

CHAPTER I INTRODUCTION

This chapter elaborates research background, problem identification, research objectives, research significance, research scope, assumption and limitation. Research background presents arguments that used for reasons in choosing teacher's preparation of lesson plan in English for Foreign Language (EFL) through Google Meet. The problem identification searches theoretical and empirical accounts used as a framework in studying teacher's ability in preparing lesson plans and teacher's constraints in preparing lesson plans, as well as students' constraints in learning EFL through Google Meet. Research objectives describe research outputs or answers to the research questions. Then, research significance presents theoretical and practical outcomes of the research outputs. Lastly, assumption and limitation are included due to variables are not controllable satisfactorily, and therefore, results are not generalizable across other population.

1.1 Research Background

The 2013 Curriculum is a national curriculum designed with a scientific approach. This curriculum is implemented to improve the quality of education in Indonesia. This national policy inevitably applies to all learning subjects including English as a Foreign Language (Kemdikbud, 2013). The objective of learning English in *Sekolah Menengah Pertama* (henceforth: *SMP*) or Junior High School is to provide students language skills that organized in EFL are:

listening, speaking, reading and writing. The four skills are integrated with grammar and vocabulary.

Before the Covid-19 pandemic, English as a Foreign Language usually implemented through a face-to-face or unilateral classroom interaction by direct teaching and learning. Due to the pandemic, English as a Foreign Language are prepared and implemented through online learning platforms (Kemdikbud, 2020). The Government has instructed students to study at home. Through Education and Culture, the Government has prevented schools from implementing face-to-face (conventional) learning and ordered to carry out learning or learning in a bold manner (Kemendikbud Circular No.4 of 2020). The learning proses, which is usually conventional where the teacher and students meet face to face in class, is now being carried out boldly. Thus, it relates to the policy on online learning models is regulated in '*Surat Edaran Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 1 Tahun 2020 tentang Kebijakan Merdeka Belajar*' or Circular Letter of the Indonesia Ministry of National Education and Culture Number 1 Year 2020 on Policy of Learning Freedom.

Online learning has become a necessary component in education and is believed to give some advantages in the learning process (Sari, 2018). Therefore, in many countries, teaching is starting to shift from the traditional classroom or face-to-face settings to online learning environments. This shift has occurred in all areas of education, including English language teaching. According to Clarke and Hermens (2001) as cited in Kuama (2016), suggest that online learning is student-centred because students are able to control their

learning activities, and activities can be flexible so that they are more in line with students' preferred learning styles.

During the implementation of online learning, there are many variations of the Learning Management System or applications used in teaching and learning that can be utilized to realize effective learning tools, such as Google Classroom, Google Meet, Video Call Classroom, Schoology (Amin & Sundari, 2020). Apart from the Learning Management System that has been mentioned, there are other applications that are often used to support online learning. Taking advantage of the online learning stage especially during a pandemic is new to students and is generally modern for EFL students, especially for Junior High School students and instructors.

Google Meet is an online platform commonly used in the teaching and teaching process during a pandemic. In the implementation of teaching activities, a lecture is a method widely used by educators in learning activities to build knowledge and student learning outcomes (Setyawan, Aznam, and Citrawati, 2020). Suitable learning activities require direct communication between educators and students. The material conveyed in building knowledge and learning outcomes can be well-formed, and students' character can be directed through educator guidance. A component that cannot be separated between schools as learning spaces, educators as educators, and students as learners in building knowledge and learning outcomes.

The efficacy of online learning in the Covid-19 Pandemic was examined by Bahasoan et al. (2020). This analysis is a descriptive quantitative study focused on online survey techniques. Findings of the data analysis collected

from the student questionnaires revealed the usefulness and inefficacy of the online learning system conducted during the Covid-19 outbreak. It can be categorized effective because of its online implementation. However, it was said to be inefficacy because the costs are more than the costs for online learning.

The present research was focused on teacher's ability and constraints in preparing English as a Foreign Language lesson plans and also students' constraints in English as a Foreign Language learning through Google Meet in SMP Negeri 2 Singaraja. To become a professional teacher, teachers must carry out lesson plan to convey subject matter to students systematically and precisely, so that the expected learning objectives can be achieved. Lesson plan as a guide for implementing learning should be prepared by the teacher before learning activities. Through this condition, the preparation of the implementation of learning is part of the teacher's administrative duties, which directly impacts the interests of learning. Thus, the better the learning planning that is developed, it is believed that the better the learning implementation process will be.

Before the learning activity is implented by online because of Covid-19 pandemic, lesson plans were organized by *Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris* or English as a Foreign Language Teachers' Coordinating Group. English as a Foreign Language teachers used lesson plans in a face-to-face learning or conventional learning in the SMP Negeri 2 Singaraja. After outbreak of the Covid-19 pandemic, the Ministry of

National Education and Culture alternated English as a Foreign Language learning processes to use online learning platform.

The policy study from home and using online learning platform especially Google Meet brings new challenges and difficulties to students and teachers, especially in SMP Negeri 2 Singaraja. Generally, English as a Foreign Learning teachers were confronted with difficulty in preparing lesson plans for teaching through Google Meet. Preparing lesson plans for teaching through Google Meet require not only the teachers' ability, but also their expertise to characterize English as a Foreign Language as an easy-to-learn, integrating with lots of applications and websites, moving freely from one thing to another easily, and making use optimally.

The present research entitled "Teacher's Preparation of Lesson Plan for English as a Foreign Language During the Pandemic in Junior High School" was conducted to analyze teacher's ability and constraints in prepararing the lesson plan and students' constraints in English as a Foreign Language through Google Meet in the Junior High School.

English as a Foreign Language teachers' ability and constraints confronted in preparing lesson plans are related to: 1) ability to relate learning indicators with the basic competency, 2) ability to relate learning materials, learning indicators with basic competency, 3) ability to relate the learning methods, 4) ability to relate learning procedures or steps, 5) ability to evaluate the learning indicators, 6) ability to relate the evaluation instruments and techniques, 7) ability to relate the information technology, and 8) ability to use information technology.

The students' constraints might be confronted with facilitative and technical problems in: 1) possessing a desktop/laptop/mobile phone, 2) logging to Google Meet without difficulty or without others' assistance, 3) using account to log in, 4) selecting account to log in, 5) log in without difficulty, 6) joining the online class, 7) switching between accounts, 8) access Google Meet 9) connecting without troubles, 10) posting comments through Google Meet, 11) canceling comments after posting through Google Meet, 12) finding problems with e-mail, either in sending or receiving e-mail, 13) turning in assignments, 14) getting enclosures or handouts from teachers, 15) using wrong language, 16) understanding EFL through Google Meet, 17) liking EFL through Google Meet, 18) being motivated in EFL through Google Meet, 19) perceiving flexibly and positively EFL through Google Meet, and 20) perceiving EFL positively with learning materials, examples or illustrations.

1.2 Problem Identification

The application of the learning process has been modified since the Covid-19 pandemic. The prior teaching process was undertaken in schools directly, but the learning process from home by the internet method was done through the use of current media during the Covid 19 outbreak. This is in line with the circular No 4 of the Minister of Education and Culture on the execution of education policies in an emergent situation for coronavirus disease (Covid-19).

Sutarto et al. (2020), explained success in using online learning platform was related to the preparation. Teachers' techniques to improve learners' engagement in learning involve the preparation of quick, concise and

easy-to-understand learning, which are engaging and adaptable to the media and the learning framework applied. Online learning varies considerably from face-to-face learning. Different from online learning, learners at school may explicitly raise questions about vague subjects which have not been understood. The quick, simple, engaging and easy-to-understand introduction of learning content is crucial to retain pupils' desire in learning and to keep them alive and excited about learning.

Teacher's preparation is the important thing to do before implement the learning activity (Sari, 2018). Every subject teacher in an education unit is required to prepare lesson plans. Lesson plan is a very important initial stage in guiding teachers to carry out their duties as an educator. Meanwhile, pandemic situation brings new challenge to the teacher in preparing lesson plan to achieve the goals in teaching and learning.

Astuti and Solikhah (2021), succes in exploring teacher perception of teaching English using the online system and describes how teachers prepare to teach objectives, teaching materials, teaching methods, and evaluation processes for SMP students. Teaching English through online is considered problematic. The availability of a support system and internet quotas are the main constraints. Teaching objectives are perceived as knowledge competencies to teach reading and listening. In addition, skills competencies are perceived to teach speaking and writing. The teaching methods used in online teaching are Google meet and Google classroom because students only have androids to access online teaching. The evaluation process relies entirely on the google form, paper-based evaluations are taken but students have to

submit online. Government should enlarge the support system and service for students to access the internet quota.

Experience shows that many teachers find some difficulties when plan their lessons, especially those in accordance with the component/format on the 2013 curriculum. The present research looked thoroughly into the teacher's ability to know the teacher ability in preparing lesson plan and also teacher's constraints that faced in preparing the lesson plan, as well as students' constraints in learning EFL through online learning platform especially Google Meet in the Junior High School during Covid-19 pandemic. The use of Google Meet is a new thing for Junior High School students especially for SMP Negeri 2 Singaraja teacher and students.

1.3 Research Questions

- 1.3.1 Does the EFL teacher has an ability to prepare lesson plans for EFL through Google Meet in SMP Negeri 2 Singaraja?
- 1.3.2 What constraints are found by the EFL teacher in preparing EFL through Google Meet in SMP Negeri 2 Singaraja?
- 1.3.3 What constraints are found by the EFL students in learning EFL through Google Meet in SMP Negeri 2 Singaraja?

1.4 Research Objectives

1.4.1 General Objective

The general objective of this study is to measure the English as a Foreign Language teachers' ability in preparing lesson plans for EFL Google Meet in SMP Negeri 2 Singaraja. It also identified and explained the

teacher's constraints in preparing lesson plans as well as students' constraints in EFL Google Meet.

1.4.2 Specific Objectives

The specific research objectives could be described as follows.

- 1) To measure the teacher's ability in preparing lesson plans for English as a Foreign Language through Google Meet in SMP Negeri 2 Singaraja.
- 2) To identify and describe the teacher's constraints in preparing lesson plans for English as a Foreign Language through Google Meet in SMP Negeri 2 Singaraja.
- 3) To identify and describe the students' constraints in English as a Foreign Language learning through Google Meet in SMP Negeri 2 Singaraja.

1.5 Research Significance

1. Theoretical Significance

The theoretical significance of the teacher's ability in preparing English as a Foreign Language through Google Meet would be used as a continuous improvement undertaking to their personal, professional, pedagogic, and social competencies in the perspective of current information technology.

2. Practical Significance

The practical benefits of the research outputs would be for the following parties:

1) Students

Knowledge and understanding of weaknesses and constraints in English as a Foreign Language learning through online platform especially Google Meet would help them minimize barriers in learning due to some technical constraints. Lessening technical constraints would also improve their English language skills. The practical benefits in learning EFL through online learning would provide them with rich exposures to learning materials, easy access to varieties of authentic and simulated learning materials, exposing to different learning materials, reducing paper or book needed, reducing waste time in learning, and engaging to active learning.

2) Teacher

English as a Foreign Language teacher could develop collaborative learning whereby students could exchange ideas through peer reviewing, peer editing, and giving feedback through online learning platform especially Google Meet in the class. Collaborative learning models through online learning could also optimize learning activities, for examples, evaluating questions-and-responses, solving problems, explaining concepts, or building collaborative learning community among students.

3) Future Researchers

Future researchers may also enrich the present research's findings and enlarge the analysis to the implementation or other online learning platforms.

1.6 Research Scope

Due to the outbreak of Covid-19, the present research was delimited in terms of research subjects, objects and schedule as follows.

1.6.1 The research subject was limited to one EFL teacher in SMP Negeri 2 Singaraja. Only two classes of the participating students were used as research subjects, especially to know the students' constraints in learning EFL through Google Meet in SMP Negeri 2 Singaraja.

1.6.2 The research object was also limited to teacher's ability in preparing lesson plans for EFL through Google Meet as well as the constraints found in the mentioned activity. The teacher's ability in preparing lesson plans was limited to eight specific abilities in relating learning indicators with basic competency, learning materials, learning indicators, learning methods or techniques, learning procedures or steps in EFL, evaluation and learning indicators, evaluation instruments and techniques with learning indicators, Information Technology to EFL, and planning Information Technology.

1.6.3 The teacher's constraints were limited on the abilities in preparing lesson plans for EFL through Google Meet in SMP Negeri 2 Singaraja.

1.6.4 The students' constraints in learning EFL through Google Meet was limited to facilitative and technical aspects.

1.6.5 Data collection schedules were conducted during the months of October until Desember 2020.

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 There is one instrument used to measure the teacher's ability in preparing lesson plans for EFL through Google Meet was adopted from "*Instrumen Penilaian Rencana Persiapan Pembelajaran Undiksha 2020*" was assumed to be reliable and valid used to measure the teachers' ability.
- 1.7.2 The teacher's constraints in preparing lesson plans for EFL through Google Meet platform based on the afore-mentioned instrument was also assumed to be reliable and valid.
- 1.7.3 The measure of the teacher's ability and constraints were not directly generalizable beyond the eight indicators of preparing lesson plans for EFL through online Google Meet.
- 1.7.4 The lesson plans used were the lesson plans made by the teacher and only uses five lesson plans based on the number of basic competencies in the first semester in seventh grade.
- 1.7.5 The limitation of this study is that it only uses one teacher as the subject. This is because it relates to the current pandemic situation and the criteria for choosing subjects that use Google Meet as a media for teaching.