

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter describes the data and followed by the discussion of the findings of this research. It is also trying to answer the research questions based on the data analyzed.

The result of this research and the discussion are the data analysis result gathered during the research process. It is collected based on the result of documentation and interview which has done outside classroom to 2016 students of English Department.

The researcher gathered the objects about 20 students by selecting 4 students randomly in each class. After obtaining the result of interview and finding the problems, the researcher analyzed the result of data through four steps based on 5 domains in language awareness.

1. The Students Challenges Faced to Develop Their Language Awareness in Creating Lesson Plan for Teaching Practice II

In the first step, the researcher found 5 categories from the identified problems based on 5 domains in language awarenss. The first category is *effective domain*, in this category, the researcher compared the problem with the students' thinking ability to aware the language. The second category is *social domain*, this category, the students are able to direct their awareness of their own language. The

third is *power domain*, this category to empower the students to use the correct language based on their awareness. The fourth category is *cognitive domain*, the students are able to develop their grammatical correctness in using the function or process of the language. The last one is *performance domain*, to develop students ability to motivate them to make their language to be up in language usage.

Categories describes students' problem to develop their language awareness in creating lesson plan. The researcher found that the problems are caused by several factors that are divided into five categories.

Including those categories show that indeed, there are a lot of students who have low ability in understanding how to create a good lesson plan by using appropriate language. It is caused either by their slow learning style in accepting the lesson or revision that the teaching trainer or supervisor delivering revision style toward students which is not really effective.

Those factors truly determine students' ability. It is about teaching trainer or supervisor style in delivering their revisions material so it can be accepted well by the students. From this teacher's factor, the students' ability can be covered, what the teaching trainer or supervisor deliver is what students accept. However, it depends on the students ability to aware the language that their used in creating lesson plan. Since the learning style and the understanding of material from the students are basically different, it also happens to the teaching trainer or supervisor's in which their revision style is different as well.

From the explanation above, the researcher can describe a pattern about the categories based on 5 domains in language awareness. It can be

explained that domains are related to each other. Nevertheless, those categories are an important thing in developing students' ability to be aware of the language used in creating lesson plans.

Here the researcher will explain the challenges mostly the students faced when they were creating lesson plans in *Teaching Practice II* based on 5 domains in language awareness. Based on the result of the interview, they are:

a. The Effective Domain

1) Difficulties in Creating Lesson Plan in Relation Language Awareness

Kinds of curriculum when the students did *Teaching Practice II* is the cause of students' difficulty to be aware of the language in creating lesson plans. Students felt complicated to use an appropriate language to create lesson plans. In School-Based Curriculum is developed in accordance with the conditions of education that the language, meanwhile on 2013 curriculum is a curriculum that prioritizes the understanding, skill and character education. In *Teaching Practice II* the student has to make a lesson plan based on 2013 curriculum. In other hand, 2013 curriculum emphasizes on affective aspect or the change of behavior the vocabulary in Bloom taxonomy. It means the students must identify the language correctly based on Bloom taxonomy. Student E (Appendix, Wednesday, November 6th 2019) stated that,

.... Because of I am an English student so that's why when I was in Teaching Practice II the teaching trainer and also my supervisor asked me to create lesson plan in English. Although for me myself sometimes could not use English in writing. Then

my supervisor so care about everything in lesson plan, he is master in lesson plan. I got difficulty to aware the language especially indicators that should be relevance with core competence.

This problem is categorized in *ability*, which the understanding of the students toward the language is still not optimal in creating lesson plan. The way that students can do to develop their language awareness in creating lesson plan is doing a consultation to supervisor or teaching trainer. Before the students are taught how to use an appropriate language in lesson plan, it will be better if the teacher firstly explain in detail how to use the language correctly.

However, this domain of language awareness is categorized as *Effective Domain*. This domain is almost applied by the students in creating lesson plan. Moreover, their awareness in language also still ruins them although the students actually have practiced much about the language.

2) Afraid of Making Mistake in Creating Lesson Plan in Relation Language Awareness

In educational level, the students should more aware in language when they create a lesson plan because the language used in lesson plan is complexity. It is needed due to the implementation of structured in language itself. The function of students' awareness in language is to know students' ability and behavior so those can be specifically used to know learning achievement in create lesson plan and be used as a benchmark how far the students can master a certain discussion in language.

This problem can be caused by the supervisor or teaching trainer in the school. As stated by Dufva & Salo (2015,p.211) language awareness can be viewed from many perspective, such as cognitive psychology. From explanation above almost be the same as this perspective in cognitive psychology because the students are afraid when they get a mistake in creating lesson plan. Student K (Appendice, Monday, December 9th 2019) stated that,

.... Usually, I used the language in objectives and indicators was always wrong. It makes me feel complicated if the language is wrong. Then I'm afraid of the language that is not correct. My teaching trainer is the person who focused in language that I used in lesson plan. So I always tried my best to make a lesson plan using an appropriate language.

In order to help students in making effective and efficient preparation, supervisor or teaching trainer is demanded to comprehend any aspects regarding to use the language development, either from function, principle, procedure of language development, they can also measure the effectiveness of the preparation.

Based on the explanation above, students' awareness in using the language mistake is categorized as students' ability. Students' ability in understanding the language is apparently still not capable since they still feel complicated in determining the material. In fact, the language used is actually available in many sources when they aware the language well. This is the reason why this problem is categorized as *ability*. Students' ability in mastering the language is still not established well and the students also have less curiosity as well.

The way how to distinguish this problem is doing a consultation to supervisor or teaching trainer to get more words that appropriate in lesson plan. Then the students revise the words correctly based on the correction from supervisor or teaching trainer by gathering a feedback because it will help the students to find the word that is definitely clear.

According to the researcher, students should be more active to ask about certain language correctly in creating lesson plan. It will help them to get the language clearly and understandable for them.

However, this challenge is actually *Effective Domain* of language awareness, they will able to describe and imagine how to use the language well. Goal of this domain works to stimulate the language that they are afraid.

b. The Power Domain

1) Not Interested to Find the Difficult Words between *Indicators* and *Objectives*

Designing a lesson plan is the most important part which will determine the quality of whole learning, education and the quality of human resources, either in the present or in the future. Therefore, no matter what the situation is, teacher's candidate should keep designing lesson plan because planning is a learning directive. Planning necessarily does before acting. Student I (Appendice, Thursday, December 5th 2019) stated that,

.... I aware of the language that usually I used in indicators too general, but I do not care because mostly the students do not too complicated in language. Sometimes I used the language

constantly without thinking first to use it and also I will get revision from my supervisor then I will get the correct one.

In the process of creating lesson plan, the teachers' candidate should use word of the language aims clearer and more directional, either the common aims or the specific aims. Based on one of the result of interview, students mentioned that their problem is uninterested to find the difficult words in *indicators* or *objectives* in the form of lesson plan that they made. Moreover, they are still not able to distinguish words between *indicators* or *objectives*.

This problem is included in *ability* category. Undoubtedly, it is caused by their interested to find the difficult word in every language procedure in lesson plan.

According to the researcher, this problem is caused by their perception of the language that should be used in lesson plan mostly difficult, so most of the students were not interested to find another words for using in lesson plan.

The way how to distinguish this problem is doing a consultation to supervisor or teaching trainer to get more words that appropriate in lesson plan. The students can also identify the words of taxonomies blooms because the students will find the word that is definitely clear.

Regarding to this problem, all they have to do is just studying diligently and looking for many examples the word of lesson plan to analyze. However, it will be better if the teaching trainer or supervisor explains procedures and steps how to find the difficult words in a good

lesson plan by following the instruction which is valid in Indonesia. It will accomplish due to the application of lesson plan in *Teaching Practice II*.

This kind of domain language awareness is categorized as *Power Domain*. Based on the result of interview, the students are able to use this domain that already understand how to empower their own use of language. Nevertheless, the obstacle is just laziness.

c. The Cognitive Domain

1) Difficulties of Using Vocabulary in Bloom Taxonomy

According to Liu (2013, p.23) in English writing process, abundant vocabulary plays a very important role. Although some students have mastered a certain amount of vocabulary, students do not know how to use them flexibly or carry out reasonable extensions, so students are helpless in the specific contexts. The main reason for these is that students have low language awareness and lack effective training.

Before creating lesson plan, another steps to do is founding general description about bloom taxonomy in lesson plan. Nonetheless, it is actually the problem that the students mostly face in creating lesson plan.

In the form of lesson plan, it must be included *bloom taxonomy* in the lesson plan. Bloom taxonomy explains the way of thinking. In bloom's taxonomy itself there are three domains of objectives that are useful for students' behavior in teaching and learning process. Those three domains are cognitive, affective, and psychomotor.

The students feel complicated to use vocabulary of bloom taxonomy in lesson plan they made. They still get difficulty in understanding how to use the vocabulary of bloom taxonomy in lesson plan. In fact, in *indicators* or *objectives*, they just need to use their own vocabulary of language in their lesson plan. Mostly students said that using the language based on bloom taxonomy is difficult, such as student B (Appendice, Tuesday, November 5th 2019) stated that,

... Even I always tried analyzed the language based on Bloom's Taxonomy, that still does not appropriate language. I think, the language in Bloom's Taxonomy is too difficult to apply in lesson plan that I made.

According to the researcher, students' ability for using the vocabulary in bloom taxonomy is quite difficult for them who did not understand and master it. Yet, back to the researcher's opinion, it will be better if the students are interested to look for more knowledge about bloom taxonomy from another sources, even from supervisor or teaching trainer itself.

However, the various ways in creating lesson plan especially using the vocabulary of bloom taxonomy, the students can identify the vocabulary in bloom taxonomy then doing a consultation to supervisor or teaching trainer to get the correctly and will give the benefits to the students relate the knowledge or get a motivation to be more diligent in developing their language awareness in creating lesson plan.

The researcher hopes that the students are able to more master than before in creating lesson plan. It is needed to anticipate the problems that might happen when practicing *Teaching Practice II* in the school.

Domain of language awareness for this kind challenges is *Cognitive Domain*. The students are just trying to be brave and trying over again to get understanding in bloom's taxonomy. This domain will develop students' awareness in rule of language in use and the ability to reflect them analyzing bloom's taxonomy. If there is no effort to try the difficulties then the students will not be capable to handle themselves.

d. The Performance Domain

1) Many Mistakes in Grammatical Features Between *Indicators* and *Objectives*

Students use the language to communicate about the content of the lesson and to interact with the teachers and peers. Furthermore, language is also central to the ways in which students and teacher communicate and cooperate in primary resource for the teacher and students with which to achieve educational goals.

According to Silver, Raslinda, & Kogut (2014,p.125) is not only doing well in tasks, but also to learn how to use language, so called academic language. For example, the same grammar rules apply to any writing needed.

Based on the conclusion stated that by Silver, Raslinda, & Kogut above, learning language used in writing should learn the grammar rules in

writing. Same as this research is actually different but still connected each other. Student H (Appendice, Wednesday, December 4th 2019) stated that,

.... My the first difficulty in create lesson plan in English is about grammatical because my teaching trainer care so much about grammar. So, when I got the wrong grammatical, he directly gave a correction pen, then he asked me to revise the lesson plan especially the language in indicators should be correctly.

This kind of problem is categorized as *teacher's factor*. This problem is caused by students' lack of understanding in mastering the grammatical features in writing. Based on the result of interview, they said that not easy to use the correct grammatical in lesson plan because it is different in grammatical as usual that they learnt. Even more, some of them are still able to understand at grammatical rules well that they have been learnt before.

Consequently, this lack of understanding gets them into trouble in using grammatical rules in *indicators* or *objectives*. It actually depends on *teacher's factor*. The role of supervisor or teaching trainer here is really important since the students will use the correct grammatical features in indicators or objectives and will implement it in lesson plan. The students are not only demanded to be independent but also necessary to be guided in mastering this grammatical rules.

According to the researcher, regarding to this problem, students are better to do consultation continuously and supervisor or teaching trainer should give more correction and explanation in detail about it in order to make students understand it fully.

However, the various way in this problem, the students should do consultation to supervisor or teaching trainer it will help them to get the correct grammatical features in creating lesson plan, then the supervisor or teaching trainer also revise the lesson plan if using wrong the grammatical feature that the students made. It will help the students to gather the feedback from supervisor or teaching trainer.

This domain of language awareness is categorized as *Performance Domain*. This domain will improve the language used proficiency. The students understand they get many mistakes, it will capable the students to feel not complicated in determining the language. This domain also will give the students more awareness to be expected and increase the language.

2) Difficulties in Arranging the Sentences Between *Indicator* or *Objectives*

In creating lesson plan, the most important one is arranging the sentences, since the students is capable to recognize how far their ability to in understanding the sentences well.

Occasionally, the students get difficulty in arranging the sentences between *indicators* or *objectives*. It happens because the language construction requires much consideration in order to make them not too difficult, too easy, and also not confusing the students when they create the word in lesson plan.

Based on the result of interview, the difficulty in arranging the sentences does not come from specific difficulty. The core of this problem is that the students are just confusing to make sentences in every meeting and also hard to determine the sentences correctly. They are difficult to decide whether the sentences that they make are correct or not, and they are also afraid when their sentences unpredictably cannot be related in lesson plan. Student L (Appendice, Tuesday, December 10th 2019) stated that,

... When I create basic competence and indicators, it should be appropriated. Because my supervisor told to me, for example "compile the text" in basic competence should be appropriated "compile" in indicators. Sometimes I'd been used the language correctly but different with the people who read my language in lesson plan that is not related. Same as objective, basic competence, and indicators that must be used the language related each others.

When students conducted *Teaching Practice II* in the school, after arranging the sentences or after creating lesson plan ought to do a consultation to supervisor or teaching trainer to get complexity in arranging the sentences especially in *indicators* or *objectives*.

This kind of problem is categorized as *teacher's factor*. Based on the result of interview, they already understand little bit about arranging the sentences in indicators or objectives. Nevertheless, the obstacle are just laziness to look for any sources that related and nervousness to consult the result of the lesson plan that they made.

This problem then is categorized as *teacher's factor*. This laziness is still applied by them in learning process. Moreover, their

nervousness also still ruins them although they actually have learned much how to make a good lesson plan.

The solution of this problem for students is just trying to be brave and trying over again. The ways that the students do to develop their language awareness doing a consultation to supervisor or teaching trainer then revise the lesson plan by gathering a feedback from supervisor or teaching trainer. If there is no effort to try then the students will not be capable to handle themselves. Thus, do not be afraid of being wrong because we can take a lesson from our own fault.

Based on explanation above, it can be concluded that this challenges categorized as *The Performance Domain*. The students are not necessarily confused to determine the language if they can apply this domain in this challenges because it will increase the language resources to foster their language mastery.

In this kind of framework, the teaching trainer or supervisor' creativity is needed in order to be facilitator and learning guide for students. The duty of teaching trainer or supervisor is not only to give information to students but also to develop creativity in giving service and learning easiness to all of the students, so they can learn in situation, which is enjoyable, fun, exciting, and brave to give their own opinion.

For the next explanation, the researcher will explain the ways that the students mostly doing when they got difficulties in creating lesson plan in *Teaching Practice II*.

2. The Ways to Develop Students' Language Awareness in Creating Lesson Plan for Teaching Practice II

There are several ways that the teachers' candidate do to develop their language awareness in creating an appropriate lesson plan based on 5 domains in language awareness. They are:

a. The Effective Domain

1) Be Aware of Natural English

Language awareness in this research means a mental attribute which develops through paying motivated students' attention to use the language correctly in lesson plan.

According to James & Garret (1992,p.6), they both stated that language awareness is important to realize not only grammatical correctness, but it is understanding that every language has its own way of using the language and present issues.

Based on the conclusion stated by James & Garret above, using the language not only focusing the grammatical in sentence but also the language understanding should be used when create the sentences.

However, the researcher found that some students still using *Google Translate* in creating lesson plan. This kind of problem is not good to apply for being a teacher in the future. Student H (Appendice, Wednesday, December 4th 2019) stated that,

.... For me myself, I aware of the language that I used still wrong. So that's why, when I created lesson plan using Google Translate because there are many words in lesson plan is difficult to understand in Indonesia then, what about in English? It's more complicated. Overall, using Google Translate will help me anyway.

According to the statement above, this problem is caused by the students that do not want to look for many sources related the language that could be used in creating lesson plan. The students only want get the simple one when creating lesson plan. Consequently, this lack of understanding gets them into trouble using an appropriate language in English especially the language in lesson plan more systematically.

The researcher regarding to this way because the students should give more awareness in natural English when they using *Google Translate* in creating lesson plan is not good way that should be they used. Be aware of natural English will give the students more knowledge in detail about it in order to make students understand it fully than using *Google Translate*.

This domain then is categorized as *Effective Domain*, but with activities directed at links between the *Effective Domain* and improved language performance. It relates each other to use this domain in this way. Because the students should curious the language that they used. This way also related *Cognitive Domain* that does not entail a return to traditional grammar but sing the natural English in using the language.

b. The Social Domain

1) Doing A Consultation to Supervisor or Teaching Trainer before/after Creating Lesson Plan.

The process that the students faced in creating lesson plan cannot be separated in doing a consultation. It reflects some competences that will be achieved by students from every consultation. Hopefully, after

finishing all of the steps that teaching trainer or supervisor feedback the students will be exist in creating lesson plan well, the students will become good in creating lesson plan that is expected from themselves. Mostly students stated that,

.... I did consultation to supervisor/teaching trainer continuously, it will help me to conduct lesson plan well. If I did not do consultation, I did not know where my mistakes. Sometimes, supervisor/teaching trainer also asked me to do consultation after creating lesson plan.

From statement above, here one of the ways that the students mostly do in every meeting in *Teaching Practice II* after creating lesson plan, and the educational background for the students which is able to use an appropriate language. Thus, it will distortion of expected competence.

As we know, occasionally, one way that the students take usually will give them many knowledge to create lesson plan correctly. This happens especially in *Teaching Practice II*. There are several challenges that students faced differently in weekly creating lesson plan. Based on the result of interview, from mostly students, there are many problems that they did not able to handle when creating lesson plan before doing consultation. Definitely, this way how the students usually do to get correction of what they did through creating lesson plan.

One of obligatory subjects that should be taken by English Department students as the perquisite for joining *Teaching Practice II* is the subject which is insist students to create lesson plan.

According to the students, mostly students get some knowledge how to create a good lesson plan after consulting their lesson plan by their

own language. The students have to create lesson plan based on what the teaching trainer/supervisor asked, without making it based on their own ability.

Some students also said that the material that the teaching trainer explained sometimes a little bit different with the supervisor's material. Some of them are not able to distinguish the pattern of lesson plan taught by both of them. As a result, many students compare the making of lesson plan between teaching trainer and supervisor. In some students opinion, lesson plan explained by teaching trainer is easier than supervisor. However, it is quite possible that in the contrary, lesson plan explained by supervisor is easier as well than teaching trainer.

According to the researcher, there should be coordination for all teaching trainer and supervisor who explain lesson plan for the students. This coordination can be applied to lesson plan explaining with a same pattern. It is aimed to ease the students in understanding how to create a good lesson plan, and not to make students confused with the various patterns of lesson plan. If there is no coordination, it will cause pro and contra to students when they will conduct *Teaching Practice II* since they will create lesson plan every time they will teach. Nevertheless, creating lesson plan itself will be occasionally different when it is applied in a school.

However, according to the researcher, essentially, this way in creating lesson plan can give benefits to the students. The benefits can be

more knowledge and motivation to be more diligent in developing their ability using an appropriate language in creating lesson plan.

This domain is included in *Social Domain* of language awareness. Undoubtedly, it is caused by gathering towards building for better relations between teaching trainer and supervisor for understanding every procedure in lesson plan that explained.

2) Producing An Introduction to Create Lesson Plan in the Beginning of *Teaching Practice II*.

Teaching Practice II is one of obligatory subjects that should be taken by English Department students. It subject which insist students to become as real teacher in the school for two months. Students got different schools that means the school has different rule that the students must follow.

There is one school which applied this way to give information related creating lesson plan correctly before the students teaching in the class directly. Its school did this way because the lesson plan of that school different as each schools. It helps the students because its school firstly explains in detail about lesson plan that the students must create. So, the students have to create a lesson plan based on what the teacher of that school explained before starting *Teaching Practice II*, without making it based on their own ability. Student A (Appendice, Monday, November 4th 2019) stated that,

.... In my school when I was Teaching Practice II. Its school asking us to gather in one place of that school before starting

Teaching Practice II to explain about the lesson plan based on that school, because the lesson plan of that school is different from others school. So that's why, its school facilitate us to get the knowledge correctly through training us especially in creating lesson plan.

Furthermore, according to student A, this way also followed by the teaching trainer, because the rule of teaching trainer helps his to create lesson plan better than before. However, this way do not enough for the students to master lesson plan without guiding from teaching trainer or supervisor. This way is only they got in the first meeting before starting *Teaching Practice II*.

This domain is *social domain*, because the relation of the students, teaching trainer, and supervisor that related each other in *Teaching Practice II*. Then, all of them are able to communicate well about the language awareness in creating lesson plan and also the students will be easier to get the correct language in lesson plan.

To get more information and understanding as well as could apply the lesson plan well, the students should look for information hot to create lesson plan correctly on some sources. So that, the student can be done in accordance further.

3) Revising the Lesson Plan by Gathering A Feedback from Supervisor or Teaching Trainer.

In *Teaching Practice II* activity, the most necessary activity is revising the lesson plan that the teaching trainer or supervisor revision, since

teaching trainer or supervisor is capable to recognize where the students' correction in creating lesson plan especially understanding itself.

Occasionally, the students will get knowledge where they get low in part of the lesson plan. It happens because creating lesson plan construction requires much consideration in order to use the language in lesson plan not too difficult, too easy, and also not confusing them when they want to create lesson plan again. Mostly some students stated that they got many revisions continuously when they after or before creating lesson plan especially in final/middle. Student I (Appendix, Thursday, December 5th 2019) stated that,

.... Every lesson plan that I made always got revision, every revision always from supervisor, because my supervisor understanding well of my lesson plan. So that's why, I got many revision from her. Mostly revision that I got in language that I used in objectives, sometimes I used the language too general and also the language still many correction. After getting revision the supervisor asking me to make the lesson plan better. Then, I revised the lesson plan by gathering many feedbacks from supervisor.

In constructing an achievement of students' understanding, the most important thing that should be owned is gathering the feedback from supervisor or teaching trainer. It will help the students well to create an appropriate lesson plan.

Based on the result of interview, the students should revise the lesson plan that got many corrections from teaching trainer or supervisor. Revision that the student made must be based on feedback that teaching trainer or supervisor gave. The difficulty in this way is sometimes the

student lazy to gather the feedback from supervisor or teaching trainer in every meeting.

This kind of domain in language awareness is categorized as *Social Domain*. This domain is being the solution for the students that needed to stimulate their awareness in language because it works in multicultural context as social harmonization.

c. The Cognitive Domain

1) Identifying Taxonomies Bloom while Creating Lesson Plan

According to Chandio, Pandhiani, and Iqbal (2016) Bloom's Taxonomy three domains of academic learning: cognitive, affective and psychomotor. The cognitive domain includes mental skills to produce knowledge, the affective domain adds gradual emotional development of attitude/self, whereas, the psychomotor domain encompasses physical skills. Originally, the cognitive domain was based on these six stages: knowledge, comprehension, application, analysis, synthesis and evaluation.

Based on the conclusion stated by Chandio, Pandhiani, and Iqbal above, Bloom's Taxonomy is able to see from three domain. It means in teaching and learning process should be seen from the lower level of rote learning and memorization to the higher level of analysis, evaluation, creativity, and problem-solving approach. Student B & F (Appendice, Tuesday & Friday, November 5th & 8th 2019) stated that,

.... The language that I used in creating lesson plan especially in objectives and indicators sometimes still wrong because it is difficult to make an appropriate language. But, I tried to analyze

the language that appropriate through the language in bloom's taxonomy.

.... I have bloom's taxonomy guide that I took from internet. From that guide has been explained by C1 to C6 well. So that's why I could choose the language for creating lesson plan. Overall, bloom's taxonomy helps me so much to use an appropriate language in creating lesson plan.

According to the researcher, This kind of way relates in cognitive domain because the students should think firstly before using the language of bloom's taxonomy. It is actually connected to each other. Some students also said that they have been taught bloom's taxonomy in TEFL I and TEFL II, so the students basically known a little bit about it.

Based on the result of interview, some students said that not all the language can be understood to use. Even more, some of them are still not use bloom's taxonomy to create lesson plan but, they used another way to conduct their lesson plan correctly.

Consequently, their understanding gets them into trouble making the correct language in lesson plan. It actually depends on *Indicators* or *Objectives*. Because the language that used should be connected each other. The role of bloom's taxonomy here is really necessary even quite difficult to analyze since the students will become a future teacher and will implement it in their lesson plan that they made.

Regarding to this way, the students not only demanded to be independent but also necessary to be guided in mastering this bloom's taxonomy. They also should have learning motivation in mastering it since the material in TEFL is very crucial to become a teacher. Teaching trainer or

supervisor also as can as possible should give more explanation how to use bloom's taxonomy in detail to make students understand it fully.

This ways is categorized in *Cognitive Domain* of language awareness, which the understanding of bloom's taxonomy toward the ability is still not optimal. However, in this domain can develop students' awareness through pattern, system, or rules of language in use.

From those categories, the researcher will explain in detail about identified the challenges and several ways in developing language awareness through creating lesson plan in discussion.

B. Discussion

After all the data are displayed, then it must be analyzed based on the identified problems, the researcher will discuss the whole identified problems in this research entitled *The Student Teachers' Language Awareness in Creating Lesson Plan*.

The researcher using 5 domains in language awareness to find out the students challenges faced and the ways that the students do when they want to develop their language awareness through creating lesson plan. Those domains are *effective domain, social domain, power domain, cognitive domain, and performance domain*.

In the students challenges faced when they develop their language awareness, domain which dominants are *effective domain* and *performance domain*. As a reason, in *effective domain*, mostly students aware of the language

that they used to practice them to get better for using an appropriate language in lesson plan. Furthermore, in *performance domain*, the students are able to develop their limitation of the structure and the understanding of the language to empower them mastering language usage.

From those explanation, students who still learn creating lesson plan using an appropriate language, needed a figure to teach them creating lesson plan and the feedback of the supervisor or teaching trainer will help the students to produce the knowledge in relation language awareness.

However, in the ways to handle the students challenges, there is one domain is dominant. That is *social domain*. In fact, mostly students needed a figure to direct them using an appropriate language. It means that a relationship between the students and supervisor/teaching trainer, the most important part.

According to David's research (2013), the importance of awareness in translation, particularly in the area of translator competence. The word and the concept of awareness can be seen more and more frequently in the specialized literature, as well as developing an awareness of the real nature of the translating process, and this will helpfully be complemented in professional work by the desirable existence of fully comprehensive handbooks.

Same as Yulianto's reasearch (2016), grammar instruction in the classroom were reported and "techniques were developed whereby students would be able to "notice" grammar, often spontaneously in the course of a communicative lesson, and especially if the grammatical problem impeded

comprehension". This process is called language awareness. That is, learners are able to notice and learn how a grammar feature works.

Based on David and Yulianto's research, unfortunately, it is expected that language awareness concept help solve those problem same as this research. Researcher using language awareness to develop students' ability in creating lesson plan using an appropriate language.

The researcher would discuss the result of the research in this part. The researcher was satisfied of the result as almost all the students showed awareness of the language that they used in creating lesson plan. It indicated that applying direct corrective feedback from the supervisor or teaching trainer could help them to improve their language awareness in lesson plan.

Being a good teacher's candidate that can be creating a good lesson plan by using the language awareness should prepare some characteristics. Such as using an appropriate word of language that relates between indicators or objectives, identifying the vocabulary of bloom taxonomy, using a good grammatical features in creating lesson plan, using an appropriate tenses that can be understood of the meaning, and arranging the correct sentences in creating lesson plan. Good teachers have an ability using the correct language that are able to conduct a good lesson plan.

Teaching Practice II is one good part to the teacher's candidate to improve their ability to apply their language awareness through creating lesson plan. However, it could not be run as well as we thought before because there are many challenges that the students faced when they created the language correctly.

Therefore, even many challenges that they faced but there are the ways could handle those challenges.

The researcher suggest to the students to get closer to the supervisor or teaching trainer because it will help them to apply the ways that the researcher explained above then the challenges faced will be handled well. The students also do not find difficult to create lesson plan using an appropriate language.

The data in this research that has been collected from documentation of lesson plan that the students made in *Teaching Practice II* and interview that the researcher did face to face for 20 students to get more information related this research. Those processed then described as clear as possible in the findings.

The data also needs to be analyzed and reported based on the sequence of the problems that have been introduced earlier in this research. Associated with the data collected from documentation and interview that mentions clearly in explaining of this research.

Supervisor or teaching trainer is a people who followed by the students. Every revision, comments, and advices from the supervisor or teaching trainer will give positive vibes for the students constantly. The students have many different challenges faced in every meeting so that's why the ways that could apply is also different. This make the students interest to create lesson plan using an appropriate language although not all students that understanding what supervisor or teaching trainer said.

The data has been collected from documentation and interview are processed and describe in findings as well as possible. Then the data also need

was analyzed and reported based on order of issues that had introduced earlier in this research.