

CHAPTER I

INTRODUCTION

This chapter elaborates the research background, problem identification, research objectives, research significance, research scope, assumption, and limitation. Research background presents arguments used as reasons for selecting the topic of study in EFL through Google Classroom in the Junior High School. Problem identification searches theoretical and empirical accounts as a basis for the necessity studying the EFL teachers' ability in preparing the lesson plans, implementing lesson plans, teachers' constraints in preparing and implementing lesson plans, and students' constraints in EFL learning through Google Classroom in the Junior High School. Research objectives outline the measurable research outputs or answers to the research questions posed. Meanwhile, research significance presents the theoretical and practical outcomes. And finally, assumption and limitation are included since the research variables are not controllable, hence, the results are not generalizable to other populations.

1.1 Research Background

The 2013 Curriculum (*henceforth: K-13*) is a national curriculum designed with a scientific approach. This curriculum is implemented to improve the education quality in Indonesia. This national policy inevitably applies to all learning subjects including English as a Foreign Language (EFL) (Kemdikbud, 2013). EFL learning is organized in four skills, they are: listening, speaking, reading and writing. The four skills are integrated with grammar and vocabulary.

Before the pandemic, EFL used to be implemented through a face-to-face or unilateral classroom interaction. Due to the pandemic, EFL is prepared for and implemented through on-line learning platforms (Kemdikbud,2020). 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.

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 & Nasri, 2019; Muhammed,2020). The use of online learning platforms especially Google Classroom is relatively new to EFL students and teachers in Junior High School, particularly in Bali Province.

In the Indonesian context, various studies about the use of Google Classroom have been conducted. For example, Azar & Iqbal (2018) studied the teachers' perception of the effectiveness of Google Classroom as a facilitation tool that can be used for document management and basic classroom management. The samples included 12 higher education teachers who have implemented Google Classroom for at least one semester in their classroom. They found that Google Classroom was used as a facilitation tool for document management and basic classroom management. They failed to find a significant effect on teaching methodologies. What lacking in this study are the descriptions and elaborations on how teachers prepared and implemented an online learning approach through the Google Classroom platform for document management and basic classroom management.

The online learning platform policy presents new challenges and difficulties for both students and teachers, especially in junior high schools in Denpasar. Generally, EFL teachers may face difficulties in preparing and implementing lesson plans through Google Classroom. Preparing and implementing lesson plans through Google Classroom requires not only the ability of the teacher, but also expertise in using various features available, such as Gmail, Calendar, Classroom, Contacts, Drive, Docs, Forms, Groups, Spreadsheets, Series, Slides, Talk/Hangouts, Vault, and Chrome Sync.

Specific difficulties that might confront EFL teachers in preparing lesson plans through Google Classroom in Junior High School in Denpasar were related to ability in 1) learning indicators with the basic competency, 2) learning materials, learning indicators with basic competency, 3) learning methods, 4) learning procedures or steps, 5) learning indicators, 6) the evaluation instruments and

techniques, 7) the information technology, and 8) use information technology. Whereas, EFL teachers' ability in implementing the lesson plans through Google Classroom were related to 1) the ability in opening class, 2) ability in mastering the learning materials, 3) ability in implementing the scientific approach, 4) ability in selecting appropriate learning media, 5) ability in showing skills in utilizing learning media, 6) ability in showing skills in managing a classroom, 7) ability in speaking good oral and written English, 8) ability in showing appropriate gestures, and 9) ability in closing a class.

Another study was conducted by Ratnaningsih (2019) who applied Google Classroom for discovering the students' experiences of using Google Classroom application as the media for submitting assignments in writing and speaking. She concluded that Google Classroom enhanced the students in their efforts to complete and submit the assignments in writing and speaking. However, she did not pinpoint how EFL teachers prepare and implement writing and speaking through Google Classroom.

Some difficulties of online EFL through Google Classroom might confront students in Junior High School. They might be confronted with facilitative and technical problems in 1) possessing a desktop/laptop/mobile phone, 2) logging into Google Classroom without difficulty or others' assistance, 3) using an account to log in, 4) selecting an account to log in, 5) logging in without difficulty, 6) joining the classroom, 7) switching between accounts, 8) connecting without troubles, 9) posting comments through Google Classroom, 10) canceling 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, whether with examples or illustrations. These are the main points that might become the difficulties of the student in learning EFL through Google classroom.

The present research was focused on teachers' abilities and constraints in preparing and implementing lesson plans as well as students' constraints in EFL through the Google Classroom platform in Junior High School. There are several things that we cannot achieve perfectly, therefore, we can assume that teachers indeed made their lesson plans, the instruments adopted were suitable because there were two experts who approved it, the assessment carried out by the two experts was done objectively and students also give their honest answer.

1.2 Problem Identification

Covid-19 contributes global impact in various sectors, such as the health, economic, and education sectors. Education, similarly to other sectors, is also affected as reported by UNESCO. Because of that situation, almost all institutions were required to switch the model of learning to be online learning platform. One model of online learning which mostly used is Google Classroom. This is following the Circular of the Minister of Education and Culture Number 4, concerning on the Implementation of Education Policies in an Emergency for the Spread of Covid-19.

Subandoro and Sulindra (2019) pointed out that success in using Google Classroom in EFL is related to preparation and implementation of lesson plans. The strategies implemented by teachers to increase student interest in learning include preparing and implementing the learning that are brief, clear, and easy to understand, interesting, adapted to the media and learning system used. Learning with the online system is very different from face-to-face learning. At school, students can freely ask questions directly about the subject matter that is unclear and has not yet been understood. Meanwhile, in online learning, students are not free to ask questions about material that has not been understood.

Teachers' preparation and implementation are the crucial thing to do before implement the learning activity. Every teacher in an education unit is required to prepare lesson plans. Lesson plan is a very important stage in guiding teachers to carry out their duties as an educator. Meanwhile, pandemic situation brings new challenge to the teacher in preparing and implementing lesson plan to achieve the goals in teaching and learning. Not only teachers, but students' success in learning

through online learning platform also related to facilitative and technical adequacy (Alim et al., 2019), such as owning a device, logging to Google Classroom, owning an account to log in, joining the classroom, being motivated learning through online platform, and turning in assignments easily.

Little attention is given on how teachers' prepare and implement their online learning classes. Azar & Iqbal (2018) has done a research, however, they are not very elaborative in terms of describing and elaborating teachers on preparation and implementation of the online learning. Other than that, there is also another research done by Ratnaningsih (2019) who already discover students' experience, however, she did not mention about again how EFL teachers' prepare and implement. These two researchs seem to be lacking on that way and then the progress of the research so far seems not really focusing on that one but more into other areas. These empirical lacking of evidences shows that the study regarding preparation and implementation of online learning needs to be done. That is why this study focusing on that one to filling the gap of the previous mention studies.

1.3 Research Questions

- 1) Do the EFL teachers have an ability to prepare the lesson plans through Google Classroom platform in the Junior High School?
- 2) Do the EFL teachers have an ability to implement the lesson plans through Google Classroom platform in the Junior High School?
- 3) What constraints are found by teachers in preparing the lesson plans for EFL through Google Classroom in the Junior High School?
- 4) What constraints are found by teachers in implementing the lesson plans for EFL through Google Classroom in the Junior High School?
- 5) What constraints are found by students in learning EFL using Google Classroom in the Junior High School?

1.4 Research Objectives

- 1) **General Objective.** The general research objective was to measure the EFL teachers' ability in preparing and implementing the lesson plans through Google

Classroom, and identify constraints in EFL learning using Google Classroom platform in the Junior High School.

- 2) **Specific Objectives.** The specific research objectives were directed to achieve the following.
 - (1) To measure the EFL teachers' ability in preparing the lesson plans through Google Classroom platform in the Junior High School;
 - (2) To measure the EFL teachers' ability in implementing the lesson plans through Google Classroom platform in the Junior High School;
 - (3) To identify the teachers' constraints in preparing lesson plans for EFL through Google Classroom in the Junior High School;
 - (4) To identify the teachers' constraints in implementing lesson plans for EFL through Google Classroom in the Junior High School;
 - (5) To identify students' constraints in learning EFL through Google Classroom platform in the Junior High School.

1.5 Research Significance.

- 1) **Theoretical Significance.** The theoretical significance of the teachers' ability in preparing and implementing EFL through Google Classroom could be used as reference for a continuous improvement based on their professional, pedagogic, personal character, and social competencies. Therefore, those things need to be developed.
- 2) **Practical Significance.** The practical outcomes or significance of the present research could be described in detail as follows.
 - (1) **Students.** The students are able to know constraints or difficulties in learning EFL through Google Classroom could help them minimize barriers in learning due to some technical constraints. Understanding the technical constraints also could improve their English skill in the future. Moreover, the advantages in learning EFL through Google Classroom could provide them with rich exposures to learning materials, easy access to varieties of learning materials, exposing to different learning materials, reducing paper or book needed, reducing waste time in learning, and engaging to active learning.

- (2) **Teachers.** The teachers can use it as feedback or self-evaluating based on their constraints or abilities that they had. Further, EFL teachers need to find out other alternatives that could be used, for example, collaborative learning. In collaborative learning, students could exchange ideas through peer-reviewing, peer editing, and giving feedback through Google Classroom. Not only that but it also could optimize learning activities, such as solving problems, evaluating questions-and-responses, developing new paragraphs, or building a collaborative learning community among students.
- (3) **Future Researchers.** The future researchers may also develop deeper analysis on the use of Google Classroom or even enlarge the analysis to other on-line learning platforms.

1.6 Research Scope

This research was scoped down to EFL learning in the Junior High School. Due to the pandemic of Covid-19, the present research was limited in terms of research subjects, objects and schedule as follows.

1. The research subjects were two EFL teachers taught on the seventh-grade students in SMPN 1 Mengwi. This present research used two classes as the research subjects in order to reveal the students' constraints in learning EFL through Google Classroom in Junior High School.
2. The research objects were limited to teachers' ability in preparing and implementing lesson plans for EFL through Google Classroom, teachers' constraints in preparing and implementing lesson plans as well as students' constraints in learning EFL through Google Classroom. The teachers' ability in preparing lesson plans was adopted from *LP3M Undiksha, 2020* that contained eight aspects, such as teachers' ability in relating learning indicators with basic competency, relating learning materials and learning indicators with basic competency, 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 the usage of Information Technology, especially Google Classroom platform in EFL.

3. The teachers' ability in implementing lesson plans for EFL through Google Classroom was adopted from *LP3M Undiksha, 2020* and divided into nine aspects, such as opening class, mastering learning materials, implementing the 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 EFL through Google Classroom platform.
4. The teachers' constraints were also limited on their abilities in preparing and implementing lesson plans for EFL through Google Classroom in the Junior High School.
5. The students' constraints were also limited on facilitative and technical aspects.
6. The process of data collection was held during the months of October and November 2020.

1.7 Assumption and Limitation

1. Adoption of instruments, namely Teachers' Instructional Preparation and Teachers' Instructional Implementation, from "*Panduan Pelaksanaan PLPbD Undiksha, 2020*" were suitable to be used in the present research. Those instruments used to measure the teachers' ability in preparing and implementing lesson plans for EFL through Google Classroom. Furthermore, the instruments were assumed to be reliable and valid used to measure the teachers' ability since it was validated by two language experts recruited from the English Education Department, Faculty of Language and Arts, State University of Education Ganesha Singaraja.
2. The teachers' constraints instruments in preparing and implementing lesson plans for EFL through Google Classroom were also assumed to be reliable and valid. These instruments were validated by two language experts recruited from the English Education Department, Faculty of Language and Arts, Ganesha University of Education.
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 EFL through Google Classroom.