

## **The Implementation and Students Perceptions of Corpora Utilized in Teaching and Learning Agreement and Disagreement Expressions**

**Dian Evaliani**

[2010631060068@student.unsika.ac.id](mailto:2010631060068@student.unsika.ac.id)

**Yogi Setia Samsi**

[yogisetiasamsi@staff.unsika.ac.id](mailto:yogisetiasamsi@staff.unsika.ac.id)

**Maya Rahmawati**

[maya.rahmawati@fkip.unsika.ac.id](mailto:maya.rahmawati@fkip.unsika.ac.id)

**Universitas Singaperbangsa Karawang**

### **ABSTRACT**

This study explored using English Corpora as a media in teaching and learning process. This study aims to know how the British National Corpus is used as a media in the teaching and learning process and how students' perceptions of it. This research was conducted at Junior High School in Karawang. The researcher used a case study approach with a questionnaire to collect the data. The data were processed in the descriptive, descriptive, and table. Based on the findings, using English corpora, especially British National Corpus, is worthwhile as a media in teaching and learning agreement by providing students with the actual usage of agreement and disagreement and examples of agreement and disagreement expressions. This study also shows that using British National Corpus can engage students in expanding their examples of agreement and disagreement expressions. The questionnaires also showed that after used the British National Corpus, students were satisfied, BNC increased students' autonomous learning, and BNC helped them learn agreement and disagreement expressions by increase their comprehension.

**Key words:** Agreement and disagreement, British National Corpus; Media

### **INTRODUCTION**

Teaching and learning second languages may present Obstacles due to various causes. It cannot be denied that EFL students may face particular challenges and obstacles in learning English. Students challenges and obstacles in learning English as a second language such: 1) Lack of learning outside the classroom, 2) Limited media for learning, 3) Lack of Motivation, 4) Lack of vocabulary. To overcome these challenges, this study explores the utilization of English corpus as a media in the teaching and learning process as a solution.

Corpus provides written and spoken communication language data across various fields, such as historical linguistics, sociolinguistics, pragmatics, and language

acquisition (Sanosi, 2018). Corpus offers English natural, authentic contexts; real-world (linguistic) data that supports many interrelated theories of successful language learning and teaching; merges innovations in instructional technology, educational computing, and various online resources that promote the inclusion of different perspectives on language learning inside and outside of the classroom (Friginal et al., 2018). These data offer a rich tapestry of language usage, encompassing various expressions, contexts, and linguistic nuances related to agreement and disagreement. The researcher used BNC in this research. BNC is an informative and scientific research system that provides excellent opportunities to monitor different language units, their usage, frequency of use, combinatorial properties, and, most importantly, their cognitive-semantic connections, which have a matrix nature (Bober et al., 2021).

Many previous studies have used corpus in their research as an analysis tool (Koyama et al., 2020; Gedik & Kolsal, 2022; Swarniti, 2021; U & Sharakhimov, 2023) that used corpus as an analysis tool for different purposes in education. On the other hand, there is a little of study that discussed about using British National Corpus as a media for teaching and learning agreement and disagreement expressions. Thus, this study aims to fill the gap by using corpus as a corpus media in teaching and learning specifically in agreement and disagreement expressions material. This study also discusses students' perceptions of BNC use as a media in teaching and learning agreement and disagreement expressions.

## **LITERATURE REVIEW**

### **Previous Related Study**

Several recent studies have delved into the perceptions and attitudes of English as a Foreign Language (EFL) learners towards the integration of corpus-based materials in language learning contexts. Girgin (2019) conducted research specifically among Turkish EFL student teachers, focusing on their perspectives on learning phrasal-prepositional verbs through corpus-based methods. Employing the NAIST Lang-8 Student Corpora, Girgin's study aimed to uncover how these educators viewed the efficacy and utility of corpus-based materials in enhancing their understanding and teaching of complex grammatical structures. The findings revealed a generally positive reception among the participants, indicating that they found corpus-based materials to be beneficial and enjoyable in their pedagogical practices.

Similarly, Sinha (2021) explored EFL learners' broader perceptions of corpora as tools for vocabulary acquisition. This study highlighted that while there was overall positivity towards the use of corpora in the classroom, learners expressed varying opinions regarding the necessity of instructor guidance and the effectiveness of corpus-based learning activities. Sinha's findings underscored the importance of

understanding learners' attitudes and readiness when integrating corpus tools into language teaching practices.

Friginal et al. (2020) approached corpus-based language teaching from the perspective of developing academic writing skills. Their study, conducted during a semester-long study abroad program, examined both student and instructor attitudes towards the structured use of corpora and associated tools. The findings indicated that structured student worksheets and guided corpus exploration positively impacted students' proficiency levels across varying academic contexts, highlighting the adaptability and effectiveness of corpus-based approaches in enhancing academic writing skills.

### **Agreement and Disagreement Expressions**

Agreement and disagreement are expressions used to express opinions or judgments rather than stating facts and represent forms of affirmation and denial (Ikhsan, 2019). He also adds that when a speaker addresses topics to an audience, and a member of the audience aligns with those points, they can convey agreement. Conversely, disagreement is an expression when we hold differing views on a matter, whether it holds opinion or fact. In simple words, Simaki et al. (2020) state that agreement expresses a similar opinion, and disagreement expresses a different opinion. Agreement is the act of expressing continuity with both opinions and factual assertions. Agreement and disagreement belong to the most common speech events. As such, they have been studied from different perspectives, for example, contract negotiations (Susskind, 2014), cross-cultural comparison (Farrokhi & Arghami, 2017) and also in foreign language teaching (Bavarsad et al., 2015; Kurdghelashvili, 2015). Agreement and disagreement have already been studied in various languages fields.

### **Corpus Described**

Corpus is a real language use. Corpus can be swiftly accessed (either online or offline) and encompasses language data sourced from diverse texts, whether spoken or written (Oktaviani & Ardianti, 2019). A corpus can also be defined as digital big data with no specific rules but must be large enough to encourage systematic analysis of relevant or targeted linguistic patterns (Friginal et al., 2020). From the Latin word for "body," the word corpus is defined as gathering texts kept within a computer. However, the corpus is defined more specifically in linguistics. It is not just a collection of data but is also seen as a systematically assembled, naturally occurring set of texts (Friginal, 2018).

### **BNC Described**

BNC is a 100 million words collection of written and spoken language samples from a wide range of sources, designed to represent a wide cross-section of British English from the later part of the 20th century, both spoken and written. According

to Samuel et al. (2023), BNC comprises a diverse collection of written and spoken English samples totalling 100 million words sourced from various origins. Moreover, BNC is a publicly accessible English corpus, offering diverse and balanced samples of both written and spoken language, totalling 100 million words. BNC serves various purposes in linguistic investigation, including exploring vocabulary, word structure, sentence formation, and meaning and analyzing communication patterns. Nazarchuk Karamysheva (2022) stated that BNC is both a dataset and an analytical tool. The carefully selected content encompasses diverse examples of British English from late 20th-century sources such as phone calls, newspapers, journals, letters, essays, academic and fictional books, unscripted informal conversations, transcribed business meetings, and radio shows.

## METHOD

### Design and Samples

The site of this research is SMPN 3 Telaga Sari. The researcher looked for sites in various aspects, such as schools with good accreditation, schools that provide English language education with agreement and disagreement material on their courses, and schools with low use of technology, especially corpus. Moreover, the participants of this research were students in the 8th grade of SMPN 3 Telaga Sari. The researcher used the whole class as a participant in BNC implementation process by divided it into four groups while the questionnaire used five students to represent the whole class, consisting of five persons as a representative of each group, and one person was the students' leader.

### Instrument and Procedure

This study used observation guideline to implement the BNC in teaching and learning process and used questionnaires to collect data on students' perceptions of BNC as a media for teaching and learning agreement and disagreement expressions. The researcher adapted the questionnaire from Oktaviani et al. (2022). The instrument used were as follows:

*Table 1. Structure of questionnaires*

Parts of questions	Number of questions
Students Satisfactions	10
Students' Autonomous learning	4

*Table 2. Structures of Observations*

Parts of Observations	Number of Activity
BNC Implementation	7
Assignment Process	5

The data collection was conducted in SMPN 3 Telagasari. The learning activities were conducted in the whole class, and the assignments were conducted in teamwork. The details are as follows:

*Table 3. BNC Implementation in Teaching and Learning Agreement and Disagreement*

Stages	Learning Activities	Resources
1	Explaining the material of agreement and disagreement expressions	Power Point
2	log-in into BNC web	BNC
3	Looked into word frequency of agreements and disagreement expressions	BNC
4	Looked into Examples of agreement and disagreement words uses	BNC
6	Explore the context used of agreement and disagreement words expressions	BNC
7	Explore the agreement and disagreement words in various genre context	BNC
8	Search into synonym of agreement and disagreement word expressions	BNC

After the learning activities, students were also assigned group tasks to use BNC. Students are expected to implement the task as instructed. The list of teamwork assignments are as follows:

*Table 4. List of teamwork assignments*

Stages	Assignments
1	Students' doing the implementation of BNC use as instructed
2	Students expand the example of agreement and disagreement expressio with their teammates
3	Revised it if there's any mistakes as instructed
4	Write the final work into students' paper task
5	Submit the paper task

### **Data Analysis**

This study analysed students' participations and perceptions regarding BNC use as a teaching and learning media, specifically focusing on expressions of agreement and disagreement. The implementation of BNC in teaching and learning process aims to analyse students' participations and challenges during the BNC implementation in teaching and learning process while the questionnaires aimed to analyse student satisfaction and their experiences with autonomous learning facilitated by the BNC. The researcher adapted from the study of Paker & Özcan (2017) to measure perceptions using five options of answers: strongly disagree (1), disagree (2), somewhat agree (3), agree (4), and strongly agree (5). After collecting

responses, the researchers categorized and analyse the data according to student participations, students' challenges in BNC utilized, and students' perceptions in the scope satisfaction and autonomous learning.

## RESULT AND DISUSSION

### 1. Students' Participations During the Implementation of BNC

The researcher noted students' participation during implementation of BNC as a media for teaching and learning agreement and disagreement expressions. Based on the researcher observation, most students paid attention to the teaching and learning process, and most answered the researcher questions during the teaching and learning process. Most students reported to the researcher when they faced any problems with their laptops. When they needed guidance on operating the BNC or the laptop, all of the groups completed the task given by the researcher, and all the students stayed in the classroom from the beginning to the end of the research process.

### 2. Students' Challenges During the Implementation of BNC

Besides students' participation during the teaching and learning process, the researcher also made some notes of students' challenges while implementing BNC utilization in the teaching and learning process. According to the researcher observation, some students faced several challenges during implementing BNC use as a media. Researchers noted that students with low skill in using laptops were less active than those with higher skill use. The researcher noted that in one group, students who actively used the laptop to operate the BNC were students with higher ability in using the laptop than the other members with lower ability in using the laptop. The group assigned students with lower ability in using laptops to do another task, such as discussing the task and writing the answer on the students' paper task.

### 3. Students' Satisfactions of BNC utilized

This section displays the results of the questionnaire filled by the students as the participants of the study. The results of the questionnaire are presented in Tables 5-6 below. Down below is table 5 presenting students' satisfaction on BNC use as a media in teaching and learning agreement and disagreement expressions:

*Table 5. Students' satisfaction toward BNC utilization (in %)*

Number	Questions	SA	A	D	SD	N
1	I am, satisfied with BNC use in English teaching and learning program	80	20	0	0	0
2	BNC is suitable for learning agreement and disagreement expressions media	60	40	0	0	0

3	I often use BNC in learning agreement and disagreement expressions and practice being responsible before this study conducted.	0	0	80	20	0
4	I like to practice using BNC in learning agreement and disagreement expressions	60	40	0	0	0
5	BNC gain my knowledge of agreement and disagreement expressions	40	60	0	0	0
6	BNC use in teaching and learning agreement and disagreement affect my study	0	80	0	0	20
7	Corpora is convenient for me to review the lesson outside the classroom	40	40	20	0	0
8	BNC gave me knowledge of real usage of agreement and disagreement expressions and examples of agreement and disagreement expressions	60	40	0	0	0
9	BNC engage my ability in expand the example of agreement and disagreement expressions	80	20	0	0	0

Table 4 presents the students' perception of BNC use. Students reported that students were satisfied with BNC use as a media in teaching and learning, agreement and disagreement expressions, with 80% strongly agreeing and 20% agreeing. 60% of students reported strongly agreeing, and 40% agreed of the suitability of BNC use as a media in teaching and learning. Even though 80% of students reported disagreeing and 20% strongly disagreed about the frequent use of After students followed the teaching and learning process with BNC use as a media, they answered that they like to practice using BNC in learning agreement and disagreement expressions; 60% of students reported strongly agree, and 20% agree. According to the questionnaire answers, students reported gaining knowledge of agreement and disagreement expressions (40% of students reported strongly agreeing, and 60% reported agreeing). BNC use as a media affects the study of most of the students (80% of them).

However, most students agreed and strongly agreed with the corpora's convenient to review the lesson outside the classroom. In contrast, the remaining (20%) students reported neutral on this. Students reported that BNC use as a media gave them knowledge of the actual usage of agreement and disagreement expressions and examples of agreement and disagreement expressions, 60% of students reported

strongly disagreeing, and 40% of students reported agree on this. After the researcher asked the students to expand the examples of agreement and disagreement expressions by making their expressions of agreement and disagreement, students reported that it engaged their ability to expand the examples of agreement and disagreement expressions. 80% of the respondents reported strongly agreeing with this, while 20% reported agreeing with it.

#### 4. Students' Autonomous Learning

Besides students' satisfaction, this study also collected data about students' perceptions of BNC use in the scope of their autonomous learning as follow:

*Table 6. Students' Autonomous Learning Toward BNC Use (In %)*

Number	Questions	SA	A	D	SD	N
1	I have the freedom to study agreement and disagreement expressions in using BNC	60	20	0	0	20
2	Learning and teaching agreement and disagreement expressions with BNC created autonomous learning atmosphere	80	20	0	0	0
3	Learning agreement and disagreement with BNC as a media is fun	80	20	0	0	0
4	BNC use as a media in teaching and learning motivate me in using corpus to learn.	60	20	0	0	20

According to the assignment process, all of the group completed the tasks given. All the group completed the task precisely to the researcher instructions. All the groups were able to expand their own examples of agreement and disagreement in using BNC as a media.

Based on the findings, it showed that students gave positive responds towards the implementation of BNC as a media in teaching and learning agreement and disagreement. Researcher noted that most of students were actively participated in the teaching and learning process even though some of them have several challenges in using the laptop or the BNC. Moreover, based on the research questions findings, students also gave positive result on the satisfaction and autonomous learning. Students showed that they were satisfied and most of them stated that their autonomous increase by utilized BNC in teaching and learning process even though they never use the corpora in the teaching and learning process before.



Using corpora in English education aligned with findings from Van et al. (2021) that underscored technology's role in enhancing students' English proficiency and communication skills. Numerous researchers, including Koyama et al. (2020), Gedik & Kolsal (2022), Swarniti (2021), and U & Sharakhimov (2023), similarly highlighted the benefits of using corpora in education. Studies by Oktaviani et al. (2020) emphasized how corpus-based learning benefited both students and teachers, fostering awareness and effective use of corpora in educational contexts. Using the BNC helped students learn new words and create or expand sentences expressing agreement and disagreement. This positive feedback supported Sinha (2021) study findings, which showed how corpora helped students learn words. Moreover, students' enjoyment of learning with corpora and their increased motivation for their autonomous learning in learning used corpora were similar to studies by Dewaele & Proietti Ergün (2020) and Kawinkoonlasate (2021), which showed that enjoying learning helped students want to learn in ELT classes. Additionally, students stated that they liked being able to use corpora whenever they wanted, which helped to increase their autonomous learning to learn whenever and wherever helped increase students' autonomy learning.

Despite the benefits described in this study, challenges also existed. According to the study, some students needed help implementing BNC due to limited technology skills such operated laptop. It could affect their participation in corpus-based learning. As Van et al. (2021) noted, successful technology integration in education required alignment with students' abilities and motivations. With that in mind, educators played a crucial role in supporting students' technological proficiency and ensuring equitable access to educational resources, as suggested by Faridah et al. (2020) and Berestova et al. (2022).

Additionally, exploring the BNC as a media for teaching agreement and disagreement expressions presented substantial advantages in enhancing students' motivation to use technology such PCs and corpora and also engaged students' autonomous learning. Educators and education governments have to maximized these insights to provide teaching methodologies, integrating innovative approaches that cultivated critical thinking, creativity, and relevance in education by supporting the use of corpora in English language teaching. By embracing the use of BNC as a media in teaching and learning agreement and disagreement expressions, educators could empower students to engage deeply with language nuances and develop proficiency in expressing opinions effectively across various contexts with corpora used.

Lastly, the findings of this study that make this study different from the previous study is that this study provides data of the implementation of British National Corpus as a media in teaching and learning agreement and disagreement. Even though there are many studies that utilized BNC in English language teaching, there is no study that utilized BNC as a media in the scope of teaching and learning agreement and disagreement expressions. Thus, the finding of this study of the implementation and students' perceptions towards BNC as a media in teaching and

learning agreement and disagreement provides the new findings in English language teaching research fields.

## CONCLUSION

Based on the findings and discussions, the implementation of BNC at SMPN 3 Telaga Sari Karawang resulted positive student participations and satisfaction while promoting students' autonomous learning. The use of BNC enhanced students' comprehension and application of agreement and disagreement expressions by utilized the BNC although challenges were identified. The challenges included students' varying abilities to operate laptops, impacting their engagement with BNC outside of class which do not support students' autonomous learning, and the need for consistent access to technology to fully utilize BNC's resources. Despite these limitations, the study successfully guided students in practical usage of BNC, including exploring synonyms and expanding their understanding of agreement and disagreement expressions through BNC tools. However, the implementation was uneven across sessions and materials, suggesting room for more consistent integration of BNC tools in future instructional strategies.

## REFERENCES

- Bavarsad, S. S., Eslami-Rasekh, A., & Simin, S. (2015). "The study of disagreement strategies to suggestions used by Iranian male and female learners". *International Letters of Social and Humanistic Sciences*, 49, 30-42.
- Berestova, A., Burdina, G., Lobuteva, L., & Lobuteva, A. (2022). Academic Motivation of University Students and the Factors That Influence It in an E-Learning Environment. *Electronic Journal of e-Learning*, 20(2), 201-210.
- Bober, N., Kapranov, Y., Kukarina, A., Tron, T., & Nasalevych, T. (2021). British National Corpus in English language teaching of university students. *International Journal of Learning, Teaching and Educational Research*, 20(6), 174-193.
- Dewaele, J. M., & Proietti Ergün, A. L. (2020). How different are the relations between enjoyment, anxiety, attitudes/motivation and course marks in pupils' Italian and English as foreign languages?. *Journal of the European Second Language Association*, 4(1), 45-57.
- Dewi, A. Y. (2024). *Analysis of Teaching Methods to Address The Disparities in English Proficiency Among Students* (Doctoral dissertation, Universitas Pendidikan Muhammadiyah Sorong).
- Faridah, I., Sari, F. R., Wahyuningsih, T., Oganda, F. P., & Rahardja, U. (2020, October). Effect digital learning on student motivation during Covid-19. In *2020 8th International Conference on Cyber and IT Service Management (CITSM)* (pp. 1-5). IEEE.
- Farrokhi, F., & Arghami, M. (2017). An Investigation of the Use of politeness strategies in refusal among Characters with different power relations in

- English and Farsi Novels. *International Journal of Applied Linguistics and English Literature*, 6(7), 180-191.
- Friginal, E. (2018). Corpus linguistics for English teachers. New tools, online resources, and classroom activities, 30.
- Friginal, E., Dye, P., & Nolen, M. (2020). Corpus-based approaches in language teaching: Outcomes, observations, and teacher perspectives. *Bogazici University Journal of Education*, 37(1), 43-68.
- Gedik, T. A., & Kolsal, Y. S. (2022). A corpus-based analysis of high school English textbooks and English university entrance exams in Turkey. *Theory and Practice of Second Language Acquisition*, 8(1), 157-176.
- Girgin, U. (2019). Perceptions of Turkish EFL student teachers towards learning phrasal prepositional verbs through corpus-based materials. *Language Teaching and Educational Research*, 2(1), 1-19.
- Ikhsan, M. K. (2019). Word Expressions of Agreement and Disagreement Used by The Students in Speaking Class (A Study at English Education Study Program of STKIP PGRI. *English Education Journal (EEJ)*, 10(1), 112-127.
- Karraske, A. U. I. (2018). The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMPN 1 Kabupaten Sorong. *Jurnal Interaction*, 5(2).
- Kurdghelashvili, T. (2015). Speech acts and politeness strategies in an EFL classroom in Georgia. *International Journal of Cognitive and Language Sciences*, 9(1), 306-309.
- Kawinkoonlasate, P. (2021). A Study of Using E-Writing Instructional Design Program to Develop English Writing Ability of Thai EFL Learners. *English Language Teaching*, 14(6), 43-61.
- Koyama, A., Kiyuna, T., Kobayashi, K., Arai, M., & Komachi, M. (2020, May). Construction of an evaluation corpus for grammatical error correction for learners of Japanese as a second 3 language. In *Proceedings of the Twelfth Language Resources and Evaluation Conference* (pp. 204-211).
- Nazarchuk, R. Z., & Karamysheva, I. D. (2022). Corpus-based approach in the study of verbal predicates. *Львівський філологічний часопис*, (11), 154-161.
- Ningsih, S., Bulan, I., Wutun, A. A., & Arniati, F. (2019). Raising Students' Vocabulary Mastery Using Selected Game: Using Chalk Down, Turn-around for EYL Students. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(3), 142-150
- Oktavianti, I. N., & Ardianti, N. R. (2019). A Corpus-Based Analysis of Verbs in News Section of the Jakarta Post: How Frequency is Related to Text Characteristics. *JOALL (Journal of Applied Linguistics and Literature)*, 4(2), 203-214.
- Oktavianti, I. N., Triyoga, A., & Prayogi, I. (2022). Corpus for Language Teaching: Student'Perceptions and Difficulties. *PROJECT (Professional Journal of English Education)*, 5(2), 441-455.
- Paker, T., & Ergül Özcan, Y. (2017). The effectiveness of using corpus-based materials in vocabulary teaching. *International Journal of Language Academy*.

- Patty, G., Wardani, R. C., & Nurteteng, N. (2023). THE IMPLEMENTATION OF INFORMATION GAP ACTIVITY AND JUMBLED SENTENCE GAME IN TEACHING READING COMPREHENSION. *Akrab Juara: Jurnal Ilmu-ilmu Sosial*, 8(4), 68-78.
- Sanosi, A. B. (2018). The effect of Quizlet on vocabulary acquisition. *Asian Journal of Education and e-learning*, 6(4).
- Setiawan, A. (2020). The students' perceptions on teacher's performances in teaching English. *Interaction: Jurnal Pendidikan Bahasa*, 7(1), 15-26.
- Sinha, T. S. (2021). EFL learners' perception of and attitude to corpus as a vocabulary learning tool. *The Reading Matrix: An International Online Journal*, 21(2), 106-119.
- Simaki, V., Paradis, C., Skeppstedt, M., Sahlgren, M., Kucher, K., & Kerren, A. (2020). Annotating speaker stance in discourse: the Brexit Blog Corpus. *Corpus Linguistics and Linguistic Theory*, 16(2), 215-248.
- Susskind, L. (2014). Good for you, great for me: Finding the trading zone and winning at win-win negotiation. PublicAffairs.
- Swarniti, N. W. (2021). AA Corpus Based Approach to the Analysis of Structures in Prepositional Phrase. *Yavana Bhasha: Journal of English Language Education*, 4(1), 18-22.
- Nurmukhamedov, U., & Sharakhimov, S. (2023). Corpus-based vocabulary analysis of English podcasts. *RELC Journal*, 54(1), 7-21.