UTILIZING DISCORD APPLICATION IN LISTENING LESSON AT THE ENGLISH DEPARTMENT OF IAIN PALOPO

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

Submitted by:

Muh. Farhan Harbi

18 0202 0058

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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Study Program : English Education

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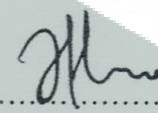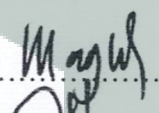
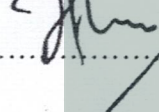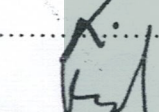Palopo, 1st February 2023

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THESIS APPROVAL

This thesis entitled "Utilizing Discord Application in Listening Lesson at The English Department of IAIN Palopo", which was written by Muh. Farhan Harbi, Reg. Number 18 0202 0058, a student of English Language Education Study Program of Palopo, has been examined and defended in Munaqasyah session which was carried out on February, 8th 2023. Coincided with Rajab, 17th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, 23th August 2023

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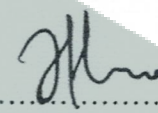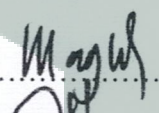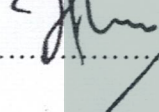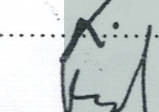The Head of English Education Study Program

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Finally, the researcher would like gravely thank everyone who has supported me in finishing this thesis. Even though this thesis is not perfect, it is expected to be beneficial for other researchers and readers. Therefore, suggestions and critics are accepted.
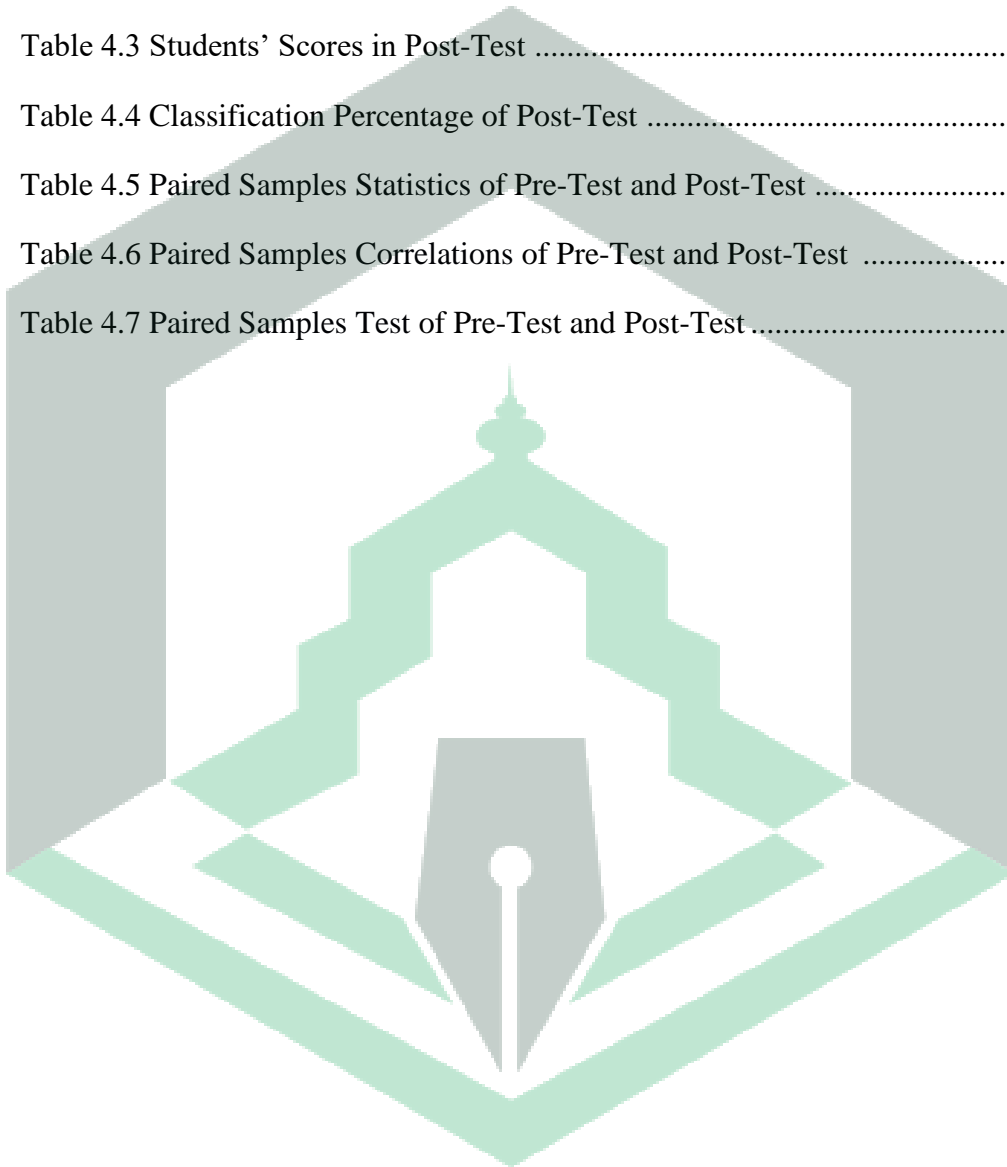
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Muh. Farhan Harbi

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ABSTRACT

Muh. Farhan Harbi, 2018, "Implementation of Discord Application in Listening Lesson at The English Department of IAIN Palopo". Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Wisran and Yuyun Ruqiyyat Said.

During COVID-19 Pandemic online classes, teachers and lecturers found it difficult to focus on facing using too many applications to their way in teaching. Therefore, to maintain the focus of their duties, they need to have a single application that they can use to teach without opening more than two applications. Recently, the researcher has completed research in the English Department of IAIN Palopo, which focuses on students from the 3rd and 5th semesters. In this research, the students were given a test for their English Listening skill to find the difficulties and how to comprehend they can be. It is revealed that the Discord application can be implemented as a new platform of communication app in teaching. This statement was confirmed by the result of the pre-test, post-test, and questionnaire, not only the test made an astonishing increase in students listening comprehension but also the students gives positive feedback from the questionnaire statements. As the result, it is not only able to achieve a new solution for online learning but also helps the needs of how students can properly study and train their English Listening skill.

Keywords: Discord, Listening Skill, Teaching.

CHAPTER I

INTRODUCTION

A. Background

The COVID-19 Pandemic has affected the learning process of every nation. This transition towards the learning process has become a problem for teachers to find the best solution in regaining their duties to teach their students. Therefore, the final solution was to engage students through online learning to fulfill their duties. Despite online learning being the final solution, teachers, and students find it difficult to engage in achieving the best learning process. This has also occurred in English lessons, which require special attention in their learning process.

There are difficulties in controlled learning during the COVID-19 Pandemic as teachers and students must communicate using many applications or programs either from their smartphones or even their computers. It was already exploited that COVID-19 has quite a considerable negative effect on students that already have learning difficulties. These students could no longer be viable from support services that are only available in person.[1]

Students find it difficult to achieve any progress throughout their process of online learning, even if it is approved to be the best solution for everyday lessons. As a result, teachers are finding it hard to deliver the best learning process for

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[1] Ghada Refaat El Said, "How Did the Covid-19 Pandemic Affect Higher Education Learning Experience? An Empirical Investigation of Learners' Academic Performance at a University in a Developing Country," *Advances in Human-Computer Interaction* 2021 (2021), https://doi.org/10.1155/2021/6649524.

students during online learning. It is the greatest burden for a teacher that unable to bring education to students.[2]

As a result, educators must be able to devise another strategy for dealing with the online learning process to create a better learning environment. As it is based on students' and teachers' experience of online learning, it is common to know the facts that they have many difficulties with their application management which make them have to use at least 2 or 3 applications to do their learning process. This method has been used until today when teachers are still finding it difficult to control three applications at the same time. Students are also trying their best to follow this current method as they are facing many problems during the learning process, which includes the distress for students in learning English lessons in the specific subject of listening skills.

Listening skill is a fundamental subject that provides a better solution in learning how every word and sentence is used during every single situation. It is very beneficial as learners can immediately understand and utilize every spoken language that they have learned. It is indeed critical that most students are finding it difficult to learn from Listening due to the lack of method and practice. As in teaching methodology, every learner has a different learning style, this was explained by Prof. Suwarsih (2013:175) where learners felt comfortable practicing

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[2] Rarkryan P. Angdhiri, "Challenges of Home Learning during a Pandemic through the Eyes of a Student," The Jakarta Post, 2020, https://newgelora.thejakartapost.com/life/2020/04/11/challenges-of-home-learning-during-a-pandemic-through-the-eyes-of-a-student.html.

and excluding errors, and some learners were concerned about the errors during practice.[3]

Listening to spoken English can help learners to identify and understand different varieties of spoken English, which means every dialect and accent that the English language has.[4] It is very vital to understand more varieties of spoken language as it helps us to capture the true meaning of the spoken language. This occurred in many statements as it is important to be learned and perfected as well, Listening can become the best solution to this statement.

There have been several solutions that have been used by teachers and experts that are related to Listening classes, this includes choosing the correct listening material, new up-to-date listening activities, and practicing individually.[5] But unfortunately, these solutions are only effective during offline classes whereas the interaction of learners and teachers during online classes is more difficult.

It should also be noted that the most significant aspect of this study is to provide a completely new approach to online learning. The basic need of improved learning is on how the process can be more modest towards the learner, which infers as it is much easier and comfortable in the case of doing learning activities. But, because of the COVID-19 pandemic is unavoidable, instructors and students must conduct their learning from home while dealing with the issues of application management.

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[3] Suwarsih Madya, *Metodologi Pengajaran Bahasa*, ed. Hartono, Pertama (Yogyakarta: UNY Press, 2013), http://staff.uny.ac.id/sites/default/files/pendidikan/prof-hj-suwarsih-madya-phd/metodologi-pengajaran-bahasa-dari-era-prametode-sampai-era-pascametode.pdf.

[4] Jeremy Harmer, *How To Teach English* (Pearson Longman, 1998), www.longman-elt.com.

[5] Willy A Renandya, *Second Language Listening: Problems and Solutions*, *Modern English Teacher*, 2012, https://willyrenandya.com/second-language-listening-problems-and-solutions/.

To reduce these difficulties, Discord can become a solution. Discord is a social interaction media for gamers that are used for audio, visual, and textual communications. It also has features like any social media where people can create a group chat, send any media like audio or video, and it can do voice or video calls while texting in the app. The main reason that Discord can become a solution for online learning is to provide more flexibility and control in teaching online classes without worrying about using any other applications.

The biggest breakthrough of this research will be introducing a new learning media platform for every teacher and student in the easiest way possible. It is vital for future generation of education to endure such difficult changes and challenged improvements of learning situation. This includes ELT (English Language Teaching) as English teachers must be able to confront new problems in their teaching methods and find new solutions for them during online classes. It can be highly valuable when new approaches are created for moving forward into more advanced epoch of learning.

There are outcomes to this research, where it will gain a great contribution in English language comprehension for students, especially for their English Listening comprehension where the class level of this research is unrestricted and can be used for every level. There is also a new adapted of online learning approach whilst introducing a new digital application for learning. From this statement it can occurred that this research brings improvement towards approach of future ELT.

This research will implement the Discord application through the English listening class to provide an easier way for teachers and students to communicate through voice chat in gaining a better listening class and to use only one application or program in any English class. In conclusion, the researcher is interested in conducting the research with the theme "Implementation of Discord Application in listening Lesson at the English Department of IAIN Palopo".

B.   Problem Statement

From the background, the researcher formulated the research question: Is the use of the Discord application can be utilized for a new online English listening class learning media platform, and what are the students' responses towards Discord in Listening class at the English Department of IAIN Palopo?

C.   Objective of the Research

The primary goal of this study is to establish if the Discord application can be utilized as an alternative application or program that instructors and students may use to accomplish the best-controlled learning process in online English listening courses, as well as how suitable students' responses to the usage of Discord during Listening class are.

D.   Significances of the Research

There are significances of this research, which is as follows:

1.   Theoretically

This research will be explaining the course on how Discord can be implemented for any specific English course. The Discord application is going to help teachers, lecturers, and students to acquire a whole

breakthrough in online learning. This occurs especially for English Listening classes as it can bring a beneficially easier approach to learning.

2. Practically

This research will be implemented in the English teaching method to gain a new way to teach and learn. The Discord application is used for teaching online English Listening classes as it is trying to make a new approach to online teaching media.

E. Scope of the Research

The scope of the research is to see the use of Discord in English listening lessons at the English Department of IAIN Palopo as it is focused on students' interactions with using Discord during the learning process and responsive the students during their English Listening course.

F. Definition of Terms

Some terms are clarified to avoid misunderstanding. The terms are as follows:

1. Utilizing

Utilizing is to make something useful effectively. It is very important to acknowledge the use of an object to use it effectively and appropriately. This occurs especially for a media that has no equal use in certain situations.

2. Discord Application

   Discord is an application with social media platforms for gamers to create communities and socialize with other gamers. The application is used in teaching students as its benefits how can students experience a new online learning process.

3. Listening

   Listening is receiving language through the ears which involves identifying the sounds of speech and processing them into words and sentences. The specific material of Listening skill that is going to be learned is Information Gathering, which the course can be used comprehensively to understand the Listening lesson.
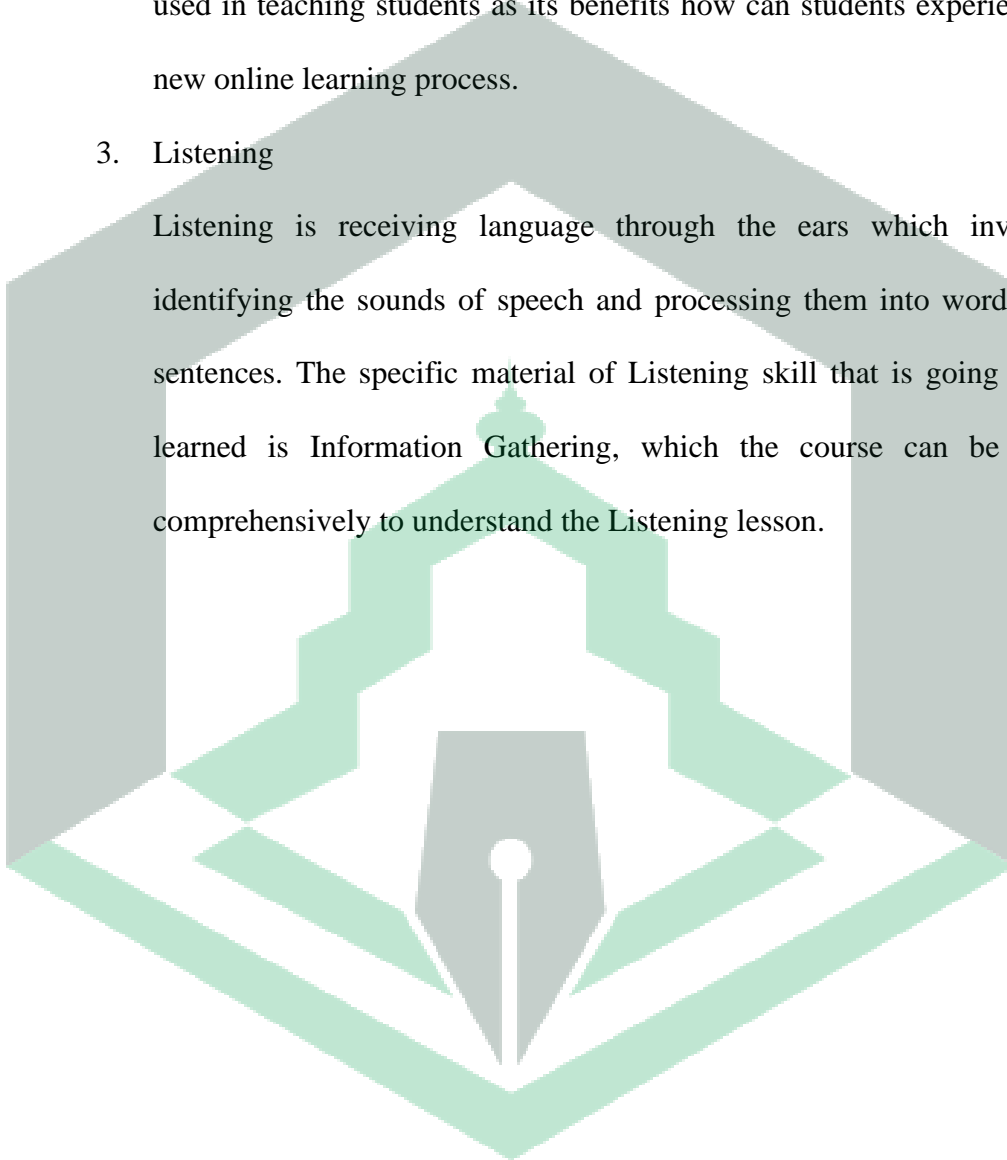
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are many previous researches that are relevant to this research, here as follows:

Arum Nisma Wulanjani (2018) "*Discord Application Turning a Voice Chat Application for Gamers into a Virtual listening Class*". The goal of the study was to introduce Discord as a new technology in the listening class with a significant benefit over traditional listening lessons. Using multimedia tools can help students become skilled learners because multimedia can create a learning environment in which students can practice their language skills and learn about the target culture.[6]

Jagad Aditya Dewantara, Efriani and Afandi (2020) "*Pemanfaatan Aplikasi Discord Sebagai Media Pembelajaran Online*". The study was to identify the benefits of discord in any kind of learning process. It was found that some benefits have changed the perspective towards the online learning process method.[7]

Aditya Rakhmawan dkk. (2020) "*Analisis Pemanfaatan Aplikasi Discord Dalam Pembelajaran Daring di Era Pandemi Covid-19*". The main idea of this particular research is to analyze the advantages of Discord for online learning

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[6] Arum Nisma Wulanjani, "Discord Application Turning a Voice Chat Application for Gamers into a Virtual listening Class," *2nd English Language and Literature International Conference (ELLiC)* 2 (2018): 115–19.

[7] Jagad Aditya Dewantara, Efriani, and Afandi, "Pemanfaatan Aplikasi Discord Sebagai Media Pembelajaran Online," *Jurnal Teknologi Informasi Dan Pendidikan* 13, no. 1 (2020): 61–65, https://doi.org/10.24036/tip.v13i1.283.

during the COVID-19 Pandemic. It was found that Discord still has advantages compared to other social media applications commonly used by the public, namely WhatsApp. This is because the channel feature owned by Discord allows it to have the ability to organize information much better than WhatsApp.[8]

Aulia Ramadhan and Abdul Kodir (2021) "*Student's Response Toward Utilizing Discord Application As an Online Learning Media in Learning Speaking at Senior High School*". It is found that utilizing Discord as online learning is effective and easy to use as students do not require to buy access to this application. The application is also interactive as the voice chat feature helps teachers and students for better communication.[9]

Dewi Sartika dkk. (2022) "*EFL Students' Experience in Speaking Practice on Discord Application*". Other than using Discord for a virtual class, it is also able to use the application to find new friends as it is a social media. Discord also gives more offers as the application allows users to find various communities such as language, art, and many other subjects.[10]

Muhammad Badrul Huda (2022) "*Pemanfaatan Discord Sebagai Alternatif Media Pembelajaran Secara Daring*". Discord can become a learning media alternative as it supports a good interaction process in online learning without

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[8] Aditya Rakhmawan et al., "Analisis Pemanfaatan Aplikasi Discord Dalam Pembelajaran Daring Di Era Pandemi Covid-19," *Prosiding Seminar Nasional Pendidikan FKIP* 3, no. 1 (2020): 55–59, https://jurnal.untirta.ac.id/index.php/psnp/article/view/9738.

[9] Aulia Ramadhan and Abdul K. Albaekani, "Student's Response Toward Utilizing Discord Application As an Online Learning Media in Learning Speaking at Senior High School," *Journal of Intensive Studies on Language, Literature, Art, and Culture* 5, no. 1 (2021): 42–47, http://journal2.um.ac.id/index.php/jisllac/article/view/16953.

[10] Dewi Sartika, Dadang Sudana, and Gin Gin Gustine, "EFL Students' Experience in Speaking Practice on Discord Application," *Jurnal Pendidikan Bahasa Dan Sastra* 22, no. 1 (2022): 25–36.

thought of distance and location. Using the application is as comfortable, interactive, and interesting in its use of features.[11]

Evi Isfiatul Jannah and Daning Hentasmaka (2021) "*The Use Of Discord Application In Virtual English Learning: An Investigation On Students' Perceptions*". It reveals that there are advantages of Discord itself using it in virtual English class, the benefits are the application's ease of use, joining a class is easy, interesting and helpful features, and straightforward chat history that helps the re-view past discussion.[12]

There are resemblances and differences between their study and this research based on earlier studies. The resemblance is that in the second research, where Discord provides an advantage of interaction that can be done with *Text Channel* and *Voice Channel.* This was also followed by the third research, where Discord still has advantages compared to other social media applications commonly used by the public, namely WhatsApp. The difference from this research is that bringing Discord as a new technology in the listening class is the challenging part to bring a new listening class learning method.

B. Concept of Theory

1. Definition of Discord Application

Discord is a voice-over social media platform for game communities around the world. Everyone can connect with other game creators to help in creating games or even make new game friends. The

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[11] Muhammad Badrul Huda, "Pemanfaatan Discord Sebagai Alternatif Media Pembelajaran Secara Daring," *INSPIRASI* 19, no. 2 (2022): 659–67.

[12] Evi Isfiatul Jannah and Daning Hentasmaka, "The Use Of Discord Application In Virtual English Learning: An Investigation On Students' Perceptions," *Journal of English Education* 10, no. 2 (2021): 183–200.

app use features such as voice calls, video calls, text messaging, media, and file messages.[13] Discord was started to solve the problem of how can people across the world communicate while playing video games.[14]

2. The Procedure of Discord Application

To get started on using Discord, students and teachers have to download the application and register as follows:

a. First, visit the official Discord website or Google Playstore.
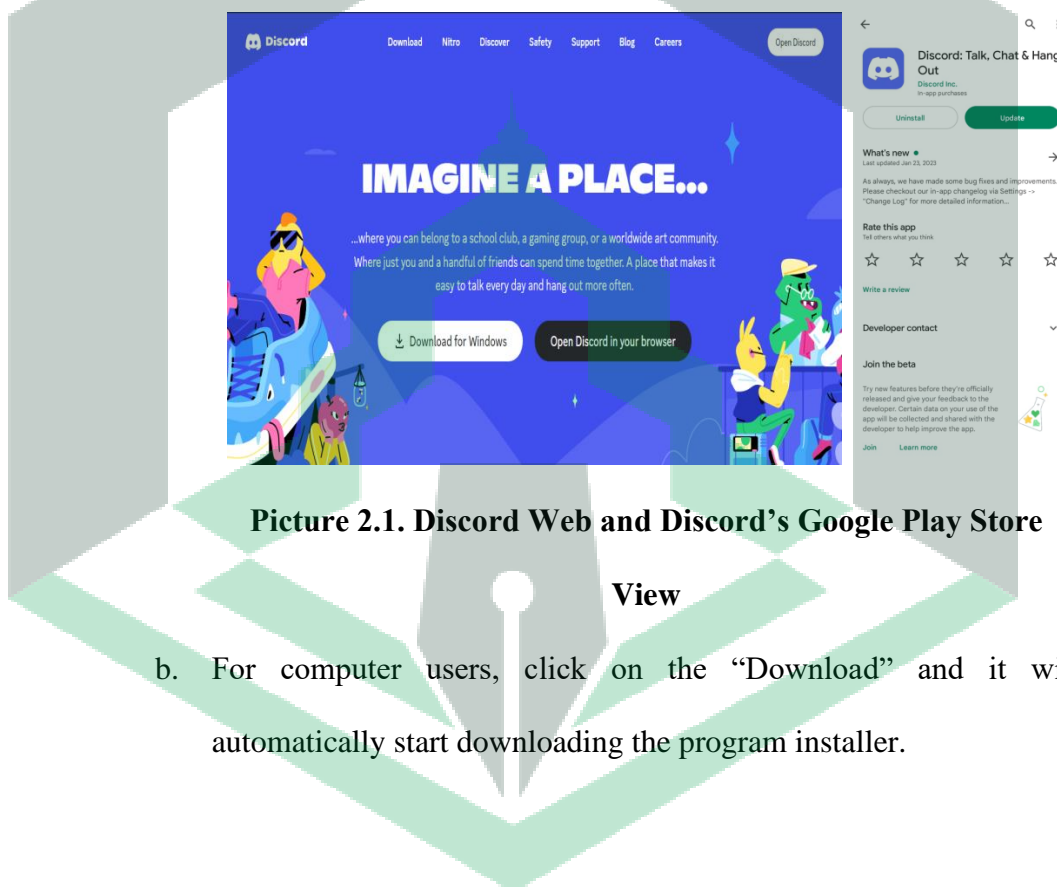
Picture 2.1. Discord Web and Discord's Google Play Store View

b. For computer users, click on the "Download" and it will automatically start downloading the program installer.

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[13] Yash Tripathi, "What Is Discord App? Details about Discord App Features & More," 2021, https://www.republicworld.com/technology-news/apps/what-is-discord-app-details-about-discord-app-features-and-more.html.

[14] Jason Citron and Stan Vishnevskiy, "Discord - Our Story," accessed December 29, 2022, https://discord.com/company.
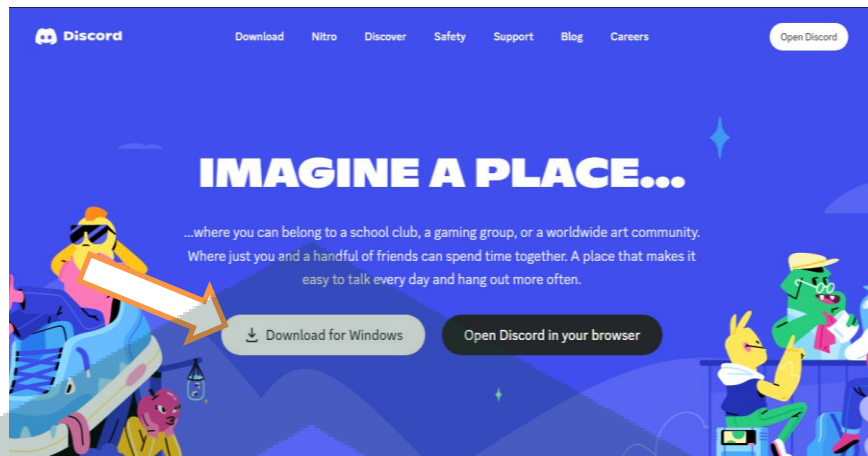
Picture 2.2. Download Button

c. After installing the app, we need to create a new account. We can
    use any email accounts that are supported in Discord.

Picture 2.3. Registration Form

d. After that, we will be directed to verify our email.
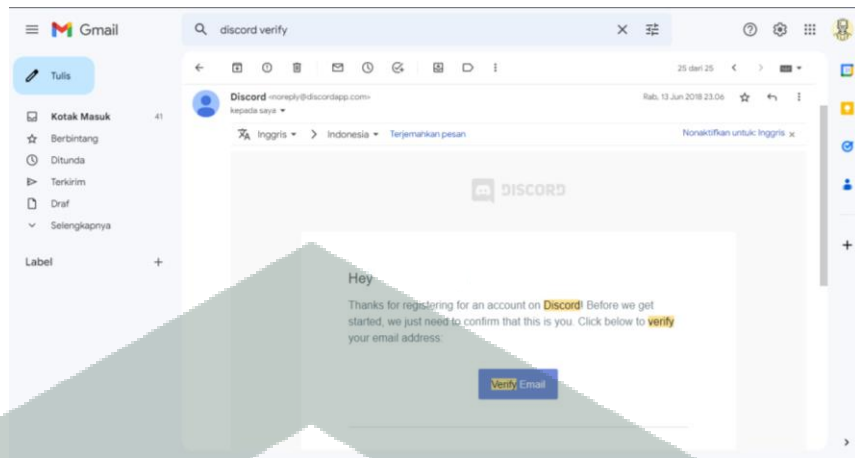
Picture 2.4. E-mail Verification

e. After verification, we can open Discord and start to search for servers or even create a new one.[15]
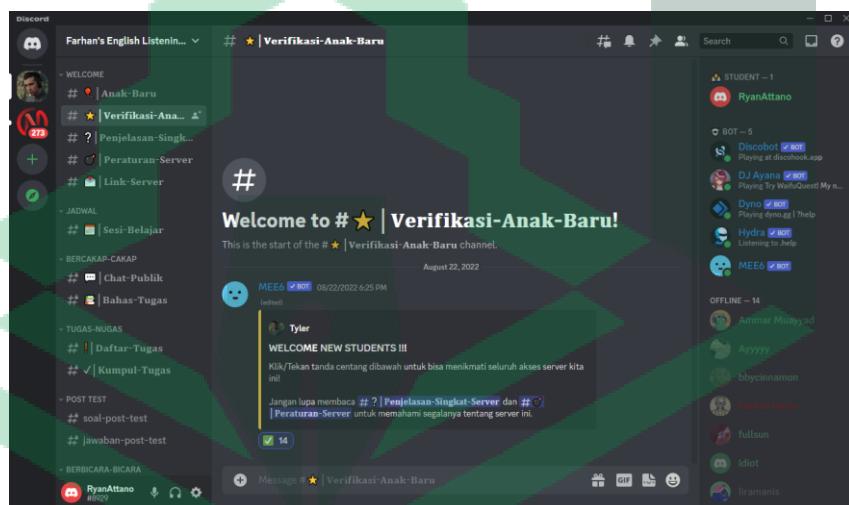
Picture 2.5. Discord View of New Server

3. Advantages and Disadvantages of Discord Application

Discord has many advantages for it is every gamer's favorite communication platform, here as follows:

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[15] Librarian, "Getting Started – Discord," 2022, https://support.discord.com/hc/en-us/articles/360033931551-Getting-Started.

13

a. Free. Without any paid subscription anyone can use it freely.

b. Creating servers freely to create a class or a group chat.

c. It has a simple but beautiful interface.

d. We can control our settings for better privacy.

e. It does not fluctuate device performance.

Discord also has disadvantages as followed:

a. The interface is beautiful, but new users can find it difficult to use it as it takes time to get used to it.

b. It sometimes has a weak voice receiver as a person will sound a bit distorted.[16]

4. **Discord Main Features**

It is not mistaken to have great features for applications such as Discord itself, it contains an interesting feature that will allow users to experience a new kind of social media, and here are the features as follow:

a. Cross-platform Feature

The freedom of using any device during your communication is rather the most important part as it freely allows anyone to use the application anytime and anywhere with ease.

b. Voice Chat Feature

Just like any other social media apps such as WhatsApp, Telegram, and many more. Discord can communicate with people

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[16] Ashutosh KS, "Discord Review: Chat & Social App for Hardcore Gamers - Hongkiat," 2019, https://www.hongkiat.com/blog/discord-chat-social-hub-gamers/.

in groups or even personally. It will also not fracture the performance of the device that is being used.

c. Threads Feature

This feature allows users to create a focused thread about specific topics in their server, it is used to make sure that any topics are explained appropriately. These threads can be set to public or even private.

d. Stage Channel Feature

What this feature does is control how others can speak and listen throughout the voice chat, an example of this is just like in a real situation of a moderator and the listener. The moderator can control whether to mute the audience or allow them to listen.[17]

5. Discord Application as a Teaching Media Platform

No mistake using a certain platform or application in teaching can help the learning process. Many multimedia for teaching have been created throughout time, as of today students are much more interested in digital media. This includes Discord which can be used as digital media for a teacher's learning process.

There have been many processes and ways that have been used in using Discord as a teaching platform, this includes using it as a social media that practices other students' English basic skills, and prospering a whole new approach to online learning classes. What is necessary to

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[17] Klikjon, "Apa Itu Discord? Berikut Pengertian Dan Fitur-Fiturnya," 2022, https://klikjon.com/apa-itu-discord/.

achieve is to bring the Discord application as a social media through the difficulties that teachers and learners have felt during online learning where they need to necessarily change from one application to another, this was also followed when bringing the application for a new approach as utilizing the Discord application can be difficult but later can be familiarized within it. But the main aim of this research is only to utilize the Discord application as a new approach to online learning, it is a difficult objective but the result can be very beneficial for every teacher and learner.

Lukman and Iqbal (2021) discovered that students are not familiar with Discord as they only knew familiar applications such as WhatsApp, Google Meet, Zoom, etc. This is because Discord is only known for gamers for team speaking during their gameplay. But the students agree that Discord can be useful as a teaching media that is flexible and free to use.[18] This was also viewed by Aulia and Abdul (2021) as they find out that Discord has many benefits as a teaching media, this includes how easy to use and how interactive the voice channel is for teachers and students.[19]

Barnad (2021) stated that Discord can be used in synchronous communication methods. The features can facilitate productive

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[18] Muhammad Lukman Arifianto and Iqbal Fathi Izzudin, "Students' Acceptance of Discord as an Alternative Online Learning Media," *International Journal of Emerging Technologies in Learning* 16, no. 20 (2021): 179–95, https://doi.org/10.3991/ijet.v16i20.22917.

[19] Aulia Ramadhan and Abdul K. Albaekani, "Student's Response Toward Utilizing Discord Application As An Online Learning Media In Learning Speaking At Senior High School," *Journal of Intensive Studies on Language, Literature, Art, and Culture* 5, no. 1 (2021): 42–47, http://journal2.um.ac.id/index.php/jisllac/article/view/16953.

exchanges and conversations, allowing students to participate more actively in the learning process.[20]

6. Discord Application in Listening Class

Teaching media is essential in learning sessions, as it helps teachers to achieve the best result in the process. Today, digital application teaching media has been created to follow the evolution of technology.

Taking Discord as part of the new technology evolution in social media communication can be difficult but can bring a breakthrough towards traditional online listening class sessions. It is also approved by researchers that Discord became a part of a multimedia tool that can create skilled learners, which include English listening learners.[21]

The way the application is utilized is by creating a new class that consists of a couple of students that are not familiar with the app itself. Then the class later introduced the Discord application and learn from registration to applying the features within the application. Finally, the students are learning the specific subject of English Listening skill material, which in this case is about information gathering.

7. Listening as Part of English Basic Skill

Listening can be explained literally and theoretically. In literal, listening came from the root word of Listen, which means to take attention from hearing anything. Theoretically, listening is part of a

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[20] Barnad Barnad, "Discord to Support Synchronous Communication in Distance Learning," in *Advances in Social Science, Education and Humanities Research*, vol. 560, 2021, 34–38, https://doi.org/10.2991/assehr.k.210615.007.
[21] Wulanjani, "Discord Application Turning a Voice Chat Application for Gamers into a Virtual listening Class."

Basic English skill that requires attention to capture and understand the language. In similar, Herlina, Yulia, and Risnawaty (2021) define listening as a process to understand language sounds, which not only listeners need to understand but they also need to process to achieve the information.[22]

Studies have approved how listening is an important part of English Basic skills, it can be an input for learners to understand the voice of a true native English speaker to achieve the best communication aims.[23]

8. Importance of Listening Towards ELT

Students are often trying their best to learn English in many different ways, which they have not considered learning the basics terms of English (listening, Speaking, Reading & Writing) before they started it. If students wish to connect with actual native speakers, they need first to learn to grasp what native speakers are saying in real-life settings. As a result, listening is essential so that teachers and students may produce flawless English communication.[24]

Abbas (2016) explained that listening comprehension requires concentration and quick understanding.[25] Several factors can facilitate this term, which are context, facial expressions, and body gestures.

[22] Herlina, Yulia Arfanti, and Risnawaty, "English Teachers ' Strategies in Teaching listening Comprehension for Senior High School in MAN Serdang Bedagai," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 1, no. 1 (2021): 47–52.

[23] Seyedeh Masoumeh Ahmadi, "The Importance of listening Comprehension in Language Learning," *International Journal of Research in English Education* 1, no. 1 (2016): 7–10.

[24] Ibid.

[25] Abbas Pourhosein Gilakjani, "The Significance of listening Comprehension in English Language Teaching," *Theory and Practice in Language Studies* 6, no. 8 (2016): 1670–77, https://doi.org/10.17507/tpls.0608.22.

These will help English learners to achieve the best listening comprehension.

Erawati, Umar, and Rostanti (2018) categorized students' listening skills into three mastery levels, they are: literal, inferential, and critical. Literal focuses on the mastery of students' grammatical ability. Inferential is related to how students understand the text (Reading Comprehensibility). Critical is the level where students can understand the speaker's message, personality, and topic of conversation.[26]

9. **Challenges and Strategies for listening Class**

The challenges of listening in English class are the theory and lack of practice methods to ensure the best provision for listening in English class.

Cited from English Community Journal (2018), there are five major challenges in listening comprehension as follows:[27]

1. Recorded Materials' Quality

Teachers sometimes used outdated audio in their listening learning sessions. The quality can bring a great impact on learners' listening.

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[26] Erawati Wiyono Putri, Umar Fauzan, and Rostanti Toba, "The Quality of listening Skill of the EFL Students," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 3, no. 1 (2018): 79–90, https://doi.org/10.21093/ijeltal.v3i1.125.

[27] Dwi Rara Saraswaty, "Learners' Difficulties & Strategies in listening Comprehension," *English Community Journal* 2, no. 1 (2018): 139–52, http://jurnal.um-palembang.ac.id/englishcommunity /index.

2. Difference in Culture

   Giving tasks without introducing the background can be hard for learners in their listening activities. Some teachers may accidentally apply different cultural materials.

3. Accent

   The accent is important in listening comprehension as learners may find various accents during their lessons. It can be indicated the difference between a learner that focuses on American Accent rather than British Accent.

4. Unknown Vocabularies

   Understanding vocabulary can be a bit difficult for learners that have never listened to or even seen certain vocabulary. It must be paid attention to use any vocabulary appropriately.

5. Speed and Duration of listening

   Learners with skilled listening can absorb information during their listening session. This is also applied to lower-level listeners as they tend to achieve only small information in their listening comprehension.

   Herlina, Yulia, and Risnawaty (2021) considered that these five simple strategies can be used for listening comprehension, here as follow:[28]

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[28] Herlina, Arfanti, and Risnawaty, "English Teachers ' Strategies in Teaching listening Comprehension for Senior High School in MAN Serdang Bedagai."

1. Full Attention

    Focusing on the source of sound is very important as information is not clear during the process of listening. It cannot be denied that each learner has different ways of achieving information from the listening process.

2. Notes

    Taking notes can help in the accuracy of how a learner truly understands the sound language. It can also help learners to understand more of the deeper meaning of every sound instead of its general meaning.

3. Dictionary

    As learners discover more and more new vocabulary, they need to understand the meaning of each vocabulary so that the information is truly accurate. A dictionary can be used to help this statement, learners need to have a dictionary all the time.

4. Summarizing

    At the end of every learning process, a summary is important as it contains important parts of information that can help learners understand the sound that they have just heard.

5. Guessing

    Guessing as in trying to think of which information is correct or incorrect from the sound. This can help learners to evaluate their mistakes during their information gathering in the listening process.

C. Conceptual Framework

Chart 2.1 Conceptual Framework
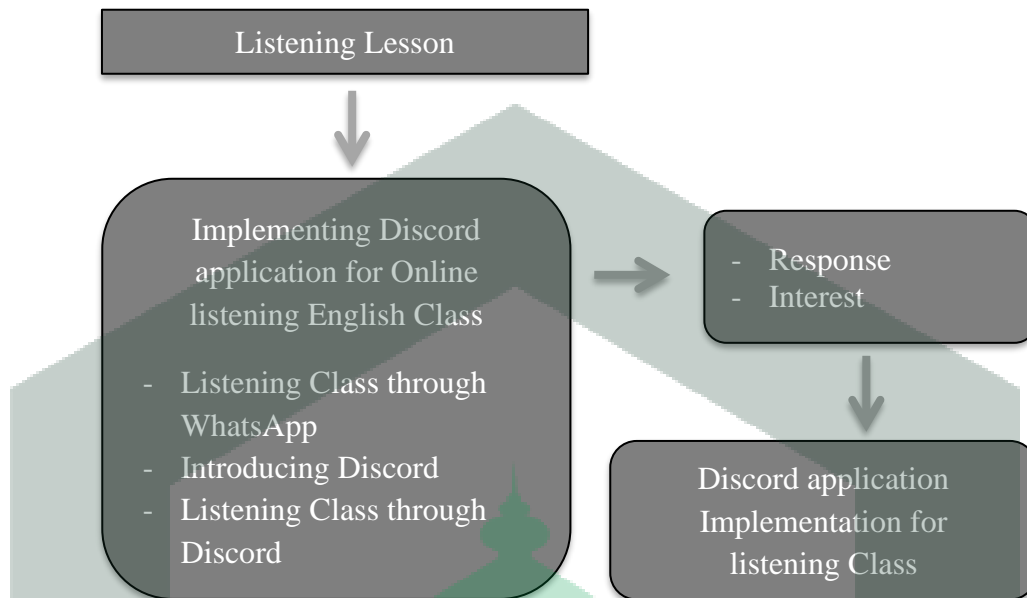
D. Hypothesis

This research has concluded two hypotheses which are as followed:

1. H1 = Discord can be implemented for an Online English listening Class for English Department students in IAIN Palopo.

2. H0 = Discord cannot be implemented for the Online English listening Class for English Department students in IAIN Palopo.

CHAPTER III

METHOD OF RESEARCH

A. Research Method

This research was using the Experimental Research method. Experiment research is one of the simplest forms of research design. Experiments are used as a method of gathering data to achieve facts. So, Experiment Research is a type of research method that discusses whether there is a result of any trial in the subject of research through controlled investigation. The Experimental Group was given a pre-test, treatment, and post-test.

B. Research Design

The researcher was applying the One Group pretest-posttest design. This was the most effective way to achieve whether Discord can be used effectively in listening Lessons or not.

C. Population & Sample

a. Population

The study's population consisted of third through fifth-semester English Department students at IAIN Palopo.

b. Sample

The researcher was using a *"simple random"* sampling technique, which is the sample was taken from the population that will equally have the same treatment without considering any certain levels.[29] The

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[29] H.M. Musfiqon, *Panduan Lengkap Metodologi Penelitian Pendidikan*, ed. Umi Athelia Kurniati (Jakarta: Prestasi Pustaka, 2012).

total quantity of samples in this research was involving 15 random students of the third and the fifth semester of English Department students in IAIN Palopo.

D.   Instrument of the Research

There were two instruments that this research used, here as follows:

1.   Listening Test

The listening test was used to measure the sample listening comprehensibility. It was conducted in the pre-test and post-test. The pre-test was using specific tasks such as English dictation, fill-in-the-blank, and guessing conversation, this occurred while using WhatsApp app before using Discord through their listening lesson. The post-test was also used for another specific task while using the Discord application to measure the students' listening ability from using the app.

2.   Questionnaire

To achieve the sample's reaction and interest, a questionnaire is required as it adds the fact of evidence for this research. The questionnaire was containing five questions regarding their learning process in Discord, such as how alluring the app is, its use of features, ease of access, performance view, and how active in class. There are also eight questions on how to recommend the Discord application for teachers, lecturers, and learners to summarize the research, such as recommending the app by its ease of usage, helping features, comprehensive app view, and more interactions in class.

E.   The procedure of Data Collection

To achieve the result of this research, the data was collected in the procedure as followed:

1.   Pre-test

In the pre-test, the researcher was conducting an online class with the sample using WhatsApp. The test was measuring about the sample's listening comprehension through certain tasks. The tasks are listening to Dictation, Filling the Gap, and Guessing Conversation.

2.   Treatment

The treatment was conducted in four meetings, which include online and offline meetings as follows:

a.   The first meeting, this meeting was gathering the sample in an offline class to introduce the Discord Application. It started with registration, where the students were filling a form to create their account for the application. Then, they were taught on utilizing the application, the procedure is how to enter a server or group, how to text-chat, and how to do voice chat.

b.   The second meeting, this meeting was using the Discord application. The sample was given a lesson about English Listening skills of information gathering by listening to a movie clip. First, the students will listen to the teacher about how to practice their listening comprehension using a movie clip from a movie called "The Incredibles". After that, they learn it practically and

independently by giving them assignment to improve their lesson by watching more movie clip.

c. The third meeting, this meeting was using the Discord Application again. The sample was given a lesson about English Listening skills of information gathering by listening to a song and filling in the missing lyrics. The method is by explaining the students on how songs can increase their listening comprehension, after that, they listen to a song named "The Lazy Song by Bruno Mars". During their listening, the students are given uncompleted lyrics to the song, and then they were listening to the song again whilst filling in the missing lyrics.

d. Fourth meeting, this meeting was using the Discord Application again. The sample was given a lesson on simple English Listening Dictation that has four questions regarding specific scenes. First, the students were given explanation about how English dictation was used in increasing listening comprehension. After that, they were given four audios of English dictation that contains certain scenes and questions that they must answer correctly. Finally, they were assignment to practice their comprehension of how English Listening dictation works.

3. Post-Test

The post-test was conducted in the Discord Application. The sample was given even higher-level tasks that were already given from the pre-

test, which are listening to Guessing Conversations, Filling the Gap, and Dictation.

F.   The technique of Data Analysis

The first step is to examine the raw data from the listening test evaluation. Each correct answer from listening tests was given 1 and wrong answers get 0. The raw data was translated into a set of 100 scores by dividing the students' correct responses by the total number of questions and multiplying by 100. The converted score was turned into values. The test or score was classified as followed:

1. 81 – 100 (Very Good)   4. 21 – 40 (Poor)

2. 61 – 80 (Good)   5. 1 – 20 (Very Poor)

3. 41 – 60 (Fair)

Finally, the mean score, standard deviation, frequency table, and tests between listening achievements by using the SPSS Statistics program to evaluate the score.

The questionnaire was calculated using a simple formula of percentage, and then the answer was taken into the percentage of the result from the total answered questions in the questionnaire.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The findings of this study are based on data analysis of the students' pre-test, post-test, and questionnaire responses.

1. Analysis of Students' Scores in Tests

a. Pre-Test

The pre-test score was given by how accurate the answer that is related to the question that was given, the mean score was later determined by using SPSS 25.

Table 4.1 Students' Scores in Pre-Test

No	Respondents	Score	Classification
1	AM	58	Fair
2	AAP	35	Poor
3	ATA	38	Poor
4	AYA	60	Fair
5	DF	85	Very Good
6	FA	78	Good
7	KN	57	Fair
8	MA	78	Good
9	MAM	79	Good
10	MH	42	Fair
11	RT	76	Good
12	SW	85	Very Good
13	TA	45	Fair
14	TFD	79	Good
15	ZPS	46	Fair
AVERAGE SCORE		63.9	

Table 4.1 above indicates the score of each student from their pre-test. It also included the average score of students' results of their pre-test.

The next table is showing the percentage of classification that was achieved during the pre-test.

Table 4.2 Classification Percentage of Pre-Test

No	Classification	Count	Percentage
1	Very Good	2	13%
2	Good	5	33%
3	Fair	6	40%
4	Poor	2	13%
5	Very Poor	0	0%
TOTAL		**15**	**100%**

From Table 4.2, the classification percentages from fifteen students' are categorized as Very Good, Good, Fair, Poor, and Very Poor. There were 2 students (13%) achieved Very Good, and then Good was achieved by 5 students (33%), Fair score was achieved by 6 students (40%) which is the biggest in the data, and the Poor score was achieved by 2 students (13%), and there were no students (0%) that achieved Very Poor. To summarize, the students' only achieved the average score for their listening skills during the pre-test.

b. Post-Test

This section describes the post-test results. As with the pre-test, the score was determined by how accurate the answers to the provided questions were. The mean score will also be calculated using SPSS 25.

Table 4.3 Students' Scores in Post-Test

No	Respondents	Score	Classification
1	AM	88	Very Good
2	AAP	85	Very Good
3	ATA	78	Good
4	AYA	86	Very Good
5	DF	85	Very Good
6	FA	87	Very Good
7	KN	82	Very Good
8	MA	79	Good
9	MAM	78	Good
10	MH	76	Good
11	RT	83	Very Good
12	SW	87	Very Good
13	TA	77	Good
14	TFD	87	Very Good
15	ZPS	77	Good
AVERGAE SCORE			82.3

Table 4.3 indicates the total score for every student during the post-test. It also included the average score of students' results of their post-test.

Table 4.4 Classification Percentage of Pre-Test

No	Classification	Count	Percentage
1	Very Good	9	60%
2	Good	6	40%
3	Fair	0	0%
4	Poor	0	0%
5	Very Poor	0	0%
	TOTAL	15	100%

As seen from Table 4.4, the classification percentage from students' post-test scores for Fair, Poor, and Very Poor was achieved by no student (0%). There were 9 students (60%) that achieved a Very Good score and 6 students (40%) achieved a Good score. To sum up,

the students improved their listening skills by achieving a total score above average during the post-test.

c. Mean Score and Standard Derivation of Pre-Test and Post-Test

The following is a table of calculated data that was achieved by using SPSS 25 from the pre-test and post-test.

Table 4.5 Paired Samples Statistics of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	62.73	15	18.187	4.696
	Post_Test	82.33	15	4.402	1.137

Table 4.6 Paired Samples Correlations of Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test	15	.456	.087

Table 4.7 Paired Samples Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
		Mean			Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre_Test – Post_Test	-19.600	16.647	4.298	-28.819	-10.381	-4.560	14	.000

Based from Table 4.7, confirms that Sig. (2-tailed) is 0.00 < 0.05 which conclude that the hypothesis H0 is declined and H1 is accepted. Therefore, it is confirmed that Discord can be implemented for English Listening classes for English Department students of IAIN Palopo.

2. Students' Response to Using Discord

Measuring the total response is required for how supportive or unsupportive the Discord application is in this research. Below are the responses to the given questions by the students.

Question 1

Discord application is exciting to use during Listening Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	13.3	13.3	13.3
	Strongly Agree	3	20.0	20.0	33.3
	Agree	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

Based on the table above, 2 students are uncertain (13.3%), 10 students agree (66.7%), and 3 students strongly agree (20%). It can be understood that the students felt excited using Discord for the Listening class.

Question 2

Discord application features can be used well for Listening class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	6.7	6.7	6.7
	Agree	14	93.3	93.3	100.0
	Total	15	100.0	100.0	

The table above shows that 14 students agree (93.3%) and only 1 student chooses strongly agrees (6.7%). This concluded that Discord application features are used well for Listening classes.

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Question 3

Discord application is quite easy to use in Listening class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	33.3	33.3	33.3
	Strongly Agree	5	33.3	33.3	66.7
	Agree	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

From the table, 5 students are uncertain (33.3%), 5 students agree (33.3%), and another 5 students strongly agree (33.3%). It means that the Discord application is very easy to use in Listening class.

Question 4

Discord application display is focusing great attention on the Listening class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	13.3	13.3	13.3
	Strongly Agree	6	40.0	40.0	53.3
	Agree	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

As seen from the table, there are only 2 students that are uncertain (13.3%), 7 students who agree (46.7%), and 6 students who strongly agree (40%). It results that the Discord application display can focus students' attention in Listening class.

Question 5

Discord application makes me more active in Listening class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	26.7	26.7	26.7
	Strongly Agree	1	6.7	6.7	33.3
	Agree	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

From the table, 4 students are uncertain (26.7%), 10 students agree (66.7), and only 1 student strongly agrees (6.7%). As a result, the Discord application made the students more active in Listening class.

Question 6

Discord application is very easy to use in Listening class for teachers and lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	33.3	33.3	33.3
	Strongly Agree	3	20.0	20.0	53.3
	Agree	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

The table shows that 5 students are uncertain (33.3%), 7 students agree (46.7%), and only 3 students strongly agree (20%). This resulted in the Discord application can be very easy to use for teachers and lecturers in Listening classes.

Question 7

Discord application features are very helpful in Listening class for teachers and lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	13.3	13.3	13.3
	Agree	13	86.7	86.7	100.0
	Total	15	100.0	100.0	

The table above shows that 13 students agree (86.7%) and only 2 students strongly agree (13.3%). It is well acknowledged that the Discord application capabilities are quite beneficial to professors and lecturers in Listening lessons.

Question 8

Discord display is easier to understand in Listening class for teachers and lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	26.7	26.7	26.7
	Strongly Agree	3	20.0	20.0	46.7
	Agree	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

As seen from the table, there 4 students who are uncertain (26.7%), 8 students that agree (53.5%), and 3 students who strongly agree (20%). It is confirmed that the Discord display is easier to understand for teachers and lecturers in Listening classes.

Question 9

Listening class can be more interactive by using Discord for teachers and lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	13.3	13.3	13.3
	Strongly Agree	2	13.3	13.3	26.7
	Agree	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

Based on the table, there are only 2 students that are uncertain (13.3%), 2 students who agree (13.3%), and 11 students who agree (73.3%). It can be agreed that Listening classes can be more interactive with using Discord for teachers and lecturers.

Question 10

Discord application is very easy to use in Listening class for school and college students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	33.3	33.3	33.3
	Strongly Agree	2	13.3	13.3	46.7
	Agree	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

As seen from the table, 5 students are uncertain (33.3%), 8 students agree (53.3%), and only 2 students strongly agree (13.3%). It is approved that the Discord application can be very easy to use for school and college students in Listening classes.

Question 11

Discord application features are very helpful in Listening class for school and college students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	40.0	40.0	40.0
	Agree	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

The table above shows that 9 students agree (60%) and 6 students strongly agree (40%). This implies that the Discord program features are extremely beneficial to high school and college students taking Listening lessons.

Question 12

Discord display is easier to understand in Listening class for school and college students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	20.0	20.0	20.0
	Strongly Agree	2	13.3	13.3	33.3
	Agree	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

From the table, 3 students are uncertain (20%), 10 students agree (66.7%), and only 2 students strongly agree (13.3%). This confirms that Discord display is easier to understand for school and college students in Listening classes.

Question 13

Listening class can be more interactive by using Discord for school and college students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	26.7	26.7	26.7
	Strongly Agree	1	6.7	6.7	33.3
	Agree	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

As seen from the table, 4 students are uncertain (26.7%), 10 students agree (66.7%), and only 1 student strongly agrees (6.7%). This explains that Listening classes can be more interactive with using Discord for school and college students.

From 13 questions, there are a total of 195 answers from 15 students in this research. The percentage of each answer is: Uncertain (18%), Agree (63%), and Strongly Agree (19%).

B.   Discussion

The Pre-Test proved that students have only achieved an average score in their listening skills using other applications. Some students achieved "Poor" with a percentage of 13%, but the most average students' score is classified as "Fair" which comes at 40%. Some students managed to reach "Good" with a percentage of 33% and "Very Good" was achieved by 13% of the overall students during their Pre-Test. Therefore, the students' listening skill only reached an average score before enduring any treatments.

The treatment was done through the Discord application with four meetings. As before mentioned by Lukman and Iqbal (2021), students are unfamiliar with Discord so the researcher's first step in the treatment was to teach the students how to register, learn to use, and explain the features of the Discord application before starting the online class.[30] After that, the researcher started to teach the students via online teaching through Discord, they were given lessons on how to train their English listening skill, what attributes can benefit them, and what contents or approaches they should use for developing their English listening skill. Same as Arun Nisma Wulanjani (2018), this treatment was done by using both voice channel for communication and chat channels for giving files such as audio & documents that contains the assignments.[31] Finally, after giving treatment they went on to complete their Post-Test to acquire the final result of this research.

The Post-Test using the Discord application provided interesting information about the significant increase in the student's English listening skill. There is a drastic difference between the score that the students achieved from the Pre-Test and the Post-Test, from the average score to the high-performance score. In the Post-Test, most students have managed to achieve "Very Good" and "Good" scores rather than receiving "Fair", "Poor", and "Very Poor" scores.

Finally, the questionnaire first it was expected to be mostly positive but the questionnaire achieved a percentage of Uncertain at 18%, The most given answer

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[30] Arifianto and Izzudin, "Students' Acceptance of Discord as an Alternative Online Learning Media."
[31] Wulanjani, "Discord Application Turning a Voice Chat Application for Gamers into a Virtual Listening Class."

from the questionnaire is Agree with 63% of the students answer, and finally, there are 19% of the total students that Strongly Agrees within the questionnaire.

From Table 4.5, the paired sample statistic of the pre-test and post-test recorded that the mean score for both tests is different as there was an increase in score from the pre-test to the post-test score. After that, table 4.7 on the paired samples test of pre-test and post-test approved the significance on both tests where the sig. (2-tailed) is $0.00 < 0.05$, this means that the hypothesis of H0 was rejected and H1 was accepted. In the conclusion, it is approved that Discord not only is implemented for teaching but also to improve students' English listening skill.

For its in-depth analysis, the previous study, the concept of theory, and the result of findings are connected. It is convincing that the Discord application brings a whole breakthrough in its learning media that needs proven attention towards online media learning. The theory that requires Discord application to become a teaching media for listening classes was firmly confirmed as it happens to be more able as it is flexible and free to use. With its features and open source, teaching in online or offline classes can be more interactive and creative. Finally, the result is considered to approve the statement where Discord application can be used for Listening class, the test results give away an astonishing difference in the pre-test and post-test results.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

Throughout the first observation of problems, the researcher finds that lecturers were having difficulties during their online classes, especially in the English Listening class. To solve this problem, the researcher has come up with an idea to implement a social media application called "Discord" for a breakthrough in online learning. This is not only limited to the online learning situation, but it can be also used in an offline situation as a place to insert assignments, study material, and many other items that will require a social media platform, but this situation still requires an internet connection for the application.

Based on the problem statement "Can Discord be implemented for a new online English Listening class learning media platform for the English Department of IAIN Palopo?". It is related to the research findings and discussion that the result was astonishing, where the pre-test consists of a mean score of 63.9 to a drastic increase in the post-test with a mean score of 82.3. The research itself was conducted in a 15-student class of the 3rd and 5th semester students of the English Department in IAIN Palopo. The responses from the given questionnaire were truthfully positive. It is possible to conclude that the Discord program can be used for online English listening lessons.

B.   Suggestion

From the given explanation of the discussion and conclusion, the researcher would give suggestions as follow:

1. **For Teachers and Lecturers**

    The Discord application is recommended as a new social media for much more control in any way of any online English class control and communication, from the fast voice-chat feature, controlled chat groups, and free-to-install features.

2. **For Students**

    To deal with the advance of technology, it is vital as a student to improve and adapt to newly updated applications such as Discord itself to improve self-abilities in technology improvement, especially for college students of teaching majors.

3. **For Researchers**

    Discord is not limited to being used by only online English listening classes. It is recommended to use it in any subject matter that involves teaching. It is free to use and open-sourced to achieve new creative ways of online classes in the near future.

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APPENDIX

1
RESEARCH LICENSE

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 1298/IP/DPMPTSP/X/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: MUHAMMAD FARHAN HARBI
Jenis Kelamin	: Laki-Laki
Alamat	: Jl. Dr. Ratulangi Kota Palopo
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 18 0202 0058

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPLEMENTATION OF DISCORD APPLICATION IN LISTENING LESSON AT THE ENGLISH DEPARTMENT OF IAIN PALOPO

Lokasi Penelitian : INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO

Lamanya Penelitian : 27 Oktober 2022 s.d. 27 November 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 28 Oktober 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat Penata Tk.I
NIP : 19630414 200701 1 005

Tembusan :

1. Kepala Bidang Litbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403-SWG
4. Kapolres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

2
PRE-TEST

Pre-Test Questions

1. **Listen to the audio carefully and answer each question below.**

    1. What is the first step of making a coffee?

       Answer:

    2. What kind of environment did they want to live in after they are getting married?

       Answer:

    3. What is the sister's goal in the future?

       Answer:

    4. What are the aerobic exercises that the speaker mentioned?

       Answer:

2. **Listen to the music and complete the lyrics!**

    Today, I _____ feel like doing anything

    I just wanna ___ in my bed

    Don't feel like picking up my phone

    So leave a _____ at the tone

    'Cause today, I swear, I'm not doing anything

    I'm gonna kick my feet up, then _____ at the fan

    Turn the TV on, _____ my hand in my pants

    Nobody's gon' tell me I can't, nah

    I'll be lounging on the _____, just chillin' in my Snuggie

    Click to MTV, so they can _____ me how to dougie

    'Cause in my castle, I'm the freaking man

3. *Watch the given movie clip. There are people doing conversation, choose the person that mention the sentences with the given names below! (You can use the character's name or his occupation as shown below)*

    | BOB (FATHER) | HELEN (MOTHER) | DASH (SON) |

    1. Dash got sent to the office again!

       Speaker:

    2. They caught you on tape…

       Speaker:

    3. Do you have to read at the table?

       Speaker:

    4. Nobody saw me….

       Speaker:

    5. He put a tack on the teacher's chair…

       Speaker:

Pre-Test Answers

Pre test   Khairunnissa (2102020014)

1. Dictation

a. First, fill the put with whatever amount of water that you want.

b. They want to live in a country.

c. Become a doctor in the future.

d. Walking, Jogging, Swimming.

2. Fill the GAP

| a. don't | h. don't | o. len't | v. len't |
b. lay	i. lay	p. lay	w. lay
c. Message	j. message	q. Message	x. Message
d. State	k. tomorrow	r. comb	
e. throw	l. scream	s. anywhere	
f. Couch	m. college	t. birthday	
g. teach	n. Proud	u. everything	

3. Guessing Conversation

a. ~~answer~~ Helen

b. Bob

c. haleng

d. Dash

e. Helen

Ammar Muayyad / 2002020061

PRE - TEST

1. DICTATION

a. First, fill the put with whatever amount of water that you want.

b. They want to live in a country

c. Become a doctor in the future.

d. Walking, Jogging, swimming.

2. Fill The Gap

a. don't	h. don't	o. len't
b. lay	i. lay	p. lay
c. message	j. message	q. message
d. state	k. tomorrow	r. comb
e. throw	l. scream	s. anywhere
f. couch	m. college	t. birthday
g. teach	n. proud	u. everything

v. len't   w. lay   x. message.

3. Guessing Conversation

a. another   c. helen

b. bob   d.

Fingki Adelia
2102020073

PRE - TEST

1. Dictation

a. First, fill the pot with whatever amount of water that you want.
b. They want to live in a country
c. Become a doctor in the future
d. Walking, Jogging, Swimming

2. Fill the gap

a. don't	h. don't	o. len't
b. lay	i. lay	p. lay
c. massage	j. message	q. message
d. state	k. tomorrow	R. comb
e. throw	l. scream	s. anywhere
f. Couch	m. college	T. birthday
g. teach	n. proud	u. everything

v. len't	w. lay	x. message

3. Guessing Conversation
a. ~~Guther~~ Helen
b. ~~Bob~~ Bob
c. ~~helen~~ helen
d. Dush
e. Helen.

3
TREATMENT
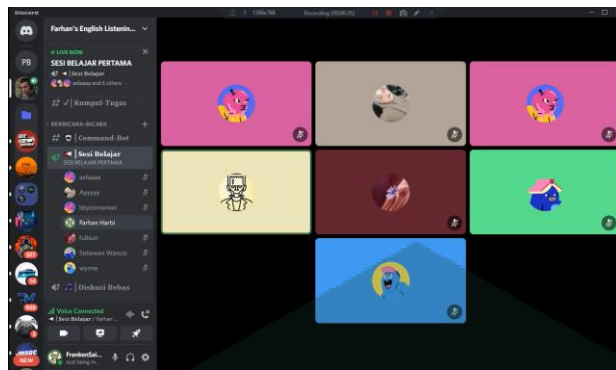
(Wednesday, 12th October 2022)
1st Treatment
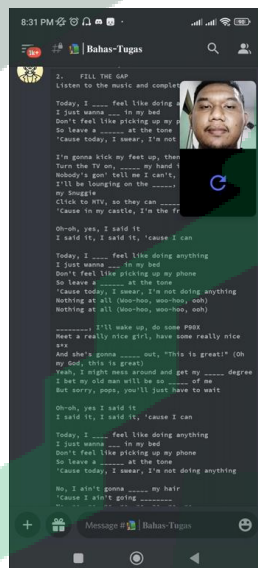
(Sunday, 16th October 2022)
2nd Treatment
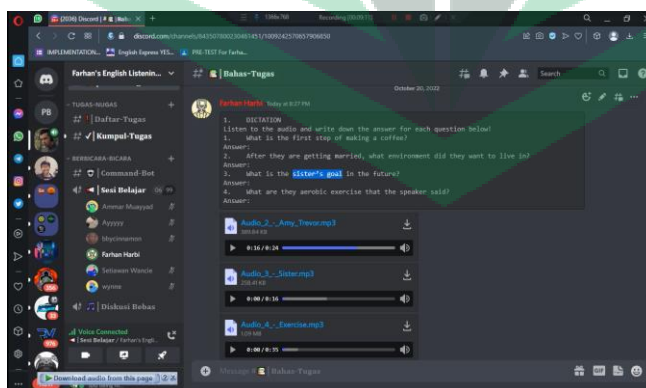
(Thursday, 20th October 2022)
3rd Treatment

4
POST-TEST

Post-Test Questions

Farhan Harbi 10/23/2022 10:06 AM

A. Listen to the conversation on each audio then answer the question below.

1. How often does the man access electronic media?

2. Why does the man choose to learn Spanish language?

3. Who is the person that taught the man to cook?

4. What did the man express about kids watching violent movies?

(edited)

01.mp3
1.02 MB
0:00 / 1:06

02.mp3
1.15 MB
-:-- / -:--

03.mp3
1.46 MB
-:-- / -:--

B. Listen to the following music and complete the lyrics.

One, one, one...
Talkin' in my _____ (1) at night
Makin' myself crazy
(Out of my mind, out of my mind)
_____ (2) it down and read it out
Hopin' it would save me
(Too many times, too many times)
My love, he _____ (3) me feel like nobody else
Nobody else
But my _____ (4), he doesn't love me, so I tell myself
I tell myself

(Reff)
One, don't pick up the phone
You know he's only calling 'cause he's drunk and alone
Two, don't let him in
You'll have to kick him out again
Three, don't be his friend
You know you're gonna wake up in his bed in the morning
And if you're under him, you ain't gettin' over him
I got new rules, I count 'em
I got new rules, I count 'em
I gotta tell them to myself
I got new rules, I count 'em
I gotta tell them to myself

I keep pushin' _____ (5), but he keeps pullin' me backwards
(Nowhere to turn) no way
(Nowhere to turn) no
Now I'm _____ (6) back from it, I finally see the _____ (7)
(I never learn, I never learn)
But my love, he doesn't love me, so I tell myself
I tell myself
I do, I do, I do

(Reff)

C. Watch the movie clip. Choose the speaker that is doing the conversation below.

WONG (CHUBBY MAN)   SHANG (HANDSOME MAN)
DR. BANNER (MAN IN GLASSES)   CAROL (GIRL IN BLUE OUTFIT)

1. They don't match any artifacts from our codex. What do you think?

2. They're sending a message.

3. How long did your dad have them before he gave them to you?

4. Um, about a thousand years.

(edited)

Movie.mp4
6.35 MB

@ 🐾 **Student** Silahkan kalian kerjakan sampai 23.30 malam ini ya.
@ 🐾 **Student** Kumpul jawaban kalian di #jawaban-post-test

Post-Test Answers

Ayyyyy 10/23/2022 11:34 PM
Ayu andira (2102020047)

Answer:
A. Dictitation
1. Every morning before the man start working
2. The man like the culture of Spanish
3. The man mom
4. The man don't believe so, young children are very impressionable.

B. Fill the gap
1. Sleep
2. Wrote
3. Makes
4. Love
5. Forwads
6. Standin'
7. Pattern
8. Learn
9. Breathe
10. Rehearse

C. Guessing conversation
1. Wong
2. Dr. Banner
3. Carol
4. Shang

---

fullsun 10/28/2022 8:47 PM
Khairunnissa (2102020014)

```
A. DICTION
1. Every morning before He start working.
2. He fell in love with Spanish when He travel to Spain.
3. His Mom
4. He don't believe so
```

```
B. FILL THE GAP
One, one, one...
Talkin' in my sleep (1) at night
Makin' myself crazy
(Out of my mind, out of my mind)
Wrote (2) it down and read it out
Hopin' it would save me
(Too many times, too many times)
My love, he makes (3) me feel like nobody else
Nobody else
But my love (4), he doesn't love me, so I tell myself
I tell myself

(Reff)
One, don't pick up the phone
You know he's only calling 'cause he's drunk and alone
Two, don't let him in
You'll have to kick him out again
Three, don't be his friend
You know you're gonna wake up in his bed in the morning
And if you're under him, you ain't gettin' over him
I got new rules, I count 'em
```

---

wynne 11/01/2022 5:32 PM
Dwi Febrianti (2002020007)

Answer:
A. Dictation
1. Every morning before the man start working
2. The man like the culture of Spanish
3. The man mom
4. The man don't believe so, young children are very impressionable.

B. Fill the gap
1. Sleep
2. Wrote
3. Makes
4. Love
5. Forwads
6. Standin'
7. Pattern
8. Learn
9. Breathe
10. Rehearse

C. Guessing conversation
1. Wong
2. Dr. Banner
3. Carol
4. Shang

5
LESSON PLAN

LESSON PLAN

School/University   : The State Islamic Institute of Palopo
Topic   : Discord Application
Class/Level   : 3rd & 5th Semester / Pre-Intermediate Level
Material   : Introducing Discord Application
Allocated Time   : 30 Minutes

A.   Purpose

The students are going to be introduced to a new application called "Discord" that will later be used for further English Listening classes. The students will master how to register, enter the group class, and utilize the application.

B.   Learning Method and Sources

- Direct Message Method
- Smartphones and Internet

C.   Procedure

Opening Agenda (10 minutes)
• The teacher opens the class with greetings and prayer.
• The teacher checks for attendance.
• The teacher explains the lesson background.
Core Agenda (15 minutes)
• The teacher gives instructions on how to download and register Discord using their smartphones.
• The teacher gives instructions on how to use the application, which includes how to chat on a specific topic and how to open voice chat.
• The students are free to use the application to get familiar using it.
Closing Agenda (5 minutes)
• The students are asked what they understand from utilizing the application.
• The teacher closes the class by giving motivation and prayer

LESSON PLAN

School/University : The State Islamic Institute of Palopo
Topic : English Listening
Class/Level : 3rd & 5th Semester / Pre-Intermediate Level
Material : Listening Through Movie Clips Using Discord
Allocated Time : 30 Minutes

A. Purpose

The students have familiarized themselves using Discord. They are now required to understand how to improve their English Listening skill by watching movie clips using Discord.

B. Learning Method and Sources

- Online Learning Method
- Smartphones and Internet

C. Procedure

Opening Agenda (10 minutes)
• The teacher opens the class with greetings and prayer.
• The teacher checks for attendance.
• The teacher explains the lesson background.
Core Agenda (15 minutes)
• The teacher explains how can movie clips improve their listening comprehension.
• The teacher gives the students a movie clip and studies the conversation.
• The students are given the assignment to guess the people that are doing certain conversations.
Closing Agenda (5 minutes)
• The students are asked what they understand from the lesson.
• The teacher closes the class by giving motivation and prayer.

LESSON PLAN

School/University   : The State Islamic Institute of Palopo
Topic   : English Listening
Class/Level   : 3rd & 5th Semester / Pre-Intermediate Level
Material   : Listening Through Popular Songs Using Discord
Allocated Time   : 30 Minutes

A. Purpose

The students have already understood how to improve their listening comprehension through movie clips. Now, the students must be able to improve their listening comprehension through popular songs using Discord.

B. Learning Method and Sources

- Online Learning Method
- Smartphones and Internet

C. Procedure

Opening Agenda (10 minutes)
• The teacher opens the class with greetings and prayer.
• The teacher checks for attendance.
• The teacher explains the lesson background.
Core Agenda (15 minutes)
• The teacher explains how can popular songs can improve their listening comprehension.
• The teacher gives the students a popular song to listen to.
• The students are given the assignment to fill in the missing lyrics of a given popular song.
Closing Agenda (5 minutes)
• The students are asked what they understand from the lesson.
• The teacher closes the class by giving motivation and prayer.

LESSON PLAN

School/University   : The State Islamic Institute of Palopo
Topic   : English Listening
Class/Level   : 3rd & 5th Semester / Pre-Intermediate Level
Material   : Listening Through English Dictation Using Discord
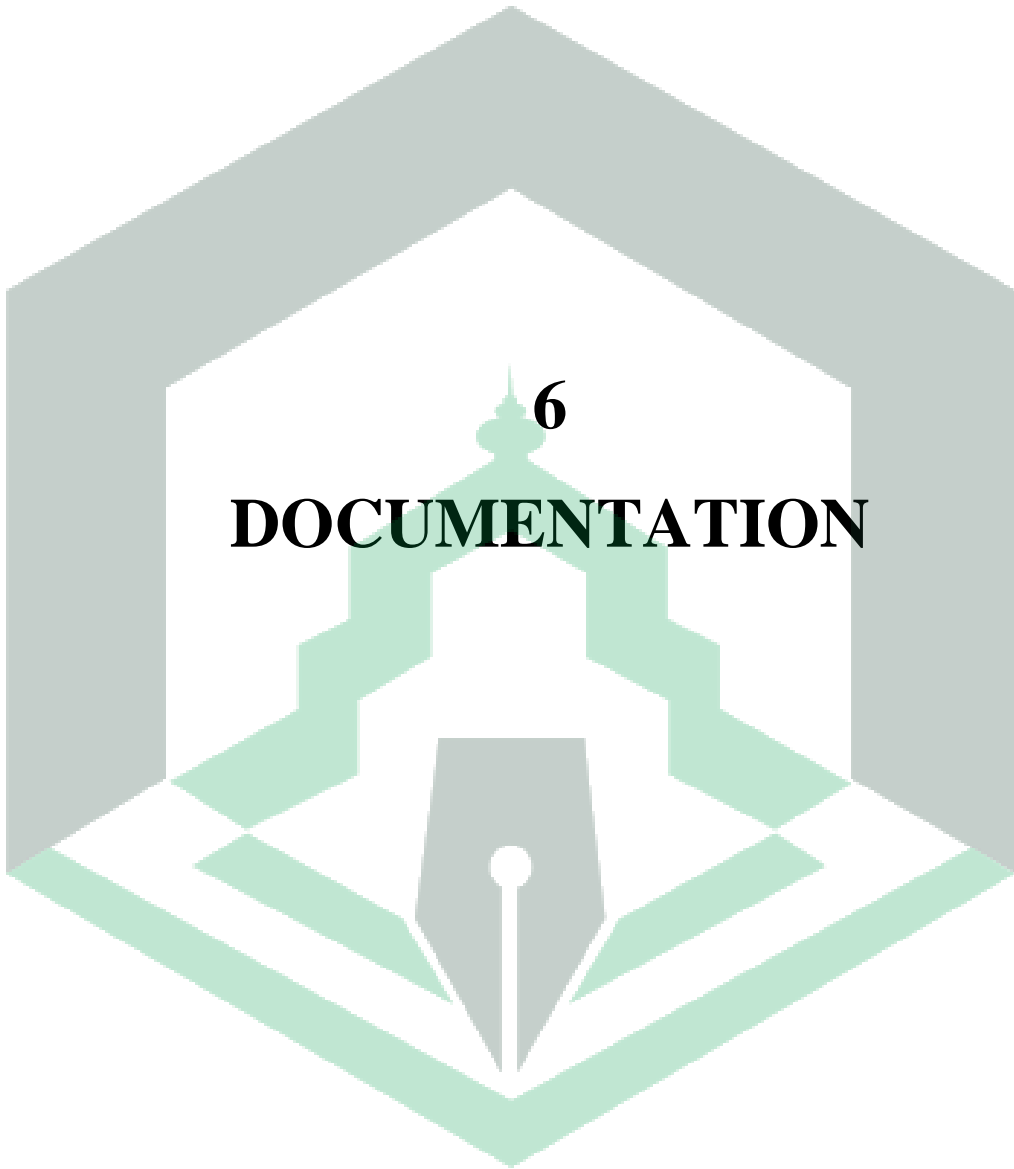Allocated Time   : 30 Minutes

D. Purpose

The students have already understood how to improve their listening comprehension through popular songs, in this meeting the students must be able to understand how an English dictation help to improve their listening comprehension

E. Learning Method and Sources

- Online Learning Method
- Smartphones and Internet

F. Procedure

| **Opening Agenda (10 minutes)** |
| --- |
| • The teacher opens the class with greetings and prayer. |
| • The teacher checks for attendance. |
| • The teacher explains the lesson background. |
| **Core Agenda (15 minutes)** |
| • The teacher explains how can English dictation can improve their listening comprehension. |
| • The teacher gives the students an audio example and questions. |
| • The students are given the assignment to listen to the given audio and answer the question that is related to the audio. |
| **Closing Agenda (5 minutes)** |
| • The students are asked what they understand from the lesson. |
| • The teacher closes the class by giving motivation and prayer. |

6
DOCUMENTATION

(Friday, 7th October 2022)

Students Learn to Use Discord
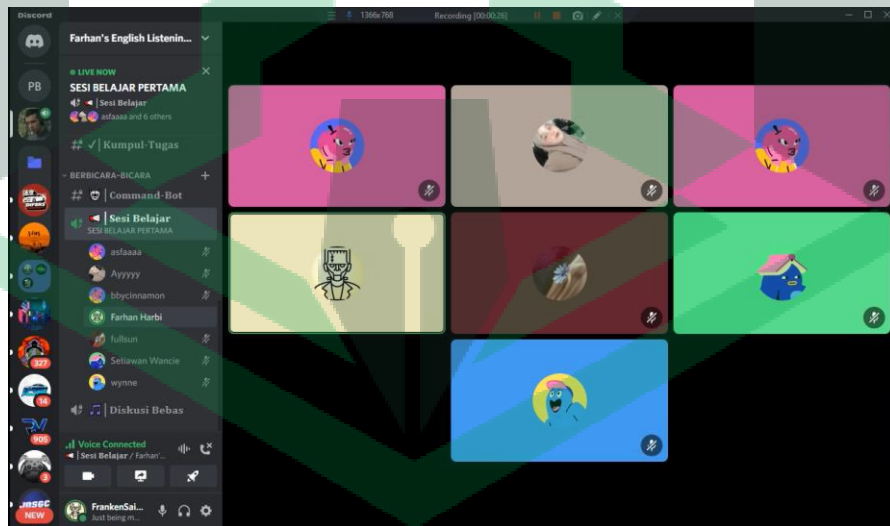
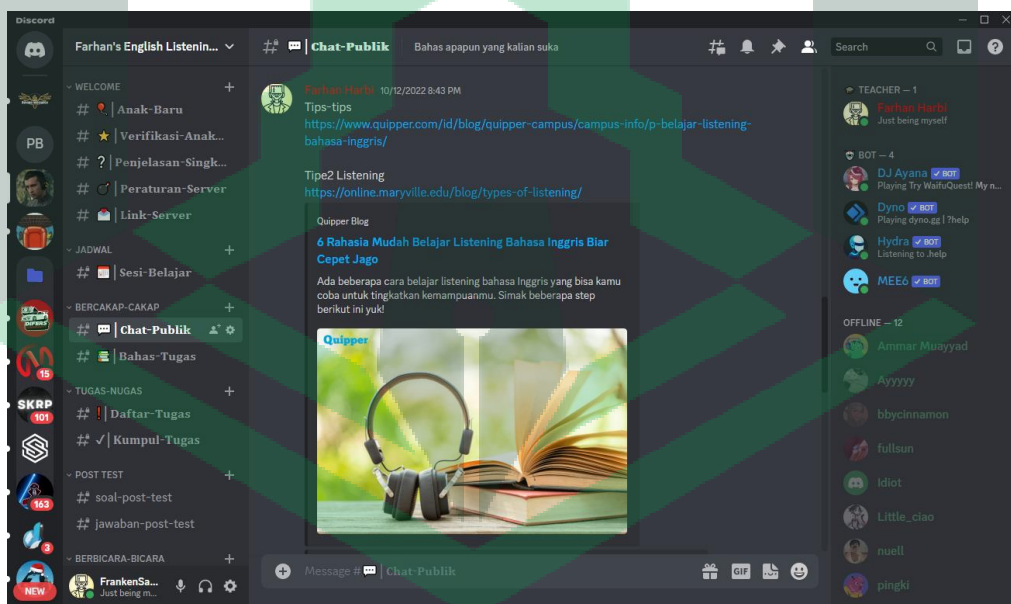(Wednesday, 12th October 2022)

First Discord Online Meeting
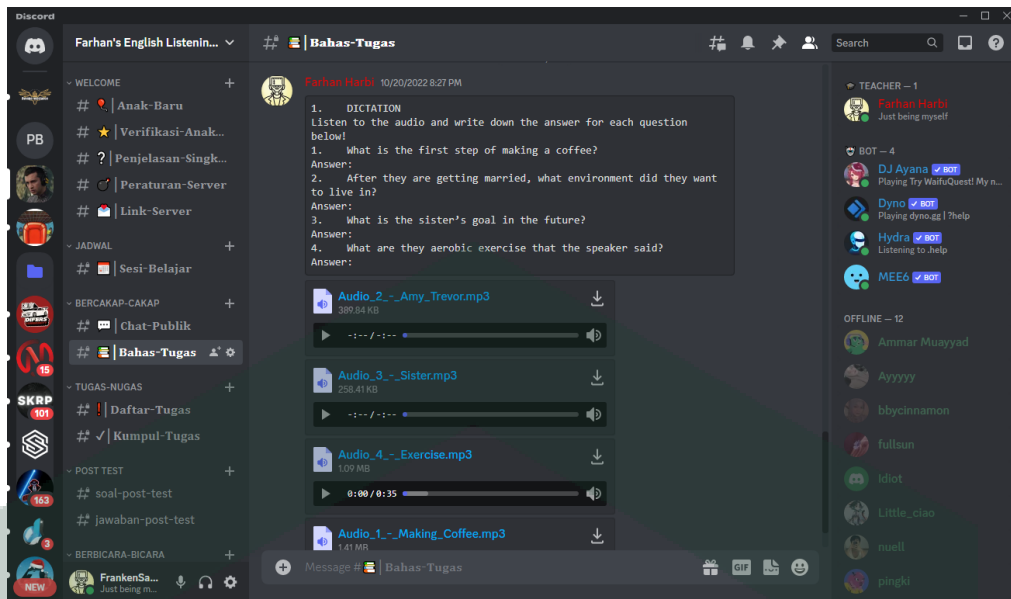
(Thursday, 20th October 2022))

Discussing Assignments

(Wednesday, 12th October 2022)

Giving Tips for Students' Listening Skills