Analyzing the Potential Utilization of Discord Application As a Digital Arabic Linguistic Environment

Hatfina Izazi Asy Syahida Imani[a,1], Khurun 'Ainal Haq[a,2], Shinta Mardiyatul Fitriyah[a,3], Muhammad Lukman Arifinato[a,4]

[a]Universitas Negeri Malang, Indonesia

[1]hatfina.izazi.2102316@students.um.ac.id*,[2]khurun.ainal.2102316@students.um.ac.id,
[3]shinta.mardiyatul.2102316@students.um.ac.id, [4]muhammad.arifianto.fs@um.ac.id

ARTICLE INFO

ABSTRACT

The purpose of this study was to present a new concept in viewing the Discord application by comparing the concept of the language environment with the use of Discord as a language learning medium. This research used exploratory qualitative research using a grounded theory approach and in-depth studies regarding the concepts and theories needed. Data are collected by direct observation on one of the Arabic learning servers, namely the Learn Arabic server, and questionnaires. The results of the data analysis showed that the activities on the Discord server indicate new possibilities in using the Discord application as a digital Arabic linguistic environment. The practical implication of this research is to raise awareness among educators and Arabic students about the value of the Discord application as a language learning medium.

مستخلص البحث

جذبت الشعبية المتزايدة للإنترنت الانتباه إلى استخدام المنصات الرقمية لتعلم اللغة. توجد بيئات اللغة الآن ليس فقط في الفصول الدراسية ولكن أيضًا في المساحات الافتراضية. الغرض من هذه الدراسة هو تقديم مفهوم جديد في عرض تطبيق Discord من خلال مقارنة مفهوم بيئة اللغة باستخدام Discord كوسيلة لتعلم اللغة. هذا البحث هو بحث نوعي استكشافي باستخدام منهج grounded theory ودراسة متعمقة للمفاهيم والنظريات المطلوبة في البحث. تم جمع البيانات بالملاحظة المباشرة على أحد خوادم تعلم اللغة العربية ، وهو Learn Arabic والاستبيانات. تظهر نتائج تحليل البيانات أن النشاط على خادم Discord يُظهر إمكانيات جديدة في استخدام تطبيق Discord كبيئة لغوية عربية رقمية. يتمثل المضمون العملي لهذا البحث في زيادة الوعي بين معلمي وطلاب اللغة العربية حول قيمة Discord كوسيلة لتعلم اللغة.

INTRODUCTION

The global pandemic has significantly impacted education, leading to a widespread transition to remote and online learning. This statement aligns with research conducted by Tsegay et al. (2022). The results indicate that the COVID-19 pandemic drove the university and teachers to implement online teaching and learning without necessary preparations. Crick et al. (2021) also stated that the COVID-19 pandemic has forced "emergency remote teaching" on every educational institution worldwide. Li et al. (2021) said many institutions have shifted to remote teaching in response to the COVID-19 pandemic. The COVID-19 pandemic has changed the way of life for most of the world's population, including education. Problems also emerged in line with the transition of University learning methods from offline or face-to-face to online or via the Internet network (Rachmawati, 2020).

With physical classes becoming impractical, educators had to find alternative methods to engage students and facilitate learning. Discord application is a new ideal innovation with great potential as a learning medium in the COVID-19 pandemic era (Tjahjadi et al., 2021). Efriani et al. (2020) proved that the Discord application can be used as a media and online-based learning tool because the Discord application can create a climate of social debate between two different classes that is interactive, fun, and relaxed. The study findings from Ayob et al. (2022) show that the Discord application is a practical tool that can encourage learning engagement through its utility and user-pleasing features. Because of its tiny size and effectiveness, the Discord application is used on many smartphones, making it easier for students to study. It also features a voice channel function that enables audio communication within the discord room (Ramadhan, A., 2021).

The Discord application is an all-in-one application that handles enormous groups and their activities (Joseph et al., 2022). Joseph (2022) also said that this app is used by millions of people worldwide and enables anybody to establish a space to connect with others and interact with friends and communities. According to the data from www.statista.com, as of January 2023, the Discord application was estimated to have reached approximately 154 million monthly active users (MAU), growing by less than three percent compared to the 150 million MAU reported by the company in September 2021. The Discord application has been widely used for various purposes because of its various features, one of which is as a learning medium.

In the post-pandemic era, the Discord application can be utilized as an alternative learning medium due to its unique features and capabilities (Ayob, 2022). He also stated that the Discord application offers a range of functionalities that can enhance the learning experience, foster collaboration, and facilitate

effective communication between educators and students. The results of Wahyuningsih (2021) demonstrated that the Discord Android-based application was proven to be an alternative digital learning platform for elementary school educators during the emergency remote learning period during the age of the COVID-19 pandemic.

The Discord application emerged as a valuable tool for education due to its real-time communication, multimedia integration, and community-building capabilities. It provided a virtual space for educators to conduct classes, share resources, and encourage student collaboration. Discord's versatility allowed for text-based discussions, interactive voice chats, and the seamless integration of educational materials. Its real-time communication features allowed immediate interaction, fostering engagement like face-to-face classroom discussions. Discord's multimedia integration capabilities enabled educators to incorporate various resources, such as videos and presentations, enhancing the learning experience (Gama, 2021). He also stated that Discord's community-building capabilities created a sense of belonging among students, promoting collaboration and support in the virtual environment.

Discord's versatility is crucial in transforming it into a powerful educational tool. Educators leveraged its text-based discussions to encourage asynchronous communication and enable students to express their thoughts and ask questions. The platform's voice chat functionality facilitated interactive sessions, providing a space for real-time interaction and active participation. Furthermore, Discord's seamless integration of educational materials and external tools streamlined the sharing of resources and assignments, ensuring efficient organization and workflow.

In a recent article, Odinokaya et al. (2021) argue about a case study offer focusing on utilizing the Discord application to facilitate English as a Foreign Language (EFL) vocabulary acquisition. This research result showed that using the Discord application positively impacted EFL learners' vocabulary acquisition. The positive effects of using the Discord application for EFL vocabulary acquisition included increased motivation, engagement, and collaboration among learners. Along with that, Ramadhan (2021), in the research of students' responses on using the Discord application as an online learning medium for speaking skills, found that students were more motivated to learn to speak because they could practice interaction using the English language more often. The study concluded that utilizing the Discord application as an online learning medium for speaking skills has several benefits and advantages, including facilitating the convenience of students in the learning experience and making students more interactive and motivated in online learning provided by the teacher.

Jannah and Hentasmaka (2021) identify the students' perceptions of using the Discord application for virtual English learning. The results of the data analysis showed that 89.72% of the students positively perceived the use of the Discord application in virtual English learning. Arifianto and Izzuddin (2021) also determine students' acceptance of Discord as an alternative teaching and learning medium. Data was collected using a simple questionnaire, and the technology acceptance model (TAM) framework was used to explore their experience and acceptance of this application. The results showed that students had a positive attitude towards using the Discord application as an alternative online learning medium. They found it easy to use, helpful, and enjoyable because of its various features, flexibility in access, and user-friendly interface. The study suggests that the Discord application can be an alternative communication medium in teaching and learning activities.

However, we have not found any research about using the Discord application as an Arabic language learning tool. In addition, we find an indication of an Arabic linguistic environment being built on one of the Discord application servers. Therefore, we conduct this research to fill the gaps in the existing literature by analyzing the potential utilization of the Discord application as a digital Arabic linguistic environment. After finding evidence that the Discord application can be used as an alternative learning medium, mainly as a language learning medium, hopefully, the Discord application can also be used as a digital Arabic linguistic environment.

METHOD

This research used an exploratory qualitative approach to investigate the potential utilization of the Discord application as a digital Arabic linguistic environment. We utilized two primary data collection techniques to gather rich and insightful data. Firstly, direct observation was conducted within one of the Discord servers, focusing specifically on the Learn Arabic server, enabling us to closely examine the features, interactions, discussions, and language learning activities among the participants. Secondly, questionnaires were distributed to 13 Discord users to collect information on user satisfaction and comfort in using the Discord application to strengthen the potential utilization of the Discord application as an Arabic learning environment. Respondents were divided into three categories: (1) Old Discord users (more than 12 months), amounting to 77% of the total respondents; (2) Quite long-time Discord users (5–12 months), numbering 8% of the total respondents; and (3) New users (less than five

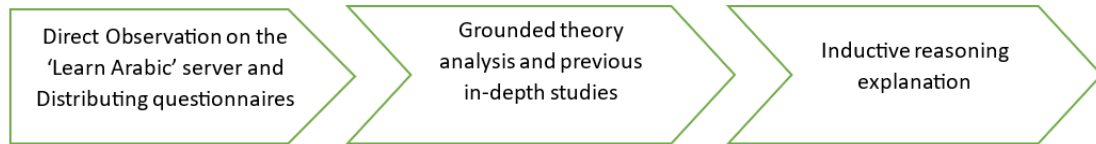months), totaling 15% of the total number of respondents. Here are the research steps that were followed:

| Direct Observation on the 'Learn Arabic' server and Distributing questionnaires | Grounded theory analysis and previous in-depth studies | Inductive reasoning explanation |

Figure 1. Methodology Chart

To analyze the collected data, we adopted a grounded theory approach to comprehensively understand the emergent themes and patterns that surfaced from the observations and questionnaire responses. Grounded theory is a research methodology designed to develop a well-integrated set of concepts theoretically explaining a social phenomenon (Kennedy et al., 2006). Using this iterative and systematic analysis method, we aimed to uncover the underlying processes and interactions that shape the language learning environment within the online community on the Discord application. Additionally, to contextualize and enrich our findings, we integrated insights from previous in-depth studies on using the Discord application as a learning medium, specifically language learning.

RESULTS & DISCUSSION

Concept of Linguistic Environment

The ability and skills of foreign language learners to talk actively can be developed in a language context. According to Unsi (2015), in quotations from Hedei Dulay (2009), the language environment is everything learners hear and see connected to the second language they are learning. Unsi also stated that the setting at home when watching television, chatting with friends, teaching, and learning in class and other similar situations are considered language environments. The language environment, on the other hand, is a circumstance in a specific location where a language evolves, develops, and is utilized by its speakers (Purba, 2014). According to Shidqi et al. (2021), the language environment is everything the learner hears and sees in the new language. According to Hidayat (2022), in a language environment, students engage in a communication process and directly apply realistic grammatical structures to comprehend meanings that cannot be understood through the study of grammar and comprehend patterns of its application efficiently and directly. Learning a

language can become more dynamic, efficient, and meaningful in a positive language environment (Hidayat, 2012).

According to Krashen in Effendy's book (2012), the language environment is divided into formal and non-formal environments. An element of formal and non-formal education that takes place in a classroom or lab is called the formal environment. Learning the language system (knowledge and language components) and acquiring language (language skills) can be accomplished in this formal setting. However, the formal setting generally produces better learning outcomes for language systems. According to Dulay in Purba (2014), the language environment is divided into macro-environment and micro-environment. The macro-environment consists of four components: (1) good language abilities, (2) the importance of learning in communication, (3) the availability of concrete examples to clarify meaning, and (4) models of target language usage. The ease with which a language structure is heard or seen, the presence of feedback, and the frequency with which a language structure is heard or seen all fall under the micro-environment, a property of language structure.

Students can practice their Arabic language skills in a non-formal setting, which can help them better understand the Arabic they have learned in class. The position of the language environment turns into a partially natural supportive setting for activities like language learning (Astuti et al., 2020). The linguistic environment is a significant factor that can assist pupils in growing their abilities and potential in language acquisition (Awwaludin et al., 2022).

The environment is one of the elements that will affect how well students learn. A language environment is crucial when trying to meet learning goals. While the formal environment provides input for monitoring (editing and enhancing linguistic discourse acquired through acquisition), the informal environment provides input for acquisition (Krashen, 2009).

As for learning Arabic, research conducted by Habibah (2016) at Madinatujannah School found that an artificial environment influenced 85.9% of students' language proficiency. This finding highlights the importance of the linguistic environment in facilitating this learning. The same phenomenon was observed at the MBI Mambaul Ummah, where language environmental factors had an impact on students' learning progress, as evidenced by the results of grade one students from odd to even semesters, which showed an increase of 0.55% in class XA students and 0.64% in class XE students. The advantage of using the Arabic language environment is that it will improve student language output. This aligns with the following goals of adopting the Arabic language environment: 1) Useful communication tools such as discussions, seminars, lectures, and written expressions help the academic community learn and use Arabic; 2) Increase Arabic proficiency in the classroom to provide students with

more chances to practice speaking Arabic; and 3) encourage creativity and activities in Arabic that blend theory and practice in a casual, enjoyable environment (Unsi, 2015). The implementation of the language environment was also done at Madrasah Aliyah Negeri 1 Metro, which led to an improvement in language proficiency as shown by the ability of students living in the dormitories at Madrasah Aliyah Negeri 1 Metro to speak Arabic fluently (Astuti et al., 2020).

Discord as a Language Learning Medium

To support evidence of the use of the Discord application as a medium for language learning, we conducted a short survey regarding the experiences of learning foreign languages from various members of the Discord server. The results of the questionnaire data involving 13 respondents from various Discord servers indicate the use of the Discord application, which is proven to help foreign language learning. All respondents stated that learning a foreign language was one of their goals for using the Discord application.

Figure 2. The Discord Facility Helps Practice Foreign Language

Based on Figure 2, most (38%) stated that almost all the Discord applications' features, such as voice and text channels and discussion threads, help learn a foreign language. Additionally, other participants (38%) think that voice and text channels play the most crucial role in practicing foreign language skills. In closing, all respondents stated that they agreed that the Discord application could be said to be a medium for learning foreign languages.

Discord is an all-in-one messaging application created to solve the problem of communicating with friends worldwide while playing games online. It is widely used by small and active groups of people who talk regularly, from local hiking clubs to study groups (Joseph, 2022). The Discord application is a home for communities of any size. It is where the world talks, hang out and builds relationships. People love the Discord application because it is a place where they

can be themselves and spend time with others who share their interests and hobbies (Joseph, 2022).

The Discord application has been used in various contexts, such as education. Several studies have discussed using the Discord application as a learning medium, one of which is the research by Arifianto et al. (2021). This research highlights the gamification process that belongs to the Discord application, resulting in a tendency to use Discord as a learning medium. In his research, Arifianto (2021) stated that Discord's gamification process does not lie in the general components such as points, leaderboards, and badges but in how this application can create a dynamic gaming atmosphere for students, just like when they are playing online games.

Apart from being a learning medium in general, the Discord application is also used as a specific language learning medium. Several studies show the results of using Discord as a medium for language learning, namely research by Odinokaya et al. (2021), Ramadhan, A. (2021), and research by Jannah and Hentasmaka (2021). Those studies share common ground in recognizing Discord's potential as an alternative learning medium. They highlight Discord's real-time communication, multimedia integration, and community-building capabilities as valuable features for enhancing student engagement, collaboration, and learning outcomes. These studies collectively support that the Discord application can significantly transform the educational landscape by bridging the gap between traditional classroom settings and virtual learning environments.

In using Discord as a language learning medium, several built-in features can support language learning, namely (1) text channels, (2) voice channels, (3) video calls and screen sharing, and (4) file sharing. Each feature has its role and function:

First, Text Channels: This feature permits Discord users to create and organize text channels based on various subjects or language proficiency levels. Educators can establish dedicated channels for discussions, vocabulary practice, grammar inquiries, or language-specific activities. These versatile channels serve as interactive spaces where learners can engage in written communication and collaborative language learning. Explore the visual representation below (Figure 3) to see how Discord's text channels facilitate dynamic language interactions.
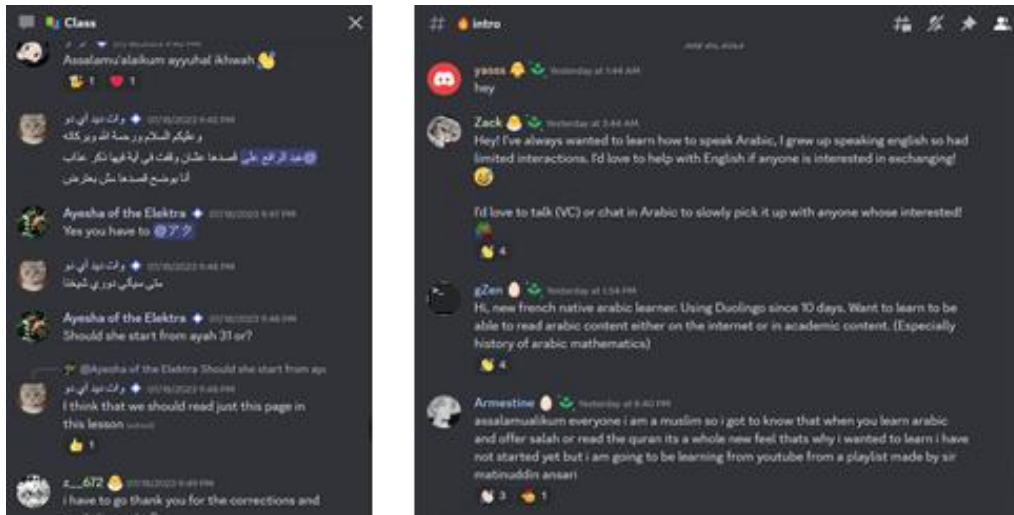
Figure 3. Text Channel

Second, Voice Channels: Users can use voice channels to engage in real-time voice communication. Educators can establish voice channels for language speaking practice, pronunciation exercises, group conversations, or immersive language activities. Students can join these channels and practice speaking in the targeted language. The visual representation below (Figure 4) shows the wide variety of voice channels that learners can join and also illustrates the dynamic interactions within these voice channels, providing a snapshot of the collaborative and engaging language learning environment fostered by this feature.
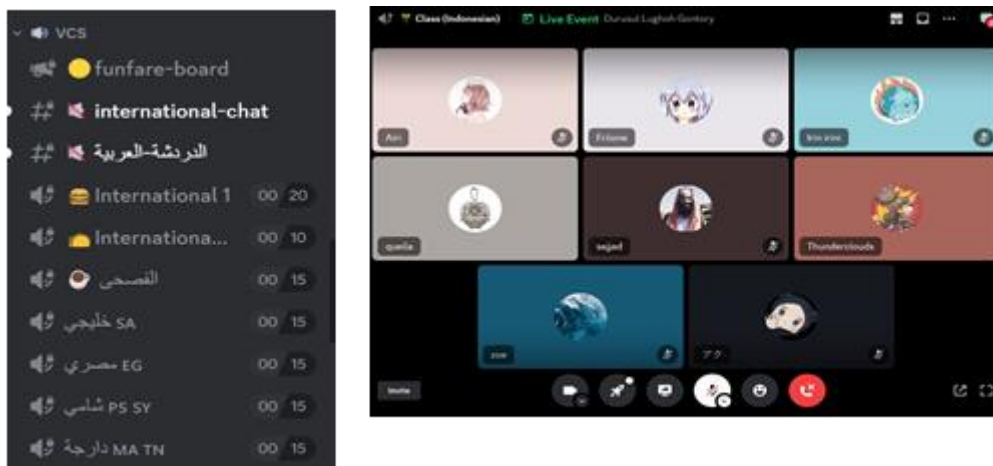

Figure 4. Voice Channel

Third, Video Calls and Screen Sharing: The Discord application provides the functionality of video calls, enabling educators to conduct virtual classes, language tutorials, or one-on-one sessions with students. Screen sharing allows

for sharing teaching materials, presentations, or demonstrations of language learning exercises. This dynamic visual engagement can be seen on Figure 5 below, showcasing the seamless integration of video calls and screen sharing features within the Discord interface.
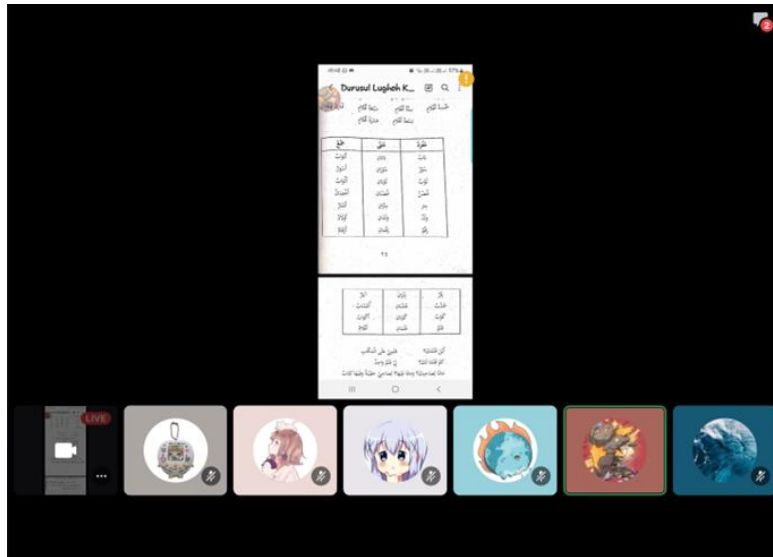

Figure 5. Video Call and Screen Sharing

Fourth, File Sharing: The file sharing feature in the Discord application enables seamless distribution of study materials, reading resources, audio files, and practice exercises. Educators find this functionality invaluable for providing students with essential materials. In the accompanying screenshot below (Figure 6), can be observed a snapshot of the file sharing interface in action, showcasing how users can easily access, download, and engage with the shared resources for self-study or collaborative classroom activities. This visual representation underscores the practical application of the file sharing feature within the Discord platform.
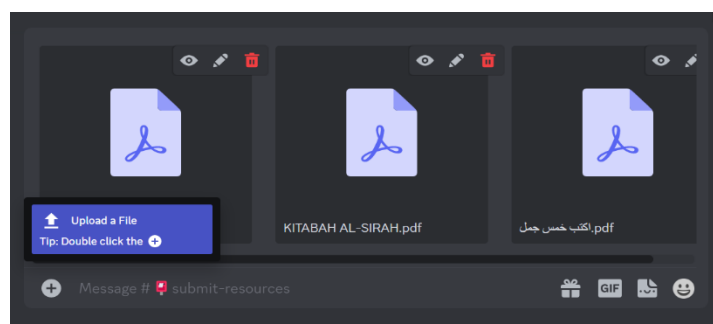

Figure 6. File Sharing

As a result, in the wake of the pandemic, the Discord application has emerged as more than just an effective alternative learning medium; it has also

proven to be a delightful option for language learning medium. With its various features and community-building capabilities, the Discord application can be a promising medium for revolutionizing language education and fostering a global community of enthusiastic language learners.

Discord as a Digital Arabic Linguistic Environment

In the ever-evolving landscape of language learning, the emergence of digital platforms has reshaped the way individuals engage with new languages. One such platform that has gained prominence is Discord, offering a unique space for language learners to immerse themselves in the intricacies of Arabic. This section explores the role of Discord as a Digital Arabic Linguistic Environment, delving into the outcomes of a survey conducted among participants who have ventured into this digital realm. Take a look at the following figure.

6. **With the various facilities available, do you agree that Discord can be a medium for learning foreign languages?**

More Details

- Yes   13
- No   0
- Maybe   0

Figure 7. Discord as a Medium for Learning Foreign Languages

According to a survey conducted among participants, the majority (100%) expressed positive views regarding the use of Discord as a language learning medium. Respondents highlighted the application's interactive features, such as voice channels and text-based discussions, as valuable tools for enhancing language skills. Many participants appreciated the real-time communication aspect of Discord, enabling them to engage in conversations with native speakers and fellow learners. The convenience of accessing language learning resources within a familiar and user-friendly platform like Discord seemed to resonate well with the respondents. These insights suggest that Discord serves as an effective and enjoyable tool for language learners, fostering a dynamic and immersive learning environment.

The Discord application is a popular platform for communication that facilitates the development of community-based servers, supporting video conferences, text channels, and voice channels (Putri, 2021). Everyone uses Discord, from local hiking clubs to art communities to study groups (Joseph, 2022). Based on the website, this application offers a home for communities of

any size, but it is most widely used by small and active groups of people who talk regularly. Among these communities, the "Learn Arabic" server is an open and friendly space for individuals seeking to learn and practice the Arabic language. Initially established during the Covid-19 pandemic, this server quickly gained traction as it connected people's interests and aspirations for Arabic learning, unconstrained by limitations of space and time.

The server's consistent offering of diverse activities propelled its rapid growth beyond the pandemic. As of May 29, 2023, the server boasted a membership count of 6036 individuals. According to Discord's official website, the Learn Arabic server offers several resources and amenities, including Arabic learning classes, many learning materials, native Arabic speakers to practice with, and opportunities to engage with Fusha (Modern Standard Arabic) and Amiyah (Arabic dialects).

The application's users can connect via text, audio, or video, whatever they want (Kusnedi, 2020). The Discord application also contains features of a social network and enables students to interact with one another (Marco, 2021). Likewise, the 'Learn Arabic' server offers comprehensive features to create a vibrant and engaging community for language learners. The server is structured with various categories, most containing text channels to facilitate discussions and interactions. Its features create several activities to promote community engagement and language learning.

Users can freely choose specific areas of interest among the numerous text channels. For instance, the 'translations' channel allows members to request translations of sentences or audio clips, while the 'literatures' channel is a platform for sharing poetry, quotes, book reviews, and more. In the 'cultures' channel, members exchange fascinating facts about Arab culture, fostering cross-cultural understanding. Meanwhile, the 'media' channel allows users to share pictures, quotes, vocabulary, and other content, while others can like and comment on these posts. Additionally, the 'meme' channel adds a touch of humor and joy, allowing members to share jokes and funny content freely.

The server goes beyond just chat channels; it also offers specialized channels designed to hone users' conversation skills. The 'Arabic-only' channel allows learners to immerse themselves in Arabic through Modern Standard Arabic (MSA) or dialects. For those interested in specific Arabic dialects, there are 'Arabic dialects' channels dedicated to Levantine, Darija, and Egyptian dialects, respectively. There is also a channel called the 'Arabic-beginner' channel. It is a safe place for newcomers to seek guidance and ask basic language questions. Lastly, the 'Arabic-fusha' channel allows conversations in MSA, with the option to use English for language-related queries, as seen in Figure 8.

Figure 8. Group Discussion (Arabic-Fusha)

Members can also actively contribute by sharing their teaching materials on the 'submit-resources' channel. Moreover, the 'vocabularies' channel is consistently updated with daily vocabulary themes, complete with explanations and images. The 'beginner guide' channel offers a comprehensive roadmap for Arabic learners, complete with diagrams, guidebooks, and links to teaching materials.
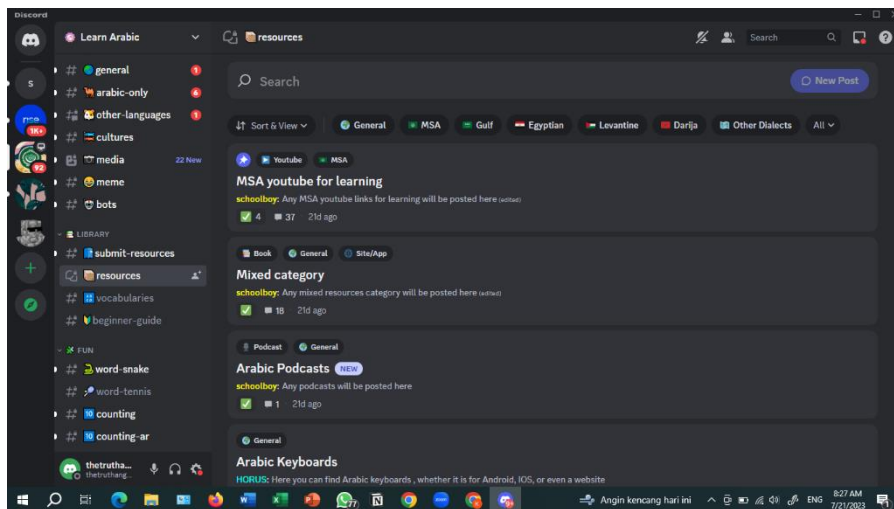

Figure 9. Resources Channel

The highlight of the server is its provision of regular free English, Arabic, and Indonesian lessons. Everything needed for a smooth learning experience is in the 'focus' category. This category includes essential resources like the 'announcements' channel, which provides updates related to classes, the 'schedules' channel for upcoming class times, and concise summaries of past lessons in the 'lessons' channel. Moreover, to promote interactive learning, engaging discussions and voice channels such as 'class' and 'class (Indonesian)' create a collaborative and enriching atmosphere for learners. The visual

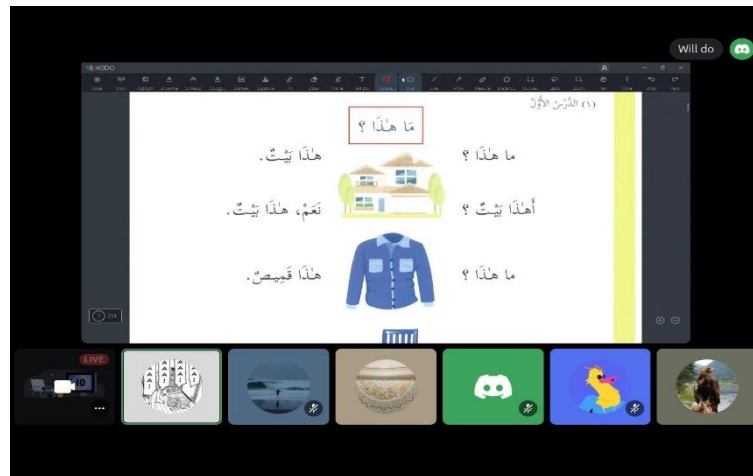representation in Figure 10 showcases the situation of the regular class that is always held regularly.

Figure 10. Regular Class

Another exciting aspect of the server activity is the 'event' category, which serves as a center for server-administered activities beyond regular classes (Figure 11). These events encompass a variety of sessions, including webinars, talk shows, podcasts, and even competitions. To ensure members can easily keep track of upcoming happenings, a prominent events calendar is at the top of the channel list, covering both regular classes and special events. The 'roles' feature allows participants to target their learning and receive notifications about their objectives. This thoughtful organization allows learners to fully immerse themselves in the language learning journey and take advantage of diverse opportunities for growth and engagement.
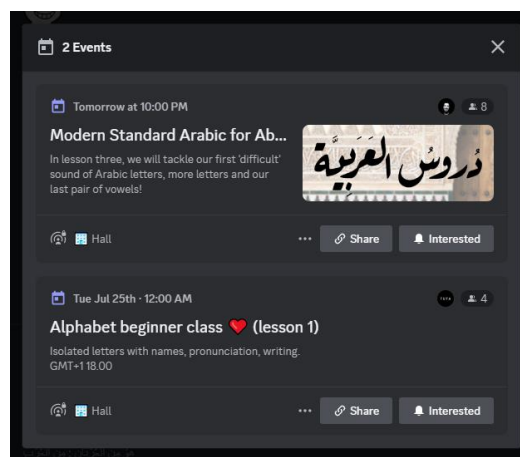

Figure 11. Event Schedule

For recreational activities, the 'fun' category offers entertaining games like 'word snake,' where players respond with words beginning with the last letter of the previous word. 'Word tennis' challenges users to come up with words related

to the previous player's word, adding an element of wit and creativity to language practice. There is also a 'counting' game where players have to mention numbers in order and many other games, which can practice vocabulary memorization in a fun way.

The server hosts movie nights where members come together to watch a diverse selection of films, from Southeast Asia to Hollywood productions. Film suggestions are gathered in the 'billboard' channel, while discussions unfold in the 'comments' channel. Members must go to the 'cinema' channel to watch the film. All of these channels are in the 'Movie Club' category.

The 'Learn Arabic' server offers many voice channels outside formal discussions and classes, providing a safe space for freedom of speech. Members can freely express themselves, share experiences, and practice language without fear of embarrassment or criticism. These channels foster a supportive and inclusive environment where learners can confidently engage in casual conversations and build a strong sense of community together.

The 'Learn Arabic' Discord server stands out for its diverse activities and features, providing an enjoyable and supportive language learning environment. With chat and voice channels as language practice spaces, educational resources, fun games, interactive events, and movie screenings, the server offers a well-rounded platform for Arabic language enthusiasts to connect, learn, and grow together.

One of the server's most valuable attributes is the freedom of speech it provides to language learners. Through the Discord application, users can practice language without feeling shy or embarrassed. This environment fosters open communication, allowing individuals to express themselves confidently and without fear of criticism. Online interactions often offer a sense of security, as users can communicate without the pressure of face-to-face meetings. Consequently, learners can experiment with different speaking styles, correct their mistakes confidently, and embrace constructive criticism as part of their learning journey.

Still talking about the pressure-free Discord application provides, every user joins the server on their initiative. This illustrates a sense of autonomy and self-determination among users, as they actively participate in specific server communities based on their interests and preferences. By joining a server on their own initiative, users are willing to engage in meaningful interactions and contribute to the community's growth and development. This sense of autonomy and self-determination in joining a server is similar to the findings of Teng and Zhang (2021). In their study, Teng and Zhang emphasized the importance of autonomous learning and effective self-regulatory strategies in foreign language learning (Merbawani, 2022). According to Teng and Zhang, the ability of learners

to take initiative and actively engage in their learning process is crucial for the development of their language skills.

The supportive Discord community empowers users to develop their language skills independently. With the application's ongoing support and varied features, server activities continue to expand and evolve, ensuring that learning Arabic remains an engaging and ever-evolving process. As language learners embrace this welcoming environment, they can feel assured that their language skills will grow and develop, surrounded by a sense of security and encouragement.

In conclusion, the 'Learn Arabic' server offers an inclusive and dynamic space where language learners can thrive and enjoy their language learning journey. The various features and activities foster an environment that encourages freedom of expression and continuous growth, making it an excellent platform for learners to explore and develop their Arabic language skills. Likewise, the result of Zannah (2022) showed that students' enthusiasm for studying could be boosted by the Discord application's attractiveness as an online learning medium.
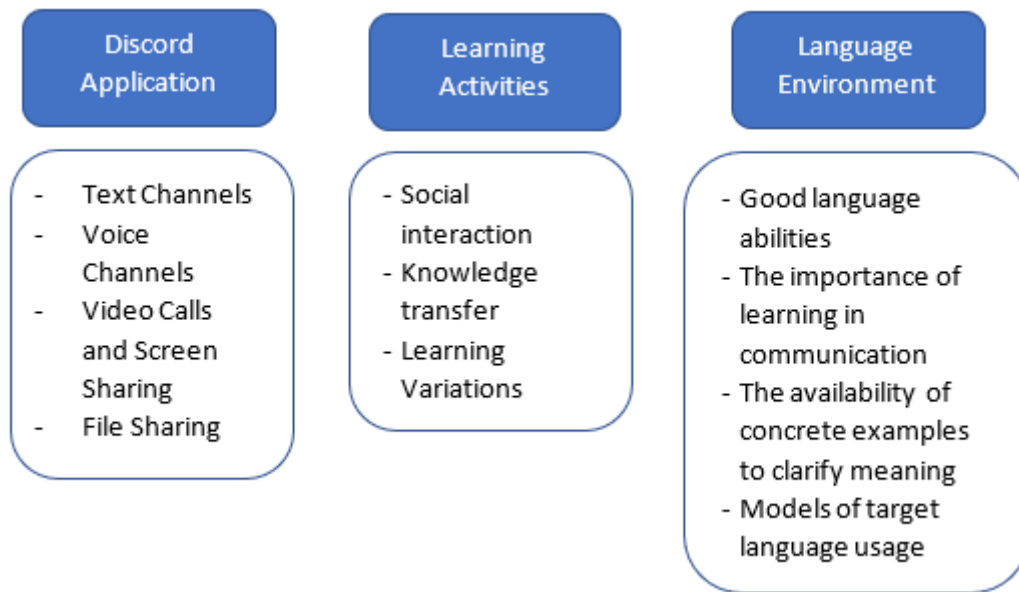
Figure 12. Discord Application, Learning Activities and Language Environment Relationship Chart

Many factors make the Discord Application a digital Arabic linguistic environment, such as its characteristics, learning activities, and language environment characteristics. As indicated by Figure 12, the link between those characteristics is integral to encouraging language learning and building a supportive community. The Discord application is a platform where individuals can connect, communicate, and collaborate in various communities, including

language learning communities. It provides a space for real-time interactions through text, voice, and video channels, enabling learners to engage in conversations, ask questions, and receive feedback from peers and experts.

Within the Discord application, learning activities are organized to facilitate the acquisition and practice of the target language. These activities can include channels dedicated to specific topics, resources, discussion forums, and regular classes. The server's structure and features, such as roles and designated channels, help learners focus on learning goals and receive relevant information and notifications. Additionally, access to resources and forums within the Discord server enhances the learning experience by providing learning materials, study guides, and opportunities for discussions on language-related topics.

The linguistic environment created within the Discord server is crucial for language learners. It provides opportunities for immersion and exposure to the target language by participating in conversations, reading materials, and language-related activities. The linguistic environment in the Discord application can encompass multiple aspects, such as communication in the target language, access to language resources, and interactions with native speakers or fellow learners. By leveraging the features of the Discord application, such as voice channels or multimedia sharing, learners can actively practice their listening and speaking skills. They can engage in language exchanges, join voice chat sessions, or participate in pronunciation exercises.

CONCLUSIONS

The study reveals the promising potential of using Discord as a digital Arabic linguistic environment, as exemplified by the 'Learn Arabic' server, which offers resources, classes, discussion boards, and activities to foster language learning and community interaction. This research sheds light on the 'Learn Arabic' server, aiming to raise awareness among educators and Arabic students about its value as a digital Arabic linguistic environment. However, it is essential to acknowledge certain limitations. The study solely focuses on the 'Learn Arabic' server, while servers like the 'Arabic Learning Center' server and others still need to be explored, suggesting further research into additional Arabic language servers. Moreover, the sample size comprised only 13 Discord users, indicating the need for larger samples to obtain more reliable data. Furthermore, the study concentrates solely on the Discord application, neglecting various other applications with the potential to serve as a digital Arabic linguistic environment. By acknowledging these limitations, this research can enhance the digital Arabic linguistic environment and inspire future studies in this field.

ACKNOWLEDGMENT

BIBLIOGRAPHY

Arifianto, M., & Izzudin, I. (2021). Students' Acceptance of Discord as an Alternative Online Learning Media. *Int. J. Emerg. Technol. Learn.*, 16. https://doi.org/10.3991/ijet.v16i20.22917

Astuti, R., Akla, A., & Sarbaini, A. (2020). Strategi Pembentukan Lingkungan Berbahasa Arab di Madrasah Aliyah. *An Nabighoh*, 22 (01), 17-36. https://doi.org/10.32332/an-nabighoh.v22i01.2075

Awwaludin, Muhammad; Malik, Stevan & Siswanto, Nopri Dwi. (2020). Pembentukan Lingkungan Bahasa Arab dalam Meningkatkan Penguasaan Bahasa Arab pada Pesantren Bahasa Arab (MIM LAM). *Definisi: Jurnal Agama dan Sosial-Humaniora*, 1(1): p 55–64. http://dx.doi.org/10.1557/djash.v1i1.16716

Ayob, M., Hadi, N., Pahroraji, M., Ismail, B., & Saaid, M. (2022). Promoting 'Discord' as a Platform for Learning Engagement during Covid-19 Pandemic. *Asian Journal of University Education*. https://doi.org/10.24191/ajue.v18i3.18953

Ceci, L. (2023, March 8). *Discord - Statistics & Facts*. Statista. Retrieved April 18, 2023, from https://www.statista.com/topics/9816/discord/#topicOverview

Crick, T., Knight, C., Watermeyer, R., & Goodall, J. (2021, March). An overview of the impact of COVID-19 and" emergency remote teaching" on international CS education practitioners. *In Proceedings of the 52nd ACM Technical Symposium on Computer Science Education* (pp. 1288-1288). https://doi.org/10.1145/3408877.3439680

Effendy, A. F. (2012) Metodologi Pembelajaran Bahasa Arab. Malang: Misykat.

Efriani, E., Dewantara, J., & Afandi, A. (2020). Pemanfaatan Aplikasi Discord sebagai Media Pembelajaran Online. *Jurnal Teknologi Informasi Dan Pendidikan*, 13(1), 61-65. https://doi.org/10.24036/tip.v13i1.283

Gama, K., Zimmerle, C., & Rossi, P. (2021). Online Hackathons as an Engaging Tool to Promote Group Work in Emergency Remote Learning. *Proceedings of the 26th ACM Conference on Innovation and Technology in Computer Science Education V*. 1. https://doi.org/10.1145/3430665.3456312

Habibah, N. (2016). Lingkungan artifisial dalam pembelajaran bahasa Arab. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 3(2), 173-196. http://dx.doi.org/10.15408/a.v3i2.4038

Hidayat, A. (2012). Bi'ah lughowiyah (lingkungan berbahasa) dan pemerolehan bahasa (Tinjauan tentang Urgensi Lingkungan Berbahasa dalam Pemerolehan Bahasa). *An-Nida'*, 37(1), 35-44. https://www.academia.edu/download/52458633/311-591-1-SM.pdf

Hidayat, M. A., & Mufidah, N. (2022). Strategi Manajemen Kontrol Bi'ah Arabiah Di Pp Darul Lughah Waddirasatil Ilmiyah Pamekasan. *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*, 3(1), 46-54. https://doi.org/10.35316/lahjah.v3i1.46-54

Jannah, E. I., & Hentasmaka, D. (2021). The Use Of Discord Application In Virtual English Learning: An Investigation On Students Perceptions. *Premise: Journal of English Education and Applied Linguistics*, 10(2), 183-200. http://dx.doi.org/10.24127/pj.v10i2.4168

Joseph, J., Anilkumar, A., Thomas, T., & S, B. (2022). Discord: An all in one messaging application (Case Study). *international journal of engineering technology and management sciences*. https://doi.org/10.46647/ijetms.2022.v06i05.067

Kennedy, T. J., & Lingard, L. A. (2006). Making sense of grounded theory in medical education. *Medical education*, 40(2), 101-108. https://doi.org/10.1111/j.1365-2929.2005.02378.x

Kusnedi, Y. S. (2020). Implementasi Problem Based Learning Berbantuan Aplikasi Discord Sebagai Upaya Peningkatan Hasil Belajar Komputer dan Jaringan Dasar Materi Sistem Operasi Pada Siswa Kelas X TKJ SMKN 2 Sampit. *Penelitian Tindakan Kelas Program Pendidikan Profesi Guru (PPG) Universitas Negeri Malang*. https://sharingrpp.com/pdf/42046/penelitian-tindakan-kelas.pdf

Li, Y., Sears, N.A., Murray, I.V., & Yadav, K.K. (2021). Rethinking Teaching Team-Based Learning: The Challenges and Strategies for Medical Education in a Pandemic. *AERA Open*, 7. https://doi.org/10.1177/23328584211067207

Marco, L. (2021). User-centered evaluation of Discord in midwifery education during the COVID-19 pandemic: Analysis of the adaptation of the tool to student needs. *European Journal of Midwifery*, 5. https://doi.org/10.18332/ejm/142638

Merbawani, G. W. (2022). Debaters perspective toward the use of Autonomous Learning. *IJET (Indonesian Journal of English Teaching),* 11(1), 18-29. https://doi.org/10.15642/ijet2.2022.11.1.18-29

Odinokaya, M. A., Krylova, E. A., Rubtsova, A. V., & Almazova, N. I. (2021). Using the discord application to facilitate EFL vocabulary acquisition. *Education Sciences*, 11(9), 470. https://doi.org/10.3390/educsci11090470

Purba, A. (2014). Peranan lingkungan bahasa dalam pemerolehan bahasa kedua. *Pena: Jurnal Pendidikan Bahasa dan Sastra,* 2(2). Retrieved from https://online-journal.unja.ac.id/pena/article/view/1447

Putri, N. N., & Sastromihardjo, A. (2021). Peran Aplikasi Discord dalam Pembelajaran Berbicara. In *Seminar Internasional Riksa Bahasa* (pp. 191-196). http://proceedings.upi.edu/index.php/riksabahasa/article/download/1676/1526.

Rachmawati, Y., Ma'arif, M., Fadhillah, N., Inayah, N., Ummah, K., Siregar, M. N. F., Amalyaningsih, R., Aftannailah, F., & Auliyah, A. (2020). Studi Eksplorasi Pembelajaran Pendidikan IPA Saat Masa Pandemi COVID-19 Di UIN Sunan Ampel Surabaya. *Indonesian Journal of Science Learning* (IJSL), 1(1), 32–36. https://doi.org/10.15642/ijsl.v1i1.633

Ramadhan, A. (2021). Student's response toward utilizing discord application as an online learning media in learning speaking at senior high school. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 5(1), 42-47. http://dx.doi.org/10.17977/um006v5i12021p42-47

Shidqi, M. H., & Mudinillah, A. (2021). Pembelajaran Bahasa arab dengan memanfaatkan lingkungan berbahasa bagi mahasiswa di Perguruan Tinggi. *Jurnal Education and development*, 9(3), 170-176. https://doi.org/10.37081/ed.v9i3.2807

Teng, L., & Zhang, L. (2021). Can Self-Regulation be Transferred to Second/Foreign Language Learning and Teaching? Current Status, Controversies, and Futures Directions. *Applied Linguistics*. https://doi.org/10.1093/applin/amab032

Tsegay, S., Ashraf, M., Perveen, S., & Zegergish, M. (2022). Online Teaching during COVID-19 Pandemic: Teachers' Experiences from a Chinese University. *Sustainability*. https://doi.org/10.3390/su14010568.

Unsi, B. T. (2015). Kemahiran berbicara Bahasa Arab melalui penciptaan lingkungan bahasa. *Tafáqquh: Jurnal Penelitian Dan Kajian Keislaman*, 3(1), 123-141. https://doi.org/10.52431/tafaqquh.v3i1.42

Wahyuningsih, E., & Baidi, B. (2021). *Scrutinizing the potential use of Discord application as a digital platform amidst emergency remote learning*. https://doi.org/10.22515/jemin.v1i1.3448

Zannah, N., Z., & Fatnah, N. (2022). Examining the Use of Discord Applications in Improving Science Learning Outcomes of Grade 7 Students. *International Journal of Education and Humanities*. https://doi.org/10.58557/ijeh.v2i2.84