

CHAPTER I

INTRODUCTION

Research background, problem identification, research objectives, research significance, research scope, assumption and limitation are covered in this chapter. Research background presents arguments used for reasons in choosing English as a Foreign Language (EFL) through Google Classroom in the SMAN 1 Singaraja. Problem identification searches theoretical and empirical reviews 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 Classroom in the SMAN 1 Singaraja. The objectives of the research tell about the teacher's ability and constraints in preparing lesson plans to teach EFL in SMAN 1 Singaraja. On the other hand, research significance shows about the outputs both theoretically and practically outcomes. Therefore, hypothesis and limitation due to the variables are not satisfactorily regulated, and the outcomes for other populations are therefore not generalizable.

1.1 Research Background

In the Senior High Schools in Indonesia, the goal of learning English is to provide students' academic English skills that are used to support important skills, namely listening, speaking, reading and writing (Kemdikbud, 2013). The *Covid-19* pandemic took the world by surprise. EFL students continue their education through online learning and via video calls with their teacher via Zoom, Google Classroom, Schoology and etc. EFL was introduced in the face-to-face or in one-sided classroom interaction, before the Covid-19 Pandemic. However, it is been a year students were learning from home due to the Pandemic. *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 about the Policy of Learning Freedom is the basis of for the teacher to conduct the on-line EFL.

Subandoro & Sulindra (2019) asserted that Google Classroom provides many features to help a classroom activity together. Many common features such as collaborative editing, verification and analysis have served as features. In addition, Google Classroom allows users to collaborate and establish a joint activity. In an EFL class, cooperation learning and the element of 4 common exchange ideas such as peer review, peer editing and feedback are typically carried out together. These aspects are typically done by manually. The time is limited for teaching-learning process alone, while excessive attention maintenance is used to evaluate, edit and provide feedback, as it is performed in relative limits (time, space and energy).

Sukmawati & Nensia (2019) analyzed the second semester of English students at Megarezky University as the sample of their research. The samples were chosen because they have been using Google Classroom as the media of teaching-learning process. This study used descriptive qualitative as a method of the research. Interviewed the sample and collecting the documents are being used to collecting the data. The main objective of the research is to study Google Classroom's role in teaching English language (ELT). This study has helped the decision-makers of higher schools understand better how their students use the Google Classroom. It is supposed to have helped measure the students' level of attention to the technology mentioned above.

The main focus of this research was on teacher's ability and limitation in the preparation of EFL lesson plans as well as the constraints of students in EFL learning of the SMAN 1 Singaraja Google classroom platform. The so-called Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris or EFL Teacher's Coordinator Group have been organizing lessons plans prior to the Covid-19 pandemic. EFL teacher employed EFL lesson plans in face-to-face or unilateral contact in the SMAN 1 Singaraja using these corrupted lesson plans. After the Covid-19 pandemic outbreak, the EFL learning processes were alternating with an online learning platform by the Ministry of National Education and Culture.

The online learning policy provides students and teachers with new challenges, particularly in SMAN 1 Singaraja. EFL teachers have generally been struggling to prepare lessons through Google Classroom. The preparation of class plans via Google Classroom not only involves the teacher's ability and know-how to characterize EFL as easy-to-learn, incorporate many applications and websites, move freely from one thing to the next and make optimal use of G Suit documents.

In the preparation of the course plans via Google Classroom in SMAN 1 Singaraja, particular difficulties were faced by the EFL instructor, as follows: 1) learning indicators with basic competency, 2) learning materials, 3) learning methods or techniques, 4) learning procedures or steps in EFL, 5) evaluation and learning indicators, 6) evaluation instruments and techniques with learning indicators, 7) Information Technology to EFL, and 8) the use of Information Technology, especially Google Classroom platform in EFL.

EFL confronted SMAN 1 Singaraja students online via Google Classroom. They could face simple and technical problems in: 1) desktop/laptop/mobile phone possession, 2) Google Classroom logging easily or assistance without any support from others, 3) login by an account, 4) selecting an account to be logged in, 5) easy-to-login, 6) join the classroom, 7) account switched, 8) trouble free connection, 9) comments via Google Classroom posted, 10) comments canceled after postings via Google Classroom, 11) problems with the e-mail address, either sending or receiving the email, 12) tasks through Google Classroom sent.

1.2 Problem Identification

Optimizing use of Google Classroom platform in EFL is related to some determining aspects. Fauzan & Arifin (2019) stated that the requirements for effectiveness in learning through Google Classroom include: (1) teachers' skills in well managing learning; (2) successful learning practices of students; (3) classically complete learning success. Specifically, Subandoro (2019) believed that lesson plan preparation can be a succession for Google Classroom's usage, as it is 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 constraint in facilitative and technical adequacy (Stephen-Fulbrook, 2019; Subandoro, 2019).

Fauzan & Arifin (2019) added that the use of Google Classroom in teaching-learning EFL is helpful in many respects, including the first, simple delivery. Teachers can easily add students to the classes produced directly or share code in a few minutes to access the teachers' material and tasks. Second, the easy flow of tasks and the lack of paperwork enable teachers to easily execute, track and review tasks in one place. Third, save time, boost organization, allow students to easily access tasks on the assignment tab, and automatically save all existing materials in the Google drive folder. Fourth, strengthening collaboration. Using the Google Classroom encourages teachers' communication and direct conversations, as well as exchanging resources or answering questions from each other. Lastly, as with most educational app providers, Google classroom does not contain advertising and does not use content, affordable and secure.

1.3 Research Questions

- 1.3.1 Does the EFL teacher have an ability to prepare lesson plans for EFL through Google Classroom in the SMAN 1 Singaraja?
- 1.3.2 What constraints are found by the EFL teacher in preparing lesson plans for EFL through Google Classroom in the SMAN 1 Singaraja?
- 1.3.3 What problems are found by the EFL students in learning EFL through Google Classroom in the SMAN 1 Singaraja?

1.4 Research Objectives

1.4.1 General Objective.

The general objective is to measure the EFL teacher' ability in preparing lesson plans for EFL through Google Classroom in the SMAN 1 Singaraja. It also

identified and explained the teacher' constraints in preparing lesson plans as well as students' constraints in EFL 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 the SMAN 1 Singaraja;
- 2) To identify and describe the teacher's constraints in preparing lesson plans for EFL through Google Classroom in the SMAN 1 Singaraja;
- 3) To identify and describe the students' constraints in learning EFL through Google Classroom in the SMAN 1 Singaraja .

1.5 Research Significance

Theoretical Significance

The theoretical outcome or significance of the teacher's ability in preparing EFL 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.

Practical Significance

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

- 1) Students.

Knowledge and understanding of weaknesses and problems in learning EFL through Google Classroom would help them minimize barriers in learning due to some technical constraints. Lessening technical constraints would also improve their English proficiency 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) Teacher.

Through Google Classroom platform, EFL teacher 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 subject was limited to one EFL teacher in the SMAN 1 Singaraja.

Only two classes of the participating teacher were used as research subjects, especially to disclose the students' constraints in learning EFL through Google Classroom in the SMAN 1 Singaraja;

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 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, especially Google Classroom platform in EFL.

1.6.3 The teacher' constraints were limited on their ability in preparing lesson plans for EFL through Google Classroom in the SMAN 1 Singaraja.

1.6.4 The students' constraints 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 October 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 constraints 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 ability and constraints were not directly generalizable beyond the eight indicators of preparing lesson plans for EFL through Google Classroom.