

# THE UTILIZING OF ONLINE LEARNING ON DISCOURSE ANALYSIS AMONG THE STUDENTS OF ENGLISH STUDY PROGRAM DURING COVID-19 PANDEMIC

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## **Abstract**

This study investigated the students' ability of using Online Learning on Discourse Analysis majoring English Study Program during Covid 19 Pandemic at Timor University which is located at the border area of Indonesia during Covid-19 pandemic. A total of 35 the fifth semester students of English Study Program participated in this research. The participants who have participated in this research were chosen by applying cluster sampling. The data was collected by discourse analysis test related to experiential metafunction process, and interviewing students to get about the perception on using online learning. Based on the result, the using of Google Classroom could improve the students' ability on learning Discourse Analysis which is showed by the comparison of pre-test and post test. Some students showed positive perception toward the utilizing of online learning in terms of its usefulness on the learning process. The rest, some of the students prefer offline learning in the classroom because of limited internet access and the students don't have enough credit to connect to internet access. Thus, the utilizing of online learning has to consider the supporting internet access to make the learning process run well.

**Keywords:** *Online learning, Discourse Analysis, experiential metafunction process*

## **INTRODUCTION**

English grammar has been analyzed by the linguists who attracted on how the structures of complex grammar established as well as language as a system in linguistics. The theory of language due to Functional Grammar which is concerned as a resource to make the meaning with the language view (Gerot and Widgnell, 1992:3). The language view as a system has established the theory of Systemic Functional Linguistics (SFL) which talks about language theory as the

resource to create the meaning depends on the context of situation and culture (Halliday,1994:16).

In Halliday's Systemic Functional Linguistics, language is functional which used as the social phenomenon. The various of language functions have been used by human beings as tool of communication. Halliday divides the language functions into three types, namely: interpersonal metafunction, ideational metafunction and textual metafunction. This theory is based on Young and Fitzgeral (2006:16), state that Systemic Functional Linguistics is the way of comprehending the language functions as the choice to perform the language in communication. As well as the development of Systemic Functional Linguistics, the theory of Systemic Functional Linguistics becomes the foundation in Discourse analysis.

Discourse analysis is an approach to the analysis of language that looks at patterns of language across texts as well as the social and cultural contexts in which the texts occur. According to Johnstone (2002:2), he says that discourse analysis is the language study in on everyday sense in which a lot of people use the terms. Discourse analysis examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents different views of the world and different understandings. It examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations. It also considers how views of the world, and identities, are constructed through the use of discourse.

The term discourse analysis was first introduced by Harris (1952) as a way of analyzing connected speech and writing. Harris had two main interests: the examination of language beyond the level of the sentence and the relationship between linguistic and non-linguistic behavior. He examined the first of these in most detail, aiming to provide a way for describing how language features are distributed within texts and the ways in which they are combined in particular kinds and styles of texts.

Norrick (2001) states that discourse analysis is a process of comprehending the meaning of language of each phenomenon which is reached not only from the text but also from the real context of the events that occurred. The ability on learning discourse analysis will affect the ability of the students to be more innovative, creative, and collaborative. In order to comprehend the correct information, it is necessary for the students to have ability on analyzing discourse. As well as the students of English Study Program at Timor University who learn Discourse Analysis Course as compulsory course on fifth semester. The students learn discourse analysis deals with the students' ability to link to link between contexts. For this reason, a research will be conducted to know the students' ability on learning discourse analysis and help the students to improve their ability on learning discourse analysis. The learning method is needed to help the lecturers to control the improvement of the students' ability to analyze discourse and also help the students by providing material and giving examples to complete discourse analysis studies.

During Covid-19 pandemic, the learning process of the students has been changed from offline learning into online learning. The lecturing process can encourage the students to learn the learning material more effectively and creatively. Moreover, the students can use their smartphone to access the learning materials whenever and wherever they are. There are many applications which can support the learning process of online learning. One of the applications which support online learning is Google Classroom. The utilizing of Google classroom can be useful for distributing the materials, sharing and discussion the materials and submitting students' assignments.

The students at Universitas Timor also have been learning from offline learning into online learning during Covid-19 pandemic. Offline learning was applied before the regulation announced and the offline learning was done for two meetings of learning. After two meetings, the university announced that all of the students should apply online learning during Covid-19 pandemic. Regarding to the online learning, the lecturing of Discourse analysis also utilize Google Classroom to support the learning process.

## METHODOLOGY

The research of this study applied descriptive qualitative method which show the description of the conditions happened in distance learning process by utilizing Google classroom during covid-19 pandemic. According to Nasaji (2015), the aim of descriptive research is to explain the phenomenon of the research and its characteristic which more focus on what, how and why something happened. In other words (Ary, Jacobs, Sorensen & Rezavieh, 2010), descriptive qualitative method is used to describe observation result based by exploring data from sources which have been available.

A total of 35 the fifth semester students of English Study Program participated in this research. The students utilize Google classroom on learning process such as having materials and pre-test and post-test in this research. The participants who have participated in this research were chosen by applying cluster sampling. The data was collected by discourse analysis test related to experiential metafunction process, and interviewing students to get about the perception on using online learning.

## RESULTS AND DISCUSSION

After doing the research, the researcher analyzed data based on students' pre-test and post-test result. The result of pre-test and post-test are described on Table 1.

**Table 1. Students' Pre-Test and Post-Test Score**

No.	Respondent	Pre-Test Score	Post-Test
1	R-1	68	82

2	R-2	76	74
3	R-3	52	78
4	R-4	58	82
5	R-5	76	84
6	R-6	64	86
7	R-7	54	76
8	R-8	78	82
9	R-9	76	78
10	R-10	42	70
11	R-11	58	62
12	R-12	62	72
13	R-13	66	78
14	R-14	68	78
15	R-15	58	74
16	R-16	80	84
17	R-17	76	76
18	R-18	70	64
19	R-19	54	76
20	R-20	66	72
21	R-21	70	82
22	R-22	66	80
23	R-23	58	76
24	R-24	60	76
25	R-25	78	74
26	R-26	76	82
27	R-27	60	78
28	R-28	60	84
29	R-29	68	78
30	R-30	66	70
31	R-31	70	78
32	R-32	62	74
33	R-33	50	76
34	R-34	60	80
35	R-35	56	68
<b>Total score</b>		<b>2262</b>	<b>2684</b>
<b>Average</b>		<b>64.63</b>	<b>76.69</b>

Based on the results of the assessment of student learning outcomes, it was obtained that the test scores of student learning outcomes after the utilization of Google classroom as online learning media were quite varied. The scores can be seen in the statistical table of student learning outcomes in Table 1 above. The average score of post-test is higher than the average score of pre-test. The average score of post-test is 76.69 meanwhile the average score of pre-test is 64.63. The summary of descriptive analysis of pre-test and post test is shown in Table 2.

**Table 2. Descriptive Statistics**

<i>Pre-Test</i>		<i>Post-Test</i>	
<i>Mean</i>	64.63	<i>Mean</i>	76.69
<i>Standard Error</i>	1.54	<i>Standard Error</i>	0.93
<i>Median</i>	66	<i>Median</i>	78
<i>Standard Deviation</i>	9.12	<i>Standard Deviation</i>	5.53
<i>Minimum</i>	42	<i>Minimum</i>	62
<i>Maximum</i>	80	<i>Maximum</i>	86

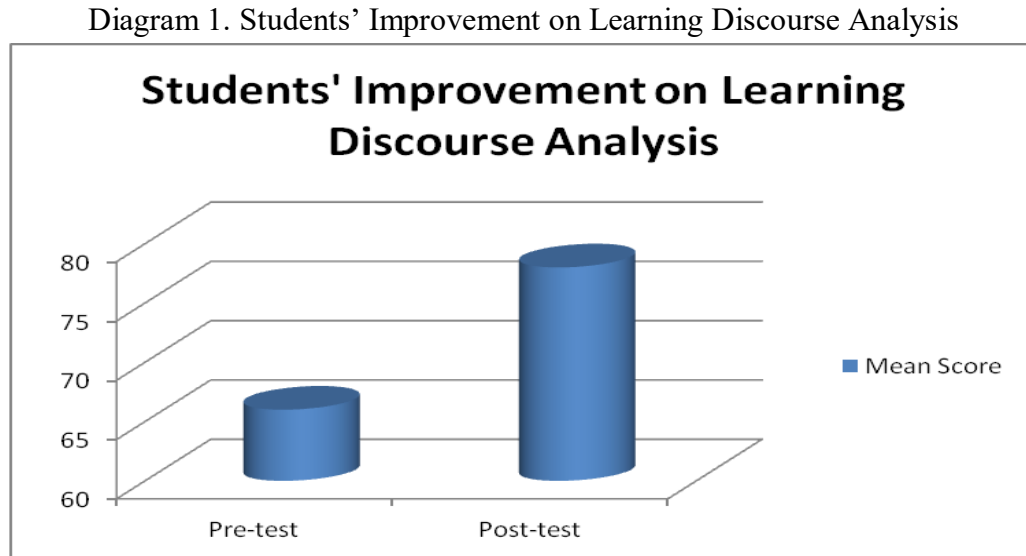
Table 2 presented distribution of the scores obtained by the students on learning Discourse analysis related to the six types of experiential metafunction. It showed that the minimum score of pre-test is 42 meanwhile the maximum score of pre-test is 80. The minimum score of post test is 62 and the maximum score is 86. It means that, the students' ability on learning Discourse Analysis by utilizing Online learning like Google classroom is increased.

Based on interview, some students showed positive perception toward the utilizing of online learning in terms of its usefulness on the learning process. The rest, some of the students prefer offline learning in the classroom because of limited internet access and the students don't have enough credit to connect to internet access. Thus, the utilizing of online learning has to consider the supporting internet access to make the learning process run well.

Related to the analysis shows that the performance of Google classroom supports learning Discourse Analysis because with Google classroom it makes it easier to save documents such as material or important assignments that are sent via Google classroom, if students have not had time to print the required documents or assignments, they can access them first via their respective Google classrooms. In addition, it is also easier for students to get announcements given by lecturers quickly (real time) so that they become effective and efficient in terms of time and place.

Pre-test and post-test result of students' score show that the students' ability were improved since the utilizing of Google classroom on the learning process on Discourse Analysis

Subject. The improvement of students' ability on learning Discourse Analysis Subject can be shown in the diagram 1:



From Diagram 1 above, it can be seen that the students ability on learning Discourse Analysis is improved. The mean of students' pre-test score is 64.63 meanwhile the mean of students post-test score is 76.69. The students' get difficulties on how to analyze the process of the clauses. The students get confused the concept of three elements of a clause, they are: participants, process, and circumstances of six types of process in experiential metafunction.

## CONCLUSION

Based on the results of research and discussion, it can be concluded that with online learning using the Google Classroom application during the pandemic covid-19 can improve students' learning outcomes on learning Discourse Analysis. The utilizing of the Google Classroom application makes students active in learning process during the covid-19 pandemic era.

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