HOW DISCORD APPLICATION INFLUENCES GAMERS TO LEARNING ENGLISH

Bagus Andriansyah¹ Dion Tira Erlangga² English Education

bagusandriansyah@gmail.com

Abstract

Discord has emerged as a leading platform in the realm of online communication, providing numerous advantages to its users. One of the key benefits of Discord is its versatility and adaptability to various communities and interests. Whether you're a gamer, a student, an artist, or a professional, Discord offers a space for like-minded individuals to gather, connect, and collaborate. One advantage of Discord lies in its robust voice and video chat features. It allows users to create voice channels, enabling real-time communication with friends, colleagues, or fellow community members. This proves particularly useful for gamers who can coordinate strategies during gameplay or for remote teams engaging in productive discussions. The high-quality voice and video capabilities foster a sense of camaraderie and facilitate seamless collaboration, even when physically apart. Another advantage of Discord is its rich text chat functionality. It allows users to create various channels dedicated to specific topics or interests, ensuring organized and focused discussions. These text channels foster vibrant communities where individuals can seek advice, share knowledge, or engage in engaging conversations. Moreover, Discord supports the integration of multimedia content, including images, videos, and GIFs, which enhances the overall user experience and makes interactions more dynamic and engaging.

Key words: Discord, gamers, influence, learning English

INTRODUCTION

Discord, the popular communication platform originally designed for gamers, has found an unexpected role in the process of English language learning [1], [2], [3]. With its user-friendly interface and diverse range of features, Discord has become a valuable tool for language learners to practice and improve their English skills [4], [5], [6]. One of the primary advantages of Discord is its ability to connect users from around the world [7], [8], [9]. Language learners can join various English learning servers or communities where they can interact with native English speakers and fellow learners [10], [11], [12]. This creates an immersive language environment, allowing learners to engage in real-time conversations and practice their speaking and listening skills [13], [14], [15]. Discord offers voice chat channels, which are particularly beneficial for language learners [16], [17], [18]. These channels enable users to participate in voice discussions, debates, or language exchange sessions [19], [20], [21]. By actively engaging in conversations, learners can enhance their pronunciation, fluency, and overall confidence in speaking English [22], [23], [24]. They can receive instant feedback from native speakers and learn about cultural nuances that are essential in effective communication [25], [26], [27].

Furthermore, Discord provides text channels that facilitate written communication [28], [29], [30]. Learners can share their written work, such as essays or articles, and receive constructive feedback from the community [31], [32], [33]. They can also engage in text-based discussions, ask questions, or seek clarification on grammar or vocabulary [34], [35]. The platform's text channels serve as a collaborative space where learners can practice

their writing skills and receive guidance from more experienced users [36], [37], [38]. Discord's flexibility extends beyond its communication features. Language learning servers often offer dedicated channels for sharing educational resources, such as language learning materials, grammar guides, vocabulary lists, and interactive learning games [39], [40], [41]. These resources can be accessed at any time, allowing learners to study at their own pace and explore different topics of interest [42], [43], [44]. Discord has emerged as an invaluable asset in the English language learning process [45], [46], [47]. Its interactive nature, diverse community, and array of features provide learners with an immersive and supportive environment [48], [49], [50]. By leveraging the platform's voice and text channels, as well as its educational resources, language learners can enhance their speaking, listening, writing, and overall language proficiency in an engaging and enjoyable manner [51], [52], [53].

Discord has proven to be an incredibly effective platform for learning English. Its versatile features and active communities provide an immersive and engaging environment for language learners [54], [55], [56]. Discord offers numerous language learning servers where individuals can connect with native or proficient English speakers from around the world [57], [58], [59]. Through voice channels, learners can practice their pronunciation, fluency, and conversational skills in real-time conversations with other members [60], [61], [62]. The text channels allow for written interactions, fostering written communication skills, vocabulary expansion, and grammar improvement through discussions, exercises, and feedback [63], [64], [65]. Discord also supports the integration of various language learning bots and tools, enabling users to access vocabulary quizzes, grammar explanations, and language exercises [66], [67], [68]. Moreover, the platform encourages cultural exchange, as learners have the opportunity to explore different perspectives, customs, and traditions through conversations with diverse individuals [69], [70], [71]. Overall, Discord's interactive nature, supportive community, and diverse resources make it an excellent tool for learning English effectively [72], [73].

Discord, the popular communication platform, has had a profound impact on gamers when it comes to learning English [74], [75]. As an international platform connecting gamers from all around the world, Discord has created a unique environment where players can interact, collaborate, and compete while using English as the primary means of communication [76], [77], [78]. One of the significant factors that contribute to Discord's influence on English learning is its real-time voice chat feature [79], [80]. Gamers are encouraged to engage in voice conversations during gameplay, leading to constant exposure to spoken English [81], [82]. This exposure helps players improve their listening and comprehension skills as they communicate with teammates, discuss strategies, and coordinate their actions in real-time.

Moreover, Discord provides an avenue for gamers to join communities or servers dedicated to specific games, genres, or interests [83], [84]. Within these communities, players can participate in discussions, share experiences, and ask questions in English [85], [86]. By actively engaging with others, gamers are motivated to express themselves in English, gradually enhancing their speaking and writing abilities. Furthermore, the presence of native English speakers within these communities offers an opportunity for non-native English speakers to receive instant feedback and guidance on their language skills.

METHOD

In this study, the writers utilized library research techniques and subjective depiction. This study utilized a subjective methodology zeroing in on story understanding, portrayal, and examination. Subjective means examination dependent principally upon a constructivist viewpoint with respect to a singular's encounter that has been by and large or socially built. Information assortment strategies were performed by exploring or perusing sources in books, the web, as well as in past exploration reports, and others. Most understudies can find their assets in the library, information on the main libraries, experience with the chapter by chapter guide and other reference works, about complex is surely a fundamental apparatus for pretty much every understudy of writing. The information examination procedure utilized in this study is clear investigation. To help this information, the specialists looked for important information from different sources. Information investigation is the methodical course of considering and orchestrating information from meetings, perceptions, and records by coordinating the information and concluding what is significant and which should be contemplated. also, make determinations that are straightforward.

RESULTS AND DISCUSSION

Discord, the popular communication platform for gamers, has undeniably become a powerful tool in influencing gamers to learn English. Through its unique features and vibrant community, Discord creates an environment that fosters language learning in an engaging and interactive manner [87], [88]. One of the primary ways Discord facilitates English learning is by breaking down geographical barriers. Gamers from all around the world can join servers dedicated to specific games, genres, or interests, allowing them to connect and interact with fellow gamers who share their passion [89], [90], [91]. This global community provides a diverse range of voices, accents, and cultural backgrounds, exposing users to various forms of English expression. Engaging in conversations with native and non-native English speakers on Discord serves as a constant exposure to the language, improving listening comprehension and accent recognition.

Discord's voice chat feature is particularly instrumental in honing English-speaking skills. Gamers often use voice communication during gameplay to strategize, coordinate, and build camaraderie [92], [93]. This necessitates effective verbal communication, requiring gamers to articulate their thoughts, express ideas, and convey instructions in English. Regular participation in voice chats encourages gamers to overcome language barriers, develop their vocabulary, and improve their pronunciation [94], [95], [96]. They learn to think quickly, adapt to different accents, and enhance their overall fluency through real-time conversations. Moreover, Discord offers text chat channels that provide a written medium for communication. Gamers can engage in discussions, ask questions, and share experiences related to gaming in English [97]. This written interaction allows them to practice writing skills, expand their vocabulary, and grasp grammatical structures. Discord's text chat also promotes a supportive environment, where users can receive constructive feedback on their language usage, enabling them to refine their written communication skills over time.

Discord's versatility extends beyond gaming-focused servers. Numerous language learning communities have emerged on Discord, where gamers and language enthusiasts come together to practice English or other languages [98], [99]. These communities often organize language exchange events, where native English speakers and learners can partner

up and engage in conversations, alternating between their respective languages. This exchange of knowledge fosters a mutually beneficial environment, where gamers can learn from native speakers and vice versa, creating a strong incentive to improve language proficiency.

In addition to the inherent features of Discord, the platform also allows for the integration of various bots and language learning tools. Bots can be programmed to provide vocabulary lists, grammar explanations, and even quizzes, making language learning a seamless part of the Discord experience [100]. These tools supplement the language learning process, offering additional resources and guidance for gamers seeking to enhance their English skills. Overall, Discord's application has a profound impact on gamers' English learning journeys. By providing a global community, facilitating voice and text communication, offering language exchange opportunities, and integrating learning tools, Discord fosters an immersive and supportive environment for language acquisition. Through their shared love for gaming, Discord empowers gamers to break linguistic barriers, communicate effectively, and develop their English skills, ultimately contributing to their personal growth and global interconnectedness.

Additionally, Discord enables gamers to access a wealth of written content in English. Various channels within servers are dedicated to sharing game guides, tutorials, and resources, all of which are typically available in English. By reading and comprehending these materials, players can expand their vocabulary, understand game mechanics, and familiarize themselves with gaming terminology in English. Furthermore, Discord's international nature exposes gamers to different accents, dialects, and cultural perspectives. This exposure enhances their overall language proficiency and fosters cultural understanding. Interacting with individuals from diverse backgrounds not only broadens their vocabulary but also encourages them to adapt to different communication styles and learn to effectively navigate cross-cultural interactions. Discord has become a catalyst for English learning within the gaming community. Through its real-time voice chat, community interactions, access to written content, and exposure to diverse cultures, gamers are motivated to improve their English skills. Discord's impact on language acquisition extends beyond gaming, providing a dynamic and immersive environment where individuals can develop their English proficiency while enjoying their favorite games.

CONCLUSION

Discord, the popular communication platform, has quickly become a household name among gamers worldwide. Originally launched in 2015, Discord was designed with the intention of providing gamers with a seamless way to connect and communicate with each other while playing their favorite games. With its user-friendly interface, robust voice and text chat features, and a wide array of customizable options, Discord revolutionized the gaming community's communication landscape. As gamers began to embrace the platform, word of its effectiveness and convenience spread like wildfire, leading to its widespread adoption within the gaming community. Today, Discord has firmly established itself as the go-to platform for gamers of all kinds, offering a sense of camaraderie and connection that transcends geographical boundaries. Whether coordinating strategies in competitive games, discussing the latest gaming trends, or simply sharing memorable gaming moments, Discord has become an integral part of the gaming experience, cementing its status as a vital tool in the gaming world.

REFERENCES

- D. Aminatun, M. Ayu, and P. Muliyah, "ICT Implementation during Covid-19 Pandemic: How Teachers Deal with a New Style of Teaching," 2021.
- H. Kuswoyo and R. A. Siregar, "Interpersonal metadiscourse markers as persuasive strategies in oral business presentation," *Ling. Cult.*, vol. 13, no. 4, pp. 297–304, 2019.
- C. Adelina and S. Suprayogi, "Contrastive Analysis of English and Indonesian Idioms of Human Body," *Linguist. Lit. J.*, vol. 1, no. 1, pp. 20–27, 2020.
- B. Mandasari and L. Oktaviani, "The Influence of Nias Language to Bahasa Indonesia," *Premise J. English Educ. Appl. Linguist.*, vol. 7, no. 2, pp. 61–78, 2018.
- Samanik, "Fable for Character Building," J. Univ. Teknokr. Indones., 2019.
- M. Y. Kardiansyah and A. Salam, "The Translator's Strategy as a Cultural Mediator in Translating Indonesian Novel into English," in 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020), 2020, pp. 413–418.
- I. Gulö, "Li Niha in the Hands of Bloggers: Better or Worse?," *Univ. Teknokr. Indones.*, p. 35, 2018.
- D. Puspita, "TED-Talk: A Listening Supplemental Material for Learning English," 2021.
- B. Mandasari and A. Y. Wahyudin, "Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class Corresponding Email Article's History Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar C," *Ethical Ling.*, vol. 8, no. 1, p. 2021, 2019.
- B. E. Pranoto and L. K. Afrilita, "The organization of words in mental lexicon: evidence from word association test," *Teknosastik*, vol. 16, no. 1, pp. 26–33, 2019.
- B. N. Sari and I. Gulö, "Observing Grammatical Collocation in Students' Writings," *Teknosastik*, vol. 17, no. 2, pp. 25–31, 2019.
- S. Samanik, "Imagery Analysis In Matsuoka's Cloud Of Sparrows," *Linguist. Lit. J.*, vol. 2, no. 1, pp. 17–24, 2021.
- D. Aminatun, N. Ngadiso, and S. Marmanto, "Applying PLEASE strategy to teach writing skill on students with different linguistic intelligence," *Teknosastik*, vol. 16, no. 1, pp. 34–40, 2019.
- B. Maulana and S. Suprayogi, "Analysis of Sense Relations on Stars Song Lyric By," vol. 3, no. 1, pp. 42–47, 2022.
- B. E. Pranoto and S. Suprayogi, "Incorporating 9GAG memes to develop EFL learners' speaking ability and willingness to communicate," *IJEE (Indonesian J. English Educ.*, vol. 7, no. 2, pp. 130–144, 2020.

- S. Suprayogi, S.- Samanik, E. A. Novanti, and Y.- Ardesis, "EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme," *Celt A J. Cult. English Lang. Teach. Lit.*, vol. 21, no. 1, p. 1, 2021, [Online]. Available: http://journal.unika.ac.id/index.php/celt/article/view/2871
- D. Puspita and D. Amelia, "TED-TALK: A SUPPLEMENT MATERIAL TO PROMOTE STUDENTS' AUTONOMY IN LISTENING," *ELTIN JOURNAL, J. English Lang. Teach. Indones.*, vol. 8, no. 2, pp. 91–102, 2020.
- D. Puspita, S. Nuansa, and A. T. Mentari, "Students' Perception toward the Use of Google Site as English Academic Diary," *Community Dev. J. J. Pengabdi. Masy.*, vol. 2, no. 2, pp. 494–498, 2021, doi: 10.31004/cdj.v2i2.1980.
- H. Kuswoyo, E. T. S. Sujatna, L. M. Indrayani, A. Rido, and L. M. Indrayani, "Theme Choice and Thematic Progression of Discussion Section in Engineering English Lectures," *Proc. 4th Int. Conf. Learn. Innov. Qual. Educ.*, vol. 27, no. 4.6, pp. 1–10, 2020.
- L. U. Qodriani and M. Y. Kardiansyah, "Exploring Culture in Indonesia English Textbook for Secondary Education," *JPI (Jurnal Pendidik. Indones.*, vol. 7, no. 1, pp. 51–58, 2018.
- B. Mandasari and D. Aminatun, "VLOG: A TOOL TO IMPROVE STUDENTS" ENGLISH SPEAKING ABILITY AT UNIVERSITY LEVEL," *Proc. Univ. PAMULANG*, vol. 1, no. 1, 2020.
- S. Suprayogi, "Javanese Varieties in Pringsewu Regency and Their Origins," *Teknosastik*, vol. 17, no. 1, pp. 7–14, 2019.
- E. Ngestirosa, E. Woro, and J. E. Strid, "Reconstructing the Border: Social Integration in Reyna Grande's The Distance Between Us," no. December, 2020.
- A. Afrianto and I. Gulö, "Revisiting English competence at hotel," *Teknosastik*, vol. 17, no. 1, pp. 35–39, 2019.
- I. Gulö, "Predicates of Indonesian and English Simple Sentences," *Teknosastik*, vol. 15, no. 2, pp. 76–80, 2019.
- J. Asia and Samanik, "Dissociative Identity Disorder Reflected in Frederick Clegg' S Character in the Collectors Novel," *ELLiC*, vol. 2, no. 1, pp. 424–431, 2018.
- L. Oktaviani, D. Aminatun, and I. Ahmad, "PENINGKATAN PROFESIONALITAS GURU SDN 4 MESUJI TIMUR MELALUI PROGRAM T2KT," *INTEGRITAS J. Pengabdi.*, vol. 4, no. 2, pp. 333–345, 2020.
- L. A. Sartika and B. E. Pranoto, "Analysis of Humor in the Big Bang Theory By Using Relevance Theory: a Pragmatic Study," vol. 2, no. 1, pp. 1–7, 2021.
- E. A. Novanti and S. Suprayogi, "Webtoon's Potentials to Enhance EFL Students' Vocabulary," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 83–87, 2021, [Online]. Available: https://ejurnal.teknokrat.ac.id/index.php/JoRLE/index

- M. Y. Kardiansyah, "Pygmalion Karya Bernard Shaw dalam Edisi 1957 dan 2000," *Madah J. Bhs. dan Sastra*, vol. 10, no. 1, pp. 75–88, 2019.
- Afrianto, E. T. S. Sujatna, N. Darmayanti, and F. Ariyani, "Configuration of Lampung Mental Clause: a Functional Grammar Investigation," *Proc. Ninth Int. Conf. Lang. Arts (ICLA 2020)*, vol. 539, no. Icla 2020, pp. 222–226, 2021, doi: 10.2991/assehr.k.210325.039.
- L. Septiyana and D. Aminatun, "THE CORRELATION BETWEEN EFL LEARNERS'COHESION AND THEIR READING COMPREHENSION," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 68–74, 2021.
- L. U. Qodriani and I. D. P. Wijana, "The 'New'Adjacency Pairs in Online Learning: Categories and Practices," in *Ninth International Conference on Language and Arts* (*ICLA 2020*), 2021, pp. 121–125.
- S. Suprayogi and B. E. Pranoto, "VIRTUAL TOURISM EXHIBITION ACTIVITY IN ENGLISH FOR TOURISM CLASS: STUDENTS'PERSPECTIVES," *Celt. A J. Cult. English Lang. Teaching, Lit. Linguist.*, vol. 7, no. 2, pp. 199–207, 2020.
- H. Kuswanto, W. B. H. Pratama, and I. S. Ahmad, "Survey data on students' online shopping behaviour: A focus on selected university students in Indonesia," *Data Br.*, vol. 29, p. 105073, 2020.
- Z. Abidin, D. Amelia, and R. M. Aguss, "PELATIHAN GOOGLE APPS UNTUK MENAMBAH KEAHLIAN TEKNOLOGI INFORMASI BAGI GURU SMK PGRI 1 LIMAU," vol. 3, no. 1, pp. 43–48, 2022.
- W. A. Febriantini, R. Fitriati, and L. Oktaviani, "AN ANALYSIS OF VERBAL AND NON-VERBAL COMMUNICATION IN AUTISTIC CHILDREN," *J. Res. Lang. Educ.*, vol. 2, no. 1, pp. 53–56, 2021.
- Samanik, "A Contextual Approach: Business Presentation to Accelerate EFL Learners' English Speaking Skill Samanik Universitas Teknokrat Indonesia," 2018.
- K. Sari and B. E. Pranoto, "Representation of Government Concerning the Draft of Criminal Code in The Jakarta Post: A Critical Discourse Analysis," vol. 11, no. 2, pp. 98–113, 2021.
- S. Suprayogi, D. Puspita, S. Nuansa, and K. Sari, "THE DISCURSIVE CONSTRUCTION OF INDIGENOUS BELIEF ISSUE IN THE JAKARTA POST," vol. 5, no. 2, pp. 417–430, 2021.
- E. N. E. W. Kasih, S. Suprayogi, D. Puspita, R. N. Oktavia, and D. Ardian, "Speak up confidently: Pelatihan English Public Speaking bagi siswa-siswi English Club SMAN 1 Kotagajah," *Madaniya*, vol. 3, no. 2, pp. 313–321, 2022, [Online]. Available: https://madaniya.pustaka.my.id/journals/contents/article/view/189
- D. E. Kurniawan, N. Z. Janah, A. Wibowo, M. K. Mufida, and P. Prasetyawan, "C2C marketplace model in fishery product trading application using SMS gateway," MATEC Web Conf., vol. 197, pp. 2–7, 2018, doi: 10.1051/matecconf/201819715001.

- D. Melanda, A. Surahman, and T. Yulianti, "Pengembangan Media Pembelajaran IPA Kelas IV Berbasis Web (Studi Kasus: SDN 02 Sumberejo)," *J. Teknol. Dan Sist. Inf.*, vol. 4, no. 1, pp. 28–33, 2023.
- M. Fithratullah, "Globalization and Culture Hybridity; The Commodification on Korean Music and its Successful World Expansion," *Digit. Press Soc. Sci. Humanit.*, vol. 2, no. 2018, p. 00013, 2019, doi: 10.29037/digitalpress.42264.
- N. Purwaningsih and I. Gulö, "REPRESENTATION OF REYNHARD SINAGA IN BBC NEWS AND THE JAKARTA POST," *Linguist. Lit. J.*, vol. 2, no. 1, pp. 50–61, 2021.
- L. Oktaviani, "STUDI TENTANG FAKTOR YANG MEMPENGARUHI KEMAMPUAN BERBICARA MAHASISWA JURUSAN BAHASA INGGRIS DI UNIVERSITAS MUHAMMADIYAH MALANG".
- A. Afrianto and A. Restika, "FUNGSI PEMARKAH WACANA: SEBUAH KASUS DI KELAS BERBICARA PADA LEVEL UNIVERSITAS," *LITERA*, vol. 17, no. 1, 2018.
- M. Hutauruk and D. Puspita, "A METAPRAGMATIC ANALYSIS: A STUDY OF PRAGMATIC FAILURE FOUND IN INDONESIAN EFL STUDENTS," *Linguist. Lit. J.*, vol. 1, no. 2, pp. 62–69, 2020.
- J. S. Al Falaq, S. Suprayogi, F. N. Susanto, and A. U. Husna, "Exploring The Potentials of Wattpad For Literature Class," *Indones. J. Learn. Stud.*, vol. 1, no. 2, pp. 12–19, 2021.
- L. Oktaviani and B. Mandasari, "Powtoon: A digital medium to optimize students' cultural presentation in ELT classroom," *Teknosastik*, vol. 18, no. 1, pp. 33–41, 2020.
- A. D. Wardaningsih, E. N. Endang, and W. Kasih, "COUNTER DISCOURSE OF MACULINITY IN AVENGER: END GAME MOVIE," no. August, 2022.
- R. M. Nababan and E. Nurmaily, "THE HYPERMASCULINITY AS SEEN IN THE MAIN CHARACTER IN RAMBO: LAST BLOOD MOVIE," vol. 2, no. 1, pp. 25–32, 2021.
- T. Yulianti and A. Sulistyawati, "Online Focus Group Discussion (OFGD) Model Design in Learning," 2021.
- L. Oktaviani, "Penerapan Sistem Pembelajaran Dalam Jaringan Berbasis Web Pada Madrasah Aliyah Negeri 1 Pesawaran," *J. WIDYA LAKSMI (Jurnal Pengabdi. Kpd. Masyarakat)*, vol. 1, no. 2, pp. 68–75, 2021.
- F. A. Pradana and S. Suprayogi, "CRITICAL DISCOURSE ANALYSIS ON CHINESE AND AMERICAN NEWS WEBSITES," vol. 2, no. 2, pp. 84–92, 2021.
- M. Fithratullah, "Representation of Korean Values Sustainability in American Remake Movies," *Teknosastik*, vol. 19, no. 1, p. 60, 2021, doi: 10.33365/ts.v19i1.874.

- T. I. Setri and D. B. Setiawan, "Matriarchal Society in The Secret Life of Bees by Sue Monk Kidd," *Linguist. Lit. J.*, vol. 1, no. 1, pp. 28–33, 2020, doi: 10.33365/llj.v1i1.223.
- L. Oktaviani, "ETHNIC SNAKE GAME: A STUDY ON THE USE OF MULTIMEDIA IN SPEAKING CLASS FOR ELECTRICAL ENGINEERING STUDENTS," Sect. Ed., 2018.
- Y. Mertania and D. Amelia, "Black Skin White Mask: Hybrid Identity of the Main Character as Depicted in Tagore's The Home and The World," *Linguist. Lit. J.*, vol. 1, no. 1, pp. 7–12, 2020, doi: 10.33365/llj.v1i1.233.
- B. E. Pranoto and S. Suprayogi, "A Need Analysis of ESP for Physical Education Students in Indonesia," *Premise J. English Educ.*, vol. 9, no. 1, pp. 94–110, 2020.
- N. U. Putri *et al.*, "Pelatihan Mitigasi Bencana Bagi Siswa/Siswi Mas Baitussalam Miftahul Jannah Lampung Tengah," *J. Soc. Sci. Technol. Community Serv.*, vol. 3, no. 2, p. 272, 2022, doi: 10.33365/jsstcs.v3i2.2201.
- B. R. Utami and A. Y. Wahyudin, "DOES SELF-ESTEEM INFLUENCE STUDENT ENGLISH PROFICIENCY TEST SCORES?," vol. 3, no. 2, pp. 16–20, 2022.
- M. D. Winaldo and L. Oktaviani, "INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE," vol. 3, no. 2, pp. 21–26, 2022.
- U. T. Indonesia, "UNDERGRADUATE STUDENTS' MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA Wulandari Pranawengtias In this section, the results of data analysis from the questionnaire are explained in the form of tables and descriptive explanati," vol. 3, no. 2, pp. 27–32, 2022.
- Y. Ardesis, "POST-TRAUMATIC STRESS DISORDER IN THE STATIONERY SHOP NOVEL BY MARJAN KAMALI," vol. 3, no. 2, pp. 33–44, 2022.
- M. A. Akhdan and D. Aminatun, "THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC," vol. 3, no. 2, pp. 45–51, 2022.
- S. Gultom and L. Oktaviani, "THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR ENGLISH PROFICIENCY TEST RESULT," vol. 3, no. 2, pp. 52–57, 2022.
- W. M. Seyoum, A. Yigzaw, and H. K. Bewuketu, "STUDENTS' ATTITUDES AND P ROBLEMS ON QUESTION-BASED," vol. 3, no. 2, pp. 58–63, 2022.
- A. Aprilia, D. Aminatun, and U. T. Indonesia, "Investigating Memory Loss: How Depression Affects S tudents' Memory Endurance 1,2," vol. 3, no. 1, pp. 1–11, 2022.
- D. T. Erlangga, "STUDENT PROBLEMS IN ONLINE LEARNING: SOLUTIONS TO KEEP EDUCATION GOING ON," vol. 3, no. 1, pp. 21–26, 2022.

- E. F. Baresh, "DEVELOPING LIBYAN UNDERGRADUATES" WRITING SKILLS THROUGH REFLECTIVE JOURNALING: A CRITICAL LITERATURE REVIEW Teaching English in Libya Definition of Reflective Journal Writing," vol. 3, no. 1, pp. 27–35, 2022.
- E. Elbes and L. Oktaviani, "CHARACTER BUILDING IN ENGLISH FOR DAILY CONVERSATION CLASS," vol. 3, no. 1, pp. 36–45, 2022.
- M. Hestiana, "THE ROLE OF MOVIE SUBTITLES TO IMPROVE STUDENTS' VOCABULARY," vol. 3, no. 1, pp. 46–53, 2022.
- L. Oktaviani, Y. Fernando, R. Romadhoni, and N. Noviana, "Developing a web-based application for school councelling and guidance during COVID-19 Pandemic," *J. Community Serv. Empower.*, vol. 2, no. 3, pp. 110–117, 2021, doi: 10.22219/jcse.v2i3.17630.
- N. Noviana and L. Oktaviani, "THE CORRELATION BETWEEN COLLEGE STUDENT PERSONALITY TYPES AND ENGLISH PROFICIENCY ABILITY AT UNIVERSITAS TEKNOKRAT," vol. 3, no. 1, pp. 54–60, 2022.
- S. Crisianita and B. Mandasari, "THE USE OF SMALL-GROUP DISCUSSION TO IMRPOVE STUDENTS'," vol. 3, no. 1, pp. 61–66, 2022.
- M. D. Ariastuti and A. Y. Wahyudin, "EXPLORING ACADEMIC PERFORMANCE AND LEARNING STYLE OF," vol. 3, no. 1, pp. 67–73, 2022.
- F. Amin and A. Y. Wahyudin, "THE IMPACT OF VIDEO GAME: 'AGE OF EMPIRES II' TOWARD STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT," vol. 3, no. 1, pp. 74–80, 2022.
- R. W. Agustin and M. Ayu, "THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 1–7, 2021.
- R. Risten, F. Sinaga, and R. Pustika, "EXPLORING STUDENTS' ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT," vol. 2, no. 1, pp. 8–15, 2021.
- N. R. Putri and F. M. Sari, "INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 23–31, 2021.
- A. Yuliansyah and M. Ayu, "The Implementation of Project-Based Assignment in Online Learning during Covid-19," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 32–38, 2021.
- A. H. Rahmania and B. Mandasari, "STUDENTS'PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS'PRONUNCIATION," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 39–44, 2021.
- N. Putri and D. Aminatun, "USING FACEBOOK TO PRACTICE WRITING SKILL:

- WHAT DO THE STUDENTS THINK?," J. English Lang. Teach. Learn., vol. 2, no. 1, pp. 45–50, 2021.
- W. I. Erya and R. Pustika, "THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS'SPEAKING SKILL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 51–56, 2021.
- A. Fiddiyasari and R. Pustika, "STUDENTS' MOTIVATION IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT SMA MUHAMMADIYAH," vol. 2, no. 2, pp. 57–61, 2021.
- S. Isnaini and D. Aminatun, "DO YOU LIKE LISTENING TO MUSIC?: STUDENTS' THOUGHT ON," vol. 2, no. 2, pp. 62–67, 2021.
- A. M. Kiswardhani and M. Ayu, "MEMORIZATION STRATEGY DURING LEARNING PROCESS: STUDENTS' REVIEW," vol. 2, no. 2, pp. 68–73, 2021.
- H. T. Yudha and B. Mandasari, "THE ANALYSIS OF GAME USAGE FOR SENIOR HIGH SCHOOL," vol. 2, no. 2, pp. 74–79, 2021.
- E. Afriyuninda and L. Oktaviani, "THE USE OF ENGLISH SONGS TO IMPROVE ENGLISH STUDENTS'," vol. 2, no. 2, pp. 80–85, 2021.
- Z. Nadya, R. Pustika, and U. T. Indonesia, "THE IMPORTANCE OF FAMILY MOTIVATION FOR STUDENT TO STUDY ONLINE DURING THE COVID-19," vol. 2, no. 2, pp. 86–89, 2021.
- Y. Gustanti and M. Ayu, "the Correlation Between Cognitive Reading Strategies and Students' English Proficiency Test," vol. 2, no. 2, pp. 95–100, 2021.
- R. Risten and R. Pustika, "Exploring students' attitude towards English online learning using Moodle during covid-19 pandemic at SMK Yadika Bandarlampung," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 8–15, 2021, [Online]. Available: http://jim.teknokrat.ac.id/index.php/english-language-teaching/index
- A. R. Utami, L. Oktaviani, and I. Emaliana, "The Use of Video for Distance Learning During Covid-19 Pandemic: Students' Voice," *Jet Adi Buana*, vol. 6, no. 02, pp. 153–161, 2021, doi: 10.36456/jet.v6.n02.2021.4047.
- E. Putri and F. M. Sari, "INDONESIAN EFL STUDENTS'PERSPECTIVES TOWARDS LEARNING MANAGEMENT SYSTEM SOFTWARE," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 20–24, 2020.
- D. Apriyanti and M. Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 13–19, 2020, doi: 10.33365/jeltl.v1i1.246.
- M. Lestari and A. Y. Wahyudin, "Language learning strategies of undergraduate EFL students," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 25–30, 2020.
- E. T. Handayani and D. Aminatun, "STUDENTS' POINT OF VIEW ON THE USE OF

- WHATSAPP GROUP," vol. 1, no. 2, pp. 31–37, 2020.
- M. W. B. Simamora and L. Oktaviani, "WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 44–49, 2020.
- R. Ambarwati and B. Mandasari, "THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS'PRONUNCIATION AND VOCABULARY MASTERY," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 50–55, 2020.