

INTEGRATING CRITICAL DISCOURSE ANALYSIS ON SUSTAINABLE TOURISM IN ENGLISH LANGUAGE LEARNING IN UNIVERSITY

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ABSTRACT

The research discussed that discourses on tourism in social media often contradict the perspective of sustainable tourism. In engaging with public texts, students must develop a critical mindset to be able to filter information as well as to contribute their constructive ideas in solving problems in society. This could be developed as students learn some language skills in EFL, especially writing. The research applied a qualitative descriptive approach that focused on observing techniques, processes, and learning outcomes of writing skills by implementing Critical Discourse Analysis (CDA). The research used the participant observation method, where the researcher participated in the activities carried out by the group under study. The research population was students taking the English for Journalism course. The research sourced its textual material from selected online news articles and social media posts. The research involved several steps: student selection, questionnaire design and distribution, CDA and Sustainable Tourism training, feature article writing, writing assessment, and developing CDA integration models in learning. The findings show the positive impact of integrating CDA into writing instruction, notably by introducing the perspective of sustainable tourism. Students demonstrate enhanced critical writing abilities, enabling them to respond and contribute to more informed and thoughtful discussions surrounding tourism and sustainability to the content encountered on the internet that often contradicts the perspective of sustainable tourism. In engaging with public texts, students must develop a critical mindset to be able to filter information as well as to contribute their constructive ideas in solving problems in society.

Keywords: critical discourse analysis, sustainable tourism, systemic functional linguistics, writing, EFL

INTRODUCTION

Nowadays, students spend a considerable amount of time on the internet. This puts them at higher risk of being exposed to various kinds of information that is often irrelevant to their needs and age or false, biased, and misleading information (Andersson, 2021). Research proves that students still need help determining credible sources and distinguishing facts, opinions, and fake news (McGrew & Byrne, 2021; Silvhiany, Huzaiyah, & Ismet, 2021). Critical thinking skills, which are also a part of digital literacy, are essential skills that students must have and are strategic

to be taught formally in the classroom (Triyanto et al., 2022). Critical thinking skill is defined as the ability to filter, assess, and manage existing information or issues to solve various problems (Murtadho, 2021). This kind of awareness has yet to be integrated into teaching, let alone in language learning at the tertiary level. Language learning is a potential tool for developing critical thinking skills because it involves reading skills and language production in various types of text (Yan, 2021).

One of the tools to develop critical thinking skills and, at the same time, improve students' metalanguage skills is the Critical Discourse Analysis

(CDA) framework. In CDA's perspective, the text is not born from a blank space. Text is always full of values, both implicit and explicit. Moreover, the text is a social practice that often perpetuates social inequality, injustice, and domination. CDA aims to study how values and ideology work in texts manifested through language (Marin & Copeland, 2022; Steinert, Marin, & Roeser, 2022; Velasco, 2021). The emphasis on language is the urgency of this study, which uses Systemic Functional Linguistics (SFL) as an analytical tool to examine how grammar and lexical choices form networks of meaning in texts. From the SFL perspective, discourse studies that do not involve grammatical analysis are not scientific studies but only comments on discourse (Ayomi, 2021a; Matthiessen, 2012; Pratiwi, Ayomi, & Candra, 2017).

By having metalanguage skills in analyzing this text, students can critically filter and respond to the various information input they get on the internet or social media and provide good validation for their interpretation (Ayomi, 2021b). Students are encouraged to ask why certain words, phrases, or discursive strategies are used in particular ways and what implications these choices have on the message being conveyed. The examples of the linguistic choice items that the students can pay attention to can be seen in the lexico-grammatical list in Table 1.

Table 1 The Lexico-Grammatical Analysis Rubric (Janks, 2005)

Linguistic Features	Explanation
Lexicalization	The lexical choice, cohesive devices and metaphor used
Transitivity	The process types (material, mental, verbal, behavioral, relational, and existential)
Voice	Passive and active voice choice. Passive voice allows the actor to be deleted in the text
Nominalisation	A process is turned into nominal group eliminating specific details and create abstraction of reality
Quoted Speech	Who is quoted? who is not quoted? How is the proportion?
Turn Taking	Who has the chance to speak? Who is silenced? Who is interrupted?
Modality and Tenses	Polarity and time frame
Pronoun and Article	Exclusive or inclusive We, sexist pronoun, shared information
Theme-Rheme	Pattern of information being foregrounded or backgrounded
Logical connection	The use of conjunction

Currently, the language learning paradigm is that students must use authentic texts that are actually used in real life (Al-Shammari, 2021; Gufron & Azmin, 2022). Through the integration of CDA in learning, it

is expected that students can develop a critical mindset and also be able to voice their opinions on issues in society positively and constructively. Learning using the CDA perspective is proven to increase student activity in learning (Hamdi, 2023; Lecompte-Van Poucke, 2022; Pratistita et al., 2022).

One important issue, especially in Bali, is the matter of sustainable tourism. As for the CDA case study, the issue is about sustainable tourism, which is currently in the spotlight in Bali's tourism development, where most of the economy is supported by the tourism sector. Even though the growth of the tourism industry before the pandemic brought good economic advances, the effects of tourism on the environment and socio-culture of the Balinese people tend to shift in a negative direction (Subadra & Hughes, 2022).

According to the United Nations World Tourism Organization (European Commission, 2013), sustainable tourism is tourism that thoroughly takes into account the economic, social, and environmental impacts of tourism, both now and in the future. Sustainable tourism must also answer not only the needs of visitors or the industry (tourism), but also the environment and the community (Hastjarjo, Wahyunengseh, & Hidayah, 2021). However, in various public discourses regarding tourism in Bali, the concept of sustainable tourism is not always raised or even ruled out. Apart from that, in several texts, the use of the term sustainable tourism does not seem to be in accordance with the existing concept; in fact, it is only a mere lip service.

The urgency of the research is to create an innovation in learning at the university, especially in the English Department, by integrating CDA in the English for Journalism course, which has yet to be carried out so far, especially in writing argumentative articles. This aims to enable students to evaluate an issue based on available information and explain their position critically in the text. The research is conducted by guiding the students to examine and explain critical lexico-grammatical features of texts on social media related to Bali tourism, dissect the ideologies and power working on the text, and comparing it with the concept of sustainable tourism and lastly, integrate the results of CDA in writing student argumentative essays. This ability will also benefit the students in completing their thesis, especially if the student's final assignment is related to studying texts on internet media. Furthermore, the practice can also be used in various other language courses. In light of the above, this research seeks to investigate how to integrate CDA and the sustainable tourism perspective in English writing classes and explore to what extent this integration enhances students' critical thinking skills in the writing process.

METHODS

The research applies a qualitative descriptive approach that focuses on observing techniques

and the results of learning writing skills with the implementation of CDA. The research uses the participant observation method, where the researchers participate in the activities carried out by the group under study. The population in the research is two classes of students in the seventh semester of the English Literature Study Program, Faculty of Foreign Languages, Universitas Mahasaraswati Denpasar, who take the English for Journalism course. Thirty students are taken as a sample. They need to respond to the five selected texts on Bali tourism in the form of online news and posts by public figures obtained from social media. Each student gets one text to be responded to. The articles are: (1) *Bali Ditargetkan Jadi Tempat Workcation untuk Digital Nomad* 'Bali is targeted to be the Workcation destination for Digital Nomad', <https://travel.kompas.com/read/2022/06/27/214604227/bali-ditargetkan-jadi-tempat-workcation-untuk-digital-nomad?page=all>; (2) *Memperkokoh Ekosistem Pariwisata Bali* 'Strengthening the tourism ecosystem of Bali' <https://www.balipost.com/news/2022/06/17/274746/Memperkokoh-Ekosistem-Pariwisata-Bali.html>; (3) *Memotret potensi wisata medis di Bali* 'Potraying the potential of medical tourism in Bali': <https://pedulicovid19.kememparekraf.go.id/memotret-potensi-wisata-medis-di-bali/>; (4) *Ada Miss Global 2022 di Bali, Pariwisata RI Kian Eksis* 'Ms Global is in Bali, Indonesia tourism is increasingly popular', <https://travel.detik.com/travel-news/d-6123591/ada-miss-global-2022-di-bali-pariwisata-ri-kian-eksis>; (5) *Sandi: Pariwisata Bali Jangan Terlalu Fokus ke Wisatawan Nusantara, Bisa Makan Waktu Lama* 'Sandi: Bali Tourism should not be too focused on local tourist, it will take too long to recover' <https://www.tribunnews.com/regional/2022/01/17/sandi-pariwisata-bali-jangan-terlalu-fokus-ke-wisatawan-nusantara-bisa-makan-waktu-lama>.

The data collection process is conducted in the following steps: first, design and determine student participants and the five texts related to Bali tourism

from social media. Secondly, the questionnaires is distributed, and initial observations regarding students' perceptions of Bali tourism is conducted to determine participants' understanding of the text and critical ability to argue. Students are asked to answer twelve questions via Google Form asking if they believe that the progress of Bali's tourism industry aligns with the twelve indicators of sustainable tourism as outlined by the European Commission (2013), using four scales: strongly agree, agree, disagree, and strongly disagree, accompanied by one free question regarding their reasons for choosing the scale and their opinion. Thirdly, the researchers explain CDA and the principle of sustainable tourism to the students. Next, each student is provided with writing targets by selecting text from social media that has been prepared. Then, the essay results are collected. Lastly, it assesses students' writing. The writing is considered successful if the student is able to argue and evaluate assess the condition under discussion by using the concept of sustainable tourism.

RESULTS AND DISCUSSIONS

In the first stage, the participants are introduced to CDA and sustainable tourism. Before the process, a survey is conducted to assess their perceptions of Bali tourism and whether they see that the development of Bali tourism has reflected the twelve indicators of sustainable tourism or not. Students are asked to fill out a question form via Google Form using four scales: strongly agree, agree, disagree, and strongly disagree, accompanied by one free question regarding their reasons for choosing the scale and their opinion. Of the twelve questions, almost one hundred percent of the 30 respondents answer in the range of agree and strongly agree, indicating that they think that the current development of Bali tourism is sustainable. This can be seen in Figure 1.

On the first question regarding economic

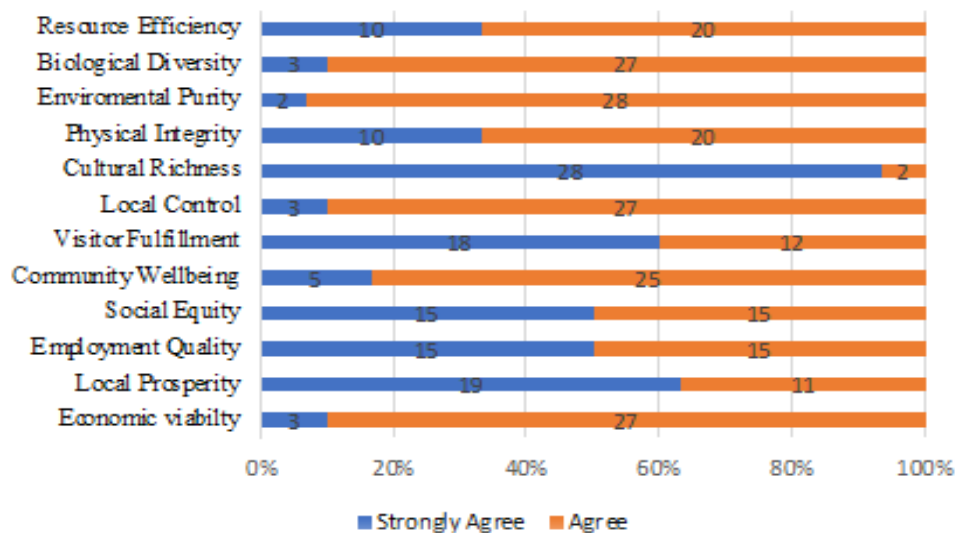


Figure 1 Results of the Students Survey on the Application of Sustainable Tourism Indicators on Bali Tourism

viability, whether the tourist destination can still maintain competitiveness to provide long-term economic benefits, 27 students agreed, and three people strongly agreed. The reasons they chose to agree and strongly agree, according to one respondent, are:

“Due to the booming number of tourists coming to tourist destinations in Indonesia, especially Bali, many destinations have been able to compete for economic feasibility, which can be expected to be relatively high for investment in the long term.”

It can be seen that the students assume that the high numbers of visitors coming to Bali make it a good place for investment and running a business rather than seeing if the economic activities can be sustainable in the long run given the recent development with their challenges in the future. On the second question about local prosperity, tourism advances the local community's economy around the destination. Again, for most respondents, 19 strongly agree, and 11 agree.

“With tourism existing in some areas, it also affects the economy surrounding areas in the tourist destinations that could increase the economy of people. Example like, local people have a job by recruiting new restaurant openings in the tourist destination.”

Next is employment quality, which is about managing human resources in a quality manner and applying aspects of equality in wages, gender, and racial equality, while social equity, which is about providing broad, fair, and equitable economic and social benefits in terms of involvement, income, and services. Students who answered firmly agreed and agreed are 15 people each. However, in the opinions expressed, the respondents answer with what ideal conditions they expect rather than evaluating whether the existing reality has fulfilled these two aspects.

“So that we all get the benefits equally and definitely for the good of all of us.”

“Good human resource management is not based on gender or race; everything must be equal. Therefore, what is assessed is only the performance carried out by each employee.”

The same also appears on the question of community well-being, which is about preserving the standard of living within local neighborhoods. This encompasses the social fabric, availability of resources, facilities, and essential support systems while preventing any instances of societal decline. Most of the respondents answer agree (25 people) with the comment:

“We all get the benefits equally and definitely

for the good of all of us.”

In the visitor fulfillment section, providing satisfaction to visitors, including providing complete information, 18 respondents strongly agree, and 12 respondents say Bali is quite good at giving information to tourists. Moreover, much information can be obtained online.

Furthermore, one comments on the local control aspect of local communities' involvement and empowerment in developing and managing tourist areas. Respondents underline that external investment is needed to build destinations.

“Mostly agree with local empowerment the tourism object but in reality, it takes a bunch of money that cannot be avoided we need foreign help in terms of investors to start a business.”

In the feature regarding cultural richness, if there is an understanding and concern for the community's culture, traditions and history in tourist destinations, the respondents have stated that Bali tourism has worked well in this aspect. Meanwhile, on the question of physical integrity, maintaining the physical and environmental quality of the destination in the long term. Although all agreed and strongly agreed that all have gone quite well, they emphasize that improvements are necessary.

The same thing applies in terms of environmental purity, minimizing air, water, and soil pollution and waste, as well as biological diversity and conservation of natural areas, habitats, and wildlife. However, even though they agree, the respondents express some concerns.

“Pollution affects the people and animals surrounding the area. For example, the habitat of local animals getting taken for the land. Like the local mangroves and turtles in Bali. We must care about these problems to create a balanced situation between people and the environment.”

In terms of using resource efficiency in the development and operation of destinations, a participant has answered it with the following comment:

“Natural resources are limited, and we must use them wisely, as they will run out someday. We need to care about the next generation and keep our local resources available to them. We must pay attention to our greedy doing”.

After distributing the questionnaire and analyzing the students' answers, the first treatment given to the class is a 180-minute lesson on CDA and explaining the perspective of sustainable tourism. Here, the participants are also given some sessions for discussion and debate. For each sustainable check item, each student is requested to give examples of good and bad practices they have observed in Bali.

Then, they are also asked to state their agreement and disagreement with their arguments. This activity can stimulate their critical thinking and observation before going to the writing task.

Before students write their argumentative essays in response to one of the articles they read, they are given a few examples of sentences and encouraged to interpret them critically. Students are also introduced to the lexicogrammatical features that they can pay attention to in the text to find out the ideology and values behind it (Janks, 2005), which are derived from the SFLFS perspective (Table 1). After providing training to the students, they need to read and analyze the five articles that have been selected. They must give their opinion on the issue at hand and evaluate their suitability by considering the characteristics of sustainable tourism.

Lexically, the most common words are tourism, economy, rise, tourist, and community. Almost all articles have discussed the emerging tourism potential and the positive impact of the proposed policies. For example, medical tourism and digital nomad visas could raise the economy and benefit society and investment.

Most of the process categories discussed are in the form of action and verbal verbs. Actors are mainly government officials or authorities, especially the central government, who outline their plans and activities they will carry out. Bali and its people appear as targets of the processes described in the following article:

“Menteri Pariwisata dan Ekonomi Kreatif (Menparekraf) Sandiaga Uno menargetkan Bali sebagai tempat bekerja sekaligus berlibur atau workcation, bagi para digital nomad (pekerja jarak jauh). Ia mengatakan bahwa pihaknya ingin menjadikan Bali sebagai top of mind atau pilihan paling utama bagi para wisatawan yang akan berlibur. Salah satunya, dengan menggelar kegiatan internasional dan menjadikan Pulau Dewata tempat yang cocok untuk bekerja sambil liburan.”

“The Minister of Tourism and Creative Economy (Menparekraf) Sandiaga Uno is targeting Bali as a place to work as well as vacation or workcation for digital nomads (remote workers). He said that his party wanted to make Bali at the top of people’s minds or the top choice for tourists on vacation. So one is holding international activities and making the Island of the Gods a suitable workplace while on vacation.”

The narratives elaborated on and quoted are the voices of governments and authorities. Meanwhile, the voices of the Balinese people hardly appear in the news. In addition, most of the issues discussed are the expected positive impacts of the planned activities, which validated the authorities’ policies. The possible negative consequences of the policy are not discussed

in the article.

After students understand the perspective of CDA and the concept of sustainable tourism, they are asked to write news features that explain or take a different writing perspective from mainstream news about Bali tourism in the articles. They need to write an article through the lens of sustainable tourism features. Before that, the students do some research and consult the lecturer about their writing plan.

The first thing to do in writing is to take voices from the more diverse stakeholders, such as the customary local village ‘Desa Adat’, tourism and environment experts, and the local Balinese. For example, in responding to article three, about the potential of international medical tourism in Bali, which is expected to be in Sanur by building a world-class hospital, one student writes about the availability of local human resources for the positions and how this project would bring more people that work in the industry to live permanently in already dense Sanur. Another concern is about the management of medical waste that is dangerous to the environment in Sanur.

Promoting Bali as a second home for digital nomads also provides an exciting discourse for students to write about in their articles. The first problem they wrote is related to the resources for local residents, for example, housing, land, and jobs, which should be shared with tourists who will stay for a long time in the area. The next concern is the increasingly marginalized Balinese culture, which is based on spiritualism. This is especially true if these digital nomads are only interested in living in a cheaper place without understanding the values in the religious Balinese cultural practices. Furthermore, the regulation of the working tourists’ income taxation also becomes a concern.

Overall, the application procedure of CDA in English learning classes can be summarized in Figure 2.

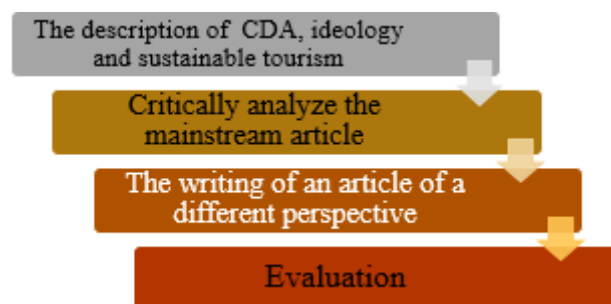


Figure 2 Steps of Implementation

CONCLUSIONS

In today’s digital world, critical thinking is more vital than ever for literacy. This means not only understanding information but also having a solid grasp of ethics, values, morality, and sustainability and being keen observers of the surroundings. Students should be active participants in their learning and

community, not just passive recipients of information. The integration of Critical Discourse Analysis (CDA) in language classrooms, particularly in writing courses, is a powerful tool for fostering critical thinking.

However, the survey on sustainable tourism reveals that students often have a surface-level view of Bali tourism. They struggle to see the complex issues related to sustainable Bali tourism. Instead, they tend to accept narratives from mainstream media, which often align with government agendas, emphasizing only the positive aspects of tourism.

While the research offers practical insights, it has limitations. The survey provides a snapshot at one point, and further research could explore these issues more extensively. Additionally, the effectiveness of CDA across different educational settings and student groups should be investigated in future research.

In conclusion, integrating CDA into English learning, especially in writing, helps students develop critical thinking skills. This empowers them to engage with their community and respond to local issues, particularly those related to sustainability. As it navigates the digital age, nurturing ethical, informed, and critical thinkers is essential for massive amounts of digital information, and critical thinking is even more crucial as a part of literacy. This critical thinking skill should also be based on a good understanding of ethics, values, morality, and sustainability and good observation of their surroundings. Students are also encouraged not only as passive recipients of information but able to voice themselves and contribute to the community. Critical thinking can be promoted by integrating CDA in language learning classrooms, especially writing courses.

Regarding the issue of sustainable tourism, from the survey results, it is known that students still see Bali tourism from the surface. They are not yet able to recognize the various problems of Bali tourism from the concept of sustainable Bali tourism, which is of concern. Instead, they usually accept the narratives and ideologies developed in the mainstream media, which are more adaptive to the government's and central authorities' voices that emphasize investment and rapid economic development, highlighting only the positive impact of certain tourism programs.

The research has practical implications. By applying the CDA learning model in English learning activities, especially writing, teachers and lecturers can make language learning more contextual and practical for developing students' reasoning and critical thinking. In addition, understanding the concept of sustainability in development can be a perspective for students in responding to the discourses or policies in their environment so that they can contribute positively to their community.

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