

Students Language Awareness in English Classroom of English Education Study Program

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ABSTRACT

Despite their designation as students of the English Education Department who are meant to teach English to others, many of these students rarely use English both inside and outside the classroom. This phenomenon's prevalence in Indonesia makes students unaware of their mistakes when using English. The purpose of this study is to analyze the language awareness of sixth-semester students through the five language awareness domain to provide insight into the importance of language awareness in the classroom, especially for students of this particular type of department. This study used random sampling and using a questionnaire with fifteen items collected from 108 responses. This analyzed their language awareness through the five domains of language awareness, namely the affective, social, power, cognitive, and performance domains. Results showed that 86.67% of students had the affective domain from the social domain was 81.62%, from the power domain was 73.13%, from the cognitive domain was 75.96%, and from the performance domain was 65.86%. The overall value of the five domains is 76.65% showed that students have good language awareness. It means language awareness of students IS pretty good inside the classroom.

Keywords: *language awareness domain, the function of language awareness, and students language awareness.*

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INTRODUCTION

English has been determined by the Government of Indonesia as the first foreign language to be taught at school. It has been taught as a formal subject from the beginning of Junior High School up to the University level. In university, some people choose English courses and they are expected to have comprehended English that can beneficially be used for their further studies.

Students regarding their level, do not fully appreciate English and are unresponsiveness while learning English in class. They do not know the importance of the English language. Their lack of knowledge about the importance of the English language makes them have low motivation to learn English. This is proven with videos drawn from preliminary studies to see how students learning English in the classroom.

The student having low motivation because they are boring when learning English and didn't understand what teacher explain while in the class. having low motivation will affect student's ability to use and learn English becoming badly. Language awareness is one term that can help students better in using and learning English. Language awareness has many

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definitions from many experts this is two definitions of language awareness from two experts. First, (Farahian & Rezaee, 2015) that language awareness is a concern that is aware of the qualities of language and language that are used as elements of language education. It means language awareness makes students more concerned with the quality of language that students use for education.

Next, according to (Bilgin, 2017) Language awareness is a term that characterizes explicit knowledge of the language, and awareness and sensitivity in language learning, language teaching, and language use. It means language awareness is the knowledge that makes students more aware and sensitive about language. Language awareness helps students easier in learning and helps students to be better at using language.

The purpose of language awareness is to increase the sensitivity and curiosity of students. Language awareness for students is not only to help them in learning and using English well but also to appreciate the English language. It means language awareness is a term to help students be more sensitive and more curious in learning English. Language awareness has the benefit to help students to learn and use English incorrectly through the five language awareness domain.

In this study, the researcher wanted to analyze student's language awareness in the classroom through the five language awareness domain to provide insight into the importance of language awareness in the classroom. It means the researcher wants students to think critically to motivate students when they want to express their opinion based on language awareness. Students must choose the right word when to say something or use a diction word. Example 'my stomach is not delicious' instead of "my stomach is hurt". Students must use the correct diction to make that sentence correct.

Language Awareness

There are many definitions of language awareness from experts, here some definitions of language awareness from several experts: First, according to (Bilgin, 2017) language awareness is a term that characterizes explicit knowledge of the language, and awareness and sensitivity in language learning, language teaching, and language use. It means, language awareness is knowledge make human more awareness and sensitive about language, it not only for learning but also use language and language teaching. (Bolitho et al., 2003) said language awareness is a mental quality that develops from giving motivating attention to the language used, and that enables a student's language to gradually gain insight into how language works.

Language awareness is a concern that is aware of the qualities of language and language that are used as elements of language education. It means language awareness makes students more concerned with the quality of language that students use for education. Likewise, (Farahian & Rezaee, 2015) defines language awareness as a subfield of applied linguistics and maintains that language awareness delves into the knowledge of the original speaker "to bring it to the surface, to make it conscious, to make it available tools to learners". According to (Syafitri & Artika, 2019) awareness of the importance of English is the answer to challenges and future competition. In brief, language awareness means as a tool or subfield of language education and language awareness is a part of language knowledge and learner must learn about that. (Bourke, 2008) language awareness is for knowers and consciousness-raising is for the learner.

In this research, the researcher can define language awareness as the consciousness and the sensitivity of students while using the language. Make learners more curious and sensitive about language and increase learner motivation to know about language. Moreover, Language awareness makes learners interesting in learning a language especially English as a foreign language, language awareness can help students learn easier and interesting in learning English. (Zubaidah, 2019) Learning English itself raises the awareness that has the potential to be a support for success in learning.

Function and Purpose of Language Awareness

There is the main function of language awareness from the expert. First, According to (Ali, 2011), the main function of the language awareness approach is for students to find the language for themselves. Language awareness is not clear instruction nor is not only thought by the teacher or by the book, it is developed by the students themselves. It means students search for knowledge about language in other sources except for books and from the teacher that already thought and knowledge that they get is for themselves.

(Barany, 2016) the main purpose of language awareness is to help students observe for themselves how language is normally used so they can record the gap and achieve learning readiness. In addition, the important aspect of language awareness is that it helps to develop a spirit of investigation in learning. Learners put their all mental energy and intellect into the learning process. It means, language awareness motivated students to get a spirit to learn by investigation and students put all of their energy and think the learning process. In the learning process need strategy as (Putri & Wahyuni, 2019) stated Learning strategy is a way or approach of learners used to achieve learning objectives or assist the learning process.

In conclusion, the main function and the main purpose of language awareness are to make students can learn language by themselves. Not only learn in school that tough by the teacher and get information from books but also they can learn language by their way to learn. It means students as the center of learning as (Wicaksono, 2016) stated Language learners are active learning agents who are actively involved in building their own learning process.

Domain of Language Awareness

(Garret & James, 1993) stated emphasizes that language awareness should not be viewed as an alternative to learning the language. Instead, in parallel with language learning, the benefit claimed for it can be seen along with the five domains, affective, social, power, cognitive, and performance. In brief, language awareness can't be alternative language learning but the benefit of language awareness can be language learning along with the five domains, affective, social, power, cognitive, and performance.

The Affective Domain

According to (Maria Prtic Soons, 1994) the affective domain can be observing from language awareness definition that includes the relationship between student's feelings and mental thinking. The language awareness approach is a search to make students consider that entire person that encouraging them to contribute to the experiences and relevance in the learning process. The affective domain also includes the feeling of knowing in the context of language learning. It means the affective domain is related to the relationship between student's feelings and mental thinking that make students contribute to the experiences and relevance in the learning process.

In addition (Dufva, 1994) affective domain means that students may become more intensively, or holistically, involved and establish a personal relationship to language. It is natural that motivation to learn is increased when the emotions are positive: when interest is aroused by intellectual curiosity or aesthetic admiration. To acquire new insights into language may be fun, and should be fun, especially as many people still seem to have strongly negative memories about how they were taught foreign languages. In addition, (Carl James and Peter Garrett, 2013) state the affective aspect of language awareness is stated in the terms of forming attitudes, awakening and developing attention, sensitivity, curiosity, interest, and aesthetic response.

The conclusion, students have language awareness especially the affective domain when they have motivation toward learning and using the language, they have an interest in learning and using the language, and they think language is a fun thing to learn.

The Social Domain

(Maria Prtic Soons, 1994) state that the social domain sees consequences of student's society in which problems often emerge various ethnic diversity, because of cultural differences and language. The way to resolve these issues, through an approach to language

awareness, is to see the benefits of cognitive and cultural of multilingual classes. In brief, the social domain can solve the issue of student's social problem various ethnic diversity, because different cultures and languages in school make them difficult to communicate with each other to solve it with language awareness approach. The social domain wants to see the benefit of multilingual classes based on cognitive and culture.

Furthermore, (Dufva, 1994) said that the social domain deals with how the student will perceive the relationship between language and society: How is the language used? How do different groups use language? What norms exist? What attitudes are held?

In the conclusion, social domain is where the students understand how people use language, the attitudes in using the language, or the appropriateness in using the language.

The Power Domain

Next, (Maria Prtic Soons, 1994) states the power domain of language awareness is familiar with the call of Critical Language Awareness (CLA), which is usually a term in literature and deals with, for example, reader/writer relationship and interpersonal meanings. On language awareness and in the name of the power domain, however, CLA provides an example that communication performance in learning might include discussion of how the attitudes and values of language formed socially and politically and how a minority language and its speakers are represented. In brief, the power domain same with CLA that's a term in literature can provide communication performance in the learning process such as, a discussion that will be judge by attitude and value of language formed socially and politically and how students use the minority language. For example, in the class, students could discuss what constitutes the various cultural forms presented in the textbook to see if and why there is a missing minority culture or more represented majority culture.

Next, (Dufva, 1994) said that in the power domain, people who become aware also become alerted to hidden meanings, tacit assumptions, and rhetorical traps laid by those in power. Being aware of the possibly manipulative and euphemistic uses of language makes one also more empowered. At first sight, the power domain may seem of little importance in second language teaching, but social values and attitudes - sometimes very implicit and worth exposing - are being held also there.

So, in this domain, the students are expected to find out the hidden meaning in language, such as figurative sense. For example, "he wants a chair in the DPR". it does not mean that person wants a "chair" literally, but he wants a chair as a position in the DPR. In the power domain, the students are also able to make their assumptions based on what they hear or read.

The Cognitive Domain

(Dufva, 1994) said that cognitive domain is when the learner is guided to perceive organization principles in language, to see units, categories, rules, patterns, and contrasts, he is shown at the same time new cognitive strategies and perhaps skills. So, in the cognitive domain, the students can improve their skill in language on their own by able to see the units, categories, pattern, or contrast in language

The Performance Domain

A few would argue that language awareness doesn't require justification in terms of better language skills. In the same way, biological science doesn't need to lead to increasing plant production to justify itself. However, there are many belief's spread or hopes that analytical knowledge promoted by language awareness has a positive influence on language behavior. According to (Dufva, 1994) said that performance domain is the domain where the students are involved in participating in the language activity that will benefit their performance, whether it is their fluency, skill to communicate, writing skill, etc. In conclusion, in this domain, the students are expected to be able to involve in any language activities that might improve their performance in learning and using the language

Students' Language Awareness

(Walt Wolfram & Adger, 1999) said that Students Language awareness includes examining how language varies in a range of social and cultural settings; examining how people's attitudes vary towards language across culture, class, gender, and generation; examining how oral and written language affects listeners and readers; examining how 'correctness' in language reflects social-political-economic values and examining how the structure of the language works from a descriptive perspective. It means that students need to learn how to speak and write well in all circumstances rather than just learning the fixed code or fixed material from the school. They need to understand the politeness of using the languages. Because when the students meet with a foreigner, they just asked the name directly and this is impolite for some countries. The article should be between 15-20 pages (not more than 7000 words), one and half spaced, 10 point Times New Roman font, excluding references and appendices. Use no indent for the first paragraphs and do not leave a space between paragraphs.

METHOD

This research was classified as quantitative research. (Sugiono, 2009) research is called quantitative because the data of the research uses numeric and using statistical analysis. This research was used survey research, according to (L. R. Gay, Geoffrey e. Mills, 2012) Survey research involves collecting data to test hypotheses or to answer questions about people's opinions on some topic or issue. The instrument that was used to collect the data was the questionnaire with 15 items.

The instrument for this research used the questionnaire in the Likert scale. As (Sugiyono, 2007) states "survey method used to get the data collection, for example by circulating questioner, questionnaire, or interview structural. The questionnaire need to be reliable and valid, (Susetyo, 2010) Reliability questionnaire will be done in Microsoft Excel by using the Pearson formula. And the questionnaire taker to perform the behavior that is being measured can claim content validity (Brown, 2004). The data were taken from a questionnaire. The questionnaires were given to know students' language awareness in the classroom. First, the researcher explained language awareness. And then give the questionnaire to all students in each class. To analyze data researcher used statical analysis by using the Pearson formula.

Based on the researcher's preliminary research by observation, the researcher found some issues related to the language awareness of students. First, the students rarely use the language skill that they just learned. It seems that the students only use the English language inside the classroom. Other than that, the students back to use their mother tongues which are Indonesian and the Minang. Based on (Carl James and Peter Garrett, 2013), the affective domain in language awareness helps the students to improve their interest in the English language. So if the students do not use their English it could be that they have little interest in English which means there is a problem with their English language awareness.

Second, based on the interview with some students, the researcher identified that some of the students still have problems with pronunciation. For example, the word "categorization", she pronounces "/,kætɪgərə'seɪʃən/" instead of "/,kætɪgərə'zeɪʃən/". She said that she knows about this mistake, but she cannot fix it directly. She just remembers her mistake after the presentation. The other students also admitted that she mispronounces some words, such as recognizing, she pronounces it "/'rekəgnɪsm/ instead of /'rekəgnəɪzm/. The cognitive domain in language awareness includes reflection of students' language learning. However, some students who do not aware of their mistakes in using the English language which means that they still lack language awareness, especially in the cognitive domain.

Third, the students do not aware of the formalities of using the language. For example, the use of the word "Mister" seems to be a common error in English department students. They call the male lecturer/teacher "Mister" instead of "Sir". One of the examples of the

wrong usage of it is “I am sorry, Mister”. The correct one is “I am sorry, Sir”. Some of the lecturers already told them that it was a mistake to do that, but there are still many students who do not care and still doing it. This means that the students lack sensitivity and attitudes toward the use of language. This is happening because the students’ affective domain in language awareness is still low (Margono, 2007) states that the population is the whole data that becomes our focus in a certain place and time. The population is the sixth-semester students at IAIN Bukittinggi.

Table 1. The population of sixth semester students

Class	Total
A	33
B	37
C	38
Total	108

From this table, the population from this research is 108 students that are the total of the students in the sixth semester in IAIN Bukittinggi. From the table above it could be seen that the data of the population is more than 100 students. To collect the data, this study will use questionnaires. There are 15 statements in the questionnaire of this research. The questionnaire is about the students’ language awareness from the five domains of language awareness and using the Likert scale. The questionnaire will be a score in the range of 1 to 5 (Oppenheim, 2001). Furthermore, the questionnaire must be tried out to find out the validity and reliability.

FINDINGS AND DISCUSSION

The language awareness was investigated in this research was divided into 5 categories. They were affective domain, social domain, power domain, cognitive domain, performance domain. Each of them will be analyzed as below:

Affective Domain

Based on the questionnaire that was filled by the samples, the students’ affective domain, would be as follow:

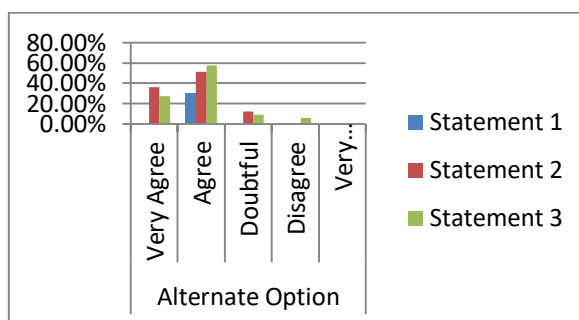


Figure 1. Students’ Language Awareness: Affective Domain

Based on the figure above, the researcher concludes that there were 44.44% of students who have excellent language awareness especially its affective domain. 46.46% of students have a very good affective domain, 7.07% of the students have a good awareness of the language especially its affective domain, there was 2.02% of the students that have a fair affective domain of language awareness, and there were none of the students that have a poor affective domain of language awareness.

From the table above, 69.70% of the students very agree that they want to speak English fluently. 30.30% of the students agree that they want to speak English fluently. While none of them doubt, disagree, or very disagree about this. This means that the majority of the students very agree that they want to speak English fluently.

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There were 36.36% of the students who very agreed that they want to use English whenever they have chance to use it. 51.52% of the students agree that they want to English whenever they have a chance to use it. 12.12% of the students chose doubtful to the statement they want to use English whenever they have chance to use it. This means that majority of the students agree that they want to use English whenever they have a chance to use it. However, there were few students (12.12%) that were still doubtful to use English whenever they have a chance to do so.

There were 27.27% of the students who very agreed that they enjoy using and learning English, whether it is inside or outside the classroom. 57.58% of the students agree with that statement. 9.09% of the students were doubtful of that statement. 6.06% of the students disagreed with that statements. While none of the students very disagree with that statement. This means even though the majority of the students agreed that they enjoy using and learning English whether inside or outside the classroom, there were still few students who were not enjoying using or learning English whether inside or outside the classroom.

Furthermore, to conclude how the overall affective domain of the students is, the researcher used the following table:

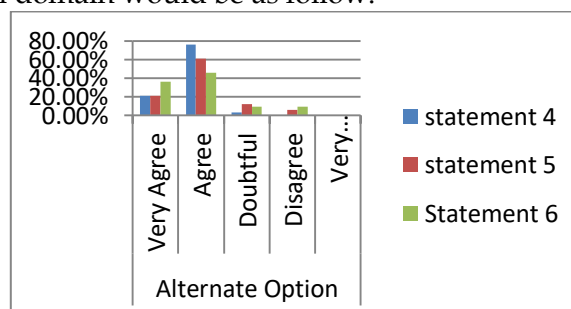
Table 2. Students' Affective Domain

No The domain of Language Awareness	Alternate Option					Total/ $\sum Fx$
	Very Agree (5)	Agree (4)	Doubtful (3)	Disagree (2)	Very Disagree (1)	
Affective	23	10	0	0	0	33
Domain	12	17	4	0	0	33
	9	19	3	2	0	33
Average	14.67	15.33	2.33	0.67	0.00	
F.x	73.33	61.33	7.00	1.33	0.00	143.00

Based on the table above, the total score of the students' affective domain is 143 while the maximum score is 165 (33 x 5). So the affective domain of the students is 86.67 %. According to the interpretation table, the student's affective domain is Very good.

Social Domain

Based on the questionnaire that was filled by the samples, the students' language awareness especially social domain would be as follow:

**Figure 2. Students' Language Awareness: Social Domain**

Based on the figure above, the researcher concludes that there were 26.26% of students who have excellent language awareness especially its social domain. 60.61% of students have a very good social domain, 8.08% of the students have a good awareness of the language especially its social domain, there was 5.05% of the students that have a fair social domain of language awareness, and there were none of the students that have a poor affective domain of language awareness.

From the table above, 21.21% of the students very agree that they know how to use the English language with a very good attitude. 75.76% of the students agree with that statement. 3.03% of the students were doubtful of that statement. While there is none of the students were disagree and very disagree with that statement. This means that the majority of the students agree that they know how to use language with a very good attitude and none of them were disagree with that.

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There were 21.21% of the students that were very agreed that they know how and when to use English formally and informally. 60.61% of students agreed to that statement. 12.12% of the students were doubtful of that statement. 6.06% were disagree with that statement. While none of them very disagreed with that statement. This means that the majority of the students agreed that 60.61% of the students agreed that they know how and when to use English formally and informally. However, there were still a few students (6.06%) who disagreed with this statement.

There were 36.36% of the students who were very agree that they know that language could help people to understand each other. 45.45% of the students very agreed with this statement. 9.09% of the students were doubtful about this statement. While there were still 9.09% of the students who did not agree with this statement. This means that the majority of the students agree that they know that language could help people to understand each other. However, there were still some of the students who did not disagree with this statement.

To conclude the students' social domain, the researcher used the table below:

Table 3. Students' Social Domain

No	The domain of Language Awareness	Alternate Option					Total/ΣFx
		Very Agree (5)	Agree (4)	Doubtful (3)	Disagree (2)	Very Disagree (1)	
1.	Social Domain	7	25	1	0	0	33
2.		7	20	4	2	0	33
3.		12	15	3	3	0	33
Average		8.67	20.00	2.67	1.67	0.00	
	F.x	43.33	80.00	8.00	3.33	0.00	134.67

Based on the table above, the total score of students' social domain is 134.67 while the ideal score is 165. This means that the students have 81.62 % social domain. According to the interpretation table which is table 1, the students' social domain is in the range very good.

Power Domain

Based on the questionnaire that was filled by the samples, the students' power domain would be as follow:

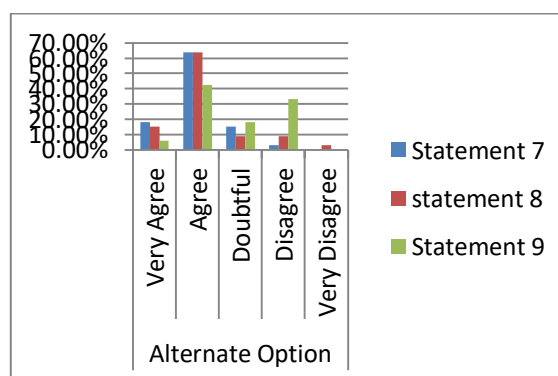


Figure 3. Students' Language Awareness: Power Domain

Based on the figure above, the researcher concludes that there were 13.13% of students who have excellent language awareness especially its power domain. 56.57% students have very good power domain, 14.14% of the students have good awareness the language especially its power domain, there was 15.15% of the students that have fair power domain of language awareness, and there was 1.01% of the students that have poor power domain of language awareness.

From the table above, there were 18.18% of the students who were very agreed with the statement "After I read or listen about something in English, I can understand the meaning and what the speaker or the writer intent to say". 63.64% of the students agreed with that statement. 15.15% of the students were doubtful of that statement. There were

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3.03% of the students who disagreed with that statement. While there were none of the students who were disagreed with that statement. This means that the majority of the students agreed that after they read or listen to something in English, they can understand the meaning and what the speaker or the writer intent to say. However, a few students disagreed about it.

There were 15.15% of students who agreed that they can get the meaning of what they read or listen about something in English. 63.64% of the students agreed to that statement. 9.09% of the students were doubtful about that statement. 9.09% of the students disagreed about that statement. While there were none of the students that very disagreed with that statement. This means that the majority of the students agreed that they can get the meaning of what they read or listen about something in English. However, there were still a few students who disagreed about that.

There were 6.06% of the students that were very agree that they discussed with their friend and their lecturer about cultural content of English textbook that they read. 42.42% of the students agreed to this statement. 18.18% of the students were doubtful about this statement. 33.33% of the students disagreed with this statement. While none of them that very disagreed about that statement. This means that almost half of the students agree that they discussed with their friend and their lecturer about the cultural content of the English textbook that they read. However, there were still many students which are 1/3 of the students who disagreed that they discussed with their friend and their lecturer about the cultural content of the English textbook that they read.

The data above still just shows the general information of the students' power domain. However, to find out the conclusion of students' power domain the researcher used the following table:

Table 4. Students Power Domain

No	The domain of Language Awareness	Alternate Option					
		Very Agree (5)	Agree (4)	Doubtful (3)	Disagree (2)	Very Disagree (1)	Total/ $\sum Fx$
1.	Power Domain	6	21	5	1	0	33
2.		5	21	3	3	1	33
3.		2	14	6	11	0	33
Average		4.33	18.67	4.67	5.00	0.33	
F.x		21.67	74.67	14.00	10.00	0.33	120.67

Based on the table above, the total score of the students' power domain of language awareness is 120.67. This means that students have 73.13% power domain. Based on the interpretation table in table 1, the student's power domain is Good.

Cognitive Domain

Based on the questionnaire that was filled by the samples, the students' cognitive domain would be as follow:

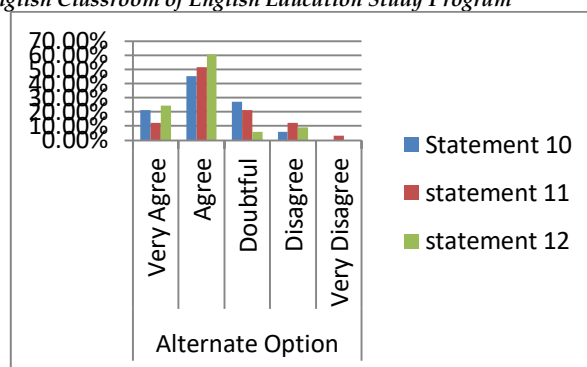
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Figure 4. Students' Language Awareness: Cognitive Domain

Based on the table above, the researcher concludes that there were 19,19% of students who have excellent language awareness especially its cognitive domain. 52,53% of students have a very good cognitive domain, 18,18% of the students have a good awareness of the language especially its cognitive domain, there was 9,09% of the students that have a fair cognitive domain of language awareness, and there was 1,01% of the students that have a poor cognitive domain of language awareness.

From the table above there were 21.21% of the students who very agreed that they can tell the differences about part of speech in English. 45.45% of the students agreed to that statement. 27.27% of the students were doubtful of the students. 6.06% of the students disagreed with this statement. While there were none of the students that very disagreed about this statement. This means that the majority of the students agreed that they can tell the differences about part of speech in English. However, there were still a few students who disagreed about this statement

There were 12.12% of the students that very agreed that they know when and how to use the correct grammar in English. 51.52% of the students disagreed with this statement. 21.21% of the students were doubtful of this statement. 12.12% of the students disagreed with this statement. While there were 3.03% of the students very disagreed with this statement. This means even though there were 51.52% of the students agreed that they know when and how to use the correct grammar in English, but there were still some students who disagreed and even very disagree with this statement which are 12.12% and 3.03% of the students

24.24% of the students very agreed that they can differentiate between English and Indonesian structure. 60.61% of the students agreed with this statement. 6.06% of the students were doubtful of this statement. 9.09% of the students disagreed with this statement. While there were none of the students that very disagreed with this statement. This means that the majority of the students agreed that they can differentiate between English and Indonesian structure. However, there were still 9.09% of the students who disagreed with this statement.

Moreover, the students' cognitive domain can be concluded using the following table:

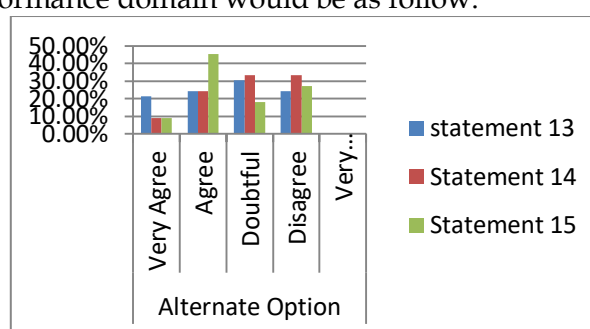
Table 5. Students' Cognitive Domain

No	The domain of Language Awareness	Alternate Option					Total/ $\sum Fx$
		Very Agree (5)	Agree (4)	Doubtful (3)	Disagree (2)	Very Disagree (1)	
1.	Cognitive Domain	7	15	9	2	0	33
2.		4	17	7	4	1	33
3.		8	20	2	3	0	33
Average		6.33	17.33	6.00	3.00	0.33	
F.x		31.67	69.33	18.00	6.00	0.33	125.33

Based on the table above, the total score of the students' cognitive domain is 125.33. This means that students have 73.13% cognitive domain. According to the interpretation table, the student's cognitive domain is good

Performance Domain

Based on the questionnaire that was filled by the samples, the students' language awareness especially performance domain would be as follow:

**Figure 5. Students' Language Awareness: Performance Domain**

Based on the table above, the researcher concludes that there were 13.13% of students who have excellent language awareness especially its performance domain. 31.31% of students have very good performance domain, 27.27% of the students have good awareness of the language especially its performance domain, there was 28.28% of the students that have a fair performance domain of language awareness, and there were none of the students that have a poor performance domain of language awareness.

From the table above, there were 21.21% of the students who were very agreed that they do not only depend on what they got from the class, they also find the material by themselves. 24.24% of the students agreed to this statement. 30.30% of the students were doubtful about this statement. 24.24% of the students disagreed about this item. While there were none of the students that disagreed about that statement. This means that the students had varied answers to this statement. The problem was there still 24.24% of the students that disagreed that they do not only depend on what they got from the class, they also find the material by themselves.

There were 9.09% of the students who joined any language activity or organization to improve accuracy in using English. 24.24% of the students agreed to that statement. 33.33% of the students were doubtful of that statement. 33.33% of the students disagreed with that statement. While none of the students very disagreed with that item. This means that 1/3 of the students disagreed that they join any language activity or organization to improve accuracy in using English.

There were 9.09 of the students who very agreed that they join any language activity or organization to improve fluency in using English. 45.45% of the students agreed with that statement. 18.18% of the students were doubtful about that statement. 27.27% of the students disagreed with that statement. While none of the students very disagreed about this statement. This means even though most of the students agree that they join any language

activity or organization to improve fluency in using English, there were still many students who disagreed about that.

Furthermore, in order to find out the overall score of the students' performance domain, the researcher used the following table:

Table 6. Students' Performance Domain

No	The domain of Language Awareness	Alternate Option					Total/ $\sum F_x$
		Very Agree (5)	Agree (4)	Doubtful (3)	Disagree (2)	Very Disagree (1)	
1.	Performance Domain	7	8	10	8	0	33
2.		3	8	11	11	0	33
3.		3	15	6	9	0	33
Average		4.33	10.33	9.00	9.33	0.00	
F.x		21.67	41.33	27.00	18.67	0.00	108.67

According to the table above, the total score of the students' performance domain is 108.67. This means that the students have a 65.86% performance domain. Based on the interpretation table, 65.86% was in a good category. This means that the students' performance domain of language awareness is good.

In the conclusion, sixth-semester students of the English Education Department had the following language awareness:

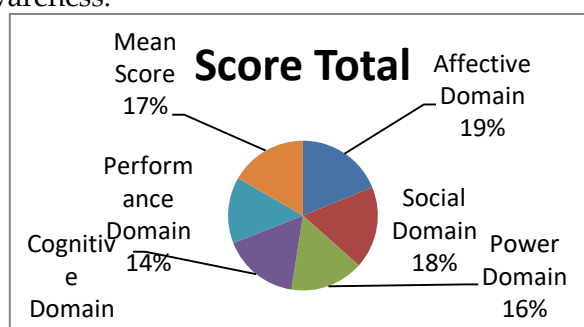


Figure 6. Students' Language Awareness Total Score

Based on the table above, by finding out the average of the language awareness from each domain, the students' language awareness is 76.65% which means the students have good language awareness based on the interpretation table in table 1.

Discussion

Based on the finding, the students have a very good affective domain, since they 86.67% total score which according to the interpretation table was in the very good category. Based on this, the researcher concluded that students may become more intensively, or holistically, involved and establish a personal relationship to language. It is natural that motivation to learn is increased when the emotions are positive: when interest is aroused by intellectual curiosity or aesthetic admiration. To acquire new insights into language may be fun, and should be fun, especially as many people still seem to have strongly negative memories about how they were taught foreign languages.

Next, the students have a very good social domain of language awareness. This data was concluded from the total score of the students' social domain which was 81.62% which according to the interpretation table was in a very good category. It means the students know how they will perceive the relationship between language and society: How is the language used, How do different groups use language, What norms exist, and What attitudes are held in language, especially English language.

Next, the students have good power domain since they have 73,13% as the total score. It means the students are good enough to be able to find out the hidden meaning in language, such as figurative sense. For example, "he wants a chair in the DPR" does not mean that person wants a "chair" literally, but he wants a chair as a position in the DPR. In

the power domain, the students are also able to make their assumptions based on what they hear or read.

Students have a good cognitive domain of language awareness. This conclusion was got because the total score of the student's cognitive domain is 75.96%. It means the students were guided to perceive organization principles in language, to see units, categories, rules, patterns, and contrasts, he is shown at the same time new cognitive strategies and perhaps skills.

The students have a good performance domain. this was proved by the student's total score from the performance domain which was 65.86% which was in the good category according to the interpretation table based on (Thoifah, 2015). It means that the students are good enough to be able to involve in participating in the language activity that will benefit their performance, whether it is their fluency, skill to communicate, writing skill, etc

In the conclusion, based on each domain of the students' language awareness, the overall score of the students' language awareness is 76.65% which was in the good category. It means that the students in English classes have good language awareness based on the five domains of language awareness. According to (Farahian & Rezaee, 2015), good language awareness has several advantages that can help students to increase the ability and capability of their language. To develop language acquisition, language learning and facilitate modern foreign language study by giving students knowledge about similarities and differences of their language. To prompted linguistic sensitivity to other languages to making sense of them. In brief, the students' language awareness can help them increase their ability, capability, knowledge, and sensitivity to language can make them easy o learn the language.

CONCLUSIONS

IAIN Bukittinggi students, especially sixth-semester students of English Education based on each domain of language awareness. From the affective domain 86.67% was obtained, from the social domain was 81.62%, from the power domain was 73.13%, from the cognitive domain was 75.96%, and from the performance domain was 65.86%. The overall score of the students' language awareness is 76.65% which was in the good category. This means that the students have good language awareness. Good language awareness has several advantages that can help students to increase the ability and capability of their language. Good language awareness can also increase student's language acquisition, language learning and facilitate modern foreign language study by giving students knowledge about the similarity and differences of their language.

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