

## CHAPTER I

### INTRODUCTION

This chapter presents the rationale for this study with relevant references to the literature as well as the significance of the study. This introductory chapter includes research background, problem identification, research questions, research objectives, research significance, research scope, and assumption and limitation in this research.

#### **1.1 Research Background**

Indonesia has implemented the 2013 curriculum. The 2013 curriculum (*henceforth: K-13*) is a national curriculum design with a scientific approach. It is also applied in vocational high schools as well. The objective of learning English in *Sekolah Menengah Kejuruan (henceforth: SMK)* or Vocational High School is basically to improve students' language skills, namely listening, speaking, reading, and writing (Kemendikbud, 2013).

Before the existence of Covid-19, English for Occupational Purposes (EOP) learning was implemented face-to-face in the classroom. However, due to the pandemic, EOP learning was conducted through an online learning platform or *daring* (Kemendikbud, 2013). The impact of technological advancement affects the learning models in EOP. During the Covid-19, all types of learning in schools applies the online system including EOP in Vocational High School, and uses the applications namely Zoom, Google Meet, Google Classroom, Schoology, Webex, and so on (Kemendikbud, 2020). Both online and blended learning should use

technology. The use of an online learning platform is relatively new to EOP teachers and students in Vocational High School, particularly in Bali Province.

Harjanto & Sumarni (2019) examined the teachers' experiences of using Google Classroom. This study revealed the teachers' perception towards the use of Google Classroom as a learning media. The subject of this study was seven high school teachers in Tangerang Selatan, Indonesia, who had 1 year of experience in using Google Classroom. The result of this study showed that teachers used Google Classroom as a facility to manage students' tasks, to organize the classroom, and to accommodate students' interaction. In general, teachers perceived the use of Google Classroom as a helpful media for their virtual classroom.

Azhar & Iqbal (2018) conducted a study about the effectiveness of Google Classroom: Teachers' Perceptions. The main purpose of this study was to assess teachers' perceptions towards the effectiveness of Google Classroom. Twelve (12) higher education teachers who had implemented Google Classroom for at least one semester were selected as the sample of this study through semi-structured interview method. This study concluded that teachers perceived it as only a facility that can be used for document management and basic classroom management, without having a significant impact on teaching methodologies.

The present research entitled **“TEACHER’S PREPARATION OF LESSON PLANS IN ENGLISH FOR OCCUPATIONAL PURPOSES (EOP) THROUGH GOOGLE CLASSROOM”** was conducted to analyze EOP learning through Google Classroom in the Vocational High School. The present research was focused on the EOP teacher’s ability in preparing the lesson plans,

the problems encountered by EOP teacher as well as the EOP students through Google Classroom in the Vocational High School Negeri 2 Singaraja.

EOP teacher's ability in preparing lesson plans successfully through Google Classroom is related to 1) the ability to correlate the learning indicators with the basic competency, 2) the ability to correlate learning materials and learning indicators with basic competency, 3) the ability to correlate the learning methods, 4) ability to correlate the learning procedures or steps in EOP, 5) the ability to evaluate the learning indicators, 6) the ability to correlate the evaluation instruments and techniques, 7) the ability to correlate the information technology with EOP, and 8) the ability to use information technology, especially online learning platform in EOP.

EOP students at SMK Negeri 2 Singaraja carried out online learning during the pandemic. They encountered several problems in terms of facilities and technical problems particularly in possessing a desktop/laptop/mobile phone, logging to Google Classroom without difficulty or others' assistance, using an account to log in, selecting an account to log in, joining the classroom, switching between accounts, connecting without troubles, posting comments through Google Classroom, cancelling comments after posting through Google Classroom, finding problems with e-mail, either in sending or receiving e-mail, turning in assignments through Google Classroom, getting enclosures or handouts from teachers, using wrong language, understanding EOP through Google Classroom, liking EOP through Google Classroom, being motivated in EOP through Google Classroom, perceiving positively EOP through Google Classroom, perceiving

EOP flexibility through Google Classroom, and perceiving EOP positively with learning materials, examples or illustrations.

## 1.2 Problem Identification

Online learning has been widely used because of the *Covid-19 pandemic outbreak*. It has been started on March 16<sup>th</sup>, 2020 so that the students started to learn from home without needing to go to school. Therefore, the government has implemented an online learning policy to minimize the spread of COVID-19 (Wahyono et al., 2020). Online learning is something new for some teachers and students and also often experiences obstacles, including uneven internet and technology, inadequate facilities such as laptops and cell phones (Prabowo, 2020).

According to Divayana et al. (2017) a good learning process in vocational schools can be accomplished as long as the interaction between teachers and students can take place optimally. During this pandemic, the use of technology is highly needed to optimize the interaction between teachers and students in the learning process and to facilitate the learning process between students and teachers. According to Azhar & Iqbal (2018), Google Classroom is a free and popular learning application. There are five advantages of using Google Classroom in EOP (Izenstark & Leahy, 2015). The advantages are; a) quick and convenient setting, b) time-saving, c) increase in cooperation and communication, d) centralized data storage, and e) quick sharing of resources.

Fonseca & Peralta (2019) states that the successful use of Google Classroom depend on how the platform can assist students and teachers in the learning process. Also, it relies on teachers to integrate with many applications and websites, to practice in the learning process by moving from one thing to another,

and to utilize various kinds of ready-to-use documents so that it can enrich students' knowledge and skills.

### **1.3 Research Questions**

From the research background above, the research question investigated in this study could be stated as follows:

**1.3.1.** Does the EOP teacher of SMK N 2 Singaraja has the ability to prepare the lesson plans for EOP students through Google Classroom?

**1.3.2.** What problems are encountered by EOP teacher of SMK N 2 Singaraja in preparing the lesson plan through Google Classroom?

**1.3.3.** What problems are encountered by the EOP students of SMK N 2 Singaraja in learning EOP through Google Classroom?

### **1.4 Research Objectives**

Based on the aforementioned research questions, the research objectives could be formulated as follows.

#### **1.4.1. General Objective**

The general objective was to measure the ability of EOP teacher of SMK N 2 Singaraja in preparing a lesson plan for EOP students through Google Classroom. It also identified and explained the teacher's problems in preparing the lesson plan as well as students' problems in EOP through Google Classroom.

#### **1.4.2. Specific Objectives.**

The specific objectives of the present study were as follows:

- 1) To measure the EOP teacher's ability in preparing lesson plans for EOP through Google Classroom in SMK N 2 Singaraja;

- 2) To identify and describe the teacher's problems in preparing lesson plans for EOP through Google Classroom in SMK N 2 Singaraja;
- 3) To identify and describe the students' problems in learning EOP through Google Classroom in SMK N 2 Singaraja.

## **1.5 Research Significance.**

The significance of this study can be viewed from theoretical and practical aspects which are described as follows:

**1.5.1. Theoretical Significance.** This study enriches the knowledge of the preparing lesson plans on curriculum 2013 for EOP teacher.

**1.5.2. Practical Significance.** In practice, the results are useful for the following benefactors or individuals.

- 1) **EOP Teacher's.** This research is expected to give constructive input and a positive contribution to give reference in preparing the lesson plan with the standard process to teach tenth-grade students in the Vocational High School in Singaraja, especially at SMK Negeri 2 Singaraja. All of the contributions of this research are expected to develop the educational quality.
- 2) **EOP Student's.** This research will provide great benefits for students because they will know and understanding of weaknesses and problems in learning EOP through Google Classroom would help them minimize barriers in learning due to some technical problems.
- 3) **ELE (English Language Education) Students.** This research is expected to give information and to be a reference to students of

the English Language Education department who want to research the same field.

- 4) **Future Researchers.** Future researchers may also develop a deeper analysis of the use of Google Classroom in the learning activities.

## 1.6 Research Scope

This study was limited to measure the English subject lesson plans of English in tenth-grade classes of Vocational High School. The EOP teacher's ability in preparing the lesson plans. This study described problems encountered by EOP teacher and students through the Google Classroom. This study was conducted at SMK Negeri 2 Singaraja from November to October. The English teacher of tenth grade as the subjects of this research.

## 1.7 Assumption and Limitation

In the present research, some variables were not directly controllable, and therefore, they were assumed as follows:

- 1.7.1 The instruments used in measuring the teacher's ability in preparing the lesson plan for EOP students through Google Classroom were adopted from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" as it was reliable and valid to measure the teacher's ability;
- 1.7.2 The teacher's problems in preparing the lesson plan for EOP students through Google Classroom based on the instruments was assumed to be reliable and valid.

- 1.7.3** To identify the teacher's ability and problems were not directly generalizable beyond the 8 (eight) indicators of preparing the lesson plan for EOP students through Google Classroom.
- 1.7.4** Questionnaire of students problems in learning EOP through Google Classroom are answered by students honestly and candidly.
- 1.7.5** The lesson plans measured were made by the teacher herself, therefore the results of this study can only be used for SMK N 2 Singaraja.
- 1.7.6** This study only evaluated one teacher at SMK N 2 Singaraja, due to the limited ability of the researcher.

