

LEARNING ENGLISH WORD CLASS BY USING CONCORDANCE SOFTWARE

Yogi Setia Samsi*

Department of English Education, Faculty of Teacher Training and Education
Universitas Singaperbangsa Karawang

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Abstract

Concordance is one of the software based corpus linguistics which aims to analyse the unlimited language data. This software helps deliver lecturing comprehensively and is understood easily by students. Regarding to this application, it will make easier the student to learn, identify, and analyze the data in order to determine English word class within various texts. This study is concerned about how the process of teaching English word class using concordance software is conducted, and the students' responses toward teaching English word class using concordance software. The corpus is taken from the British National Corpus (BNC). It is used to analyze word class categories (further discussed in Thomas, 1993). Concordance is available to be used both in English language teaching or linguistics field.

Keywords: *Concordance, English word class, morphology*

INTRODUCTION

Linguistics has been an essential part in language learning as it provides a basis for learners in constructing language. It is in line with the notion that language is used as a tool for social communication (Depdiknas 2004). This phenomena stems from human need to interact with others. In educational context especially language program in higher education level, it is required that learners master linguistics knowledge other than the four language skills. Previous research on corpus linguistics have been conducted by McEnery and Wilson (1996) and McEnery, Xiao, and Cheepen (2006). Integrating corpus with the other disciplines have been done by Tognini-Bonelli (2001) whereas Hou (2014) was concerned about utilizing corpus linguistics in translation. Corpus have also been integrated into teaching as documented by John (1991). Swales (2002) focused on the relation between corpus linguistics and EAP. Moreover, Biber (1998, 2006) and Conrad (2002) related corpus linguistics to discourse. Research on sociolinguistics using corpus linguistics as the analytical tools have well been

conducted by Charles (2009), Adel and Reppen (2008), and Baker (2010). In Indonesian context, research on corpus linguistics in Bahasa Indonesia have been conducted by Sudana (2009) whereas Samsi (2014) in Sundanese.

To support this study, the researcher integrates the software based corpus into the teaching and learning process. Software can strongly help optimize this research although this software is rarely used by other researcher because of lack of knowledge in operating its application. From the aforementioned problem, this research is aimed at finding out how the process of learning English word class using concordance in the classroom is carried out and the students' responses toward learning English word class using concordance.

Corpus Linguistics and Concordance Software

McEnery and Wilson (1996:1, in Baker, 2010) argued that corpus linguistics is a relatively recent branch of linguistics, made popular since the advent of personal

*Corresponding author.

E-mail: yogi.setiasamsi@staff.unsika.ac.id

computers in the 1990s. They added that it is the study of language based on examples of real life language use. As etymology, the word *corpus* comes from the Latin word for *body*; its plural is *corpora*. A corpus is therefore a ‘body’ of language, or more specifically, a (usually) very large collection of naturally occurring language, stored as computer files. One of corpus linguistic tools is named by concordance software. Concordances are an important aspect of corpus linguistics in that they allow qualitative analysis to be carried out on corpus data, letting the researcher explore individual cases in detail. Sorting concordance data alphabetically is an often-used way to identify patterns quickly and also on a different word position is likely to produce different patterns. Simply, concordances also allow the researchers to identify linguistic patterns, which can be based on grammar, form, meaning, pragmatics, and discourse. Briefly, I outline some techniques or corpus processes that can be carried out on corpus data as Baker (2010). First, frequency, it is additionally used to examine frequencies of multi-word units (also known as clusters, chunks, multi-word sequences, lexical phrases, formulas, routines, fixed expressions, and prefabricated patterns). Second, collocation is a way of demonstrating (relatively) exclusive of frequent relationships between words (or other linguistic phenomena). If two words collocate, then they have a tendency to occur near or next to each other in naturally occurring language use. Therefore, it can indicate a relationship, but we may need to carry out concordancing work in order to identify exactly how the relationship is manifested in language. They are several ways of calculating collocation, each which emphasizes different types of relationships in terms of frequency and exclusivity. The simplest way is to count the number of times that word *x* occurs near word *y* manually.

Third as written by Samsi (2017), keywords are a way of taking into account

relative frequencies between corpora, which is a useful way of highlighting lexical *saliency*. For example, the word *the* is generally very frequent in most corpora, so knowing that it is frequent in a corpus that we are examining may not be particularly exciting – is simply tell us that our corpus is typical of most language use. Fourth, a concordance is a table of all the occurrences of a linguistic item in a corpus, presented within their linguistic context (usually a few words to a few lines either side of the linguistic item).

From the theories aforementioned, Tognini-Bonelli (2001:1) in Baker’s book (2010) concluded that they do agree with McEnery’s statement but they note the distinction from its statement. The note is we cannot view corpus linguistics as an ‘independent branch of linguistics in the same way as phonetics, morphology, syntax, semantics, or pragmatics. On the other hands, corpus linguistics should be supported by other branch of linguistics in identifying any cases.

Word Class

This part will concern to categories of word class helping to clarify noun, verb, and adjective word classes as limitation in this research. Thomas (1993:80) stated that verb is clarified into six categories namely transitive, intransitive, ditransitive, intensive, complex-transitive, and prepositional. Moreover, he added that noun is divided by proper, common, and determiner.

Jackson (1990: 108, in Sudana, 2005) categorized adjective into three, they are identification, classification, and description. There are only occurred two categories. Further, *classification*, Jackson (1990: 122-123) grouped adjective into ten: size, colour, shape, material, function, appearance, time/age, place, temperature, and speed. *Description*, he classified into three: manner, emotion, and evaluation.

METHOD

In accordance with the materials, the approach will use qualitative and descriptive method with observation and interview as the instruments blended with library research technique. This research is separated by several steps: first step, giving material of corpus linguistics and English word class. Second step, demonstrating of concordance software to investigate *English word class* to the students. Third step, getting interview data related *English word class* learning with corpus linguistics based on concordance application.

RESULTS AND DISCUSSION

From the beginning to the end of the research meeting, it can be concluded that the implementation of the research went well and smoothly. At the first meeting, students are introduced to the material given to them as well as the material to be discussed in general. The core activity is done for the next 2 months to the student. In several meetings, participants found it difficult to follow the course of learning and to understand the material presented. This is because most of them are first acquainted with the linguistic corpus term especially when associated with other discussions. But they are able to understand little by little because they also never get the material of the English word class in their previous studying.

At the next meeting, the students have started to follow the learning well and more enthusiastic. They gradually can understand the material presented and can do the exercise well. To increase the mastery of the material, learners are also given additional materials and exercises in their home, so they can learn with other friends after completing the learning. At the last meeting, when interviewed, the students were asked for responses or opinion about this short learning specifically about their understanding of the

linguistic corpus and its relation to learning English word class.

In the end, the responses from the interviews indicated that the students are satisfied learning word class using concordance. Many of them like learning linguistic corpus in the classroom. They hope to learn it again as a user so they can use linguistic corpus for teaching English or researching Language by linking to specific areas of study. Students can still develop the potential interest to learn about the linguistic corpus. From the result of observation and interview data above, it is observed that the students have developed quality in optimizing linguistic corpus based application for teaching or language research. Although, it has not achieved a significant or perfect result, this can be one of the scholarly references in teaching and learning process, especially in language teaching.

After conducting this research on English word class through corpus linguistics, the result seemingly works very well. It proved that students are highly enthusiastic in learning the materials delivered by researcher although there are several obstacles during the research, such as:

- a. The researcher got the obstacle about scheduling.
- b. The researcher felt difficult to confirm the chief of the class as participant because he is quite busy.
- c. The researcher seems so hard to find out the projector wire which can be used for learning.
- d. Other obstacles is classroom facilities such as classroom air conditioning which fails to work.
- e. The last one is the situation around the class that was too noisy during the research.

Given the obstacles observed above, the followings are the solutions proposed:

- a. The researcher inspires to optimize the weekend in order to do not disturb the regular schedule.
- b. The researcher asks the chief of the class to confirm the researcher in leisure time.
- c. The researcher should coordinate with office boy to ensure infocus and wire of connector works well.
- d. The researcher asks the respondent to move into other the room which has good AC.
- e. The researcher situates beyond the room in order to be effective.

CONCLUSION

Linguistic corpus leaning which was attended by 30 students of English Education which is a student of 5th semester is running well and smoothly. The students attended the training enthusiastically and got a pretty good response. Interfacing with the linguistic corpus and English learning especially the English word class become more interesting and easier to understand because it uses technology and more comprehensive examples. In addition, lecturers and students can further develop the linguistic corpus of other materials.

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