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USING DISCORD APPLICATION TO FACILITATING STUDENT'S SPEAKING PERFORMANCE AT SMA MUHAMMADIYAH 1 PEKANBARU

BY

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ENGLISH EDUCATION DEPARTMENT

EDUCATION AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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BY

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Thesis
Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

ENGLISH EDUCATION DEPARTMENT

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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled **"Using Discord Application to Facilitating Student's Speaking Performance at Sma Muhammadiyah 1 Pekanbaru"** is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this *skripsi*. Others' opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

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Pekanbaru, May 24st, 2024

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`ABSTRACT

Rivan Septian (2024) : Using Discord Application to facilitating Students' Speaking Performance at SMA Muhammadiyah 1 Pekanbaru

The purpose of this research is to know whether or not significant difference taught using Discord Application and taught without using Discord Application on students' speaking performance at the eleventh grade of SMA Muhammadiyah 1 Pekanbaru. There were 30 students as samples by using purposive sampling technique. This research will be designed in experimental research with quasi-experiment design. In collecting data this research will be conducted by using speaking test (pre and post). The test results were processed statistically by using SPSS version 20 application. To find out the influence of using Discord application on students' speaking performance, the researcher used paired sample T-test through SPSS version 20 program. The results of this research show that the significance value was 0.000 where this value was lower than the value of 0.05 (sig value = 0.000 < 0.05). It shows that Ha was accepted while Ho was rejected. Therefore, it could be concluded that there was significant effect of using Discord application on speaking performance of grade 11th students at SMA Muhammadiyah 1 Pekanbaru.

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ABSTRAK

Rivan Septian (2024) : Menggunakan Aplikasi Discord untuk Memfasilitasi Kinerja Berbicara Siswa di SMA Muhammadiyah 1 Pekanbaru

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan signifikan yang diajarkan dalam menggunakan Aplikasi Discord dan diajarkan tanpa menggunakan Aplikasi Discord terhadap kemampuan berbicara siswa di kelas sebelas SMA Muhammadiyah 1 Pekanbaru. Sampel berjumlah 30 siswa dengan menggunakan teknik purposive sampling. Penelitian ini akan dirancang dalam bentuk penelitian eksperimen dengan desain eksperimen quasi. Dalam pengumpulan data penelitian ini akan dilakukan dengan menggunakan tes berbicara (sebelum dan sesudah). Hasil pengujian diolah secara statistik dengan menggunakan aplikasi SPSS versi 20. Untuk mengetahui pengaruh penggunaan aplikasi Discord terhadap kemampuan berbicara siswa, peneliti menggunakan uji T sampel berpasangan melalui program SPSS versi 20. Hasil penelitian menunjukkan nilai signifikansi sebesar 0,000 dimana nilai tersebut lebih rendah dari nilai 0,05 (nilai sig = 0,000 < 0,05). Hal ini menunjukkan Ha diterima sedangkan Ho ditolak. Oleh karena itu, dapat disimpulkan bahwa terdapat pengaruh yang signifikan dalam penggunaan aplikasi Discord terhadap kemampuan berbicara siswa kelas 11 di SMA Muhammadiyah 1 Pekanbaru.

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ملخص

ريفان سفتيان، (2024): استخدام تطبيق ديسكورد لتسهيل أداء الكلام للطلاب في مدرسة محمدية الثانوية 1 بكنبارو

الغرض من هذا البحث هو معرفة ما إذا كان هناك فرق كبير بين التدريس باستخدام تطبيق ديسكورد والتدريس دون استخدام تطبيق ديسكورد على مهارة الكلام لدى طلاب الصف الحادي عشر في مدرسة محمدية الثانوية 1 بكنبارو. وتكونت العينة من 30 طالباً باستخدام أسلوب العينة القصدية. ويتم تصميم هذا البحث على شكل بحث تجريبي بتصميم شبه تجريبي. في هذا البحث يتم جمع البيانات باستخدام اختبار الكلام (القبلي والبعدي). وتمت معالجة نتائج الاختبار إحصائيا باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية 20، ولتحديد تأثير استخدام تطبيق ديسكورد على مهارة الكلام للطلاب، استخدم الباحث اختبار ت للعينة المقترنة باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية 20. وأظهرت النتائج قيمة دلالة 0.000 ، حيث تكون هذه القيمة أقل من القيمة 0.05 (قيمة الدلالة= 0.000 أصغر من 0.05). وهذا يدل على أن الفرضية المبدئية مقبولة والفرضية البديلة مردودة. ولذلك يمكن الاستنتاج أن هناك تأثيرا كبيرا في استخدام تطبيق ديسكورد على مهارة الكلام لدى طلاب الصف الحادي عشر في مدرسة محمدية الثانوية 1 بكنبارو.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking performance is important skill that should be considered by everyone because by speaking skill, a communication will run effectively. Richards and Renandya (2002) state that "Speaking is one of the central elements of communication." Referring to this theory, Speaking is an important element that can be used by someone to communicate each other. In these modern days, the whole world has become a global village and people communicate and speak with each other in a common language, i.e. English.

Blended learning is a combination of face-to-face and online learning experiences (Garrison & Vaughan, 2008). Nowadays, as technology has developed, the teaching and learning processes could be done offline (face-to-face) and online (virtual learning). Learning practices which have been implemented by blending, face to face and online methods together are often faced. Blended learning has been popular in language learning and teaching methodology due to the fact that students are now more interested in learning using gadgets, smartphones, laptops, and androids (Abe, 2013). They can easily open Google, YouTube, Google play, and stores to access various kinds of information connected to the internet. Because of this, students are going to be easy to be involved in language activities to improve their language skills.

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According to Brew (2015), Blended learning integrates online and face-to-face learning to produce a more effective learning experience. In general, when compared to face-to-face learning, Blended learning can result in increased learning success and satisfaction for students (Moskal et al., 2013). Also with Blended Learning, teachers can take advantage of the learning resources available online in face-to-face learning to attract students' attention and help them become more active and effective learners. As the result, the problem that we faced in this era was choosing which the best applications to use as a “medium” for Blended learning. One of the supporting software that which can be the best “Tools” for online learning situation is Discord application.

Discord is basically a voice and text communication application for online computer gamers (Lacher, 2018). It allows the user to directly talk, text, and also send numerous online sources. Discord was designed with the main target of the video game community. But in fact, now Discord application has been used for various communities of business, programming, even for online learning. According to Dewantara (2020) using the Discord application can make social interactions in learning more lively and interactive because Discord Application have such feature like there are 2 kind of channel that teacher and student can make and customize in their own way; Text and Voice channel that it has a special attraction for students. Some teacher prefers used Discord application to replace app like Zoom Cloud Meetings and other application which considered having higher costs. Because of that, Discord

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application can be the one of app that solving the problem in English learning, especially in speaking.

SMA Muhammadiyah 1 Pekanbaru is one of the schools in Pekanbaru as a Formal Education institution, This School also present English as the one of the Subject. This school use Curriculum 2013/K13 and English subject is taught once a week with the duration 30 minutes each meeting. Its mean that student have to learn English for 180 minutes in a week. Based on preliminary observation conducted at eleventh grade of SMA Muhammadiyah 1 Pekanbaru, it is clear that some of the students faced some problems and difficulties in learning English.

Based on the preliminary study in SMA Muhammadiyah 1 Pekanbaru, the researcher was found that some of students have many problems in English study, especially in their Speaking. Some of students usually have some problems which are on their motivation to use their speaking skills in English language, their participation in the class, and also on their Grammar. Because they have difficulties on memorize the vocabulary and its meaning, also their habits on using their mother-tongue language. So it makes the student are still afraid, fearful on criticism, shy and have a lack of confident to speak with using English language and it ends on students cannot express themselves and make some mistakes on their English speaking in front of the class.

Based on the preliminary observation on April 7th 2021 conducted at Eleventh grade of SMA Muhammadiyah 1 Pekanbaru, Riau Province, The

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researcher found the following phenomenon which are the students are still afraid and shy to speak English in front of the class because they are not get used on speak with use English language and still use their mother-tongue language in their daily life. Also students have low interest on learning speaking because of not all of students like the subject and the teacher's method are not effective to increase their interest in learning Speaking. The researcher realized that that the students need a new media to improve their speaking performance. It is also supported in this modern era, when the technological advancement grows rapidly. This is caused by the effects of globalization that change the humans' life pattern, from traditional era into the digital era.

From phenomenon that already explained above, so it can be concluded that most of students at the eleventh grade of SMA Muhammadiyah 1 Pekanbaru have some difficulties in English because the students' lack of knowledge to memorized word and meaning also the students have low interest in learn and speak English Language. The reason is the learning media that the teacher used is not effective on increasing student's interest to learn the learning material. With using Discord Application, it will be a compatible solution to students to solve their problem on this modern era. The type of text that are taught at the school are Descriptive text, its social function is to describe a particular person, place or thing.

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Based on explanation above, the researcher is interested to investigate the problem above in a study entitled **"Using Discord Application to facilitating student's speaking performance at SMA Muhammadiyah 1 Pekanbaru".**

B. Problem of the Research

The statements of problem study of this research that the researcher is going to analyze are as follows:

1. Identification of the Problem

a. Some of students have low interest on learning Speaking in English language study.

b. Some of students are hard to memorize the word and its meaning when speaking in front of the class that makes the students nervous and pronounce word in the wrong way.

c. Some of students have a lack of confident and shy to speak with using English language in front of the class.

2. Limitation of the Problem

After identifying the problems stated above, the researcher needs to limit and focus the problem of this research on the effectiveness of using Discord application software as a medium to improve speaking performance at the eleventh grade of SMA Muhammadiyah 1 Pekanbaru.

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3. Formulation of the Problem

Based on the explanation above, the researcher formulated the problem as follows:

Is there any significant difference of using Discord Application on students' speaking performance at the eleventh grade of SMA Muhammadiyah 1 Pekanbaru?

C. Objective and Significant of the Research

1. Objective of the Research

The objective of the research was to know whether or not significant difference taught using Discord Application and taught without using Discord Application on students' speaking performance at the eleventh grade of SMA Muhammadiyah 1 Pekanbaru.

2. Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

a. Hopefully these research findings are useful for the researcher, especially in learning how to conduct a research.
b. These research findings are also useful and valuable, especially for students and teachers of English language at SMA Muhammadiyah 1 Pekanbaru and to be considerations in their teaching and learning process in the future.

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c. Finally, these research findings are also expected to be positive and valuable information, especially the implementation of Discord Application as a medium to improve speaking performance

D. The Definition of the Term

The topic of this research is the use of Discord Application to improve students' speaking performance.

1. Discord Application

Discord Application is a voice chat application that is popular among gamers and streamers that allows for Voice over Internet Protocol (VOIP) and messaging between users (Lacher, 2018).

2. Speaking Performance

According to Fulcher (2003) Speaking is the use of language to communicate with the other. It means that this is the activity that involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contributions a high speed, so each participant has intention or a set of intention that he wants.

According to Brown (2007), Speaking Performance is the realization of competence. It is related to how the students show or deliver their idea through words and sentences. To have good speaking performance, the students have to master the components of speaking itself.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking Performance

a. Definition of Speaking Performance

Speaking is an interaction among people. Form and meaning of speaking are dependent on the context in which occurs and speech is unpredictable (Dounough & Shaw, 1993). Cameron (2001) stated that speaking is an active uses of language to express meanings which can make other people understand.

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

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Brown and Yuke (1983) say, “Speaking is the skill that the students will be judged upon most in real life situations”. Through speaking, someone can communicate by expressing their idea and sharing information to other. In other word, speaking is very essential skill that should be learned and mastered by the students to support oral communication run well especially in English. Moreover, in order to know the students speaking skill, the teacher usually asks the students to do speaking performance. The teacher asks the students to perform their speaking skill in front of the class such as conversation, speech, dialogue, etc.

According to Bueno et al. (2006), “Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded. There are many reasons to overcome this. First of all, the ELLs should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.

Among the four basic skills of the English language, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate

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vocabulary. Therefore, the English language learners of EFL/ESL face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world.

b. The Component of Speaking Performance

Brown (2004) classifies the components of speaking into five categories; grammar, vocabulary, comprehension, fluency, and pronunciation.

1) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both

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oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of

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fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

Each component is very important to be mastered by the students because it is used to measure how speaking performance of the students. In this case, the teacher also must guide their students in making good speaking performance.

Vanderkevent (1990) States that there are three components in Speaking:

a) The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b) The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

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c) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

c. Teaching Speaking Performance

Teaching according to Peters and Burnett (1963) is concerned with doing something for an individual who will result in something done to the individual. Another opinion from Peters and Burnett (1963) "Teaching in school is formal action to bring about a greater opportunity for the student's becoming educated. Teaching is society's way of insuring that the young will be alerted to the cultural heritage as base for continuing and improving the culture".

Teaching speaking is one of the fascinating subjects in learning a language because it allows student to connect and communicate with both student and teacher. Fulcher (2003) state that speaking is the verbal use of language to communicate with others. In teaching speaking, we should encourage students to be more active, help and support them to share or express their feeling and their thought orally. Like Thornbury (2007) said that teaching of speaking depends on their being a class room culture of speaking and that classrooms need to become talking classroom. In other words, students will be much more confident speakers (and their speaking will improve) if this kind of speaking activation is a regular feature of lessons. So, in teaching

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speaking we should let the students to speak up their minds in order to make them become confident speakers. The success of teaching learning process also based on the teacher. Teacher should manage the class so the teaching and learning process can run well, teacher need to use some different roles during the speaking activities in order to try to get student speak well.

As stated by Lazaraton (2001 cited in Celce-Murcia, 2001) perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speakers, thinking about one's own contribution, producing that contribution, monitoring its effect, and so on. To cope with the challenges of teaching speaking, the language lecturer is required to be able to create and employ certain techniques in order to achieve the goal of language learning and teaching for speaking skill. By this, it means that the lecturer plays an important role in determining what technique can best encourage students' participation in the learning speaking process, because studying English without speaking English is useless.

Nunan (2003) says that speaking is the productive oral skill that consists of producing systematic verbal utterance to convey meaning. Speaking is an important thing for communication. The goal of teaching speaking is communicate orally. Students are expected to be

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able to understand and communicate in English in daily communication. It is supported by Brown and Nation (1997), "the goal of teaching speaking skill is to communicate in target language." It means that the teacher has to emphasize on the efficiency of oral communication so that, the use of language work well rather than the usage of the language.

Through speaking one can express their minds, ideas and thought freely and spontaneously. To most people, mastering speaking is the single most important aspect in learning second language. This is supported by Celce-Murcia, 1979 who mentions that lecturer needs to know the strategies and two exercises to ensure that each is getting a relevant practice in speaking English in order to develop his fluency and confidence. In line with that, Rahmawati (2008), (Nur, 2016) proposes that lecturer, particularly in speaking instruction, is always expected to provide an engaging-students techniques to make them able to explore their experiences and idea in oral way.

d. The Assessment of Speaking Performance

There are five components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, and comprehension as Brown (2004) have stated:

Pronunciation

5 = Equivalent to and fully accepted by educated native speaker

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4 = Errors in pronunciation are quite rare

3 = Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

2 = Accent is intelligible though often quite faulty.

1 = Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language

Grammar

5 = Equivalent to that of an educated native speaker.

4 = Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

3 = Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.

2 = Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

1 = Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

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Vocabulary

5 = Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4 = Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3 = Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

2 = Has speaking vocabulary sufficient to express himself simply with some circumlocutions.

1 = Speaking vocabulary inadequate to express anything but the most elementary needs.

Fluency

5 = Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4 = Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

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3 = Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.

2 = Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

1 = (No specific fluency description. Refer to other four language areas for implied level of fluency.)

Comprehension

5 = Equivalent to that of an educated native speaker.

4 = Can understand any conversation within the range of his experience.

3 = Comprehension is quite complete at a normal rate of speech.

2 = Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)

1 = Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

For intensive speaking, Brown (2004) states that there are three components of speaking to be scored:

2 = Comprehensible; acceptable target form

1 = Comprehensible; partially correct target form

0 = Silence, or seriously incorrect target form

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2. An Overview of Discord Application

a. Definition of Discord

Discord Application is a voice chat application popular with gamers and streamers that allows for Voice over Internet Protocol (VOIP) and messaging between users (Lacher, 2018). Discord is an application specifically built to enhance communication among video game players. It is a mobile and PC application which is usually used by an online gamer community to interact via voice or text message. Discord can be used in many other operational systems such as Windows, iOS, Android, Linux, and Mac

Discord is a completely free platform that does not contain hidden payments or premium subscriptions, which, (Gorbatuc & Dudka, 2019), are very important in the economic situation of the state. So as Kusendi, et al (2020) also state that Discord is a free application to access chats similar to Slack or Skype that allows users to chat in real time using text, voice or video. It was originally created for video gamers to interact with each other while playing games. Discord is currently growing in popularity with over a hundred million users today. This application hosts servers or chat rooms on various topics, from games, music, anime, and memes tend to be the most popular.

The platform allows its users to communicate via voice, video, and text chat features. These affordances give users the

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ability to post pictures, videos, images, and links, either through specific community servers, private messages, or group messages. Users can create usernames, upload a profile picture, and link their Discord account to other social media sites like Facebook, Twitch, Twitter, etc. The platform boasts a total of 250 million users, of which about 14 million use it daily.

Discord application has various facilities to communicate that other applications do not have. One of the features in Discord application is to communicate like a Telephone or Cellular phone. This feature allows teachers to convey material freely to students. Another feature that Discord has is the video conferencing feature that can be used to deliver material, interact between videos and their students. In addition, in this video conference, educators can share screens as well as features possessed by other video conferencing applications such as Zoom cloud meetings, Google meetings, or Cisco Webex.

Users on Discord application can set up or join chat rooms, which Discord refers to as “Servers”. Users can join groups they have been invited to or create their own private chat server and invite their friends, then can use text, or voice to chat, with others using that server or chat room. There is also a public server that anyone can follow. Each server can be separated into “Channels”, which are smaller rooms or chat rooms, to discuss specific topics.

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These servers and channels may also have different access permission levels for different users. From having permission to ban other users, to having the ability to upload files and images to channels

b. History of Discord

Discord brands itself as being built by people with a love for video games in an effort to create an efficient and accessible communication platform. Discord was made by Discord Inc. (Originally Hammer and Chisel, Inc.) and the application was publicly released in 13th May 2015 under the tagline "It's time to ditch Skype and TeamSpeak" (Marks, 2016).

Discord Application was designed with the main target of video game community. But in fact, now Discord has been used for various communities of business, programming, even for online learning. Discord Application is arguably a combination of forums and instant messaging. In addition to voice chat, you can share posts, videos, and pictures like a forum. Discord users can also enter or create bots for their servers which can have varied functions. Discord also provides access limitation features that allow user to control who can access various channels on the user's server using roles.

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3. The Advantages of Discord

The Discord application has advantages over other voice and video call applications, one of which is the use of minimal data packages for voice calls or video calls. The number of participants who can follow one channel is not limited, so there is no need to think about full channels (Dewantara et al., 2020). In addition, the Discord application has been used as a communication and interaction tool such as Whatsapp and telegram (Rakhmawan 2020).

A significant advantage of using Discord is simple and fast software launch system, also Discord requires a lower level of load on the system and works with almost all operating systems. According to Rakhmawan (2020) Discord can be used on any other operational system such as Windows, iOS, Android, Linux and also Mac. Discord application can be downloaded for free through the play store and app store.

Efriani et al (2020) states that Discord also provides benefits in learning as follows: (1) Learning is not bound by the classroom, (2) Can be used for the same subject / subject for two or more different classes, (3) Provide features that encourage interaction and communication between each participants (members) (4) Allow learning section to have more than 2 lecturers or experts, (5) Interaction can be done with Text channel and voice channel.

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Discord application has 3 other features that can support student distance learning as follows:

a) Text chat channel.

According Raihan & Putri, (2018) Discord application also provides facilities to communicate with other members by entering the available channels in the group (Raihan & Putri, 2018). So this channel can be used as a broadcast or announcement for all students in the Discord classroom.

b) Voice chat Channel

This feature is very useful and is a prominent advantage of using discord as an online learning medium. Students can interact with the teacher, and the teacher can make the class livelier with online discussions or presentations.

c) Collecting assignments

Students can upload files to collect assignments. Discord allows users to upload several types of files such as word, ppt, image, video, and pdf. With such variation of features, the students are unlikely bored. So it is well suited for use by users of any skill level.

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4. The Role of Discord Application In Teaching And Learning

Discord Application play role as the tool and media of learning. Fachurrazy (2011) states that media is one thing as a tool to increase the interest, motivation, and quality of the teaching-learning process. The 21st century generation continues to grow up with technology and students of this generation use technology with ease. The use of technology has changed people's abilities to access information including receive communication and has had a great impact on students' learning abilities (Pasupathi, 2013). The beneficial of the technology usage is also can be utilized for the success of students' speaking performance.

With using Discord Application as a learning media, the students will be motivated and active to learn because Discord Application gives "different experience" than any regular Traditional Classroom in learning process. Integrated methods use and bringing the students into a virtual speaking classroom environment. It means that Discord creates an awesome learning tool for teachers. According to Wahyuningsih and Baidi (2021). Discord Application improves students' ability to communicate. Ramadhan and Albaekani (2021) also found that the Discord Application was effective in facilitating the speaking skills of high school students in online learning.

In teaching speaking, we encourage the students to be more active, help them to share or express their feeling and their thought orally. Like Thornbury (2007) said that teaching of speaking depends on their being a

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class room culture of speaking and that classrooms need to become talking classroom. So Discord Application has many facilities that could be used to support the speaking learning process in a virtual class. Users could play audio and become parts of user interaction (Jiang et al., 2019). In addition, the Discord application also provides facilities to communicate with other members by entering the available channels in the group (Raihan & Putri, 2018). The Student can use “Text channels” and “Voice Channel” to communicating, debating, and discussing with other students. Discord application is effective in facilitating students' discussion and debate skills, because in the Discord Application in one central, it can be divided into several channels (Tjahjadi et al., 2021). Teacher can also give an announcement, make an online discussion or presentation and sharing learning materials like PPT, Learning video, and E-book.

The students can also have a virtual speaking class anywhere. It means they do not need to attend to the class or language laboratory. As long as they can get a good internet connection, they can join in the virtual speaking class. Still, the internet connection has a significant role the learning process. Therefore, some Teacher used this application to replace Zoom Cloud Meetings and other applications which considered having higher costs. According Rakhmawan et al., (2020) in science learning during the Covid-19 pandemic, the Discord application is effective as a medium in online learning, although there are still some obstacles,

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especially regarding how to use it and the network.

Looking at some of the research results that have developed related to the application of Discord application in learning, in general it is found that Discord Application is effective in improving students' speaking performance (discussion, debate, listening, and speaking), and some teachers apply it as an option of media in online learning. The students' speaking performance were reviewed and tested through the speaking test done by using Discord Application so that the students' speaking performance will improve on each day of the meeting.

5. The Procedure of using Discord Application

Harmer (2007) states, "Good Speaking activities can and should be extremely engaging for the students. If they are all participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it". According statement above the teacher should build good atmosphere in speaking activity and must interesting for students

According to Bygate (2000) one of the basic problems in foreign-language teaching is to prepare learner to be able to use the language. It is also stated that how this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims. Richards, et al. (2002) also state that it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately.

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Dealing with the condition above, the solution to solve that is using Discord Application as a Teaching Media to not only for improving students' speaking performance, but also improving students' willingness to speak confidently.

According to Wikihow (2021) there are some steps on using Discord Application:

a. Download the app on Google Play store on your device like mobile phone, or download it on discord.com if you want to use it on your PC.
b. Create your account first by clicking "Register" button. If you already have an account, click "Login" button.
c. After that, you can make a Server by pressing "+" button and you will be directed into empty server. Once created the Server, you can then click the plus symbol under "text channels" and "voice channels" to add new channels.
d. Invite other user to join the server by sending Invitation code or link. You can also join others' server with using Invitation code or link that will be sent to you
e. Finally, you can use the Discord. You can also customize your own server.

B. Relevant Research

According to Syafi'i (2013) relevant research is required to observe some previous researches conducted by other researchers in which they are

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relevant to the research that we are conducting. In this study, the researchers are.

The first research is from Arum Nisma Wulanjani. In 2018, Arum Nisma Wulanjani conducted a research entitled "Discord Application: Turning a Voice Chat Application for Gamers into a Virtual Listening Class". This study aims to o explore the use of Discord application in their listening classes. This study was qualitative research using qualitative data as the instrument for collecting data. The Case study was applied as research design. The subject of this study was the second semester students of Class 3 of Intensive Listening Class at Tidar University. Based on research finding, the researcher concluded that applying Discord application in their listening classes can change the students' attitude while having the listening classes. Being more active, interactive, and motivated are shown by the students in the virtual listening classes when Discord application is turned on.

The second research is from Aulia Ramadhan and Abdul Kodir Albaekani. In 2021, Aulia Ramadhan and Abdul Kodir Albaekani conducted a research entitled "Student's Response Toward utilizing Discord Application as an Online Learning Media in Learning Speaking at Senior High School". This study aims to find out the effectiveness of the Discord application as an online learning medium, and also investigates the students' motivation to learn speaking skills while learning using the Discord application. This study was a case study research using qualitative data as the instrument for collecting data. The Interpretative studies were applied as research design. The subject of this

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study was the students' in 12th grade in Senior High School SMA Negeri 1 Cikarang Timur. Based on research finding, the researcher conclude that the utilizing of the Discord application as an online learning media in speaking learning has several benefits and advantages. The discord application facilitates the convenience of students in the learning experience such as a very effective, practical, lighter application used in various smart phones because of its small size, has a Voice channel feature that allows interaction via voice in the discord room.

The third research is from Edward Tjahjadi, Sinta Paramita and Doddy Salman. In 2020, Edward Tjahjadi, Sinta Paramita and Doddy Salman conducted a research entitled "Pembelajaran Era Pandemi Covid-19 di Indonesia (Studi terhadap Aplikasi Discord)". This study aims was to revealing the features of using the Discord platform as a means of creating a quality remote communication environment during emergency training. This study was a case study research using observation non-participant, documentation and semi-structured interview as the instrument for collecting data. The Case study was applied as research design. The subject of this study was the users of discord Namely three informants: Cathy Catherine as the student from Social and Political science faculty majoring in International Relations in Universitas Indonesia; Dra. Suzie Sri Suparin S. Sudarman M.A ; Nur Arif Nurudin as the English teacher at SMA Negeri 1 Anjatan; and Rey Widi Prasetyo as the owner of *server* Ruang Belajar . Based on research finding, the researcher conclude that Discord Application is an ideal new

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innovation and has great potential as a learning medium in the era of the COVID-19 pandemic

The last research is from Aditya Rakhmawan, Dase Erwin Juansah, Lukman Nulhakim, Lulu Tunjung Biru, Rt. Bai Rohimah, Dwi Indah Suryani, Mudmainah Vitasari, and Vica Dian Aprelia Resti. In 2020, Aditya Rakhmawan, Dase Erwin Juansah, Lukman Nulhakim, Lulu Tunjung Biru, Rt. Bai Rohimah, Dwi Indah Suryani, Mudmainah Vitasari, and Vica Dian Aprelia Resti conducted a research entitled "Analisis Pemanfaatan Aplikasi Discord Dalam Pembelajaran Daring Di Era Pandemi Covid-19". This study aims to analyzed the potential of one of the social media applications namely Discord to be used in online learning during Covid-19 situation. This study was qualitative research using observation and questionnaire as the instrument for collecting data. The Qualitative descriptive was applied as research design. The subject of this study was 2020 class students of Biology education major who take basic chemistry lectures. Based on research finding, the researcher concluded that there are many students who have problems on using Discord application because of unstable network problems. However, some students who have stable network are satisfied with using Discord application in learning.

Based on the relevant research above, the researcher concludes that using Discord application has a good influence that can develop and improve the students' speaking performance and also Discord application have a great potential to be a learning medium for student. There are some similarities with

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theoretical in these researches. The similarities are about using Discord application. Meanwhile, the differences are about the design of the research and the school location of the research.

C. Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing (Syafi'i, 2013). This is very crucial because operational concepts are used to avoid misunderstanding and misinterpreting in scientific research. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. In analyzing the problem in this research, there are two variables use, variable X is The Use of Discord application as an independent variable and variable Y is Students' Speaking Performance as dependent variable.

1. Variable X : The use of Discord application (Wikihow, 2021) as follows:

   The procedures of using Discord application are conducted through the following procedures:

   1) Teacher opened the class with greetings, and set up the Discord application that will be used in learning process.
   2) Teacher will make server and channel. In order to improve students' speaking performance, Teacher will use Voice Channel as a Virtual Classroom.

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3) Teacher asks the students to join Discord Application.
4) Teacher asks the students to login into Discord Application
5) Teacher will send the students an invitation code or link to join to the teacher's server.
6) Teacher asks the students to describing the material with using English Speaking.

2. Variable Y : Students' Speaking performance as follows:

In conducting this research, the indicators of students' speaking performance according to Brown (2004) are as follow;

1. Students are able to speak English with grammar.
2. Students are able to speak English with appropriate vocabulary.
3. Students are able to speak fluently
4. Students are able to express their idea to other by comprehending spoken language
5. Students are able to speak English with good pronunciation.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was designed in experimental research with quasi-experiment design. According to Creswell (2008) experimental research is used when the writer wants to establish possible cause and effect between the independent and the dependent variables. It means there are differences context that will produce cause and effect result. The design of this research was a quasi-experimental design.

According to Creswell (2008) quasi-experiment design is tested and idea (or practice or procedure) to find out whether its influence an outcome or dependent variable. There are two variables; the first one is a dependent variable that is observed to determine the effect if any and the second one is an independent variable that is variable selected by the researcher to determine their effect on the relationship with the dependent variable.

Brown (1988) states that there are two variables in research, the first one is a dependent variable that is observed to determine what effect, if any, the other types of variable may have on it and the second one is an independent variable that is variables selected by the researcher to determine their effect on the relationship with the dependent variable. It means that this research consists of two groups: they are an experimental and a control group. This research tried to find out the effect that is given by the variable x on y. In addition, there were two variables in this research, the first is using

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Discord application as the variable X and the second is students' speaking performance as the variable Y.

The type of this research can be designed as follows (Creswell, 2008, p.314):

Table III.1
The Research Design

Group	Pre-test	Treatment	Post test
E	T1	X	T2
C	T1	Ɵ	T2

Where :

E = Experimental Group

C = Control Group

T1 = Pre-test to Experimental Group and Control Group

X = Receive the treatment using Discord application

T2 = Post-test to Experimental and Control Group

Ɵ = No Treatment

Based on the description above, the treatment will give to the experimental group. The experimental group will use Discord application, meanwhile the control group will use the conventional method.

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B. Location and Time of the Research

The research was conducted at SMA Muhammadiyah 1 Pekanbaru. It is located on JL.K.H.Ahmad Dahlan No.92, Kampung Melayu,Kec. Sukajadi,Kota Pekanbaru. this research will begins in August 2021 in academic year 2021/2022.

C. Population and Sample of the research

1. Population

The population of this research is the eleventh grade students of SMA Muhammadiyah 1 Pekanbaru. The total number of the eleventh grade of SMA Muhammadiyah 1 Pekanbaru is 207. Consist of 8 classes.

Considering that population of the research more than 100 students, thus, the writer took the sample of the population of the research. According to Cresswell (2012) population is a group of individuals who have the same characteristic. Based on the research design of the research, the writer will select two classes to be taken as sample.

2. Sample

The writer was used Purposive sampling technique to take sample of this research. According to Creswell (2012), purposeful sampling means that to learn or understand the essential phenomenon, a researcher select individuals and sites intentionally. In addition, this study used homogeneous sampling. The researcher was observing class

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that has same quality in order to determine the control and experimental class.

Tabel III.2
The Sample of The eleventh grade students of SMA Muhammadiyah 1 Pekanbaru

No	Class	Number	Sample	Complement
1	XI MIA 1 Bilingual	30	30 Students	Sample (Experiment class)
2	XI MIA 2 SCI	24	24 Students	Sample (Control class)
Total		**54 Students**	**54 Students**	

D. Technique of Collecting Data

The data collection of this research will be conducted by using speaking test (pre and post). According to Brown (1988) test means that a method of measuring of a person's ability, knowledge or performance in the given domain. In this research, test will be divided into two ways ; pretest which is given before the treatment and post-test which is given after doing the treatment.

In this research, the writer will use one technique for collecting data, it will be oral test such as Describing. In order to know how is the students' speaking performance, the researcher used oral test which related to indicators of speaking performance that consist of grammar, vocabulary, pronunciation, fluency and comprehension.

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The kind of test that writer use is Describing an object. Students are given a material and required to describe it. This test conducted in the Discord application. The researcher asked the student to giving the description about the material at least 4-5 minutes. Then, the researcher scored students' speaking performance according to categories by Brown (2004, p.172-173) as follows:

Table III.3
Rubric of Assessing Speaking Performance

No	Aspect	Rating Score	Requirements
1	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2		5	Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient

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	Vocabulary		vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	Pronunciation	5	Equivalent to and fully accepted by educated native speaker.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
4	Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
		1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
4		5	Equivalent to that of an educated native speaker.

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	Comprehension	4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
		1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

Source : Brown (2004)

The result of speaking performance scored by using five components and each component had score or level. Each component had 20 as the highest score. The total of all components was 100. The specification of the test is as follows:

Table III.4
The Specification of Oral Test

No	Aspect	Highest Score
1	Grammar	20
2	Vocabulary	20
3	Pronunciation	20
4	Fluency	20
5	Comprehension	20
Total		100

Source: Brown (2004)

The test was conducted in two stages ; Pre-test and Post-test

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a. Pre-test

Pre-test will use to collect the data about students' speaking performance before they were taught by using Discord application. It will give to both experimental and control class. In this test, the researcher will use oral test based on the indicators of speaking test.

b. Post-test

Post-test will use to collect the data about students' speaking performance after they were taught by using Discord application. It will give to both experimental and control class. In this test, the researcher will give the material to the students. After the students have given the description about the material, the the writer will take the total score from the result of the oral test. Based on Arikunto (2009) the classification of the students' score can be seen below:

Tabel III.5

The Classification of Students Score

The Level Score	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Source: The Minimum Criterion Achievement (KKM)

H. The Validity and Reliability of the Instrument

1. Validity

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According to Fraenkel, jack, et al (2006) stated that the term of validity in the research refers to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the that has been collected. Validity depends on the amount and type of evidence there is support the interpretation writers wish to make concerning data they have collected. Validity consist of three types are content validity, criterion-related validity, and construct validity.

In this research will use content validity to establish the validity of the test. According to Kothari (2004) said that content validity means to the extent to which a measuring instrument provides adequate coverage of the topic under study. Thus, the test will give based on the material learn by the students. The material of the test will take from the textbook used by the eleventh grade students at SMA Muhammadiyah 1 Pekanbaru.

2. Reliability

A test should be reliable. Cohen (2007) said that reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instrument and over groups of respondent. Regarding this, Gay and Airasian (2000) stated that reliability is the degree to which a test consistently measures whatever it is measuring. In other words, the test is reliable when an examiner's result are consistent on repeated measurement. So the key

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of qualification criterion of the test instrument is consistent.

In obtaining the reliability of the test, there are several formula can be used, such as Split-Half formula, Flanagan formula, Spearman-Brown formula, Hoyt formula, Rulon formula, Kuder-Richardson 20 (K-R 20) formula and Kuder-Richardson 21 (K-R 21) formula. According to Arikunto (2006) to find the reliability, the researcher will use the SPSS 23 application.

F. Analysis of the Data

In order to find out whether there is a significant effect of the students' speaking performance at eleventh grade students of SMA Muhammadiyah 1 Pekanbaru, the data are analyzing statistically. In analyzing data, the researcher will use statistical method that is paired sample t-test formula by using SPSS 23 version and will continue by using eta square.

The formula of eta square is as follows :

$$\eta 2 = \frac{\eta 2}{\eta 2 + (\eta 1 - 1)}$$

Where :

$\eta 2$: Eta Square

η : t obtained

$\eta 1$: The number of experimental class

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, finally, the researcher would like to conclude that the students' speaking performance before being taught by using Discord application at the eighth grade of SMA Muhammadiyah 1 Pekanbaru is categorized into "Poor" level with highest percentage "53.33%". Furthermore, the students' speaking performance after being taught by using Discord application at the eighth grade of SMA Muhammadiyah 1 Pekanbaru is categorized into "very good" level with highest percentage "33.33%".

Based on the explanation above, there is a significant effect of students' speaking performance after taught by using Discord application at the eighth grade of SMA Muhammadiyah 1 Pekanbaru. It can be seen that Paired Samples Test shows that Sig. (2-tailed) value was 0.000. It can be stated that 0.000 < 0.05 Hypothesis (Ha) is accepted. It means that null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. Besides, there is a significant effect of students' speaking performance by using Discord application. Eta square was "0.65" referring to the table of effect size guidelines, the effect of using Discord application on students' speaking performance was categorized as "large" effect.

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B. Suggestion

For the conclusion above, Discord application can give significant influence on students' Speaking performance. Thus, the researcher would like to give some suggestions :

1. Discord application can be as an alternative in teaching and learning process. The teacher can give an interesting method on students' Speaking learning in order to make the teaching learning process more fun and enjoyable and the students will be paying more attention to the material.
2. For the students, they have to be interested in learning English to improve their speaking. Using Discord could be one of an alternative to help students to motivate learning English.
3. For the readers are recommended to use this thesis as one of the references in find out information about using Discord application on students' speaking performance.
4. For the next researcher, this study is one of the ways to help students develop their speaking by using application. There are many other strategies to make teaching and learning process more affective. The researcher is expected to find new strategies, method, techniques, and approaches that can be used to help students develop their English especially their speaking.

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APPENDIX 1

INSTRUMENT

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Instruction

1. The Student login and join to voice server in Discord App
2. Choose one topic below:
    a. Describing about yourself
    b. Describing about family
    c. Describing about daily activity
    d. Describing about hobby
3. Describe the material one-by-one by using voice chat with using English speaking with teacher with 2-3 minutes

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APPENDIX 2

STUDENTS' ANSWER

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RECOMMENDATION LETTERS

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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.fik.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/9058/2024 Pekanbaru, 27 Mei 2024
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMA 1 Muhammadiyah Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Rivan Septian
NIM	: 11714102543
Semester/Tahun	: XIV (Empat Belas)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Rivan Septian
Nomor Induk Mahasiswa : 11714102543
Hari/ Tanggal : Selasa / 17 Januari 2023
Judul Proposal Penelitian : Using Discord Application to Facilitating Students' Speaking Performance at SMA I Muhammadiyah Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise the cover!
2.	Re-organize the ideas in chapter 2!
3.	Revise the tables!
4.	Revise the references!
5.	Mention the procedures of teaching speaking by using Discord App!

Pekanbaru, 17 Januari 2023

Penguji I

Pipky Gushendra, M.Ed

Penguji II

Kurnia Budiyanti, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : Rivan Septian
Nomor Induk Mahasiswa : 11714102547
Hari/Tanggal Ujian : Selasa, 17 Januari 2023
Judul Proposal Ujian : Using Discord Application to Facilitating Student's Speking Performance at SMA 1 Muhammadiyah Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizki Gushendra, S.Pd.,M. Ed	PENGUJI I		
2.	Kurnia Budiyanti, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 17 Januari 2023
Peserta Ujian Proposal

Rivan Septian
NIM. 11717102547

APPENDIX 5
DOCUMENTATION

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CURRICULUM VITAE

Rivan Septian is the first son of Mr. Suryadi Aziz and Mrs. Deflimar. He was born on Pekanbaru, September 30st , 1998. In 2011 he graduated from SD Negeri 001 Rumbai. He also finished his study at MTS Al-Ittihad Rumbai, in 2014. And SMKN 7 Pekanbaru in 2017. In 2017, he was accepted to be a student at English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2020, he was doing KKN (Kuliah Kerja Nyata) program in Putri Tujuh, Pekanbaru. Then, he was doing Pre-Service Teacher Practice (PPL) program at SMK Muhammadiyah 2 Pekanbaru on October until December 2020. To fulfill requirements for undergraduate Degree in English Education , he conducted the research on October 2023 by the thesis entitled “Using Discord Application to Facilitating Students’ Speaking Performance at SMA Muhammadiyah 1 Pekanbaru.”

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