

The use of Discord Application to Improve the Speaking Skills of the Students of the French Language Education Study Program Faculty of Language and Arts Unimed

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Abstract. This study aims to determine the use of Discord application in speaking skills of the French Language Education Study Program FBS Unimed students. This research is experimental research with a one-group pre-test and post-test design and contains a description of the learning outcomes of the French-speaking skill course of second-semester students using the Discord application. Data analysis of this study used a validity test, reliability test, and hypothesis test. The sample in this study was 56 second-semester students. The results showed that using the Discord application can improve the learning outcomes of learners' Speaking skills at the time of pre-test 75.00 and post-test 91.00. Based on the results, of the questionnaire, an interval value of 64.56% was obtained in the results of the Likert Scale questionnaire which showed that the value was included in the Good category.

Keywords: Discord application, speaking skill.

1 Introduction

The Industrial Revolution 4.0 is a movement initiated by the whole world. And now the world has entered the Industrial Era 5.0. At that time, the world changed paradigm in various aspects of life, where everything is digital. One of the proofs of the Industrial Revolution 4.0 is characterized by the use and application of information technology in the field of communication with products in the form of hardware and software that affect all sectors, including education. This allows all educational institutions in Indonesia to be able to align digital comprehension to be able to adapt to the increasing variety of jobs.

The education can adapt to the times of this digital age is to apply a blended learning model that combines face-to-face learning with online learning. The applied e-learning model is called e-learning. According to Rusman [1], e-learning is a learning activity using electronic

device services. In its implementation, e-learning uses technological services such as computers or other electronic devices connected to the internet, allowing people to learn virtually. Online learning has become an important model of learning in the digital age and has been applied to all levels of education, whether at the elementary, secondary, college, or university levels. The application of this e-learning system encourages students to actively interact with the internet as one of the learning resources.

However, online learning is not always smooth, various problems often occur in it. These issues affect the quality of education, one of which is the limitation of the use of learning support components, such as learning media, learning methods, and learning models. Of the three, the learning medium is one of the components of learning that often encounters problems.

According to H. Malik [2], the learning medium is a tool or means used to convey the subject, so that it can trigger students' attention, interest, thoughts, and emotions to achieve predetermined learning goals. The benefits of learning media, among others, are firstly, to guide teachers to achieve learning objectives and, secondly, learning materials will have a clearer meaning, so that they can be better understood by students, as well as allow students to master the learning objectives well.

Unimed has created a website that aims to optimize the development of computer technology in support of learning activities called SIPDA. As reported on page www.unimed.ac.id, the learning medium of being online has been used since 2007, while the use of SIPDA began to be effective in the 2018 school year. SIPDA also applies to the French section FBS - UNIMED which is accessible via the link <https://elearningfbs.unimed.ac.id/> as a means of online learning [3].

Features available on SIPDA include BigBlueButton, Home, Dashboard, Event, and My Course. The advantages of SIPDA are: (1) the website is accessible anytime and anywhere, (2) provide additional learning resources that can enrich the topic, (3) There are materials and information related to learning French that can be updated easily, (4) As long as it is connected to the SIPDA Internet network, It can always be used in all conditions. assignments, and ask questions when lecturers cannot attend classes. However, barriers for students to access SIPDA include an unstable internet connection and an error server, so it takes a long time to access. Of course, this has an impact on time efficiency, where many students are not in time to retrieve assignments given by lecturers via SIPDA. In SIPDA, there are also A1 Speaking courses [4]

Speaking A1 is a compulsory course in the first and second semester of French teaching at Unimed that students must master as oral competence. This course has 3 SKS (Sistem Kredit Semester) which is done once a week for 150 minutes. Based on the RPS (Rencana Pembelajaran Semester), the objective of this course is to develop the ability to communicate in French using simple sentences on everyday topics such as introductions, daily activities, etc. which refers to the European standards program (Common European Framework of Reference for Languages (CEFR)) Level A1. [5]

After doing an interview with the lecturers, we know as long as the covid viruses, the learning process was done online via the Zoom Meeting application, WhatsApp and SIPDA. Some of the difficulties encountered by lecturers when delivering learning materials in the Beginner

Oral Production course lie in the fact that there is a lot of vocabulary in each learning material that is not mastered by students so teachers must continue to repeat in the pronunciation of words and phrases so that teachers must provide intensive training where learning media used are inadequate. In addition, the speaker stated that students are less motivated to learn and lack the confidence to speak, which is certainly triggered by students studying Beginner Oral Production who have never studied French before. Thus, the speaker stated that the interactive learning medium is needed in digital form and the application is the opportunity to motivate students to learn independently.

In the interview, it was also said that of all the learning material of the Beginner Oral Production, the difficulty of the students was encountered during the study of the material "Daily Life", where the students still have difficulty using pronominal verbs and it is difficult to distinguish between which pronominal verb and ordinary verb.

for example: Je me lève (I get up)

Je lève (I rise)

The learning method applied in the classroom is used, such as the discussion method, lectures, listening to audio and watching videos, presentations, dialogues and monologues, and role plays. However, after being corrected by the teacher, it was found that there were many errors in the pronunciation of the word that caused misunderstandings and that there were errors and in the conjugation of verbs. While students' learning outcomes are still low and unsatisfactory, there are only 1 or 2 students who can be said to be quite capable of participating in the learning process [6].

Based on the results of the analysis of the questionnaire to students in the second semester of Unimed who learned the course of Beginner Oral Production, it was obtained that nearly 69% of respondents considered Beginner Oral Production a difficult course. In agreement with the lecturer who teaches the course, the difficulty is encountered during the study of the material Daily Life. The difficulty is caused by several factors, are: there is a network disorder that makes learning non-optimal, mastery of a narrow vocabulary, and pronunciation is still often wrong. The learning methods applied in the classroom, such as the discussion method, lecture, listening to audio, and watching videos. These methods make learning less than optimal so that students do not master the learning objectives well.

Discord is a free application to access information that allows users to communicate in real-time in the form of text, voice, and video. Discord was originally designed for the gaming community, but ultimately, various communities, from business to programming, and even online learning can use this application.

Discord hosts servers or chat rooms on a variety of topics, ranging from games, music, education, anime, and memes. In Indonesia, Discord has not been widely used as a means of online learning. Discord can be used in Windows, Android, iOS, Linux, and Mac-based systems. This application features video conferencing that can be used without the number of users. In addition, the advantage of Discord that can be used for learning is the functionality of channel or special space that can be created by making alone, in text form and voice.

These spaces can be used to store learning topics, homework collection spaces, presence spaces, discussion spaces, and other spaces depending on the needs of the course. This

division of spaces or channels will make learning very effective in avoiding learning resources that can disappear because they are buried by text messages during many discussions and allow students to focus more easily on learning.

There are several advantages possessed by the Discord application, including having clear sound quality and being able to add various files such as PowerPoint, MS Word, YouTube links, and others. Speakers can also experience the seriousness of students while learning is underway thanks to the Discord status of each student. Interestingly, Discord provides a community or server not only for gamers but also for students who want to learn French, such as Welcome to French - Learn French in a friendly community, Le Salon Français, and Le Café Français, who can hone their speaking skills in French for the best.

In its use, the teacher can explain to students how to join the Discord application. After transmitting the steps to follow via their respective smartphones, the teacher can explain the mechanisms and rules that will be implemented in learning based on the Discord app. Several learning strategies can be used to improve students' oral skills. One of them is that the teacher can present a problem related to the material and daily life and ask the students to discuss it in groups divided into several channels. Discussions are also conducted orally to assess students' oral competence. Once the time allotted for discussion within each group has been completed, the teacher then asks each randomly designated group to present the results of the discussion in the main discussion room.

In the classroom, the teacher is only a facilitator. The teacher is only a guide to facilitate the task of the students. It aims to encourage all students to speak even virtually. The teacher also plays a role in guiding all students to truly understand what their friends are saying. Students actively interact to analyze, evaluate, and create a new concept. The most fundamental thing in this step is to improve students' ability to solve problems. After all the students presented their arguments, the professor created a grading system. The grading system can be done before learning, during apprenticeship, or after apprenticeship. The assessment is based on pre-established indicators relating to students' oral skills.

2 Methodology

This type of research is experimental research with a pre-experimental design in the form of one group pre-test-post-test design because in this study there is only an experimental class that will be given treatment in the form of a Discord application to measure students' A1 level speaking skills. Researchers will observe students' speaking skills and active activities before (pre-test) and after (post-test) by applying the Discord application, if the post-test results are greater than the pre-test, then it shows that the application of the Discord application has a positive effect on students' speaking skills.

3 Result and Discussion

3.1 Learning media design

- a. Initial discord view

This learning medium starts by visiting the www.discord.com link, then creating an account and a Discord server with the username "Beginner Oral Production" as the administrator of the server created by the researcher.

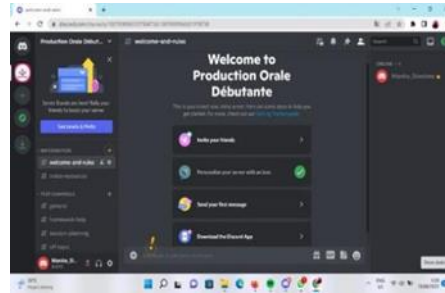


Fig. 1. Discord

b. Design of the server logo Beginner Oral Production

The researcher designed the logo as a server profile for Junior Oral Production. On the logo, there is a white circle containing the French flag as a sign that it is a French language lesson, there is a black toga hat with an orange string that symbolizes the graduates of the Faculty of Languages and Arts of Unimed, then there are 2 hands that look up that contain meaning such as devotion, filial piety, care and abandonment and attached the text Beginner Oral Production as an object of research and Daily Life as learning material.

c. Determine the classification of text channels and voices in the material

When the server logo was uploaded, the researcher made a classification of the channel text and channel voice that were adjusted to the students' needs to learn the materials of everyday life. Inside the server, there is a text channel feature divided into 2 types, namely:

SERVER, consists of: #information, #règles, #galerie, #aide ;

LEARNING, including: #la-room, #la-daily life, #prononciation.

- (1) #leçon-of-the-day, #cours-and-activities, #recueillir-of-duties, #hors-subjects

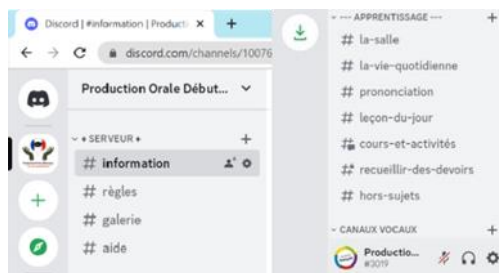


Fig. 2. Server

The first type of "SERVER" text channel is a discord feature that works to chat as text for server-related issues only. The second type of text channel "LEARNING" works for issues related to everyday life. On text channels, users can post messages, and upload files, images, videos, and audio with a maximum download size limit of 8 MB for group members and can

be viewed anytime and anywhere. This channel classification aims to distinguish the content of the information submitted and to avoid spam.

In addition to the text channel, there is also a voice channel that allows students to practice their oral skills in French. Voice channels are also divided into 2 types, namely:

- VOICE CHANNELS, composed of: Room 1, Room 2, Lounge;
- BORDERLINE VOICE CHANNELS, consisting of: Two Persons and Three Persons.

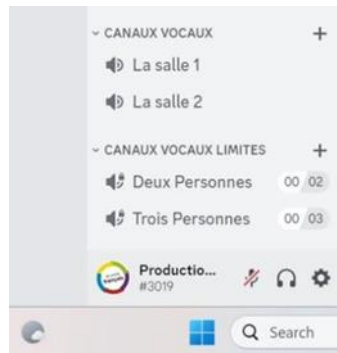


Fig. 3. Voice channel

The first type of voice channel is a feature that works as a room to chat in the form of voice and voice streaming in an unlimited number of voices. The second type of voice channel is a private speaking room and has been limited to the number of members who can join to speak. On voice channels, users can make real-time voice or video calls and share screens. This sub-feature in the form of a share screen is called Go Live. Text channels and speech channels can be defined in the "Setting Server" menu according to learning needs.

d. Then, the daily life material validated by the material expert can be downloaded in channels adapted to the learning needs. Then, the daily life material validated by the material expert can be downloaded in channels adapted to the learning needs.

If the media has been completed, there is a stage of testing and editing by a media expert.

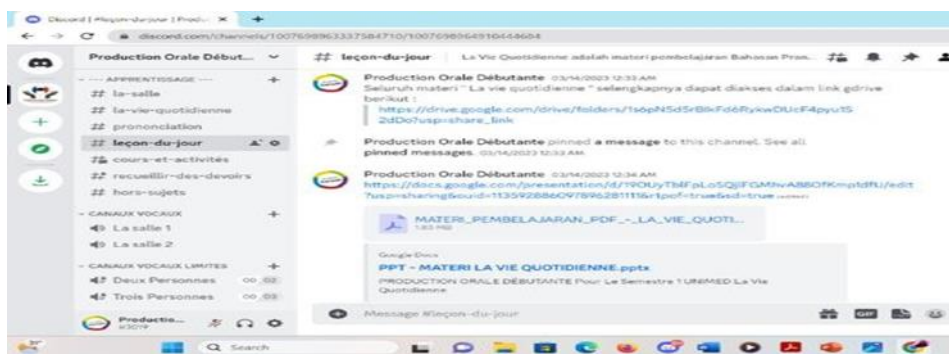


Fig 4. Daily life material

4 Conclusion

There are many vocabularies: ask about daily activities, tell about daily activities, ask the time, tell the time, daily activities of the morning – evening – of the day, days of the week, times of the day, pronominal verbs (getting up, getting dressed, going to bed, putting on makeup), my daily routine (morning, breakfast, my toilet, at school, at noon, in the afternoon, in the evening); examples of texts with audio on La Vie Quotidien; explanation of pronominal verbs: the characteristics of pronominal verbs and the differences between pronominal verbs and ordinary verbs; and assessments: short answer and oral that have been adjusted oral skills level A1 learning beginner oral production online based on the Discord application in accordance with the flowchart that has been defined.

This activity is marked as gathering all learning components such as everyday life material which consists of five sub-materials, there are two types of assessment, images of five sub-materials, video, and audio in the Discord application. This is done by first creating an account on the discord app, and then creating a new server as a learning space for beginner oral production, The server logo is designed to help students easily recognize the server, and determine the distribution of features, both text channels and voice channels. In the text channel, the researcher will download the material and assessment of daily life, there are two videos with audio lessons, and there are 50 images of the material of everyday life. Each text channel has been given a name to make it easier for users to find the information they need in the spoken production race. However, in the voice channel, the researcher divides it into two functions, which can be combined with an unlimited and limited number of members. All components have been adapted to the learning needs of the beginner spoken generation server. Once everything has been validated, the Junior Oral Production server has been published.

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