



UNIVERSITY STUDENTS' EXPERIENCES IN USING DISCORD APPLICATION TO MASTER ENGLISH VOCABULARY



ADELIA SYAFITRI NURAENI

SN. 20522020

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A THESIS

*Submitted in Partial Fulfillment of the Requirements
for the Degree Sarjana Pendidikan in English Education*



By:

ADELIA SYAFITRI NURAENI

SN. 20522020

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN
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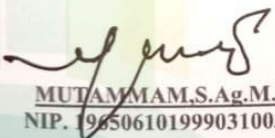
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MOTTO

“Indeed, with hardship comes ease.”

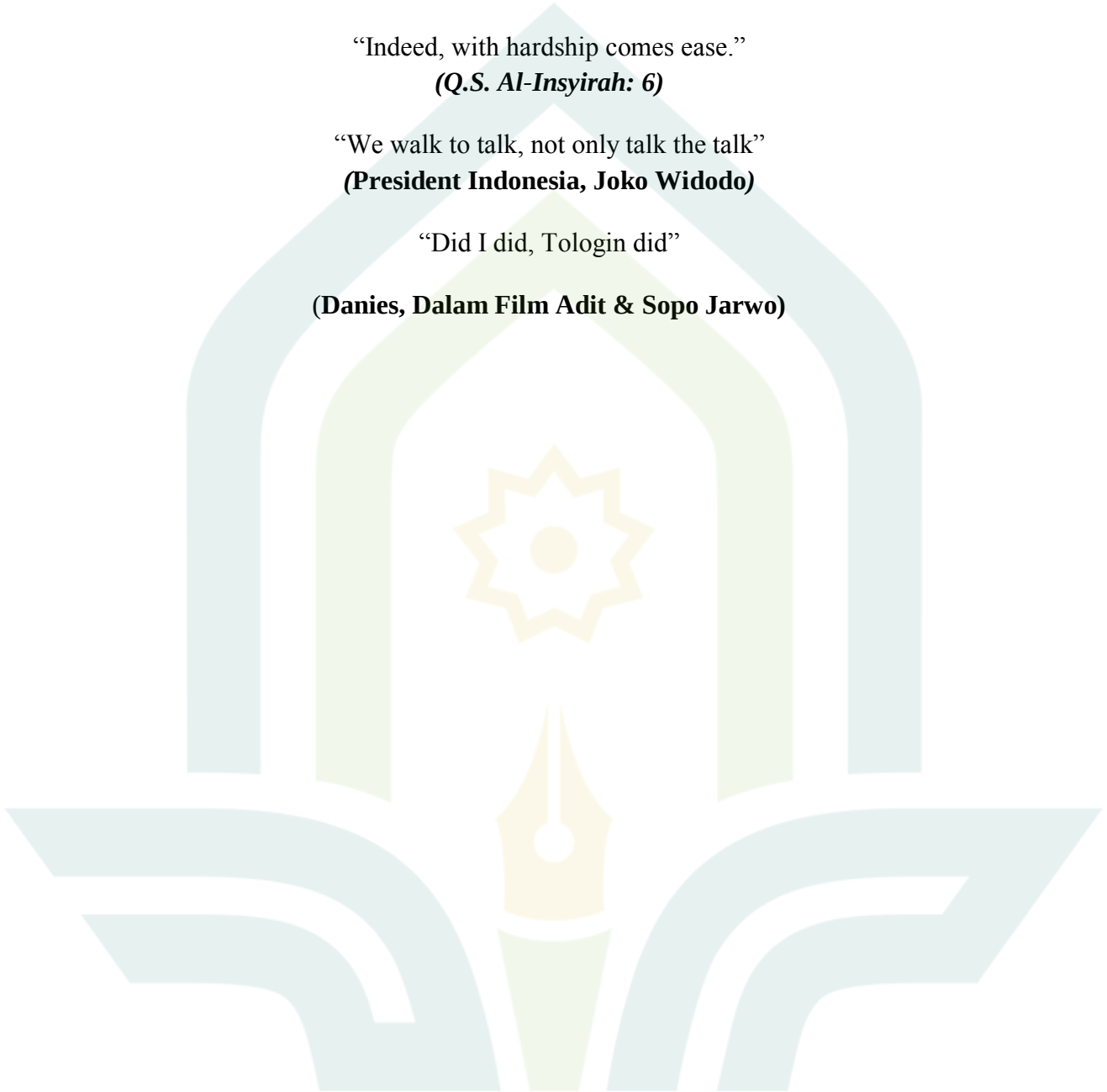
(Q.S. Al-Insyirah: 6)

“We walk to talk, not only talk the talk”

(President Indonesia, Joko Widodo)

“Did I did, Tologin did”

(Danies, Dalam Film Adit & Sopo Jarwo)



ABSTRAK

Penguasaan kosakata masih menjadi tantangan yang signifikan bagi mahasiswa dalam konteks English as a Foreign Language (EFL) karena mereka sering kali memiliki kesempatan yang terbatas untuk mempraktikkan kosakata dalam komunikasi yang autentik. Meskipun platform digital semakin banyak diintegrasikan ke dalam pembelajaran bahasa, penelitian yang berfokus pada pengalaman mahasiswa dalam menggunakan aplikasi Discord untuk mendukung pengembangan kosakata bahasa Inggris masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa dalam menggunakan aplikasi Discord untuk menguasai kosakata bahasa Inggris. Penelitian ini menggunakan desain narrative inquiry dengan pendekatan kualitatif yang melibatkan empat mahasiswa Program Studi Pendidikan Bahasa Inggris yang aktif menggunakan Discord sebagai media pembelajaran kosakata. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa Discord memberikan kesempatan kepada mahasiswa untuk mempelajari kosakata melalui komunikasi, mengembangkan strategi belajar secara mandiri, memahami kosakata dalam konteks yang bermakna, serta memperkuat penguasaan kosakata melalui paparan yang berulang dalam percakapan dan diskusi. Namun, mahasiswa juga mengalami tantangan dalam memilih kosakata yang tepat selama komunikasi secara real-time serta mempertahankan fokus belajar karena beragam topik diskusi yang tersedia di platform tersebut. Temuan ini menunjukkan bahwa Discord dapat berfungsi sebagai media pembelajaran pendukung yang efektif untuk meningkatkan penguasaan kosakata melalui interaksi yang autentik, keterlibatan aktif mahasiswa, dan praktik penggunaan kosakata yang bermakna di lingkungan pendidikan tinggi.

Kata kunci: aplikasi Discord, kosakata bahasa Inggris, mahasiswa, pembelajaran kosakata, pengalaman mahasiswa.

ABSTRACT

Vocabulary mastery remains a significant challenge for university students in English as a Foreign Language (EFL) contexts because they often have limited opportunities to practice vocabulary in authentic communication. Although digital platforms have increasingly been integrated into language learning, studies focusing on university students' experiences in using Discord to support English vocabulary development remain limited. Therefore, this study aimed to explore university students' experiences in using the Discord application to master English vocabulary. This study employed a qualitative narrative inquiry design involving four English Education students who actively used Discord for vocabulary learning. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that Discord provided opportunities for students to learn vocabulary through communication, develop personal learning strategies, understand vocabulary in meaningful contexts, and strengthen vocabulary retention through repeated exposure. However, students also experienced challenges in selecting appropriate vocabulary during real-time communication and maintaining learning focus due to various discussion topics on the platform. These findings suggest that Discord can serve as a valuable supplementary learning platform that supports vocabulary development by promoting authentic interaction, learner engagement, and meaningful vocabulary practice in higher education.

Keywords: Discord application, English vocabulary, university students, vocabulary learning, students' experiences.

PREFACE

All praise and gratitude are devoted to Allah SWT, who has bestowed upon me countless blessings, guidance, health, and patience, enabling me to complete this thesis entitled “University Students Experiences In Using Discord Application To Master English Vocabulary.” This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.) in the Faculty of Teacher Training and Education. I realize that this thesis is far from perfect. Therefore, any suggestions and constructive criticisms are highly appreciated to improve the quality of this work. I would like to express my deepest gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Research Background

English vocabulary plays a crucial role in mastering the language because it serves as the foundation for developing speaking, reading, listening, and writing skills (Nation, 2013). Without adequate vocabulary knowledge, learners may experience difficulties in understanding information and expressing their ideas effectively in English. For university students, vocabulary mastery is particularly important because it supports academic literacy and effective communication in higher education. Students with sufficient vocabulary knowledge are better able to comprehend academic texts, participate actively in classroom discussions, present their ideas clearly, and produce well-organized academic writing. In addition, vocabulary knowledge enables students to understand discipline-specific terminology that frequently appears in academic materials and research articles. Recent studies have also highlighted that English vocabulary mastery is one of the most essential aspects of language learning because it provides the lexical knowledge needed for effective communication and language development (Nation, 2013; Schmitt, 2008). Therefore, developing a broad and appropriate vocabulary is considered one of the essential aspects of English learning for university students and plays a fundamental role in supporting their academic success throughout their university studies.

Despite its importance, many university students in English as a Foreign Language (EFL) contexts continue to experience difficulties in mastering English vocabulary. Students often struggle with understanding word meanings, recognizing appropriate word forms, selecting suitable vocabulary, and applying words accurately in different communicative contexts (Teng & Qin, 2021). In addition, limited exposure to authentic English communication and the use of traditional learning methods often reduce students'

opportunities to practice vocabulary meaningfully. Many students still rely on memorization strategies that focus only on remembering word meanings without understanding how the words are actually used in communication. As a result, vocabulary is easily forgotten and difficult to apply when students need to communicate in English. Furthermore, limited opportunities to interact with English speakers or participate in authentic communication also contribute to slow vocabulary development. These challenges indicate that university students need learning environments that provide authentic interaction, repeated exposure, and continuous opportunities to practice vocabulary in meaningful contexts so that vocabulary learning becomes more effective and sustainable (Schmitt, 2008).

To address these challenges, digital learning platforms have increasingly been integrated into English vocabulary learning. The development of educational technology has created new opportunities for students to learn vocabulary through communication, collaboration, and interaction beyond the traditional classroom environment. Among various online platforms, Discord has emerged as a unique communication platform that supports interactive and collaborative learning. Although originally developed for gaming communities, Discord has evolved into an educational platform that offers various features such as text channels, voice channels, screen sharing, file sharing, and community-based discussion spaces. These features allow students to communicate with peers, discuss learning materials, exchange ideas, and practice English vocabulary in authentic situations. Research conducted by Andriani et al. (2022) showed that Discord creates opportunities for collaborative learning and meaningful interaction through its communication features, enabling students to encounter, practice, and reinforce vocabulary continuously during discussions and conversations. Through these activities, students are exposed to vocabulary in real communication rather than through isolated memorization. In addition to supporting communication, Discord provides a flexible learning environment

where university students can actively participate in vocabulary learning activities beyond the classroom. Students are able to join discussion groups, participate in voice conversations, exchange ideas, ask questions, and practice newly learned vocabulary with their peers through both text and voice interactions. Unlike conventional classroom learning, Discord allows students to access learning materials, participate in discussions, and communicate with other learners anytime and anywhere according to their own learning needs. The availability of multiple discussion channels also enables students to revisit previous conversations and review vocabulary that has been discussed earlier. Continuous interaction through the platform allows students to encounter vocabulary repeatedly in authentic contexts, which may strengthen vocabulary retention, improve vocabulary understanding, and encourage more active participation in English communication. Consequently, Discord offers opportunities for students to develop vocabulary through authentic communication experiences that occur naturally within an online learning community.

Despite the increasing use of Discord in educational settings, studies investigating its role in English vocabulary learning remain limited. Most previous studies have focused on students' engagement, collaborative learning, online interaction, or general English learning through Discord, while only a few have specifically explored university students' experiences in using Discord to master English vocabulary. Furthermore, existing studies have primarily emphasized the effectiveness of Discord in improving learning outcomes rather than examining how students personally experience vocabulary learning, develop their own learning strategies, and overcome challenges while using the platform. In addition, relatively little attention has been given to understanding how students perceive vocabulary learning through authentic communication on Discord and how these experiences influence their vocabulary development. Understanding these experiences is important because vocabulary acquisition is influenced not only by instructional methods but also by learners' interaction, participation,

repeated exposure, and engagement in meaningful communication. Therefore, further research is needed to provide a deeper understanding of university students' experiences in using Discord to support English vocabulary mastery and to fill the gap in previous studies.

Based on these considerations, this study aims to explore university students' experiences in using the Discord application to master English vocabulary. Specifically, the study investigates how students experience vocabulary learning through communication and interaction on Discord, the learning strategies they develop while using the platform, and the challenges they encounter during the vocabulary learning process. By exploring students' experiences directly, this study seeks to provide a more comprehensive understanding of how Discord facilitates vocabulary learning in higher education. The findings are expected to provide useful insights for lecturers, students, and future researchers regarding the integration of Discord into English vocabulary learning. Furthermore, this study is expected to contribute to the development of more interactive, meaningful, and student-centered vocabulary learning practices by demonstrating how digital communication platforms can support vocabulary mastery through authentic learning experiences. Recent developments in digital language learning have further emphasized the importance of communication-based platforms in supporting English vocabulary acquisition. Recent studies have shown that online learning environments that promote authentic interaction, collaborative discussion, and learner autonomy provide greater opportunities for vocabulary development than traditional teacher-centered instruction. Through continuous participation in online communities, learners are exposed to new vocabulary repeatedly, receive immediate feedback from peers, and practice using vocabulary in meaningful communicative contexts, which contribute to vocabulary retention and language development (Teng & Zhang, 2023; Lai & Li, 2024). In higher education, students are also increasingly expected to develop independent learning strategies by utilizing digital platforms that support flexible and

collaborative learning beyond classroom boundaries. These recent trends suggest that investigating students' experiences in using communication platforms such as Discord is both relevant and necessary to better understand how digital learning environments facilitate English vocabulary mastery.

1.2 Formulations of the problem

Based on the above research background there will be one question. How do university students experience using the Discord application for mastering English vocabulary? With the question, the researcher hoped to understand more about the experiences of students in using the Discord application to master English vocabulary.

1.3 Aim of the Study

This study aims to report on students' experiences using the discord application for media for mastering English vocabulary by tools.

1.4 Operational Definitions

To avoid misunderstanding the terms contained in this study, the researcher provides several definitions related to research conducted by the researcher as follows

1.4.1 English Vocabulary : English vocabulary refers to the collection of words and phrases used in the English language that learners must acquire to develop their language skills. It includes not only the meaning of words but also their usage in context, pronunciation, and form. Vocabulary acquisition is essential in second language learning as it supports reading comprehension, speaking fluency, and overall communication (Nation, 2013)

1.4.2 Discord Application : Discord is a free digital communication platform that allows users to create servers with multiple text and voice channels. Initially popular among gamers, Discord has been adapted for educational use due to its interactive features, such as real-time messaging, file sharing, screen sharing, and voice/video calls. It provides

a flexible, student-centered environment that can enhance collaborative learning and language practice (Wright, 2021).

1.4.3 Experience : Experience refers to the students' direct involvement and interaction within the Discord platform that facilitates vocabulary learning through a cyclical process of practice, reflection, and application. It is operationalized as students' engagement in activities such as encountering new words in text or voice channels (concrete experience), observing and reflecting on word usage and context (reflective observation), formulating understanding through dictionaries or peer explanations (abstract conceptualization), and actively experimenting by using the words in their own messages or conversations (active experimentation) experiential learning model (Kolb's 1984)

1.5 Significances of the study

1.5.1 Theoretical Significance

This research is expected to contribute to the theoretical understanding of vocabulary acquisition in digital learning environments. It can enrich the body of knowledge related to language learning using online platforms, especially regarding the integration of Discord in vocabulary development.

1.5.2 Empirical Significance

This study provides empirical evidence regarding students' actual experiences and engagement with the Discord application in learning English vocabulary. The findings may serve as a reference for future researchers who wish to investigate similar topics or develop further studies related to vocabulary learning through digital tools.

1.5.3 Practical Significance

The results of this research may offer insights for teachers, students, and educational institutions in integrating technology, specifically Discord into vocabulary learning. It can help educators design more

interactive and effective vocabulary teaching strategies using familiar and accessible digital platforms.



CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

Vocabulary mastery constitutes a crucial foundation in the process of acquiring English as a foreign language. As emphasized by Nation (2001), sufficient vocabulary knowledge serves as a fundamental prerequisite for achieving communicative competence. Learners who possess a broad lexical repertoire are better equipped to comprehend messages and convey ideas effectively, thereby facilitating meaningful and efficient communication in both academic and social contexts.

2.1.1 Student Learning Experience

Kolb's Experiential Learning Theory (1984) proposes that learning is a cyclical and continuous process that occurs through four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Each stage contributes to how learners construct meaning from their experiences and transform those experiences into new knowledge and skills.

The first stage, concrete experience, occurs when learners actively engage in real situations or tasks. At this point, students encounter new events or participate in activities that provide direct exposure to the subject matter. In the context of language learning, concrete experience may involve activities such as interacting in a Discord discussion room, responding to messages, or participating in voice calls where English vocabulary is used in authentic communication. This stage allows students to feel involved in the learning process rather than receiving information passively.

The second stage, reflective observation, takes place when learners begin to think back on the experiences they have just encountered. Students evaluate what happened, consider their reactions, and identify patterns or difficulties. Through reflection, they are able to recognize what aspects of the experience helped them learn and what aspects created challenges. When using Discord, reflective observation might occur as students think about how effectively they communicated, which vocabulary items they could recall, and which parts of the interaction were confusing or unfamiliar.

The third stage, abstract conceptualization, involves the process of forming general ideas, concepts, or strategies based on the reflections from the previous stage. Learners begin to integrate their observations with theoretical understanding, allowing them to develop new interpretations or refine their knowledge. In vocabulary learning, this may include identifying word patterns, understanding meaning in context, or realizing the need for specific strategies such as repetition, note-taking, or peer consultation. At this stage, students construct a more systematic understanding of how vocabulary can be used effectively in communication.

2.1. 2 English Vocabulary

2.1.2 The Nature of Vocabulary Knowledge

Vocabulary knowledge extends far beyond the simple pairing of a word with its definition. Nation (2001) proposes a comprehensive framework suggesting that knowing a word involves mastery across three primary domains: form, meaning, and use. Form encompasses the spoken (phonology), written (orthography), and morphological components of a word (e.g., prefixes, roots,

suffixes). Meaning includes the connection between form and concept, semantic associations (synonyms, antonyms), and the network of related words. Use refers to the grammatical functions of the word (e.g., noun, verb), its collocations (words it frequently appears with), and constraints on its use regarding register and frequency. This multifaceted view is crucial because effective vocabulary instruction and by extension, the design of learning environments must address these different aspects to foster deep and usable knowledge, rather than superficial recognition.

2.1.3 Types of Vocabulary: Receptive vs. Productive

A critical distinction in vocabulary learning is between receptive (passive) and productive (active) knowledge. Receptive vocabulary consists of words that learners can recognize and understand when they encounter them in listening or reading. Productive vocabulary, on the other hand, consists of words that learners can recall and use appropriately in their own speech or writing (Laufer & Nation, 1999). Typically, a learner's receptive vocabulary is significantly larger than their productive vocabulary. The goal of language education is to bridge this gap by moving words from receptive to productive mastery. This distinction is highly relevant to the analysis of Discord, as different features on the platform support different aspects of this process; for instance, reading text channels primarily builds receptive knowledge, while participating in voice channels forces the activation and development of productive vocabulary.

2.1.4 Principles of Effective Vocabulary Acquisition

Research in second language acquisition has identified several key principles for effective vocabulary learning. Firstly, learners require multiple exposures to a word in different contexts to move it from short-term to long-term memory (Schmitt, 2008). This is related to the principle of meaningful elaboration, which posits that the more cognitive effort a learner invests in processing a word's form, meaning, and use, the more likely it is to be remembered (Craik & Lockhart, 1972). Secondly, the concepts of deliberate (intentional) learning and incidental learning are both vital. Deliberate learning involves focused study, such as using flashcards or word lists, while incidental learning occurs when vocabulary is picked up unconsciously through extensive reading and listening. A balanced approach that incorporates both methods is considered most effective (Nation, 2001). Finally, the importance of engagement and motivation cannot be overstated. As Schmitt (2008) notes, vocabulary learning is a cumulative, long-term endeavor that requires sustained learner engagement, making the affective dimension of learning a critical factor for success. These principles provide a theoretical lens through which to evaluate the efficacy of Discord's features as tools for vocabulary mastery.

2.1.5 The Benefits of Mastering Vocabulary

A robust vocabulary is not merely a component of language proficiency; it is the fundamental building block that enables and enhances all other language skills. The benefits of mastering vocabulary extend across communicative, academic, and cognitive domains.

Primarily, vocabulary knowledge is the strongest predictor of overall language proficiency and communicative competence (Laufer & Nation, 1999). Learners with a wide lexical repertoire can express themselves with greater precision, clarity, and nuance, which leads to more successful and confident interactions in both spoken and written forms. This communicative power directly reduces anxiety and increases willingness to communicate, a crucial factor in language acquisition.

Furthermore, vocabulary depth and breadth are critically linked to academic and cognitive development. In academic contexts, vocabulary size is a key determinant of reading comprehension (Qian, 2002). Learners cannot understand texts without knowing a high percentage of the words within them. A strong vocabulary allows students to access complex materials, engage with sophisticated concepts, and perform better across all academic subjects. Cognitively, the process of acquiring and organizing vocabulary strengthens mental faculties. As learners build semantic networks connecting words to synonyms, antonyms, and related concepts they engage in higher-order thinking, improving their ability to analyze, categorize, and retrieve information. Thus, vocabulary mastery is not an isolated skill but a cornerstone of effective communication, academic success, and cognitive growth.

2.1.6 Challenges in Learning Vocabulary

Despite its critical importance, the path to vocabulary mastery is fraught with challenges, particularly for university-level learners aiming for advanced proficiency. One of the most significant hurdles is the sheer volume of words that must be

learned. To comprehend authentic texts and engage in sophisticated discourse, learners need to know thousands of word families, a goal that can seem overwhelming (Nation, 2006). This volume necessitates sustained effort and effective long-term strategies over many years.

Beyond quantity, the complexity of word knowledge itself presents a major challenge. As per Nation's (2001) model, knowing a word is a multifaceted endeavor. Learners must master a word's spelling, pronunciation, multiple meanings, grammatical patterns, collocations, and register constraints. A learner might recognize the word "acquire" in a reading (receptive knowledge) but struggle to use it correctly in a sentence, confusing it with "get" or "obtain" due to a lack of productive knowledge of its collocations (e.g., "acquire knowledge," not "get knowledge" in formal contexts). This "depth" of knowledge is often more difficult to achieve than "breadth."

Finally, issues of memory and retention pose a persistent obstacle. Vocabulary learning is inherently susceptible to forgetting. Without systematic review and opportunities for repeated, meaningful use in varied contexts, words are easily forgotten, a phenomenon described by the "forgetting curve" (Ebbinghaus, 1885). Furthermore, a lack of personal motivation and engagement can derail the consistent practice required for vocabulary retention. Traditional methods like rote memorization can be demotivating, and learners often fail to see the relevance of isolated word lists to their real-world communication needs. Therefore, effective vocabulary instruction must address these

challenges by providing strategies to manage the learning load, deepen lexical knowledge, enhance long-term retention, and boost learner engagement.

2.3 Background Discord As A Learning Platform

2.3.1 Definition Discord as a Learning Platform

Discord, originally created as a communication platform for gaming communities, has gradually transformed into a multifunctional digital space that supports collaborative learning, academic interaction, and knowledge sharing. In recent years, its use in educational settings has increased as both students and instructors recognize its potential to facilitate flexible, real-time communication. From a pedagogical perspective, Discord offers several advantages aligned with modern language learning principles. Its synchronous and asynchronous communication modes enable continuous interaction, giving students the flexibility to learn at their own pace while still participating in real-time discussions when necessary. The platform also supports peer collaboration, which is essential for vocabulary development, as students can negotiate meaning, provide corrective feedback, and discuss lexical choices together. Moreover, Discord provides an informal learning space that complements classroom instruction by creating a more relaxed environment where students may feel more confident experimenting with English vocabulary without the pressure of formal assessment. This sense of community can improve motivation and reduce anxiety, two factors that have a strong influence on vocabulary acquisition (Dewaele, 2019).

Despite these strengths, Discord also presents challenges that must be considered when evaluating its effectiveness as a learning tool. One common issue is

the potential for distraction, as a server typically contains multiple channels that may draw students away from learning objectives. Furthermore, some students may be unfamiliar with the platform's interface, creating a technological barrier that can hinder active participation. The open and informal atmosphere may also lead to unequal participation, with more confident users contributing frequently while quieter students remain passive. Without clear guidance from instructors, the quality of interaction can vary, and learning activities may not progress in a structured manner. Technical problems, such as unstable internet connections or device limitations, may further disrupt communication and affect university students' overall learning experiences.

Considering both its advantages and limitations, Discord emerges as a flexible platform that holds potential for supporting vocabulary learning, particularly when accompanied by appropriate guidance and digital literacy. For this reason, examining university students' experiences in using Discord is essential to understand how effectively the platform contributes to vocabulary mastery and how the challenges associated with it influence learning outcomes.

2.3.2 Key Discord Features for Vocabulary Mastery

2.3.2.1 Discord Features for Vocabulary Mastery

This section provides a comprehensive analysis of Discord's specific functionalities and their theoretical connections to vocabulary acquisition processes. The platform's diverse feature set creates an ecosystem that supports various aspects of vocabulary learning, from initial exposure to active production and long-term retention.

Essentially, this section serves as the analytical backbone of the research. Its purpose is to deconstruct Discord's technical features and directly link them to theoretical principles in vocabulary acquisition. This is not merely a list of features, but rather an argument demonstrating the mechanisms behind utilizing Discord for vocabulary mastery. The comprehensive analysis involves a detailed examination of how each feature such as text channels, voice chat, or bots functions not only as a communication tool but can be specifically leveraged to facilitate cognitive stages in vocabulary learning. The mentioned "ecosystem" refers to how these various features do not operate in isolation but complement each other, creating a holistic learning environment where a learner can encounter new words, study their meanings, practice pronunciation, and use them in authentic contexts, all within one integrated platform.

Furthermore, the phrase "from initial exposure to active production and long-term retention" encapsulates the entire vocabulary learning journey supported by Discord. Initial Exposure is facilitated by features such as dedicated text channels (`#vocabulary-building`) where new words are introduced, or through constant reading interactions across various channels. This stage aligns with Schmidt's (1990) Noticing Hypothesis, where conscious attention to new linguistic forms is a crucial first step. Subsequently, the platform encourages Active Production, where learners are pushed to actively use the vocabulary they have acquired.

This can be achieved through real-time conversations in voice channels (producing spoken forms) or through written discussions in threads and text channels (producing written forms). This stage reflects Swain's (2005) Output Hypothesis, which emphasizes that producing language forces learners to process language more deeply. Finally, this interaction-rich environment, reinforced by gamification elements from quiz bots, contributes to Long-Term Retention. This process is supported by Craik & Lockhart's (1972) Levels of Processing theory, which states that information processed more deeply (such as connecting a word with its pronunciation, imagery, and contextual usage) creates more permanent memory traces. Thus, this section will build a framework demonstrating that Discord is not merely a passive container but a dynamic learning environment that actively supports the entire vocabulary learning cycle.

2.3.2.2 Text-Based Channels: Asynchronous Practice and Form-Focus

Text-based channels serve as fundamental components for vocabulary acquisition through written communication and observation. These channels facilitate asynchronous learning, allowing students to engage with lexical content at their own pace, which is particularly beneficial for learners with varying schedules and proficiency levels.

The implementation of dedicated channels such as #vocabulary-builders and #word-of-the-day creates structured environments for lexical development. In these specialized spaces, learners encounter new vocabulary in contextually rich

environments where peers and instructors share words alongside example sentences, etymologies, and usage notes. This organizational approach aligns with Schmidt's (1990) Noticing Hypothesis, which emphasizes that conscious attention to linguistic forms is essential for language acquisition. When students regularly encounter highlighted vocabulary in these dedicated channels, they are more likely to notice specific lexical features, leading to better retention and understanding.

Furthermore, the Threads feature enhances this learning process by enabling focused discussions on particular lexical items. When a student introduces a new or challenging word in a main channel, participants can spawn a dedicated thread to explore its nuances without disrupting the primary conversation flow. This functionality facilitates what vocabulary researchers identify as semantic and syntactic elaboration - the process of connecting new words to existing knowledge networks through detailed examination of meanings, collocations, grammatical patterns, and pragmatic uses. The threaded discussions encourage deeper cognitive processing of vocabulary, which Craik and Lockhart's (1972) Levels of Processing theory identifies as crucial for moving words from short-term to long-term memory.

2.3.2.3 Voice and Video Channels: Real-Time Practice and Fluency Development

Voice and video channels provide essential platforms for developing phonological awareness and productive vocabulary skills through real-time communication. These

synchronous features bridge the gap between receptive knowledge and active use, addressing a critical dimension of vocabulary mastery often neglected in traditional classroom settings.

Voice channels create low-anxiety environments where students can practice the phonological aspects of new vocabulary. Unlike high-pressure classroom recitations, these informal voice chats allow learners to experiment with pronunciation, stress patterns, and intonation while receiving immediate feedback from peers. This practice supports the development of phonological memory, which Baddeley's (1990) working memory model identifies as crucial for vocabulary acquisition. The ability to accurately encode and retrieve the sound structures of words significantly impacts vocabulary recall and spoken fluency. The informal nature of these voice interactions reduces what Krashen (1985) termed the "affective filter," allowing learners to focus on communication rather than performance anxiety.

Screen sharing functionality further enriches this learning environment by adding multimodal dimensions to vocabulary instruction. When students share their screens to present vocabulary lists, explain word relationships through concept maps, or display video content containing target vocabulary, they create rich sensory experiences that reinforce learning. This multimodal approach aligns with Paivio's (1971) Dual Coding Theory, which suggests that verbal and visual information are processed through separate channels, creating stronger memory traces when activated

simultaneously. The combination of auditory explanation through voice chat and visual reinforcement through screen sharing provides multiple retrieval paths for vocabulary recall, enhancing the likelihood of long-term retention.

2.3.2.4 Community and Interaction Features: Motivation and Collaboration

Discord's community management tools play a vital role in sustaining engagement and fostering collaborative learning dynamics essential for long-term vocabulary development. These features help create structured yet flexible learning communities that motivate continued participation.

The Roles and Permissions system allows for the creation of specialized roles such as "Vocabulary Master," "Pronunciation Helper," or "Native Speaker Consultant." These designated roles distribute expertise throughout the learning community, creating what Vygotsky (1978) described as a zone of proximal development where learners can accomplish with peer support what they cannot yet do independently. This structured hierarchy empowers students to take ownership of their learning process while contributing to the community's knowledge pool. The motivational aspect aligns with Deci and Ryan's (1985) Self-Determination Theory, as these roles satisfy needs for autonomy, competence, and relatedness - key drivers of intrinsic motivation in learning contexts.

The Reactions and Polls features provide mechanisms for immediate feedback and

community engagement that support vocabulary acquisition. Simple emoji reactions (e.g., ✓ for understanding, ? for confusion) offer non-verbal feedback that helps instructors gauge comprehension without disrupting conversation flow. Polls can transform routine vocabulary review into interactive community events, whether through "Word of the Day" selections, vocabulary quizzes, or collaborative decisions about learning topics. These interactive elements incorporate principles of gamification, which Dörnyei (2001) identifies as effective for maintaining motivation in language learning. The immediate feedback and sense of community participation encourage regular engagement with vocabulary activities, promoting the repeated exposure necessary for lexical retention. Furthermore, the community and interaction features available on Discord provide students with opportunities to learn vocabulary collaboratively through authentic communication. By participating in discussions, responding to messages, sharing learning resources, and interacting with peers, students are exposed to vocabulary in meaningful contexts. This interaction allows learners to experience the four stages of Kolb's Experiential Learning Theory (1984). Students encounter new vocabulary through conversations and discussions (concrete experience), reflect on the meaning and usage of words observed in interactions (reflective observation), develop understanding through explanations, feedback, and contextual clues (abstract conceptualization), and apply newly learned

vocabulary in subsequent communications (active experimentation). Therefore, Discord not only enhances students' motivation and collaboration but also supports vocabulary acquisition through experiential and socially mediated learning processes.

2.3.2.5 Bots and Integrations: Automated Assistance and Gamification

Discord's bot ecosystem introduces automated assistance and gamified elements that enhance vocabulary learning through immediate support and engaging practice opportunities. These technological extensions address both the cognitive and affective dimensions of vocabulary acquisition.

Dictionary and reference bots provide instant lexical support within the learning environment. When students encounter unfamiliar vocabulary, they can use commands to retrieve definitions, example sentences, synonyms, pronunciation guides, and etymological information without switching applications. This immediacy reduces what cognitive load theory (Sweller, 1988) identifies as extraneous processing burden - the mental effort expended on finding information rather than learning it. By minimizing friction in the vocabulary lookup process, these bots promote learner autonomy and encourage curiosity about new words, as students can immediately satisfy lexical queries as they arise during discussions.

Quiz and game bots introduce structured practice and gamified elements that make vocabulary review more engaging. These bots can be configured to administer flashcard sessions,

vocabulary quizzes, spelling games, and collaborative word challenges that incorporate spaced repetition algorithms, a technique proven effective for long-term retention (Pyc & Rawson, 2007). The gamification of vocabulary practice addresses the challenge of what Nakata (2011) identifies as the "inherently repetitive nature" of vocabulary learning. By transforming drill exercises into competitive games and collaborative challenges, these bots increase motivation and make the necessary repetition more enjoyable. The automated nature of these bots also ensures consistent practice opportunities independent of instructor availability, supporting the distributed practice effect that cognitive psychology recognizes as crucial for memory consolidation.

2.2 Previous Studies

The relevant previous studies have investigated the use of Discord as a digital platform to support vocabulary development and language learning. Akbari (2025) conducted a quasi-experimental study to examine the effectiveness of Discord in improving university students' English vocabulary mastery. His research compared a control group taught through conventional methods with an experimental group that used Discord for collaborative vocabulary activities. The findings showed that students in the Discord group achieved significantly better vocabulary improvement, indicating that interactive digital engagement supports higher retention and understanding.

Similarly, the study by Azani, Ghifari, and Qurniawan (2025) employed a qualitative descriptive method to explore how Discord enhances students' speaking skills and vocabulary acquisition. Through interviews and

observations, the researchers found that Discord's voice channels, real-time discussions, and peer interaction encouraged students to speak more frequently and confidently. As a result, students encountered new vocabulary naturally during communication, which contributed to their overall language development.

Another important research was conducted by Yunita and Putra (2024), who used a mixed-methods approach to examine incidental vocabulary learning among active Discord users. Their findings revealed that students often acquired new vocabulary unintentionally while participating in discussions, gaming communities, and interest-based groups. The study emphasized that the authentic, informal communication environment on Discord creates rich exposure to language input, enabling vocabulary growth even without structured instruction.

In addition, Andriani, Fitriani, and Prasetyo (2022) investigated the implementation of Discord in English language learning using a qualitative case study. Data were collected through classroom observations and interviews, and analyzed using thematic analysis. The findings indicated that Discord facilitated collaborative learning, increased students' participation, and provided authentic opportunities for communication through text and voice channels. The study concluded that Discord could support vocabulary development by encouraging interaction and repeated language use in meaningful contexts.

Furthermore, Wright (2021) discussed the educational potential of Discord as a digital communication platform for language learning. Through a descriptive review of technology-supported language instruction, the study highlighted that Discord provides flexible learning spaces where students can communicate, collaborate, and practice English beyond classroom settings. The findings suggested that the platform promotes authentic language exposure and

supports vocabulary learning through continuous interaction among learners.

Although the previous studies by Akbari (2025), Azani et al. (2025), Yunita and Putra (2024), Andriani et al. (2022), and Wright (2021) have demonstrated the positive contribution of Discord to English language learning and vocabulary development, most of them primarily focused on learning outcomes, classroom implementation, or students' engagement. Only limited attention has been given to exploring university students' personal experiences, learning strategies, and challenges while using Discord to master English vocabulary. Therefore, the present study seeks to fill this gap by employing a narrative inquiry approach to explore university students' experiences in using the Discord application to master English vocabulary

2.3 Conceptual Framework

This study investigates university students' experiences in using Discord application to master English vocabulary. The study is grounded in Kolb's Experiential Learning Theory (1984), which explains learning as a cyclical process consisting of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Through Discord, students encounter new vocabulary during communication activities, reflect on vocabulary use, develop understanding through interaction and learning resources, and apply vocabulary in authentic communication.

The framework illustrates that Discord serves as a learning environment that facilitates students' vocabulary learning experiences. Through interaction, collaboration, and repeated exposure to vocabulary, students engage in the four stages of experiential learning, which ultimately contribute to English vocabulary mastery. Therefore, this study focuses on understanding how students experience the process of vocabulary learning while using Discord as a

communication and learning platform. The conceptual framework of this study is illustrated in Figure 2.1 below:

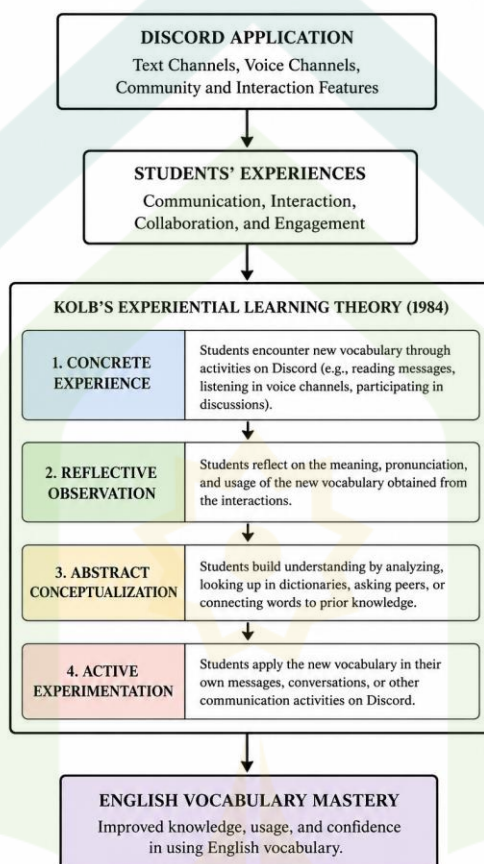


Figure 2.1 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study employed a narrative inquiry methodology. Narrative inquiry was a qualitative research approach that focuses on understanding human experiences through the stories individuals tell. According to Clandinin and Connelly (2000), narrative inquiry allows researchers to explore the lived experiences of participants by examining how they construct, interpret, and make meaning of events over time. This method emphasizes temporality, social interaction, and personal reflection as key elements in understanding experience.

In line with this, Riessman (2008) explains that narrative inquiry seeks to capture participants' voices through detailed stories, enabling researchers to analyze how individuals describe their actions, challenges, and learning processes. The approach is particularly suitable for studies that aim to investigate personal journeys or developmental changes within specific contexts.

Given the purpose of this research, narrative inquiry is appropriate because it enables an in-depth exploration of university students' experiences in using Discord to master English vocabulary. Through their narratives, the study can uncover how students interact with the platform, what learning moments they value, and how Discord contributes to their vocabulary development.

3.2 Setting and Participants

The research was conducted at a University in Pekalongan, located in Central Java, Indonesia. The participants consisted of two male and two female students (Sabila, Putri, Haise, Helga) from the English Education Department in their eighth semester, aged 22 to 23 years old. These students were selected based on two main criteria: their active use of Discord application as a medium to support English language learning, particularly in vocabulary

development, and their prior completion of Technology-Enhanced Language Learning (TELL) course. The TELL course background enabled them to utilize Discord's features more effectively for vocabulary acquisition, as they possessed fundamental knowledge in integrating technology into language learning contexts. This combination of practical Discord experience and theoretical TELL knowledge made them ideal participants for investigating the integration of digital platforms in vocabulary mastery.

3.3 Data Collection

In this study, the researcher collected data through semi-structured interviews. The interviews explored university students' experiences in using Discord to master English vocabulary. Semi-structured interviews were chosen because they allowed flexibility in asking follow-up questions and enabled participants to provide detailed explanations regarding their learning experiences (Barkhuizen et al., 2014).

The interviews were conducted through WhatsApp chat because it provided a convenient and familiar environment for participants. Each interview lasted approximately 30–45 minutes depending on the depth of participants' responses. Before the interviews were conducted, the researcher explained the purpose of the study and obtained informed consent from all participants. The interview conversations were saved and transcribed for data analysis. These transcripts served as the primary source of data in this study.

3.4 Data Trustworthiness

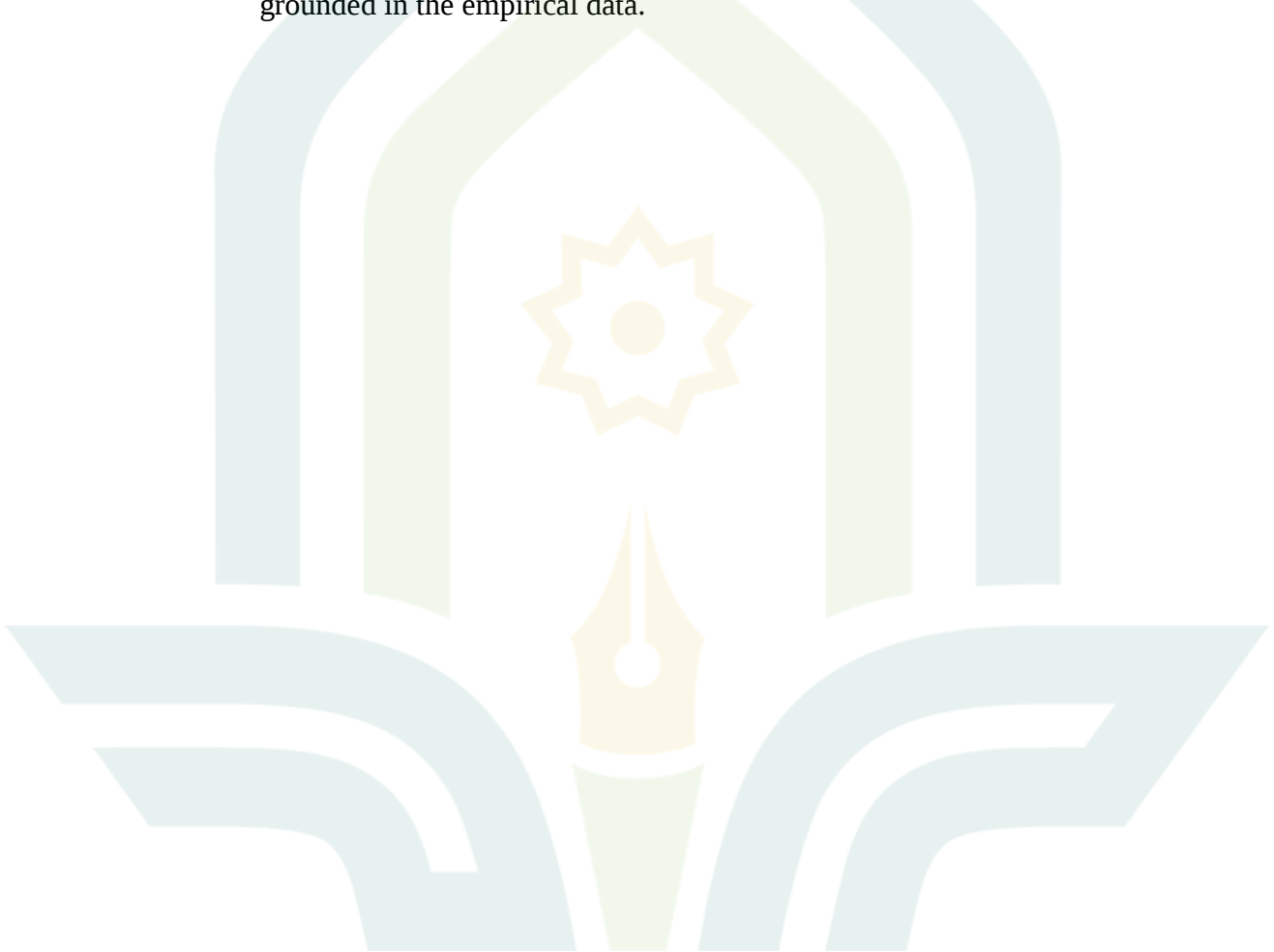
The validity of this research will be ensured through data triangulation by comparing and cross-checking information obtained from multiple data collection methods to enhance the credibility and trustworthiness of the findings (Creswell & Poth, 2018). In this study on university students' experiences in using the Discord application to master English vocabulary, data are collected through reflective journals and semi-structured interviews. Data triangulation is conducted by comparing participants' reflections recorded in the journals with the information obtained from the

interviews to identify similarities, differences, and consistency in their learning experiences. The reflective journals document students' ongoing vocabulary learning activities, challenges, and strategies while using Discord, whereas the semi-structured interviews provide more in-depth explanations and clarification of the experiences described in the journals. By integrating these two sources of data, the researcher is able to verify the consistency of participants' responses and obtain a more comprehensive understanding of their experiences. In addition, member checking is conducted by sharing the interpreted data with participants to confirm the accuracy of the findings, while an audit trail is maintained through detailed documentation of all stages of the research process. These procedures ensure that the findings accurately represent participants' authentic experiences and enhance the credibility, dependability, and confirmability of the study.

3.5 Data Analysis

The data in this study were analyzed using thematic analysis following Braun and Clarke's (2006) six-phase approach. The analysis commenced with the data familiarization phase, involving repeated and active reading of all interview transcripts and reflective journals to become thoroughly acquainted with the depth and breadth of the content. Subsequently, the initial coding phase was conducted where key features of the data were systematically identified and labeled to capture important aspects related to Discord usage for vocabulary learning. The third phase involved searching for themes where the coded data were collated into potential themes and subthemes that emerged from the dataset. During the theme review phase, these potential themes were critically examined and refined to ensure they formed coherent patterns that accurately represented the data set. The fifth phase focused on defining and naming themes, where each theme was clearly articulated and precisely labeled to capture its essence and significance.

Finally, the reporting phase involved weaving the thematic analysis into a compelling narrative that provided vivid evidence of students' experiences while maintaining analytical rigor. This systematic analytical process enabled the identification of meaningful patterns regarding how students leveraged Discord features for vocabulary acquisition, the perceived benefits of this digital platform, and the challenges encountered during implementation, while ensuring all findings remained firmly grounded in the empirical data.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This section presents the research findings related to students' experiences in using Discord application to master English vocabulary. These findings are based on interviews conducted with several English Education students who had experience using Discord as a communication platform for vocabulary learning activities. Through the interview process, the researcher identified several important themes regarding students' vocabulary learning experiences, communication activities, reflective learning processes, contextual vocabulary understanding, and vocabulary practice through interaction on Discord.

Using the qualitative case study framework proposed by Creswell (2012), this study does not aim to generalize the findings to all EFL learners. Instead, it seeks to interpret the meanings and experiences constructed by English Education students while learning vocabulary through Discord application. The findings are interpreted using Kolb's (1984) Experiential Learning Theory, which consists of four learning stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Therefore, the analysis focuses on how students experience vocabulary learning through communication, interaction, reflection, and repeated vocabulary practice while using Discord in specific learning contexts.

4.1.1. Concrete Experience: Students Gain Direct Vocabulary Learning Through Communication Activities on Discord

All participants described Discord as a platform that provided direct experiences in learning English vocabulary through communication activities. Most participants explained that chats, voice channels, and online discussions

helped them interact with other users and exposed them to new vocabulary naturally during communication.

“I try to use the new words directly in the chat or when talking in voice channels. Sometimes I repeat the words when I talk with my friends so I can remember them better.” (Putri, Interview, Researcher Translation, March 2026).

“I usually practice the knowledge that I get from Discord by applying it in my daily learning activities.” (Sabila, Interview, Researcher Translation, March 2026).

“When people talk in voice channels or chats, I can learn new words naturally from the discussion.” (Haise, Interview, Researcher Translation, March 2026).

These findings indicate that communication activities on Discord provided students with direct experiences in vocabulary learning. Through chats, discussions, and interaction with other users, students were exposed to authentic vocabulary use in real communication contexts. In particular, students experienced vocabulary learning through active participation rather than passive memorization.

In addition, some participants explained that communication on Discord helped them become more familiar with English vocabulary through continuous exposure and interaction.

“I often see how other people use certain words in conversations, then I try to use them too.” (Helga, Interview, Researcher Translation, March 2026).

These responses show that students gained vocabulary knowledge not only from formal learning materials but also from observing and participating in communication activities on Discord. This suggests that authentic interaction and direct

communication supported students' vocabulary learning experiences during online activities.

Based on interview findings, the researcher found that Discord created opportunities for students to experience vocabulary learning directly through communication and interaction. Students actively participated in chats, voice channels, and discussions that exposed them to repeated vocabulary use in meaningful communication situations. These findings support Kolb's concrete experience stage, where learning occurs through direct involvement and authentic experiences during communication activities.

4.1.2 Reflective Observation: Students Reflect on Vocabulary Learning Through Reviewing and Observing Conversations

The findings revealed that students reflected on their vocabulary learning experiences while using Discord. Several participants explained that they often reviewed chats, reread conversations, rewrote materials, and observed how other users communicated in English to strengthen their vocabulary understanding.

"I save important chats and read them again later so I can remember the vocabulary." (Putri, Interview, Researcher Translation, March 2026).

"I usually rewrite the material shared on Discord so I can understand it better." (Sabila, Interview, Researcher Translation, March 2026).

These findings indicate that students used reflective learning activities to improve vocabulary retention and understanding. Reviewing conversations and rereading communication materials helped students evaluate their vocabulary knowledge and language use more carefully.

Furthermore, some participants explained that observing how other users communicated in English helped them understand vocabulary more effectively.

“I respond using new words that I learned because it helps me become more familiar with the vocabulary.” (Haise, Interview, Researcher Translation, March 2026).

“Sometimes I write the new words in my notes and try to use them again when chatting with others.” (Helga, Interview, Researcher Translation, March 2026).

These responses show that students reflected on communication experiences and reused vocabulary to strengthen vocabulary mastery. This suggests that reflective observation activities such as reviewing, observing, and rewriting helped students process vocabulary learning experiences more deeply.

Based on interview findings, the researcher found that students developed reflective learning habits during communication activities on Discord. Students often reviewed chats, observed language use, and repeated vocabulary practice to improve their understanding. These findings support Kolb’s reflective observation stage, where learners reflect on previous experiences to strengthen learning and understanding.

4.1.3 Abstract Conceptualization: Students Develop Vocabulary Understanding Through Contextual Communication

The findings revealed that students gradually developed conceptual understanding of vocabulary through communication and interaction on Discord. Most participants explained that they learned vocabulary meanings and understood how vocabulary was used contextually in conversations.

“I learn vocabulary from conversations and understand how to use it in sentences.” (Putri, Interview, Researcher Translation, March 2026).

“Sometimes I join discussions or community activities like book clubs, and I learn many new words from there.” (Sabila, Interview, Researcher Translation, March 2026).

These findings indicate that students connected vocabulary meanings with communication contexts during interaction activities on Discord. Students not only memorized vocabulary meanings but also learned how vocabulary functions in authentic communication situations.

Furthermore, some participants explained that they usually checked vocabulary meanings and practiced vocabulary use in their own sentences to improve understanding.

“Sometimes I check the meaning first before sending the message because I am afraid of using the wrong word.” (Haise, Interview, Researcher Translation, March 2026).

“Sometimes I find new words from my friends, then I check the meaning and try to use it in my own sentences so I can understand it better.” (Helga, Interview, Researcher Translation, March 2026).

These responses show that students actively connected vocabulary meanings, contexts, and communication patterns to build conceptual understanding of vocabulary use. This suggests that contextual communication activities on Discord helped students develop deeper vocabulary comprehension.

Based on interview findings, the researcher found that students formed vocabulary understanding through communication experiences and contextual interaction on

Discord. Students connected vocabulary meaning with real communication contexts and language use patterns during interaction activities. These findings support Kolb's abstract conceptualization stage, where learners construct concepts and understanding based on their learning experiences.

4.1.1.4 Active Experimentation: Students Practice Vocabulary Through Active Communication on Discord

The findings showed that students actively practiced and applied vocabulary during communication activities on Discord. Participants explained that repeated use of vocabulary in chats and discussions helped them become more confident and familiar with vocabulary usage.

"If I see the same word many times in chat, I remember it better." (Putri, Interview, Researcher Translation, March 2026).

"Sometimes the same vocabulary appears repeatedly in discussions, so I become more familiar with it." (Sabila, Interview, Researcher Translation, March 2026).

These findings indicate that repeated exposure and repeated vocabulary use supported students' vocabulary retention and communication confidence. Students actively experimented with vocabulary by applying words in communication activities and repeated interactions.

Furthermore, some participants explained that they often reused vocabulary during communication to avoid forgetting the words.

"I try to use the repeated words in my own messages so I don't forget them." (Haise, Interview, Researcher Translation, March 2026).

"When I often hear or read the same word in Discord, it becomes easier for me to remember the meaning." (Helga, Interview, Researcher Translation, March 2026).

These responses show that students practiced vocabulary continuously through communication activities on Discord. This suggests that repeated practice and active communication helped students improve vocabulary familiarity and confidence during interaction.

Based on interview findings, the researcher found that students actively applied vocabulary knowledge through chats, discussions, and communication activities on Discord. Students repeatedly practiced vocabulary during interaction to strengthen vocabulary retention and communication ability. These findings support Kolb's active experimentation stage, where learners apply knowledge and understanding in real communication experiences.

4.2 Discussion

This section discusses the findings of the study in relation to Kolb's (1984) Experiential Learning Theory and several previous studies related to vocabulary learning through online communication platforms. The discussion focuses on students' experiences in learning English vocabulary through Discord application and the challenges they experienced during vocabulary learning activities.

4.2.1 Discord as an Experiential Learning Environment for Vocabulary Development

The findings indicate that Discord provides opportunities for students to experience vocabulary learning through direct communication, interaction, and participation in various learning activities. Students were exposed to new vocabulary while engaging in chats, discussions, and voice channels. These experiences demonstrate that vocabulary learning occurred naturally through authentic communication rather than through isolated memorization activities.

This finding is closely related to Kolb's (1984) Experiential Learning Theory, particularly the stages of concrete experience and active experimentation. Through

communication activities on Discord, students encountered vocabulary directly in meaningful situations and immediately applied newly learned words in conversations. Learning therefore became experience-based because students actively participated in the process rather than receiving information passively.

The findings are also consistent with Vygotsky's (1978) Sociocultural Theory, which emphasizes that learning develops through social interaction. Discord enabled students to interact with peers, observe language use, and negotiate meaning collaboratively. Through these interactions, students gained opportunities to acquire vocabulary in authentic communicative contexts.

Similar findings were reported by Andriani et al. (2022), who found that Discord supports active participation and collaborative learning through its communication features. Likewise, Kohnke and Moorhouse (2020) reported that online communication platforms provide meaningful opportunities for language practice and vocabulary development.

The implication of this finding is that Discord can function as an experiential learning environment where students learn vocabulary through direct communication experiences. This suggests that vocabulary learning may become more meaningful when learners are actively involved in authentic interaction rather than relying solely on traditional memorization techniques.

4.2.2 The Role of Reflection and Personal Learning Strategies in Vocabulary Acquisition

The findings reveal that students developed various personal strategies to support vocabulary learning while using Discord. Participants reported reviewing chats, rewriting learning materials, saving important messages, and observing how vocabulary was used by other users. These activities indicate that students did not merely receive vocabulary input but also reflected on their learning experiences.

This finding supports Kolb's (1984) reflective observation stage, which explains that learning occurs when individuals review and reflect upon previous experiences. By revisiting conversations and learning materials, students were able to strengthen their understanding of vocabulary and improve retention.

Furthermore, the findings support the argument of Blachowicz and Fisher (2013), who state that effective vocabulary learning involves the development of personal learning strategies. Students who actively organize, review, and monitor their learning tend to develop stronger vocabulary knowledge than those who rely solely on incidental exposure.

These findings are also supported by Nation (2013), who emphasizes the importance of repeated encounters and deliberate learning strategies in vocabulary acquisition. Through reviewing chats and practicing vocabulary independently, students increased their opportunities to encounter vocabulary repeatedly in meaningful contexts.

The implication of this finding is that Discord provides a flexible learning environment that allows students to develop autonomous learning behaviors. The platform supports both independent and collaborative vocabulary learning, enabling students to adapt learning strategies according to their individual needs.

4.2.3 Contextual Learning and Vocabulary Understanding Through Social Interaction

The findings demonstrate that students learned vocabulary not only by understanding word meanings but also by observing how words were used in real communication. Participants explained that discussions, conversations, and community activities helped them understand vocabulary within meaningful contexts.

This finding corresponds to Kolb's (1984) abstract conceptualization stage, where learners construct knowledge

and understanding based on previous experiences. Through interactions on Discord, students connected vocabulary meanings with actual language use, enabling them to develop deeper vocabulary knowledge.

The findings are also consistent with Nation's (2013) framework of vocabulary knowledge, which includes form, meaning, and use. Students gradually learned how vocabulary functions in different communicative situations rather than simply memorizing definitions.

Furthermore, this finding aligns with Habibi (2018), who argues that social media platforms can facilitate language learning by providing opportunities for communication, interaction, and contextual language exposure. Through Discord, students encountered vocabulary in authentic situations, allowing them to understand not only what words mean but also how they should be used appropriately.

The implication of this finding is that contextual interaction plays an important role in vocabulary mastery. Learning vocabulary through communication allows students to develop a deeper understanding of language use, which contributes to both vocabulary retention and communicative competence.

4.2.4 Vocabulary Retention and Challenges in Digital Communication Environments

The findings indicate that repeated exposure played an important role in helping students remember and use vocabulary. Students encountered the same vocabulary repeatedly through chats, discussions, and communication activities. They also reused vocabulary during conversations, which helped strengthen retention and familiarity with the words.

This finding supports Kolb's (1984) active experimentation stage, where learners apply knowledge repeatedly in practical situations. Through continuous

interaction on Discord, students practiced vocabulary actively and reinforced previous learning experiences.

Similarly, Nation (2013) argues that vocabulary acquisition requires multiple encounters with words before they become part of long-term memory. The findings demonstrate that Discord naturally provides opportunities for repeated exposure because students encounter vocabulary continuously during communication activities.

However, the findings also reveal several challenges. Students sometimes experienced difficulty selecting appropriate vocabulary during real-time communication. Although they understood word meanings, they were often uncertain about the most suitable vocabulary to use in specific contexts. This supports Nation's (2013) view that vocabulary mastery involves not only meaning but also appropriate usage.

In addition, participants reported difficulties maintaining focus due to the presence of entertainment-related and non-academic discussions on Discord. Because the platform serves both educational and social purposes, students occasionally became distracted from their learning objectives. This finding aligns with Godwin-Jones (2018), who explains that digital communication platforms can simultaneously create learning opportunities and distractions.

These findings also support Zimmerman's (2000) theory of self-regulated learning, which emphasizes the importance of learners' ability to control their attention, motivation, and learning behavior. Students who were able to manage distractions appeared to benefit more from Discord as a vocabulary learning environment.

Overall, the findings suggest that Discord offers substantial opportunities for vocabulary development through repeated exposure and authentic communication. Nevertheless, the effectiveness of the platform depends on students' ability to regulate their learning behavior and participate actively in vocabulary-related activities.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study explored university students' experiences in using the Discord application to increase English vocabulary mastery through the framework of Kolb's Experiential Learning Theory. The findings showed that students experienced vocabulary learning through Concrete Experience and Reflective Observation. In terms of concrete experience, students acquired new vocabulary through direct participation in chats, discussions, voice channels, and interactions with other users on Discord. Meanwhile, reflective observation was demonstrated through students' efforts to review previous conversations, save useful vocabulary, take notes, and reflect on the language they encountered during communication. These experiences enabled students to learn vocabulary in authentic contexts and develop greater awareness of their learning processes. This study contributes to the growing body of research on technology-enhanced language learning by highlighting how Discord facilitates experiential vocabulary learning through authentic interaction and reflective learning practices.

The findings also revealed that students engaged in Abstract Conceptualization and Active Experimentation during their vocabulary learning journey. Through abstract conceptualization, students developed personal understandings of vocabulary usage, identified language patterns, and connected newly learned words with existing knowledge. Through active experimentation, students applied newly acquired vocabulary in conversations, discussions, and various communication activities on Discord, allowing them to test and refine their language skills in real situations. These processes encouraged students to become more confident, independent, and active language learners. Therefore, this study contributes to the understanding of how Discord can support the complete experiential learning cycle, providing an effective digital

environment for vocabulary development and promoting learner autonomy in English language learning.

5.2 Suggestions

5.2.1 Suggestions for University Students

Students are encouraged to make use of Discord as a medium for vocabulary learning by actively participating in discussions, conversations, and other interactive activities. To maximize learning outcomes, students should consistently practice newly acquired vocabulary in authentic communication and develop personal learning strategies, such as reviewing previous chats, taking notes, or keeping records of unfamiliar words. In addition, students need to manage distractions and maintain focus on learning objectives while using Discord, as the platform also contains various non-academic discussions that may reduce learning effectiveness.

5.2.2 Suggestions for Lecturers and Material Developers

Lecturers are encouraged to integrate Discord into vocabulary learning activities by designing interactive tasks that promote communication, collaboration, and vocabulary practice. The findings of this study suggest that vocabulary learning becomes more meaningful when students are given opportunities to use language in authentic contexts. Therefore, lecturers and material developers may utilize Discord's features, such as text channels, voice channels, and discussion forums, to create engaging learning environments that support vocabulary development while maintaining clear learning objectives and guidance.

5.2.3 Suggestions for Future Researchers

Future researchers are recommended to investigate the use of Discord in different language learning contexts, involving larger numbers of participants and various educational levels. Further studies may also explore the effectiveness of specific Discord features in supporting

vocabulary acquisition or examine students' experiences over a longer period of time. Such investigations may provide a broader understanding of how digital communication platforms contribute to language learning and vocabulary development in diverse educational settings.



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