



## ANCOLT

International Proseeding on Language Teaching

Vol. 1, No. 1, Maret 2024, pp.1-12

### **Cultural Integration Through Digital Discourse Analysis On Language Teaching in Higher Education**

Ari Rohmawati<sup>1</sup>, Bambang Yulianto<sup>2</sup>, Mulyono Mulyono<sup>3</sup>  
Fakultas Bahasa dan Seni, Universitas Negeri Surabaya  
ari.22045@mhs.unesa.ac.id<sup>1</sup>, bambangyulianto@unesa.ac.id<sup>2</sup>,  
mulyono@unesa.ac.id<sup>3</sup>

#### **Abstract**

Language teaching moves dynamically with the development of the digital world. Dynamic language teaching adjustments must be integrated with cultural diversity in Indonesia to increase students' cultural awareness. Based on these reasons, this study aims to describe cultural integration through digital discourse analysis in language teaching in higher education. This research uses a qualitative approach with observation and interview data collection techniques. The researcher observed the teaching of critical discourse analysis through digital discourse on online platforms. The researcher also conducted interviews with lecturers and students in this data collection technique. The results of the study found five stages of integrating culture through digital discourse analysis in language teaching in higher education. The five steps are identifying culture in Indonesia, conducting discussions about culture in Indonesia, conducting learning according to graduate learning outcomes, fostering cultural awareness, and conducting evaluations. Cultural integration through digital discourse analysis is a structured effort to maintain culture by utilising digital innovation in language teaching

**Keywords:** *Cultural integration, Digital discourse analysis*

#### **INTRODUCTION**

Students are popular as part of Gen-z. Gen-z is very co-operative towards new cultures. Korean pop is one example of the culture favoured by Gen-Z. The craze for Korean culture is proof that young people are not anti-culture. However, young people's enthusiasm for local culture is not as euphoric as that for Korean pop. Local culture is less desirable than foreign

culture. This phenomenon is a concern for the world of education. Universities as one of the educational services are needed to bring local culture closer to students to increase their love for local culture.

Universities as an advanced level have a duty to bring culture closer to Gen-Z. Universities are the centre of cultural diversity. Universities are expected to provide an example of the continuity of acceptance of various cultures that exist. Acceptance of cultural diversity must begin by bringing or popularising culture with students. One way is through language teaching. Language and culture have a strong and dynamic relationship. This is because the ability to communicate a language requires knowledge of seeing, describing and working based on culture (Nguyen, 2017), Therefore, culture is an important component in language teaching and learning.

Cultural integration in classroom learning can be done through eight stages. The first stage identifies cultural themes. The second stage describes cultural phenomena. The third stage conducts discussions. The fourth stage makes changes in language learning. The fifth stage organises language learning and implements theories of language and language learning in practical communication. The sixth stage is to verify cultural viewpoints. The seventh stage is to create cultural awareness. The eighth stage is to evaluate language and cultural behaviour (Saddhono, 2015).

The implementation of cultural integration will create collaboration between systems and subsystems within and outside the university. This will then lead to the design of a cultural diversity plan. Education in this case plays a role in the restructuring of education. Students are expected to have so that they can face changes in the era of globalization (Coker-Kolo, 2002). Cultural awareness will be useful to understand and appreciate the behaviour of others. Culture is dynamic and complicated. The phenomenon of differences of opinion, emotional learner attitudes are cultural characteristics that require cultural awareness (Solchanyk et al., 2021). Therefore, cultural integration is important in teaching which aims to create intellectual, emotional, moral, and spiritual existence (Parson & Parson, 2018).

Digital discourse as an instrument of cultural change is found on various social media platforms. Lecturers utilise the situation to attract students' attention in learning. The use of digital discourse makes it easier for lecturers to get the discourse needed. The students feel emotionally close to the activities on social media. Therefore, lecturers search and analyse data from blog post articles, discussion forums, and tweets (Parson & Parson, 2018)transcription of video data, macro image memes, emoticons, Amazon reviews, LinkedIn data, Facebook data, Twitter (Zhang, 2020) corpus, Instagram, YouTube, and online dating apps (Li, 2022).

The use of digital discourse analysis helps describe a category of knowledge (Müller & Mell, 2022). Exploration of digital discourse provides a clear and transparent conceptual language in corpus linguistics. (Khoiroh, 2022) While interpreting is necessary because of meaning (none), function (none), there is no concept in a corpora. The corpora are defined as files while what is obtained from them is only a quantitative or statistical distribution of information. So it is necessary to interact quantitative and qualitative methods in investigating the conceptual aspects of language use (Müller & Mell, 2022).

A discourse describes a social phenomenon (Jetha et al., 2017). Discourse has certain logical or ideological assumptions, beliefs, values, and meanings (Jetha et al., 2017). Through discourse analysis, logic is hidden. Morality, social welfare, and other standards can be analysed through digital discourse analysis. Digital discourse analysis focuses on how actors convey ideas. Through the discourse analysis approach, behaviour is seen through the identity and socio-cultural affiliations that are claimed and communicated in describing oneself as a member of society (Wu et al., 2021). Stylistic practices in the form of stylistic features that have a relationship with linguistic style display a mix of informal, colloquial, casual, and personal language with a formal language to show expression and show closeness to the language. Therefore, language teaching in higher education is very suitable to use this digital discourse analysis integrated with culture.

The previous research on which this study is based is Nguyen's research in 2017 which describes the results of cultural integration in language teaching and learning which are grouped into three levels namely cultural knowledge, cultural awareness, and cultural competence (Nguyen, 2017). Research GAP with this research is the use of digital discourse analysis as an approach in teaching this language. The use of this digital discourse analysis approach is expected to provide renewed innovation in language teaching which is required to be always dynamic. Based on this background, the problem formulation in this study is "How is cultural integration through digital discourse analysis in language teaching in higher education?". The purpose of this study is to describe cultural integration through digital discourse analysis in language teaching in higher education.

## **METHOD**

This research uses a qualitative approach. Evidence of cultural integration through digital discourse analysis in language teaching in higher education is presented using words in different perspectives. The researcher reveals the theory first then conveys a general statement. This research was conducted in Indonesian Language Course at Muhammadiyah University of

Pringsewu Lampung. The data sources of this research are 1) language course documents for universities; and 2) informants, namely Indonesian Language Course lecturers and students.

The researcher conducted observation, interview, and document examination as data collection techniques. The researcher made observations of Indonesian language courses on essay writing learning. The researcher conducted semi-structured interviews about cultural integration through digital discourse analysis on language teaching in college while examining documents or archives through content analysis. Document examination through content analysis aims to find out the integration of culture through digital discourse analysis in language learning in college. Researchers carried out the stages of data analysis starting with data reduction. Researchers sorted the data which aimed to concentrate important elements. The researcher presented the data in the form of narrative text. Furthermore, the researcher made conclusions from the data. Researchers interpreted conclusions to give meaning so that they could be arranged into descriptive sentences. Furthermore, researchers conducted content validation then triangulation techniques were carried out. Triangulation is done by using something from outside the data that aims to check and compare with the data. The triangulation used is theory triangulation, method triangulation, and informant review.

## **RESULT AND DISCUSSION**

Cultural integration through digital discourse analysis in language learning in higher education is found through five stages including cultural identification, cultural discussion, organising learning based on graduate learning outcomes, increasing cultural awareness, and conducting evaluations. The digital world that cannot be separated from social life today is also manifested in the form of digital discourse. Discourse as a medium of communication through computer intermediaries (Zhang, 2020). Cultural integration through digital discourse in language learning in higher education is one of the new innovations in the field of linguistics that provides convenience in the learning process and contributes to the cultivation of love for the country through cultural integration. The following are the stages of cultural integration through digital discourse in language teaching in higher education.

### **1. Culture Identification**

Cultural identification can be known from heritage language proficiency and heritage language experience through family and reading (Hayakawa et al., 2022). Through Indonesian language teaching using blog articles, the

students identified the culture. The identification of culture in the blog article found that Indonesian as a culture in Indonesia. This is enshrined in the 1982 youth pledge in the third point "We poetra and poetri Indonesia mendjoenjoeng tinggi bahasa persatoean, bahasa Indonesia" and the 1945 Constitution chapter XXI, paragraph 36 which reads that "The state language is Indonesian". In addition to the identification of Indonesian in blog articles, the existence of Indonesian as part of culture is also found in its use as a mother tongue in families in Indonesia. This is supported by the theory of language identification which states that heritage language as cultural identification is used in informal contexts at home through the family (Hayakawa et al., 2022).

## 2. Culture Discussion

In the process of organising language teaching, students have in-depth discussions about the role of culture and cultural practices. The role of culture and cultural practices are part of the sub-points of the language learning material being organised. The discussion aims to find out students' critical insights with the theme of culture as the stimulus. Students' perspectives on cultural roles and practices are stimulated to be expressed in language teaching in this discussion activity. In the uploaded blog articles, there are cultural roles and practices. The students found the cultural roles contained in the blog articles. In the blog articles used, it has been found that culture has a role in teaching language as an interactive communication tool. Discussing culture in language teaching makes language use more authentic and functional. Besides being more interactive, language learning becomes more meaningful. Students discovering the role and practice of culture causes students to better understand their own culture, have a positive and tolerant attitude towards other cultures. Students can also be trained to speak and write according to the culture (Nguyen, 2017).

## 3. Learning

The implementation of language teaching has learning outcomes in the aspects of knowledge, skills, and attitudes. Language teaching at Pringsewu Miuhamadiyah University is known to use a digital discourse analysis approach. This digital discourse analysis approach is represented through student activities that analyse discourse in blog articles. The lecturer instructs the students to find blog articles that discuss cultural roles and practices. The cultural roles and practices were then presented in the discussion forum. The cultural roles and practices that have been conveyed in the discussion forum are then practised in speaking and writing activities. Students carry out speaking and writing lessons by prioritising positive and

tolerant attitudes based on the culture that has been found in the process of analysing (Hofer et al., 2021).

#### 4. Raising Cultural Awareness

Cultural self-awareness is a person's metacognitive understanding of cultural influences on the self (Lu & Wan, 2018). A person with high personal self-awareness has a tendency to scrutinise personal aspects rather than introspect. A person with high cultural awareness also pays more attention to values, beliefs, and emotional experiences (Lu & Wan, 2018). Cultural integration through digital discourse analysis in teaching provides knowledge about the influence of culture on individuals, students find an understanding that culture can provide clues about positive and tolerant attitudes towards individuals of different cultures. Students find an understanding that culture can diminish individual cultural identity in order to follow other cultural trends. The process of knowledge and understanding is a representation of cultural awareness.

#### 5. Evaluation

The results of cultural integration through digital discourse analysis in language teaching are categorised into three levels: cultural knowledge, cultural awareness, and cultural competence (Nguyen, 2017). After the learning is completed, the learning is evaluated using three levels of evaluation. The first evaluation is an evaluation of students' knowledge of Lampung culture that has been analysed in blog articles. The knowledge of Lampung culture revealed in the evaluation includes customs, habits, folklore of daily life, literature or art. The evaluation of cultural awareness was conducted by the lecturer when the students were discussing with their peers. During the discussion, the evaluation of cultural awareness was carried out by observing positive and tolerant attitudes among students. Positive and tolerant attitudes are represented in the use of language that respects and honours other students and the application of ethics in debating. The students behaved politely and upheld ethics in defending their opinions and attacking the opinions of other students in the discussion.

The third evaluation was conducted to determine cultural competence. The evaluation to determine cultural competence is done by seeing students can recognise and accept differences, and manage these differences. The students who were conducting discussions represented competence in recognising and accepting differences and how to manage these differences. Each student easily described the cultural competence in himself. Students are critical in presenting arguments, students can reflect, create an attitude of tolerance and harmony with their own culture and the culture of others.

## **CONCLUSION**

Cultural integration through digital discourse analysis in language teaching in higher education is found in five stages, namely cultural identification, cultural discussion, learning, raising critical awareness, and evaluation. Cultural identification is done by identifying the heritage language discussed in blog articles used in language teaching. Cultural discussion is carried out by discussing cultural roles and practices that have been analysed in blog articles in groups. Learning is carried out by integrating culture through digital discourse analysis to obtain learning outcomes in the form of knowledge, skills and attitudes. Increasing critical awareness is done by providing an understanding of the influence of one's own culture and other cultures. The evaluation stage is carried out by evaluating knowledge, cultural awareness, and cultural competence. For other researchers who will conduct similar research, they can conduct research on the implementation of cultural integration in the language teaching curriculum in higher education. The research can describe the government's seriousness towards the concern of cultural awareness in higher education.

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