



## CRITICAL DISCOURSE ANALYSIS: EXPERIENTIAL FUNCTION OF THE OPEN UNIVERSITY ELEARNING CLASSROOM

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### Abstract

*The transition from face-to-face to online education might be delayed not just by the needed computer abilities, but also by shifting self-concept requirements for instructors. The goal of this study was to expand existing knowledge of the phenomena of Critical Discourse Analysis (CDA) in e-learning classrooms that emphasize experiential function. The subjects were undergraduate students of the English Department who enrolled in Indonesia Open University elearning classroom. The objectives of the study are: 1) to identify the types of discourse in experiential function used by tutor online and students; 2) to analyze the experiential function used by tutor online in elearning classroom; 3) to investigate the types of discourse in experiential function dominantly used by tutor online and students. Descriptive qualitative research was implemented to reveal the data from discourse of online tutor and students in e-learning classrooms. The finding provides tutor online and students perform experiential function in their discourse in the process of teaching-learning in the classroom. There were 35 clauses found in the discourse including process, participants, and circumstances. Types of experiential function used by online tutor and students of Indonesia Open University were 1) Participant such as Actor, Goal, Senser, Phenomenon, Possessor, Possessed, Sayer, Verbiage and Carrier, 2) Process such as Material, Mental, Relational and Verbal, 3) Circumstance such as Location, Manner, Cause and Matter. More specifically, critical discourse analysis exists and incorporates textually and contextually communication signals. Hence, online tutors and students frequently employ some forms of experiential function in their e-learning conversations.*

**Keywords:** critical discourse analysis, experiential function, categories of experiential function, e-learning classroom, Indonesia Open University

### Abstrak

Transisi pembelajaran tatap muka ke pembelajaran dalam jaringan memungkinkan terjadinya pergeseran persyaratan konsep untuk mengajar sehingga pengajar membutuhkan keterampilan mengoperasikan komputer. Tujuan dari penelitian ini adalah untuk memperluas pengetahuan yang ada tentang fenomena analisis wacana kritis di kelas e-learning yang menekankan pada fungsi eksperiensial. Subjek penelitian ini adalah mahasiswa Sarjana Jurusan Bahasa Inggris yang mengikuti kelas daring Universitas Terbuka Indonesia. Tujuan penelitian ini adalah: 1) mengidentifikasi jenis-jenis wacana dalam fungsi eksperiensial yang digunakan oleh tutor online dan mahasiswa; 2) menganalisis fungsi eksperiensial yang digunakan oleh tutor online di kelas elearning; 3) untuk mengetahui jenis-jenis wacana dalam fungsi eksperiensial yang dominan digunakan oleh tutor online dan siswa. Penelitian kualitatif deskriptif dilaksanakan untuk mengungkap data dari wacana

tutor online dan mahasiswa di kelas daring. Temuan riset ini menunjukkan tutor online dan mahasiswa melakukan fungsi eksperiensial dalam wacana mereka dalam proses belajar-mengajar di kelas. Ada 35 klausa yang ditemukan dalam wacana meliputi *process*, *participant*, dan *circumstance*. Jenis fungsi eksperiensial yang digunakan oleh tutor online dan mahasiswa Universitas Terbuka Indonesia adalah 1) Participant meliputi Actor, Goal, Senser, Phenomenon, Possessor, Possessed, Sayer, Verbiage dan Carrier, 2) Process meliputi Material, Mental, Relational dan Verbal, 3) Circumstance meliputi Location, Manner, Cause dan Matter. Khususnya, analisis wacana kritis terjadi dan menggabungkan sinyal komunikasi secara tekstual dan kontekstual. Oleh karena itu, tutor online dan mahasiswa sering menggunakan beberapa bentuk fungsi eksperiensial dalam percakapan pembelajaran daring mereka

**Kata kunci:** analisis wacana kritis, fungsi eksperiensial, kategori fungsi eksperiensial, kelas dalam jaringan, Universitas Terbuka Indonesia

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## 1. Introduction

The link between language and social behavior is expressed through Critical Discourse Analysis (CDA). It also uses writing to explain, translate, and evaluate social situations (Coulthard & Condlin, 2014) As a result, Critical Discourse Analysis recognizes linguistic features as well as the link between language and a particular environment. Furthermore, according to Wodak (2014), Critical Discourse Analysis is about comprehending the linkages between language, power, and ideology since the context of language usage is essential (Fairclough, 2013; Han, 2015). Because CDA language is not decisive on its own but develops power by the use influential people make of it, the cornerstone of CDA research is the analysis of the enactment, exploitation, and abuse of power Wodak (2014). As a result, CDA is adequate for evaluating interactions in situations where a power imbalance exists. Power and Voices of Authority in the Media Narrative of Malaysian Natives: Combining Corpus Linguistics and Discourse Analysis Approaches were also investigated by Ismail et al. (Ismail et al., 2020). Researchers mentioned that critical discourse analysis (CDA) had been employed as the principal analytical technique in many linguistic studies on news or media discourse (KhosraviNik & Esposito, 2018). CDA's success in studying news discourse stems partly from its ability to reveal ideologies and power structures (Renugah & Tan, 2015 in Ismail et al., (Ismail et al., 2020). For example, performers are represented in football news, while governments are represented in business news articles. Despite its popularity, CDA has had several complaints, one of which may cherry-pick texts that are often tiny in quantity

(Widdowson, 2004 in Ismail et al., (Ismail et al., 2020). CDA examines how text performs or works in sociocultural practice. As a result, CDA employs language in spoken and written communication and social interactions (Wodak & Fairclough, 2004). In other words, discourse analysis is described as a tool that interacts directly and implicitly with people's lives in order for society to establish communication in order to reach a specific purpose (Dick & Nightlinger, 2020; Luhmann, 2020).

Language helps to address human needs, according to Systemic Functional Linguistics (SFL). A metafunction is a language function that is used to utilize language. The meaning of experience (ideational), the meaning of exchange or meaning between people (interpersonal), and the meaning of chaining or organizing are the three components of metafunction (textual) (Halliday et al., 2014; Van Dijk, 2014). People's language acts are expressions of meaning when they communicate via language. Language, as a meaning, plays a critical role in people's daily lives. People require language in order to interact with others and avoid being alone. According to Halliday et al. (2014), one of the roles of language is to allow individuals to communicate by permitting the expression of statuses, judgments, and the like; this includes involvement in linguistic contact.

In experiential function, the clause "*Who does what to whom?*" by representing the "content" of our experiences. The transitivity grammatical system is used in this metafunction, and one of the three primary metafunctions is the experiential function (Maledo & Edhere, 2021). Process, Participants, and Circumstance are the three types of experiential functions. Prepositional phrases or adverbials meaning (time, location, or manner) of each process type are released by verbal groups, nominal groups release nominal groups, and circumstances are released by prepositional phrases or adverbials meaning (time, place, or manner) of each process type.

Specifically, Halliday et al. (2014) classified there are six categorizations of process namely 1) Material; 2) Mental; 3) Relational; (a) Identification, (b) Attribution, (c) Possession; 4) Behavioral; 5) Verbal; 6) Existential. Each type of process is distinguished from the others with reference to semantic and syntactic criteria. The semantic criteria are concerned with the nature of the process in reality (McLeod & Chaffee, 2017). This specifies what the process is, how it occurs in natural settings, how it is related to social life and the extent that it covers or ranges. The syntactic criteria are related to how the process combines with other grammatical aspects, such as what order it takes in a clause, what grammatical aspects occur when it combines with others, etc.

Since the Process is the nucleus and has the power to bind the Participants, the Participants are labeled with reference to the Process. Specifically, Participant I, which is one that does the

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activity, is labeled differently from Participant II, to whom or to which the Process is directed. Two more kinds of participants need elaborating, namely the Beneficiary and Range. The Beneficiary is considered as the Participant III, which is equivalent to Indirect Object in traditional or formal grammar. As labels given to Participant I and II the Beneficiary is determined by the Process type. Participant consists of two namely Participant I and Participant II. Participant I has 7 types namely 1) Actor; 2) Senser; 3) Token; 4) Carrier; 5) Possessor; 6) Behavior; and 7) Sayer. While Participant II has 7 types namely 1) Goal; 2) Phenomenon; 3) Value; 4) Attribute; 5) Possessed; 6) Verbiage; 7) Existent.

**Table 1. The Process and its categorization**

No	Type of Process	Semantic Criteria	Syntactic Criteria
1	Material	occurring in outer side of human beings (objective) physical	unmarked: in V-ing form <i>go, walk, write, work...</i>
2	Mental	occurring in inner side of human being (subjective) psychological one human participant reversible participants with other mental process 1. cognition 2. affection 3. perception 4. desirability	unmarked: not in V-ing form projecting (that-clause)  <i>know, understand, realize...</i> <i>like, hate, love, enjoy...</i> <i>see, feel, hear, hear...</i> <i>want, wish, intend,...</i>
3	Relational	occurring both inside and outside human being both human and inhuman participants 1. identification 2. attribution 3. possession	$n \wedge BE \wedge n$ $n \wedge BE \wedge adj$ $n \wedge BE \wedge adv$  <i>BE (is, am, are, were, have been, can be, will be...) become, play, have, belong, weigh, cost, seem, sound...</i>
4	Behavioral	physiological (on the body of human being)	<i>sleep, smile, laugh, die, bow, sneeze, ...</i>
5	Verbal	both human and inhuman participants information	projecting (that-clause) <i>say, tell, ask, order, inform, instruct, command, confess, report, comment, suggest...</i>
6	Existential	existence of an entity	$there \wedge V$ <i>BE (is, am, are, was, were, can be...), come, go, seem,...</i>

Circumstances relate to the contexts or surroundings in which the Participants' actions take place. Environments can relate to things like location, method, materials, accompaniment, and more. Circumstances has 9 types namely 1) Extent; (a) temporal: duration; (b) spatial: distance; 2) Location; (a) temporal: time; (b) spatial: place); 3) Manner; 4) Cause; 5) Contingency; 6) Accompaniment; 7) Role; 8) Matter; 9) Angle.

A discourse analysis that is not dependent on grammar, according to Halliday (Michael A K Halliday, 1995), is not an analysis at all but rather a running commentary on a text. Discourse analysis may be done from various viewpoints, including content, social, historical, and

psychological (Van Dijk, 2014). However, only grammar-based analysis is deemed linguistic, whereas the others are not. The subjective foundation is linked to the second question (assessment), the text's interpretation. This is accomplished by connecting the text to its social setting. As a result, any subjective interpretation or comprehension of speech should be founded on objective conclusions or facts.

Operationally, in order to attain the two the objectives of discourse analysis, the following steps were taken in analyzing the text experientially.

- (1) The text is divided into clauses.
- (2) Determining the experience role of each sentence (i.e., Process, Participant and Circumstance)
- (3) Identifying and categorizing aspects of the experience function (Process, Participants and Circumstances)
- (4) Deriving patterns of the Process, Participant, and Circumstance in order to discover patterns of the experience function.
- (5) Assessing the text's effectiveness by linking it to its (social) environment.

Those experiential functions in this research were applied in an e-learning classroom. E-learning classroom environment allows direct interaction between teachers and students as they participate in learning activities (Dahalan et al., 2012; Huang et al., 2012). Practically, e-learning utilizes information technology as a means of learning (Jethro et al., 2012) which expects the teaching and learning process in e-learning can be done by anyone, anyplace, and anytime. In other words, an e-learning classroom is a shared online place where students and teachers collaborate at the same time. The distribution and access of instructional materials in internet-based e-learning is done through electronic media, with the content being provided by a web server (Alenezi, 2020; Belaya, 2018). Typically, this contact takes place through an e-learning program such as Moodle or Google Classroom, however video conferencing is also used occasionally.

The potential of e-learning encourages the search for the best forms of e-learning implementation through various studies, as well as assessments of the application of e-learning must be carried out frequently so that effectiveness is noticed (Alqahtani & Rajkhan, 2020; Asoodar et al., 2016; Truong, 2016). In addition, e-learning provides a different experience in learning so that it can overcome boredom in learning with traditional methods. The use of e-learning also has the potential to overcome differences from teachers, such as different teaching methods, materials, and materials mastery, thus providing more consistent quality standards (Jahjough, 2014; Salehudin & others, 2021; Yanuschik et al., 2015; Zare et al., 2016). Dahalan et al.

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(2012) stated that teaching and learning in an E-learning classroom give an experience similar to that of a physical classroom; however, this needs new pedagogical techniques and a redesign of the instructional model.

Universities have a goal to conduct learning in line with technological advancements and to increase the credentials and skills of their lecturers in order to compete with other nations in the disruptive technology era (Erol et al., 2016; Ghavifekr & Rosdy, 2015; Simões et al., 2013). Alkhowarizmi et al. (Al-Khowarizmi et al., 2020) emphasized that mobile-based language learning applications run properly and are proven to assist the teacher's task in providing learning material. The E-learning classroom has become a phenomenon that several researchers often study.

Fonseca et al. (2018) asserted in his study that the buzz terms in literacy today are New Times, Digital Age, ICT, Lifelong Learning, and English. In this context, the Ministry of Education has underlined the need to rethink language and literacy practices in light of new communication technologies (Lubis, 2018), international economies, and global cultures affecting how we study, work and live (Poedjiastutie, 2017). Consequently, educators in the 21st century are faced with preparing learners to function successfully in this ever-changing and increasingly technological and globalized society Schleicher (2012). This advancement in technology has also paved the way for new approaches to promote literacy with important implications to current practices in literacy education. There has been much discussion about using technology as a learning tool to increase student learning and educational results (Gillian & Lew, 2018). Technology is seen to have the potential to enhance learning and support learner-centered methods successfully (Yilmaz, 2017). They conducted the research to learn how students utilized an online annotation tool to improve their interaction with assigned online reading materials.

Studies have shown that using an online discussion forum in the classroom may contribute to a good learning environment if learners and educators know how to utilize it successfully (Omar et al., 2018; Rezeki, 2020). Based on the relevant studies above, the researchers are interested in studying E-learning classrooms in other fields. One of the ways is to apply the online learning process (e-learning) in various Indonesian universities. One of them is the Indonesia Open University, which specially analyzes the discourse of E-learning classrooms.

With the preceding as a backdrop, this study aims to analyze the phenomena of discourse analysis concerning experiential function in an E-learning classroom. As a result, the following research question is used to guide this investigation: 1) In an E-learning classroom, what kind of experience functions are employed by the online tutor and the students? 2) What impact does the

study of experiential function have on the discourse of online tutors and students in E-learning classrooms? 3) What forms of experiential functions are most commonly employed by online tutors and students in E-learning classrooms? The issues were solved by employing Halliday's (Michael Alexander Kirkwood Halliday & Matthiessen, 2013) idea of three types of experiential function: Process, Participants, and Circumstances.

## 2. Method

This study aimed to identify and examine a social phenomenon using descriptive qualitative research. Qualitative research seeks to comprehend a phenomenon by concentrating on the big picture and seeking a comprehensive image and depth of knowledge (Ary et al., 2018). As a result, Taylor et al. (2015) proposed that descriptive research uses the natural context as a direct source of data, with the researcher as the instrument's key. Furthermore, according to Creswell & Creswell (Creswell & Creswell, 2017), the researcher is the primary tool in descriptive research since he separates all situations. In other words, the data is gathered by the researcher. The descriptive study tries to characterize a population, circumstance, or phenomena methodically and precisely. It can answer the questions of what, where, when, and how, but not why. A descriptive research plan can study one or more variables using a range of research methodologies. Unlike experimental research, the researcher does not influence or change the variables; instead, they are observed and measured.

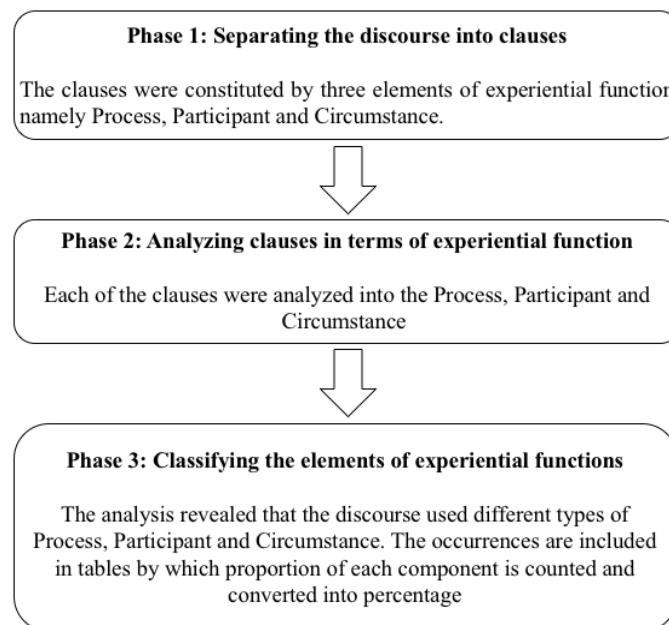
The discourse between an online tutor and students in an e-learning classroom chosen by the researchers is the subject of this study. These conversations were recorded in an e-learning classroom at the Indonesia Open University for an English course. The written texts of the instructor and the students' dialogue in the E-learning classroom were the subjects of this study. This research had 11 participants: 1 online tutor and 10 E-learning classroom pupils. The data came from an online tutor and students' conversation in an English e-learning classroom at the Indonesia Open University.

In this study, there were three phases to the investigation (Figure 1). Phase 1: divided the speech into sentences, Phase 2: analyzed clauses in terms of experience function, and Phase 3: classified aspects of experiential functions

Separating the speech into clauses was the initial step in the analysis. Ten data files include conversations between an online tutor and students in an E-learning classroom. There are 34 clauses in the dialogue. Process, Participant, and Circumstance were the three parts of the experiential function that made up the clauses. The speech was divided into 34 clauses on this

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basis. The analysis of sentences in terms of experiential function is the second phase. Each of the sentences in this instance was broken down into the following categories: Process; 1) Material; 2) Mental; 3) Relational; (a) Identification, (b) Attribution, (c) Possession; 4) Behavioral; 5) Verbal; 6) Existential. Participants: There are seven sorts of participants in Participant I: 1) Actor, 2) Senser, 3) Token, 4) Carrier, 5) Possessor, 6) Behavior, and 7) Sayer. Participant II is divided into seven categories: 1) goal; 2) phenomenon; 3) value; 4) attribute; 5) possession; 6) verbiage; and 7) existence. 1) Extent; (a) temporal: duration; (b) spatial: distance; 2) Location; (a) temporal: time; (b) spatial: location); 3) Manner; 4) Cause; 5) Contingency; 6) Accompaniment; 7) Role; 8) Matter; 9) Angle are the nine categories of circumstances. The aspects of experiencing functions are classified in the third step. The discourse utilized several sorts of Process, Participant, and Circumstance, according to the study.



**Figure 1. Research Procedure**

### 3. Result and Discussion

Based on the discourse which was transcribed in an English E-learning classroom, it was found that material, mental, relational and verbal were applied by the tutor and students. Material process consisted of 24 utterances, mental process consisted of 3 utterances, relational process



consisted of 2 utterances, and verbal process consisted of 6 utterances. In types of Circumstance, the tutor and the students applied location, manner, cause and matter. Location consisted of 9 utterances, manner consisted 5 utterances, cause consisted 3 utterances, and matter consisted of 5 utterances. In types of Participants, the tutor and the students applied. Participants I such as Actor consisted of 14 utterances, Senser consisted of 2 utterances, Possessor consisted of 1 utterance, Sayer consisted 4 utterances, and Carrier consisted 1 utterance. While in Participant II, the tutor and the students applied Goal consisted of 19 utterances, Phenomenon consisted of 2 utterances, possessed consisted 1 utterance, and Verbiage consisted 5 utterances.

**Tabel 1. Results of Experiential Function**

Utterance 1: <i>Saya ingin bertanya nilai bahasa inggris I saya yang diskusi I dan tugas 1</i>			
<i>Saya</i>	<i>ingin bertanya</i>	<i>nilai Bahasa inggris saya yang diskusi dan tugas 1</i>	
Actor	Process: Material	Goal	
Utterance 2: <i>Saya pikir diskusi 1 sudah benar</i>			
<i>Saya</i>	<i>pikir</i>	<i>diskusi 1 sudah benar</i>	
Senser	Process: Mental	Phenomenon	
Utterance 3: <i>Tuliskan 3 contoh kalimat bahasa Inggris possessive adjective</i>			
<i>Tuliskan</i>	<i>3 contoh kalimat bahasa Inggris possessive adjective</i>		
Process: Material	Goal		
Utterance 4: <i>Tuliskan tanda atau garis bawah kata yang menunjukkan adverb</i>			
<i>Tuliskan</i>	<i>tanda atau garis bawah kata yang menunjukkan adverb</i>		
Process: Material	Goal		
Utterance 5: <i>Saya mengirimkan revisi diskusi 1</i>			
<i>Saya</i>	<i>mengirimkan</i>	<i>revisi diskusi 1</i>	
Actor	Process: Material	Goal	
Utterance 6: <i>Saya sudah merevisi tugas I di e-learning</i>			
<i>Saya</i>	<i>sudah merevisi</i>	<i>tugas 1</i>	<i>di e-learning</i>
Actor	Process: Material	Goal	Circumstance: Place
Utterance 7: <i>Saya tidak bisa mengkases diskusi sesi 1 di e-learning</i>			
<i>Saya</i>	<i>tidak bisa mengkases</i>	<i>diskusi sesi 1</i>	<i>di e-learning</i>
Actor	Process: Material	Goal	Circumstance: Place
Utterance 8: <i>Saya ingin meningkatkan pemahaman Bahasa Inggris saya</i>			
<i>Saya</i>	<i>ingin meningkatkan</i>	<i>pemahaman bahasa inggris saya</i>	
Actor	Process: Material	Goal	
Utterance 9: <i>Saya ucapkan terimakasih untuk bimbingannya</i>			

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<i>Saya</i>	<i>ucapkan</i>	<i>terima kasih</i>	<i>untuk bimbingannya</i>
Sayer	Process: verbal	Verbiage	Circumstance: Manner
<i>dan</i>	<i>Saya</i>	<i>ingin memperbaiki</i>	<i>nya</i>
Conjunction	Process: verbal	Process: Material	Goal

Data was discovered that the tutor online and students at the Indonesia Open University's English E-learning classroom performed experiential learning in the teaching-learning process. With a proportion of 24 utterances, the Material Process was dominantly employed, while the occurrences of Circumstance were dominantly used. Thus, the actor has the upper hand in Participant I, whereas the Goal is in Participant II.

The purpose of this study's overall review is to discover the phenomena of discourse analysis concerning experiential function in an E-learning classroom. According to Wodak (2014), critical discourse analysis examines how the text operates in sociocultural practice. As a societal element, critical discourse analysis investigates or analyzes language in written and spoken form. The study of a conversation binds text and context together. The discourse data focuses on the formation of discourse, which includes written texts in various forms and spoken texts in various speeches. Because critical discourse analysis exists and incorporates textually or contextual communication signals, the researchers are interested in doing this study. Furthermore, discourse analysis offers several advantages when applied to Indonesian culture.

The results of this study have demonstrated that there are categories of critical discourse analysis in terms of an experiential function utilized by online tutors and students in E-learning classrooms at the Indonesia Open University, based on Halliday's theory (2014). Furthermore, it indicates that during the e-learning process, all participants used various forms of experience functions in their discourse. These results were obtained by using three steps in this study: separating the discourse into sentences, analyzing clauses in terms of experiential function, and classifying the constituents of experiential functions.

#### 4. Conslusion

Online tutors and students frequently employ some forms of experiential functions in their E-learning conversations. During the E-learning process, the Material process is most frequently employed in discourse. Manner and Matter Circumstances are the most frequently employed in the

conversation during the E-learning process in the Circumstance aspect. In Participant I, the term "actor" is most frequently used in conversations between an online tutor and students in an e-learning classroom. While Goal is most frequently employed in the discourse of the online tutor and students in the e-learning classroom in Participant II. Although not all categories of experience function were employed by online tutors and students in the e-learning classroom, all participants used discourse analysis in terms of experiential function during the e-learning process.

According to the current systematic review of 11 participants in an E-learning classroom, there are several categories of discourse analysis in terms of experiential function. The findings are based on the conversation between the online tutor and the students in the E-learning classroom. First, process, Circumstances, and Participant are the three sorts of experiential functions employed in E-learning classrooms. Second, analysis of experiential functions used in E-learning classrooms include Material, Mental, Relational, and Verbal, Circumstances like Location, Manner, Cause, and Matter, Participant I like Actor, Senser, Possessor, Sayer, and Carrier, and Participant II like Goal, Phenomenon, Possessed, and Verbiage. Participant is the third sort of experiential function that is commonly employed in E-learning classrooms.

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