

CONSCIOUSNEES AND STUDENTS' VICTORIOUS IN ENGLISH AS A FOREIGN LANGUAGE

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Abstract: *The purpose of this research is to help the learners to awareness and get the victorious in English-Awarnessin context. Because, conscious learner palys an important rule to help the learners to improve their knowledge in mastery English as the second language. Through the comprehension of material the learners are active to use English in context. Teachers give the big influence in teacing and learning process. Through the right concept of teaching it can improve the students awarness in English as the second language based on the material. On the other hands, the learners have good motivation to develop their knowledge, skill, and increase their capacity to mastery English in context. The method used in this research was theories which relate to the topic discussed. The works that are discussed in this paper have been researched in the library.*

Keywords : *Consciousnees, Students Victorious, Foreign Language*

INTRODUCTION

Language awarness is part of WHAT the teacher choose to teach. Language awareness blends : a) Content about language, b) Language skill, c) Attitudinal education, and d). Metacognitive opportunities. It means that there are many aspects in language awarness. As a teacher we have to know that in language awarness is not only about grammar, or vocabulary, but there are many aspect that we can explore to increase student ability in language awarness.

By increasing language awarness in teaching and learning process student can easily to get the comprehension, understand, appreciate, and they can use they language more better. In the other hand they know about the material. A focus on language awarness is a key aspect of creating students – centered classrooms, and assist the teacher to present materriall accordingly to students readiness (Bilash and Tulaseiwicz, 1995,p:49) . It means that teacher must prepared themselves very well to anticipate the situation, and will face the students colorful of weaknesses.

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Students were made aware that responses to people vary according to how we view and value them. In some classrooms, the talking or conversation was purposed toward how we might more appropriately speak with different people. (Olenka Bilash). Brown (2007) proposes an attractively simple distinction whereby competence can be viewed as a learner's "underlying knowledge of the system of a language –its rules of grammar, its vocabulary.... and how those pieces fit together, and where performance includes "actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events" (p.36).

In language awareness we allow the students to describe the process of language acquisition and language comprehension in the process of teaching and learning. Students can get their own understanding about the material that they want to study about. Language.

HOW DO WE BUILD LANGUAGE AWARENESS IN THE SECOND LANGUAGE CLASSROOM ?

When we manage the mid test or final test for our students, we do the test to measure their ability in comprehension about the material , especially in Second Language. In their own mind, they can analysis about their own language's structure and the function of the use of language.

In this case, students can analysis the subject that they learn , for example, the students do vocabulary exam, they analysis about the matching word that suitable in each sentence. They know the connection or relation between the vocabulary in the sentence, and they can divided the function of the vocabulary in the sentence. This process can make students recognize the function of the structure of the sentence and the formation of the sentence.

Building language awareness also can make their attitude to be positive toward the Second Language. They can increase and develop their ability in studying . we can develop the strategy in teaching and learning process, making their enthusiastic and creative in Second Language, more responsible about their own language. In this process students can involve deeply in teaching process by using the classroom and applying the Second language in the others courses.

HOW CAN STUDENTS' LANGUAGE AWARENESS BE INCREASED ?

There are many ways to increase student awareness in Second Language . as return below :

- a. **Open Discussion:** This session is very useful for students to know about other language. The teacher give the material about the topic in this discussion. The theme of the topic is about other languages. For examples the language that is used in India. There are many languages that used in India. The separate based on status, tribe and condition. For examples. English used in office and many Hindi Languages used in society. Another example, in Canada, there are more than one languages use by people there. French and English. The discussion lead students to recognize and they can compare the other languages that is used in abroad. It can make them realized that language is very useful.
- b. **Synonyms and Expressions :** This action or activity can lead students to know about the synonyms and expression based on the meaning from the context. But this is not only about that because when the analysis there is a content of culture too. For example, show two pictures for the students, the one picture is about the flood in big city in Jakarta, the other about illegal logging in Jambi Province in Sumatra. Ask them to read the information from the picture and ask them to give comment about that. There are two word "flood" and "illegal logging". This picture to show the side effect about the human error in our country, that related each other.
- c. **Social Register:** students know about the function of language in formal and informal situation. They can describe by using the material that the teacher give to them. Response from students may range from crude to formal. Students are then made aware that responses to people vary according to how we view and value them.

The conversation may then be directed toward how we might more appropriately talk with different people. Next, the teacher can present the following role-play to students, the dialogue listen years old speaking with her elderly uncle.

Where did you get that hat?	I acquired it from an acquaintance
It must have been dear	Yes I believe it was rather expensive
My friend saw the ghost the other day	Really, I don't believe in apparitions
It chased him up a tree	How can one be pursued by apparition?
I thought it was funny	Yes, that very droll.

- d. Language Variation or Dialect : teacher can use many media as the sources of information , for example, from internet, so many information exist in internet especially about the variation and dialect entire the world. The teacher can use other pronunciation from other languages. For examples, English, America, Australia, Malaysia, Singapore, etc. The aims of the activity to make the students recognize and can make their own perception about other language. They know about the differences and kinds of colorful languages in the world. They know that language is not easy to understand because many kinds of dialect and. They know about the people or speaker live and use their own languages. When we show about the languages in Africa there are many tribes that influence each other when they speak up. In Swahili, pronunciation is similar with Indonesian language. In Malaysia, people from Indonesia can understand easily about the dialect. And pronunciation is a part of the most important in language. But the thing for sure, the students aware that English is used in many part of the world, even though many country still using their own language as the first language in their own country.
- e. Word Origin: Ask the students to work in groups or pairs. Giving the clear clues to make the lesson is easy for them to understand. You can give simple example, write in whiteboard or blackboard the word “COMMUNICATION” ask them to find out the root of the word.
- The must be curious because they thought that is it a native from Indonesian. Many words in Indonesian adopted from other languages in the world, one of them is from English. Indonesia is used Malay Language for the first time, and then became to be Indonesian. The history of language can make the students realized that language need process to develop.
- The purpose of this activity is to make students know about the influence from other languages in the world. The influence can make the Indonesian Language more largely.
- f. Learning to use context clues or global understanding : support the students to read many resources to increase their schemata on Language. For example, reading a novel
- g. Cognates : cognates are words in 2 or more different languages that are similar in meaning and form. (i.e. “house” in English and “haus” in German). Students know about the cognates, when the analysis other language they try to find out about it.

Three specific ways in which the foreign language contributes to “awareness of language”, they are :

1. By positive feedback on the mother tongue and cultural stereotypes
 2. By encouraging close attention to matching words meanings
 3. By building confidence in what Halliday called the ‘mathetic’ function of language
- a. Foreign language feedback on mother tongue .
With able pupils, the effect of the foreign language on use of the mother tongue can be dramatic. In Hawkins (1999:chapter 12). He describes the way in which a gifted pupil, who had lost the incentive to improve his indifferent written English , found a new interest in language through his exploration of German and French.
 - b. Matching word to meaning
Their emphasis on the primacy of meaning is something that foreign language learners and teachers understand. The matching of new words to meaning is their bread and butter. It means that it cannot separate, because there is tight connection and relation.
 - c. Gaining confidence in the “mathetic” function language
Halliday did not discuss about adolescent language, but there is good evidence that the “mathetic” function, using language to learn new things about the world, going beyond what is familiar , decline largely because of insecurity, with the need to make sure that one is accepted on the home ground among those whose opinion matters.
 - d. Mastering the mother tongue
If we believe in a state system of education, offering equality of opportunity, as essential foundation must surely be to give all pupils a confident mastery of the language in which the school process is delivered.
 - e. Learning how to learn foreign language
The fifth component is of course , the exploration of a foreign language . the choice of which language to study will be less important than the way it is approached . some languages may lend themselves better than others, and staffing constraints will determine choice of language in many schools.

The concept of the existence of successful language learners, and arrange that the concept of learning strategies raise to be connected with successful language acquisition. Furthermore, an interconnectivity between learner strategies and these other factors in the learning process can be gone forward established. Rubin (1975,p.42) considered successful learning to dependent on

three variables – “aptitude, motivation and opportunity.” and how factors are linked to the learning process is discussed below.

CONCLUSION

Language awareness plays an important role in language. We can give more practice to our students if we recognize the rules and pattern on it. Language awareness gives us the key to make teaching and learning strategy more valuable.

As a good teacher we have to motivate our students to increase their ability in comprehending and understanding Second Language. In this case we have to give the material more functional for them. Language awareness has many advantages when we apply the good way in managing our own method to teaching our students, in class room activity. Being a motivator and good facilitator as a teacher makes the teaching and learning process more useful for them. Because, language awareness gives us insight to make it clear about the core of the content of the language, especially in teaching English as a foreign language. I hope many teachers can apply the way they teach especially to develop Language Awareness in teaching process.

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