

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Since the 4.0 era, the use of technology has been emerging and having a huge impact; it can be demonstrated where Education is affected by this situation. In this field, it is more difficult to separate teaching and learning within technology, which creates a circle between both of them. The use of technology as a medium in the teaching and learning process can help teachers and students solve problems. In this day and age, our generations are well-equipped to access any type of technology, which has a significant impact on student learning abilities over time. The benefits of utilizing technology can also be used to improve the success of students' writing comprehension. Writing is the most difficult of the four language skills for foreign language learners to master. Writing is one of the efficient skills that are closely related to receptive capabilities work (Harmer, 2007).

Writing can be difficult to teach because it is complicated and require not only a knowledge of grammatical and theoretical means but also conceptual elements. Recent research by Galbraith (2022) and Graham and Harris (2021) supports this view, showing that writing is not just piecing words together, but pouring ideas into a phrase. These studies reveal the interesting cognitive processes fundamental writing, demonstrating that it is a complex, creative yet complex process.

Unlike other language skills like speaking, writing more complicated because it needs to collaborate logical thinking and methodical experience. As Deane and Zhang (2021) point out, writing is a multi-layered process that goes beyond simple language skills. The writing process includes several key activities that students must master: setting goals, generating ideas, organizing information, choosing the right words, drafting, reading, reviewing, revising, and editing.

Researchers like Akkaya (2020) and Uccelli and Resnick (2020) emphasize that these activities are not simple tasks but complex skills that require careful, step-by-step learning. To help students improve, teachers need to provide deliberate and clear guidance for each stage of writing. This means breaking down the writing process into manageable parts and helping students develop strategies for each step. Studies by Hyland (2019) and Kastman and Christiansen (2019) highlight that writing is essentially a thinking process. It's not just about following rules, but about developing the ability to organize thoughts, express ideas clearly, and communicate effectively. By understanding the cognitive skills behind writing, educators can create more effective teaching methods that support students' growth in writing proficiency.

The significance of explicit instruction in teaching writing complexity has been emphasized by recent studies. Zhou and Lü (2023) point out that second-language (L2) learners' writing results are much enhanced by explicit, high-intensity syntactic structure teaching. Their study, involved around students learning Chinese as a second language. This result is consistent with the demands of writing as a complicated process, where children require methodical teaching to handle both more sophisticated conceptual tasks and grammatical structures. Students who receive this kind of training are better able to write with precision and coherence by developing syntactic and functional complexity.

Furthermore, the importance of ongoing, contextualized feedback in L2 classrooms has been shown by recent studies on Written Corrective Feedback (WCF). A summary of research on naturalistic classrooms highlights how continuous feedback aids students in gradually improving their vocabulary, grammar, and topic organization. Naturalistic WCF captures the repetitive nature of writing in authentic learning situations and offers strong ecological validity in contrast to isolated experimental treatments (Cambridge Core, 2023). This supports the claim that writing is a cyclical process that necessitates numerous chances for improvement.

The research will also focus on identifying the primary obstacles students face while using Discord for educational purposes. This could include technical difficulties, issues with engagement, or challenges in adapting to the platform's features. The study will look into how these obstacles may hinder the learning process and suggest potential solutions or improvements for more effective use of Discord in educational settings.

Finally, the study aims to explore the possible outcomes of using Discord for writing procedural texts, including increased student motivation, improved writing skills, or enhanced collaboration. By examining both the positive and negative aspects of using Discord as a learning platform, the study will provide valuable insights for educators seeking to incorporate digital tools into their teaching methods.

### **1.5 Significance of the Study**

The significance of this study lies in its potential to demonstrate how Discord, as a multimedia platform, can be leveraged effectively to enhance writing instruction, particularly in procedural text composition. By incorporating Discord into the writing classroom, this study explores the ways in which the platform's versatile features—such as text, voice, and video communication—can create a more engaging and dynamic learning environment. If used appropriately, Discord could offer new and innovative ways to facilitate active participation, collaboration, and communication among students, even in virtual settings.

Discord's capacity to increase student participation is one of the main advantages of using it in writing classes. Historically, students frequently disengage from lessons in virtual learning settings due to passive involvement. Discord, however, gives students the chance to participate more actively in group and individual projects. Students can more readily participate in discussions, exchange ideas, and get feedback on their writing with the help of tools like audio chats, real-time texting, and collaboration channels. This promotes a deeper degree of connection that may improve learning results.

Furthermore, this study holds significant value beyond a single classroom or learning environment. The findings can have broad applicability across various

In conclusion up, writing is a difficult task to master because it needs careful guidance and non-linear process with careful guidance. As guide, teachers need to concentrate on the conceptual and critical components of writing in addition to the technical ones, such syntax and vocabulary. Not only producing cohesive text, student also can comprehend the whole material within complex nature of writing.

### **1.2 Research Question**

1. What are the main outcomes of using Discord as a teaching tool in the learning process?
2. How does the effectiveness of Discord as a teaching tool compare to other platforms, based on mean scores?

### **1.3 Variables**

In research, a variable is usually something that has a certain amount or a specific trait that can be different from one thing to another. For this study, the biggest variables are the independent and dependent ones. Even though they're quite different, the dependent variable is often seen as what the researcher really wants to influence or change, while the independent variable is what causes that change. So, in this case, the independent variable is Discord the tool being used and the dependent variable is the students' writing skills.

### **1.4 Purpose of this study**

The study aims to explore students' perceptions regarding the implementation of Discord as a platform for conducting learning and teaching activities, particularly in the context of writing procedural texts. By examining the use of Discord, the study seeks to understand how this platform influences students' engagement, comprehension, and overall experience in learning to write procedure texts. The research will also investigate how effectively Discord serves as a tool for communication, collaboration, and feedback between students and instructors.

Additionally, the study will assess the sustainability of the platform's effectiveness by tracking participant results after the completion of the study, identifying any long-term benefits or challenges experienced by students. This aspect will help determine whether the skills gained from using Discord as a learning tool are retained and applied beyond the study period.

educational settings, regardless of the level of education. The integration of Discord in the classroom could serve as a model for virtual learning across different subjects, offering new ways for students to stay engaged and active in their learning, particularly in remote or hybrid educational systems.

The study's potential to completely transform how students engage with and experience online writing courses is one of its main advantages. Students no longer need to be physically present in a classroom because they can join and participate in lessons from almost anywhere. They can interact with classmates, participate completely in the course material, and get immediate feedback from teachers as long as they have a reliable internet connection. In addition to helping students who live far away, this flexibility makes education more accessible to those who might otherwise be unable to attend sessions in person due to logistical or physical constraints.

In theory, by using Discord, students can improve their learning experiences in ways that are both easy and effective, increasing the possibility of distant or asynchronous learning. This study also intends to demonstrate how the use of Discord can provide a more inclusive, accessible, and flexible learning environment, enable more student participation and improve the quality of writing education, particularly procedural text production. Overall, the study's findings could help instructors integrate multimedia platforms into their teaching practices, providing a road map for boosting student engagement, learning outcomes, and accessibility in both virtual and traditional classroom settings.

### **1.6 Scope of the study**

The growing use of technology in classrooms serves as the foundation for the study's scope. Platforms like Discord, which offer real-time communication, multimedia sharing, and collaborative activities, create new potential for teaching and learning as technology quickly changes how students learn and engage. In both traditional classroom settings and remote or hybrid learning situations, this study will look at how Discord can be modified to support writing teaching and student participation.

### **1.7 Definition of Key Terms**

To define some of the terms used in this study, the first is Discord application, which is the proprietary name for software applications and online services that allow voice and video phone calls over the Internet. The second is ESP Learning, which refers to learning English for a specific purpose. EPP, or English for Professional Purposes, may be included. Finally, the era of the Platform is a frame of expertise involved with the improvement and application of technological technical their interactions with existence, society, and the environment, using subjects which include industrial arts, engineering, and implemented technological know-how. Platforms include Microsoft Windows and Google Chrome. In personal computing, a platform is air hardware and software on which software applications can run.

### **1.8 Research Report Organization**

The forthcoming research report will be organized into five chapters, i.e. introduction, review of literature, research methodology, data analysis and discussion, conclusion, and suggestion. Each chapter will be explained below.

Chapter 1 is the introduction. In this chapter, the researcher discusses the research background, questions, research objectives, variables, hypotheses, significance, the scope of research, definitions of key research terms, and organization of the research report.

Chapter 2 is literature. This chapter discusses avenues for interaction in the classroom, an overview of learner autonomy, the literature, and previous research.

Chapter 3 is research methods. This chapter discusses research design, research procedures, research location and participation, data collection, data analysis, and ethical considerations.

Chapter 4 of this research time map refers to the research schedule.

Chapter 5 is conclusions and suggestions. This chapter states the references and annotations to support this research.

### **1.9 Concluding Remarks**

This chapter has discussed some important elements in this research such as background of the study, research question, purpose of study, significance of the

Despite the fact that Discord's popularity is primarily associated with gaming, Greenhow and Lewin (2023) found that its characteristics can be employed effectively at all educational levels, including high school. Their study on developing educational technologies emphasizes the potential of computer-mediated communication platforms in generating more adaptable learning environments. This is especially important given that educational institutions worldwide are implementing technology-enabled tools to facilitate participatory learning experiences. Discord's versatility allows students to participate in discussions, collaborate on projects, and interact with educational content in a variety of ways, regardless of their location or access to real classroom tools. This trend aligns with the current technological transformation in education.

Moreover, the research acknowledges the worldwide character of technological progress and its extensive impact on educational methodologies in various nations. As technology becomes more integrated into education, it influences not only the resources available for instruction but also the dynamics of interaction between students and educators. Consequently, this study seeks to explore how Discord can be employed in diverse educational environments, assessing its flexibility and efficacy across different cultural and geographical contexts.

The study will also consider the possibility of expanding the use of Discord through several educational levels, from high school to perhaps even universities. Although high school students will be the primary focus, the findings might suggest that Discord could also benefit middle school or college students, especially as online and hybrid learning frameworks continue to advance.

In summary, the scope of this study encompasses the exploration of Discord as an educational tool for writing instruction, specifically at the high school level. The study will evaluate its potential to enhance engagement, collaboration, and communication among students, as well as its applicability across various educational settings and countries. By examining both the advantages and challenges of using Discord in the classroom, the study will provide valuable insights into how technology can support and transform educational practices at all levels.

study, scope of the study, definitions of key terms, and research report organization. The next chapter will provide an overview of Discord as Tools of Teaching, Discord as a bridge for education wide world