

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter presents the finding and discussion from the study in order to answer the research question. The research is about language awareness on English online learning for senior high school students. Research will be presented in the form of description, based on data that have been obtained in this research either through observation and interview which was done by the researcher for 2 weeks.

A. Findings

In the data presentation, the researcher would like present about the data that has been gotten during having observation on online class. It is based on the formulation of the research question, it is based on how are students' awareness in using English on online learning in senior high school Man 1 Murung.

The researcher collected the data related to the problem statement by doing observation to look for information about the how are students' awareness in using English on online learning for senior high school students. The results of this study researchers found that how are Students' Awareness in Using English on Online Learning.

a. The Students' Awareness in Using English on Online Learning in Senior High School MAN 1 Murung.

Based on the formulation of the problem in this study, the following research results will be discussed: 1). How are students' awareness in using English on online learning for senior high school students. Based on the data obtained during the online classroom observation using the Via Zoom application, it was found that students' awareness in using English on online learning

at MAN 1 Murung Raya in class XII IIS on average were aware of the language structure when it was used , students were quite responsive to using Grammar and understand.

Firstly, the researcher wants to discuss the general description of the research location and a little description of the students and teachers in MAN 1 Murung Raya. In MAN 1 Murung Raya it is divided into 3 (three) departments, there are majors: IIS, MIA , and Islamic and there were are 20 classes. In each major, it is divided into several classes, such as the IIS class X is divided into three classes, there are: IIS 1, IIS 2 and IIS 3. MIA 1, MIA 2, MIA 3, and so on until class XII. Except that the Islamic is only one class.

The school learning schedule is from in the morning to evening, normally it starts at 07: 30-14: 30 WIB. But after the pandemic-19 the school schedule was changed, it opens at 07: 30-11: 00 WIB. In MAN 1 Murung Raya there are students who enter formal schools and Non formal students (santri). The location of the school is in the mountains and the students come from various villages, some of which live in cities with lots of signal, wifi and others. And there are also geographic student places where there is no signal and even wifi because of the location of the village, so it is not possible for all students to actively participate in online learning.

The second, according to the title the researcher discussions online learning. Online learning is very negative for students but there are also positives. Negative effects of online learning are students should study independently, do not meet friends, need money lavish to buy the quota. The positive effect of online learning are students who only stay and study at home without having to get ready to take a shower leaving early to go to school so that it greatly lightens the burden on students.

Online learning requires strong persistence for students so that there are no lazy words for students to take part in school lessons or discussions. Because, online learning is often used by students as a reason for not taking part in online learning. There are many reasons why students don't take online classes such as: bad signal, no quota, broken smartphone and working to find money to help their parents.

Discussing online learning is indeed difficult for teachers and students at MAN 1 Murung Raya. Because when the students returned to their hometown village there was no signal. Likewise, teachers will find it very difficult to give assignments and give grades to students who are less active and not present when online learning takes place.

The researchers wanted to discuss student's language awareness in using English. The first day of observation on November 9th, 2020, the researcher followed an online class learning in class IIS XII using an Application Zoom Meeting. The researcher found that the students of the class IIS XII had sufficient English awareness. It is known that when learning students always use Indonesian. One of them is asking the teacher and talk to the teacher. However, when the teacher explains about the use of Grammar and how to use Grammar, students are diligent in learning, competing to answer and knowing the meaning of Grammar when the teacher asks students and students to answer. Students have enthusiasm to learn English, it is known that when research takes part in online research learning to get students to actively ask their teachers when they do not understand the new knowledge that the teacher explains.

The second day of observations on November 11th, 2020. The researchers following online classroom learning at MIPA 3 XII class using Application Zoom Meeting. The researcher found that the students in each class looked enthusiastic and had the intention to learn English

more deeply. When the teacher explains, then the students' questions and when the teacher explains again the students ask again. Students in this class each have the intention to be able to master learning English with correct Grammar when talking to someone and using Grammar.

The third day of observations on November 12th, 2020. The researcher following online classroom learning in the IIS 1 XII class using Application Zoom Meeting. There were instances where teachers and researchers waited for the presence of students, but none of them attended the learning in the ZOOM Meeting application at that time. "This is an example of an obstacle to distance learning". So the schedule was changed again another day. For online learning it is very difficult for students when students have internet problems or other problems. But this is also a problem for the teacher. Using the ZOOM Meeting application is indeed very effective for online learning to take place so that there is a relationship between students and teachers and also good because it can be face to face.

The Fourth day of observation November 19th, 2020. The researcher following online classroom learning in the IIS 3 XI class using Application Zoom Meeting. The researcher and the teacher are waiting for their students to attend the lesson. Many students who come in and out of the online classes are identified because of signal problems. Students have difficulty following online learning because of bad signals. It is known that when the researcher interviewed several students, students answered that they had difficulty taking online classes when there was a bad signal when the teacher explained that students sometimes did not hear and sometimes did not understand what the teacher explained. But students are still actively participating in online learning even though the signal is bad.

The fifth day of observation 23rd, 2020. The researcher following online classroom learning in the IIS 3 XI class using the Application Zoom Meeting. The researcher found students who had good responses when participating in online learning English. This is known when the teacher explains the new knowledge that students respond to, absorb and accepts the learning. It is known that when the teacher speaks new vocabulary and English pronounces the students simultaneously. Likewise so on when the teacher explains the students carefully pay attention to what the teacher explains. So that when the teacher asks students if they can immediately answer.

There are five domains the scope of language awareness formulated by James & Garrett (1991).

1. The Affective Domain

Language awareness recognize that learning is done with the heart as well as the head. During the observation, the researcher found that students responded and paid attention to what the teacher explained about when the language was used and the students' intend to learn a second language. When online learning takes place students store the knowledge they receive and respond to the teacher when the teacher asks and answers the teacher's questions correctly.

When the online learning observation took place, the researcher found that students had various responses to direct learning. From here the researcher wants to discuss the SUB-Domains from the affective domain:

- 1) Receiving, at the time of learning, students only need to receive English learning and receive online learning. It is known when there is an intention of students to take part in online learning and try to actively learn new things when they do not understand the material being explained by the teacher.

- 2) Respond: the students are quite responsive in answering questions raised by teacher during class hours. This is known when the teacher throws some questions, the students respond and respond to the teacher's questions quickly. students respond to all of the teacher's explanations and students can correctly answer the questions the teacher asks when the teacher gives questions.
- 3) Valuing, Organization, Characterization: Of the five sub includes a feeling, emotions and attitudes. During observation the researcher found these three things in the students " feelings , emotions and attitudes ". The feelings and emotions of students in terms of online learning are those who ignore online learning, there are students who did not participate in learning, there are students who are busy with work, there are also students who are lazy to take part in learning. Lazy here can be said by: students are still sleeping because the class starts at 07:30 WIB . Some students' responses to online learning are enthusiastic about taking part in learning, some are too lazy to take part in learning. There are several reasons for the lack of student interest in online learning such as signals, not having a quota and being busy working to find money to help families. For students whose interest wants to take part in online learning but is pampered by circumstances with bad signals.
- 4) Attitudes: for some students who really have an interest in learning online. But, there are also some students who underestimate and neglect to take part in learning. Students' have attitudes when learning English they are quite polite and have an interest in learning a second language even though some students think that English is a difficult subject. But it should be during English class that at least few students must use English. For example, when asking for the teacher. In all classes, the researchers found that all students speak Indonesian.

2. The Social Domain

This theory according to Donmall (1985) LA work can be geared towards building (better relations between all ethnic groups by arousing pupils' awareness of the origins and characteristics of their own language and dialect and their place in the wider map of language and dialects used in the world beyond). During the observation the researcher knew that their first language was "*Bakumpai*". But their social spirit and tolerance for second languages are very high. Like they have learned to pronounce English several times so that students realize that in that world there are many languages created so that students learn a second language dialect even though it is difficult for them to learn a second language because their first language is not English.

- 1) Deepening understanding: It appears that students at MAN 1 Murung Raya have the intention to deepen their knowledge of English. It can be seen that when the teacher explains the topic of learning, students are very active asking questions when they don't understand.
- 2) Fostering tolerance: Students has tolerance towards a second language. Even though, their first language is predominantly "*Bakumpai*" and " *Banjar*". Students have the intention to learn English and learn how to pronounce English correctly. It can be seen during class hours that students follow their teacher in speaking English when the teacher explains the material.

3. The Power Domain

At the time of observation in each class the researcher found that out of 100% of the students only in the 50% category of mastering English. Because there are some that can and many cannot. From the observations, the researcher found that students could answer English questions when the teacher was just explaining. If the teacher immediately asks without

explaining first, the students cannot answer. Without being helped by the teacher, many students who could not answer the teacher's questions during the evaluation answered several English questions. Examples of topic lessons during online learning with the topic "Participle Adjective".

Example questions:

- 1) *I am tired*
 - a. *I'm tiring*
 - b. *I'm tired*

Meanwhile, according to Lancaster (Fairclough, 1989, 1992) he argued that LA work can alert students to the ways in which language can be used as an instrument of manipulation. Thus it is possible to develop students' linguistic sensitivity and vigilance, and to empower them in their own use of language. Students simply develop their knowledge and sensitivity to knowledge of the English language. But in this power domain, there are people who really fall into the category of people who are aware of English.

According to the theory of James & Garrett "It deals with the constraints' understanding of a language, such as, communication language contexts, relationships (interpersonal meanings), values, attitudes, cultural and political organizations of the language. During the online learning process, the teacher teaches students the context of the theory of *words, phrases or sentences* (1991). Based on the findings above, it can be seen that there is a Communication language contexts and relationships between teachers and students to improve their understanding of the contexts of the second language.

4. The Cognitive Domain

LA can develop awareness of patterns, contrast, systems, units, categories, rules of language in use and the ability to reflect on them (Donmall, 1985, p. 7).

The cognitive domain contains learning skills predominantly related to mental (thinking) processes. Learning processes in the cognitive domain include a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research. There are six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, evaluation.

- 1) Knowledge: managing the new information they get. Students at MAN 1 Murung Raya have the skills to remember new knowledge they have just learned. When teachers actively ask students about Grammar for the topics they learn every day, students can apply the second language knowledge process so that students quickly understand what the teacher explains.
- 2) Comprehension: building understanding. It can be seen at the time of observation that the teacher and students look cool learning together. The teacher explains and the students ask. And so on until students feel satisfied and understand the new theory of knowledge they get.
- 3) Application: analysis, synthesis, evaluation : these four categories are synonymous with applying knowledge . Students and teachers in online teaching have these 6 levels in the cognitive domain. This is when researchers observe in online classes getting students and teachers to apply, analyze and evaluate each other when learning has entered the end of learning. The existence of questions and answers between students and teachers.

5. The Performance Domain

When the researcher made observations at the first meeting and so on in each class the researcher observed. Researchers It was found that there is student awareness to become better language learners, learn fluent English when the teacher teaches English pronunciation correctly so that they are skilled to be able to speak English in front of the crowd. This is stated by (James and Garrett eds. 1991) "The performance domain seems to be still dubious. Does

Language Awareness help people to become better language learners? More fluent speakers? More skill full communicators? Better persons? Opinions seem to be undetermined". In The Performance Domain according to Donmall (1985: 7) once more, heightened awareness may be expected to bring pupils to increase the language resources available to them and to foster their mastery of them". It can be seen that when the learning takes place in an online class there is a student's intention to improve their mastery of English both in Grammar and in English pronunciation. This can be seen when the teacher explains the theory of English, students ask questions when they don't understand. Likewise, when the teacher pronounces the English word / sentence the students follow to pronounce the English sentence until it is correct together.

When the researcher observes in each class the researcher finds that students during the only learning process always use Indonesian when asking the teacher, class discussions take place and so on. But when answering questions from the teacher, students can answer. As well as the desire to learn knowledge of English, it is in each class that students are aware of a second language.

Based on the results obtained by researchers during observation following online learning using the ZOOM Meeting application. The researcher found that students during the online class did not use English when asking the teacher, talking to teachers and other students, and class discussions. But students use English when answering questions from questions that have been listen in the Zoom application as well as when reading theory or speaking a second language when the teacher says vocabulary and sentences of English and then students say.

B. Discussion

After the data has been obtained and the process based on the description above, the research has written and analyzed the data obtained the above findings. The researcher also knows students' awareness in using English on Online Learning.

Based on research during some observations, the researcher found that there were students' awareness in learning English. This get in the classroom when researching online there issensitivity and awareness of students will be the nature of that role of English language is important to them in life. As explained according to "Malmberg (2001: 141) : language awareness is a person's sensitivity to and conscious awareness of the character of language and its position in human life".

Meanwhile, based on our analysis of the above data it is known that the student has the aspect of each of the scope of Language Awareness as known to researchers many students who have a sense of curiosity towards a second language. Although, for students English is a difficult language. Because the majority of their first language is the language of "*Bakumpai* ". But students try to increase their knowledge of the second language and the usefulness of the second language. So it can be said that the results of this analysis are in accordance with the theory proposed, according to Tomlinson (2003) expresses that LA is a "intellectualcharacteristic which develops through paying encouragedinterest to language in use, and which permits language beginners to steadilybenefit insights into how languages work "(p. 251).Bearing in mind this statement, the researcher focuses his attention on cognitive aspects and performance aspects.

In addition, the National Council for Language in Education (NCLE) claims that Language awareness is "a person's sensitivity to and conscious awareness of the character of

language and its position in human life" (as stated in Fukuda, 2009, p. 4). This conception shows us the importance of a learner's disposition and / or decision when learning a language, not just in terms of paying attention to teachers or understanding about structures, but also, social construction, affection and other implications. This is included in the aspect of the affective domain aspect.

In few words, Helot and Young (2002) outline language awareness as a count of sensibility and interest for the language (p.108). Based on this contribution, affective and cognitive aspects contribute in language learning. They highlight the importance of learners' inquiry and willing decision to learn a language. Students have good relations with various ethnicities and even students appreciate using English wisely "LA work may be geared in the direction of building (higher family members among all ethnic corporations through arousing pupils' awareness of the origins and traits in their personal language and dialect and their area with inside the wider map of language and dialects used with inside the international beyond" (Donmall, 1985: 8). This is included in aspect performance and social.

According to the theory of James & Garrett (1991), " It offer with the constraints' know how of a language, such as, talk language contexts, relationships (interpersonal meanings), values, attitudes, cultural and political businesses of the language. This theory all aspects of the domain, where students have everything in this theory.

Based on observations made by researchers, students entered the scope of language awareness by James & Garrett (1991). In the scope of language awareness there are five domains, including : Affective, Cognitive, Power, Social and Performance. For each aspect of scope LA , students have the five aspect domains. As has been explained, the researcher is

finding when the researcher makes observations in online schools using the Zoom Meeting application. However, there are some things that students have not done completely, due to signal constraints and internet quota to be able to take part in online learning and various other reasons. as according to Krathwohl (2001) said, The affective area includes our feelings, emotions and attitudes. The affective area includes our feelings, emotions, and attitudes. the area consists of the way wherein we cope with matters emotionally, which include feelings, values, appreciation, enthusiasms, motivations, and attitudes. From this theory, so long as students and teachers do distance learning using the Zoom Meeting application for online classes students lack appreciation, enthusiasm, motivation, and attitude.

Based on researcher interviews with students who study online, students complain a lot about the signal network. Because for them the signal and they don't have internet quota to access them to the internet is very difficult for them to learn. Especially for students whose village conditions are so bad for internet signals. But students still have a desire to improve their mastery of a second language.

Based on the results of researchers, finding and discussion. Researchers found that students at MAN 1 Murung Raya were included in the 5 scope domains of Language awareness according to James & Garrett (1991). So the result is that students' at MAN 1 Murung Raya Awareness in English and students remain very enthusiastic and excited and also have a tolerance for learning new theories from their second language.