

CHAPTER I

INTRODUCTION

This chapter elaborates research background, problem identification, research objectives, research significance, research scope, assumption and limitation. Research background presents arguments used as reasons for choosing English As A Foreign Language (EFL) Lesson Plans through Google Classroom in the Senior High School. Problem identification searches theoretical and empirical accounts as a basis for the necessity studying teacher's ability in preparing lesson plans and teacher's difficulties in preparing lesson plans, as well as students' difficulties in learning EFL through Google Classroom in SMA Negeri 1 Mengwi. Research objectives describe research outputs or answers to the research questions. And, research significance presents theoretical and practical outcomes of the research outputs. And the last, 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

In Indonesia, the objective of learning English in Senior High School or *Sekolah Menengah Atas* (henceforth: SMA) is to provide students with the language skills namely listening, speaking, reading, and writing (Kemdikbud,2013). The four skills are integrated with grammar and vocabulary. Before the Covid-19 pandemic, English as a foreign language (EFL) learning was implemented in a face-to-face or unilateral classroom interaction by direct teaching and learning. Due to the covid-19 pandemic, EFL has been implemented using on-line learning platforms in all schools and university. Indonesian's government has instructed students to study at home. The policy in conducting on-line EFL is based on *Surat Edaran Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 1 Tahun 2020 tentang Kebijakan Merdeka Belajar'* or Circular Letter of the Indonesian Ministry of National Education and Culture Number 1 Year 2020 on Policy of Learning Freedom.

In the implementation of on-line learning, there are various application or learning management system used in teaching and learning EFL. For examples, Google Classroom, Google meet, Video Call Classroom, Schoology, Instagram to mention a few (Namaziandost & Mehdi, 2019; Mohammed, 2020). Octaberlina & Muslimin (2020) investigated about the barriers of the online learning that were encountered by students as well as the alternatives to deal with those barriers. The study was designed to implement a descriptive mixed method survey design. Twenty-five English Education Department students were selected as the participants of the study. Two instruments were applied to collect the data, namely questionnaires and interviews that are related to the topics. The results portrayed that three barriers were encountered by the students during the online learning which consisted of low speed rate internet connection, being unusual to e-learning, and interference of physical condition such as eyes-strain. To deal with those barriers, some alternatives were offered during the online learning such as preparing the students and teacher through training in conducting the LMS before the class begun, modifying the files with high-definition or big-size into smaller size, and having a rest at some periods of the online learning. Conclusively, the study argued that students must be thinking creatively in order to discover related solutions as well as innovations to encounter the barriers of learning including preserving a good communication with teacher and comprehending the most suited individual learning style.

Atmojo (2020) organized a study which arouse a topic of the perception of EFL learner on English digital learning which beyond the classroom and a distanced activities of English learning. Through a web-based survey and focus group discussion which were applied in the study, it resulted that the students apprehended the digital technology use as a medium in conducting the learning process in the current pandemic situation. It also portrayed that digital English learning and teaching outside the class had a potency to be applied by utilizing the existed social medias such as WhatsApp, YouTube, Google classroom, Facebook, and Instagram. English digital learning activities that were implemented outside the class became a focus. As a result, the research gave an assist in the educational framework by presenting a design of learning process that outside the classroom

through some activities which were utilizing the existed networking medias. In conclusion, from the findings and dicussion, the present research reveals that Indonesian EFL learners positively perceived the English digital learning activities outside the class. The learning activities had a potency to be applied through networking medias such as WhatsApp, YouTube, Google classroom, Facebook, and Instagram. This study indicates that digital learning of English beyond classroom is applicable in social distancing measures such as in Surakarta, where internet resource is stable.

The present research was focused on teacher's ability and difficulties in preparing EFL lesson plans as well as students' difficulties in EFL learning through Google Classroom in SMA Negeri 1 Mengwi. Generally, a professional teacher should have plans before teaching. Lesson plan is a guide for implementing learning. The teacher usually develop the better lesson plans to get the better learning implementation process. Before the Covid-19 pandemic, lesson plans were organized by the so-called *Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris* or EFL Teacher's Coordinating Group. EFL teachers used EFL lesson plans using such compromised lesson plans in a face-to-face or unilateral interaction in the Senior High School 1 Mengwi. Due to the Covid-19 pandemic, the Ministry of National Education and Culture alternated EFL learning processes to on-line learning platform.

The policy about on-line learning brings new challenges and difficulties in through Google Classroom to both students and teachers, especially in SMA Negeri 1 Mengwi. Generally, EFL teachers faced difficulties in preparing lesson plans through Google Classroom. Preparing lesson plans through Google Classroom require not only the teacher's ability, but also the skills to characterize EFL as an easy-to-learn, integrating with lots of applications and websites, moving freely from one thing to another easily, and making use optimally G Suit document.

The present research entitled "English As A Foreign Language Lesson Plans During Covid-19 Pandemic in The Senior High School" was conducted to measure the English As A Foreign Language teacher's ability in preparing lesson plans through Google Classroom in SMA Negeri 1 Mengwi, identified and

explained the teacher's difficulties in preparing lesson plans as well as students' difficulties in EFL learning through Google Classroom in SMA Negeri 1 Mengwi.

EFL teachers difficulties faced in preparing lesson plans through Google Classroom in Senior High School 1 Mengwi were related to ability in 1) relating learning indicators with basic competency, 2) relating learning materials, learning indicators with basic competency, 3) relating learning methods or techniques with learning materials, learning indicators with basic competency, 4) relating learning procedures or steps in EFL, 5) relating evaluation and learning indicators, 6) relating evaluation instruments and techniques with learning indicators, 7) relating Information Technology to EFL, and 8) using Information Technology, especially Google Classroom in EFL.

The students might be confronted with facilitative and technical problems in 1) possessing a desktop/laptop/mobile phone, 2) logging to Online Learning Platform 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) connecting without troubles, 9) posting comments through Google Classroom, 10) cancelling comments after posting through Google Classroom, 11) finding problems with e-mail, either in sending or receiving e-mail, 12) turning in assignments through Google Classroom, 13) getting enclosures or handouts from teachers, 14) using wrong language, 15) understanding EFL through Google Classroom, 16) liking EFL through Google Classroom, 17) being motivated in EFL through Google Classroom, 18) perceiving positively EFL through Google Classroom, 19) perceiving EFL flexibility through Google Classroom, and 20) perceiving EFL positively with learning materials, examples or illustrations.

1.2 Problem Identification

Due to the Covid-19 pandemic, the implementation of learning process had changed. Previously, EFL learning was implemented in a face-to-face or unilateral classroom interaction by direct teaching and learning. Due to the covid-19 pandemic, EFL has been implemented using on-line learning platforms in all

schools and university. Indonesian's government has instructed students to study at home and the teachers to work from home.

Optimizing use of Online Learning platform in EFL is related to some determining aspects. The success in using Google Classroom in EFL is related to preparation of lesson plans (Sutarto et al., 2020). The lesson plans preparation dealt with teacher's ability on basic competency, learning materials, learning indicators, learning methods or techniques, evaluation instruments and techniques, and Information Technology. Students' success in learning EFL through Google Classroom is related the minimum difficulties in facilitative and technical adequacy (Stephen-Fulbrook, 2019; Subandoro & Sulindra, 2019)

Stephen-Fulbrook (2019) added that success on EFL through Google Classroom are related to the students' possession of a desktop/laptop/mobile phone, skill in logging to Online Learning Platform, owning an account to log in, alternating account to log in, logging in without difficulty, joining the classroom, switching between accounts, ability in posting and cancelling comments, sending or receiving e-mail, turning in assignments easily, getting enclosures or handouts from teachers without problem, understanding content, being motivated learning through on-line platform, and having positive perception on online learning.

1.3 Research Questions

- 1.3.1 Does the EFL teacher has an ability to prepare lesson plans for EFL through Google Classroom in SMA Negeri 1 Mengwi?
- 1.3.2 What difficulties are found by the EFL teacher in preparing the lesson plans through Google Classroom in SMA Negeri 1 Mengwi?
- 1.3.3 What difficulties are found by the EFL students in learning EFL through Google Classroom in SMA Negeri 1 Mengwi?

1.4 Research Objectives

1.4.1 General Objective.

The general objective of this study is to measure the EFL teacher's ability in preparing lesson plans through Google Classroom in SMA Negeri 1 Mengwi. It also identified the teacher's difficulties in

preparing lesson plans as well as students' difficulties in EFL learning through Google Classroom.

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 EFL through Google Classroom in SMA Negeri 1 Mengwi;
- 2) To identify the EFL teacher's difficulties in preparing lesson plans through Google Classroom in SMA Negeri 1 Mengwi;
- 3) To identify the students' difficulties in learning EFL through Google Classroom in the SMA Negeri 1 Mengwi.

1.5 **Research Significance**

1.5.1 **Theoretical Significance**

The theoretical outcome or significance of the teacher's ability in preparing EFL lesson plans through Google Classroom would be used as a continuous improvement undertaking to their personal, professional, pedagogic, and social competencies in the perspective of current information technology.

1.5.2 **Practical Significance**

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

1) **Students**

Knowledge and understanding of weaknesses and difficulties in learning EFL through Google Classroom would help them minimize barriers in learning due to some technical difficulties. Lessening technical difficulties would also improve their English Language skills for future job or vocation. Practical benefits in learning EFL through Google Classroom 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) **Teachers**

Through Google Classroom, EFL teachers could develop collaborative learning whereby students could exchange ideas through peer reviewing, peer editing, and giving feedback through Google Classroom in a language class. Collaborative learning models through Google Classroom could also optimize learning activities, for examples, evaluating questions-and-responses, solving problems, developing new paragraphs, 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 other on-line 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 subjects were limited to one EFL teacher in SMA Negeri 1 Mengwi. Only two classes out of 12 classes of the participating teacher were used as research subjects, especially to expose the students' difficulties in learning EFL through Google Classroom in SMA Negeri 1 Mengwi;

1.6.2 The research objects were also limited to teacher's ability in preparing lesson plans for EFL through Google Classroom as well as the difficulties 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 using Information Technology, especially Google Classroom in EFL.

1.6.3 The teacher's difficulties were limited on their abilities in preparing lesson plans for EFL through Google Classroom in SMA Negeri 1 Mengwi.

1.6.4 The students' difficulties in learning EFL through Google Classroom were limited to facilitative and technical aspects.

1.6.5 Data collection schedules were conducted during the months of September and December 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 The three instruments used to measure the teacher's ability in preparing lesson plans for EFL through Google Classroom were adopted from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" was assumed to be reliable and valid used to measure the teacher's ability;
- 1.7.2 The teacher's difficulties in preparing lesson plans for EFL through Google Classroom based on the afore-mentioned instrument were also assumed to be reliable and valid.
- 1.7.3 The measure of the teacher's abilities and difficulties were not directly generalizable beyond the eight indicators of preparing lesson plans for EFL through Google Classroom.