ACADEMIC JOURNAL PERSPECTIVE:
Education, Language, and Literature
http://jurnal.unswagati.ac.id/index.php/Perspective/
E-ISSN 2621-6981
P-ISSN 2354-7340

TEACHING CRITICAL DISCOURSE ANALYSIS TO ELT LEARNERS THROUGH CORPUS BASED APPROACH

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Received: 7th January 2019 Accepted: 20th March 2019 Published: 29th May 2019

Abstract
Concordance is the software that facilitates an unlimited data recognizing the frequency and collocation. It can be used for learning and teaching. This study is qualitative and aimed to know the contribution of corpus tool in teaching CDA and the students' responses through the use of corpus tool, named concordance software, in one of the University. The method in this research is qualitative descriptive with the content analysis. Thus, I employed the frequency and collocation in order to get its sociocognitive contained into three levels of analysis: microstructure, superstructure, and macrostructure couched within critical discourse analysis framework of Van Dijk (2008) through 2 articles taken from different newspaper that has been collected into concordance software. The data can be represented to be mediator in learning and teaching CDA in the class to find out the ideology through frequency and collocation. The findings reveal that concordance has the contribution to the learning and teaching especially in linguistic course. It is questioningly proven by the students' responses that the students seemingly motivate and enthuse to learn CDA through corpus linguistics. Concordance is effective and can help the teacher in their teaching.
Keywords: Corpus linguistics, concordance, critical discourse analysis, learning and teaching.

INTRODUCTION

In this development digital era, teaching and learning should always create an innovation especially delivering the materials to the students. In the fact, the teachers are still confused to use the method in their teaching. However, this is the essential stuff to be solved to learning and teaching in classroom. One of the ways to innovate the teaching and learning is involving the technology. Precisely, by optimizing the information and the technologies have become part of supporting media in the classroom activity. It is such useful and greatly influence to the learning process for both of teacher and students by using computer-based tools. There are many previous researches have been developed over the last decades. Regarding to the corpus linguistics, it is also one of developed tools in computational era. Corpus linguistics is a surface analysis of the actual and real production of language (either spoken or written) as opposed to intuition. The productions of language can be

spontaneously taken from various authentic sources and fields such as newspaper, magazine, people's speech and conversation and etc. Corpus-based studies have traditionally been less concerned with whole texts or with the social context and have thus been characterized as working from the 'bottom up' (Swales: 2002). Biber (1988; 2006) added that corpus research has played a key role in distinguishing the overall characteristic of academic prose by means of multi-dimensional analysis.

From the aforementioned, it can be used to investigate the material to get either the formulation or any ideologies in discourse analysis perspective. It is also as the gap amount previous research while other previous study is strongly expressed about method, and grammar itself. One of them studies on Data-driven learning for teaching collocations of learner performance, proficiency, and perceptions (Vyatkina 2016). In addition, DDL is not only related to English learning and teaching but also to the core of linguistics, extended linguistics, and hybrid linguistics. For example, Yu Hou (2014) found that corpus linguistics is used to identify nominalization in translation of Chinese literary prose. Furthermore, Kim and Chun (2008) study more focused on lexis awareness through corpus based data-driven learning. Otherwise, it seldom demonstrates concordance application to analyze the text to get the dominant of speech, the power of language, or to know hidden ideology. For instance, Adel and Reppen (2008:2) argue for 'the viability of corpus-based research and corpus-assisted tools for discourse studies'. Other is from Ken Hyland in Chales's book (2009) about corpus informed discourse analysis: the case of academic engagement. The aforementioned researches are still too general through discourse analysis.

Therefore, in this present research, it will enthusiastically investigate more specific analysis involved corpus linguistics such as related to critical discourse analysis. This study is focusing on how to teach critical discourse analysis/CDA framework Van Dijk (2008) through concordance software. Considering the previous studies above, as far as the researcher knows that this kind of study is still rare to conduct in Indonesia especially in Karawang. Thus, this study attempts to investigate how corpus linguistics is implemented in teaching critical discourse analysis (CDA) to students specialized in Van Dijk (2008) framework is and the responses of the students towards the implementation of corpus linguistics in learning CDA are.

Corpus Linguistics and Concordance Software

McEnery et.al (2006:7) argue that corpus linguistics has gone 'well beyond [its] methodological role' and has become an independent 'discipline'. It can be optimized by using computer software, it is called concordance software. Briefly, I outline some techniques or corpus processes that can be carried out on corpus data as Baker (2010). *First*, frequency, it is the bedrock of corpus linguistics. At its simplest level, frequency refers to the numbers of times something occurs in a corpus (or text). Frequency counts need not to be limited to single words. It is possible to calculate frequency of grammatical, semantic, or other categories. *Second*, collocation, identified by Firth (1957), is a way of demonstrating (relatively) exclusive of frequent relationships between words (or other linguistic phenomena). If two words collocate, then they have a tendency to occur near or next to each other in naturally occurring language use. For example, *tell* and *story* are collocates because they occur in a range of different

grammatical contexts such as *tell me a story, story to tell, let the story tell itself, tell a story,* and *that story does not tell us anything*.

Third, keywords are a way of taking into account relative frequencies between corpora, which is a useful way of highlighting lexical *saliency*. For example, the word *the* is generally very frequent in most corpora, so knowing that it is frequent in a corpus that we are examining may not be particularly exciting – is simply tell us that our corpus is typical of most language use. *Fourth*, a concordance is a table of all the occurrences of a linguistic item in a corpus, presented within their linguistic context (usually a few words to a few lines either side of the linguistic item). Concordances are an important aspect of corpus linguistics in that they allow qualitative analysis to be carried out on corpus data, letting the researcher explore individual cases in detail. Sorting concordance data alphabetically is an often-used way to identify patterns quickly and also on a different word position is likely to produce different patterns. Simply, concordances also allow the researchers to identify linguistic patterns, which can be based on grammar, meaning, pragmatics, and discourse.

Sociocognitive Approach

Social cognition approach developed by Teun A. Van Dijk (2008) that focuses on issues such as ethnicity, racism, and refugees. This approach is referred to as social cognition, because he sees cognition factor as an important element in the production of discourse. Therefore, this approach discourse analysis can be used to determine the social position of ruling groups or dominant and marginalized groups. Further, he assumed in Wodak (2009) that discourse analysis is not limited to the structure of the text because the structure of discourse itself indicate or signify a number of meanings, opinions and ideology. On the other hand, in order to reveal the hidden meaning of the text, it should take the analysis of cognition and social context as sociocognitive. He divided into three levels of textual analysis, namely; (1) micro structure, (2) super structure, and (3) macro structure. In the micro structure, Van Dijk highly concerned to the theme and rheme in the text as textual meaning grounded by Halliday (2004). Further, he also differed the super structures into (a) summary that contained *title* and *lead* in the text, while (b) story divided into *situation* and *commentator*. The last is micro structure that classified into several components such as transitivity system, nominalization, passivation, and references. From the previous study aforementioned, there is a specific area that has not found in other literatures. It is still seldom to focus on interfacing teaching CDA grounded by Van Dijk (2008) and corpus based study. Therefore, the next part will be specifically discussed about only micro structure based on sociocognive theory in this gap.

METHOD

In this part, it was delineated that this research was qualitative-descriptive method. Moreover, Ary, Jacobs, Sorensen & Razavieh (2010) point out mentioned research design aims to describe phenomenon and to reveal subjects' perspective on what they experienced. The data are collected from a various edition of newspapers, magazine, and articles within a week. Those corpus were inserted to the concordance software. Moreover, the observation, questionnaire, and content analysis were the technique of data collection of this research. Supporting the goal of a study, it involved the participants contained randomly 20 students of 7th semester of English education department

in one of university in Karawang and further got their responses from the questionnaires provided by the researcher. The questionnaires were mostly focused on the implementation of teaching CDA and the use of corpus tool in classroom.

After obtaining the data, here is the procedure and the way to analyze data for instance; (1) The teacher opened the software and typed as KWIC, key word in context, such as nominalization; *ing, *ment, *ion, *ation, and *ed. After typing, (2) the appearance word is directly categorized, analyzed, and interpreted based on the CDA theory in order to get the ideology of the writer. Those stages are demonstrated in learning and teaching to know the divergent between teaching CDA by using software and printed book one. The implementation of teaching CDA specialized Van Dijk (2008) framework by using corpus linguistics is observed. It is the way where the teacher persuaded the students to find out the appropriate word about politic issue in KWIC and focused on its frequency, collocation, and context. Moreover, subjectivity is a needed to criticize the content of the searched word contextually until unpacking the implicit meaning instead the hidden actor/writer inside of the text. To strengthen the result, the researcher takes questionnaire in order to obtain the students' responses toward the implementation of learning CDA and using the corpus tool.

RESULTS AND DISCUSSIONS

Here is demonstrated in classroom to identify sociocognitive through Van Dijk (2008) analysis framework by finding out macro structure, super structure, and micro structure. As limited in this study, it is focused on micro structure that covers (1) transitivity system, (2) nominalization, (3) passivation, and (4) reference. Those components aforementioned can be directly interpreted and highly tended to be the conclusion of this present research. The findings related to this analysis are delineated as follows.

Firstly, *transitivity system*, the researcher started briefly with the explanation of transitivity to the students. While delineating the material and verbal process, the researcher prepared the instrument of word list that used to type in KWIC (key word in context) as material process, for instance, WORK, TEACH, GO, STUDY, etc. As verbal process, it applied by typing TELL, CONSIDER, ARGUE, CLAIM, etc. and their inflected forms of aspect by ending *–s, -es, -ed,* and *-ing*. Furthermore, other processes such as behavioral, mental, causative, and relational processes, also implemented in the classroom in order to get comprehensively understanding. Eventually, the students get the interpretation toward the word choice and its collocation about the writer's purpose in making the text.

Secondly, *nominalization*, in this part, the researcher attempted to optimize the corpus to show the nominalization within the unlimited data. The suffix *-ment, -ion, -ive, -or, -er, etc.* are searched to get representatively a hidden actor in social practice among the discourse. The attached caption below is the example of corpus works by *government* in its occurrence, context, and collocation.

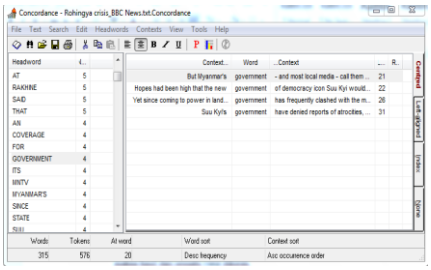

Figure 1: One of microstructure analysis served its frequency

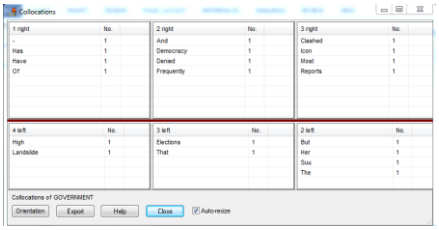

Figure 2: One of collocation analysis

From the above mentioned figures, it showed that the corpus can produce specifically the word '*government*' and inform the students that *government* is seemingly general. As contextually which is related to that word, it cannot show and identify the real actor in that case. By adding suffix in the end of the word, it is hardly to investigate the identity of the writer or actor's action. It is highly tendentious to be not cleared in the public by the publisher of media. Thus, the corpus only can support in making the researcher's claim interfacing with other aspects of sociocognive by Van Dijk (2008).

Thirdly, *passivation*, the researcher argued that passivation is seemingly same with nominalization due to this part only needs to involve the affixation such as suffix in the identification. The researcher explained to the students that passivation always appears in the predicator or process. It is usually attached in the predicator by suffixing *-ed*. As semantically, the attachment can derive the meaning for instance *STOPPED* is the one of passivation that occurs in the corpus and eventually causes the grammatical meaning. Moreover, the corpus shows that passivation affects the actor or writer hidden, sometimes. Due to the needed of passivation is only enough with the object not subject to catch the meaningful of the communication goal.

Fourthly, *reference*, in this case, the researcher explicated the main of reference to the student in the classroom. It is aimed to show the strong relevance or correlation with textual meaning and mode system in SFL (Gerot &Wignell: 1994). The way to analyze the reference in this case is finding out the name and criticize its associative within the corpus. The researcher demonstrated by separating to element of participants, namely; human and non-human. For the human category, the researcher just typed the names related to the case in KWIC such as OBAMA, TRUMP, etc. for the counterpart, it just needs to type either the name of party, place, or profession. Contextually, the word OBAMA or TRUMP have highly associated with AMERICA and frequently collocated with the name of party, profession, and many names referred to

them. It proves that references can strengthen the interpretation to the particular social practice adopted by sociocognitive (Van Dijk: 2009).

Those procedures and brief analysis are demonstrated by using corpus tool. Both of the researcher and students discuss the CDA study with micro structure grounded by Van Dijk (2008) and interpret together in the classroom such as how the corpus can be implemented in learning CDA as explicated in the aforementioned explanation. Furthermore, the next part is delineating the students' responses toward to know the divergent of leaning CDA by using corpus and conventional way as qualitatively.

In addition to get students' responses, the questionnaire are distributed to 20 participants and consisted of two parts. Part one released about the implementation of teaching critical discourse analysis containing of five questions, while part two mainly concerned to the use of corpus linguistics tool in classroom containing of five questions. Each part will be separately discussed below.

Table 1: The result of the implementation of teaching critical discourse analysis
A = Very Good, B = Good, C = Enough, D = Bad, E = Very Bad

Statements	A	B	C	D	E
1. The lecturer presents the material of CDA by monologue	11	5	3	1	-
2. The lecturer explicates the framework analysis of Van Dijk (2008) to the students	9	5	6	-	-
3. The lecturer discusses the analysis of text through Van Dijk's theory with the whole class	10	6	2	1	1
4. The lecturer gives individual student a task to analyze	4	12	2	2	-
5. The lecturer evaluates students' work	8	5	5	2	-
6. The lecturer integrates the corpus tools in explaining the materials	9	7	3	1	-
7. The lecturer demonstrates corpus tool to the students	9	4	4	2	1
8. The lecturer and students identify and analyze the text by using corpus tool together	13	6	-	1	-
9. The lecturer recommends the students to install the corpus tools	2	10	6	2	-
10. The Students have higher motivation toward the implementation of teaching CDA and its corpus tool	15	4	1	-	-
Total Score	90	64	32	12	2
Average Score (%)	45%	32%	16%	6%	1%

From the table 1 above, the part one is covered by question number 1-5. Basically, the first question deals with the teacher's explanation about CDA introduction. Exactly, it has good response from 11 students with the score A categorized 'very good' whereas one student categorizes 'bad'. Second and third questions are the

explanation of Van Dijk (2008) theory and its analysis. Both of them have good scores. Although, the students feel easier to understand the theory than the analysis. The fourth and fifth questions are talking about evaluating after the students got the task analysis. Based on the questionnaire above, the fourth question is better than fifth one while several student give 'bad' category. Nevertheless, several of students give bad categories, most of students are satisfied with the implementation of teaching CDA in classroom. It can be proven by the score based on the table above. It is mostly 'very good' categories from the first-fifth questions.

Moreover, the sixth question to tenth one is part two category, it reveals about using corpus linguistics tool in classroom. Regarding to the aforementioned table 2, the sixth and seventh questions aim to interface the corpus tool, named concordance software, with CDA material to analyze Van Dijk (2008) framework. The student's response toward both questions are 'very good' categories. It means that most students understand and interest in learning CDA through corpus linguistics tool. The eighth question is practical analysis. In this case, only one student who gives 'bad' category, but otherwise, it is almost all students categorize 'very good' seemed from 13 students and 'good' categorized by 6 students. Next question is recommending to install the software to the students and they seemingly enthuse to do it. The last question is students' motivation in learning CDA through corpus linguistics tool. It is strongly motivated in students' perspective.

This is strengthened by the result of first-tenth questions that 'very good' category has total score 90 or average score is 45%, 'good' category has 64 score or its average one is 32%, 'enough' category has 32 score or 16% for average one, 'bad' category is 12 or 6% average score, and it is totally different for 'very bad' category that only has 2 or it is only 1% for that category. It is also deepened where the corpus linguistics can be used for investigating socioganitive from Van Dijk (2008) through the linguistics case.

CONCLUSION

From a brief discussion aforementioned, the researcher strengthens the finding about interfacing corpus linguistics with discourse analysis by Charles, Peccrari, & Hunston (2009). It is strongly contributed that it is somehow not only can be used for general discourse analysis but also for specific critical discourse analysis/CDA such as relates to investigating three levels of analysis from Van Dijk (2008) framework. On the other words, corpus linguistics can be really contributed to many aspects including applied one, for instance, either teaching, or linguistics and so on. It is fully useful for the teachers, lecturers, and students in learning and teaching to create higher students' motivation in learning the materials.

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