



AN INTERNATIONAL HYBRID CONFERENCE

12th COTEFL

Conference on Teaching
English as A Foreign
Language

*Paths to Maximize the AI's Roles in
Shaping Future Language Education
and Literacy Studies*

5th CELTI

Conference on English
Language Teaching

The Advantages of Discord Application to Enhance UIN SAIZU Student's Speaking Skill

Author's:

Septibinar Mahara Azani¹; Fathi Zulfa
Ghifari¹; Sofyan Qurniawan¹; Bunga
Anisa¹; Desi Wijayanti Ma'rufah¹

Affiliation:

¹Universitas Islam Negeri Profesor Kiai
Haji Saifuddin Zuhri Purwokerto,
Indonesia

Corresponding email:

sisfisulistiani2000@gmail.com

DOI:

<https://doi.org/10.24090/celti.2025.1343>

Pages:

209-218

Abstract: This study investigates the advantages of using Discord to enhance the speaking skills of UIN SAIZU students. Discord is a versatile communication platform initially popular among gamers, is increasingly utilized in educational contexts due to its accessibility, real-time interaction features, and user-friendly design. This qualitative research employed structured interviews with five UIN SAIZU students who actively use Discord for communication and language practice. Findings reveal that Discord fosters confidence, reduces speaking anxiety, and encourages frequent practice through engaging features such as voice channels and anonymity options. Students highlighted the platform's ability to connect them with international peers, facilitating meaningful conversations that improve fluency and vocabulary. The ease of access and user-friendly interface also encouraged students to recommend the platform to others. Even casual use for gaming contributed to daily speaking practice. Furthermore, unique features like anonymity, which allows for open communication without revealing personal identity, and interesting servers, support regular speaking practice. Despite its effectiveness, the study identifies the need for structured activities and further analysis of its long-term impact on speaking skills. Overall, this research demonstrates Discord's potential as a practical tool for enhancing language proficiency in educational settings, offering an engaging and accessible environment for speaking skill development.

Keywords: *Discord, speaking skills, language learning, communication tool, technology enhance language learning.*

Copyright © 2025 by Author/s. This is an open access article distributed under the Creative Commons Attribution-ShareAlike 4.0 International License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Introduction

English is a language used by many countries worldwide for communication, serving as a medium for people from different cultural backgrounds to connect. Mastering English has become increasingly important in today's advanced communication technology and globalization world. Global conversations often rely on English as the primary means of communication. However, many people face challenges in learning English as a foreign language, with speaking skills being challenging to master.

In recent times, Discord has been increasingly adopted in educational settings as an alternative medium for virtual learning. Typically used for gaming, social interactions, classes, or business groups, Discord is a voice and text chat platform that has gained popularity among gamers and serves as a valuable tool for facilitating group participation (Lacher & Biehl, 2019). The platform offers numerous

features that can enhance the virtual classroom experience. For instance, users can play audio and engage in interactive activities (Jiang et al., 2019). Furthermore, Discord allows for seamless communication among members through various channels within a group (Raihan & Putri, 2018). Consequently, some educators have chosen to use Discord as a cost-effective alternative to platforms like Zoom Cloud Meetings.

Several studies have examined the advantages of using Discord to enhance student's speaking skills. For instance, Ramadhan and Albaekani conducted research at SMA Negeri 1 Cikarang Timur, Bekasi, involving six twelfth-grade students. The findings revealed that Discord is effective in improving students' speaking skills by facilitating communication through its voice channels. Students were motivated to speak more frequently through Discord due to the increased opportunities for interaction. However, the effectiveness of Discord depends on proper teacher involvement to maintain student motivation (Ramadhan & Albaekani, 2021).

Sartika, Sudana, and Gustine (2022) explored the experiences of EFL students using Discord for speaking practice. They found that Discord provides an engaging platform where students can practice speaking in a less formal setting, helping them build confidence and improve their speaking skills. Similarly, Wulanjani (2018) emphasized that Discord, initially designed for gamers, has been adapted into virtual learning environments to facilitate speaking and listening practice. The other research was conducted by Ahmad, Endry and Novi (2024) titled "Evaluating the Efficacy of Discord-Based Blended Learning on English Speaking Skills and Student Engagement" This study explored the application of Discord within a blended learning framework to enhance English speaking skills among middle school learners. The research involved 23 students with diverse levels of English proficiency and used classroom observations, teacher interviews, and document analysis. The findings indicated that Discord significantly improved interactivity, collaboration, and multimedia integration in learning activities, leading to enhanced speaking skills and student engagement.

Despite these findings, research on the integration of Discord in formal education, particularly in enhancing skills in a structured academic setting remains limited. Prior studies have mostly focused on informal settings or specific case studies, often leaving gaps in understanding how Discord can be systematically integrated into language curricula to address common challenges like student engagement and confidence. Bashori et al. (2022) highlighted the potential of technology such as automatic speech recognition in improving learners' speaking accuracy through real-time feedback, but research examining the long-term impact of Discord on student speaking outcomes is still scarce. Aliv Faizal et al. (2020) developed an English conversation chatbot to promote conversational practice, yet its direct comparison with platforms like Discord in academic contexts as not been thoroughly explored.

Speaking alongside listening is crucial for effective communication. To convey messages clearly and reduce misunderstandings, speakers must possess adequate speaking skills (Derwing, Munro, & Thomson, 2022). In the context of education, this challenge becomes even more critical, especially with the rise of digital platforms. As classrooms increasingly integrate technology, tools like Discord are becoming popular for facilitating real-time communication (AbdAlgane & Ali, 2024). By utilizing such platforms, students can engage more actively, overcome hesitations, and build confidence in using English (Ebadijalal & Yousofi, 2023).

The objective of this study is to investigate the advantages of Discord to enhance UIN SAIZU student's speaking skills, focusing on their engagement and confidence levels during language practice. Based on the explanation above, the researcher intended in conducting "The Advantages of Discord

Application to Enhance UIN SAIZU's Student's Speaking Skill." The study will employ a qualitative approach, utilizing interviews to gather data on students' experiences and perceptions regarding their speaking practice on Discord.

1. Speaking Skill

Speaking is a productive oral skill consists of producing systematic verbal utterances to convey meaning (Bailey. 2011). It means, speaking is a productive skill of conveying meaning through utterances. Moreover, Argue by Chaney (1998) in Rahimy, R., & Safarpour, S. (2012), speaking is the process building and sharing meaning through the use of verbal and non-verbal symbols which is important in language learning and teaching because learner need to learn to speak in different communicative circumstances. According to Bygate in (Leong & Ahmadi, n.d.), speaking served as a signals producer for hearing, enabling listeners to respond differently to each signal they hear. Richards (2008:19) stated that speaking is exploring idea, acquiring something done, subtraction various aspects of world or basically being together.

Understanding the principles of speaking is essential for developing effective communication skills. One fundamental principle is fluency. According to Harmer (2007), fluency is the ability to produce language easily and smoothly without hesitation. This skill is crucial because it allows speakers to convey their thoughts clearly and efficiently in real-time interactions. Fluency involves both the speed of speech and the ability to keep the conversation going without undue pauses, which is important for maintaining the listener's interest and ensuring effective communication (Harmer, 2007).

Another key principle is accuracy, which refers to the correct use of grammar, vocabulary, and pronunciation. Richards and Renandya (2002) emphasize that accuracy is vital in ensuring that the speaker's message is understood as intended. While fluency is about flow and ease, accuracy is about correctness and precision. Effective speakers balance both fluency and accuracy, enabling them to communicate confidently and accurately (Jack C. Richards, 2002). Additionally, interactive competence, which involves the ability to manage conversations, use appropriate turn-taking strategies, and respond to others, is highlighted by Brown (1994) as essential for successful speaking (Brown, 1994). This principle ensures that speakers can engage in meaningful and reciprocal interactions, thereby enhancing the overall communication experience.

2. Discord Application

Discord is an application that is often used and utilized by Gamers to communicate. (Muhammad el al. 2021) The advantages of the application Discord application, users can communicate like a phone with clear voice quality, and can even create their own servers to establish communication. Discord is a chat software for sending instant messages, pictures, audio, and video. First released in May 2015, Discord was designed with the main target of the video game community. But in fact, now discord has been used for various communities of business, programming, even for online learning. Discord is arguably a combination of forums and instant messaging. In addition to voice chat, you can share posts, videos, and pictures like a forum. Discord users can also enter or create bots for their servers which can have varied functions. Discord also provides access limitation features that allow users to control who can access various channels on the user's server using roles. (Aulia, et al. 2021) This can be beneficial for students and teachers in doing online teaching and learning. (Dewi et al. 2022).

Discord has proven to be an effective platform for enhancing student engagement and speaking skills in language learning. Research by (Maria Odinkaya, 2021) and (Baidi, 2021) highlights how its text and voice channels foster real-time interaction and facilitate vocabulary acquisition, improving students' speaking proficiency. These studies emphasize that Discord supports various instructional needs, from practicing pronunciation to organizing structured discussions. Moreover, students in these studies reported feeling more motivated and less isolated, which positively impacted their participation in language activities (Cranfield, 2021; Jack C. Richards, 2002). Collaborative features of Discord have also been shown to promote teamwork and reduce speaking anxiety. (Wulanjani, 2018) noted that Discord's informal setting creates a supportive environment, making it easier for students to engage in group discussions. Similarly, (Arifianto, 2021) observed that Discord's user-friendly interface and customization options encourage students to participate actively in team-based tasks. This finding aligns with (Fonseca Cacho, 2020) results, which demonstrated that real-time messaging and voice communication improve peer-to-peer collaboration and overall confidence in speaking English.

Cross-cultural interactions facilitated by Discord enhance both speaking skills and cultural competence. (Maria Odinkaya, 2021) found that international language exchange programs using Discord foster meaningful conversations, helping students improve fluency and intercultural understanding. Furthermore, Discord's informal and interactive environment lowers communication barriers, encouraging more natural language use. These findings suggest that Discord not only supports language learning but also prepares students for global communication (Cacho, 2021; Wulanjani, 2018).

Research Method

This research utilizes a qualitative research approach with the interview method. The qualitative approach is chosen because it allows the researcher to explore participants' perspectives and experiences more comprehensively and holistically. Qualitative research is particularly suitable for understanding complex phenomena and capturing the richness of participants' views. The focus of this research is to understand the advantages, perceptions, and views of the participants regarding the topic under discussion, namely the effectiveness of the Discord application in enhancing UIN Saizu students' speaking skills.

Data in this study were collected through in-depth interviews. An interview is a conversation with a specific purpose and is often preceded by some informal questions to build rapport. Research interviews are more than just casual conversations and can range from informal to formal (Rachmawati, 2007). The structured nature of interviews allows the researcher to gather detailed information while maintaining flexibility to explore emerging issues in more detail. This method also fosters personal interaction between the researcher and participants, enabling a deeper understanding of their experiences and viewpoints. The interviews were conducted online via WhatsApp chat, providing a convenient and accessible platform for participants.

Participants in this study were selected using purposive sampling, where participants were chosen based on specific criteria relevant to the research objectives. The selection criteria for participants included being active Discord users for at least three months and being students of UIN Saizu Purwokerto. This criterion ensures that participants have sufficient experience with the Discord application to provide insightful feedback on its effectiveness in enhancing speaking skills. A total of five

participants were interviewed, which is considered sufficient to achieve data saturation. Data saturation occurs when additional data no longer bring new insights, ensuring the comprehensiveness of the research findings.

Interviews were conducted using structured interview guides, which allowed the researcher to remain focused on the main topic while providing room for flexibility. This approach ensures that all relevant aspects are covered while allowing the researcher to probe deeper into specific areas as needed. The interviews were conducted through chat with participants, providing a comfortable environment for them to express their thoughts. The duration of the interviews varied between 5 to 10 minutes, depending on the completeness of the information provided by the participants. This variability in duration allowed for a thorough exploration of each participant's experiences and perspectives, ensuring the collection of rich and detailed data.

By adopting this qualitative research approach with in-depth interviews, the study aims to provide a nuanced understanding of the advantages of the Discord application in enhancing UIN Saizu students' speaking skills. This method allows for the capture of detailed and context-rich insights, which are essential for developing a comprehensive understanding of the research topic.

Results & Discussion

After doing interview with 5 students of UIN Prof. K.H Saifuddin Zuhri Purwokerto at Sunday, 1 December 2024, the researchers found the findings below:

Table 1. Result of the interview

No	Initial of Students	Interview Results
1	H	I have been using it for 7 years and used the Discord Application just for communication and finding international friends. However, I thought Discord was very effective in enhancing my speaking skill, especially when I interacted with my international friend. It was easy to access and use Discord for communication. I recommended it to my friend.
2	W	I used discord since 2019. The first time I used Discord was to improve communication while gaming, but it also helped in practicing my speaking skills every day. It was very easy to download and run this application. I thought Discord was very effective in improving my speaking skills because I often talked to my international friend; it improved my speaking skills
3	H	I used Discord since 2018, which was 7 years. I used Discord for communication, playing games, and meetings. It was very easy to access Discord because it was available on the Play Store and App Store. I was proud to be a Discord user because I could communicate easily with individuals beyond our reach with the various features available on the Discord Application. Discord was also very worth it for starting conversations with a wider reach and features that were easier to understand than other applications
4	Z	I used discord since 2020. Discord had a lot of advantages for me because I could communicate with friends while playing games without revealing my identity. However, over time there were more and more things to explore in Discord because it had many interesting features that not all social media applications had
5	G	Since I started using Discord in 2021, I recommended it to my friends because the various servers available were also very interesting. For the past month, I had been active in voice chat almost every night due to some work. Of course, Discord also helped to improve my speaking skills

Further analysis of the above interview response:

1. The student 1 utilized Discord primarily for communication and making international friends. Although it was not initially intended for academic purposes, interactions with international peers through Discord significantly enhanced the student's speaking skills. The ease of access and user-friendly interface encouraged the student to recommend the platform to others. This finding highlights Discord's potential as a practical and authentic medium for developing speaking proficiency among UIN SAIZU students.
2. The student 2 initially used Discord for gaming-related communication but discovered its unexpected benefit in daily speaking practice. Frequent conversations with international peers played a key role in enhancing their speaking fluency. The application's ease of installation and usability further supported consistent usage. This finding reinforces the idea that even casual digital platforms like Discord can contribute significantly to speaking skill development among UIN SAIZU students.
3. The student 3 has been using Discord for seven years, mainly for communication, gaming, and meetings. His long-term engagement demonstrates the platform's reliability and appeal. He expressed pride in using Discord due to its accessible features that facilitate communication with a wide range of people. This finding underscores how sustained use and feature-rich functionality contribute to speaking opportunities across broader social contexts.
4. The student 3 valued Discord's anonymity during communication while gaming, which encouraged freer interaction. Over time, he explored more features and realized Discord's versatility compared to other social media platforms. This suggests that students are drawn not only to Discord's basic communication tools, but also to its evolving, interactive environment that fosters more varied and natural language use.
5. The student 5 having started using Discord in 2021, this student highlighted the role of engaging servers and regular voice chat activity, especially in recent times. He identified a clear improvement in speaking skills through consistent verbal interactions. This indicates that Discord's voice chat functionality serves as an informal yet impactful space for developing speaking proficiency.

The findings from the interviews highlight the significant role that Discord plays in enhancing speaking skills among users, especially in the context of international communication and gaming. All respondents noted the ease of access and use of Discord, which contributes to its effectiveness as a communication tool. For example, Student 1 emphasized that Discord is not only useful for finding international friends but also effective in improving speaking skills through interaction with these friends. This sentiment is echoed by Student 2, who mentioned that Discord initially served as a gaming communication tool but evolved into a platform for daily speaking practice, thus enhancing their speaking skills. This highlights the multifaceted utility of Discord beyond its primary function as a gaming communication platform.

Furthermore, the respondents pointed out several unique features of Discord that support their speaking practice. Student 3, who has been using Discord for seven years, praised the application for its accessibility on multiple platforms and its diverse features that facilitate easy communication with individuals globally. This long-term usage indicates a high level of satisfaction and perceived value in using Discord for communication and skill enhancement. Meanwhile, Student 4 appreciated the

anonymity that Discord offers, allowing for open communication without revealing personal identity, which can reduce anxiety and encourage more frequent practice. Student 5's experience with active voice chat participation further demonstrates how Discord can facilitate regular speaking practice, contributing to skill improvement. The variety of positive feedback from the students underscores Discord's potential as a valuable tool for enhancing speaking skills in an engaging and accessible manner.

These observations align with existing research that highlights the benefits of using digital platforms for language learning and communication. For instance, Chen (2021) noted the advantages of real-time communication tools in improving language proficiency, while Jones (2021) emphasized the role of interactive platforms in providing immersive learning experiences (Chen, 2021). The respondents' experiences with Discord mirror these findings, suggesting that the platform's features effectively support the development of speaking skills through practical, real-world interactions.

While the findings are predominantly positive, some gaps are evident. Firstly, there is a lack of detailed insight into specific features of Discord that directly contribute to speaking skill improvement. Although students mentioned various functionalities, a more systematic analysis of which features are most beneficial would provide clearer guidance for educators. Secondly, the interviews do not address potential challenges or limitations faced by users while using Discord for speaking practice. Understanding these drawbacks is crucial for providing a balanced view and identifying areas for improvement.

Moreover, while students acknowledge the benefits of interacting with international friends, the role of structured activities or guided practice within Discord is not discussed. Incorporating such elements could potentially enhance the effectiveness of the platform for speaking skill development. Additionally, further research could explore the long-term impact of using Discord on speaking skills compared to other platforms, providing a comparative perspective that would enrich the current understanding.

In conclusion, the interviews suggest that Discord is a versatile and effective tool for enhancing speaking skills, offering various features that cater to the needs of learners. However, addressing the identified gaps would provide a more comprehensive understanding of its potential and limitations, thereby informing better utilization strategies in educational contexts.

Conclusion

The use of Discord as a platform for enhancing speaking skills among UIN SAIZU students has several advantages:

1. Improved English through international interaction
2. Casual and consistent speaking practice
3. Easy access and user-friendly interface
4. Interactive voice chats and engaging servers
5. Safe and anonymous communication
6. Expanded global communication network
7. Fun and feature-rich learning environment

The platform's features, such as voice channels, accessibility, and user-friendly interface, provide students with opportunities to engage in meaningful conversations, both locally and internationally. The ability to practice speaking in a less formal, supportive environment has boosted students' confidence, reduced speaking anxiety, and increased their motivation to improve their English-speaking abilities.

However, while the findings demonstrate the potential of Discord as a tool for language learning, certain gaps remain. The study did not delve deeply into specific features of Discord that are most effective for improving speaking skills or the challenges students might face when using the platform. Moreover, there is a need for further exploration of how structured activities and guided practices within Discord can enhance its educational value.

In conclusion, Discord serves as a versatile and accessible platform for fostering speaking skill development in an engaging manner. Future research should focus on the long-term impact of using Discord for language learning and its comparative effectiveness against other digital platforms. Educators can further maximize its potential by integrating structured, curriculum-aligned activities to address the diverse needs of learners.

References

- AbdAlgane, M., & Ali, R. (2024). *Strategies for E-learning in Teaching English as a Foreign Language: Digital Pathways*. Cambridgeshire: Cambridge Scholars Publishing.
- Arifianto, I. (2021). Students' Acceptance of Discord as An Alternative Online Learning Media. *International Journal of Emerging Technologies in Learning (IJET)*, 179-195.
- Baidi, E. W. (2021, April). Scrutinizing the Potential Use of Discord Application as A Digital Platform Amidst Emergency Remote Learning. *Journal of Educational Management and Introduction*, 9-18.
- Bashori, M., Hout, R. v., Strik, H., & Cucchiarini, C. (2022). 'Look, I Can Speak Correctly': Learning Vocabulary and Pronunciation through websites equipped with automatic speech recognition technology. *Computer Assisted Language Learning*, 1335-1363.
- Brown, H. D. (1994). *Teaching by Principles*. New Jersey: Prentice Hall.
- Cacho, J. F. (2021). Using Discord to Improve Student Communication, Engagement, and Performance. *UNLV Best Teaching Practices Expo*, 95.
- Chen, L. (2021). Enhancing Language Learning through Digital Platforms. *Journal of Educational Technology*.
- Chester S. J. Huang, S. J. (2016). Effect of Situated Mobile Learning Approach on Learning Motivation and Performance of EFL Students. *Journal of Educational Technology & Society*, 19(1), 263-276.
- Cranfield, D. J. (2021). Higher Education Students' Perceptions of Online Learning during COVID-19: A Comparative Study. *Education Sciences*, 11(6), 403.
- Derwing, T. M., Munro, M. J., & Thomson, R. I. (2022). *The Routledge handbook of Second Language Acquisition and Speaking*. New York: Routledge.
- Ebadijalal, M., & Yousofi, N. (2023). The impact of mobile-assisted peer feedback on EFL learners' speaking performance and anxiety: Does language make a difference? *The Language Learning Journal*, 112-130.
- Harmer, J. (2007). *The Practice of English Language Teaching*. New York: Pearson Longman.
- Jack C. Richards, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.

- Maria Odinkaya, E. K. (2021). Using the Discord Application to Facilitate EFL Vocabulary Acquisition. *Education Science*, 470.
- Muhammad, A. F., Susanto, D., Alimudin, A., Adila, F., Assidiqi, M. H., & Nabhan, S. (2020). Developing English Conversation Chatbot Using Dialogflow. *International Electronics Symposium*, 468-475.
- Rachmawati, I. N. (2007, Maret). Pengumpulan Data dalam Penelitian Kualitatif: Wawancara. *Jurnal Keperawatan Indonesia*, 11, 35-40.
- Ramadhan, A., & Albaekani, A. K. (2021). Student's Response Toward Utilizing Discord Application As An Online Learning Media In Learning Speaking At Senior High School. *ISLLAC : Journal of Intensive Studies on Language, Literature, Art and Culture*, 42-47.
- Sartika, D., Sudana, D., & Gustine, G. G. (2022). EFL Students' Experience in Speaking Practice on Discord Appliacation. *Jurnal Pendidikan Bahasa dan Sastra*, 25-35.
- Wulanjani, A. N. (2018). Discord Application : Turning a Voice Chat Application for Gamers into a Virtual Listening Class. *English Language and Literature International Conference*, 115-119.

This page has been intentionally left blank.