

## CRITICAL DISCOURSE IN TEACHING ENGLISH OF SPEAKING SKILLS

Isnaini Eddy Saputro<sup>1</sup>, Lilik Yulianingsih<sup>2</sup>

<sup>1</sup> Universitas Pendidikan Muhammadiyah Sorong, Indonesia

<sup>2</sup> Politeknik Pelayaran Sorong, Indonesia

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### ABSTRACT

The application of critical discourse analysis extends beyond its usage in analyzing and observing social and political materials that are inappropriate for use in English language teaching (ELT). With the aid of the CDA, students will analyze, code, and understand textual content to enhance their speaking skills as they build arguments. This literature study examined pertinent critical discourse analysis studies released in respected journals or as conference proceedings between 2009 and 2021. After that, the papers were sorted and divided into three groups according to the following themes: (1) CDA's contributions to speaking instruction, (2) EFL learners' issues with CDA in their speaking abilities, and (3) studies on the pedagogical effects of CDA on instruction.

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### Corresponding Author:

Isnaini Eddy Saputro

Universitas Pendidikan Muhammadiyah Sorong, Indonesia

Email: [isnaini@unimudasorong.ac.id](mailto:isnaini@unimudasorong.ac.id)

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## 1. INTRODUCTION

Students can expand their vocabulary by acquiring written and spoken language. As a result of being able to identify and evaluate words in response to instructions or questions, as well as identify the keywords that define meaning, children will gain an understanding of meaning through the text, which will impact their other English language skills. The texts serve as catalysts to elicit critical thinking in the students (Wangdi & Savski, 2023; Jao et al., 2024). The assignment is used to increase the student's motivation and is an authentic text. Furthermore, critical thinking is one strategy that is appropriately employed in texts to help pupils strengthen their language skills (Abdel-Hack & Helwa, 2004; Bean & Melzer, 2021). It is one of the 21st-century abilities that one needs to be proficient in. Hashemi and Ghanizadeh (2012) made the case that teaching critical thinking (CT) abilities might be incorporated into EFL training. Preparing students to communicate with native speakers who respect direct criticism, thoughtful commentary, and intellectual statements is part of the job of an English instructor. For L2 teachers, introducing students to CT is even more important than for L1 teachers.

Speaking is the activity for students to apply critical thinking to produce the ideas they will employ in oral communication, or they use critical thinking to convince or help the listener understand the information (Chen & Hwang, 2020; Azhary & Ratmanida, 2021). Other English language proficiency is inextricably linked. Without a solid comprehension of the content they are interacting with, the pupils will not be able to acquire English to the fullest extent possible. According to Hashemi and Ghanizadeh (2012), CT is the process of learning how to pose and respond to questions about analysis, synthesis, and assessment, as well as the capacity to draw valid conclusions from data and observations. Educational systems should work to awaken, prompt, nurture, and encourage the process of thinking critically and reflectively (Howlett et al., 2016; Ghanizadeh et al., 2020). Instructors can promote CT through the assignments, projects, and comments they give.

After examining the papers that address problems with critical thinking for speaking, critical discourse analysis (CDA) will certainly help students develop their critical thinking skills. Critical discourse analysis's existence is very beneficial to language learning (Rogers, 2004; Wodak, 2014). Additionally, it fosters critical thinking in the kids. Not all social and political texts that cannot be used in English language instruction (ELT) are subject to observation and analysis through the application of critical discourse analysis. On the other hand, after reading twenty articles about critical discourse analysis, students can solve four language learning skills by using CDA in the learning process. According to Hashemi and Ghanizadeh (2021), CDA is thought to enhance EFL learners' CT proficiency. CDA is one of the strategies fostering critical thinking in EFL students by exposing students to texts like news articles and reports that contain ideological presumptions and whose interpretation depends on the larger context in addition to socio-cultural and political factors (Hamdi, 2023). This implies that reading materials for educational contexts can be utilized to teach pupils about social and political issues in addition to second or foreign languages. With the aid of the CDA, students will analyze, code, and understand textual content to improve their speaking skills as they build arguments (Hazaea, 2020; Hamdi, 2023).

## **2. METHOD**

This literature study examined appropriate research on critical discourse analysis that was released between 2009 and 2021 in respectable journals or conference proceedings. Journals or conference proceedings that hold national or international accreditation are referred to as "reputable." This study used critical discourse analysis (CDA) to examine 10 research publications. Subsequently, the articles were classified into three groups according to the following themes: (1) CDA's contributions to speaking instruction; (2) EFL learners' issues with CDA in speaking; and (3) a study on the pedagogical implications of CDA in speaking instruction.

## **3. RESULTS AND DISCUSSION**

### **Contribution of Critical Discourse Analysis for Teaching Speaking**

The primary concern with critical discourse analysis, which this study aims to address, originates from the broad assertion that it improves speaking skills among English language learners. (For instance: [Dar et al., 2010](#); [Hashemi & Ghanizadeh, 2012](#); [Xiong & Qian, 2012](#); [Nimasari, 2016](#); [Fauzan, 2017](#); [Prasetyaningsih, 2017](#); [Setyono & Widodo, 2019](#); [Derin et al., 2020](#); [Fatsah & Katili, 2020](#); [Hidayati et al., 2021](#)).

Critical discourse analysis (CDA) is the practice of language analysis that uses written and oral sources as the sources of analysis. CDA has broad concerns in the area of language analysis that assert political, social, and other pertinent concerns. [Hamdi \(2023\)](#) notes that CDA is concerned with studying and analyzing written texts and spoken words to reveal the discursive sources of power, dominance, inequality, and bias and how these sources are initiated, maintained, reproduced, and transformed within specific social, economic, political, and historical contexts. The findings of their research were similar to those of [Fatsah & Katili \(2020\)](#). Both studies identified the use of critical discourse analysis in the speaking field, such as part of speech and teacher talks in classroom communication.

Besides that, those studies identified the use of speaking for delivering a speech to the listener (students). [Widuna's \(2018\)](#) studies using CDA indicated that the use of part of speech in delivering oral communication was recorded to know what kind of part of speech the speaker used. The part of speech used by the speaker is the personal pronoun. It is used to create a more relaxing and informal situation through its personalization. Moreover, the research used modality to describe the purpose of speech so that it has an impact on the speaker's confidence. It means that using CDA helps the researchers explain to the reader that using personal pronouns in delivering speech, will relax the situation.

The similarity between [Fatsah & Katili \(2020\)](#) in CDA for teacher talks in classroom communication is that the teacher's speech is to give understanding, clarifying, and simplifying for developing the quantity of teaching and learning processes. The teacher used explanations to give the students theoretical bases for developing input. Then, the use of questions to develop in-depth content and teaching material and error correction are to correct students' errors in any aspect of language use in classroom communication. Thus, critical discourse analysis gives advantages for the readers through researchers that CDA gives convenience in English language teaching even for the students who want to interpret the speaker's utterances through a transcript or text.

Critical discourse analysis is still being used as a way to know why speaking skills are difficult to implement in Pandemi COVID-19 for students and what the solutions are given by CDA as a result of the analysis and interpretation of the data. For this session, there are three related aspects of the research that discuss the kinds of difficulties and solutions. The research of [Mahyooob \(2020\)](#) found that teaching English four skills during the pandemic COVID-19 indicated that speaking skills are the most difficult to teach through technology. It caused some factors, such as limited online interactions, students' hesitation, and a lack of language proficiency. Therefore, the

lecturers gave the solution that they should provide other online media and use the feedback from the teacher-students and students-students.

By using CDA, the researcher analyzes the lecturers' answers to the questionnaire, and after that, he interprets them to give information or a reference for other lecturers and further researchers. The study by [Hidayati et al. \(2021\)](#) gave a solution to learning speaking through debating, and it was analyzed using CDA. The research found that 32 English students in the fourth semester who learned to speak showed their speaking ability through debating. The principle of debate must know the techniques, and it must use higher-order thinking skills (HOTS) such as analyzing, evaluating, and creating. Those methods of HOTS are aided by critical discourse analysis. The students shown before and after are taught using CDA. The students learn how to analyze the text and compare two texts. This way, it teaches students how to cooperate to discuss and find the reason to deliver in debate. Therefore, the assimilating CDA and debate technique will make the student familiar with the use of HOTS in the classroom, so this research still gives the chance for further research in the critical thinking field that has been constructed from HOTS.

The study by [Fauzan \(2017\)](#) aimed to see the weaknesses of the speaking course and the renewal of the speaking syllabus as a revision. The researcher used the data from the syllabus, and the questionnaire and interviews were analyzed and interpreted. The study explained that the results are revised names: speaking for daily conversation, speaking for formal settings, speaking for academic settings, speaking for academic purposes, and public speaking. Those are before named speaking 1, 2, 3, 4, and proposed. The implementation of CDA in this research is positioned as a characteristic of every speaking level. Before reviewing, the speaking course has characteristics such as course, credit hours, and semester, but after reviewing, there are three primary characteristics of the renewal speaking sources, such as learning outcomes, needs analysis-based course contents, and CDA inductions. Therefore, the three studies indicate that CDA has a function in ELT, especially for speaking, whether as an approach to interpreting the data through the text or as part of the speaking course guiding the students' activities.

### **Problems of Critical Discourse Analysis in Teaching Speaking**

After analyzing the various contributions of critical discourse analysis, some studies determined the problem of critical discourse analysis in teaching speaking. Those studies are written by [Fatsah & Katili \(2020\)](#). For instance, 20 English lecturers stated that speaking was the most challenging English skill to teach during online learning. Speaking was regarded as the most difficult English skill to teach during online learning due to certain factors: limited online interaction, students' hesitation, and a lack of language proficiency. It is being focused on how to construct the material for speaking in pandemi COVID 19 so that it can be implemented by using the solution offered by the lecturers.

Moreover, the researcher also urges thorough research to extrapolate the intricate patterns that differentiate the teaching and learning of productive and passive skills during online learning since it may provide abrupt challenges since online learning is

still considered relatively new to educators and students. In addition, students' perspectives also need to be taken into account to form a better understanding regarding the most difficult English skills to learn during online learning. As we know, CDA has played a pivotal role in discovering the most difficult English skills to teach during online learning and the methods to overcome the difficulties. The implementation of CDA grants the researcher an approach to investigate the idea of why and how the difficulty occurs from the English lecturers' perspectives and methods and its' association to multiple contexts: linguistics, educational, and socio-cultural aspects.

Following [Fatsah & Katili \(2020\)](#) finding that the problem in CDA for speaking indicates that CDA must be analyzed, a few students are still found to have a lack of information. The researcher stated that, in terms of the quantity of speech, teachers gave the students a turn most of the time. They led the students to have a group discussion and discussed their topics, topics, topics, and each student was allowed to take a turn. But in reality, only a few students used their time to speak. It happened because (1) they didn't know well the topic to be discussed, (2) they found it difficult to utter their speech because of a lack of self-confidence, and (3) they had low language competence to communicate their ideas.

### **Research on Pedagogical Implications of Critical Discourse Analysis on Teaching Speaking**

The research related to the pedagogical implications of CDA on teaching speaking has been conducted by [Fauzan \(2017\)](#). Especially in teaching speaking, CDA has positioned itself as a characteristic of speaking sources. The use of CDA in teaching speaking includes former courses of revision such as speaking for daily conversation, speaking for formal settings, speaking for academic settings, speaking for academic purposes, and public speaking. CDA in teaching is the pattern with course, credit hours, semester, learning outcomes, CDA induction, and course content. For instance, speaking for daily conversation has CDA induction as a mode of meaning, topic control, explicitness, and turn-taking. For speaking in formal settings, the CDA induction is the distribution of modes of meaning, elicitation strategies, topic control, and explicitness. Then, speaking in academic settings has CDA induction as a mode of meaning, topic control, explicitness, turn-taking, and ideology. Speaking for academic purposes has CDA induction as a mode of meaning, topic control, explicitness, turn-taking, ideology, hegemony, and power. Public speaking has CDA induction as ideology, hegemony, power, mode of meaning, topic control, explicitness, and turn-taking.

## **4. CONCLUSION**

Critical discourse analysis (CDA) is a valuable tool for language learning. It can be used to analyze the use of parts of speech in speech delivery; it can also be used to teach students how to use higher order thinking skills in the classroom; and it can be used as a data analysis tool to determine which speaking skill is the hardest to teach in Pandemic COVID 19. By combining CDA with debate techniques, students can become more familiar with using CDA in the classroom. Additionally, CDA is used to analyze teacher talk in the classroom to

identify the different forms of teacher talk that are employed, including speech, explanations, questions, and the amount of time that teachers spend speaking. The teacher then provides feedback and corrections. Next, CDA contributes to the speaking syllabus pattern and offers CDA inductions, which give students some activities related to the book. Students are advised to develop their critical thinking skills to improve their speaking skills by adopting the CDA perspective.

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