

ผลการใช้ Discord แอปพลิเคชันในการเรียนรู้ออนไลน์ต่อกลยุทธ์การทำข้อสอบ มาตรฐานของนักศึกษามหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษากลยุทธ์การทำข้อสอบมาตรฐานของนักศึกษาชั้นปีที่ 4 สาขาวิชาภาษาอังกฤษเพื่อการสื่อสาร มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี โดยใช้ Discord เป็นทางเลือกในการเรียนออนไลน์ และ 2) สำรวจทัศนคติต่อการเรียนภาษาอังกฤษของนักศึกษาชั้นปีที่ 4 นักศึกษาเอกภาษาอังกฤษเพื่อการสื่อสารมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ใช้ Discord เป็นแอปพลิเคชันทางเลือกในการเรียนออนไลน์ กลุ่มตัวอย่างเป็นนักศึกษาชั้นปีที่ 4 จำนวน 30 คน สาขาวิชาภาษาอังกฤษเพื่อการสื่อสาร จากนักศึกษาทั้งหมดจำนวน 167 คน ซึ่งคัดเลือกโดยการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบทดสอบก่อนและหลังการทดสอบมาตรฐาน กลยุทธ์การทำข้อสอบ TOEIC ตอนที่ 5 ในแอปพลิเคชัน Discord และแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่า t-test for dependent sample ผลการวิจัยพบว่า 1) กลยุทธ์การทำข้อสอบมาตรฐานของนักศึกษาชั้นปีที่ 4 เอกภาษาอังกฤษเพื่อการสื่อสารมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี โดยใช้ Discord เป็นแอปพลิเคชันทางเลือกการเรียนรู้ออนไลน์หลังการทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติ ที่ระดับ .01 และ 2) เจตคติต่อการเรียนภาษาอังกฤษของนักศึกษาชั้นปีที่ 4 วิชาเอกภาษาอังกฤษเพื่อการสื่อสารมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรีที่ใช้ Discord เป็นแอปพลิเคชันทางเลือกการเรียนรู้ออนไลน์อยู่ในระดับมาก

คำสำคัญ: แอปพลิเคชัน Discord, กลยุทธ์การทำข้อสอบมาตรฐาน, ทัศนคติต่อการเรียนภาษาอังกฤษ

Effect Of Discord as an Online Learning Application on Standardized Test-taking Strategies of Rajamangala University of Technology Thanyaburi Students

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Abstract

The objectives of this study were to: 1) examine standardized test-taking strategies of fourth year students majoring in English for communication at Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application, and 2) explore attitudes towards learning English of fourth year students majoring in English for communication at Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application. The samples were 30 students of 167 fourth year students majoring in English for communication, who were selected by simple random sampling. The research instruments were a pretest and posttest of standardized test-taking strategies, TOEIC part 5 test-taking strategies in Discord application, and a questionnaire. The statistics used to analyze data were mean, standard deviation, and t-test for dependent samples. The research results revealed that: 1) standardized test-taking strategies of fourth-year students majoring in English for communication at the Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application after the experiment was higher than before the experiment with statistical significance at the .01 level, and 2) attitudes towards learning English of fourth-year students majoring in English for communication at the Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application was at a high level.

Keywords: Discord Application, Test-Taking Strategies, Attitudes Toward Learning English

Introduction

English is commonly acknowledged as a global language within the framework of globalization. As a result, English competence has become a prerequisite for language learners and job candidates everywhere. A variety of tests have been devised and are used to assess someone's English language proficiency. Among these exams, the Educational Testing Services' (ETS) Test of English for International Communication (TOEIC) has been crucial in determining communicative English proficiency since the late 1990s. These days, a lot of university students give test preparation for the TOEIC top priority because of its growing significance. However, there are currently few clear-cut techniques designed especially for college students, especially in the field of TOEIC reading comprehension. Numerous colleges have adopted TOEIC in response to the rising demand for high TOEIC results. Since a growing number of businesses claim to take TOEIC scores into account when hiring new employees, many institutions recently added TOEIC lessons to their English curriculum to accommodate students' immediate requirements for high exam scores.

According to research by Alderson (2000), Denton et al. (2015), Kim (2010), Koda (2005), Nikolov (2006), and Zhang, Gu, and Hu (2008), comprehension methods distinguish between skilled and non-skilled readers. The general view is that there are considerable differences between the tactics used by proficient and less proficient readers in terms of both quantity and quality. This is demonstrated by the favorable connections found between the number of methods utilized and reading test performance (Grabe, 2009; Phakiti, 2008; Zhang et al., 2008). This conclusion is also supported by the results of Denton et al. (2015) and Huang et al. (2006). The latter makes it clear that different types of strategies are produced by different levels of language competency; readers with high levels of proficiency tend to employ more top-down or global methods than readers with lower levels of proficiency. According to the former, readers who are more proficient use noticeably more tactics to help ideas blend together. Greater strategic competence, whether verbal or nonverbal, gives learners the opportunity to make up for their (inadequate) language knowledge or performance in order to improve their L2 reading ability, according to Canale and Swain's (1980) findings.

In alignment with this current trend, the Rajamagala University of Technology Thanyaburi (RMUTT) has also implemented English learning and teaching with a focus on the TOEIC exam since 2010. These TOEIC preparation courses have gained significant popularity among learners as they fulfill the graduation requirement of achieving a minimum TOEIC score of 450 for students in any major, except for English for Communication students who are required to attain a TOEIC score of over 600 to demonstrate a higher

level of English proficiency. Specifically, first-year students need to achieve a minimum TOEIC score of 300, second-year students must obtain at least 400, and third-year students should aim for a minimum score of 500 (Bachelor of Arts Program in English for Communication, 2021). However, The Mock TOEIC scores of Rajamangala University of Technology Thanyaburi students majoring in English for Communication based on the Mock TOEIC test results of 167 fourth-year students, which some of the fourth-year students' scores were lower than the requirement of the competency level, especially the scores of reading parts are very low, which overall score should be more than 600. Hence, researchers were interested in examining standardized test-taking strategies and exploring attitudes towards learning English of fourth-year students majoring in English for communication at the Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application.

Literature Review

To explain any similarities or differences among the important concepts that appear throughout the text, this part begins with a brief introduction. After evaluating relevant literature on test-taking techniques used by students for the TOEIC Test Part 5 and attitudes toward learning English via the Discord program, it then provides a theoretical and empirical framework for the study.

Definition of Attitudes

Several theories have been proposed in the field of social psychology thus far. Johnson and Johnson (1998) define attitudes as encompassing opinions, beliefs, and approaches when addressing specific issues, along with evaluations of objects or events (Eaton & Visser, as cited in Lavrakas, 2008). Hogg and Vaughan (2010) suggest that attitudes can be considered as worldviews (Shaw & Wright, as cited in McKenzie, 2010). Similarly, Lange and James (1972) and Sarnoff (1970) argue that attitudes are predispositions to respond positively or negatively to objects, situations, individuals, events, or past experiences (Eaton & Visser, as cited in Lavrakas, 2008).

The Role of Attitudes in Language

The opinions a learner holds about a particular language can have an impact on their performance in language tests. Similarly, the way students feel about taking a specific language competency test can greatly influence their overall performance. In the field of language learning, Gardner and Lambert (1972) propose different approaches to language learning, such as integrative and instrumental orientations, which play

significant roles in shaping attitudes. Numerous factors related to language acquisition have been explored in relation to attitudes, including language anxiety, attitudes towards L2 students, the learning environment, the classroom, the teacher, peers, the nature of language learning, specific learning activities, tests, and general beliefs about learning (Johnson & Johnson, 1998). Supporting this idea, Bachmann (1976) argues that high achievement leads to positive attitudes and increased motivation. Thus, the cohesion between attitudes, language proficiency, and learning outcomes is evident in the research literature.

Definitions of Reading

The definition of reading has been explored by various researchers in recent decades. Urquhart and Weir (1998, p. 22) define reading as the process of extracting and decoding language-encoded information from written texts. Similarly, Koda (2005, p. 4) suggests that comprehension occurs when readers combine information from the text with their existing knowledge. In broader terms, reading can be viewed as the ability to derive meaning from written material and effectively evaluate that knowledge. However, many experts emphasize that reading should be regarded as a complex set of processes to fully grasp its concept (Grabe and Stoller, 2002; Alderson, 2000; Grabe, 2009; Carrell, 1988a...). Grabe (2009, p. 14) further elaborates on the multifaceted nature of reading, highlighting its various processes, including rapid processing, efficient processing, comprehension, interaction, strategy use, flexibility, purposefulness, evaluation, learning, and linguistic processing. Additionally, Gardner (1985) emphasizes the significance of attitudes and other affective factors alongside aptitude in achieving language proficiency. Therefore, cohesive research literature supports the understanding that reading involves intricate processes and is influenced by affective variables.

Factors Affecting the Difficulty of Reading Test Items Language of Questions Language of Questions

In Alderson's (2000) study, it was found that multiple-choice questions in the first language were perceived as simpler compared to the identical questions in the second language. Similarly, open-ended questions written in the first language were considered simpler than those in the second language. Alderson speculates that this difference in perceived difficulty could be attributed to lower anxiety levels, especially among low-level students. The presence of lower anxiety might contribute to the students' increased ease in comprehending and responding to questions in their native language.

Types of Questions

Despite using the same classification system, Anderson et al. (1991) did not observe any correlations between item difficulty or discrimination. Item discrimination refers to the ability of an item to differentiate between high-performing and low-performing students. A well-discriminating item is correctly answered by a large proportion of high-performing students, while a poorly discriminating item is answered incorrectly by most low-performing students. However, Anderson et al. could not establish a link between the nature of the questions and the strategies employed by candidates in their responses.

Testing Skills

Skills in this context pertain to the automatic processing techniques employed to summarize narratives or identify the relationship between graphemes and phonemes. The unconscious utilization of these skills while engaging with a text can be attributed to factors like expertise, practice, adherence to instructions, chance, and inexperienced application. Grabe (2009, p. 221) argued that various automated word recognition procedures, such as lexical access, orthographic processing, and phonological processing, can be regarded as skills.

Role of Grammar in Reading Tests

In all language modalities, be it speaking, listening, reading, or writing, grammar plays a central role as the essential structural foundation, as asserted by James E. Purpura (2004). Throughout history, from the Middle Ages when "rhetoric" held great significance in university education, to the "skills-and-components" models of the 1960s that influenced language pedagogy and testing, grammar has consistently held a key position in language instruction and evaluation (Purpura, 2004).

Role of Vocabulary in Reading Tests

In first-language (L1) contexts, the importance of vocabulary knowledge for reading comprehension has long been acknowledged, and it also seems to be true in second-language (L2) contexts. The importance of vocabulary knowledge in reading comprehension has recently come to light in first-language (L1) studies, and it also appears to hold true in second language (L2) contexts. To explain the relationship between vocabulary knowledge and reading comprehension, researchers have proposed a few models. According to Hurst (2012), vocabulary is crucial to word recognition. Janjaroongpak (2022) conducted a study that examined the item specification of the incomplete

sentences section (Part-5) of the TOEIC test for intermediate Thai learners. The results indicated that the assigned CEFR levels of the test items could significantly predict the test takers' proficiency. Test takers at the B1 level encountered difficulties in answering items at the B2 level or higher, indicating the presence of a difficulty gap. The analysis further identified word choice and tense-aspect as the most common types of errors. Based on these findings, the study suggests that instructors should prioritize teaching vocabulary in context, collocation and colligation, and verb tense to address these challenges. This research provides valuable insights into the analysis of item specifications and offers implications for enhancing language proficiency assessments. In recent years, there has been a growing interest among researchers in understanding the reading strategies employed by test-takers during reading comprehension assessments. As part of the construct validation process, there is a greater emphasis on exploring the relationship between test performance and the underlying ability the test intends to measure (Anderson, Bachman, Cohen, 1991, p.42). This focus aims to gain a deeper insight into the test-taking behaviors and reading approaches utilized by individuals.

Online Learning Application

The use of learning media is becoming essential in the field of education. The use of media integration in the classroom has been used by both teachers and students. Teachers must include technology in their lesson plans if they want to keep up with the social movement toward digital culture. Using technology becomes vital and required for the instructor to create an interesting teaching and learning experience. Discord has evolved into one of the online resources that teachers use in ELT classrooms. It was originally intended for players to use this platform to chat while playing games. It now includes additional features and serves as a forum for conversation among those who have interests in a variety of subjects. Consequently, effective organization of educational content and easy access to relevant information can be achieved. Discord provides the functionality to create voice and text channels within a single server. Numerous studies have focused on exploring the use of Discord as a learning tool. For example, in her investigation of Discord's utilization, Wulanjani (2018) argued that the software promotes increased engagement, interaction, and activity among students in the classroom. Wulanjani further claimed that Discord has the potential to transform a traditionally dull listening class into a more appealing one. However, it is worth noting that the conclusions drawn were based on interviews with select class members, rather than assessing the overall reception of alternative learning mediums. In a study by Cacho (2020), the potential use of Discord to enhance student communication, engagement, and

performance was examined by incorporating it as an optional component of the lesson. In Cacho's study, it was found that 80.9% of the students reported improved grades as a result of using the program. The survey included 23 questions, and a high percentage (98.5%) of participants expressed their satisfaction with Discord and their willingness to see it utilized in future lectures. However, it is important to note that Cacho's research primarily focuses on students' viewpoints and does not delve into discussions regarding accessibility concerns or comparisons with similar applications. Moreover, Lieungnapar A. et al., (2022) studied the development of technology-based training program in English for logistics with 60 employees of an international logistics company in Thailand, from various departments requiring English to work. The data were collected from online questionnaires and tests. One sample t-test and descriptive statistics (percentage, mean and standard deviation) were used for data analysis. The results indicated that the employees needed to regularly use email writing skills to contact customers. A common problem found was writing emails correctly according to the context. Therefore, the two-month online training course aiming to educate and develop email writing skills was developed. 15 technology media were used for learning management, assessment, communication, and classroom management. The technology materials that the learners think would help promote their learning are Interactive PowerPoint and Quizizz. The learning achievements were significantly increased at the .001 level. The learners had a high level of satisfaction with the technology-based training course. This research suggests guidelines for developing a technology-based training program in English for logistics. This study recommended that for participants with large differences in age, gender and education, training course providers should choose a blended training approach. such as the combination of a student-centered approach to teaching content-based teaching cooperative learning from experience and even teaching in the form of lectures. In addition, Jannah and Hentasmaka (2021) conducted a case study to explore students' perception of virtual learning using the Discord application. The study collected data from tertiary education students experienced in virtual English learning through online questionnaires and interviews. The findings revealed that 89.72% of the students had a positive perception of using Discord for virtual English learning. The study highlighted several advantages of virtual learning with Discord, although the specific details were not mentioned. In a study conducted by Sungkawadee and Sittiwong (2021), the potential of social media and online gaming for enhancing learning among undergraduate students was investigated. The research aimed to evaluate the effectiveness of these platforms in promoting quality learning, assess academic achievement, gather student feedback, and observe behavioral patterns related to their usage. The sample group comprised 30 second-year undergraduate

students from the Faculty of Education at Naresuan University. The study employed various instruments, including teaching plans, quality assessments, achievement tests, student questionnaires, and behavior record forms. The findings revealed that incorporating social media and online gaming into the learning process had a positive impact on students' grades, with a significant improvement in academic achievement. The students expressed high levels of satisfaction with the use of social media and online gaming for learning, with Discord being the most frequently utilized platform.

1. Definition of Terms

1.1 Discord Application is a free messaging application that supports IP telephony, and video conferencing that contains 5 topics of TOEIC part 5 contents including tenses, parts of speech, collocation, academic vocabulary, and time management.

1.2 Test-taking Strategies are cognitive abilities to deal with any testing situation appropriately and to know what to do during tests TOEIC test part 5 which in this study refers to the ability in taking TOEIC test part 5 of multiple choice with, 30 items and 10 items about test-taking strategies in TOEIC reading part 5.

1.3 Standardized Test in this study refers to TOEIC test part 5 which requires all test takers to answer questions in multiple choices for 40 items.

1.4 Attitudes towards learning English refers to a feeling and opinion about learning test-taking strategies using the Discord application which can be evaluated by a questionnaire with 10 items and open-ended question.

2. Conceptual Framework

(Independent Variable)

1. Discord Application contains 5 topics of TOEIC part 5 contents including tenses, parts of speech, collocation, academic vocabulary, and time management.



(Dependent Variables)

1. TOEIC part 5 test taking strategies
2. Attitude towards learning English

Objectives of the Study

1. To examine standardized test-taking strategies of fourth-year students majoring in English for communication at the Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application.

2. To explore attitudes towards learning English of fourth-year students majoring in English for communication at the Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application.

Hypothesis of the Study

1. standardized test-taking strategies of fourth-year students majoring in English for communication at the Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application after the experiment would be higher than before the experiment.

2. attitudes towards learning English of the fourth-year students majoring in English for communication at the Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application would be at a high level.

Research Methodology

1. Population and Samples

The samples in this study were 30 students of fourth year students majoring in English for Communication, who were selected by simple random sampling. The population was 167 of fourth year students majoring in English for Communication.

2. Data Collection Procedures

The research took approximately three months to accomplish from January to April 2023 in the second semester of the academic, which can be divided into 3 parts:

First, the link was sent to the samples to enter the chat room of the Discord program and the pre-test to the participants to measure the language level of 30 questions within 15 minutes.

Second, the test-taking strategies of TOEIC part 5 were taught and conducted for about 1 hour for 10 days and the participants had to submit a set of 30 questions each day within 15 minutes.

Finally, the posttest link was set and sent to the participants which contained 40 items within 15 minutes and had the participants answer the questionnaire about their attitudes towards learning English using Discord application.

3. Research Instruments

The research instruments used for collecting data employed in this study were: (1) a pretest and posttest about (2) a questionnaire about attitudes toward learning English using Discord applications, this questionnaire was applied from a question of the University of Negeri Malang in Indonesia who had conducted similar topic like this study

about using Discord Application for online learning. (3) Discord application contained Part 5 pretest and posttest, each containing 30 items, and the knowledge test for test-taking methods contained 10 items. The instruments used in the experiment consisted of 1) Practicing Test 10 sets for training for 30 items for each MOCK Test of TOEIC part 5, and including tenses, parts of speech, collocation, academic vocabulary for 540 words related to the TOEIC test, and time management.

4. Data Analysis

Once the data was collected, the researcher checked the completeness of the data in the questionnaire and tests. The statistics used to analyze data were mean, standard deviation, and t-test for dependent samples. The attitudes toward learning English were categorized into 5 ranges to compare and interpret the data using Likert Scale:

Level of agreeable	Mean Range Scale
totally agree	4.50-5.00
agree	3.50-4.49
neutral	2.50-3.49
disagree	1.50-2.49
totally disagree	1.00-1.49

The Research Results

Pre-test and Post-test scores from taking test of the TOEIC part 5.

Variable	n	mean	S.D.	t	sig
Pre-test	30	17.87	9.79	9.57**	0.00
Post-test	30	32.5	3.38		

*p < .05, ** p < .01

Table 2 reveals the scores from taking the MOCK TOEIC test to measure learning achievement before studying. And after studying, using TOEIC simulation exercises from the same test set of 40 questions that have been evaluated for consistency by experts. From the test results, it was found that after learning by using the TOEIC simulated practice. Participants had a higher mean score than before, with an average The post-test score was 32.5 ($\bar{X} = 32.5$) and the mean before-test score was 17.87 ($\bar{X} = 17.87$), indicating that learning by using the TOEIC practice test helped improve the participants' test skills. which is according to the purpose of this study.

Table 3 A questionnaire on attitudes toward learning English using the Discord application for learning.

Items	Mean	S.D.
Experience and Acceptance		
1. I can install Discord application on my phone/computer or use it on the website without any problems.	4.46	.73
2. The application design and interface of Discord are pleasant and convenient to use when studying TOEIC reading part 5.	4.43	.56
3. Application facilities such as splitting chat channels, texting, and screen sharing Meet the needs of use It helps you learn the TOEIC reading PART test to read better.	4.43	.67
4. Overall, Discord application can be used to study well.	4.3	.74
5. If in the future there are online classes I agree to use the Discord application instead of other applications.	4.3	.70
6. I like to take classes every time I study TOEIC via Discord.	4.2	.80
7. In combination with a stable internet, the use of Discord is more pleasant than other applications.	4.26	.78
8. Using Discord to study is a pleasant experience.	4.23	.67
9. I had no problem using the Discord application, even though it was my first time studying.	4.03	.76
10. Using Discord can save better internet usage compared to other apps such as Zoom or Google Meet.	3.9	.80
Total	4.26	0.71

The research findings provided valuable insights into the evaluation of the Discord application for study purposes, which attitudes towards learning English of fourth-year students majoring in English for communication at the Rajamangala University of Technology Thanyaburi using Discord as an Alternative Online Learning Application in general were at a high level ($\bar{X} = 4.26$). Participants consistently rated the installation process of Discord as highly favorable, with an average score of 4.46. This indicated that learners encountered minimal difficulties when installing Discord on their phones, computers, or accessing it through the website. The application's design and interface also received positive feedback,

with an average score of 4.43, emphasizing its pleasant and convenient usability. Furthermore, participants acknowledged Discord's features, such as splitting chat channels, texting, and screen sharing, as meeting their study needs, particularly in improving TOEIC reading skills. Both aspects received an average score of 4.43. The research findings affirmed that Discord was an effective tool for studying, as it obtained an average rating of 4.3 for its overall suitability for study purposes. Moreover, participants expressed their agreement to use Discord for future online classes, with an average score of 4.3, suggesting their confidence in Discord's capabilities compared to other applications. The preference for taking TOEIC classes via Discord, with an average score of 4.2, further strengthens Discord's value as a platform for standardized test preparation. Participants also highlighted the importance of a stable internet connection, as the average score of 4.26 indicated that Discord was more pleasant to use in combination with reliable internet. Overall, participants reported a pleasant experience using Discord for studying, with an average score of 4.23.

Discussion

The research's findings corroborated earlier research by Cacho (2020), which discovered that most students could improve their scores by using Discord applications. The research result revealed that learning through Discord applications can assist the participants score better according to previous T-test results. It also found that participants have a good attitude towards using this application in their lessons and hope to continue in the future, which is consistent with our research results, referring to attitudes surveys from learning exam techniques through a discord application that has concluded that they are also in the attitudes criteria. Surprisingly, students generally enjoy using video games as an alternative online learning medium. Our study's results additionally reinforce Wulanjani's (2018) previous work in that discord applications are user-friendly and can effectively motivate learning based on participant attitudes. In keeping with earlier studies on the abilities of Discord apps to encourage participants in feeling more interactive and driven to learn a variety of media, our research is likewise delivered online. The study's findings also support Wulanjani's (2018) previous studies, which found that discord applications are user-friendly and can effectively drive learning based on participant attitudes. In keeping with recent research on the abilities of Discord apps to encourage participants in feeling more interactive and driven to learn a variety of media, our research is similarly to online learning. In addition, this study was conducted in collaboration with the research of Lieungnapar A. et al., (2022), who investigated the establishment of a technology-based training program in English for

logistics with 60 employees of an international logistics firm in Thailand, from various departments requiring English to work. The research's findings indicated that Interactive PowerPoint and Quizizz are the technological tools that students believe will best support their learning. In the .001 level, the learning accomplishments considerably improved. The technology-based training program met the needs of the learners with a high degree of satisfaction. This study offers recommendations for creating a technology-based logistics training curriculum in English.

Conclusion and Recommendations

The statistical findings and survey data obtained from TOEIC test takers have provided insights into the research questions addressed in this study. Firstly, the questionnaire results indicate that students hold a positive attitude towards using the Discord application for learning English, specifically for the TOEIC Reading test Part 5. Secondly, the results reveal students' perceptions of the challenges they face when taking the TOEIC reading test. Lastly, the standardized test-taking strategies of fourth-year students majoring in English for communication at Rajamangala University of Technology Thanyaburi using Discord as an alternative online learning application showed significant improvement after the experiment, compared to before the experiment, at a statistical significance level of .05. These findings have practical implications for TOEIC teachers and educational institutions. Firstly, schools should provide ample resources and practice tests related to TOEIC, enabling students to engage in self-study and become familiar with the test format and content. This familiarity will better prepare students for the actual exam. Secondly, schools should establish mock TOEIC test labs, offering students numerous opportunities to take practice tests and assess their proficiency levels. This allows students to gauge their progress and adjust their study plans accordingly. Thirdly, teachers should possess a thorough understanding of students' needs to improve their scores. This knowledge will enable teachers to provide test tactics, specific test-taking strategies, and reading strategies that students can effectively apply during the actual test. Furthermore, teachers should assign additional tasks and exercises to help students develop their linguistic knowledge in TOEIC preparation courses. The issues addressed in this study can serve as a basis for future research endeavors. It is hoped that future researchers will find this study valuable and conduct their own studies, particularly on similar topics, with greater success. As this research focused solely on the reading section of the TOEIC test Part 5, future studies could explore strategies for the reading section of Part 6, as well as investigate the factors and challenges affecting students' performance on the TOEIC test. Additionally, utilizing

Discord to enhance students' TOEIC reading scores warrants further investigation. Moreover, future research should examine Discord's potential in various educational settings and cater to the specific needs of diverse learners.

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