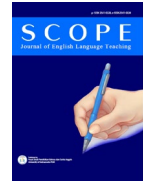




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Conceptual Paper

## The Efficacy of Discord Application in Enhancing the Proficiency of English Language Teaching Students Listening Skill

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### KEYWORDS

Discord  
 Listening Skills  
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### ABSTRACT

In today's digital era characterized by pervasive technology, students are increasingly expected to attain proficiency in various aspects of the English language, including adept listening skills. Leveraging modern tools, such as the Discord application, which falls under the realm of mobile-assisted language learning (MALL), presents a promising avenue for effectively enhancing listening abilities. This study endeavors to evaluate the efficacy of Discord in facilitating the listening-learning process. The research involved 60 English Education students, divided into control and experimental groups. Using a quasi-experimental quantitative approach, the research aimed to assess the effectiveness of Discord in improving listening competence. Pre-tests and post-tests were administered to both groups to collect data, and the results were analyzed using statistical methods to measure the impact. The findings revealed significant improvements in the listening skills of the experimental group, demonstrating that Discord can serve as an effective tool for enhancing listening comprehension among English students. These results suggest that incorporating Discord into pedagogical practices can positively influence language acquisition in a mobile-assisted learning context.

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## INTRODUCTION

Technology plays a significant role in various sectors of human life today, with education being a primary domain that has greatly benefited from its advancements. The integration of technology into educational practices has the potential to cultivate capabilities that can usher in a golden generation and propel nations forward. In this context, the role of technology in education during the digital era is crucial for fostering a perspective and mindset conducive to utilizing media associated with modern technological advancements (Salsabila, 2021). As educational

technology continues to evolve, it serves as a powerful tool for enhancing various aspects of learning, including mastering the English language, which has become increasingly essential in the globalized era (Widyastuti, 2019). English, as an international language, facilitates communication across borders and is considered a fundamental skill that learners must develop to navigate the interconnected world effectively.

In the realm of English as a Foreign Language (EFL) learning, the integration of technology can significantly enhance the teaching and learning process. Azmi (2017) notes that incorporating technology into EFL classrooms

can make them more dynamic and effective in meeting contemporary learners' needs. Students today expect their teachers to utilize technology in classrooms, aligning with their digital expectations. Despite the availability of various technological tools, traditional methods of teaching English, particularly listening skills, often remain monotonous and unengaging, leading to a decline in students' motivation and overall learning experience (Azmi, 2017). The traditional approaches frequently fail to address the diverse needs of modern learners, thus emphasizing the need for innovative and engaging instructional methods.

Listening, as one of the core language skills, is integral to effective communication and language proficiency. According to Amaniasari (2021), listening plays a crucial role in communication and serves as a foundation for other language skills. Ginting (2019) defines listening as the process of understanding sounds and deriving meaning from the speaker's message. Tanjung (2020) adds that listening is a complex cognitive activity involving perception, attention, and memory, which work together to process and interpret spoken information. Hamouda (2013) views listening as an interactive process where listeners actively engage in constructing meaning. In essence, listening comprehension involves focusing on, processing, and understanding the meaning behind spoken words (Brown & Yule, 1983).

Nevertheless, teaching listening skills presents ongoing challenges. Vocabulary limitations, environmental distractions, anxiety, and rapid speech delivery often hinder students' ability to comprehend spoken language effectively (Thuy, 2021). Additionally, factors such as accents, electronic devices, and student attitudes further complicate the mastery of listening skills (Ha Gia Linh, 2021). These challenges, coupled with the monotonous nature of traditional teaching methods, underscore the need for more engaging and effective tools to enhance listening comprehension.

One potential solution to these challenges is the use of learning media specifically designed to support listening instruction. Learning media, including tools or platforms, facilitates knowledge acquisition and skill development (Aghni, 2018). Yuniar (2023) asserted that effective English language instruction requires a well-suited approach, particularly through the integration of digital media, to achieve optimal proficiency in the language. Nurhayati (2014) emphasizes that instructional media are integral to instructional design, tailored to students' needs and abilities. Effective use of media can boost student motivation and engagement (Yusnita, 2017). Daryanto (2013) outlines several advantages of instructional media, such as providing flexible learning spaces, saving time and energy, and enhancing students' enthusiasm for learning. In

this regard, Mobile-Assisted Language Learning (MALL) emerges as a promising approach to overcoming the limitations of traditional listening instruction.

MALL refers to language learning supported by mobile devices, a concept introduced by Chinnery (2006). This approach emphasizes that mobile devices can serve as pedagogical tools to enhance language acquisition. Bruston (2013) highlights MALL's flexibility, allowing learners to customize their learning experiences based on their schedules and preferences. Arvanitis (2021) notes that MALL improves students' motivation, fosters communication skills, and aligns with modern educational practices. One application that exemplifies MALL principles is Discord.

Discord, a popular communication platform, offers a range of features that make it an ideal tool for language learning, particularly for improving listening skills. The platform provides voice and video conferencing, screen sharing, group chats, and file-sharing functionalities, all of which are crucial for interactive and engaging learning experiences. Unlike other platforms, Discord is not time-restricted, allowing students to utilize it as a learning tool at their convenience. Its extensive features and accessibility through both mobile and web platforms make Discord a versatile option for English language instruction. The potential of Discord in language learning is supported by its popularity among young people and its adaptability to educational contexts.

Previous research has explored the use of Discord as a language learning tool, revealing generally positive responses from students. Evi and Daning (2021) found that a majority of participants responded favorably to Discord, citing its ease of access and comprehensive features as beneficial for improving English language skills. Their study, which utilized questionnaires and interviews, reported that 89.72% of students appreciated Discord's role in language learning. Similarly, Nata (2022) examined students' perceptions of Discord and noted that high school students found it supportive in their English language learning. However, these studies primarily focused on qualitative data, such as student perceptions and feedback, without empirically testing Discord's impact on specific language skills like listening comprehension.

While previous studies have shed light on the general acceptance of Discord as a learning tool, there remains a significant gap in experimental research focusing on its effectiveness in improving listening comprehension among English Language Teaching (ELT) students. Existing research has not rigorously tested whether using Discord can lead to measurable improvements in students' listening abilities. Most studies rely on qualitative data rather than empirical evidence based on pre-tests and post-tests. This gap highlights the need for more focused

investigation into the potential benefits of using Discord for listening instruction.

The state of the art in Mobile-Assisted Language Learning (MALL) emphasizes the necessity of empirical research to validate the effectiveness of digital tools in language education. Although previous studies have reported positive student responses to Discord, there is a lack of experimental research providing empirical data on its effectiveness in enhancing listening skills. Discord's features align well with MALL principles, offering a unique learning environment that addresses traditional methods' limitations. Its adaptability and comprehensive functionalities position it as a state-of-the-art tool for language learning, warranting further exploration through experimental research to validate its impact on listening comprehension.

This study aims to address the existing research gap by conducting a quasi-experimental investigation into the effectiveness of Discord in improving listening comprehension among ELT students. By comparing pre-test and post-test results from control and experimental groups, the research will provide empirical evidence of Discord's efficacy in enhancing listening skills. The findings are expected to contribute to the theoretical understanding of MALL in language education and offer practical insights into leveraging digital tools like Discord to improve listening instruction in English language learning.

## METHOD

This study employed a quasi-experimental design to examine the impact of the Discord application on students' listening abilities. The independent variable in this study was the use of Discord for teaching listening, while the dependent variable was the students' listening ability. The research was conducted with second-semester English Language Teaching (Tadris Bahasa Inggris) students at UIN Maulana Malik Ibrahim Malang during the academic year 2022/2023. A total of 60 students were randomly selected, with 30 students assigned to the experimental group and 30 to the control group. The sample comprised both male and female students, reflecting the balanced gender distribution typical of the student population in the English Language Teaching program.

For the measurement of students' listening skills, the study utilized pre-tests and post-tests developed specifically for this research and validated by a test validator with over five years of experience in teaching listening courses. The pre-test was administered before the intervention to establish a baseline measure of the students' listening abilities. It included various listening comprehension exercises designed to assess students' ability to understand and

interpret spoken English. Following the intervention, the post-test was administered to evaluate any improvements in listening skills resulting from the use of Discord. Both tests featured a range of tasks such as listening to recorded conversations, answering comprehension questions, and interpreting spoken instructions.

Data collection involved administering the pre-tests and post-tests to both the control and experimental groups under controlled conditions to ensure consistency. The pre-test scores provided a baseline measure, while the post-test scores indicated any changes in listening abilities after the treatment. The data were then analyzed using several statistical methods. First, the normality of the pre-test and post-test scores was assessed with the Kolmogorov-Smirnov test, as recommended by Larson-Hall (2010). This test checked whether the data followed a normal distribution, with a p-value greater than 0.05 indicating normality.

Next, to test the study's hypotheses, an independent t-test was employed to compare the mean pre-test and post-test scores between the experimental and control groups. According to Creswell (2002), the independent t-test is used to determine whether the differences in means are statistically significant. The null hypothesis proposed that there would be no significant difference in listening abilities between students taught using Discord and those taught using conventional methods. Conversely, the alternative hypothesis suggested that students taught using Discord would show significant improvement in their listening skills. A significance level of 5% ( $p < 0.05$ ) was used to evaluate the results. Based on the outcome of the t-test, the null hypothesis was either accepted or rejected, determining the impact of the Discord application on students' listening abilities.

This methodological approach ensures a rigorous evaluation of the effectiveness of Discord in enhancing listening skills, contributing valuable insights into the use of digital tools in language education.

## RESULTS AND DISCUSSION

The research data were obtained from the pre-test and post-test scores of students in the control and experimental classes. The researcher presented two sets of data on students' listening abilities. These data are the listening abilities of students taught using the Discord learning media and those taught without using the Discord learning media (Conventional). The data are as follows.

1. Listening Ability Results of Students in the Pre-test Control and Experimental Classes
  - a. Pre-test Results in the Control Class

**Table 1.** Descriptive Statistics of Students' Listening Ability in the Pre-test Control Class

Statistic	
Mean	56.56
Median	53.00
Variance	171.340
Std. Deviation	13.090
Minimum	31
Maximum	81

Based on Table 3, it can be observed that the mean value is 56.56, the median is 53, the variance is 171.340, the standard deviation is 13.090, the minimum value is 31, and the maximum value is 81.

b. Pre-test Results in the Experimental Class

**Table 2.** Descriptive Statistics of Students' Listening Ability in the Pre-test Experimental Class

Statistic	
Mean	66.48
Median	64.00
Variance	324.510
Std. Deviation	18.014
Minimum	37
Maximum	92

Based on Table 5, it is evident that the mean score is 66.48, the median is 64, the variance is 324.510, the standard deviation is 18.014, the minimum score is 37, and the maximum score is 92. The pre-test conducted between the two classes is also the same, involving listening to audio and answering 18 multiple-choice questions. These questions are taken from materials corresponding to the Semester Lesson Plan (RPS) for all classes. From the mean results of the pre-tests conducted by the control and experimental classes, there doesn't appear to be much difference, with only a 9.92 difference.

2. Results of Students' Listening Ability in the Post-test Control and Experimental Classes

Data on students' listening ability in the control and experimental classes were obtained from the post-test results, with a total of 30 students in each class. The data can be seen in the following table.

a. Post-test Results in the Control Class

**Table 3.** Descriptive Statistics of Students' Listening Ability in the Post-test Control Class

Statistic	
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Mean	67.16
Median	70.00
Variance	223.307
Std. Deviation	14.943
Minimum	37
Maximum	92

Based on Table 7, it can be observed that the mean score is 67.16, the median is 70, the variance is 223.307, the standard deviation is 14.943, the minimum score is 37, and the maximum score is 92.

b. Post-test in the Experimental Class

The post-test was conducted for both classes after the experimental class received treatment using the Discord media. The format and questions in the post-test were the same as those in the pre-test. The treatment was carried out in two sessions using Discord learning media.

The treatment involved providing audio-visual material in the form of videos. Participants were asked to access this material through the Discord channel provided by the researcher. Afterward, they would complete practice exercises related to the content covered in the video.

The results of the post-test in the experimental class can be seen in the following table.

**Table 4.** Descriptive Statistics of Students' Listening Ability in the Post-test Experimental Class

Statistic	
Mean	81.48
Median	87.00
Variance	108.260
Std. Deviation	10.405
Minimum	59
Maximum	92

Based on Table 9, it is evident that the mean score is 81.48, the median is 87, the variance is 108.260, the standard deviation is 10.405, the minimum score is 59, and the maximum score is 92. From the results of the post-tests in both classes, it can be observed that there is a significant improvement in the experimental class. The difference in the mean scores between the experimental and control classes is

14.32, which is a larger difference compared to the previous pre-test.

This aligns with research conducted by Liu (2009), which suggests that learning using MALL applications can enhance English language skills, particularly listening. The research findings indicate that the post-test scores of the experimental class, which received treatment using MALL applications, were significantly better than those of the control class.

**Normality Distribution Test**

**Table 5.** Results of One-Sample Kolmogorov-Smirnov Test for Normality Distribution

Class		Statistic	df	Sig.
Listening test result	Pre-test Eksperimental class (Discord)	.150	25	.151
	Post-test Eksperimental class (Discord)	.422	25	.076
	Pre-test Control (Convensional)	.247	25	.175
	Post-test Control (Convensional)	.176	25	.069

**T-test**

**Table 7.** Results of Independent Samples T-test

		F	Sig.	t	df	Sig. (2-tailed)	Mean differences	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Listening test result	Equal variances assumed	1.809	.185	3.932	48	.000	14.32000	3.64179	6.99768	21.64232	
	Equal variances not assumed			3.932	42.842	.000	14.32000	3.64179	6.97484	21.66516	

Based on Table 7, the results of the independent samples T-test between the pre-test and post-test show a significant difference in their means, indicating an increase in scores from the pre-test to the post-test. Additionally, the data are statistically significant as the 2-tailed Sig. value is 0.00, which is less than 0.05. Therefore, the null hypothesis is

To determine whether the data from both classes are normally distributed, a normality test is required. The results of the normality test can be seen in the following table.

The above Table 5 shows that the significance value is greater than 0.05 (sig. > 0.05). It can be concluded that the data are normally distributed.

**Variance Homogeneity Test**

After conducting the normality test, to examine the equality of variances between the two classes, the researcher proceeded to perform a homogeneity test. The researcher used the Levene statistic test to calculate the homogeneity of the pre-test with a significance level of 0.05. The results of this test are presented below.

**Table 6.** The result of homogeneity test

Levene Statistic	df	df1	df2	Sig.
Based on Mean	1.809	1	48	.185
Based on Median	3.452	1	48	.069
Based on Median and with adjusted	3.452	1	47.980	.069
Based on trimmed mean	2.048	1	48	.159

From the table, it can be seen that the homogeneity of variance test yields a value higher than the significance level (0.185 > 0.05). Therefore, the null hypothesis is accepted, indicating that the variances of the experimental and control groups are homogeneous.

accepted, suggesting significance in the listening test results using Discord.

This aligns with the views of Muzaki and Hakim (2022) that Discord is highly beneficial as a learning media in listening classes due to its supportive features, facilitating students to enhance their language skills, including

listening. Furthermore, Discord can be considered as an alternative application for educators in the classroom, as indicated by the research conducted by Efriani, Dewantara, and Afandi (2020). Discord's flexibility in terms of time and space, along with its features, enhances student engagement in the classroom.

Moreover, the theoretical framework and research findings complement each other, affirming that the use of Discord as a learning tool presents a new breakthrough in listening education in the digital era. As discussed in the theoretical framework, students positively respond to Discord's usage due to its accessibility, unlimited time, and helpful features, contributing to improved English language learning, including listening skills.

In line with the theories in Ginting's (2019) and Tanjung's (2020) on effective listening instruction. Ginting (2019) emphasizes that listening is a critical component of language proficiency, and effective instruction must engage students in meaningful listening activities. Tanjung (2020) adds that listening involves complex cognitive processes, including perception, attention, and memory, which interactive tools like Discord can facilitate by providing diverse auditory inputs and engaging learning contexts.

Previous research, including studies by Evi and Daning (2021) and Nata (2022), has explored students' perceptions of Discord as a language learning tool and found generally positive responses. Evi and Daning (2021) reported that students appreciated Discord's ease of access and comprehensive features, which they found beneficial for language learning. Similarly, Nata (2022) highlighted that high school students perceived Discord as a supportive tool for their English language development. However, these studies primarily focused on qualitative data, lacking empirical evidence on the tool's effectiveness in specific language skills like listening comprehension. This study addresses this research gap by providing experimental evidence of Discord's impact on listening skills, aligning with the need for more rigorous investigations into MALL as emphasized in the literature (Arvanitis, 2021; Chinnery, 2006).

The findings from this study not only validate the theoretical framework supporting the use of innovative learning media but also provide practical insights for educators. The enhanced listening skills among students using Discord affirm its potential as a valuable tool for modern language instruction. The study contributes to the broader understanding of MALL by offering empirical evidence of its effectiveness, thereby informing educators about the benefits of incorporating digital platforms like Discord into language instruction.

By bridging the gap between theoretical perspectives and practical applications, this research highlights the value of integrating technology into language education. It encourages educators to adopt innovative tools that can enhance student engagement and improve learning outcomes, particularly in listening comprehension. Future research should continue to explore the potential of digital tools in language learning, focusing on empirical studies that can further validate their effectiveness and offer new insights into their applications.

## CONCLUSION

This study provides empirical evidence supporting the effectiveness of the Discord application in enhancing listening comprehension among English Language Teaching (ELT) students. The quasi-experimental design, involving pre-test and post-test comparisons between control and experimental groups, demonstrates a significant improvement in listening skills for the experimental group using Discord. This advancement underscores Discord's capability to facilitate listening instruction through its versatile and accessible features.

The findings contribute to the theoretical framework of Mobile-Assisted Language Learning (MALL) by validating the impact of digital tools like Discord on listening comprehension. The study's results offer practical insights for educators, highlighting the potential of integrating such innovative platforms into language instruction to address traditional teaching limitations. Future research should explore the specific features of Discord and other similar tools to further enhance their educational applications and maximize their effectiveness in improving listening skills.

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