Enhancing Language Awareness of Student Teachers through Lesson Plan Creation

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This research aimed to explore the challenges faced by student teachers during Teaching Practice II and examine their strategies for developing language awareness through lesson plan creation. The study employed documentation and interviews as data collection techniques, employing a qualitative case study approach for analysis. The findings revealed several challenges encountered by the students while creating their lesson plans. Firstly, in the Effective Domain, students faced difficulties in writing comprehensive lesson plans and expressed apprehension about making mistakes. Secondly, within the Power Domain, students displayed a lack of interest in identifying indicators and objectives within their lesson plans. Furthermore, in the Cognitive Domain, students encountered challenges in utilizing Bloom's Taxonomy vocabulary effectively. Lastly, within the Performance Domain, students encountered issues in structuring sentences correctly and made grammatical errors in their

indicators and objectives. To develop language awareness and create appropriate lesson plans, the researchers identified five strategies employed by the students. Firstly, students needed to cultivate an awareness of natural English usage. Secondly, seeking guidance and consultation from their supervisors or teaching trainers proved beneficial. Thirdly, familiarizing themselves with the lesson plan format at the beginning of Teaching Practice II was essential. Additionally, students should revise their lesson plans based on feedback received from supervisors and teaching trainers. Finally, developing the ability to identify the taxonomies within Bloom's Taxonomy was crucial.

INTRODUCTION

Language awareness has gained significant attention in the field of education, particularly in the context of creating lesson plans. According to the curriculum, a language-aware teacher serves as a role model for language usage and teaches subject-specific language. However, as teachers encounter students from diverse language backgrounds, it is crucial to ensure that lesson concepts are presented in a manner that promotes comprehension for all students. Research has shown that language-aware teachers benefit students irrespective of their linguistic backgrounds.

In recent years, various dimensions of language awareness have been proposed. These include the linguistic-systematic, cultural-political, and socio-cultural dimensions. The linguistic-systematic dimension focuses on the structure, contrasts, and regularities of language. The cultural-political dimension highlights the power dynamics and control embedded in language, including language learning ideologies and policies. The socio-cultural dimension centers on learners' and teachers' beliefs, attitudes, and views regarding language and language learning.

Language awareness should not be considered an alternative to language learning but rather a complementary process. It offers benefits across five domains: effective, social, power, cognitive, and performance. The Effective Domain recognizes the importance of stimulating curiosity about language and learning. In the English as a Foreign Language context, language awareness activities can improve language performance and foster a connection between the Effective Domain and language proficiency.

The Social Domain of language awareness is particularly relevant in multicultural settings, as it aims to foster better relations among ethnic groups by increasing students' awareness of their own language, dialects, and their place within the broader map of languages and dialects worldwide. The Power Domain of language awareness raises students' awareness of language as a tool for manipulation, empowering them to use language effectively. The Cognitive Domain focuses on developing students' awareness of language patterns, contrasts, systems, units, categories, and rules in use, facilitating reflection and understanding. Lastly, the Performance Domain highlights how language awareness enhances students' analytical knowledge, expanding their language resources and mastery.

In the process of English writing, a strong vocabulary is essential. However, many students struggle with using vocabulary effectively, lacking language awareness and sufficient training. Developing language awareness requires a long-term accumulation process through acquisition and learning.

The aim of the language aware project is to explore and deepen the understanding of language in the context of creating lesson plans. The project emphasizes that when teaching is language aware, every student has the opportunity to succeed. By making teachers' "tacit knowledge" visible, the project aims to enhance pedagogical practices and teacher identities.

This research focuses on the use of lesson plan creation to develop language awareness among students during Teaching Practice II. The study addresses the difficulties students face when creating lesson plans, particularly regarding language usage. Students often realize that their language in the lesson plans is

incorrect but struggle to correct it without consulting their supervisors. The research aims to uncover the students' language awareness in creating lesson plans, an area that has received limited attention. It also seeks to explore how students perceive themselves as language-aware teachers.

To ensure the success of the Teaching Practice II program, teachers must prepare learning and teaching materials, including lesson plans. Lesson plans serve as a reference for teachers in delivering the curriculum and helping students achieve their learning goals. This research focuses on Teaching Practice II as students create lesson plans during this phase and receive corrections and guidance from their supervisors and trainers. The challenges faced by students in creating lesson plans and the strategies they employ to develop language awareness are explored.

In conclusion, this study acknowledges the difficulties faced by students in developing their language awareness during Teaching Practice II, particularly in relation to creating lesson plans. By investigating the challenges and strategies employed by students in this process, the research aims to provide valuable insights into enhancing language awareness in teacher education programs. Ultimately, the findings of this study can inform the development of effective approaches to support students in creating language-aware lesson plans and contribute to the professional development of future teachers.

METHOD

This research focuses on exploring the language awareness of student teachers in creating lesson plans at the English Department of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin. It adopts a qualitative descriptive approach using a case study methodology, which allows for a direct examination of events and processes related to the research object. Various data collection procedures, including documentation and interviews, are employed to gather comprehensive information within the specified timeframe. Data analysis follows the Case Study data analysis stage proposed by Creswell.

The subjects of this research are the 2016 students of the English Department who have created lesson plans for eight subjects: CMD, Instructional Design, TEFL I, TEFL II, Language Teaching Media, Language Learning Assessment, Teaching Practice I, and Teaching Practice II. The total number of students across five classes (A, B, C, D, and E) is 140. For sampling purposes, a simple random sampling technique is employed, where sample members are selected randomly from the population without considering their level in the population. In this case, the researcher selects 20 individuals, with four students randomly chosen from each class, representing approximately 15% of the 2016 student population. The selected students are then interviewed and their data analyzed.

Two main data collection techniques are utilized: documentation and interviews. Documentation involves collecting data from documents such as pre- and post-revision lesson plans during the middle and final stages of Teaching Practice II. Interviews are conducted with students who have taken the aforementioned courses and have created lesson plans. The interviews, conducted outside the classroom, are structured and based on a predetermined list of questions related to language awareness. Twelve questions are included in the interview process.

Once the data is collected through documentation and interviews, it is analyzed using a simplified process that aims to present the data in an easily understandable form. The analysis follows a case study approach based on Creswell's guidelines. The analysis process involves several stages: gathering categories, direct interpretation, forming patterns, and drawing conclusions.

Researchers identify categories of language problems in the lesson plans created by students during Teaching Practice II based on the data collected through interviews. Direct interpretation is conducted to derive meaning from the case study examples without seeking further examples. Patterns are then formed by examining the language categories and the students' interview responses, looking for correspondences and connections. Finally, conclusions are drawn based on the categorized language problems identified and the patterns that have emerged.

In summary, this research investigates the language awareness of student teachers in creating lesson plans. Through a case study approach, the study examines the challenges faced by students and the strategies they employ to enhance their language awareness during Teaching Practice II. The findings of this research contribute to the understanding of language awareness development in teacher education programs and offer insights for improving language instruction and lesson plan creation in the future.

FINDINGS AND DISCUSSIONS

The researcher selected a total of 20 students as the objects of the study, employing a random sampling technique to choose four students from each class. Following the interviews conducted with these students, the researcher proceeded to analyze the data obtained from the interviews. The analysis process involved four steps, which were structured based on the five domains of language awareness.

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

During the first step of the analysis, the researcher identified five categories based on the challenges faced by students in creating lesson plans, focusing on the five domains of language awareness. These categories shed light on the specific difficulties encountered by the students in each domain.

The first category, the effective domain, involved assessing the students' thinking ability to become aware of language. Within this category, the researcher compared the identified problems with the students' cognitive processes and their capacity to recognize and address language-related issues effectively.

The second category, the social domain, examined the students' ability to direct their awareness towards their own language. This category emphasized the students' understanding of language variations, registers, and the appropriate use of language in different social contexts.

The third category, the power domain, aimed to empower the students to use language correctly based on their awareness. This involved analyzing the students'

grasp of grammar, vocabulary, and the application of language structures in their lesson plans.

The fourth category, the cognitive domain, focused on the students' development of grammatical correctness and their understanding of the functions and processes of language. Challenges related to language accuracy and proficiency were explored within this category.

Lastly, the fifth category, the performance domain, aimed to enhance students' motivation and elevate their language usage. This category emphasized the students' ability to demonstrate their language skills effectively and engage with the lesson content in a compelling manner.

Based on the results of the interviews conducted, the researcher identified several challenges that students predominantly faced when creating lesson plans during Teaching Practice II. These challenges were categorized within the five domains of language awareness. The specific challenges varied for each student, but they encompassed difficulties related to thinking processes, sociolinguistic awareness, language proficiency, grammatical accuracy, and performance motivation.

By examining these challenges within the framework of the five domains, the researcher gained a comprehensive understanding of the language awareness obstacles encountered by the students during their lesson plan creation process. This analysis provided valuable insights into the specific areas where students required support and guidance to enhance their language awareness and improve their overall proficiency in creating effective lesson plans.

The Effective Domain

Difficulties in Creating Lesson Plan in Relation Language Awareness

One of the identified challenges falls under the category of ability, indicating that students' understanding of language is not yet optimal when creating lesson plans. To overcome this challenge and develop their language awareness, students can seek guidance and consultation from their supervisors or teaching trainers. By

engaging in discussions with experienced educators, students can receive valuable feedback and learn how to use language appropriately in their lesson plans. It is crucial for teachers to provide detailed explanations on the correct usage of language before expecting students to apply it effectively.

Despite efforts to address this challenge, the Effective Domain of language awareness still presents difficulties for students. This domain encompasses various aspects of language usage and understanding, and it appears that students continue to struggle in this area despite their extensive practice with language. This indicates the need for further support and guidance to enhance students' awareness and proficiency in using language effectively when creating their lesson plans. By acknowledging and addressing these challenges within the Effective Domain, educators can help students develop the necessary language skills and improve their overall competence in constructing comprehensive and linguistically accurate lesson plans.

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

The challenges faced by students in using language correctly can be categorized as a problem related to their ability. It appears that students still struggle in understanding the language, leading to difficulties in determining appropriate materials for their lesson plans. Despite the availability of language resources, students' limited language awareness hinders their ability to effectively utilize these sources. This lack of language mastery and curiosity contributes to the categorization of this challenge as an ability-related issue.

However, it is important to note that this challenge also falls within the Effective Domain of language awareness. Within this domain, students have the potential to describe and envision how to use language effectively. The goal of this domain is to encourage students to overcome their fear and hesitation in utilizing language. By developing their awareness and confidence in using language, students can gradually improve their proficiency and become more skilled in creating comprehensive and linguistically accurate lesson plans.

Addressing this challenge requires providing students with guidance and support to enhance their language skills and boost their curiosity and confidence. Teachers should create an environment that fosters active participation and encourages students to engage with the language. Additionally, incorporating various language learning strategies and providing ample opportunities for practice can help students overcome their language-related difficulties and develop a strong foundation in language awareness.

The Power Domain

Not Interested to Find the Difficult Words between Indicators and Objectives

The challenge faced by students in identifying difficult words in their lesson plans falls under the ability category. This difficulty arises due to their lack of interest in exploring and analyzing language procedures within the lesson plan. To overcome this challenge, students need to adopt a diligent study approach and actively seek out examples of lesson plans to analyze. Additionally, it would be beneficial for teaching trainers or supervisors to provide clear instructions and guidance on how to identify difficult words in a well-structured lesson plan, aligning with the applicable guidelines in Indonesia. By implementing these strategies during Teaching Practice II, students can effectively address this challenge.

This particular challenge aligns with the Power Domain of language awareness. According to the interview results, students demonstrate an understanding of how to empower their language use within this domain. However, the main obstacle they face is laziness or a lack of motivation. Overcoming this obstacle requires students to cultivate a sense of discipline and commitment to actively engage with language learning. By consistently applying themselves and embracing a proactive attitude, students can enhance their language awareness and ultimately improve their ability to identify and utilize appropriate language in their lesson plans.

The Cognitive Domain

Difficulties of Using Vocabulary in Bloom Taxonomy

According to the researcher, students often find it challenging to effectively utilize the vocabulary of Bloom's Taxonomy, especially if they do not have a strong understanding or mastery of it. However, the researcher suggests that students can overcome this challenge by actively seeking additional knowledge about Bloom's Taxonomy from various sources, including their supervisors or teaching trainers.

In order to create lesson plans that incorporate the vocabulary of Bloom's Taxonomy, students can follow several steps. First, they need to identify the relevant vocabulary within Bloom's Taxonomy. Then, they can consult their supervisor or teaching trainer to ensure they are using the vocabulary correctly. This consultation will not only provide them with accurate information but also motivate them to be more diligent in developing their language awareness when creating lesson plans.

The researcher hopes that through these efforts, students will significantly improve their mastery of creating lesson plans. This improvement is crucial to anticipate and address potential problems that may arise during the implementation of Teaching Practice II in schools.

The domain of language awareness associated with these challenges is the Cognitive Domain. Students are encouraged to exhibit courage and perseverance as they strive to understand and apply Bloom's Taxonomy. This domain fosters their awareness of language rules and enables them to reflect on their language use while analyzing Bloom's Taxonomy. It is essential for students to make consistent efforts to overcome difficulties, as without such efforts, they may struggle to effectively handle the challenges they encounter.

The Performance Domain

Many Mistakes in Grammatical Features Between Indicators and Objectives

Based on the researcher's findings, it is recommended that students engage in continuous consultation with their supervisors or teaching trainers to address this

problem. The supervisor or teaching trainer should provide detailed explanations and corrections to ensure that students fully understand the grammatical features required when creating a lesson plan.

In order to address this challenge, students should actively seek guidance from their supervisor or teaching trainer. This will help them to accurately incorporate grammatical features into their lesson plans. Additionally, the supervisor or teaching trainer can review the students' lesson plans and provide feedback on any grammatical errors that need to be corrected. This feedback will enable students to learn from their mistakes and improve their language proficiency.

This challenge falls under the Performance Domain of language awareness. By engaging in this domain, students can enhance their language proficiency. Recognizing and rectifying their mistakes will enable students to feel more confident in determining the appropriate language to use. This domain also fosters increased awareness and improvement in language skills.

It is important for students to actively participate in the revision process and seek feedback from their supervisor or teaching trainer. This will ultimately lead to a greater understanding of the language and an overall improvement in their language awareness when creating lesson plans.

Difficulties in Arranging the Sentences Between Indicator or Objectives

The challenges faced by students in arranging sentences in indicators or objectives for their lesson plans fall under the category of teacher's factors. During the interviews conducted, it was found that students have some understanding of this aspect, but they tend to exhibit laziness in searching for relevant sources and feel nervous when seeking consultation on their lesson plans.

This challenge can be attributed to teacher's factors, specifically laziness and nervousness. The students' lack of motivation and diligence in the learning process contribute to their difficulties. Additionally, their nervousness hinders them from fully benefiting from the knowledge they have acquired on creating effective lesson plans.

In terms of language awareness domains, this challenge aligns with the Performance Domain. By applying this domain, students can overcome their confusion in determining the appropriate language to use. It provides them with more language resources and enhances their overall language mastery.

In the following explanation, the researcher will elaborate on the common approaches taken by students when encountering difficulties in creating lesson plans during Teaching Practice II.

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

There are various strategies that teacher candidates employ to enhance their language awareness when creating an appropriate lesson plan, taking into consideration the five domains of language awareness. These approaches include:

The Effective Domain

Be Aware of Natural English

The researcher emphasizes the importance of raising awareness among students about the limitations of relying on Google Translate when creating a lesson plan. It is advised that students should prioritize developing a natural understanding of English language usage instead of relying solely on translation tools. By being aware of natural English, students can gain a more comprehensive understanding of the language and enhance their overall comprehension.

This approach aligns with the Effective Domain of language awareness. It emphasizes the need for students to actively engage with the language and seek a deeper understanding. By being curious and inquisitive, students can develop their language skills and explore the nuances of natural English usage. This approach also relates to the Cognitive Domain, which encourages students to move beyond rote grammar knowledge and focus on using the language authentically.

By promoting activities that bridge the Effective Domain with improved language performance, students can cultivate a deeper awareness of language and

enhance their overall language proficiency. It encourages them to go beyond relying on translation tools and develop their ability to use the language naturally and effectively. This approach fosters a more comprehensive understanding of language usage and supports students in becoming more proficient language users.

The Social Domain

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

The researcher emphasizes the importance of coordination among teaching trainers and supervisors in explaining the lesson plan to students. It is recommended that there should be a standardized pattern for explaining the lesson plan in order to facilitate students' understanding and avoid confusion caused by different patterns. Without coordination, students may encounter conflicting information and approaches when they are conducting Teaching Practice II and creating lesson plans. However, it is acknowledged that the implementation of lesson plans may vary in different school contexts.

Nevertheless, the researcher asserts that this approach to creating a standardized lesson plan can benefit students by providing them with a consistent framework and promoting their knowledge and motivation in using appropriate language when creating lesson plans. Students can gain a deeper understanding of the procedures and requirements involved, and this can motivate them to be more diligent in developing their language skills for creating effective lesson plans.

This approach aligns with the Social Domain of language awareness. It recognizes the importance of fostering positive relationships and effective communication between teaching trainers and supervisors. By establishing clear and consistent procedures in explaining the lesson plan, students can build better understanding and rapport with their trainers and supervisors. This domain highlights the significance of collaborative efforts and creating a supportive environment for students to enhance their understanding and skills in creating lesson plans.

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

Student teachers acknowledged that following the guidance and rules provided by the teaching trainer has helped improve their ability to create lesson plans. However, they also recognize that relying solely on this guidance is not sufficient for mastering lesson planning without ongoing support from the teaching trainer or supervisor. The initial meeting before starting Teaching Practice II provides some guidance, but continuous guidance and feedback are necessary for the students to fully grasp and apply lesson planning effectively.

This approach aligns with the Social Domain of language awareness as it emphasizes the importance of the relationship between students, teaching trainers, and supervisors during Teaching Practice II. Effective communication and collaboration among all parties involved contribute to better language awareness in creating lesson plans. By maintaining open lines of communication and seeking guidance from teaching trainers and supervisors, students can obtain the correct language usage and improve their lesson planning skills.

In addition to the guidance provided by teaching trainers and supervisors, it is crucial for students to seek additional information and understanding from various sources. By actively seeking out information on how to create lesson plans correctly, students can enhance their knowledge and ensure that their lesson plans align with established standards. This proactive approach allows students to further refine their understanding and application of lesson planning principles.

Overall, a combination of guidance from teaching trainers and supervisors, along with independent research and exploration, contributes to the students' language awareness and proficiency in creating lesson plans. It involves a social aspect where effective communication and collaboration are vital, as well as a cognitive aspect where students actively seek knowledge and apply it to their lesson planning practices.

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

According to the interview findings, it is recommended that students revise their lesson plans based on the corrections and feedback provided by teaching trainers or supervisors. The feedback serves as a valuable source of guidance for the students to improve their lesson plans. However, one challenge that arises is the students' occasional laziness in actively seeking and gathering feedback from their supervisors or teaching trainers during meetings.

This approach aligns with the Social Domain of language awareness. The Social Domain plays a crucial role in addressing this challenge by emphasizing the importance of effective communication and collaboration in a multicultural context. Through active engagement with supervisors and teaching trainers, students can stimulate their language awareness and benefit from the social harmonization that occurs during the feedback process.

By actively incorporating the feedback into their revisions, students can refine and enhance their lesson plans. It is essential for students to overcome any laziness or reluctance in seeking feedback and view it as a valuable opportunity for growth and improvement. The Social Domain provides a framework for students to engage in meaningful interactions with supervisors and teaching trainers, fostering their language awareness and proficiency in creating effective lesson plans.

In summary, students are encouraged to actively participate in the feedback process, revising their lesson plans based on the guidance provided by supervisors or teaching trainers. Overcoming any laziness or reluctance to gather feedback is crucial for leveraging the benefits of the Social Domain, which promotes effective communication and social harmonization in multicultural contexts. By embracing this domain, students can enhance their language awareness and create more impactful lesson plans.

The Cognitive Domain

Identifying Taxonomies Bloom while Creating Lesson Plan

Based on the interview results, it is evident that students face challenges when it comes to using the correct language in their lesson plans. This difficulty is particularly influenced by the indicators or objectives they need to meet. The language used in the lesson plans should be coherent and interconnected. Bloom's taxonomy plays a crucial role in this process, although analyzing and understanding it can be challenging. Since these students will become future teachers and will implement Bloom's taxonomy in their lesson plans, it is essential for them to be guided and master it. They should also have the motivation to learn and master the TEFL material, as it is vital for their teaching careers. Teaching trainers or supervisors should provide detailed explanations on how to use Bloom's taxonomy effectively to ensure students' full comprehension.

This approach falls under the cognitive domain of language awareness, where students can develop their awareness of language patterns, systems, and rules. However, the understanding of Bloom's taxonomy in relation to language ability is still not optimal within this domain. Nevertheless, this cognitive domain offers opportunities for students to enhance their awareness of language usage through recognizing and utilizing these patterns, systems, and rules.

It is important to note that students not only need to be independent in their learning but also require guidance in mastering Bloom's taxonomy. They should be motivated to learn and understand it fully, given the crucial role of TEFL material in their future teaching careers. Teaching trainers or supervisors should provide detailed explanations and guidance on how to use Bloom's taxonomy effectively. By doing so, they can support students in developing a comprehensive understanding of its application.

In summary, the challenges faced by students in using the correct language in their lesson plans can be addressed through the cognitive domain of language awareness. By providing guidance and motivation, teaching trainers or supervisors

can assist students in mastering Bloom's taxonomy and developing their awareness of language patterns, systems, and rules.

The researcher utilized five domains of language awareness to explore the challenges faced by students and the methods they employ to develop their language awareness through creating lesson plans. These domains are the effective domain, social domain, power domain, cognitive domain, and performance domain.

Among the challenges students encounter when developing their language awareness, the dominant domains are the effective domain and the performance domain. In the effective domain, students become aware of the language they use and practice to improve their ability to use appropriate language in their lesson plans. Additionally, in the performance domain, students are able to overcome limitations in language structure and understanding, thus empowering themselves to master language usage.

Based on these explanations, it is evident that students who are still learning to create lesson plans using appropriate language require guidance from an experienced figure. The feedback provided by supervisors or teaching trainers plays a crucial role in helping students develop their knowledge and language awareness.

However, when it comes to addressing the challenges faced by students, one domain stands out as dominant—the social domain. In fact, most students require guidance from a figure in order to effectively use appropriate language. This highlights the importance of the relationship between students and their supervisors or teaching trainers.

According to David's research (2013) on awareness in translation, awareness is increasingly emphasized in specialized literature, particularly in the area of translator competence. Developing an awareness of the translating process is seen as essential, and comprehensive handbooks can complement this awareness in professional work. Similarly, Yulianto's research (2016) focuses on grammar instruction in the classroom. The research suggests techniques where students are able to "notice" grammar, especially when it hampers comprehension, during

communicative lessons. This process is referred to as language awareness, wherein learners observe and learn how grammar features work.

In summary, the researcher's utilization of the five domains of language awareness sheds light on the challenges faced by students and the approaches they adopt to enhance their language awareness in creating lesson plans. The social domain emerges as the most crucial in terms of students needing guidance from a figure to effectively use appropriate language. The research findings align with previous studies by David and Yulianto, which emphasize the importance of awareness in translation and grammar instruction.

Based on the research conducted by David and Yulianto, it is expected that the concept of language awareness can help address the problems identified in this study. The researcher focused on using language awareness to enhance students' ability to create lesson plans using appropriate language.

In discussing the results of the research, the researcher expressed satisfaction as almost all students' demonstrated awareness of the language they used in their lesson plans. This finding indicates that providing direct corrective feedback from supervisors or teaching trainers can help improve students' language awareness in lesson planning.

To become a competent teacher candidate capable of creating effective lesson plans using language awareness, certain characteristics need to be developed. These include using appropriate language that aligns with the indicators or objectives, identifying the vocabulary associated with Bloom's taxonomy, utilizing proper grammatical features, selecting suitable tenses that convey the intended meaning, and constructing coherent sentences. Proficient teachers possess the ability to use language effectively to conduct successful lesson plans.

Teaching Practice II serves as a valuable opportunity for teacher candidates to enhance their ability to apply language awareness in creating lesson plans. However, the implementation of this practice may encounter challenges as students strive to use language correctly.

Despite the challenges faced, there are ways to address them. The researcher suggests that students establish a closer relationship with their supervisors or teaching trainers, as this can help them apply the strategies explained earlier and effectively handle the challenges. By doing so, students will find it less difficult to create lesson plans using appropriate language.

The data for this research was collected from the documentation of lesson plans created during Teaching Practice II and face-to-face interviews conducted with 20 students. The findings were described as clearly as possible, and the data needs to be analyzed and reported in accordance with the problems introduced earlier in the research. The information obtained from the documentation and interviews supports the explanations provided in this study.

Supervisors or teaching trainers play a vital role in guiding students. Every revision, comment, and advice provided by supervisors or teaching trainers positively influences students' progress. As students encounter various challenges in each meeting, the strategies applied may vary. This fosters students' interest in creating lesson plans using appropriate language, even if not all students fully understand the guidance provided by supervisors or teaching trainers.

CONCLUSIONS AND SUGGESTIONS

Based on the research results, several challenges have been identified in the development of students' language awareness through lesson planning across the five domains of language awareness. The challenges are as follows: Effective Domain: Difficulties in creating lesson plans that incorporate language awareness and fear of making mistakes in relation to language awareness. Power Domain: Lack of interest in identifying difficult words between indicators and objectives. Cognitive Domain: Difficulties in using vocabulary from Bloom's taxonomy. Performance Domain: Making numerous grammatical mistakes in relating indicators and objectives and struggling to arrange sentences appropriately between indicators and objectives.

However, the research also identified five strategies that students employ to develop their language awareness in creating appropriate lesson plans within the five domains of language awareness. These strategies are as follows: Effective Domain: Raising awareness of natural English usage. Social Domain: Seeking consultation from supervisors or teaching trainers, producing introductions for lesson plans at the beginning of Teaching Practice II, and revising lesson plans based on feedback received from supervisors and teaching trainers. Cognitive Domain: Identifying the taxonomies of Bloom's taxonomy.

Based on the research findings, discussions, and conclusions outlined above, several suggestions can be made. Firstly, students should focus on developing their language awareness skills in creating lesson plans during both Teaching Practice I and Teaching Practice II. They should practice creating effective lesson plans using appropriate language and analyze examples provided by teaching trainers, supervisors, or other sources.

For lecturers teaching Curriculum Material Development and Instructional Design, this research provides valuable insights. As students face challenges predominantly in the effective and performance domains, it is evident that they require guidance and corrections to create lesson plans that incorporate language awareness. Therefore, it is recommended that instructors provide more detailed explanations in addition to examples and tasks. Not all students can grasp the material quickly and accurately, so comprehensive explanations will facilitate better understanding.

Lastly, this research has implications for the English Education Department. It sheds light on the theoretical and practical differences between lesson planning in schools and colleges. The department can utilize this research to enhance their understanding of the disparities and potentially bridge the gap between theory and practice in lesson planning.

In summary, the research findings highlight the challenges faced by students in developing language awareness in creating lesson plans and suggest strategies to address these challenges. The recommendations provided aim to improve students'

language awareness skills, support instructors in providing effective guidance, and inform the English Education Department about the differences between school and college lesson planning.

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