

**THE STUDENT TEACHERS' LANGUAGE AWARENESS IN
CREATING LESSON PLAN**

By

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**ANTASARI STATE ISLAMIC UNIVERSITY
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**THE STUDENT TEACHERS' LANGUAGE AWARENESS IN
CREATING LESSON PLAN**

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by

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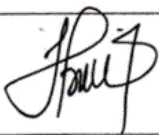
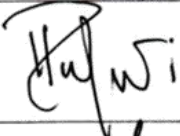
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STATEMENT OF AUTHENTICITY

I, the undersigned, Ratih Suci Syahidah SRN 1601241789, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publication cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Ratih Suci Syahidah. 2020. The Student Teachers' Language Awareness in Creating Lesson Plan. Thesis. English Education Department, Faculty of *Tarbiyah* and Teacher Training, Antasari State Islamic University Banjarmasin. Advisors: (I) Hj. Nani Hizriani, MA, (II) Hidayah Nor, M.Pd.

Keywords: Lesson Plan, Language Awareness

This research was intended to find out the challenges faced and the ways of 2016 students to develop language awareness through creating lesson plan for conducting *Teaching Practice II*.

The subject in this research was 2016 students of English Education Department. The object of this research was the lesson plan made by the students. In data collection, the researcher used documentation and interview techniques. Then, all of the data that have been collected were analyzed in descriptive qualitative by using case study approach.

The result of this research indicated that there were six of challenges faced by the students when develop their language awareness through creating lesson plan based on 5 domains in language awareness. In *Effective Domain*, they are: difficulties in creating lesson plan in relation language awareness, afraid of making mistake in creating lesson plan in relation language awareness. In *Power Domain* is not interested to find the difficult words between *indicators* and *objectives*. In *Cognitive Domain* is difficulties in using vocabulary in *bloom taxonomy*. Lastly, in *Performance Domain*, they are: many mistakes in grammatical features between *indicators* and *objectives*, difficulties in arranging the sentences between *indicators* and *objectives*.

The researcher also find five ways that the students do to develop their language awareness in creating an appropriate lesson plan based on 5 domains in language awareness, In *Effective Domain* is be aware of natural English. In *Social Domain*, they are: doing consultation to supervisor or teaching trainer, producing an introduction to create lesson plan in the beginning *Teaching Practice II*, revising the lesson plan by gathering a feedback from supervisor and teaching trainer. The last one is *Cognitive Domain*, identifying taxonomies bloom.

ABSTRAK

Ratih Suci Syahidah. 2020. Kesadaran Bahasa Mahasiswa dalam Membuat Rencana Pelaksanaan Pembelajaran (RPP). Skripsi. Pendidikan Bahasa Inggris, Fakultas *Tarbiyah* dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Pembimbing: (I) Hj. Nani Hizriani, MA, (II) Hidayah Nor, M.Pd.

Kata Kunci: Rencana Pelaksanaan Pembelajaran (RPP), Kesadaran Bahasa

Penelitian ini dirancang untuk menemukan beberapa tantangan yang dihadapi mahasiswa serta cara yang digunakan mahasiswa angkatan 2016 untuk mengembangkan kesadaran bahasa dalam pembuatan RPP untuk melaksanakan *PPL II*.

Subjek pada penelitian ini adalah mahasiswa angkatan 2016 pada jurusan Pendidikan Bahasa Inggris. Objek penelitian ini adalah RPP yang telah dibuat oleh mahasiswa. Dalam pengumpulan data, peneliti menggunakan tehnik dokumentasi dan wawancara. Kemudian semua data yang telah dikumpulkan akan dianalisis secara deskriptif kualitatif dengan menggunakan pendekatan *study kasus*.

Hasil dari penelitian ini menyatakan bahwa ada enam tantangan yang dihadapi mahasiswa dalam mengembangkan kesadaran bahasa melalui pembuatan RPP berdasarkan *lima domain* dikesadaran berbahasa. Di *Effective Domain*, yaitu: kesulitan dalam membuat RPP yang berhubungan dengan kesadaran berbahasa, kekhawatiran dalam membuat kesalahan di RPP yang berhubungan dengan kesadaran berbahasa. Di *Power Domain*, tidak tertarik untuk menemukan kata-kata yang susah untuk digunakan di *indikator* dan *objektif*. Di *Cognitive Domain*, kesulitan dalam menggunakan kosa-kata di *bloom taxonomy*. Di *Perfomance Domain*, kesalahan dipenggunaan tata bahasa di *indikator* dan *objektif*, kesulitan dalam menyusun kalimat antara *indikator* dan *objektif*.

Peneliti juga menemukan lima cara yang digunakan mahasiswa untuk mengembangkan kesadaran bahasa dalam membuat RPP yang sesuai berdasarkan *lima domain* dikesadaran berbahasa. Di *Effective Domain*, menyadari penggunaan bahasa inggris yang baik. Di *Social Domain*, melakukan konsultasi ke supervisor atau guru pamong, mendapatkan arahan dalam pembuatan RPP di pertemuan pertama *PPL II*, merevisi RPP dengan menggabungkan masukan dari supervisor dan guru pamong. Di *Cognitive Domain*, mengidentifikasikan *bloom taxonomy* dalam membuat RPP.

MOTTO

“Be Mindful of Allah and Allah will Protect You”

DEDICATION

I dedicate this Thesis to Allah for his fruitful help to finish this Thesis, as well as my family, and also to myself! Jazakallahu khairan.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ الصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِ الْمُرْسَلِينَ
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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Jumadil-Akhir, 3rd 1441 A.H
January, 28th 2020 A.D

Researcher

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