CHAPTER I

INTRODUCTION

This chapter elaborates research background, problem identification, research objectives, research significance, research scope, assumption, and limitation. Research background presents arguments used for reasons in choosing online writing through Google Classroom in the Senior Vocational High School. Problem identification searches theoretical and empirical accounts used as a framework in studying teacher's ability in preparing lesson plans, implementing lesson plans, teacher's constraints in preparing and implementing lesson plans, as well as students' constraints in learning online writing through Google Classroom in the Senior Vocational High School. Research objectives describe research outputs or answers to the research questions. And, research significance presents theoretical and practical outcomes of the research outputs. And finally, assumption and limitation are included due to variables are not controllable satisfactorily, and therefore, results are not generalizable across other populations.

1.1. Research Background

Writing is one of the indicators of academic success since it is an active and productive skill for EFL students. As noted by Celce-Murcia (1991) in Vonna et al. (2015), writing in second or foreign language with good accuracy and coherence is a great achievement. Graham and Perin (2007) in Vonna, et al. (2015) divide writing into two complementary roles. First, it is a skill that needs the use of strategies (such

as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning a subject matter. Writing also has an important role in the evaluation of student performance at school, being particularly active when they have to express the knowledge they have required as they do in tests or exams (Carvalho, 2005 in Vonna et al., 2015).

Before the Covid-19 pandemic, learning English as a foreign language (EFL) was implemented in a face-to-face or unilateral classroom interaction. However, EFL has been implemented using online learning platforms in all schools and universities since the outbreak of the Covid-19 pandemic. The policy in conducting online EFL is based on *Surat Edaran Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 1Tahun 2020 tentang Kebijakan Merdeka Belajar.* Varieties of online learning platforms in EFL have been implemented with varying degrees of success world-widely. For example, Google Classroom, Google meet, Video Call Classroom, Schoology, Instagram to mention a few (Namaziandost et al., 2020).

The present research focused on teachers' ability and constraints in preparing and implementing English for online writing lesson plans as well as students' constraints in EFL through the Google Classroom platform in the Senior Vocational High School. Before the Covid-19 pandemic, lesson plans were organized by the so-called *Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris* or EFL Teachers' Coordinating Group. EFL teachers used and implemented

EFL learning processes using such compromised lesson plans in a face-to-face or unilateral interaction in the Senior Vocational High School. After the outbreak of the Covid-19 pandemic, the Ministry of National Education and Culture alternated EFL learning processes to online learning platforms.

The online learning platform policy presents new challenges and difficulties for students and teachers, especially in Vocational High Schools. Generally, EFL teachers may have difficulty preparing and implementing lesson plans via Google Classroom. Preparing and implementing lesson plans through Google Classroom requires not only the ability of teachers, but also their expertise to characterize online writing as easy to learn, integrated with many applications and websites, move freely from one thing to another with ease, and make use of Google Classroom documents optimally.

Specific difficulties that might confront EFL teachers in preparing lesson plans through Google Classroom in Senior Vocational High School 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 online writing, 5) relating evaluation and learning indicators, 6) relating evaluation instruments and techniques with learning indicators, 7) relating Information Technology to online writing, and 8) using Information Technology, especially Google Classroom platform in online writing.

Other difficulties might confront EFL teachers in implementing lesson plans through the Google Classroom platform, especially teachers' ability to 1) opening

online writing class, 2) mastering learning materials, 3) implementing scientific approach, 4) selecting appropriate learning media for online writing, 5) utilizing the already selected learning media in online writing, 6) managing classroom for online writing, 7) using oral as well as written English in online writing, 8) showing appropriate gestures in online writing, and 9) implementing good technique in online writing through Google Classroom platform.

Some of the difficulties in online EFL through Google Classroom may be faced by students at Vocational High School. They might be confronted with facilitative and technical problems in 1) possessing a desktop/laptop/mobile phone, 2) logging to Google Classroom 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 classroom, 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 online writing through Google Classroom, 16) liking online writing through Google Classroom, 17) being motivated in online writing through Google Classroom, 18) perceiving positively online writing through Google Classroom, 19) perceiving online writing flexibility through Google Classroom , and 20) perceiving online writing positively with learning materials, examples or illustrations. These are the main points that might become the difficulties of the student in learning online writing through Google classroom. This

present research focused on the teacher's ability and constraint in preparing and implementing lesson plans for online writing through Google classroom, as well as students' constraints in learning online writing through Google classroom.

1.2. Problem Identification

Optimizing the use of Google Classroom online is related to some defining aspects. The success of using Google Classroom at EFL is tied to the preparation and implementation of lesson plans. This study identifies problems that may occur in online writing classes at SMK in Bali in learning using e-learning because it is new to school due to the Covid-19 pandemic and changes the learning paradigm from face-to-face to online learning. Specifically, the preparation of the lesson plan is related to the teacher's ability to basic competencies, learning materials, learning indicators, learning methods or techniques, evaluation instruments and techniques, and information technology. Lesson plan implementation is related to the teacher's ability to open classes written online, mastery of learning materials, application of scientific approaches, selection of appropriate learning media, use of selected learning media, classroom management, use of English and written language, showing appropriate body language, and implement good techniques in online writing through Google Classroom.

The success of students in learning to write online through Google Classroom which is relevant to the minimum adequacy of facilitative and technical adequacy and helps students in writing online through Google Classroom which is related to ownership of students' desktops/laptops/cellphones, login skills to Google

Classroom, having an account to log in, changing accounts to log in, log in without difficulty, join classes, switch between accounts, the ability to post and cancel comments, send or receive emails, submit assignments easily, get attachments or handouts from teachers without problems, understand the content, be motivated to learn through the online platform, and have positive perceptions about online learning.

1.3. Research Questions

Based on the background of the study, these are the research questions in this research.

1.3.1 Does the EFL teacher have the ability to prepare lesson plans for online writing through Google Classroom in the Senior Vocational High School?

1.3.2 What constraints are found by the EFL teacher in preparing online writing through Google Classroom in the Senior Vocational School?

1.3.3 Does the EFL teacher have the ability to implement lesson plans for online writing through Google Classroom in the Senior Vocational High School?

1.3.4 What constraints are found by the EFL teacher in implementing online writing through Google Classroom in the Senior Vocational School?

1.3.5 What constraints are found by the EFL students in learning online writing through Google Classroom in the Senior Vocational School?

1.4. Research Objectives

1.4.1 General objective

The general objective is to measure the EFL teacher's ability in preparing and implementing lesson plans for online writing through Google Classroom in the Senior Vocational School. It also identified and explained the teacher's constraints in preparing and implementing lesson plans as well as students' constraints in online writing 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 online writing through Google Classroom in the Senior Vocational High School;

2. To identify and describe the teacher's constraints in preparing lesson plans for online writing through Google Classroom in the Senior Vocational School;

3. To measure the teacher's ability in implementing lesson plans for online writing through Google Classroom in the Senior Vocational High School;

4. To identify and describe the teacher's constraints in implementing lesson plans for online writing through Google Classroom in the Senior Vocational School;

5. To identify and describe the students' constraints in learning online writing through Google Classroom in the Senior Vocational High School.

1.5. Research Significance

1.5.1 Theoretical significance

The theoretical significance or outcome of the teacher's ability in preparing and implementing online writing 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 constraints in learning online writing 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 jobs or vocation. Practical benefits in learning online writing 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 the Google Classroom platform, 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 a collaborative learning community among students;

3. Future Researchers.

Future researchers may also enrich the present research's findings and enlarge the analysis to 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, namely, EFL teacher in *Usaha Perjalanan Wisata* in the Senior Vocational High School Denpasar. Only one class of the participating teacher was used as a research subject, especially to disclose the students 'constraints in learning online writing through Google Classroom in the Senior Vocational High Schoo;

1.6.2. The research object was also limited to the teacher's ability in preparing and implementing lesson plans for online writing through Google Classroom as well as the constraints found in the two mentioned activities. 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 online writing, evaluation and learning indicators, evaluation instruments, and techniques with learning indicators, Information Technology to online writing, and planning Information Technology, especially Google Classroom platform in online writing.

1.6.3. The teacher's ability in implementing lesson plans for online writing through Google Classroom was also limited to opening class, mastering learning materials, implementing scientific approach, selecting appropriate learning media, utilizing the already selected learning media, managing the classroom, using oral and written English, showing appropriate gestures, and implementing the good technique in online writing through Google Classroom platform.

1.6.4. The teacher's constraints were limited on their abilities in preparing and implementing lesson plans for online writing through Google Classroom in the Senior Vocational High School.

1.6.5. The students' constraints in learning online writing through Google Classroom were limited to facilitative and technical aspects.

1.6.6. Data collection schedules were implemented during the Covid-19 pandemic in 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 two instruments used to measure the teacher's ability in preparing and implementing lesson plans for online writing through Google Classroom were adopted from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" and "*Instrumen Pelaksanaan Pembelajaran Undiksha 2020*". These two instruments were assumed to be reliable and valid used to measure the teacher's ability. The instruments were validated by two language experts recruited from the English Education Department, Faculty of Language and Arts, State University of Education *Ganesha* Singaraja.

1.7.2   The teacher's constraints in preparing and implementing lesson plans for online writing through Google Classroom based on the afore-mentioned instruments were also assumed to be reliable and valid. The instruments were also validated by two language experts recruited from the English Education Department, Faculty of Language and Arts, State University of Education *Ganesha* Singaraja.

1.7.3   The measures of the teacher's abilities and constraints were not directly generalizable beyond the eight and nine indicators of preparing and implementing lesson plans for online writing through Google Classroom.