

English Department Students' Perception of Virtual Learning by Using Discord Application

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Abstract

The purpose of this research is to investigate English department students' perception of virtual learning by using Discord application. The data collected by using the online questionnaire which distributed to 24 participants and interview which taken randomly from 3 participants which have answered the question in online questionnaire. Then, the data analysed by using triangulation of techniques and triangulation of source. The results found that most of English Department students perceived positively (83%) on the use of Discord application in virtual learning. Besides, this research also revealed some advantages of virtual learning by using Discord application experienced by the students as the user. They are: 1) the easiness in the using; 2) the easiness in joining the class; 3) unlimited time usage; 4) helpful features such as the channel which could create the room (voice room and chat room) as the place to do learning in virtual class; 5) the well stored of the data; 6) the opportunity to re-read the materials or discussion in the chat room; 7) the easiness in sharing many forms of files (such as audio, video, presentation, materials, and pictures); 8) the easiness in re-download the files; 9) the cheaper cost than other applications. However, it was also revealed that network connection was a problem usually faced by the students as the disadvantage of virtual learning by using Discord. This problem was mostly caused by the bad weather, such as rain, and the power outages. Thus, Discord is suggested as an alternative application with many advantages to conduct a virtual learning.

Keywords: Virtual Learning, Discord Application, Students' Perception

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa jurusan Bahasa Inggris terhadap pembelajaran virtual dengan menggunakan aplikasi Discord. Pengumpulan data dilakukan dengan menggunakan kuesioner online yang dibagikan kepada 24 partisipan dan wawancara yang diambil secara acak dari 3 partisipan yang telah menjawab pertanyaan di kuesioner online. Kemudian, data dianalisis dengan menggunakan triangulasi teknik dan triangulasi sumber. Hasil penelitian menemukan bahwa sebagian besar mahasiswa Jurusan Bahasa Inggris memiliki persepsi positif (83%) terhadap penggunaan aplikasi Discord dalam pembelajaran virtual. Selain itu, penelitian ini juga mengungkapkan beberapa keuntungan pembelajaran virtual dengan menggunakan aplikasi Discord yang dialami oleh siswa sebagai pengguna. Yaitu: 1) kemudahan dalam penggunaan; 2) kemudahan dalam mengikuti kelas; 3) penggunaan waktu tidak terbatas; 4) fitur-fitur bermanfaat seperti channel yang dapat membuat ruangan (ruang suara dan ruang obrolan) sebagai tempat belajar di kelas virtual; 5) data yang tersimpan dengan baik; 6) kesempatan untuk membaca kembali materi

atau diskusi di chat room; 7) kemudahan dalam berbagi berbagai bentuk file (seperti audio, video, presentasi, materi, dan gambar); 8) kemudahan dalam mengunduh ulang file; 9) biaya lebih murah daripada aplikasi lain. Namun, terungkap juga bahwa koneksi jaringan adalah masalah yang biasanya dihadapi oleh siswa sebagai kelemahan dari pembelajaran virtual dengan menggunakan Discord. Masalah ini sebagian besar disebabkan oleh cuaca buruk, seperti hujan, dan pemadaman listrik. Oleh karena itu, Discord disarankan sebagai aplikasi alternatif dengan banyak keunggulan untuk melakukan pembelajaran virtual.

Kata Kunci: Pembelajaran Virtual, Aplikasi Discord, Persepsi Mahasiswa

Introduction

Due to the COVID-19 pandemic, the learning process in Indonesia is carried out virtually or known as online learning or virtual learning. This kind of learning also happened in STKIP PGRI Jombang. Based on the preliminary study, one of learning medias that is used in virtual learning at STKIP PGRI Jombang was Discord application. To get more information about learning quality of virtual learning by using Discord application, a deeper investigation was conducted to know the tendency of English department students' perception of virtual learning by using Discord application. The objective of this research is to investigate English department students' perception of virtual learning by using Discord application. The results of the research could contribute theoretically, especially on the study in the used of Discord in virtual learning (Dewantara et al., 2020; Kruglyk et al, 2020; Wulanjani, 2018) by focusing on learning quality. The result of this research also could contribute practically, it means that the research is expected to be used both during the COVID-19 pandemic and afterwards. It could help the teachers to decide appropriate applications in learning. Additionally for future researchers, the result of this research could be one of previous study or reference to conduct their own research.

Method

The research was conducted using qualitative research design, especially case study. The subject of the research was the English department students of STKIP PGRI Jombang who had been experienced in using Discord in their virtual learning. The data was collected by distributing online questionnaire to 24 participants and interview to 3 participants who chosen randomly from the participant who already answered the question in online questionnaire. Then, the sources of the data were the students themselves as the subject of the research.

The Data Collection was done using questionnaire and interview. The questionnaire is distributed online from 1st until 31st of May 2021. After distributing the questionnaire, then the researcher coded the students' responses and classified them into positive and negative responses. Then, for the interview, the researcher prepared some questions which were deloped from the blue print as interview guideline. The researcher conducted the interview by using WhatsApp voice note to three responden who was choosen randomly on 24th and 25th of June 2021. It was done to get more information related to the research problem in order to answer the research problem. After conducting the interview, the

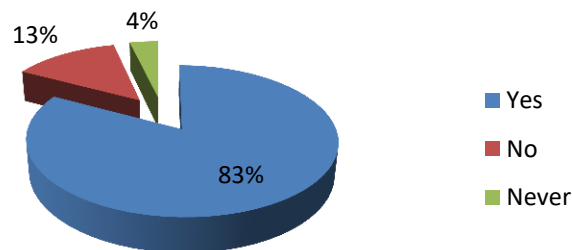
researcher then transcribed the result of the interview and classified the participant's answer.

After collecting the data, then the researcher did the data analysis for the online Questionnaire and interview. For the questionnaire, it was identifying the students' perception whether they tended to be positive or negative related to the research problem, classified the students' positive and negative perception, classified the reason of the students' perception based on the given reason, then described the result of questionnaire related to the study. And the last was drawing conclusions based on the result of the analysis. Then, for the data analysis of interview, the researcher identified the students' perception whether they tended to be positive or negative related to the research problem, classified the students' positive and negative perception, describing the result of interview related to the study, and drawing conclusions based on the result of the analysis.

Finding

1. Questionnaire

Regarding to the research question which needed to be answered, a general conclusion was made based on the findings in each sub-variable's response. The general finding in each sub-variables found that the students tended to have positive perception. It is illustrated in Picture 1



Picture 1 English Department Students' Perception of Virtual Learning by Using Discord Application

Based on Picture 1, 83% students tended to have positive perception while 13% of the students had negative perception. Additionally, only 4% of the students felt that they had never done particular activities in the questionnaire in their virtual learning by using Discord application. Thus, it could be generally concluded that most of English Department students who had ever used Discord in their virtual learning process, perceived positively on the used of Discord application in virtual learning.

2. Interview

The question items in the interview were developed from the same blue print as the questionnaire. There were six sub-variables which consisted of twelve items. The detail results of the interview are presented in as follows.

The first question asked the participants about their perception of presentation activity in virtual learning by using Discord application. Based on the answer in the questionnaire, it found that the participant as the user had different answer, such as: Discord application was easy to use, Discord application did not have any time limitation, and the difficulties in the network connection. Then, the second question asked the participants about their perception of simulation

activity in virtual learning by using Discord application. The researcher found that Discord was easy to use, the participant could listen and give the direct simulation instruction by using voice room and could also read and write the instruction in chat room, and the difficulties in the network connection. The third question asked about the participants' perception of practice activity in virtual learning by using Discord application. From the results, it found that Discord's channel feature allowed the user to make some rooms (e.g. voice room, chat room, discussion room, and attendance room) which facilitated students to interact in many different forms. Then, the fourth question asked the participants about their perception of participation in discussion activity in virtual learning by using Discord application. It founds that that the voice room and chat room helped her to participate well in discussion, using Discord was cheaper, easy to join the discussion, the chat was well stored, and easy to re-open the discussion. It continued with the fifth question which asked the participants about their perception of participation in giving opinions in virtual learning by using Discord application. Here, participant stated that they could participate easily in giving opinion when using Discord and Discord is helped them in giving opinion easily. Then, the sixth question asked the participants about their perception of participation in asking questions in virtual learning by using Discord application. It found that the participant could asked the questions orally through voice room or written through chat room. The next was the seventh question asked the participants about their perception of participation in answering questions in virtual learning by using Discord application. Here the participant said that they could answer the question well by using chat room and voice room provided in Discord application. Then, the eighth question asked the participants about their perception of activity in watching demonstration video by using Discord application. Here, the participant said that they could easily download the video from the chat room, they were able to directly share the video or share the link in the chat room, the history of the video or the link was well stored in the room that the students could download or re-download it anytime. The ninth question asked the participants about their perception in seeing and understanding pictures, graphics, or diagrams by using Discord application. The participant stated that the quality of most of the pictures shared were good and easily understood and the problems when seeing and understanding the pictures, graphics, or diagrams is when they were shared in poor quality. The tenth question asked the participants about their perception in hearing and understanding words or explanations (such as live oral presentation or live oral lecturing) by using Discord application. The result found that the participant could understand the oral explanation of the presenter or the lecturer well in virtual learning by using Discord application. The eleventh question asked the participants about their perception of reading and understanding the written material or presentation paper /slide in virtual class using Discord application. Based on the result in interview, participant here could read and understand well the written material or presentation paper /slide in virtual class by using Discord application when the materials sent had good quality and with a clear explanation The last question asked about their perception of reading and understanding the conversations or written discussions in virtual class using Discord application. Here, the answer found that participants could re-

read the material in written discussion repeatedly when they missed the class or forgot the material since it was well stored in Discord application.

Discussion

Discord was an application which was a popular platform for gamers and has capability in influential tool to facilitate participants in group (Lacher & Biehl, 2019). Some educators also used this application as an alternative application to replace Zoom Cloud Meetings and others that are considered to have higher costs since Discord also had many facilities which could be used to support the learning process in virtual class. The facilities include audio (e.g. music, podcast, live voice, etc.), chat column, channels, and others (Jiang et al., 2019; Raihan & Putri, 2018).

Discussing the learning quality as the focus of this research, it consisted of six stages as adapted from Dale's cone of learning in Shaaruddin & Mohamad (2017). The stages are started from concrete learning then it became more and more abstract. However, the learning in each stages could be mixed and are interrelated that fosters more meaningful learning (Corpuz & Lucido, 2008; Corpuz & Salandanan, 2013).

From the result of questionnaire, the researcher found that the English department student tended to perceived positively (83%) on the virtual learning by using Discord application. The finding was in line with the finding of Wulanjani's (2018) who found that most students (94%) gave positive responses towards the Discord application in virtual listening class. To be more specific, this present study found that the students perceived positively on the use of Discord in doing a dramatic presentation, simulating the real experience, and doing the real thing (64%); participating in discussion and giving a talk (100%); watching a demonstration (66%); seeing (83%); hearing words (92%); and reading (92%). Those perceptions indicated that Discord application was suitable for virtual learning not only in virtual learning class, but also other classes (e.g. Statistics, *Filsafat Pendidikan*, and Grammar as in this research). It confirmed the result of Dewantara et al. (2020) that Discord application could be an alternative media in online lectures.

The results of the interview showed that most of the students felt that they could easily use Discord in their virtual class. In line with the previous study of Wulanjani (2018), most of students in her research also felt easy in the using of Discord application in their virtual class. Additionally, in the present research also found that the students were able to join the class easily by using Discord without worried about the limit of time usage. Because, when the students used Discord, there is no time limitation in it.

The second was the features of Discord function which establish a quality environment for learning (Kruglyk et al., 2020). One of many features which most mentioned by the students in the present research was the channels. In which the students could makes some rooms. The rooms which they felt helpful for their virtual learning is voice room and chat room. Based on the interview, it was revealed that the voice room facilitated the students in doing a dramatic presentation, simulating the real experience, and doing the real thing, participating in a discussion and giving a talk, and hearing words in live oral presentation and live oral lecturing. While, in the chat room also facilitated the students in all

activities in virtual learning. To be more specific, chat room facilitated the students in watching a demonstration, seeing, and reading. Chat room also helped them covering network connection problems when they do live oral presentation, simulation, practice, discussion, and talk. The tendency of the participants of this research in using the voice room, chat room and the combination between voice room and chat room is similar to the finding of Dewantara et al. (2020). The usefulness of voice room and chat room found in this research confirms the finding of Kruglyk et al. (2020), who state that in the voice room and chat room, the students could adopt the new system as a quality application to create conditions for synchronous communication with lectures. Beside that usefulness, the finding of the research also revealed other advantages of Discord. That is well stored chat and data, so that the students are able to re-read the materials or discussion in the chat room.

The third reason why students perceived positively the used of discord application was that they were able to directly share the audio, video, presentation, materials, and pictures in Discord application. This finding was in line with Dewantara et al. (2020) who underlined the easiness in sharing files, it also had the easiness in re-download the files. Besides the easiness in sharing files, it was also revealed the easiness in re-downloading the files. In this way, the students could re-download the file anytime when they needed to download it.

The last reason found in this research was that Discord is cheaper than other applications. Most of the students stated that Discord was cheaper than other applications, because the discussion used live voice instead of live video. Thus, it needed fewer loads on the system and consumed less data used. As stated by Kryglyk et.al (2020) that Discord required much less load on the system and works with almost all operating systems.

However, as the finding of Wulanjani (2018) that mentioned network connection as the problem faced by the students in using Discord application, that problem was also found in this research. Based on the students' answers in the interview, the network connection problem was mostly caused by the bad weather such as rain, and the power outage.

Closing

1. Conclusion

Answering the statement of the problem, this research showed that most of the English department students had positive perception in virtual learning by using Discord application. This research also revealed some advantages of virtual learning by using Discord application as the user in the result of interviewing the students. The advantages are: 1) the easiness in the using; 2) the easiness in joining the class; 3) unlimited time usage; 4) helpful features such as the channel which could create the room (voice room and chat room) as the place to do learning in virtual class; 5) the well stored of the data; 6) the opportunity to re-read the materials or discussion in the chat room; 7) the easiness in sharing many forms of files (such as audio, video, presentation, materials, and pictures); 8) the easiness in re-download the files; 9) the cheaper cost than other applications.

However, it was also found that network connection was a problem usually faced by students as the disadvantage of virtual learning by using the Discord. The

network connection problem was mostly caused by the bad weather, such as rain, and the power outages.

2. Suggestion

Based on the findings and discussion, the researcher could say that the lecturer can use Discord application for virtual learning both during the COVID-19 pandemic and afterwards. It is also suggested for future researcher to use more participants in order to get more accurate data in tendency of student's perception on the used of Discord in virtual learning.

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