

ABSTRACT

This study investigates the effectiveness of using Discord as a digital platform in teaching the writing of procedure texts to English for Specific Purposes (ESP) students. Employing a mixed-method approach, the research involved both quantitative and qualitative data collection through pre-tests, post-tests, and student interviews. A total of 30 participants were divided into an experimental group, which used Discord, and a control group, which followed conventional face-to-face instruction. The Wilcoxon Signed-Rank test results revealed significant improvement in both groups' writing performance. However, the Mann–Whitney U test indicated no significant difference between the post-test scores of the two groups, suggesting that while Discord supports student learning, it does not necessarily outperform traditional methods in terms of measurable outcomes. Qualitative data showed that students responded positively to Discord's collaborative and flexible environment, which contributed to increased motivation, reduced anxiety, and better comprehension of the writing process. Nevertheless, technical barriers such as limited internet access and unfamiliarity with the platform were reported by some students. The findings suggest that Discord can be a supportive tool for enhancing writing instruction, especially when implemented with clear pedagogical guidance and adequate technological support. The study highlights the potential of integrating social platforms into academic settings, while also emphasizing the importance of digital literacy and infrastructure readiness.