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 English for Occupational Purposes (EOP) through Google Classroom in the Senior Vocational High School Denpasar.Problem identification searches theoretical and empirical accounts used as a framework in studying teachers' ability in preparing lesson plans, implementing lesson plans, teachers' constraints in preparing and implementing lesson plans, as well as students' constraints in learning EOP through Google Classroom in the Senior Vocational High School in Denpasar. 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 population.

1.1 Research Background

In Indonesia, the objective of learning English in *Sekolah Menengah Kejuruan (henceforth: SMK)* or Senior Vocational High School is to provide students with English proficiency used for supporting major skills in their future profession or occupation (*Kementrian Pendidikan dan Kebudayaan, 2014*). 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 on-line learning platforms in all schools and university since the outbreak of the Covid-19 pandemic. 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.*

Varieties of on-line learning platforms in EFL have been implemented with varying degrees of success world-widely. For examples, Google Classroom, Google meet, Video Call Classroom, Schoology, Instagram to mention afew (Namaziandost et al., 2020).Fonseca and Peralta (2019) studied the use of Google Classroom as an educational platform in the course of composition at Universidad National. They concluded that Google Classroom brought about benefits that allow students and teachers in implementing EOP with ease. They also found that the students practiced EOP for both academic and non-academic purposes.

Harjanto and Sumarni (2019) studied the seven teachers' experiences in using Google Classroom in Tangerang Selatan. Research was designed in a qualitative methodology to evaluate the teachers' experiences in using Google Classroom as an educational learning platform. The teachers were selected purposively based on their one-year-active engagement to Google Classroom platform. They found that the teachers used Google Classroom as a facilitation tool for managing students' tasks, organizing classroom, and accommodating students' interaction. Moreover, the teachers perceived Google Classroom was very helpful to conduct their virtual classroom.

The present research was focused on teachers' ability and constraints in preparing and implementing English for Occupational Purposes' (EOP) lesson plans as well as students' constraints in EFL through Google Classroom platform in the Senior Vocational High School in Denpasar. 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 Denpasar. After outbreak of the Covid-19 pandemic, the Ministry of National Education and Culture alternated EFL learning processes to on-line learning platform.

The policy on on-line learning platform brings about new challenges and difficulties to both students and teachers, especially in Senior Vocational High School in Denpasar. Generally, EFL teachers might confront difficulty in preparing and implementing lesson plans through Google Classroom. Preparing and implementing lesson plans through Google Classroom require not only the teachers' ability, but also their expertise to characterize EOP 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 documents.

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

Another difficulties might confront EFL teachers in implementing lesson plans through Google Classroom platform, especially teachers' ability in, 1) opening EOP class, 2) mastering learning materials, 3) implementing scientific approach, 4) selecting appropriate learning media for EOP, 5) utilizing the already selected learning media in EOP, 6) managing classroom for EOP, 7) using oral as well as written English in EOP, 8) showing appropriate gestures in EOP, and 9) implementing good technique in EOP through Google Classroom platform.

Some difficulties of on-line EFL through Google Classroom might confront students in Senior Vocational High School in Denpasar. 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 EOP through Google Classroom, 16) liking

EOP through Google Classroom, 17) being motivated in EOP through Google Classroom, 18) perceiving positively EOP through Google Classroom, 19) perceiving EOP flexibility through Google Classroom , and 20) perceiving EOP positively with learning materials, examples or illustrations.These are the main points that might become the difficulties of the student in learning EOP through Google classroom.This present research focused on the teachers'ability and constraint in preparing and implementing lesson plans for EOP through Google classroom, as well as students constraints in learning EOP through Google classroom.

1.2 Problem Identification

Optimizing use of Google Classroom in EOP is related to some determining aspects. The success in using Google Classroom in EFL is related to preparation and implementation of lesson plans.This research identified problem which might happened in EOP Class in Vocational School in Bali in learning by using e-learning since it is new for the school as a result of covid-19 pandemic and it changed the learning paradigm from face to face to online learning. Specifically,that lesson plan preparation dealt with teachers' ability about basic competency, learning materials, learning indicators, learning methods or techniques, evaluation instruments and techniques, and Information Technology. Lesson plan implementation is concerned with teachers' ability in opening EOP class, mastering learning materials, implementing scientific approach, selecting appropriate learning media, utilizing the already selected learning media, classroom management, using oral as well as

written English, showing appropriate gestures, and implementing good technique in EOP through Google Classroom platform.

Students' success in learning EOP through Google Classroom is related the minimum constraint in facilitative and technical adequacy and also that success on EOP through Google Classroom are related to the students' possession of a desktop/laptop/mobile phone, skill in logging to Google Classroom, 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

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

1.3.1 Do the EFL teachers have an ability to prepare lesson plans for EOP through Google Classroom in the Senior Vocational High School Denpasar?

1.3.2 Do the EFL teachers have an ability to implement lesson plans for EOP through Google Classroom in the Senior Vocational High School Denpasar?

1.3.3 What constraints are found by the EFL teachers in preparing EOP through Google Classroom in the Senior Vocational School Denpasar?

1.3.4 What constraints are found by the EFL teachers in implementing EOP through Google Classroom in the Senior Vocational School Denpasar?

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

1.4 Research Objectives
1.4.1. General objective

The general objective is to measure the EFL teachers' ability in preparing and implementing lesson plans for EOP through Google Classroom in the Senior Vocational School Denpasar. It also identified and explained the teachers' constraints in preparing and implementing lesson plans as well as students' constraints in EOP through Google Classroom.

1.4.2. Specific objectives

The specific research objectives could be described as follows.

1. To measure the teachers' ability in preparing lesson plans for EOP through Google Classroom in the Senior Vocational High School Denpasar;

2. To measure the teachers' ability in implementing lesson plans for EOP through Google Classroom in the Senior Vocational High School Denpasar;

3. To identify and describe the teachers' constraints in preparing lesson plans for EOP through Google Classroom in the Senior Vocational School Denpasar;

4. To identify and describe the teachers' constraints in implementing lesson plans for EOP through Google Classroom in the Senior Vocational School Denpasar;

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

1.5 Research Significance
1.5.1. Theoretical significance

The theoretical significance or outcome of the teachers' ability in preparing and implementing EOP 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 EOP 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 EOP 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 platform, EFL teachers could develop

collaborative learning where by 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 two, namely, EFL teachers in

"*Boga,Busana, and Perhotelan* department in the Senior Vocational High

School Denpasar. Only three class of the participating teachers was used as

research subjects, especially to disclose the students'constraints in learning EOP through Google Classroom in the Senior Vocational High School Denpasar;

1.6.2. The research objects were also limited to teachers' ability in preparing and implementing lesson plans for EOP through Google Classroom as well as the constraints found in the two mentioned activities. The teachers' 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 EOP, evaluation and learning indicators, evaluation instruments and techniques with learning indicators, Information Technology to EOP, and planning Information Technology, especially Google Classroom platform in EOP.

1.6.3. The teachers' ability in implementing lesson plans for EOP 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 classroom, using oral and written English, showing appropriate gestures, and implementing good technique in EOP through Google Classroom platform.

1.6.4. The teachers' constraints were limited on their abilities in preparing and implementing lesson plans for EOP through Google Classroom in the Senior Vocational High School Denpasar.

1.6.5. The students' constraints in learning EOP 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 teachers' ability in preparing and implementing lesson plans for EOP through Google Classroom were adopted from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" and "*Intrumen Pelaksanaan Pembelajaran Undiksha 2020*". These two instruments were assumed to be reliable and valid used to measure the teachers' 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 teachers' constraints in preparing and implementing lesson plans for EOP 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 teachers' abilities and constraints were not directly generalizable beyond the eight and nine indicators of preparing and implementing lesson plans for EOP through Google Classroom.