The Social Factor of Second Language Acquisition on Adult Learner

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Article Info	ABSTRACT

Second language learning for adults is an activity to help adults in acquiring a second language is done conciously. The learning process for an adult second language is unfounded educator considerations but based on interests learners. Educational implications for practical adults is a necessary understanding of characteristics of adult education, principles, methods, and learning techiques second language for people mature. The aim of this study is to find out the social factor in the classroom influence second language acquisition in adult learners. The researcher found there are classroom situations, namely: Teachers strategy, students' personality include (Motivation, introversion/ extroversion, self-esteem, inhibition,), and the last learning the English language as apart of a group.

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INTRODUCTION

Language is a tool to communicate between humans in the form of sound symbols produced by human speech organs. Language learning is crucial for both personal and professional development. Being able to communicate in multiple languages can enhance opportunities for education, employment, travel, and cultural exchange. In addition, language learning can improve cognitive skills such as memory, attention, and problem-solving abilities. Moreover, learning a new language can foster empathy, intercultural understanding, and social connections with people from diverse backgrounds.

The first language a child learns is their mother tongue. It is the language their have been exposed to since birth in this world. The second language can be defined based on the order, namely the language that acquired or learned after web master the first language (L1). In contrast to the acquisition of the L1, generally the L2 is obtained from the conscious process through learning. In this case, Language learning finds application from one of the sciences about it, namely: psycholinguistics. Specifically, it refers to the theory of the process through which humans acquire a second language, or pick it up. This is primarily a subconscious process that occurs when we are concentrating on conversation. It can be compared to second language acquisition, which outlines how

formal language education facilitates language acquisition through more conscious mechanisms.

Language acquisition involves various abilities such as syntax, phonetics, and vocabulary. Usually, language acquisition refers to the language acquisition of the first language that examines the acquisition of foreign speakers of they mother tongue. The intelligence of the children and the adult is very different. Intelligence is divided into two, namely inductively and explicatively. Inductive in the child intelligence means that the child learns individually by herself. They learns naturally, pays attention to the environment observing people speaking then they can remembers and applies second language. The explicative intelligence is that children are weak in understanding learning things by paying attention to explanations. In adults, they can be taught a second language in inductive and explicative way. They can be taught a second language by pay attention to the second language that is being applied or practiced, then they can understand and remember the pattern of the sentence and they can be used for practice. Adults can acquire second language by snoring explanations.

From the statements, we can be concluded that in obtaining a second language for children and adults there are social factors. But in this study, researchers will focus on the language acquisition of a second language by adults. There are two social factors that can be a method of obtaining a second language, namely: natural situation and classroom situation (Steinberg 2021). Natural situation is when a learner learns to acquire a second language by entering into the language environment of the language to be acquired or in another language of the target language. The classroom situation for adult learners who want to acquire a second language is that they will enter a class room and receive the second language systemic and structured instruction from te teacher on the second language. Therefore, intelligence about understanding the material being delivered and full concentration is needed. Learning a second language in the classroom involves practical application. Since English was the subject of this study's second language component, the researcher looked at classroom contexts related to learning English as a second language. The researchers focus to look at the methods, viewpoints, and outcomes of adult students learning English as a second language in the classroom. However, the formulation of this research problem is what are the social factor situations can influence that the adult students learning English as their second language?

THEORY AND METHOD
Second Language Learning

Learning is a process that occurs between acquisition and expression. Krashen, (1981), Second language learning for adults is an activity to help adults in acquiring a second language is done consciously. Learning process adult second language is unfounded educator considerations, but based on interests learners. Educational implications practical adults is a necessary understanding of characteristics of adult education, principles, methods and learning techniques second language for people mature.

As we know that kids learn languages better than adults. Young second-language learners seem to learn quickly from exposure rather than instruction, supporting this theory. Steinberg et al. (2001) lists several factors affecting second-language acquisition. These factors are psychological, social, and other psychological. Steinberg et al., (2001) considers three psychological types. Analytical grammatical structures and standards require intellectual reasoning. If language learning survives, memory is essential. Motor skills—how a second language is pronounced—are the last category. Second, social

situation. Situations, locations, and interactions can affect second-language learning . This category covers second language context and people. Thus, argument will center on the classroom and nature. Finally, psychological factors. It involves how personal factors affect second language learning. The condition of psychological students is intellectual, memory and students' skills in analyzing grammatical, words, and fluency structure. The social situation divides students based on in the student's environment. Social interaction, learner experience and the determining environment both naturally and formally (in the classroom) describes the relationship between the learner and his physical environment. internal learning factors such as the role of the first language, motivation, an Attitude is also very important in determining the success of second language acquisition. Thus, the debate will focus on language community setting, motivation, and second language learning attitude.

The Age Factor and Biological Factor

Age and biological factors also influence a someones success in learning a second language, this is related to brain function which loses its flexibility after entering puberty. The older a person is, the less the performance of his brain. So for adults and above will require extra effort in remembering words or sentences in the foreign language they are learning. Age and biological factors that influence the process of acquiring a foreign/second language include:

a. The critical period hypothesis is a period in which language acquisition occurs naturally and effortlessly.

b. Cognitive explanation which provides an explanation that language learners learn a second/foreign language by learning about language, namely studying linguistic rules consciously.

c. Affective explanation is what distinguishes the level of primary language and secondary language.

Children and adults have the same capacity fo learn their second language; however, children will learn syntax more easily than adults. Children will have an advantage over adults when it comes to learning the grammar of a second language, even just by watching YouTube, children can remember and practice their second language without the help of a teacher. That's because there is a theory that says that childhood has a strong memory so that in childhood acquiring a second language is easy to do. As according to Steinberg et al., (2020) who said that children have a strong memory at the age of 7 years, so it is very good at that age after the child acquires the first language, the child is invited to acquire a second language. Of course, because of the memory of a 7-year-old child according to Steinberg et al., (2020) the method used is to remember, the child will be given a word or two or even a sentence that is often used in the second language being studied so that the child can remember it. It is followed by good motor skills of children at the age of 7 years so that in addition to being able to remember well, children can perform the second language.

Psychological Factors Affecting Second Language Learning Processing

The most effective way for people to learn something is by intellectual processing, whether through induction or explanation. Induction learning (Reber, 1967) is defined as learning that takes place based on statistical patterns in the information but is not verbalized. Differentiate between what is allowed and forbidden lessons are typically written in terms of learning intent and awareness of awareness: canceled consciously and with intention (a person is aware that he is learning something); induction learning occurs unconsciously and without intention that someone is learning something) (Williams,

2009). The study of teaching, learning, awareness, and connectivity is covered in a variety of explicit and implicit literature in the field of second language acquisition (SLA). There is, however, little research on registered learning because it is believed that learning happens unintentionally and without conscious thought. There is, however, little study on registered learning and induction learning in SLA since learning is seen in this context as happening unconsciously and without a purpose. There are two key ideas from the psychological primary categories that Steinberg and Sciarini (2006) state.The first is cognitive processing, including individual grammar analysis and rules. The two intellectual approaches are then explanation and induction. See the following for an explanation:

a.   Explanation
The process of explaining the laws and structures of a second language to a student. Explanation is provided in the educators of the student. The student must then comprehend, acquire, and employ the rule in a second language. Due to the fact that the learner lacks significant proficiency in the second language, no explanation is offered in that language. Only the most proficient second-language learners will be able to receive it in their native language. The language of instruction used in the explanation process is the use of the learner's first language. The goal is to make it easier for students to understand and master a second language because students who receive language learning are still limited. Thus, students can apply and use the grammar rules of the target language (L2) well. Weaknesses in using the explanatory model also arise when the speed and accuracy of the information obtained by students varies. This explanation is very helpful for language learners in mastering languages other than their mother tongue, but only for those who are classified as slow learners. Meanwhile, a fast learner might conclude that the learning method is a borred activity that can hamper the process of learning and acquiring a foreign language.

b.   Induction
According to Herschensohn, (2007), induction entails the self-discovery of rules. Children who hear and recall communication in a second language will be able to assess it and determine its governing rules. With the rules, students strive to apply and comprehend the more difficult rules. Pronominalization, negation, and the plural are all notions that young native speakers acquire by induction and assimilate into their language knowledge well before they begin formal education.

Social Situation Affecting L2 Learning Process
The social context, is essential if language and culture are related and one fosters or transmits the other and vice versa. According to Gholami (2012), attitude and motivation are said to be influenced by the social setting. It is absolutely vital to consider both factors when attempting to learn a new language. Language is acquired by students through social interaction; yet, as mentioned by Gholami, the importance of the social environment is occasionally overlooked in EFL countries because their own social context is lacking. So it can be concluded that students who learn English as a second language through social interaction.

The Natural Situation
Natural situation is a way of teaching English both a foreign language and a variety of second languages. Second language acquisition is often aimed at children who learn English naturally. Steinberg in Suryantari (2018) said that children who live in other countries learn foreign languages without learning but through interaction with the

environment. Children learn a second language faster than they learn a first language. The question is whether adults can do the same thing as children in learning a second language if given the opportunity, even though the time is relatively similar? Actually, both children and adults have the same opportunity to learn a second language (L2) in addition to their first language (L1). The difference is only in the method used by both. Meanwhile, the method also depends on the age factor which affects the decline in social interaction that actually supports learning a foreign language. When a second language is used in a context comparable to how one learns their first tongue, it becomes second nature.

The Classroom Situation

Classes for teaching foreign languages are usually special classes formal ones. Teachers or instructors are people who master a foreign language well and students in the class are those who want to learn the language. Usually students act according to the directions given by the teacher or instructor, so that teachers have contributed to the situation of success in the classroom. Everything that happens in class has been arranged and arranged in such a way before teaching. The linguistic situation is made lifelike environment such as activities outside the classroom interaction between learners delivered using the foreign language being studied through interesting methods that will assist learners in acquiring English as a second language.

The teacher also plans a language teaching group model so that the learning process can run well and the interaction in the class becomes more active. Students are also given concentrated homework activities foreign language learning (English) as their second language is more developed. The goal is for more students accustomed to teaching languages and regard teaching foreign languages as easy and fun subjects. By doing so, students will be familiar with all grammatical structures and other rules in a foreign language. Therefore the classroom situation must be comfortable, cheerful and teaching is often carried out through the use of methods appropriate to the conditions of the learner.

1.   Teachers strategy

In the classroom has the rules which students acquire second languages . There is a teacher and 32 of students present. The students are there to study english as the second language, while the teacher is fluent in the second language. the students can speak english fluency caused the teacher has teach them. The students do not act arbitrarily in the classroom. They must follow the teacher's instructions. Every action is tied to language acquisition. It is very different from their home or their environment where they can walk, run around and engage in activities (Steinberg, 2001)

2.   Students personality

Personality is described as a set of features that characterize individuals (humans). Previous research that examines personality traits based on Siti Hasinah English Vol. I No.2, May 2014 said that students do not only bring cognitive abilities but affective states that affect the way they acquire language in the classroom. A few of them been found as a benefit whereas the other as a barrier to learning both Language. The most important personality factors are: introversion/extroversion, self-esteem, restraint, risk taking, anxiety and empathy (Ellis, 1986, pp. 119-121; Patsy Lightbown, 2000).

In the learning process, there is an assumption which states that every students have a desire, drive, or goal in learning a second language tend to be more successful than the others studets who learn without being based on that drive, goal, or motivation. Lambert and Gardner (1972), Brown (1980), and Ellis (1986) in Chaer also support the statement that language learning will be more successful if the students personality has motivation in learning.

Coffer (1964) states that motivation is an urge, desire, will, reason, or goal that moves people to do something. Another expert, Brown (1981) states that motivation is an internal impulse, momentary impulse, emotion or desire that moves someone to do something. While Lambert (1972) states that motivation is the reason for achieving the overall goal. So from the above understanding, Chaer suggests that motivation in learning second language in the form of encouragement that comes from within the learner

3.   Learning second language by group

There are a number of significant differences between the classroom situation. This includes the social adjustment to group dynamics, the need for extended periods of sustained concentration, and the need to complete homework at home. Depending on the methodology employed, explicit instruction of grammatical structures and norms may be required. Students are frequently required to utilize books and take notes. Students must become accustomed to language study as a school subject. In light of the classroom's entire expectations, it is apparent that an individual's ability to adapt to and succeed in that environment is directly proportional to their age. Young children typically perform worse than older children and adults (Steinberg et al., 2020).

Methodology

This study used qualitative as the research methodology. The data gathered are the observations interview transcripts, and documentation qualitative research seeks to produce a more accurate depiction of the individuals, things, events, places, conversations, and so forth. Since the author analyzed the questionnaire results and interview by students, the type of methodology in this study used was content analysis. According to Ary et.al (2002), content analysis is the approach of acquiring and examining the text's document. The content includes any message that can be conveyed by words, meaning, images, symbols, concepts, or themes. This research aims to understand classroom situations in adult learners in acquiring their second language, namely English language.

Thirty two students who were learning English subject as a foreign language in one of senior high school in North Sumatera were chosen as research participants. The researcher used semi-structured interview as the instruments. The interview was done by first recording the audio in order to evaluate the information and then saved in Microsoft Word. To help direct information about the research focus used guide questions, techniques in-depth interviews with informants or sources with questions related to problems researched.

Next, the researcher used several data analysis techniques to analyse the data, including: (1) reading and analysing all responses, (2) sorting the data, (3) organising, coding, and analysing the data, and (4) elaborating the data analysis to obtain the findings. Then this research concluded that the culture of the educational environment when the second language learning occurs, has some effect wheter positive or negative on the students motivation

RESULT AND DISCUSSION

This study was conducted to determine the classroom situation in the language acquisition of English as a second language by students Senior High School. This study employed observation and semi-structured interview to obtain deeper information from participants. Cohen et al. (2007) stated that semi-structured interviews allow researchers greater flexibility in framing questions and allow participants to define their own experiences. On the other hand, Bryman (2008) in Schroedler (2017) explains that a

benefit of semi-structured interviews is that participants tend to be more open about their worldviews.

Based on the results the observation, and the researcher interviewed the English teacher and several students. The researcher found that the students who participated in this study came from a variety of different ethnicities and cultures. And there are also students who come from different areas, where private language institutions are not common, and also in some areas English lessons do not start in primary schools. The table below will show the ethnic diversity of the participants in this study :

Table 1. Ethnic of Origin of the Participants

Ethnic	Amount of students
Javanese	9
Sundanese	1
Bataknese (Toba)	6
Bataknese (Karo)	3
Bataknese (Mandailing)	6
Malaynese	6
Banjarnese	1

Based on interviewed the researcher also found that three types of classroom situations were found that occurred in the acquisition of English as second language are teachers strategy, students personality and learning by group.

1.   Teachers Strategy

The first classroom situation that is found the teachers has some rules in the classroom, and every activity in the class is planned by the teachers. The student in learning second language in the classroom nothing happens suddenly, everything happens in the classroom has been arranged in the syllabus presented by the teachers. It can be seen from the students' answers as follows It can be seen from the interviewed;

The researcher : *Bagaimana proses belajar bahasa inggris di kelas kamu?*
                           How is the process of learning English in your class?

Students (A)   : *Seperti biasa Kami belajar bahasa inggris hanya di dalam kelas, karena sekolah kami tidak memiliki fasilitas laboratorium bahasa.*
                           ("As usual we learn English only in class, because our school does not have language laboratory facilities")

Students (B)   : *Guru saya mengatakan harus membawa kamus kesekolah pembelajaran dilakukan sangat monoton hanya berpusat kepada buku paket dan sejauh ini kami belum pernah belajar bahasa inggris dikeluar kelas atau mendapat suasana belajar yang lebih menyenangkan, seperti pergi ke Istana Maimun bertemu native speaker"* .
                           "My teacher said that we have to bring a dictionary, learning is very monotonous only focusing on textbooks and so far we have never studied English outside of class or had a more enjoyable learning atmosphere, such as going to the Maimun Palace to meet native speakers."

Students (C)   : *Menyenangkan, tapi kami hanya mendengarkan penjelasan dari guru kemudian menjawab soa-soal yang ada di buku paket.*
"It was fun, but we only listened to the teacher's explanation and then answered the questions in the textbook."

It can be seen from the Students answer that all this time. They are studying in the classroom. They cannot interact with anyone outside the classroom. They were just fixated listening to the teachers' explanation in fron of the class. The student's need a new atmosphere in the process of learning second language and want to know what was happening outside they need a new experience for practics their second language. It can be seen that the acquisition of English by students as a second language with the classroom situation occurs according to plan. The plan has been made by the teachers. From this data learning process have been included in the syllabus. So it is impossible for anything outside the syllabus to happen, if there is it is an initiative or creativity from the teachers that is not included in the syllabus.

While the teachers strategy used have a significant influence on the learning process. The teachers aids the students in comprehending language ideas, how does the teacher account for varying levels of comprehension as well as various learning styles. For instance, writing and performing skits in the target language and viewing movies in the target language appeal to different learning styles. While mindless vocabulary memorizing and grammatical exercises produce "meaningless" language classes, providing an immersion experience aids students in making connections between their language study and daily life.

2.   Students Personality

A person's personality is made up of a variety of traits. In this research of student personality traits is based on the idea that students use both their cognitive and affective states which have an impact on learning a second language in the classroom. While some of these states might be advantageous for SLA, others might be considered as a barrier. Most students wish they could speak another language perfectly. This shows that they have some kind of good motivation towards their second language. Having these types of interests may be very rewarding for students to master the target language they are studying. However, this is not supported by the actual situation that occurred in the classroom. The most significant personality traits are introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety, and empathy (Ellis; 1986 by Patsy Lightbown ; 2002).

The students are afraid to use their second language because they have low motivation. Low or lack of motivation is another reason to hinder students from actively participating in speaking activities. This leads to reluctance to actively participate in speaking activities which leads to poor practice or no practice in learning English and of course makes some of them shy to speak English for fear of making mistakes.
It can be seen from the research asking the participant bellow :

The researcher : *Apakah kamu dan teman-temanmu menggunakan bahasa inggris dalam berkomunikasi di dalam kelas?*
(Do you and your friends use English to communicate in class?)

Students (A)   : *Saya tidak menggunakan bahasa inggris, karena saya kurang tertarik dengan pelajaran ini, saya hanya menggunakan bahasa indonesia. Dan dirumah saya meggunakan bahasa ibu saya yaitu bahasa batak toba."*

"I don't use English, because I'm not interested in this lesson, I only use Indonesian. And at home I use my mother tongue, namely the Toba Batak language."

Mother tongue is the language that she or she has learned since birth. Mother tounge can influence when a person's mental processes are influenced by facts that he thinks in his mother tongue and communicates in English or a second language (Delbio, Abilasha & Ilankumaran, 2017). Students mispronounce something in English because of them the sound patterns of the mother tongue have an impact on them. The second language learner's implicit preference is to transmit the habits of the first language to the target language. One's (L1) influence will develop into an important factor, which is referred to as 'Language Impairment.' This is a problem faced by every second language learner (L2).

Confidence has a more significant role in learning a second language. The student who lacks confidence will be afraid to try for fear of making a mistake. a second language is considered more 'personal' than studying other topics because language is linked to aspects of our identity. Overly self-monitoring or becoming frustrated with repeated mistakes can shake a second language learner's confidence and can prevent him from focusing on anything but the mistakes he makes. By viewing learning as a process that will develop over time, a learner must be willing to make mistakes with the understanding that these mistakes will aid in learning in the long term. This can be seen from the responses of other students to the same questions as above:

The researcher : *Apakah kamu dan teman-temanmu menggunakan bahasa inggris dalam berkomunikasi di dalam kelas?*
(Do you and your friends use English to communicate in class?)

Students (B) : *Kadang-kadang menggunakan bahasa inggris, karena saya malu takut teman saya tertawa jika saya salah mengucapkannya. Tapi ada juga beberapa teman-teman yang suka mix bagasa inggris dan bahasa indonesia saya fikir sepertinya itu terlihat keren.*
"Sometimes I use English, because I'm shy afraid my friends will laugh if I misinterpret it. But there are also some friends who like to mix English and Indonesian I think it looks cool."

Students (C) : *Sesekali, saya ingin menggunakan bahasa inggris tetapi teman saya menjawab dengan bahasa indonesia"*
Occasionally, I want to use English but my friend answers in Indonesian"

Introverted or anxious learners usually develop slowly their oral skills because they don't take advantage of opportunities to speak or to seek out such opportunities. On the other hand, The students do not worry about the inevitability of making mistakes. They normally tend to take risks by providing more language practice in their second language.

Students (D) : *Guru saya menyarakan kami harus menggunaan bahasa inggris tapi tidak bisa karena ada beberapa teman saya yang introvert/pemalu jadi dia cenderung diam dan malu untuk berbicara dengan bahasa inggris.*

"My teacher suggested we should speak English but couldn't because some of my friends are introverted/shy so they tend to be quiet and shy to speak English."

Students (E) : *Saya hanya menggunakan bahasa inggris apabila guru kami memberi tugas atau mengatakan harus berbicara menggunakan bahasa inggris misalnya : permisi untuk keluar kelas atau bertanya saat tidak memahami materi yang baru dijelaskan oleh guru kami".*
I speak English when our teacher gives us assignments or says we have to speak English, for example: excuse me to leave the class or ask questions when we don't understand the material just explained by our teacher."

On the other hand, interviewed with an English teacher shows that the social background of the students is constantly involved in students' achievement in learning a second language. The writers discovered various issues with the teacher's decision to forbid English as a second language in this school based on their research findings. Students frequently pay little attention to the process of learning and teaching English. Hildish students who are silent. The teacher's limited time to provide content is the next issue. Class management is another challenge for teachers. That pupils frequently make expensive, making it impossible for them to hear the teacher's instructions. It makes managing the issue in the classroom challenging. More so, it is consistent with earlier findings. However, several of the issues the author discovered varied from those documented in earlier studies. Teachers struggle with class management and have time constraints that haven't been adequately explored in earlier research.

The researcher : *Apa yang menyebabkan siswa di kelas ini pasif dalam berbahasa inggris dan terlihat tidak tertarik dalambelajar bahasa inggris?*
(What causes the students in this class to be passive in speaking English and seem not interested in learning English?)

Teacher : *Dalam mengajar saya sudah semaksimal mungkin berusaha agar mereka menerima semua pelajaran sesuai RPP dan silabus yang saya buat. Namun ada banyak faktor yang menyebabkan mereka tidak dapat menguasai pelajaran.*
1. *Kebanyakan siswa disini tidak mendapatkan perhatian oleh orangtuanya, mereka kurang termotivasi dalam belajar 2.*
2. *Siswa tidak memiliki kamus atau alpa link pendukung belajar bahasa inggris lainnya*
3. *Dan dilihat dari lingkungan sosial siswa yang sekolah disini dengan ekonomi menengah ke bawah jadi masih ada siswa yang belum memiliki smartphone.*
Hal tersebut adalah salah satu yang membantu pemerolehan bahasa kedua. Karena waktu belajar bahasa inggis hanya 4JP dalam 1 minggu. Karena waktu yang sangat singkat dan situasi lingkungan yang tidak mendukung siswa untuk berlatih dan menerapkan bahasa inggris hal ini lah yang membuat kita gagal dalam mencapai tujuan pembelajaran.
"In teaching I have tried my best so that they receive all the lessons according to the lesson plan and syllabus that I made. But there are many factors that cause them not to master the lesson.

1. Most students here do not get attention from their parents, they are less motivated in learning 2.
2. Students do not have a dictionary or other links to support learning English
3. And judging from the social environment of students who study here with a lower middle class economy, there are still students who don't have smartphones.

It is one that helps the acquisition of a second language. Because the time to learn English is only 4JP in 1 week. Because the time is very short and the environmental situation does not support students to practice and apply English, this is what makes us fail in achieving learning goals.

Learning environments will enable students to learn and develop integrated students. Students' access to different cultural like smartphones, computers, the internet, books, and dictionaries, as students' relationships with teachers, parents, siblings, and peers also can influence how any students learn language. So in learning a second language process society have an important role. Students need many opportunities to optimize their responsibilities in learning. This process must be facilitated by the teacher. The teacher, as a 'partner' in the student investigation process of various new things the teacher must:

1) Guiding and facilitating student endeavors. For example, by providing exploratory questions, helping them observe, draw conclusions, make hypotheses, talk about what they have learned and other such efforts;

2) Monitor the production of a second language, by helping them understand exactly what their students are speaking. For example, by stating that complex sentences are part of simple sentences, minimizing the use of idiomatic expressions that weaken, explaining with clear intonation and sufficient speed, giving key words and other efforts that clarify what is being said. studied students.

3) Prepare tools that can make it easier for students to learn, for example by bringing objects, photos, and other learning media.

4) Conditions for group study, because by helping each other students will be relieved from the burdens of teacher and student behavior in second language learning. Students will learn to understand different characters and at the same time practice their sensitivity to activities of mutual assistance and sharing.

3. Learning second language in a group

In the classroom situation, the researcher found that the students learn in class in a group it is mean that the students learn not alone but with the other students in the classroom. The teachers' strategies uses should have a big impact on learning a second language. caused the teacher can help the students understand the concepts of a language. and the teachers should take different learning styles into account, as well as different levels of comprehension. They learn English as their second language together with the same material from their English teacher. Then it can be concluded that they are together in class as a group of students. We can be seen this from the following data:

Reseacher : *Ada berapa banyak siswa yang mengikuti pelajaran bahasa inggris dikelasmu?*
"How many students are taking English lessons in your class?"

Student   : *Di* kelas *saya ada 32orang,siswa laki-laki dan perempuan belajar bersama.*
"There are 32 students in my class both males and females learning together."

It can be seen that students learn English as a second language not as individuals but as groups with 32 students in eleventh grade and then they come from different culture Most of them were aged between 15 and 17 years. Most participants started learning a second language (English) at junior high school level between the ages of 12 and 14. Finally, it is important to mention that in fact,more than 50% of them have scholarships which means in other words, part of the students who have very low economic incomes in their homes. This research found some classroom situations in the acquisition of a second language. The second language obtained in this study is the English language. The second language acquisition in this research was carried out by adults. The classroom situations found are: the classroom is the teachers' strategy, the personality of the student, most of the students low spontaneous; everything is planned, learning language by group and not as an individual. The three classroom situations were found in this study. Finally, this research found that the students learn the English language in the classroom in a group with the other students with the same material from the same English teacher so that the students do not learn the English language as a second language acquisition alone they need teachers for teaching them a second language.

CONCLUSION

Based on the findings of this study, it can be concluded that the reaearch about adult learner in acquiring English as a second language through the classroom situation. The students go through classroom situations, namely: teachers' strategy, students' personalities, and learning the English language as a part of a group and not individually. The students experience learning in the classroom in acquiring their second language. The learning process also occurs in a planned manner because in the classroom there are teachers who give the students solution for learning English study with a lesson plan or syllabus. Learning situations in the classroom do not occur naturally but the students actually learning and directly with their English teacher.

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