% |
| Discord helps me to interact with my classmates in real time. | 6,45% | 6,45% | 19,35% | 54,84% | 12,9% |
| Discord helps me learn English speaking skills. | 3,23% | 6,45% | 22,58% | 64,52% | 3,23% |
| Discord helps me learn English listening skills. | 3,23% | 3,23% | 16,13% | 74,19% | 3,23% |
| Discord helps me learn English reading skills. | 3,23% | 3,23% | 16,13% | 70,97% | 6,45% |
| Discord helps me learn English writing skills. | 0% | 6,45% | 41,94% | 51,61% | 0% |
| Discord helps me learn English grammar. | 0% | 3,23% | 32,26% | 61,29% | 3,23% |
| Discord helps me learn English vocabulary. | 0% | 3,23% | 25,81% | 64,52% | 6,45% |
| Discord helps me learn English pronunciation. | 0% | 3,23% | 35,48% | 58,06% | 3,23% |
| I am able to say that Discord helps me master English. | 0% | 3,23% | 48,39% | 45,16% | 3,23% |
| **Average** | 2,26% | 3,87% | 26,78% | 61,94% | 5,16% |

The average result regarding the perceived usefulness of Discord shows that 61,94% of the participants (±19 students) agree, followed by 26,78% of the participants (±8 students) who choose to be neutral, 5,16% of the participants (±2 students) who strongly agree, 3,87% of the participants (±1 students) who disagree, and 2,26% of the participants (±1 students) who strongly disagree.

From the result, more than half of the participants agree that Discord helps them master English. The questionnaire analysis proved that most of the students were assisted in learning English using Discord as the media.

However, most of the students chose to be neutral. This happened as Discord was something new for them, so they had to adapt to a new environment before going further in learning English. This will be further strengthened by interview results.

For qualitative analysis, several interviews has been conducted and analyzed using open-coded transcription. The result shows all the interviewees find Discord helpful in learning English writing skills. This is represented by Interviewee 1 (I1) as shown in Table 7.

**Table 7**

*Interviewee 1's Perspective of Discord's Perceived Usefulness*

| |
|---|
| IR : Okay. Do you think that Discord help you learn English during online learning? |
| I1 : Yes, I found Discord very helpful for me. |
| IR : To what extend Discord very helpful for you in learning English? |
| I1 : I found it very helpful in learning English writing skills as the teacher was focusing in teaching how to write an invitation letter. |

From Table 7, it can be seen that Interviewee 1 (I1) found Discord helpful in learning English writing skills. This is supported by Interviewee 4 (I4) as shown in Table 8.

**Table 8**

*Interviewee 4's Perspective of Discord's Perceived Usefulness*

| |
|---|
| IR : Any reason why Discord really helpful for you? |
| I4 : I was able to gain knowledge clearly from the teacher using the face-to-face online meeting feature. |

From Table 8, it can be seen that that Interviewee 4 (I4) stated that Discord's online meeting feature helps students learn English writing skills. Using face-to-face online meeting feature, they were able to gain knowledge clearly from the teacher.

Previously mentioned in questionnaire result, most of the students chose to be neutral. This happened as Discord was something new for them, so they had to adapt to a new environment before going further in learning English. This is represented by Interviewee 1 (I1) as shown in Table 9.

**Table 9**

*Interviewee 1's Difficulties using Discord*

| |
|---|
| IR : Okay. Did you find any difficulties in using Discord in learning English during online learning? |
| I1 : No, I didn't. As I said, I only experienced such difficulties the first time I used Discord. |
| IR : So, you indeed had not experienced other difficulties using Discord? |
| I1 : Yes. As the time went on, I started to properly understand how to use Discord features. |

From Table 9, it can be seen that Interviewee 1 (I1) stated that students experienced difficulties using Discord for the first time. This happened because they indeed had to adapt to a new media before they can master English further.

As a result, both questionnaire and interview results strengthened each other and showed that Discord is proven helpful for students in assisting them in mastering English. It is supported by the factors such as face-to-face online meeting feature that assists them in learning English.

Nonetheless, most of the students chose to be neutral. This happened because they had to adapt to a new environment before going further in learning English.

### 4.1.2 Perceived Ease of Use (PEOU)

Referring to Davis (1989), perceived ease of use (PEOU) refers to which an individual assumes the system will need less effort from users to operate, making them feel it is easy to use.

For quantitative analysis, 10 (ten) questions were written in the questionnaire to reveal students' perspectives toward the perceived ease of use (PEOU) of Discord as shown in Table 10.

**Table 10**

*Perceived Ease of Use of Discord*

| Aspects | SD (%) | D (%) | N (%) | A (%) | SA (%) |
|---|---|---|---|---|---|
| Discord enables me to chat with my classmates in real time. | 0% | 6,45% | 19,35% | 67,74% | 6,45% |
| Discord enables me to have a face-to-face online meeting with lots of students. | 3,23% | 0% | 19,35% | 64,52% | 12,9% |
| Discord enables me to send various kind of documents e.g. Word and PDF. | 0% | 0% | 29,03% | 64,52% | 6,45% |
| Discord enables me to send audio files. | 6,45% | 0% | 32,26% | 58,06% | 3,23% |
| Discord enables me to send pictures e.g. photo. | 0% | 0% | 25,81% | 67,74% | 6,45% |
| Discord enables me to send video files. | 0% | 3,23% | 45,16% | 51,61% | 0% |
| I find the Discord account registration easy to do. | 0% | 6,45% | 35,48% | 51,61% | 6,45% |
| I find the Discord's user interface interesting to use e.g. the layout, the interface color. | 0% | 0% | 38,71% | 48,39% | 12,9% |
| I find the Internet quota usage on Discord is not wasteful. | 3,23% | 3,23% | 41,94% | 41,94% | 9,68% |
| I am able to say that Discord is easy to use. | 0% | 3,23% | 41,94% | 38,71% | 16,13% |
| **Average** | 1,29% | 2,26% | 32,9% | 55,48% | 8,06% |

The average result regarding the perceived ease of use of Discord shows that 55,48% of the participants (±17 students) agree, followed by 32,9% of the participants (±10 students) who choose to be neutral, 8,06% of the participants (±2 students) who strongly

agree, 2,26% of the participants (±1 students) who disagree, and 1,29% of the participants (±1 students) who strongly disagree.

From the result, more than half of the participants agree that Discord is easy to use. It is proven that most of the students were using Discord with ease in learning English.

For qualitative analysis, several interviews has been conducted and analyzed using open-coded transcription. The result shows all the interviewees find Discord easy to use in learning English. This is represented by Interviewee 2 (I2) as shown in Table 11.

**Table 11**

*Interviewee 2's Perspective of Discord's Perceived Ease of Use*

| |
|---|
| IR : Okay. How do you feel using Discord during online learning? |
| I2 : I found Discord easy to use. |
| IR : Why did you find Discord easy to use? |
| I2 : Because the online meeting feature was run well and not laggy. |

From Table 11, it can be seen that Discord's online meeting feature run well and not laggy, making students easier to follow the online learning. In addition, Interviewee 3 (I3) found that Discord is fun and interesting as shown in Table 12.

**Table 12**

*Interviewee 3's Perspective of Discord's Perceived Ease of Use*

| |
|---|
| IR : Okay. How do you feel using Discord during online learning? |
| I3 : It was fun and interesting. |
| IR : Why did you find Discord fun and interesting? |
| I3 : Because using Discord was a new experience for me. |

From Table 12, it can be seen that Interviewee 3 (I3) stated that Discord was fun and interesting to use as it gave students new experience. This means that Discord's user interface is interesting for them which makes them enjoy using it. Interviewee 4 (I4) added that Discord has more features compared to other media as shown in Table 13.

**Table 13**

*Interviewee 4's Perspective of Discord's Perceived Ease of Use*

| |
|---|
| IR : Okay. Would you prefer using Discord in learning English compared to other media e.g. Google Meet and Zoom? |
| I4 : Yes, I would recommend others to use Discord. |
| IR : Why would you recommend Discord to others? |
| I4 : Discord had more features compared to other media. |

From Table 13, it can be seen that Interviewee 4 (I4) found that Discord has more features compared to other media. This means that Discord provides students with all the features that meets students' need in learning English. However, Interviewee 2 (I3) struggled at the login page as shown in Table 14.

**Table 14**

*Interviewee 2's Difficulties using Discord*

| |
|---|
| IR : Okay. Did you find any difficulties in using Discord in learning English during online learning? |
| I2 : Yes. I was struggling at the login page. the first time I used Discord. |
| IR : Why did you struggle at Discord's login page? |
| I2 : It was new for me using Discord, so I was a bit confused. |

From Table 14, it can be seen that Interviewee 2 (I2) stated that it was quite struggling at the login page because using Discord for the first time is a bit confusing. Interviewee 3 (I3) added that sometimes the notification did not show the way it should be. This is shown in Table 15.

**Table 15**

*Interviewee 3's Difficulties using Discord*

| |
|---|
| IR : Okay. Did you find any difficulties in using Discord in learning English during online learning? |
| I3 : Yes. I once experienced difficulties such as not getting notifications from Discord. |

From Table 15, it can be seen that Interviewee 3 (I3) experienced that sometimes there are no incoming notifications from Discord. This might happen because of a system error so users have to restart Discord to make it work properly.

As a result, both questionnaire and interview results strengthened each other and showed that Discord is proven easy to use by students in assisting them in mastering English. It is

supported by the factors such as students gain a new experience by using Discord, the online meeting feature that runs well and not laggy, and Discord has more features compared to other media that assists them in learning English.

Similar to the perceived usefulness of Discord, most of the students chose to be neutral as they had to adapt to a new environment before going further in learning English. In addition, some students experience difficulties such as struggling with the login page and not receiving notifications from the media. This happened because of a sudden system failure that might happen unexpectedly, so users have to restart the media to refresh all the features to make it work properly.

**4.2    Discussion**

From the analyzed results of the research, it can be found that all the findings are in line with Davis' (1986) theory that an individual's information systems acceptance is determined by two major variables: perceived usefulness (PU) and perceived ease of use (PEOU). Discord is proven containing perceived usefulness (PU) and perceived ease of use (PEOU).

However, based on the analyzed results, there are several lacks also found in the use of Discord such as students got confused using Discord for the first time, struggling at the login page, and not getting notifications the way it should be.

### 4.2.1 Perceived usefulness (PU) of Students over Discord

Regarding the perceived usefulness (PU), the results showed that Discord is helpful for Islamic senior high school students in learning English. Supported by questionnaire and interview results, Discord is proven improving their English macro skills: speaking, listening, reading, and writing. In addition, Discord is also proven improving their English micro skills: grammar, vocabulary, and pronunciation.

The result is similar to the research conducted by Wahyuningsih and Baidi (2021) where Discord is proven effective to be used as a learning media in an elementary school by assisting emergency remote learning during the Covid-19 pandemic. Furthermore, Ramadhan and Albaekani (2021) also previously presented Discord usage towards senior high school students' speaking skills by its effectiveness, practicability, and app lightness by its size and voice chat feature.

However, students were a bit confused using Discord for the first time. This might happen because they had to adapt to a new environment before going further in learning English. On the other hand, this might happen because the teacher did not give clear instruction on how to properly use Discord before going further in teaching English to students.

As a result, this study strengthens the evidence that Discord is proven impactful for students, specifically in English mastery.

Nonetheless, a main difficulty has also been found that students were a bit confused the first time using Discord. This happened as students did not getting proper instruction from the teacher. Therefore, teachers are to give simple and clear on how to use Discord before proceeding to teach English.

**4.2.2  Perceived ease of use (PEOU) of Students over Discord**

Regarding the perceived ease of use (PEOU), the result showed that Discord is easy to use by Islamic senior high school students for learning English. Supported by questionnaire and interview results, Discord is proven advantageous with all of its features: messaging, face-to-face online meetings, various file type sharing, ease of account registration, interesting user interface, and low-cost Internet quota usage.

The result is similar to the research conducted by Jannah and Hentasmaka (2021) which described several advantages of Discord design features: ease of app use, ease of joining classes, limitless usage, full-featured app functions, well-kept classroom history, reread previously-stored materials and discussions, ease of file-sharing, redownload older files, and low-cost quota usage. It is also supported by Ardiansyah et al. (2021) that students felt satisfied using Discord as a learning media. Students were provided with useful features, simple UI, and interactions as well as experiencing interactive teaching and learning process.

As a result, this study strengthens the evidence that Discord is proven easy to use for students, specifically in English mastery. However, students experienced difficulties such as struggling at the login page. This might happen as students did not get proper tutorial on how to login to Discord. On the other hand, students also experienced other difficulties such as not getting notifications the way it should be. This might happen because of a system error which requires user to restart Discord to make it work properly. Therefore, Discord developer should make notes regarding the error to put it in future maintenance.

# CHAPTER V

# CONCLUSION

This chapter presents the conclusion drawn from the research findings and discussion, and suggestion intented to the next research related to the topic.

## 5.1    Conclusion

Discord is proven containing perceived usefulness (PU) and perceived ease of use (PEOU) based on the analyzed questionnaire and interview results.

Regarding the perceived usefulness (PU), the results showed that Discord is helpful for Islamic senior high school students in learning English. Supported by questionnaire and interview results, Discord is proven improving their English macro skills: speaking, listening, reading, and writing. In addition, Discord is also proven improving their English micro skills: grammar, vocabulary, and pronunciation. Nonetheless, a main difficulty has also been found that students were a bit confused the first time using Discord. This happened as students did not getting proper instruction from the teacher. Therefore, teachers are to give simple and clear on how to use Discord before proceeding to teach English.

On the other hand, regarding the perceived ease of use (PEOU), the result showed that Discord is easy to use by Islamic senior high school students for learning English. Supported by questionnaire and interview results, Discord is proven advantageous with all of its features: messaging, face-to-face online meetings, various file type sharing, ease of account registration, interesting user interface, and low-cost Internet quota usage.

However, students experienced difficulties such as struggling at the login page. This might happen as students did not get proper tutorial on how to login to Discord. On the other hand, students also experienced other difficulties such as not getting notifications the way it should be. This might happen because of a system error which requires user to restart Discord to make it work properly. Therefore, Discord developer should make notes regarding the error to put it in future maintenance.

**5.2    Suggestion**

Nonetheless, several students experienced difficulties as they had to adapt to a new environment before going further in learning English. For example, some students were struggling with the login page and not receiving notifications from the media. This happened because of a sudden system failure that might happen unexpectedly, so they have to restart the media to refresh all the features to make it work properly.

For practical users, Discord is a great choice for learning media as it is new, fun, and interesting. Therefore, they may start exploring all Discord features to get familiar with the media. Discord allows users to create custom servers suitable for their needs, assisted with limitless features provided by the developer.

For the application company, they may focus on developing Discord for a proper learning media similar to Google Classroom and such. In addition, several difficulties mentioned in the findings may be considered for maintenance.

For further research, this research suggests using statistical data showing actual improvement in English mastery as well as students' perspectives toward Discord as a learning media.

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# APPENDICES

## *Appendix I Research Permittion Letter*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id.  email : fitk@uin_malang.ac.id

| | | |
|---|---|---|
| Nomor | : 1543/Un.03.1/TL.00.1/05/2022 | 27 Mei 2022 |
| Sifat | : Penting | |
| Lampiran | : - | |
| Hal | : **Izin Survey** | |

Kepada

Yth.  Kepala MAN Kota Blitar

Blitar

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa  Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa beriku::

| | | |
|---|---|---|
| Nama | : | Nata Kesuma Wijaya |
| NIM | : | 18180009 |
| Jurusan | : | Tadris Bahasa Inggris (TBI) |
| Semester - Tahun Akademik | : | Genap - 2021/2022 |
| Judul Proposal | : | **Discord as a Learning Media in Teaching English for Foreign Learners** |

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

An, Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1.  Ketua Program Studi TBI
2. Arsip

*Appendix II Questionnaire Guidance*

**QUESTIONNAIRE GUIDANCE**

| English |
|---|
| Good morning. My name is Nata Kesuma Wijaya and I am currently enrolling in a Bachelor Degree Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. I am currently conducting research to meet the Bachelor's Degree requirement entitled 'Discord as A Learning Media in Teaching English for Foreign Learners'. |
| The questionnaire consists of 20 (twenty) questions which you may fill in the answer in less than 30 (thirty) minutes. All responses will be kept anonymous and no single participant will be mentioned in the research. |
| I heartily say many thanks for your consent to be part of the research by fulfilling this questionnaire. If you find any difficulties in filling out the questionnaire, feel free to ask the researcher for further information. |

| Bahasa Indonesia |
|---|
| *Selamat pagi. Saya Nata Kesuma Wijaya dan saya sedang menempuh studi sarjana (S1) di jurusan Tadris Bahasa Inggris dalam Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Saat ini, saya melakukan penelitian skripsi berjudul 'Discord as A Learning Media in Teaching English for Foreign Learners' sebagai syarat kelulusan dari universitas.* |
| *Kuesioner ini terdiri dari 20 (dua puluh) butir pertanyaan yang dapat Anda beri jawaban dalam waktu kurang dari 30 (tiga puluh) menit. Kerahasiaan jawaban akan terjaga dengan baik dengan jaminan tidak satupun nama responden akan disebutkan dalam penelitian ini.* |
| *Saya dengan sepenuh hati mengucapkan banyak terima kasih atas kesediaan Anda menjadi bagian dari penelitian ini dengan turut mengisi kuesioner ini. Jika Anda mengalami kesulitan dalam mengisi kuesioner ini, silakan menanyakan kepada peneliti untuk informasi lebih lanjut.* |

Name/*Nama* : ........................................................

Notes/*Keterangan*:

| SD | D | N | A | SA |
|---|---|---|---|---|
| Strongly Disagree/*Sangat tidak setuju* | Disagree/*Tidak setuju* | Neutral/*Tidak tahu* | Agree/*Setuju* | Strongly Agree/*Sangat setuju* |

How to answer/*Cara menjawab*:

- Discord allows me to engage with lecturers and my peers in real time.

| SD | D | N | A | SA |
|---|---|---|---|---|
| | | | ✔ | |

Contact Person
Nama : Nata Kesuma Wijaya
NIM : 18180009
No.HP : 0858 1406 3792
Email : natadscout@gmail.com

## A. Perceived of Usefulness (PU)

1. Discord helps me to interact with the teacher in real time.

   (*Discord membantu saya berinteraksi dengan guru secara langsung*)

   | SD | D | N | A | SA |
   |----|---|---|---|----|
   |    |   |   |   |    |

2. Discord helps me to interact with my classmates in real time.

   (*Discord membantu saya berinteraksi dengan teman sekelas secara langsung*)

   | SD | D | N | A | SA |
   |----|---|---|---|----|
   |    |   |   |   |    |

3. Discord helps me learn English speaking skills.

   (*Discord membantu saya dalam belajar kemampuan berbicara bahasa Inggris*)

   | SD | D | N | A | SA |
   |----|---|---|---|----|
   |    |   |   |   |    |

4. Discord helps me learn English listening skills.

   (*Discord membantu saya dalam belajar kemampuan mendengar bahasa Inggris*)

   | SD | D | N | A | SA |
   |----|---|---|---|----|
   |    |   |   |   |    |

5. Discord helps me learn English reading skills.

   (*Discord membantu saya dalam belajar kemampuan membaca bahasa Inggris*)

   | SD | D | N | A | SA |
   |----|---|---|---|----|
   |    |   |   |   |    |

Contact Person
Nama  : Nata Kesuma Wijaya
NIM    : 18180009
No.HP : 0858 1406 3792
Email  : natadscout@gmail.com

6. Discord helps me learn English writing skills.

   (*Discord membantu saya dalam belajar kemampuan menulis bahasa Inggris*)

   | SD | D | N | A | SA |
   |---|---|---|---|---|
   |  |  |  |  |  |

7. Discord helps me learn English grammar.

   (*Discord membantu saya dalam belajar tata bahasa Inggris*)

   | SD | D | N | A | SA |
   |---|---|---|---|---|
   |  |  |  |  |  |

8. Discord helps me learn English vocabulary.

   (*Discord membantu saya dalam belajar kosakata bahasa Inggris*)

   | SD | D | N | A | SA |
   |---|---|---|---|---|
   |  |  |  |  |  |

9. Discord helps me learn English pronunciation.

   (*Discord membantu saya dalam belajar pelafalan bahasa Inggris*)

   | SD | D | N | A | SA |
   |---|---|---|---|---|
   |  |  |  |  |  |

10. I am able to say that Discord helps me master English.

    (*Saya dapat mengatakan bahwa Discord membantu saya menguasai bahasa Inggris*)

    | SD | D | N | A | SA |
    |---|---|---|---|---|
    |  |  |  |  |  |

Contact Person
Nama  : Nata Kesuma Wijaya
NIM    : 18180009
No.HP : 0858 1406 3792
Email  : natadscout@gmail.com

### B. Perceived Ease of Use (PEOU)

11. Discord enables me to chat with my classmates in real time.

(*Discord memungkinkan bagi saya untuk mengobrol dengan teman sekelas secara langsung*)

| SD | D | N | A | SA |
|----|---|---|---|----|
|    |   |   |   |    |

12. Discord enables me to have a face-to-face online meeting with lots of students.

(*Discord memungkinkan bagi saya untuk bertatap muka maya dengan banyak siswa*)

| SD | D | N | A | SA |
|----|---|---|---|----|
|    |   |   |   |    |

13. Discord enables me to send various kind of documents e.g. Word and PDF.

(*Discord memungkinkan bagi saya untuk mengirim berbagai macam dokumen seperti Word dan PDF*)

| SD | D | N | A | SA |
|----|---|---|---|----|
|    |   |   |   |    |

14. Discord enables me to send audio files.

(*Discord memungkinkan bagi saya untuk mengirim berkas audio*)

| SD | D | N | A | SA |
|----|---|---|---|----|
|    |   |   |   |    |

15. Discord enables me to send pictures e.g. photo.

(*Discord memungkinkan bagi saya untuk mengirim gambar seperti foto*)

| SD | D | N | A | SA |
|----|---|---|---|----|
|    |   |   |   |    |

Contact Person
Nama : Nata Kesuma Wijaya
NIM : 18180009
No.HP : 0858 1406 3792
Email : natadscout@gmail.com

16. Discord enables me to send video files.

(*Discord memungkinkan bagi saya untuk mengirim berkas video*)

| SD | D | N | A | SA |
|---|---|---|---|---|
|  |  |  |  |  |

17. I find the Discord account registration easy to do.

(*Saya menemukan bahwa registrasi akun Discord mudah dilakukan*)

| SD | D | N | A | SA |
|---|---|---|---|---|
|  |  |  |  |  |

18. I find the Discord's user interface interesting to use e.g. the layout, the interface color.

(*Saya menemukan bahwa tampilan Discord menarik digunakan seperti tata letak, warna tampilan*)

| SD | D | N | A | SA |
|---|---|---|---|---|
|  |  |  |  |  |

19. I find the Internet quota usage on Discord is not wasteful.

(*Saya menemukan bahwa penggunaan kuota Internet pada Discord tidak boros*)

| SD | D | N | A | SA |
|---|---|---|---|---|
|  |  |  |  |  |

20. I am able to say that Discord is easy to use.

(*Saya dapat mengatakan bahwa Discord mudah digunakan*)

| SD | D | N | A | SA |
|---|---|---|---|---|
|  |  |  |  |  |

Contact Person
Nama  : Nata Kesuma Wijaya
NIM    : 18180009
No.HP : 0858 1406 3792
Email  : natadscout@gmail.com

*Appendix III Questionnaire Result*

Notes/*Keterangan*:

| SD | D | N | A | SA |
|---|---|---|---|---|
| Strongly Disagree/*Sangat tidak setuju* | Disagree/*Tidak setuju* | Neutral/*Tidak tahu* | Agree/*Setuju* | Strongly Agree/*Sangat setuju* |

**QUESTIONNAIRE RESULT**

| No. | Question Number | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | A | A | A | N | A | A | A | A | A | A | A | N | A | A | A | A | A | A | A | N |
| 2 | A | N | A | SA | A | N | A | A | A | N | A | N | A | A | A | A | N | A | A | N |
| 3 | SD | SD | D | N | D | N | N | N | N | N | D | SD | A | N | N | N | N | N | N | N |
| 4 | A | A | D | D | A | D | N | N | N | N | A | A | A | N | N | N | N | N | D | N |
| 5 | A | A | N | A | SA | A | N | A | N | A | SA | A | A | N | N | N | A | SA | SA | N |
| 6 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| 7 | N | N | N | N | N | N | N | N | A | A | A | A | A | A | N | A | A | A | N | A |
| 8 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | A | A | N | A | A | N | A | A | A | N | A | A | A | A | A | N | A | N | N | A |
| 23 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| 22 | A | N | A | N | N | A | A | N | A | N | N | N | N | A | A | N | A | N | A | N |
| 21 | A | A | N | A | A | N | A | A | A | N | A | A | N | A | A | N | N | N | N | N |
| 20 | SA | SA | A | A | A | A | A | A | SA | SA | A | A | SA | A | SA | A | SA | SA | SD | D |
| 19 | A | A | A | A | A | N | A | A | A | A | N | A | N | A | A | N | N | A | A | SA |
| 18 | N | A | SA | A | A | A | A | N | N | A | A | N | N | N | A | N | A | A | N | A |
| 17 | A | A | A | A | A | N | A | A | A | A | A | N | N | A | A | A | A | A | A | SA |
| 16 | A | N | N | A | A | N | A | N | A | A | N | A | A | A | A | N | A | A | A | N |
| 15 | A | A | A | A | A | A | A | A | N | N | N | SA | N | SD | N | N | D | N | N | N |
| 14 | SA | SA | A | A | A | A | A | A | A | A | N | SA | N | A | A | A | A | A | N | A |
| 13 | A | A | A | A | N | A | A | A | A | N | A | A | A | N | A | A | N | N | N | N |
| 12 | A | A | A | A | A | N | A | N | N | N | N | N | SD | N | N | N | D | N | N | N |
| 11 | A | D | A | A | A | A | SA | A | SA | A | A | A | A | A | SA | A | SA | SA | SA | SA |
| 10 | SD | SD | SD | SD | SD | D | D | D | D | N | N | N | N | N | N | N | N | N | N | N |
| 9 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | SA |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **25** | A | SA | A | A | A | SA | A | SA | SA | SA | SA | SA | SA | N | SA | SA | N | SA | A |
| **26** | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| **27** | A | D | A | N | A | A | N | A | D | D | A | A | A | N | A | A | A | N | N |
| **28** | N | N | N | N | N | A | N | N | N | N | N | A | A | N | N | A | N | N | N |
| **29** | SA | SA | A | A | A | SA | A | SA | SA | A | A | SA | A | A | A | A | A | A | N |
| **30** | A | A | A | A | A | A | A | A | A | A | A | D | A | A | A | A | A | A | A |
| **31** | A | A | A | A | N | A | SA | N | N | D | N | N | SA | N | N | SA | N | N | N |

## PERCEIVED USEFULNESS

**Question 1**

SA = 3 = $\frac{3}{31}$ x100% = 9,68%

A = 23 = $\frac{23}{31}$ x100% = 74,19%

N = 3 = $\frac{3}{31}$ x100% = 9,68%

D = 0 = $\frac{0}{31}$ x100% = 0%

SD = 2 = $\frac{2}{31}$ x100% = 6,45%

**Question 2**

SA = 4 = $\frac{4}{31}$ x100% = 12,9%

A = 17 = $\frac{17}{31}$ x100% = 54,84%

N = 6 = $\frac{6}{31}$ x100% = 19,35%

D = 2 = $\frac{2}{31}$ x100% = 6,45%

SD = 2 = $\frac{2}{31}$ x100% = 6,45%

**Question 3**

SA = 1 = $\frac{1}{31}$ x100% = 3,23%

A = 20 = $\frac{20}{31}$ x100% = 64,52%

N = 7 = $\frac{7}{31}$ x100% = 22,58%

D = 2 = $\frac{2}{31}$ x100% = 6,45%

SD = 1 = $\frac{1}{31}$ x100% = 3,23%

**Question 4**

SA = 1 = $\frac{1}{31}$ x100% = 3,23%

A = 23 = $\frac{23}{31}$ x100% = 74,19%

N = 5 = $\frac{5}{31}$ x100% = 16,13%

D = 1 = $\frac{1}{31}$ x100% = 3,23%

SD = 1 = $\frac{1}{31}$ x100% = 3,23%

**Question 5**

SA = 2 = $\frac{2}{31}$ x100% = 6,45%

A = 22 = $\frac{22}{31}$ x100% = 70,97%

N = 5 = $\frac{5}{31}$ x100% = 16,13%

D = 1 = $\frac{1}{31}$ x100% = 3,23%

SD = 1 = $\frac{1}{31}$ x100% = 3,23%

**Question 6**

SA = 0 = $\frac{0}{31}$ x100% = 0%

A = 16 = $\frac{16}{31}$ x100% = 51,61%

N = 13 = $\frac{13}{31}$ x100% = 41,94%

D = 2 = $\frac{2}{31}$ x100% = 6,45%

SD = 0 = $\frac{0}{31}$ x100% = 0%

**Question 7**

SA = 1 = $\frac{1}{31}$ x100% = 3,23%

A = 19 = $\frac{19}{31}$ x100% = 61,29%

N = 10 = $\frac{10}{31}$ x100% = 32,26%

D = 1 = $\frac{1}{31}$ x100% = 3,23%

SD = 0 = $\frac{0}{31}$ x100% = 0%

**Question 8**

SA = 2 = $\frac{2}{31}$ x100% = 6,45%

A = 20 = $\frac{20}{31}$ x100% = 64,52%

N = 8 = $\frac{8}{31}$ x100% = 25,81%

D = 1 = $\frac{1}{31}$ x100% = 3,23%

SD = 0 = $\frac{0}{31}$ x100% = 0%

**Question 9**

SA = 1 = $\frac{1}{31}$ x100% = 3,23%

A = 18 = $\frac{18}{31}$ x100% = 58,06%

N = 11 = $\frac{11}{31}$ x100% = 35,48%

D = 1 = $\frac{1}{31}$ x100% = 3,23%

SD = 0 = $\frac{0}{31}$ x100% = 0%

**Question 10**

SA = 1 $= \frac{1}{31}$x100% = 3,23%

A = 14 $= \frac{14}{31}$x100% = 45,16%

N = 15 $= \frac{15}{31}$x100% = 48,39%

D = 1 $= \frac{1}{31}$x100% = 3,23%

SD = 0 $= \frac{0}{31}$x100% = 0%

**Question 11**

SA = 2 $= \frac{2}{31}$x100% = 6,45%

A = 21 $= \frac{21}{31}$x100% = 67,74%

N = 6 $= \frac{6}{31}$x100% = 19,35%

D = 2 $= \frac{2}{31}$x100% = 6,45%

SD = 0 $= \frac{0}{31}$x100% = 0%

## PERCEIVED EASE OF USE

**Question 12**

SA = 4 $= \frac{4}{31}$x100% = 12,9%

A = 20 $= \frac{20}{31}$x100% = 64,52%

N = 6 $= \frac{6}{31}$x100% = 19,35%

D = 0 $= \frac{0}{31}$x100% = 0%

SD = 1 $= \frac{1}{31}$x100% = 3,23%

**Question 13**

SA = 2 $= \frac{2}{31}$x100% = 6,45%

A = 20 $= \frac{20}{31}$x100% = 64,52%

N = 9 $= \frac{9}{31}$x100% = 29,03%

D = 0 $= \frac{0}{31}$x100% = 0%

SD = 0 $= \frac{0}{31}$x100% = 0%

**Question 14**

SA = 1 = $\frac{1}{31}$ x100% = 3,23%

A = 18 = $\frac{18}{31}$ x100% = 58,06%

N = 10 = $\frac{10}{31}$ x100% = 32,26%

D = 0 = $\frac{0}{31}$ x100% = 0%

SD = 2 = $\frac{2}{31}$ x100% = 6,45%

**Question 15**

SA = 2 = $\frac{2}{31}$ x100% = 6,45%

A = 21 = $\frac{21}{31}$ x100% = 67,74%

N = 8 = $\frac{8}{31}$ x100% = 25,81%

D = 0 = $\frac{0}{31}$ x100% = 0%

SD = 0 = $\frac{0}{31}$ x100% = 0%

**Question 16**

SA = 0 = $\frac{0}{31}$ x100% = 0%

A = 16 = $\frac{16}{31}$ x100% = 51,61%

N = 14 = $\frac{14}{31}$ x100% = 45,16%

D = 1 = $\frac{1}{31}$ x100% = 3,23%

SD = 0 = $\frac{0}{31}$ x100% = 0%

**Question 17**

SA = 2 = $\frac{2}{31}$ x100% = 6,45%

A = 16 = $\frac{16}{31}$ x100% = 51,61%

N = 11 = $\frac{11}{31}$ x100% = 35,48%

D = 2 = $\frac{2}{31}$ x100% = 6,45%

SD = 0 = $\frac{0}{31}$ x100% = 0%

**Question 18**

SA = 4 = $\frac{4}{31}$ x100% = 12,9%

A = 15 = $\frac{15}{31}$ x100% = 48,39%

N = 12 = $\frac{12}{31}$ x100% = 38,71%

D = 0 = $\frac{0}{31}$ x100% = 0%

SD = 0 = $\frac{0}{31}$ x100% = 0%

**Question 19**

SA = 3 = $\frac{3}{31}$ x100% = 9,68%

A = 13 = $\frac{13}{31}$ x100% = 41,94%

N = 13 = $\frac{13}{31}$ x100% = 41,94%

D = 1 = $\frac{1}{31}$ x100% = 3,23%

SD = 1 = $\frac{1}{31}$ x100% = 3,23%

**Question 20**

SA = 5   $= \frac{5}{31}$x100%   = 16,13%

A = 12   $= \frac{12}{31}$x100%   = 38,71%

N = 13   $= \frac{13}{31}$x100%   = 41,94%

D = 1   $= \frac{1}{31}$x100%   = 3,23%

SD = 0   $= \frac{0}{31}$x100%   = 0%

*Appendix IV Interview Guidance*

**INTERVIEW GUIDANCE**

Name/*Nama* : .........................................................

| |
|---|
| **English** |
|       Good morning. My name is Nata Kesuma Wijaya and I am currently enrolling in a Bachelor Degree in English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. I am currently conducting research to meet the Bachelor's Degree requirement entitled 'Discord as A Learning Media in Teaching English for Foreign Learners'. |
|       I heartily say many thanks for your consent to be part of the research by involving as an interviewee. If you find any difficulties, feel free to ask the researcher for further information. |
| **Bahasa Indonesia** |
|       *Selamat pagi. Saya Nata Kesuma Wijaya dan saya sedang menempuh studi sarjana (S1) di jurusan Tadris Bahasa Inggris dalam Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Saat ini, saya melakukan penelitian skripsi berjudul 'Discord as A Learning Media in Teaching English for Foreign Learners' sebagai syarat kelulusan dari universitas.* |
|       *Saya dengan sepenuh hati mengucapkan banyak terima kasih atas kesediaan Anda menjadi bagian dari penelitian ini dengan turut menjadi narasumber wawancara. Jika Anda mengalami kesulitan dalam mengisi kuesioner ini, silakan menanyakan kepada peneliti untuk informasi lebih lanjut.* |

Prompts/*Pengingat*:

1. Introduction. Researcher does self-introduction and begins a casual conversation before explaining the main purpose of the interview.

2. Main. Researcher starts asking several questions to interviewees to gather research information.

3. Closing. researcher repeats the casual conversation before closing the interview.

Notes/*Catatan*:

- Research should make interviewees feel comfortable during the interview.

- Research should also pay attention to etiquette to avoid interviewees from discomfort.

- The casual conversation part is highly recommended, but do not ask personal things to interviewees.

- Make sure to pinpoint 2 (two) main interview topic: language skills and language component without explicitly mention them to interviewees.

**Questions/*Pertanyaan*:**

1. How do you feel using Discord during online learning?

   (*Bagaimana yang Anda rasakan menggunakan Discord selama pembelajaran daring?*)

2. Do you think that Discord help you learn English during online learning?

   (*Apakah Anda berpikir bahwa Discord membantu anda belajar bahasa Inggris selama pembelajaran daring?*)

3. Do you find any difficulties in using Discord in learning English during online learning?

   (*Apakah Anda mengalami kesulitan saat menggunakan Discord dalam belajar bahasa Inggris selama pembelajaran daring?*)

4. Would you prefer using Discord in learning English compared to other media e.g. Google Meet and Zoom?

   (*Akankah Anda menyarakan menggunakan Discord dalam belajar bahasa Inggris dibandingkan dengan media lain seperti Google Meet dan Zoom?*)

5. Will you use Discord for other purposes out of learning English?

   (*Akankah anda menggunakan Discord untuk keperluan lainnya di samping belajar bahasa Inggris?*)

*Appendix V Interview Pre-coding*

I1

**INTERVIEW GUIDANCE**

Name/*Nama* : ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮.........

| English |
| --- |
| Good morning. My name is Nata Kesuma Wijaya and I am currently enrolling in a Bachelor Degree in English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. I am currently conducting research to meet the Bachelor's Degree requirement entitled 'Discord as A Learning Media in Teaching English for Foreign Learners'. <br><br> I heartily say many thanks for your consent to be part of the research by involving as an interviewee. If you find any difficulties, feel free to ask the researcher for further information. |
| **Bahasa Indonesia** |
| *Selamat pagi. Saya Nata Kesuma Wijaya dan saya sedang menempuh studi sarjana (S1) di jurusan Tadris Bahasa Inggris dalam Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Saat ini, saya melakukan penelitian skripsi berjudul 'Discord as A Learning Media in Teaching English for Foreign Learners' sebagai syarat kelulusan dari universitas.* <br><br> *Saya dengan sepenuh hati mengucapkan banyak terima kasih atas kesediaan Anda menjadi bagian dari penelitian ini dengan turut menjadi narasumber wawancara. Jika Anda mengalami kesulitan dalam mengisi kuesioner ini, silakan menanyakan kepada peneliti untuk informasi lebih lanjut.* |

Prompts/*Pengingat*:

1. Introduction. Researcher does self-introduction and begins a casual conversation before explaining the main purpose of the interview.

2. Main. Researcher starts asking several questions to interviewees to gather research information.

3. Closing. researcher repeats the casual conversation before closing the interview.

Notes/*Catatan*:

- Research should make interviewees feel comfortable during the interview.

- Research should also pay attention to etiquette to avoid interviewees from discomfort.

- The casual conversation part is highly recommended, but do not ask personal things to interviewees.

- Make sure to pinpoint 2 (two) main interview topic: language skills and language component without explicitly mention them to interviewees.

**Questions/*Pertanyaan*:**

1. How do you feel using Discord during online learning?  — *Pertama, bingung saat peralihan. paham lama2*

   (*Bagaimana yang Anda rasakan menggunakan Discord selama pembelajaran daring?*)

2. Do you think that Discord help you learn English during online learning?

   (*Apakah Anda berpikir bahwa Discord membantu anda belajar bahasa Inggris selama* — *writing*

   *pembelajaran daring?*)  — *sangat membantu, hemat paketan, enjoy, tak ada kendala*

3. Do you find any difficulties in using Discord in learning English during online learning?

   (*Apakah Anda mengalami kesulitan saat menggunakan Discord dalam belajar bahasa*

   *Inggris selama pembelajaran daring?*)  — *sedikit pada awal penggunaan. masih saat terbatas*

4. Would you prefer using Discord in learning English compared to other media e.g. Google
   Meet and Zoom?  — *hp kuat, muat, direkomendasikan karena butuh instal aplikasi*

   (*Akankah Anda menyarakan menggunakan Discord dalam belajar bahasa Inggris*

   *dibandingkan dengan media lain seperti Google Meet dan Zoom?*)

5. Will you use Discord for other purposes out of learning English?

   (*Akankah anda menggunakan Discord untuk keperluan lainnya di samping belajar bahasa*

   *Inggris?*)  — *pernah, game, lancar dibandingkan aplikasi bawaan*

I 2

**INTERVIEW GUIDANCE**

Name/*Nama* : .................................................

| English |
| --- |
| Good morning. My name is Nata Kesuma Wijaya and I am currently enrolling in a Bachelor Degree in English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. I am currently conducting research to meet the Bachelor's Degree requirement entitled 'Discord as A Learning Media in Teaching English for Foreign Learners'. |
| I heartily say many thanks for your consent to be part of the research by involving as an interviewee. If you find any difficulties, feel free to ask the researcher for further information. |
| **Bahasa Indonesia** |
| *Selamat pagi. Saya Nata Kesuma Wijaya dan saya sedang menempuh studi sarjana (S1) di jurusan Tadris Bahasa Inggris dalam Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Saat ini, saya melakukan penelitian skripsi berjudul 'Discord as A Learning Media in Teaching English for Foreign Learners' sebagai syarat kelulusan dari universitas.* |
| *Saya dengan sepenuh hati mengucapkan banyak terima kasih atas kesediaan Anda menjadi bagian dari penelitian ini dengan turut menjadi narasumber wawancara. Jika Anda mengalami kesulitan dalam mengisi kuesioner ini, silakan menanyakan kepada peneliti untuk informasi lebih lanjut.* |

Prompts/*Pengingat*:

1. Introduction. Researcher does self-introduction and begins a casual conversation before explaining the main purpose of the interview.

2. Main. Researcher starts asking several questions to interviewees to gather research information.

3. Closing. researcher repeats the casual conversation before closing the interview.

Notes/*Catatan*:

- Research should make interviewees feel comfortable during the interview.

- Research should also pay attention to etiquette to avoid interviewees from discomfort.

- The casual conversation part is highly recommended, but do not ask personal things to interviewees.

- Make sure to pinpoint 2 (two) main interview topic: language skills and language component without explicitly mention them to interviewees.

**Questions/*Pertanyaan*:**

1. How do you feel using Discord during online learning? ✓ *ga tidak lag, mudah, online meeting*

   (*Bagaimana yang Anda rasakan menggunakan Discord selama pembelajaran daring?*)

2. Do you think that Discord help you learn English during online learning? ✓ *ya, tatap muka — video writing*

   (*Apakah Anda berpikir bahwa Discord membantu anda belajar bahasa Inggris selama*

   *pembelajaran daring?*)

3. Do you find any difficulties in using Discord in learning English during online learning?

   (*Apakah Anda mengalami kesulitan saat menggunakan Discord dalam belajar bahasa*

   *Inggris selama pembelajaran daring?*) ✓ *login, sulit pada awal, sulit belum persiapan memahami*

4. Would you prefer using Discord in learning English compared to other media e.g. Google

   Meet and Zoom? ✓ *ya, gambar jelas, suara jelas*

   (*Akankah Anda menyarakan menggunakan Discord dalam belajar bahasa Inggris*

   *dibandingkan dengan media lain seperti Google Meet dan Zoom?*)

5. Will you use Discord for other purposes out of learning English?

   (*Akankah anda menggunakan Discord untuk keperluan lainnya di samping belajar bahasa*

   *Inggris?*) ✓ *Belum*

I3          **INTERVIEW GUIDANCE**

Name/*Nama* : ..........................................................

| English |
| --- |
| Good morning. My name is Nata Kesuma Wijaya and I am currently enrolling in a Bachelor Degree in English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. I am currently conducting research to meet the Bachelor's Degree requirement entitled 'Discord as A Learning Media in Teaching English for Foreign Learners'. |
| I heartily say many thanks for your consent to be part of the research by involving as an interviewee. If you find any difficulties, feel free to ask the researcher for further information. |

| Bahasa Indonesia |
| --- |
| *Selamat pagi. Saya Nata Kesuma Wijaya dan saya sedang menempuh studi sarjana (S1) di jurusan Tadris Bahasa Inggris dalam Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Saat ini, saya melakukan penelitian skripsi berjudul 'Discord as A Learning Media in Teaching English for Foreign Learners' sebagai syarat kelulusan dari universitas.* |
| *Saya dengan sepenuh hati mengucapkan banyak terima kasih atas kesediaan Anda menjadi bagian dari penelitian ini dengan turut menjadi narasumber wawancara. Jika Anda mengalami kesulitan dalam mengisi kuesioner ini, silakan menanyakan kepada peneliti untuk informasi lebih lanjut.* |

Prompts/*Pengingat*:

1. Introduction. Researcher does self-introduction and begins a casual conversation before explaining the main purpose of the interview.

2. Main. Researcher starts asking several questions to interviewees to gather research information.

3. Closing. researcher repeats the casual conversation before closing the interview.

Notes/*Catatan*:

- Research should make interviewees feel comfortable during the interview.

- Research should also pay attention to etiquette to avoid interviewees from discomfort.

- The casual conversation part is highly recommended, but do not ask personal things to interviewees.

- Make sure to pinpoint 2 (two) main interview topic: language skills and language component without explicitly mention them to interviewees.

**Questions/*Pertanyaan*:**

1.  How do you feel using Discord during online learning? — *Seru, menarik, baru*

    (*Bagaimana yang Anda rasakan menggunakan Discord selama pembelajaran daring?*)

2.  Do you think that Discord help you learn English during online learning?

    (*Apakah Anda berpikir bahwa Discord membantu anda belajar bahasa Inggris selama pembelajaran daring?*) — *Bisa Membantu*
    — *Writing*

3.  Do you find any difficulties in using Discord in learning English during online learning?

    (*Apakah Anda mengalami kesulitan saat menggunakan Discord dalam belajar bahasa Inggris selama pembelajaran daring?*) — *Notif tidak muncul\**

4.  Would you prefer using Discord in learning English compared to other media e.g. Google Meet and Zoom? — *Iya, menarik ada avatar*
    — *Tampilan*

    (*Akankah Anda menyarakan menggunakan Discord dalam belajar bahasa Inggris dibandingkan dengan media lain seperti Google Meet dan Zoom?*)

5.  Will you use Discord for other purposes out of learning English?

    (*Akankah anda menggunakan Discord untuk keperluan lainnya di samping belajar bahasa Inggris?*) — *Beluman*

I4

**INTERVIEW GUIDANCE**

Name/*Nama* : ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

| **English** |
| --- |
| Good morning. My name is Nata Kesuma Wijaya and I am currently enrolling in a Bachelor Degree in English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. I am currently conducting research to meet the Bachelor's Degree requirement entitled 'Discord as A Learning Media in Teaching English for Foreign Learners'. |
| I heartily say many thanks for your consent to be part of the research by involving as an interviewee. If you find any difficulties, feel free to ask the researcher for further information. |
| **Bahasa Indonesia** |
| *Selamat pagi. Saya Nata Kesuma Wijaya dan saya sedang menempuh studi sarjana (S1) di jurusan Tadris Bahasa Inggris dalam Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Saat ini, saya melakukan penelitian skripsi berjudul 'Discord as A Learning Media in Teaching English for Foreign Learners' sebagai syarat kelulusan dari universitas.* |
| *Saya dengan sepenuh hati mengucapkan banyak terima kasih atas kesediaan Anda menjadi bagian dari penelitian ini dengan turut menjadi narasumber wawancara. Jika Anda mengalami kesulitan dalam mengisi kuesioner ini, silakan menanyakan kepada peneliti untuk informasi lebih lanjut.* |

Prompts/*Pengingat*:

1. Introduction. Researcher does self-introduction and begins a casual conversation before explaining the main purpose of the interview.

2. Main. Researcher starts asking several questions to interviewees to gather research information.

3. Closing. researcher repeats the casual conversation before closing the interview.

Notes/*Catatan*:

- Research should make interviewees feel comfortable during the interview.

- Research should also pay attention to etiquette to avoid interviewees from discomfort.

- The casual conversation part is highly recommended, but do not ask personal things to interviewees.

- Make sure to pinpoint 2 (two) main interview topic: language skills and language component without explicitly mention them to interviewees.

**Questions/*Pertanyaan*:**

1. How do you feel using Discord during online learning?

   *(Bagaimana yang Anda rasakan menggunakan Discord selama pembelajaran daring?)*

   — Pertama bingung
   — Menarik menpun video atau gambar

2. Do you think that Discord help you learn English during online learning?

   *(Apakah Anda berpikir bahwa Discord membantu anda belajar bahasa Inggris selama pembelajaran daring?)*

   — Membantu
   — Face-to-face, dapat menerima materi lebih jelas

3. Do you find any difficulties in using Discord in learning English during online learning?

   *(Apakah Anda mengalami kesulitan saat menggunakan Discord dalam belajar bahasa Inggris selama pembelajaran daring?)*

   — Pertama kali bingung
   — Hanya f2f, Ririm file

4. Would you prefer using Discord in learning English compared to other media e.g. Google Meet and Zoom?

   — Ya, fitur lebih banyak, tidak lag

   *(Akankah Anda menyarakan menggunakan Discord dalam belajar bahasa Inggris dibandingkan dengan media lain seperti Google Meet dan Zoom?)*

5. Will you use Discord for other purposes out of learning English?

   *(Akankah anda menggunakan Discord untuk keperluan lainnya di samping belajar bahasa Inggris?)*

   — Belum
   — ke depannya dicoba

*Appendix VI Interview Open Coding*

**INTERVIEW OPEN CODING**

**Interviewee 1 (I1)**

Date    : Friday, June 3rd, 2022

Coding description:

**IR  : Interviewer**

**I1   : Interviewee 1**

| |
|---|
| IR : Greetings. Nice to meet you. How are you today? |
| I1 : Feeling good as always. Thank you. |
| IR : In this occasion, allow me to ask you several questions. Feel free to say anything as I will carry them in a normal conversation. |
| I1 : Sure, I will. |
| IR : Okay. How do you feel using Discord during online learning? |
| I1 : I was a bit confused while using Discord. |
| IR : Why did you get confused while using Discord? |
| I1 : Because it was my first time using Discord, so I was not familiar with it. |
| IR : So, do you think it is confusing to use Discord? |
| I1 : No, I do not. Eventually, I started to properly understand how to use Discord. |
| IR : Okay. Do you think that Discord help you learn English during online learning? |
| I1 : Yes, I found Discord very helpful for me. |
| IR : To what extend Discord very helpful for you in learning English? |
| I1 : I found it very helpful in learning English writing skills as the teacher was focusing in teaching how to write an invitation letter. |
| IR : Any other reason why Discord is very helpful for you? |
| I1 : I found out my Internet quota was not wasteful so I enjoyed using Discord. |
| IR : Okay. Did you find any difficulties in using Discord in learning English during online learning? |
| I1 : No, I didn't. As I said, I only experienced such difficulties the first time I used Discord. |
| IR : So, you indeed had not experienced other difficulties using Discord? |

| |
|---|
| I1 : Yes. As the time went on, I started to properly understand how to use Discord features. |
| IR : Okay. Would you prefer using Discord in learning English compared to other media e.g. Google Meet and Zoom? |
| I1 : Yes, I would recommend others to use Discord as long as the device meets the system requirements and has enough space. |
| IR : Why others' device has to meet the system requirements and has enough space? |
| I1 : Because they have to download and install Discord first before they can use it, unlike Google Meet which is already exist on their device. |
| IR : Okay. Will you use Discord for other purposes out of learning English? |
| I1 : Yes, I will. In fact, I once used Discord for other purposes out of learning English. |
| IR : May I know what was it? |
| I1 : It was for gaming purposes with my friends. |
| IR : Why did you choose Discord for that? |
| I1 : Discord voice chat feature was better compared to the built-in voice feature in the game. |
| IR : Okay. Thank you for your consent to be an interviewee. |
| I1 : You are most welcome. |

**Interviewee 2 (I2)**

Date     : Friday, June 3rd, 2022

Coding description:

   **IR : Interviewer**

   **I2  : Interviewee 2**

| |
|---|
| IR : Greetings. Nice to meet you. How are you today? |
| I2 : I am fine, even though I am a bit dizzy. |
| IR : Oh, I am so sorry to interrupt you. But, would you allow me to ask you several questions? Feel free to say anything as I will carry them in a normal conversation. I assure you it will not take long. |
| I2 : Okay. Sure, I will. |
| IR : Okay. How do you feel using Discord during online learning? |
| I2 : I found Discord easy to use. |
| IR : Why did you find Discord easy to use? |
| I2 : Because the online meeting feature was run well and not laggy. |
| IR : Any reason why did you like Discord's online meeting feature? |
| I2 : Compared to Zoom where participant's voice went echoing whenever user got bad connection, Discord is a better option. |
| IR : Okay. Do you think that Discord help you learn English during online learning? |
| I2 : Yes. I found Discord helpful for me. |
| IR : To what extend Discord helpful for you in learning English? |
| I2 : I found Discord helpful for me by its online meeting feature while learning English writing skills with the teacher. |
| IR : So, the online meeting feature helps you learn English writing skills? |
| I2 : Yes. |
| IR : Okay. Did you find any difficulties in using Discord in learning English during online learning? |
| I2 : Yes. I was struggling at the login page. the first time I used Discord. |

| |
|---|
| IR : Why did you struggle at Discord's login page? |
| I2 : It was new for me using Discord, so I was a bit confused. |
| IR : Do you still think it is confusing to use Discord? |
| I2 : No. Eventually, I also started to understand how to use Discord features properly. |
| IR : Okay. Would you prefer using Discord in learning English compared to other media e.g. Google Meet and Zoom? |
| I2 : Yes, I would recommend others to use Discord. |
| IR : Why would you recommend Discord to others? |
| I2 : Discord has clear visual and audio within the online meeting feature. |
| IR : Okay. Will you use Discord for other purposes out of learning English? |
| I2 : No, I do not think I will. |
| IR : May I know why? |
| I2 : I only used Discord for learning English, so I am yet to use Discord for other things. |
| IR : Okay. Thank you for your consent to be an interviewee. |
| I2 : My pleasure. |

**Interviewee 3 (I3)**

Date    : Friday, June 3rd, 2022

Coding description:

**IR : Interviewer**

**I3 : Interviewee 3**

| |
|---|
| IR : Greetings. Nice to meet you. How are you today? |
| I3 : I am feeling good. |
| IR : Okay. In this occasion, allow me to ask you several questions. Feel free to say anything as I will carry them in a normal conversation. |
| I3 : Sure, I will. |
| IR : Okay. How do you feel using Discord during online learning? |
| I3 : It was fun and interesting. |
| IR : Why did you find Discord fun and interesting? |
| I3 : Because using Discord was a new experience for me. |
| IR : Okay. Do you think that Discord help you learn English during online learning? |
| I3 : I found Discord very helpful. |
| IR : To what extend Discord helpful for you in learning English? |
| I3 : I found Discord very helpful in learning English writing skills with the teacher. |
| IR : Okay. Did you find any difficulties in using Discord in learning English during online learning? |
| I3 : Yes. I once experienced difficulties such as not getting notifications from Discord. |
| IR : Okay. Would you prefer using Discord in learning English compared to other media e.g. Google Meet and Zoom? |
| I3 : Yes, I would recommend others to use Discord. |
| IR : Why would you recommend Discord to others? |
| I3 : Discord user interface was interesting also with the customizable avatars. |
| IR : Okay. Will you use Discord for other purposes out of learning English? |
| I3 : No, I do not think I will. |

| |
|---|
| IR : May I know why? |
| I3 : I only used Discord for learning English, so I am yet to use Discord for other things. |
| IR : Okay. Thank you for your consent to be an interviewee. |
| I3 : My pleasure. |

**Interviewee 4 (I4)**

Date : Friday, June 3rd, 2022

Coding description:

**IR : Interviewer**

**I4 : Interviewee 4**

| |
|---|
| IR : Greetings. Nice to meet you. How are you today? |
| I4 : I am good as always. |
| IR : Okay. In this occasion, allow me to ask you several questions. Feel free to say anything as I will carry them in a normal conversation. |
| I4 : Sure, I will. |
| IR : Okay. How do you feel using Discord during online learning? |
| I4 : I was a bit confused while using Discord. |
| IR : Why did you get confused while using Discord? |
| I4 : Because it was my first time using Discord. |
| IR : So, do you think it is confusing to use Discord? |
| I4 : No, I do not. In fact, I found it interesting. Eventually, I started to properly understand how to send videos, audio files, and pictures in Discord. |
| IR : Okay. Do you think that Discord help you learn English during online learning? |
| I4 : I found Discord really helpful. |
| IR : To what extend Discord helpful for you in learning English? |
| I4 : I found Discord really helpful while learning English writing skills. |
| IR : Any reason why Discord really helpful for you? |
| I4 : I was able to gain knowledge clearly from the teacher using the face-to-face online meeting feature. |
| IR : Okay. Did you find any difficulties in using Discord in learning English during online learning? |
| I4 : I only experienced such difficulties the first time I used Discord. |
| IR : Out of first experience, did you still find other difficulties using Discord? |

| |
|---|
| I4 : No. I only focused using the media for face-to-face online meeting and sending files so I hadn't found other difficulties. |
| IR : Okay. Would you prefer using Discord in learning English compared to other media e.g. Google Meet and Zoom? |
| I4 : Yes, I would recommend others to use Discord. |
| IR : Why would you recommend Discord to others? |
| I4 : Discord had more features compared to other media. |
| IR : Any other reason why you recommend using Discord? |
| I4 : Discord online meeting feature was not laggy. |
| IR : Okay. Will you use Discord for other purposes out of learning English? |
| I4 : Yes, I would like to use it in the future. |
| IR : Have you used Discord for other purposes? |
| I4 : Unfortunately, no. I only used Discord for learning English. Still, I am interested to try Discord for other things. |
| IR : Okay. Thank you for your consent to be an interviewee. |
| I4 : My pleasure. |

*Appendix VII Research Completion Letter*

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KOTA BLITAR
**MADRASAH ALIYAH NEGERI**
Jalan Jati Nomor 78 Sukorejo Kota Blitar 66121
Telepon (0342) 801041; Faksimili (0342) 801041
*Website* : www.mankotablitar.sch.id *E-mail* : mankotablitar@yahoo.co.id

**SURAT KETERANGAN**
NOMOR : B- 236 / Ma.13.37.1/06/2022

Yang bertanda tangan dibawah ini :

Nama         : Drs. H. Ahmad Mukromin, M.Pd.
NIP           : 196812291998031001
Gol/ Ruang  : Pembina / IV a
Jabatan      : Kepala MAN Kota Blitar

Menerangkan dengan sebenarnya bahwa :

Nama         : Nata Kesuma Wijaya
NIM          : 18180009
Fakultas     : Ilmu Tarbiyah dan Keguruan
Jurusan      : Tadris Bahasa Inggris
Alamat      : Basecamp Kideco Jl. Rambai D5 Batu Kajang Kec. Batu
                   Sopang Kab. Paser Kalimantan Timur.

telah melakukan Penelitian di Madrasah Aliyah Negeri Kota Blitar guna penyusunan Skripsi tanggal : 03 Juni 2022 sampai 06 Juni 2022 dengan judul ″ *Students' Perceptions of Discord as A Learning Tool in EFL Classroom*″.

Demikian Surat Keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Blitar, 06 Juni 2022
Kepala Madrasah

Ahmad Mukromin

*Appendix VIII Undergraduate Thesis Consultation Logbook*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email: fitk@uin-malang.ac.id

**BUKTI KONSULTASI BIMBINGAN SKRIPSI**

**JURUSAN TADRIS BAHASA INGGRIS**

Nama             : Nata Kesuma Wijaya

NIM              : 18180009

Judul            : "Students' Perceptions of Discord as A Learning Tool in EFL Classroom"

Dosen Pembimbing : Basori, M.S.Ed.

| No. | Tanggal | Materi Bimbingan | Ttd Dosen Pembimbing |
|-----|---------|------------------|----------------------|
| 1 | Rabu, 24 November 2021 | Finalisasi judul dan topik skripsi | |
| 2 | Kamis, 2 Desember 2021 | Briefing mind map topik skripsi | |
| 3 | Rabu, 23 Maret 2022 | Revisi Bab 1 awal | |
| 4 | Senin, 4 April 2022 | Revisi Bab 2 dan 3 awal | |
| 5 | Senin, 9 Mei 2022 | Revisi Bab 1, 2, dan 3 lanjutan | |
| 6 | Selasa, 10 Mei 2022 | Revisi Bab 1, 2, dan 3 akhir | |
| 7 | Kamis, 2 Juni 2022 | Revisi Instrumen Penelitian dan Bab 3 | |
| 8 | Senin, 6 Juni 2022 | Revisi Bab 3, 4, dan 5 akhir | |

Malang, 6 Juni 2022

Menyetujui,

Mengetahui,

Dosen Pembimbing

Ketua Jurusan TBI

Basori, M.S.Ed.

Dr. H. Langgeng Budianto, M.Pd.

NIP. 19860411 201903 1 008

NIP. 19711014 200312 1 001

*Appendix IX Curriculum Vitae*

**CURRICULUM VITAE**

| | |
|---|---|
| Nama Lengkap | : Nata Kesuma Wijaya |
| Tempat, Tanggal Lahir | : Tanahgrogot, 22 Februari 2000 |
| Jenis Kelamin | : Laki-laki |
| Agama | : Islam |
| Fakultas, Jurusan | : FITK, Tadris Bahasa Inggris |
| Perguruan Tinggi | : UIN Maulana Malik Ibrahim Malang |
| Alamat Rumah | : Base Camp Kideco Jln. Rambai D-05 RT.26, Ds. Batu Kajang, Kec. Batu Sopang, Kab. Paser, Kalimantan Timur 76252 |
| No. HP/Telepon | : 085814063792 |
| Alamat E-mail | : natadscout@gmail.com |
| Nama Wali | : Muhammad Syaifullah |

Riwayat Pendidikan

1. 2004 – 2006      TK Jaya Taka
2. 2006 – 2013      SD Negeri 010 Batu Sopang
3. 2013 – 2015      SMP Negeri 001 Batu Sopang
4. 2015 – 2018      MAN Insan Cendekia Paser
5. 2018 – Sekarang      UIN Maulana Malik Ibrahim Malang

Malang, June 10th, 2022

Mahasiswa,

**Nata Kesuma Wijaya**

NIM. 18180009