An analysis of Students’ Awareness of Language Use and Language Knowledge on EFL Learners

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Suggestion for the Citation and Bibliography
Citation in text:
Huda, Roza, Lismay (2020) or (Huda, Roza, Lismay, 2020)

Bibliography:
Huda, Fadilatul, Roza, Veni, & Lismay, Leli. 2020. An analysis of Students’ Awareness of Language Use and Language Knowledge on EFL Learners. Journal of English Education, 5(2), 95-103. DOI: http://dx.doi.org/10.31327/jee.v5i2.1284

Abstract
This research was conducted based on the observation of a language development program where students were required to use English on certain days that are Monday and Tuesday. The purpose of this research was to find out the level of students’ awareness in language use and language knowledge. The researchers used descriptive quantitative method and the instrument used by the researchers was a questionnaire. Based on preliminary research, the researchers found some problems that occurred in the use of language and language knowledge in the VIII grade at MTs Sumatera Thawalib Parabek. There were some students talked without paying attention to the correct sentences and students rarely used English for communication or interaction. The sample was collected from 57 students of VIII grades MTs Sumatera Thawalib Parabek which used purposive sampling as the data was done by identifying the respondents’ responses, analyzing the data and making a conclusion. The result showed that the mean score of students’ awareness of language use has less awareness that the score is 58,74%. Furthermore, students’ awareness of language knowledge has enough awareness which score is 68,98%.

Keywords: language awareness, language use, language knowledge
A. Introduction

Language is a tool for the human to communicate with each other. There are a lot of languages in the world which become the reason why language is important to be learned; otherwise, someone cannot communicate with other people who use different languages. Lismay (2017) states that language is the principal instrument of communication. It is the instrument to communicate between the speaker and the listener or the writer and the reader. By using language, people can interact with each other, express their ideas, mind, and wishes. Every country usually has more than one language spoken by the society. Language has an important role and everyone needs to learn it. It occurs because language is used by almost people in the world.

According to Syafitri (2019) English is the most popular language studied as the official introductory language of 42 countries in the world. In addition, English also serves as an influential international introductory language. It is known that English becomes the most influential language in the world. One in five people in the world is able to speak or perhaps at least she or he can understand what someone says in English. In Indonesia, English has been taught since junior high school besides formal education. There are a lot of English courses outside the classroom. In formal education, it seems that English only focuses on how to pass the exam rather than the usefulness of the language. This phenomenon leads English language learning to many problems. According to Kardena (2019) learning English nowadays is not simply about producing sentences that are grammatically correct, but considering the appropriate use of those sentences based on mutual understanding among the language users. By considering the importance of acquiring intercultural competence in English, the students should be provided by some principles that lead them to know how to use English appropriately and accurately.

Language awareness is a term defined as the knowledge about language and language use. According to Association for Language Awareness (ALA) in Bilgin (2017), language awareness is a term defined as the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use. In other words, language awareness is people knowledge about language, a concise understanding of how people learn language and use language.

Based on preliminary research on the 8th of July 2018 by observation with the second-grade students in MTs Sumatera Thawalib Parabek, the researcher found some problems. There were some mistakes during the students speaking. For example, they said “two again” instead of “two more”. In Indonesian, the word “again” and “more” has the same meaning, however they cannot use it randomly in English. Another example, they said “where you eat?” instead of “where do you want to eat?”, however the students need to consider the use of language structure. In fact, language structure cannot be separated in communication instead of speaking because people can get misconception. From this, the researcher assumed that most of the students just talked without paying attention to the correct sentence.

Based on the observation, there were language development programs where the teachers and the students were obliged to use English on certain days. The purpose of language development program was to increase the students’ aim to speak English. It was not only used to raise students’ aim but the program also engaged the students’ motivation. Regarding to the goal of language development program, the students were expected to obey all of the obligation in order to gain the target. In the fact, the students rarely use English to communicate or interact with each other and the students tend to use Indonesian.

Based on the problem above, the researchers wanted to analyze about the students’ awareness of language use and language knowledge. The researcher wanted to find out the students’ awareness of language use and language knowledge. The research questions are formulated 1. What is the level of students’ awareness in language use at MTs Sumatera Thawalib Parabek? 2. What is the level of students’ awareness in language knowledge at MTs Sumatera Thawalib Parabek?
B. Literature Review

1. Language Awareness

Language awareness is a term defined as knowledge about language and language use. According to Association for Language Awareness (ALA) in Bilgin (2017), that language awareness is a term defined as the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching, and language use. In other words, language awareness is people’s knowledge about language, a conscious understanding of how people learn the language and use language.

According to Irwandi (2014) the objective of language awareness is to make the learners have explicit knowledge about the target language and how to use such knowledge in language learning and language use. Language awareness assume that there is a direct relationship between learners' knowledge of formal aspects of language and how they use the language. In conclusion, Language Awareness is the improve motivation attention of language use for learners. Language awareness makes learners more conscious and sensitive about language and increase learner motivation to know about language. Moreover, language awareness make learner interesting in learning language especially English. A focus on language awareness is a key aspect of creating student-centered classrooms.

2. Language Use

Language use refers to the communicative meaning of language. According to Yoos (2009) language use is the way we do things with words. The notion of language use becomes vital in understanding the concept of a speech community, language use needs to be applied when we want to talk each other. As a student, awareness on the language use needs to be applied in each of our conversation. Awareness of language use supports us to give a good presentation, increasing competence and a good performance in environment. As the conclusion, Language use refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and the structures we use to make it. Language use need in learning situation, such as in classroom interaction is the action performed by the students and the teacher during learning in class.

3. Types of Language Use

According to Wong (2011) there are 3 types: Communicative language practice refers to activities that aim to practice language in a context where it also exchanges new information, for example, information gap activities. Structured communication practice refers to activities that are intended to enable students to use language to communicate in situations that elicit pre-learnt language, but with some unpredictability, for example, structured role-play and simple problem-solving. Authentic communication practice refers to activities which allow learners to use language to communicate in situations where the meanings are unpredictable – again, drama, role-plays and group discussions are good examples. All these classroom activities involve varying degrees of unpredictability in terms of language and meaning. They aim to allow students to use the language.

4. Language Knowledge

Language knowledge refers to the outward appearance or structure of language. Attributes are technical and practical knowledge that must be explicitly acquired by thoughts and actions, and are also transmittable. Such learning situations should not involve unpredictability, such as in the target language application – it must be predictable. According to Chomsky (1986) knowledge of language is normally attained through brief exposure, and the character of the acquired knowledge may be largely predetermined.
5. Types of Language Knowledge

According to Wong (2011) there are 3 types: Non-communicative learning refers to activities focusing on language forms such as substitution exercises. Pre-communicative language practices refer to activities that aim to practice language with some attention to meaning, but not communicating new messages with others. Examples of such are question-and-answer (Q/A) practice. Since these classroom activities do not involve any degree of unpredictability in terms of language and meaning, they are language knowledge-based classroom activities.

C. Methodology

1. Conceptual Framework

![Conceptual Framework](image)

Description of students’ awareness of language use and language knowledge

Based on the figure above, the researcher investigated students’ awareness of language use and language knowledge. The framework above shows that there are language use and language knowledge. However the researcher focuses on analyzing the data of language use and language knowledge and the researcher got the result of students’ awareness of language use and language knowledge.
2. Research Design

This research used descriptive quantitative method. Descriptive quantitative research refers the semantic phenomenon via statistical, mathematical or numerical. The researcher analyzed the phenomenon that was found during the research.

The researcher conducted this research at the VIII grade of MTs Sumatera Thawalib Parabek. Based on this research, the researcher wanted to find the level of students’ awareness of language use and language knowledge at second grade of MTs Sumatera Thawalib Parabek.

3. Participants/Respondents/Population and Sample

A population is a group of researcher decided to do the study that consists of individuals who have the same characteristics (Creswell, 2012). The sample was the part of the population which is going to be researched in this research in finding certain data. The sample was the part of the population which is going to be researched in this research in finding certain data. The population of this research was the VIII grade students in the MTs Sumatera Thawalib Parabek. There were six classes of the second grade in this school. The amount of the students in these classes were 186 students.

The sample was the part of the population which is going to be researched in finding certain data. The sample of this research selected by purposive sampling. Arikunto (2010) explains that the purposive sample is done not by considering the strata, random or area but it is based on the certain purpose, the technique is carried out based on several considerations, for example the reasons for limited time, personnel and funds. The researcher used purposive sampling for some considerations because there are two applicable classes which can be identified by the researcher as those considerable classes are appropriate to be investigated. There were two classes of second grade students as sample. The first is VIII.4 class consists of thirty students and the second is VIII.5 class consists of seventy-seven students. As a result, 57 students as a sample in this research.

4. Instruments

Instrument is also important. It is device to get the data. It should be chosen according to the data we need. It is needed to get result, so the researcher get a conclusion. For answering the research question, this research used questionnaire. According to Sugiyono (2014), questionnaire explained the technique of data collection carried out by giving a set of questions or statements to the respondent to answer. The research used closed ended questions. Closed ended questions are questions that expect short answer and expect respondents to chose one alternative from the answers to each question that has been available. Closed ended questions help respondents to answer quickly, and also make it easier for researchers to analyze data on all collected questionnaire. In this research, the students were asked for a response to the questionnaire. That were 25 statements in language use and language knowledge questionnaire. The questionnaire was used to find out the students’ awareness of language use and language knowledge. The form of questionnaire was Indonesian, because to make sure the respondents understand the statements. In this research used the content validity. It means that the researcher should do validity to judge the questionnaire is valid by consulting the content expert. The questionnaire can be valid if it measures accurately as what was intended to be measured. It means that the research should do the validity to judge the questionnaire was valid by consulting the content validity to the expert. Syahrul, M.Pd, Drs. Genta Sakti, MA and Mutia Rahman, M.Pd were chosen as validator in this research because they were expert about variables of this research.

5. Technique of Data Collection

The crucial thing in doing the research is collected the data. In collecting the data, the researcher used close-ended questionnaire. Students’ awareness are analyzed through the prepared questionnaire about students’ awareness of language use and language knowledge. In line with the research design above, the data were taken from the questions that are given by the researcher. In
collecting students’ awareness of language use and language knowledge result, the researcher gave a questionnaire to second grade students in MTs Sumatera Thawalib Parabek. This questionnaire conducted to make sure that the students’ result was originally their awareness of language use and language knowledge. Students’ responses to the question are being statically analyzed.

6. Technique of Data Analysis
The analysis of data would do at the end of the research. This data were analyzed by using formula that stated by morrisan which was used to describe a data to a single variable or question on instruments. The analysis was used for answering the research questions, that was to find out what was the students’ awareness of language use and language knowledge at MTs Sumatera Thawalib Paraek. In this research, the data were analyzed by using these following steps:

a. Analyzing the data
   The researcher analyzed the students’ answer by using Likert scale. There were five options in answering the questionnaire. Those were always, often, sometimes, rarely and never. The point of always was valued as 5, meanwhile, the point of often was valued as 4, 3 point for sometimes, 2 point for rarely and 1 point for never.

b. The researcher calculated frequency (f) of respondents’ answer. The technique of analyzing the data in this research was percentage technique by using the formula \( P = \frac{f}{n} \times 100\% \)

c. Then measuring Mean of the data by using a formula \( \bar{X} = \frac{\sum fx}{N} \)

d. Drawing the conclusion
   The researcher calculated all the data percentages got from each indicator to gain the conclusion for each indicator. Furthermore, in order to draw the conclusion, the total of data result was calculated into the table of data interpretation to see the amount of percentages result. Categorizing the students’ awareness as followed:

| Mean Score       | Perception  |
|------------------|-------------|
| 76% - 100%       | Good        |
| 56% - 75%        | Enough      |
| 40% - 55%        | Less        |
| > 40%            | Poor        |

D. Findings and Discussion
1. Findings
   In this section, the researcher presented the data collected from January 14th until January 20th 2020 at the second grade in MTS Sumatera Thawalib Parabek. The data were presented to answer the following research question: what is the level of students’ awareness in language use at MTs Sumatera Thawalib Parabek and what is the level of students’ awareness in language knowledge at MTS Sumatera Thawalib Parabek?

   The finding is devided into two indicators; according to Wong (2011) there are language use and language knowledge. The following description of students’ awareness of language use and language knowledge.
A. Language Use

In the theory according to Wong (2011), language use consists of three indicators. They are; communicative, structured, and authentic. In the questionnaire there were 5 statements per each indicator. The results of students’ answer are displayed in the diagram as follows:

![Figure 2. Students’ Awareness of Language Use](image)

The mean percentage of this finding was 58.74%. Based on the diagram, it can be concluded that the students’ awareness of language use was "less". Half of students of second grade at MTs Sumatera Thawalib Parabek are not aware to use English, whereas in MTs Sumatera Parabek there are language development programs where the teachers and the students are obligated to use English on certain days.

B. Language Knowledge

In the theory according to Wong (2011), language use consists of three indicators they are; non-communicative learning and pre-communicative language practice. In the questionnaire there were 5 statements per each indicator. The result of students’ answer is displayed in the diagram as follow:

![Figure 3. Students’ Awareness of Language Knowledge](image)
The mean percentage of this finding was 68.98%. Based on the diagram table, it can be concluded that students’ awareness of language knowledge was “enough”. Some of students wrote the new vocabulary in a memo to remember the word, even though some of students didn’t use the correct sentence when they spoke. For example, they say “two again” instead of “two more”. In Indonesian, the words “again” and “more” have the same meaning; however the students cannot use “again” and “more” randomly in English.

2. Discussion

Awareness is same as consciousness. According to Roza (2014) consciousness is as awareness. Awareness is state or ability to perceive, to feel or to be conscious of events, objects, or sensory patterns. More broadly, it is the state or quality or being aware of something. Meanwhile language awareness is a term defined as knowledge about language and language use. According to Association for Language Awareness (ALA) in Bilgin (2017) language awareness is a term defined as the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use. In conclusion language awareness is the improve motivation attention of language use for learner. Make learner more conscious and sensitive about language and increase learner motivation to know about language.

Based on the finding of the data above, there were two findings in the questionnaire. It showed that there were 25 items that were answered by 57 students as sample. One statement consisted of 5 possible answers. They were: always, often, sometime, seldom, and never. From the table above it can be seen that there were 3 indicators of language use and 2 indicators of language knowledge. It is found in language use there are: the first is communicative language practice, the mean percentage was 55.9% which means that the students have enough awareness in communicative language practice. The second is structured communication practice, the mean percentage was 68.2% which means that the students have enough awareness in structured communication practice. The third is authentic communication practice, the mean percentage was 40.5% which means that the students have less awareness of authentic communication practice. The next in language knowledge there are: the first is non-communicative language practice, the mean percentage was 77.9% which means that the students have good awareness on non-communicative learning. The second is pre-communicative language practice, the mean percentage was 50.7% which means that the students have less pre-communicative language practice.

From those findings, it can be concluded that the first finding was language use. Language use refers to the communicative meaning of language. According to Yoos (2009) language use is the way we do things with words. The notion of language use becomes vital in understanding the concept of a speech community, language use needs to be applied when we want to talk each other. As a student, awareness on the language use needs to be applied in each of our conversation. Awareness of language use supports us to give a good presentation, increasing competence and a good performance in environment. The mean percentage of about the students’ awareness of language use was 54.88%. Based on the data interpretation in table 1, it can be concluded that the students’ awareness of language use was less. Half of students of second grade at MTs Sumatera Thawalib Parabek were not aware to use English, whereas in MTs Sumatera Parabek there were language development programs where the teachers and the students were obligated to use English on certain days.

The second finding was about students awareness of language knowledge. Language knowledge refers to the outward appearance or structure of language. Attributes were technical and practical knowledge that must be explicitly acquired by thoughts and actions, and were also transmittable. Such learning situations should not involve unpredictability, such as in the target language application – it must be predictable. According to Chomsky (1986) knowledge of language is normally attained through brief exposure, and the character of the acquired knowledge may be largely predetermined. The mean percentage of this finding was 58.81% based on the interpretation table, it can be concluded that students’ awareness of language knowledge was
“enough”. Some of students wrote the new vocabulary in a memo to remember the word, eventhough some of students didn’t use correct sentence when they spoke. For example, they say “two again” instead of “two more”. In Indonesian, the words “again” and “more” have the same meaning; however the students cannot use “again” and “more” randomly in English.

According to the findings that were investigated by the researcher toward two formulation of the problem, the researcher concludes that the students’ awareness of language knowledge have the higher than students’ awareness of language use, because the percentages showed the students’ awareness of language knowledge is enough (68,98%), while students’ awareness of language use is less (58,74%).

E. Conclusion

From the above findings, the conclusions can be drawn that the students’ awareness of language knowledge was higher than the students’ awareness of language use. It is expected that the students could follow Language Development Program seriously, because the students actually has the less awareness on language use and enough awareness on language knowledge. the researcher would like to suggest, it is expected that the students could follow Language Development Program seriously, because the students actually has the less awareness on language use and enough awareness on language knowledge. Surround yourself in English. Put yourself in an all English environment where you can learn passively because if you can do it, you can also make people more aware of using English.

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