Discourse-Based Teaching in English Language Teaching at Islamic Universities in Borneo: A Critical Discourse Analysis Perspective

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Abstracts: This critical discourse analysis aims to uncover what ideologies emerge in English language teaching at Islamic universities in Borneo, explain how discourse-based teaching is implemented, and why discourse-based teaching is necessary for English language teaching at Islamic universities in Borneo. This is qualitative phenomenological research using Fairclough's Critical Discourse Analysis model. The primary data sources for this research are English language lecturers and college students at universities in Borneo, namely UIN Sultan Aji Muhammad Idris Samarinda, UIN Antasari Banjarmasin, IAIN Palangkaraya, and IAIN Pontianak. The researcher used several research instruments to collect the data: interviews, questionnaires, observations, and documentation. The data analysis technique used in this research is the interactive model from Miles et al. with the stages of data collection, data condensation, data display, and conclusion. This research concludes that English language education at Islamic universities in Borneo has an ideology of character development, influenced by several factors such as the shift in character values, the spirit of nationalism, and political policies of the Ministry of Religion to maintain national unity with a religious moderation agenda, and the vision to develop graduates who have solid Islamic character. In addition, English language education aims not only to master English language skills but also to compete in the era of information technology with critical thinking skills. Therefore, English language teaching at Islamic universities in Borneo is based on a discourse approach, from lesson planning and teaching implementation to teaching evaluation. This research implies that English language teaching should not only focus on English language skills or TEFL content but also on achieving learning outcomes from the goals of the study program, students' needs, and the roles of lecturers as educators of Islamic and national character values.

Keywords: CDA, Discourse-Based Learning, TEFL.

1. INTRODUCTION

Indonesia is a multi-ethnic nation with diverse cultures, religions, and interests. This diversity is also present in schools and universities. In Indonesia, students and lecturers come from different ethnic and cultural backgrounds (Adla et al., 2020; Izzah, 2020; Kurniawan & Miftah, 2021; Nugraha, 2020), which naturally leads to various interests, even though they share a common interest of ensuring the success of the learning process both inside and outside the classroom. Thus, with the multi-ethnic and cultural diversity in Indonesian classrooms, various perspectives emerge in responding to discourses that develop both nationally and globally.

Students' critical attitudes to support or reject something beyond themselves that reflects public policy become a form of understanding discourse. Discourse is not only understood but also fought for. The way discourse is conveyed among students can be seen through the language they practice. Students in various cities in Indonesia carried out many demonstrations. They spoke out and positioned themselves on the side that agrees or disagrees with a government policy. The development of certain discourses among students becomes a form of expression of their ideology (Data, 2010; Mardianti, 2022; Supriyanto, 2022). Ideology develops within society, including in the classroom and on campus.

Ideology is an inseparable part of critical discourse analysis. This is because, from the perspective of critical discourse analysis (CDA), language is not neutral (Fairclough, 1995). Language is not merely used as a tool to convey opinions, thoughts, or certain information, but far from it, it is used naturally and flows as it is. Language, from the perspective of CDA, is used to steer, convey bias, and make others, whether readers or listeners, follow the opinions and desires of those who use the language (Van Dijk, 1993; Van Leeuwen, 2008). Language in the perspective of critical discourse analysis carries a certain ideology.

In the global context, some studies on ideology in education have been conducted, including: power and ideology in teachers' language use in the classroom of Algeria (Cherifi & Hadji, 2018), Finnish students perceive and encounter religions and worldviews in the classroom (Kimanen, 2019), language ideology in the intermediate Spanish heritage language classroom (Lowther Pereira, 2010), shifting language ideologies in Philippine (Parba, 2018), ideology in bilingual classrooms in Brunei Darussalam (Saxena, 2008), discursive reproduction of identities in Thailand (Sudajit-apa, 2017), and racial issues in education (Hollingworth, 2009; Sung, 2018).

In general, several studies have been conducted on the topic of ideology in language education. Some studies include:: rhetoric and ideology in the writing class (Berlin, 1988; Cabalin et al., 2019; Kim, 2017), native speaker ideology (Kim, 2017), and ideology in language learning (De Costa, 2016). Meanwhile, there are also studies related to the theme of ideology in English language learning classrooms (Bhowmik, 2016; Chvala, 2020; Habib et al., 2017; Hairston, 1992; Lowe, 2020; Rahman & Singh, 2020; Razfar & Rumenapp, 2012; Tupas, 2018).

Some researchers specifically study the issue of ideology in English language learning classrooms related to certain themes, including ELT and policy (Hahn, 2018; Iipinge, 2018; Miranda & Valencia Giraldo, 2019; Thomas, 2017; Windle, 2017), ELT and curriculum (Harb, 2017; Siddiqui, 2020), ELT and gender (Brodin, 2017; Emilia et al., 2017; Hass, 2017; Rahayu, 2017), ELT and multiculturalism (Garza & Crawford, 2005), and ELT and race (Grinage, 2019).

The studies mentioned above show that ideology enters the classroom. Critical discourse analysis aims to identify how power, ideology, and social inequality are reflected in the language used in specific discourses, including in the classroom context. Critical discourse analysis in the context of learning is interesting to study. This method can be used to understand the discourse that develops in the learning process. Therefore, discourse-based learning becomes important knowledge for lecturers and students.

Regarding the above, studies on discourse-based teaching have been done by several researchers which show the importance of attention to English language learning based on discourse. However, research related to understanding how discourse is developed in the English language teaching classrooms with a critical discourrse analysis perspective using Fairclough's model, especially in universities in Borneo, is rarely found. Therefore, research on the theme of discourse-based teaching in English Language Learning in Islamic Universities in Borneo in the perspective of critical discourse analysis is important to be conducted. Based on the background of the research above, the researcher formulates the research problem as follows:

1. What topics are occured as discourse in the English classroom?

2. How to implement the Discourse-based teaching in the English classroom?

3. Why do the lecturers need to develop discourse-based learning in English language learning in Islamic universities in Borneo?

2. THEORETICAL FRAMEWORKS

2.1. Discourse-Based Teaching

Discourse-based teaching is an approach to teaching language that emphasizes the importance of using authentic language in real-life contexts. It focuses on developing students' ability to communicate effectively and confidently in a variety of situations, rather than simply memorizing vocabulary and grammar rules. Hatch & Sharifian (2015) claims that "Discourse-based approaches recognize that language is used for a range of communicative purposes and that the ability to use language effectively in context is dependent upon an understanding of how language is used to achieve these purposes."

In discourse-based teaching, teachers provide opportunities for students to engage in meaningful communication by encouraging them to use language in a variety of ways, such as through group discussions,

debates, and presentations. (Rex, 2003) proposes that "Classroom discourse analysis is not only about analysis of teacher talk or student talk. It is also about creating a richer environment for teaching and learning, where students are given opportunities to participate in classroom dialogue that respects their opinions, their cultures, and their contributions to the learning community."

The goal of discourse-based teaching is to help students develop a deeper understanding of language and its use in real-life situations, while also improving their overall language proficiency. (Walsh, 2006) writes: "The ultimate aim of classroom discourse analysis is to improve the quality of classroom interaction and to provide learners with a supportive and effective learning environment." This highlights the practical aims of classroom discourse analysis, which is to support teachers in creating more effective and engaging classroom interactions that facilitate student learning. It emphasizes the importance of analyzing classroom talk in order to gain a better understanding of how language is used in educational contexts, and to use this knowledge to enhance the learning experience for students.

2.2. Critical Discourse Analysis

Critical discourse analysis (CDA) is defined by various language experts. Fairclough (1995, 2013) states that CDA is an interdisciplinary approach that sees language as a tool for building power and ideology, and emphasizes the importance of language analysis in understanding social, political, and cultural structures. Van Dijk (1993) interprets CDA as a critical analysis of language used to construct, maintain, or change different power and social relationships in society. Van Leeuwen (2008) sees CDA as an approach that pays attention to the ways in which language and visuality constitute social experience, and how language and visuality are tied to ideological discourse. Meanwhile, Wodak et al. (2005) views CDA as an approach that questions the relationship between language, power, and ideology in understanding the broader social world.

The critical paradigm believes that language or discourse that develops is not neutral, but carries a "hidden message" (Fairclough, 2013). Critical discourse analysis aims to identify how power, ideology, and social inequality are reflected in the language used in certain discourses, including in this case, in the context of the classroom (Fairclough, 1995, 2013; Fauzan, 2013; Van Dijk, 1993; Van Leeuwen, 2008; Wodak et al., 2005). Critical discourse analysis in the context of learning becomes interesting to study.

3. RESEARCH METHODOLOGY

3.1. Research Design

This study is a phenomenological qualitative research using critical discourse analysis of Fairclough (1995, 2013). The goal of phenomenological qualitative research is to generate rich and nuanced descriptions of the social world, to uncover the complexities and diversity of human experiences, and to develop theories and concepts that can help explain and make sense of these experiences (Ary et al., 2009) explain that a phenomenological study is designed to describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it.

The research is a critical discourse analysis using Fairclough's model. This is because the researcher believes that the Fairclough approach presents a comprehensive analysis tool for conducting discourse analysis. The discourse referred to in this study is English language learning based on discourse in Islamic universities in Borneo.

3.2. Data and Sources of Data

The primary data sources for this research are English language lecturers and students in the Islamic universities in Borneo, namely at the State Islamic University of Sultan Aji Muhammad Idris Samarinda, the State Islamic University of Antasari Banjarmasin, the State Islamic Institute of Palangkaraya, and the State Islamic Institute of Pontianak, related to discourse in English language learning.

The secondary data for this research are supporting information related to discourse development obtained from documentary data sources in the form of literature reviews from research sources, such as proceedings, journal articles, theses, dissertations, and undergraduate research papers.

3.3. Instruments

This research focuses on the ideology that emerges in English language learning in Islamic colleges in Borneo, what ideologies emerge in English language teaching at Islamic universities in Borneo, how discourse-based teaching is implemented, and why discourse-based teaching is necessary for English language teaching at Islamic universities in Borneo.

To collect the data answering those research questions, the researcher used several research instruments, namely: interviews, questionnaires, and field notes. The researcher collected data by distributing questionnaires to English language lecturers in Islamic colleges in Borneo, focusing on lecturers in East Borneo as the primary data source, while lecturers in each capital city in Borneo were the secondary data sources.

The next research instrument used was interviews, where the researcher interviewed English language lecturers in Borneo's Islamic colleges. In addition, classroom observations of English language learning were conducted. The research results were confirmed by a literature review related to discourse-based learning and government policies related to the Industry 4.0 era program to find answers to improving human resources' quality in this challenging industry era.

3.4. Data Analysis Techniques

The data analysis technique used in this research adhering the characteristics of qualitative research. Data analysis involves activities such as synthesis, pattern recognition, and meaning discovery. The data analysis in this research is done by analyzing the ideology that emerges in English language learning in Islamic colleges in Borneo, how discourse-based learning is implemented in English language learning, and why lecturers need to develop discourse-based learning. The data analysis was done using the interactive model (Miles et al., 2014) with the stages of data collection, data condensation, data display, and drawing conclusion. Operationally and in line with the research objectives, the data analysis in this research used the critical discourse analysis technique as introduced and developed by Fairclough (2013).

4. RESULTS

4.1. Topics Discussed as Discourse in the English Classroom

Regarding the indicators of what discourse should be discussed, when teaching English that must be taught. The responses from 126 students respondents are shown in the following data.
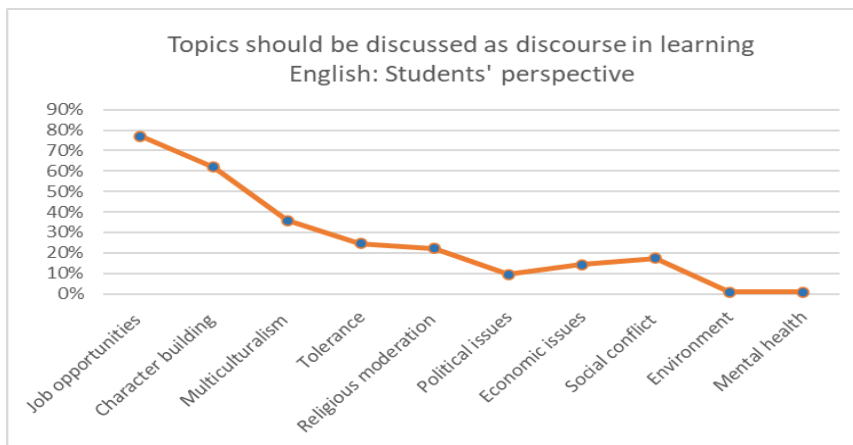
The data above shows that 77% or 97 out of 126 students in Borneo consider job opportunities as the most important discourse should be taugh in the process of learning English. Meanwhile, character education also appears to be dominant, as 61% or 78 out of 126 students stated that character education needs to be conveyed as part of English language learning discourse. Comprehensively, the study found that the discourse should be developed in English language learning are job opportunities (77%), character building (61%), multiculturalism (35%), tolerance (24%), religious moderation (22%), political issues (12%), economic issues (18%), and social conflict (33%).

In contrast to students, English language lecturers in Borneo have slightly different responses regarding the issues that need to be emphasized when teaching English. The lecturers ' responses are depicted in the following data:
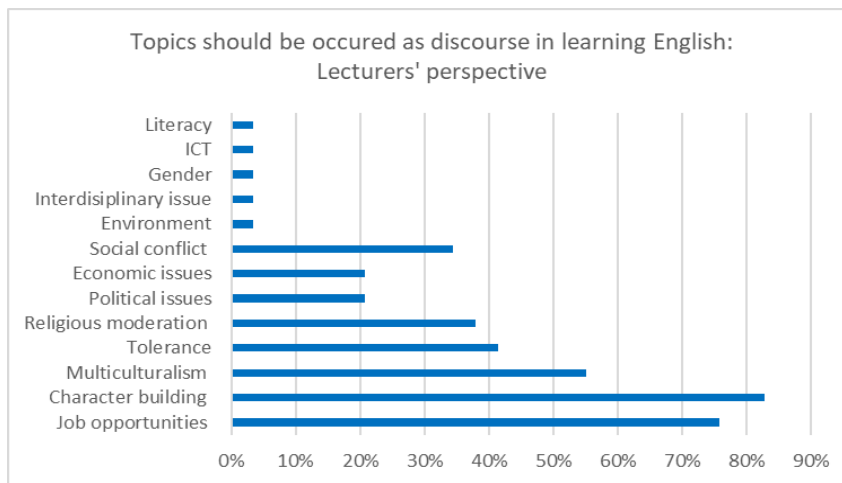
The English language lecturers propose that an important issue that need to be taught as part of discourse learning in English language teaching is character building. Meanwhile, job opportunity is ranked as the second most important discourse that is considered important in English language teaching.

4.2. The Implemenation of Discourse-based Teaching in the English Classroom

Based on the results of interviews, observations, and documentation, several points were found related to how discourse-based teaching is implemented in the English classroom. The realm of English teaching in Islamic universities in Borneo is English skills combined with English language components. Before practicing English skills teaching, English language lecturers provide teaching materials. Several materials related to the discourse they want to convey are prepared from scientific articles, newspapers, magazines, books, internet sources, and sources from social media. Discourse-based teaching has been started since the preparation of the lesson plan, in which English language lecturers prepare English teaching not only focusing on English content, but also providing knowledge about other issues that are developing in society.

For the implementation of English skills teaching (reading, listening, writing, and speaking), the topics discussed as discourse in English skills teaching cover various topics, such as job opportunities, character building, multiculturalism, tolerance, religious moderation, political issues, economic issues, social conflict, environment, and gender, ICT, and literacy.

In teaching reading, the materials given vary depending on the level of difficulty and learning objectives. Generally, reading materials are academic texts such as scientific journals, articles, or textbooks on relevant topics. In addition, lecturers also provide fictional texts such as novels, short stories, or poetry in English. Regarding discourse-based teaching in reading instruction, instructors provide news text materials such as newspaper or magazine articles in English about current topics that are the subject of public discussion, such as presidential elections, identity politics, multiculturalism, and religious moderation.

In teaching listening, like the teaching reading, the materials given vary depending on the learning objectives and level of difficulty. Some of the materials provided include English language conversation podcasts, recordings of everyday conversations involving English in real life settings such as malls or travel agency, or YouTube videos containing discussions, talk shows, movies, or songs in English. The materials used focus on helping students improve their ability to understand and practice spoken English and also help them understand how English is used in real-life situations. Teaching listening related to discourse is carried out by providing listening sources that come from podcasts or videos containing both national and global issues, such as climate change or presidential elections.

In teaching writing, the materials provided vary, including various texts aimed at helping students improve their writing skills in English, including understanding the appropriate format and grammar, as well as how to organize their ideas effectively in writing. Additionally, the target of teaching writing si to help students expand their vocabulary and improve their ability to express themselves in written English. In the context of discourse-based teaching, lecturers provide teaching materials in the form of argumentative essay texts. Through these essay texts, students are asked to provide their opinions and arguments on current topics, such as identity politics, women leaders, hijab usage, etc.

In teaching Speaking, discourse-based teaching is the most prominent, especially during class discussions. During these discussions, various discourses are discussed in the Speaking class. Lecturers freely choose topics to be discussed, and the most frequently discussed topics are politics, arts, and culture.

The interesting finding from this research is about the discourse that English language lecturers always want to convey. In Borneo, English language teachers are very focused on themes related to character building and religious moderation. Although other themes are also discussed, these two themes always emerge in Speaking classes. The theme of character education, such as manners of students towards lecturers, becomes one of the main concerns in the classroom. In addition, the discussion of religious moderation is also endless to be discussed.

Here is the response from the teacher regarding the above statement:

College students need to be exposed more to discourses related to character buidling because pandemic, online learning has a significant impact, especially on students who are required to learn online from the beginning of the learning process. This requires emphasis on etiquette and ethics in discussions, as well as social communication and critical thinking. (B.23)

The Indonesian curriculum also prioritizes character building. So that, students truly understand about character building and can apply it to themselves as a form of awareness as future teachers. It is hope that when they become teachers, they can be quality teachers and also help improve the character building of their students. (A.8)

Regarding the evaluation of English language teaching, it is conducted to help lecturers assess the effectiveness of their teaching and provide useful feedback for students to improve their English language skills. The evaluation is given based on the English skills that need to be tested, for example, reading test is different to speaking and writing test is also different to listening test etc. However, regarding the findings of discourse-based teaching, evaluations are given in the form of essay writing in writing class with current topics, and also in the form of presentations in speaking class with debatable topics.

4.3. The Reasons of Implementing the Discourse-Based Learning in English Language Learning

Using a critical analysis approach with the "social change" model and based on interviews with English language lecturers and students, as well as observations including the disclosure of documentation data, it was found that discourse-based learning is important to be implemented for several reasons as the arguments.

4.3.1. National Integrity

The ideology of nationalism is important to maintain the unity of the nation in the midst of Indonesia's multi-ethnic and multi-cultural society, as the diversities leading to disintegration. Therefore, the ideology of national unity is a crucial reason for the development of discourse in English language classes. As stated by respondent A.19:

Cross-cultural understanding is a fundamental skill that English language students must master, as the direction they will face is a society with diverse and multicultural backgrounds. (A.19).

The development of discourse with topics on multiculturalism and tolerance changes the pattern of English language teaching to become discourse-based with the aim of maintaining national unity and integrity.

4.3.2. The Policy of Ministry of Religious Affairs

Indonesia is not only multi-ethnic and multi-cultural, but also multi-religious. The development of religious life in Indonesia is very dynamic, especially since the emergence of identity politics in the Jakarta Governor election in 2017 and the Presidential election in 2019. The Ministry of Religious Affairs, as the guardian of religious life, wants to ensure that followers of different religions live in peace, mutual respect, and harmony. However, it faces many challenges since the emergence of polarization in Indonesian society. Therefore, the Ministry of Religious Affairs has issued policies related to religious life in the form of a program of religious moderation. This agenda has also influenced the development of discourse in English language teaching in Islamic universities in Indonesia, as stated by one of the respondents (A.2) below.

The theme of moderation needs to be exposed in English language teaching classes because we are an educational institution under the supervision of the Ministry of Religious Affairs and therefore need to implement what is the policy of the Ministry of Religious Affairs. In addition, this religious moderation policy is very necessary to teach mutual respect and appreciation for religious life. (A.2)

Respondent D.26 added:

It is important to touch on the issue of religious moderation as it is closely related to character building. With religious moderation, students can distinguish between good and bad, and not easily blame a certain action or event that is happening or has happened. Issues of politics, social conflicts, and religious moderation need to be given so that students can be more moderate, more critical in thinking to create quality characters.

It can be understood why the discourse on religious moderation is very influential in teaching English at Islamic universities. These universities not only teach how to master the four language skills in English, but also convey messages of unity and religious moderation within it.

4.3.3. Critical Thinking Development

Critical thinking is the most commonly cited reason in this research from the perspective of English language lecturers at Islamic universities in Borneo. One of the skills that every individual must possess in the era of the 4.0 industrial revolution is critical thinking. Therefore, this skill is important and becomes one of the reasons why English language teaching is discourse-based.

The following is the response of English language lecturers when asked about the matter.

Because besides knowledge about English language studies, other knowledge/information is important to broaden horizons and make students think critically and care about other things that may require students' own role to directly help and provide smart solutions that are in accordance with the experiences of each student with diverse origins, cultures, and environments. (A.2)

Critical thinking involves the ability to identify, analyze, and evaluate arguments and evidence in order to form reasoned judgments and make informed decisions. Teaching critical thinking is essential for students to be able to navigate complex issues, make informed decisions, and contribute to society in a meaningful way.

5. DISCUSSION

This study found interesting findings. The research found that the discussion of various discourses that become ideologies in English language teaching is done by collecting teaching materials related to current issues in the national and global context in the fields of economics, social, politics, and culture. In teaching practice, this is implemented in the four English language skills (listening, reading, writing, and speaking) in the classroom. This suggests that ideologies are incorporated into English language teaching, as previously found by researchers (Bhowmik, 2016; Chvala, 2020; Habib et al., 2017; Hairston, 1992; Lowe, 2020; Rahman & Singh, 2020; Razfar & Rumenapp, 2012; Tupas, 2018).

The research found that according to students, the discourses that need to be added in English language learning are job opportunities (77%), Character development (61%), Multiculturalism (35%), Tolerance (24%), Religious moderation (22%), Political issues (12%), Economic issues (18%), and Social conflict (33%). Meanwhile, the lecturers focus more on character buidling and career opportunities, although they also discuss other themes such as multiculturalism, tolerance, religious moderation, political issues, economic issues, social conflict, environment, gender, ICT, and literacy. There are various ideologies that emerge in the classroom, as inline with the findings of previous studies (Cherifi & Hadji, 2018; Hollingworth, 2009; Kimanen, 2019; Lowther Pereira, 2010; Parba, 2018; Saxena, 2008; Sudajit-apa, 2017; Sung, 2018).

Apart from the ideologies mentioned above, previous research has also found the presence of ethnic ideologies in English language classes (Grinage, 2019), ideologies related to politics and curriculum in universities (Xiaoyan & Honglian, 2021), and power practices in the classroom (Cherifi & Hadji, 2018). This shows the emerge of polarizing ideologies in the classroom. The English language class in Borneo, which is multi-ethnic, represents a miniature of Indonesia that is multi-ethnic and multicultural society.

The findings of this study indicate the importance of how English language lecturers at Islamic universities in Borneo present multicultural, tolerant, and socially sensitive ideologies to discuss critically the social conflicts that often occur in society, which may arise from the classroom. Moreover, Indonesia is a multi-ethnic and multicultural nation where social friction can easily occur, requiring efforts to maintain nationalism and national unity. Indonesians' bitter experiences of the identity politics in the Jakarta Governor election in 2017 (Lestari, 2019; Nasrudin, 2018; Sari, 2016) and the Presidential election in 2019 (Ardipandanto, 2020; Farida & Yoedtadi, 2019; Rif'an, 2020; Rubaidi & Setianingsih, 2021), addres a strong message to develop a national integrity through the developing of nationalism ideology as discourse in the English language teaching classroom.

Regarding to the above issue, the Ministry of Religious Affairs, as the responsible party for religious life, has a moderate religious agenda as an anticipation of the spread of social-religious conflicts in Indonesia's multicultural society. Therefore, the development of multicultural-based discourses, as researched by Garza & Crawford (2005), is also needed. Students need to be introduced and coped to various point of views and perspectives on various issues. This is where the urgency of discourse-based learning lies.

Several studies on discourse-based teaching that have been conducted by other researchers (Lien, 2014; Meisert & Böttcher, 2019; Pirogowska, 2017; Shishlova & Kuritsyn, 2017) show the need for attention on discourse-based teaching to teach different perspective and the important of critical thinking (Cahyaningrum et al., 2022; Mrah, 2017; Omar & Albakri, 2016; Zahrani & Elyas, 2017). This point is an important part of this research, as learning cannot solely focus on the content of English language learning, but also needs to involve and address other aspects as a form of discourse-based learning. Critical thinking skills are crucial in today's world, where information is abundant and often conflicting. By developing their critical thinking skills, students can learn to sift through information, identify biases and assumptions, and evaluate arguments and evidence. This can help them make well-informed decisions and contribute positively to society.

Based on the statements above, it is necessary to implement discourse-based teaching in language classes, as written by several previous researchers (Berlin, 1988; De Costa, 2016; Kimanen, 2019). However, in the context of this research, there is a different perspective between the lecturers and students, where students want a discussion about job opportunities, while English language lecturers think that the topic that needs to be discussed is character buidling.

Regarding character development, many studies have discussed the urgency of this topic (Almerico, 2014; Chistyakova et al., 2017; Fahmy et al., 2015; Mu'minah, 2021; Rokhman et al., 2014; Sokip et al., 2019; Wadu et al., 2021; Yulianti & Sulistiyawati, 2020). Meanwhile, character education in Islamic universities is predominantly focused on the development of Islamic character (Aisyah & Afandi, 2021; Munawarah & Hidayat, 2022; Rasyidi & Dwina, 2021). One important issue in Islamic character education is adab (manners). Therefore, character education is important due to the shift in character and insensitivity to character among English language students due to the lack of social interaction caused by the pandemic. Interaction via Zoom meetings or Google Meet does not provide good character models to students, so their ignorance leads to changes in behavior and character.

CONCLUSION

In conclusion, English language teaching in Islamic universities in Borneo is characterized by the ideology of character building due to several factors: the shift in character values especially during and after the pandemic, the spirit of nationalism and political agenda of the Ministry of Religion that seeks to maintain national unity with the agenda of religious moderation, and the desire to produce graduates with strong Islamic character. English language education is not only aimed at educating students to master English language skills, but also to compete in the era of information technology with critical thinking skills. Discourse-based teaching starts from the preparation of lesson plans, implementation of teaching, and evaluation of English language teaching.

The implication of this research is the need to make efforts to build the student characters through preparation and implementation of English language teaching that meets the demands and needs of students meanwhile at the same time preparing them as individuals who can compete in the midst of global competition.

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