

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a dynamic process of pattern formation by which humans use linguistic forms to make meaning in context-appropriate ways. As Larsen (2003,p.142) means that language is the most important tool in human life for communication. Without language people cannot communicate with each other and express their ideas, thought, opinion and feeling. People will find difficulties in communicating with others, from different countries because people do not have same language in order to keep in touch among other. With language people can express what their think and feel when communicating with other people.

Language is a social construct as much as it is a mental ability. Harmer (2001,p.25) explains that “It is important for students to be just as aware of this in a foreign or second language as they are in their own”. Description of language has so far taken in grammar, vocabulary, and language use.

Language is important for individual development, as it connects them with the world around. Language skills are crucial for managing as well as being successful in life. For example, inadequate skills of reading and writing can be a barrier for many important stages in life. These stages can include, for example, education after finishing the comprehensive school and employment. In addition, poor literacy skills can even lead to exclusion from the society. In conclusion, language is needed in everyday life and to be able to survive in the society. Not

only are the literacy and writing skills important, but language also is needed for one's ability to build own identity as a part of community.

The role of language in education has been a key interest in research for a number of decades and has been studied from various perspectives. Many ways have been developed to investigate how language is addressed in education. Researchers have been interested in overall language development, as well as foreign and second language learning and the use of more than one language in the classroom. A significant body of research, for example, has developed around bilingual education, in which the teaching of one or several non-linguistic subjects is either partly or completely in language. Connected to bilingualism, research into translanguaging recognizes the repertoire of all the languages a person can use to communicate. Translanguaging involves students alternating between languages, according to the current context or situation. Furthermore, content-based language teaching concentrates on teaching an additional language with the help of the content, whereas content and language integrated learning aims to combine language education and subject education.

Another area related to the role of language in education that has received an increasing amount of attention is language awareness. At present, language awareness has received new attention in for making a lesson plan. The curriculum states that a language aware teacher is a model for language and a teacher of subject specific language. Nevertheless, lesson plan encounter students with different language backgrounds every day. This is one of the reasons why teachers must, more than ever, make sure that the concepts that students should learn by creating lesson plan, are presented in a way that everyone has a better

chance to comprehend. Furthermore, it has been found that if a teacher is language aware, this benefits all students regardless of their linguistic background.

The aim of the language aware project is to increase and explore the meaning of language in creating lesson plan. The project suggests that when teaching is language aware, everyone has the chance to succeed to be a teacher. Through the project, the 'tacit knowledge' of teachers should be made visible. In addition to the current relevance of the topic, the examination of teacher language awareness seems relevant at a personal level as teacher are graduating soon to be classroom teachers and on the way of developing our own pedagogical practices and teacher identities.

The researcher uses creating lesson plan to develop language awareness through several ways in this research because the researcher found the problem when the students was *Teaching Practice II* either Senior High School or Junior High School. The students that made a lesson plan got difficulty to create lesson plan especially using the correct language, the students knew that the language used uncorrect but they did not know how to chage to correct language. After the students consulted to the tutor or the supervisor then they know the correct language to use in lesson plan. This happens to the students in creating lesson plan. They aware the language uncorrect but they did not know how to make it correctly before consulting to the tutor or supervisor.

Interesting through this research, is to explore the language awareness of the students in creating lesson plan, an area that has received little research attention in students that have made a lesson plan. The researcher aim to find out

how to develop students' language awareness in creating lesson plan for teaching practice II and how they view themselves as language aware as teachers. This study aims to outline the area of language awareness that has not been explored widely, either within the mother tongue context or in the practice of creating lesson plan for teaching practice II.

Tarbiyah and Teacher Training Faculty is one of the faculties in UIN Antasari Banjarmasin which can bear candidates of future professional teachers. In order to produce capable and high professional graduates, they require wide insight, broad knowledge, and actual information that are able to enrich their knowledge of education.

Being a professional teacher is not an easy thing to do. Moreover, it will be more difficult if it is done without having an adequate knowledge. Reading books and studying in a classroom are definitely not enough to transfer the required knowledge. Experiencing knowledge directly to a certain field is an important thing to do in completing and carrying out our existing weaknesses instead of gaining knowledge just from reading books and studying in a classroom.

In an attempt to achieve that purpose, *Tarbiyah* and Teacher Training Faculty itself has implemented an educative program namely *Teaching Practice*. This program will train students to become a teacher and will send them to some schools, either junior high school or senior high school. Certainly, they will teach and deliver material and also interact with the high school students as well.

Especially, *Teaching Practice II* program is conducted for seventh semester students by having enough SKS and completing certain subjects that is determined by each department, especially in English department.

In English department, there are several subjects that must be taken by students as a requirement for joining *Teaching Practice* program. Those subjects are Curriculum Material Development (CMD), Instructional Design, TEFL I, TEFL II, Language Teaching Media, Language Learning Assessment, then the last subjects that the students must be taken is *Teaching Practice I* before taking *Teaching Practice II*. The students that have taken those subjects is 2016 students. In these subjects, students are taught about several kinds of approaches and methods in teaching, curriculum, syllabi, lesson plan, and classroom teaching practice. These absolutely can be students' preparation in implementing *Teaching Practice II*.

In order to make *Teaching Practice II* program more successful, a teacher must prepare learning and teaching devices. They can be in form of lesson plan to facilitate the teacher and to give her reference in delivering material to her students. This lesson plan is considered as an aid for teacher to help students in achieving learning goals.

Based on the explanation above, the researcher took *Teaching Practice II* in this research because the students have made a lesson plan in *Teaching Practice II* then the students got the corrections from the supervisor and also the trainer. Those corrections helps the researcher to conduct this research. Moreover,

2016 students have taken eight subject that students have passed before teaching practice II.

Becoming a professional teacher is not easy. There are a lot of things that should be prepared by a teacher before delivering a lesson. One of them is preparing lesson plan. A teacher is obligated to master how to create a lesson plan for the sake of meaningful learning and successful objectives in teaching and learning process.

On the contrary, nowadays, there are a lot of students that feel complicated in creating lesson plan in *Teaching Practice II*. Plenty of their supervisor sand avoid meeting the problem of creating lesson plan by their revision using the word in creating lesson plan. In the students' opinion, language that must be used in creating lesson plan is difficult, they have to aware how to use the true sentence in lesson plan. Itself very crucial component in their later teaching. Thus, it is really worried that they cannot using the language learning objectives excellently. Besides there are a lot of them who do not even know the benefit and the purpose of creating lesson plan for developing their language awareness.

From explanation above, not only the students who will implement *Teaching Practice II* alone who find it difficult in creating lesson plan either consentraits using the language correctly. In facts it turns out that is true to be a teacher even though still have problems in creating lesson plan in *Teaching Practice II*.

Whereas later when going to implement *Teaching Practice II*, it will be asked every day to create lesson plan in a single meeting with different purposes and materials.

In Holy Qur'an Surah Al-Baqarah Verse 286 reveals :

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ رَبَّنَا لَا تُؤَاخِذْنَا إِن نَّسِينَا
أَوْ أَخْطَاْنَا ۗ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِن قَبْلِنَا ۗ رَبَّنَا وَلَا تُحَمِّلْنَا
مَا لَا طَاقَةَ لَنَا بِهِ ۗ وَاعْفُ عَنَّا وَارْحَمْنَا ۗ أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ
الْكَافِرِينَ

Based on the verse above, Allah implies that He will not give any burden to us which we cannot hold it. It means that every problem and obstacle that Allah gives to us must be able to solve and handle. Those conditions are same as when we were in *Teaching Practice II*. Many problems that we faced for example, we had to do revision of lesson plan in every meeting and we also had to understand the characteristics of the students one by one. Those conditions, sometimes made our day depressed. It depends on ourselves whether we can face it or not by our own effort. Thus, it can be concluded from the verse that every problem must have a solution.

In previous research by David (2013) that the constraints of *Translation as a Method to Develop Language Awareness*. Which in determining translation is still a legitimate and useful tool in language learning or not, with a special focus on translation as a valuable technique for developing language awareness. In order to be able to give a comprehensive responses to the same problem, it will be examined translation from different aspect.

Based on the reason above, the researcher just focused on develop language awareness by creating lesson plan for teaching practice II in 2016 students of English Department at UIN Antasari Banjarmasin. The researcher conducted a research entitled “The Student Teachers’ Language Awareness in Creating Lesson Plan”.

B. Research Question

Based on introduction above, the problem of the study can be formulated as the following :

1. What are the Students Challenges faced to Develop Their Language Awareness in Creating Lesson Plan for Teaching Practice II?
2. What are the Ways that Students Do to Develop Their Language Awareness in Creating Lesson Plan for Teaching Practice II?

C. Objective of Study

Based on the problem statement above, the objective of the study is as follow :

1. To find out the challenges that students faced to develop their language awareness in creating lesson plan for teaching practice II in 2016 students.
2. To find out the ways that students do to develop their language awareness in creating lesson plan for teaching practice II in 2016 students.

D. Significance of Study

The result is expected to have some advantages, such as:

1. Theoretical
 - a. The finding of this research will give good information related to develop students' language awareness in creating lesson plan at English Department students.
 - b. The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

2. Practical

- a. For the students

By using an appropriate method and techniques the researcher hopes that the students will get enjoyable in making lesson plan. The students will not feel forced in making lesson plan but they will feel happy to learn since they are put in an enjoyable situation.

- b. For the teachers

It enables teachers to get information and to select a suitable technique for the students in making lesson plan. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject.

E. Definition of Key Terms

In order to make the readers get easier in understanding this research, here the researcher will give the definition of some key terms that important to be understood as the following :

1. Lesson Plan

Lesson plan means drafting a strategy of systematic and organized to plan lessons in 2013 curriculum including core competence, basic competence, indicators, and objective. This lesson plan is for 2016 students who have a clear plan for their *Teaching Practice II* in the classroom.

2. Language Awareness

Language Awareness is a mental attribute which develops through paying motivated attention 2016 students to use language in creating lesson plan for *Teaching Practice II* which enables students aware the language to gradually gain insight into how languages work using five domains of language awareness including effective domain, social domain, power domain, cognitive domain, and performance domain.