



تطبيق تحليل الخطاب النقدي في المادة الكتابة العربية

The Application of Critical Discourse Analysis in Arabic Writing Course

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ABSTRACT

Critical discourse analysis is a theory and a method used to dissect the relationship between language and society. This study examines how to apply the theory and methods of critical discourse analysis in learning to write Arabic. Learning to write Arabic is conical to academic writing, leading to the final project. The data in this study is the result of student writing, which is analyzed and studied through Rebecca Roger's critical discourse analysis theory. The results show that there is an interaction pattern of student writing formed through a peer review process as part of implementing the concept of critical discourse analysis.

Keywords: Arabic, Critical Discourse Analysis, Learning, Writing

INTRODUCTION

In Rebecca Roger's view, Critical Discourse Analysis is both a theory and a method. Researchers studying the relationship between language and society use Critical Discourse Analysis to assist in describing, interpreting, and explaining these relationships. Critical discourse analysis differs from other methods of discourse analysis in that it not only includes the description and interpretation of Discourse in context but also explains why and how Discourse works. Critical discourse analysis is the domain of critical applied linguistics (e.g., Fowler, Hodge, Kress, & Trew, 1979; Kress & Hodge, 1979; Parker & Bolton Discourse Group, 1999; Pecheux, 1975; Pennycook, 2001; Willig, 1999).

There are many different approaches to critical discourse analysis, including French discourse analysis (e.g., Foucault, 1972; Pecheux, 1975), social semiotics (Hodge & Kress, 1988), sociocognitive studies (van Dijk, 1993), and historical methods of Discourse (Wodak, 1998). 1996, 1999). Each has a critical discourse analysis perspective that can be applied to issues in education and learning. Fairclough and Wodak (1997) offer eight basic principles of critical discourse analysis. These principles are a helpful starting point for researchers interested in conducting critical Discourse Analysis. (Rogers, 2004)

According to (Fairclough and Wodak; 1), eight points and principles form the basis. Discourse analysis can solve social problems, 2) knowing that power relations are discursive, and 3). Discourse is society and culture. 4) Discourse does ideological work, 5) is historical, 6). A sociocognitive approach is needed to understand how the relationship between text and society is mediated; 7) Discourse analysis is interpretative and planning analysis and uses a systematic methodology; and 8). Critical Discourse Analysis is a socially committed scientific paradigm.

CDA is both a theory and a method. Researchers interested in the relationship between language and society use CDA to help them describe, interpret, and explain such relationships. CDA is different from other discourse analysis methods because it includes a description and interpretation of Discourse in context and explains why and how discourses work. CDA is a domain of critical applied linguistics (e.g., Fowler, Hodge, Kress, & Trew, 1979; Kress & Hodge, 1979; Parker & the Bolton Discourse Group, 1999; Pecheux, 1975; Pennycook, 2001; Willig, 1999). There are many different approaches to CDA, including French discourse analysis (e.g., Foucault, 1972; Pecheux, 1975), social semiotics (Hodge & Kress, 1988), sociocognitive studies (van Dijk, 1993), and the discourse historical method (Wodak, 1996, 1999). Each of these perspectives on CDA can be applied to issues in education. Fairclough and Wodak (1997) offered eight foundational principles of CDA. These principles are a useful starting point for researchers interested in conducting CDA. (Fairclough, 1989).

Discourse analysis developed rapidly after Zellig Harris published his Discourse Analysis (1952) paper. When linguists only care about sentence analysis, Harris is interested in the distribution of linguistic elements in texts and the relationship of texts to social situations. Discourse analysis began to develop in the 60s and early 70s with forms of conversational analysis in various institutions/settings.

Based on the discussion of the background of this research, it focuses on one of the research questions. How is the implementation of critical discourse analysis in learning to write Arabic?

METHOD

Discourse Analysis in Learning/classrooms can be analyzed descriptively or critically. As an institution that functions to create student learning, Discourse in educational institutions is still limited to classrooms focusing on interactions between teachers and students. The Discourse is analyzed by describing the structure of the exchange between the speech participants involved. In the classroom, the interaction is between the teacher, as a teacher, and students, as those who receive knowledge. As the person who plays the most crucial role, the teacher's speech is the object of discourse analysis research carried out so far.

This research uses a case study research method where the researcher uses Arabic writing lecture classes as the object of research. The data in this study are student activities recorded in the online learning system through the "Uhamka online learning platform" in the form of written Arabic results.

RESULT AND DISCUSSION

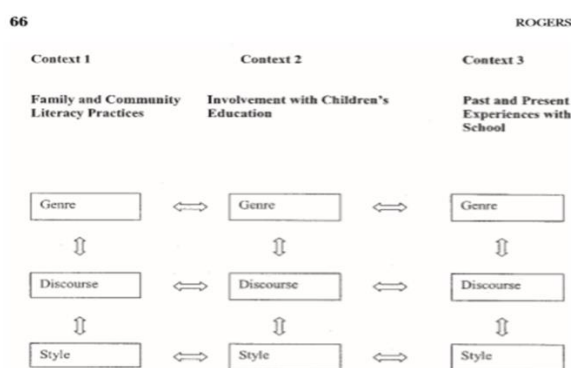
Descriptively, critical discourse analysis of education with a classroom setting can be used to analyze conversations in teacher-student interactions and see how teachers perform their roles in the classroom. Through his role, the teacher will dominate because the teacher is the regulator of activities in the classroom. This practice is socially constructed among individuals, institutions, and society in daily practice. Indirectly, this dominance is also accepted and preserved as something natural and natural because the world of education is an institution with noble aims so that all forms of domination in practice are not seen as something wrong. This situation can affect students' knowledge, attitudes, norms, values, and ideologies. Discourse practices in the classroom have contributed to efforts to maintain teacher attitudes.

In the findings of this research, the concept used as a reference is that One of the discourse analysis works with a classroom setting that first appears is the writing of Sinclair and Coulthard's research in the book *Introduction to Discourse Analysis*. (1979). They write down the results of their study of Discourse in teacher-student interactions in the classroom. Sinclair and Coulthard create a discourse structure for interaction in the classroom. The structure consists of lessons (lessons), transactions (transactions), exchange (exchange), move (move), and follow (act). The lesson consists of several transactions (which include opening, core, and closing), several exchanges (which include initiation, response, and feedback), Exchanges consisting of several moves, and movements consisting of several actions. (Ramli, 2015)

In a subsequent study in 1992, Sinclair and Coulthard omitted lessons from its structure. They also detailed some parts of the structure, such as the exchange structure. They state that the structure of speech can be initiated by the teacher (teacher initiation) or students (student initiation). Teacher initiation is divided into free speech and bound speech. Free speech can be in the form of teacher elicitation (teacher elicitation), teacher explanation (teacher inform), teacher direction (teacher direct), and teacher examination (check). Initiative taking by students is divided into student provocation (pupil elicitation) and student explanation (pupil information). The actions are divided into 14: marker, starter, elicitation, check, directive, informative, evaluate, and nomination.

Findings (can be in the form of a subheading)

This study finds how critical discourse analysis is applied in learning to write Arabic based on the following picture:



Analysis

In this perspective, learning is a network of social practices that changes over time and varies from place to place. Figure 3.1 is a simplified heuristic representing potential shifts representing social transformation and learning in the genre, Discourse, and style within and across three discursive contexts. Analyzing the configuration of social practices and the shifts across time and context can help educators describe, interpret, and explain the ways of interacting, representing, and being that accompany learning. Such configurations of practice often rub up against one another and are not mutually exclusive. Gee (1996) discussed this patterning regarding boundary crossing and Fairclough (1995) regarding manifest and constitutive intertextuality. What is essential to draw out of both frameworks is that the boundary crossings and existence of discourses that cross the domain of genre, Discourse, and style may be in conflict or alignment with the dominant Discourse. Often we think about clashes between groups in power and groups without power in terms of conflict among discourses, ways of interacting, representing, and being. However, we need to be just as concerned about where there is Discourse alignment as when Discourses conflict exists.

CONCLUSION

In learning to write Arabic at the university level, several concepts of critical discourse analysis can be developed; the first is the concept of critical discourse analysis by Sinclair and Coulthard. Learning to write can be simulated by providing certain materials related to the development conditions of the academic world. The next concept is the Amy Tsui concept which puts forward the interaction pattern between teachers and students in the classroom in the form of commands for writing. The two concepts above were developed due to research that tried to apply these concepts in learning to write Arabic at the university level. However, learning Arabic, especially in writing, requires seriousness from the teacher and students. However the concept is proposed, it needs good cooperation in creating a conducive writing learning

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