CHAPTER ONE

INTRODUCTION

The elaboration in this chapter includes; research background or rationale, problem identification, research objectives, research significance, research scope, assumption and limitation.

1.1 Research Background

Today's learning and teaching process seems to be more challenging since the pandemic situation forces the teachers work beyond their usual teaching activity as the world now facing the online teaching and learning based process.(Barton, 2020). The challenge that might be occurred during learning in Covid-19 pandemic is about how to grade the students, prepare assignment for students and how to promote the learning if the teachers have instructional contraints such as lack of expertise, large course size and overloaded curriculum (Reynolds et al., 2020). Because of that, planning the lessonfor teaching during Covid-19 pandemicis necessary to continue teaching and learning without interruption (Ferri, Grifoni, & Guzzo, 2020) in which the lesson plan can be adopted by the teacher from online educational resources or modify it into their own educational materials (Reimers, Schleicher, Saavedra, & Tuominen, 2020). A lesson plan is one of the essential parts that may lead English teachers to gain the expected learning outcome. It is also defined as the plan of the learning activities for one or more meeting; it is

developed from the syllabus to direct the students" learning activities to achieve the basic competence; every teacher is required to make a lesson plan completely and systematically in order that the learning taking place can be interactive, inspiring, fun, challenging, efficient, motivating students to actively participate in the learning and giving a space for students" work, creativity, and independence in accordance with their passion, talent and psychological and physical development(Sugianto, 2020). Based on Sugiyono's statement, it can be assumed that lesson plan should be organized to create learning success for the students, including students creativity which can be done through writing

According to Reynolds et al(2020), writing can be facilitated in online learning by engaging the students to give feedback and revision to hone their critical thinkin skill and engage them to the complex ideas. Writing is an important skill in EFL as it includes the process of generating, organizing, and translating ideas into the writing form of text (Richard, 2019). From this point can be showed that in writing, learner need to understand words to be combined with one another in order to get a good sentence. Further, learner also need to avoid some grammatical errors which include words misspell and words misplacement that may impact the sentences meaning and also make misunderstanding between the readers. Moreover, it is indicated that before the learners doing the writing, there should be a concept in mind about what will be put on the paper. The concept is not only about the draft or master words point to be developed, but also how each point in each paragraph can be connected and can lead the reader into a good understanding as the writer meant from the beginning. These general points of views may indicate that writing process is not easy to be done; words choices, ideas, and also developing concepts are claimed to be the points to make good writing.

Hairston (1982) believes that writing is one of the difficult skills, since it takes process of connecting meaningful words in order to make good sentences, and from good sentences can be created relevant paragraphs. It can be stated that Hairston specifies that writing includes three main terms; words, sentences and paragraph. Those three things need to be connected one another in order to make good writing. When they are specified can be explained as follow: (1) Word. In writing process, the word choice is paramount since the whole other 2 aspects relay on this word. The correct words choice can build meaningful sentence and also good paragraph. Unfortunately, the word choice is more likely to be risky since not all the learners are able to choose good sentence in their writing. It is indicated that grammatical errors may affect words meaning and words' function in a sentence and also paragraph. As a solution, the learners need to master the words that they choose in their writing, then write or type the words as correct as possible with no misspell and also misplacement. (2) Sentence. The sentence can happen when some meaningful words are connected and create a meaning to support the idea or concept from the writer. The success of the writer to put words into sentence can be noticed from the meaning of the sentences and how one sentence and the others can explain the same concept and ideas which are getting bigger in term of development from the very first paragraph into the next ones. (3) The paragraph. As the correct meaningful words are combined into sentences, and connected-supported sentences are involved to make a paragraph as supporting idea, then the whole paragraph in a writing can explain concept and idea from the writer, from paragraph one into the next ones which are getting bigger and complex in term of supporting ideas into the main idea or the title.

The theory from Hairston has the same understanding with a theory from Hodges (2017). Hodges also mentioned that make good writing must take some practices and also times with

couple of topics and ideas to put on in order to connect the cognitive process and the communication in form of writing. The practice include how to choose the words that may support the ideas as details, and also make the flowing ideas of the writer's idea become more interesting to be followed. Besides, the errors in choosing words (misspell and misplacement) also need to be considered as the terms to be practiced by carefully writing the words and typing the words after knowing the meaning of the words. Then, the other practices include the paragraph developing. Each paragraph need to be developed by connecting each of them without losing the meaning of main idea from the beginning. Moreover, the paragraph need to be bringing out the flowing ideas which lead the reader from the starting paragraph, middle paragraph and also the ending which ends and conclude the all ideas from the beginning.

Those three theories from Richard, Hairston and Hodges are now related into the current situation which the Pandemic, which is believed has affected the way of teaching and learning process to happen in almost all over the world, especially in Indonesia. There is new policy released by the Minister of Education in Indonesia regarding to the Pandemic in which all the learning process in all schools (include international school) need to be conducted through on-line learning platforms (Kemdikbud,2020). This policy is implemented based on the 'Surat Edaran Menteri Pendidikan dan KebudayaanRepublik Indonesia Nomor 1 Tahun 2020 tentangKebijakan Merdeka Belajar' or Circular Letter of the Indonesia Ministry of National Education and Culture Number 1 Year 2020 on Learning Freedom Policy. In short, it can be claimed that the writing learning process in which it was stated before by Hairston as a difficult process to do, then at this very moment is becoming even more difficult as the online learning process is chosen as the main way of teaching and learning process, especially in elementary school since in elementary school is emphasized on rethorical moves and organization structure

(Yinling, 2016). In relation to education system in Indonesia, it is important to learn writing for primary school because learning in primary school based on 2013 Curriculum is emphasized on thematic-integrative learning which involved several subjects under general theme which is expected for the students to acquire a range of knowledge which means students must be able to produce handwriting with correct spelling, punctuation and grammar (Sulfasyah, Bahri, & Saleh, 2018)

The online class specified in writing was supported by some platforms, namely; Zoom, Google Meet, and zoom (Namaziandost& Nasri,2019; Muhammed,2020). Then, like other online meeting platform, zoom is recognized as online meeting platform and webinar which enable the user to share content at the same time as the video conferencing. As it is currently claimed by *bulletin of science and practice* in 2020 that Zoom has features in which both teacher and learner can explore and assess the four skills by emhpasizing on writing. Even though, the learning process is doing online, the teacher and learners still can do interactions through the video conferencing, even the learners can do their own writing practice at home through the screen sharing in which the learners can follow the instructions as the same as normal learning class at school. Further, it is also indicated that Zoom can provide the assessing/ evaluation process. Learners' task can be evaluated through screen sharing, and it can be noticed and watched by other learners as well as the same time. Then, with secure recording session feature in zoom it makes the learners can review the learning process that happened before by playing the recording file, it also means that in zoom the learners who still have some questions in mind when the online learning session is finished can learn by watching the record of the learning session (Zoom Video Communication, 2016). This is in line with Guzacheva (2020) who stated Zoom's features allow English teachers to explore and assess the four skills through rich interactions with

medical students. In addition to screen sharing, Zoom motivates English teachers to annotate their shared screen, making lessons more interactive. English teachers can record their lessons to the Cloud or locally – medical students can also record and turn recording on and off as many times as they like during a lesson, if the teacher enables this feature. Teachers can record lessons and watch them again to assess medical students' strengths and weaknesses and learners can self-assess their skills by watching recorded lessons. Medical students can watch the recorded lessons in a sequence to see their improvement over time. In addition, English teachers can assess medical students' development by showing the recorded lesson to another English teacher, whom they trust, and asking for constructive feedback.

The use of the zoom in learning process, there is a research from Archibald (2019) that reveals the use of zoom in teaching and learning seems to be more convenience by both teacher and learners as they both can be at home or particular suitable place to do the online learningd. It is believed that learning process in zoom can practiced that learners to be more confident to talk and ask questions as some learners are sometimes shy to talk and ask question when their classmate are around. Then, Archibald also mentions that zoom can facilitate the learners needs in online learning process as the zoom provides with screen sharing and record options which enable the learners to interact with others and comprehend the material.

The writing learning process with the use of zoom as online platform, in 2015 Carolan and Kyppo found that writing process is not basically about the hand writing with grammatical correctness and words meaningful connection, but also it includes the ability of hand typing on computer keyboard when the situation is online based. Also, it is stated that doing any kind of writing activities with online platform seems to be easier by the learners to type the words and connect the meaning with other words as the learners need no good handwriting on this situation

which means all words typing can be read as easier. Further, in online learning with special online platform (zoom) can give chance for fast typing exercising for the learners that will help the learner to know the location of the letter key on keyboard and one day can help them with their future job. In advance, the writing learning activity can be designed in special topic which involves the typing activity from the learners regarding to the task given, for example the topic about auto biography; the learners need to type in *Microsoft Words* file about their own self, can be started from their name, their interest, their hobbies, their family and their school.

The use of zoom classroom in writing learning process particularly in primary can be new point to be explained because it is indicated that primary students in age of 5 – 11 years old will be having some issues in doing their literacy learning class, especially when with words choice, grammatical correctness and also words connection in sentenced and paragraphs (Guzacheva, 2020). Moreover, it is stated that online literacy learning kind of hard to be done since the teacher is unable to be face to face with the learners and showing direct evaluation or suggestion right after the learners are having their issues. In this zoom classroom learning at primary class particularly in writing subject, the learners are claimed to be more active to ask during the online session by showing the share screen to the teacher so that they can have direct correction to the questions that they share in share screen (zoom classroom).

The writing process through zoom classroom in primary can be struggling since the writing is also claimed as the hard process to be done by the learners, particularly for the primary learners, therefore it is claimed that the curriculum need to be complete and strong enough to facilitate the online learning process on this writing learning. One of the international curriculum that has been well-known in global education is fieldwork education international curriculum. This fieldwork education is international education institute that has been working on

international curriculum for over 1000 schools in all over the world with almost more than 30 years experiences in international curriculum. This fieldwork education creates the connection between international curriculum and clear learning goals by integrating subject knowledge, personal skills and international mindedness. Further, the international curriculum in fieldwork education is analyzing the needs of children in the place of where they are living in and working in. The analysis creates the clear goals of the children that need to be accomplished through learning at school in which the learning is designed specifically to provide the children with knowledge, skills and mind. Then, with the knowledge, skills and also mind which are provided through learning process in this curriculum from fieldwork there are requirements which determine how the children can be succeed in their working world. From this statement it can be underlined that the needs of the children through this international curriculum by fieldwork education not only designing the learning process which based on learning goals, but also providing functional life skills for the children to be used and applied by the children in their social real world to get succeed. Then, in fieldwork international curriculum, there are always living values which are included in order to provide the children with meaningful integrated mind into their living area and their social interaction with others in society and community. Moreover, there is also specific break down about what kind of learning that should be learnt by the children in certain range of ages. Therefore, fieldwork is dividing their international curriculum into three main stages based on the ages and the needs of the children, namely: IEYC (*International Early Years Curriculum*), IPC (*International Primary Curriculum*), and also IMYC (*International Middle Years Curriculum*).

The IPC (*International Primary Curriculum*) is the curriculum which is designed special for 5 – 11 years old children. This IPC is used for almost by 1000 international schools, and has

been applied by over 90 countries (includes Indonesia). IPC is a thematic curriculum in which there is specific topic to be discussed per week that has been integrated into a theme of school term. This theme is specified into some particular subtopic per week with clear goals to be achieved by the children as learners and also by the teachers as the provider. Further, IPC is also known as comprehensive curriculum, which means in this IPC there are general and specific knowledge which are believed are those that children needs in the range of 5 – 11 years old. The comprehensive terms include specific personal skills, specific knowledge and also international minded that can provide and help the children on this ages to develop their maximum capability and achieve the learning goals. Moreover, regarding to IPC as comprehensive curriculum, this IPC also known as creative curriculum which contains many of unique, fun and outstanding themes, topics and lesson plan to be taught and showed to the children.

The topics in IPC are designed to be integrated into subject goals, namely: Physical education, ICT and computing, Art, Mathematics, Science, writing, History, Geography, Music, and Social study. Those subjects will be integrated into the topics of the theme that has been designed per term. Especially in writing, this IPC provides the children with contextual theme which leads them into practical writing and reading, for examples: making the news, making character descriptions, writing narrative, and making auto biography. The contextual theme in literacy of IPC integrates between knowledge, skills and living values, which means in specific that every single learning activity in literacy of IPC includes knowledge to be comprehended, skills to be mastered and practiced and also living values to lead the children to connect with their social community. For example: the theme in IPC for grade 6 is about *News*. The breakdown of this *News* theme will be about what do the basic points of information to be gathered when a news is designed, then the children needs to be able to make their own news as

based on the point of information that taught before, for example the children can make news about their local foods, their school, about the local game, and also can be about their teacher at school. Further, those aspects then lead the children into living values of *respect* in which the children can understand and respect the information that get from the local community and local people, and also the children are be able to apply good manner of politeness during gathering the information for their news. Previous study from Nugroho, Kristiyanto and Doewes (2018) which have conducted a research entitled "Implementasi Pendidikan Jasmani dalam International Primary Curriculum". showed that IPC is so dynamic that it might be adjusted in order to achieve the school objectives that have already been designed in accordance to local cultures, student conditions and school conditions

From all explanations and theories above, it can be stated that this proposed research entitled "**AN ANALYSIS OF LESSON PLAN IMPLEMENTATION THROUGH ZOOM IN TEACHING WRITING BASED ON INTERNATIONAL PRIMARY CURRICULUM IN SUNRISE SCHOOL BALI"** is **embedded mix method** since it analyzes how the writing learning process is conducted through online platform (zoom) in International Primary Curriculum (IPC) at Sunrise School Bali which is a private international school which also includes their obstacles and solutions in teaching writing through zoom in Year 6 (Primary class). The researcher that there were some problems found during the writing learning process in Year 6 class during zoom class learning, namely; learners are found to have (1) problem in typing words with grammatical correctness, and (2) connecting words into meaningful paragraph. These two problems can be categorized as the constraints in writing learning activities during the zoom class.

1.2 Problem Identification

The key of implementing good writing learning process in online class through zoom is the curriculum. As it is stated by Subandoro in 2019 that online class can be identified as successful when there are two main keys found; 1) the collaborative learning, and 2) information technology. In details; collaborative learning is concerned with preparation and implementation of learning approach, methods, and techniques. In collaborative learning learners are exchanging ideas, interacting, giving feedback during the zoom class. Further, in term of writing learning activity, this collaborative learning model can be designed as solving problems, developing new paragraphs, and explaining concepts.

Further, in information technology the curriculum is becoming the main concern. In curriculum specially in teaching writing, there are learning resources and learning media which are categorized as the main points (Kemdikbud,2013). Learning resources may take the forms of text books, novels, modules, films, plays, radio programs, multimedia, digital learning resources including video, audio, texts, animations and images (Stephen-Fulbrook,2019). These learning resources could be well prepared and implemented with zoom platform. There are some points to mention as the benefit of using zoom in learning class; 1) rich resources of writing learning material, 2) access into authentic and simulated learning materials, 3) variety of learning materials, 4) using less paper, 5) learning can be done at any times and places, (Subandoro,2019).

Another point of view, Fronchesa and Peralta (2019) conclude that the use of zoom can be maximized when the online platform (zoom) can be easy to be accessed and used by the learners. The different genre of text to be typed by the learners and also typing some different texts from some different topics in order to to enrich the learners' working knowledge in writing.

1.3 Research Questions

1). Do the EFL teachers have an ability to prepare the lesson plans for teaching writing through Zoom in the Year 6 Primary at Sunrise School Bali?

2). Do the EFL teachers have an ability to implement the lesson plans for teaching writing through Zoom in the Year 6 Primary at Sunrise School Bali?

3). What constraints are found by teachers in preparing and implementing writing through Zoom in the Year 6 Primary at Sunrise School Bali?

1.4 Research Objective

1). General Objective. The general objective is to measure the EFL Teachers' ability in preparing and implementing lesson plans for teaching writing through Zoom in the Year 6 Primary at Sunrise School Bali It also identified and explained the Teachers' constraints in preparing and implementing lesson plans as well as students' constraints in writing through Zoom.

2) Specific Objective. The specific research objectives were described as follows.

1) To measure the teachers' ability in preparing lesson plans for teaching writing through Zoom in the Year 6 Primary at Sunrise School Bali

2) To measure the teachers' ability in implementing lesson plans for teaching writing through Zoom in the Year 6 Primary at Sunrise School Bali

3) To identify and describe the teachers' constraints in preparing and implementing lesson plans for teaching writing through Zoom in the Year 6 Primary at Sunrise School Bali

1.5 Research Significance.

1) **Theoretical Significance.** The theoretical outcome or significance of the proposed research could be used for the planning and implementing writing learning process based on IPC through zoom online learning platforms in the Year 6 Primary.

2) **Practical Significance.** The practical outcomes or significance of the proposed research could be described in detailed as follows.

(1) **Learners**. Through Zoom Classroom platform, the learners would be provided with a) rich resources of writing learning material, b) access into authentic and simulated learning materials, c) variety of learning materials, d) using less paper, e) learning can be done at any times and places,

(2) **Teachers**. Through Zoom Classroom platform, the teachers could develop effective learning whereby learners could exchange ideas through peer reviewing, peer editing, and giving feedback through Zoom Classroom in a writing class.

(3) **Future Researchers**. Future researchers may also add and develop deeper analysis on the use of Zoom Classroom platform in writing.

1.6 **Research Scope**

This research was scoped down to writing learning activity. The research was taken down at Sunrise School Bali, at Year 6 class. The writing learning activity was designed based on IPC learning topic for Term 2 (October, November and December 2020). Therefore, classroom observations on the implementations of those instructional preparations were limited according

to those months. Moreover, the interviews on constraints found by the learners and teachers in writing classes through Zoom Classroom followed such schedules. The constrains were also limited only on technical problems and shortages of infrastructure available in the learners as well as the teachers during the pandemic.

1.7 Assumption and Limitation

Adoption of instruments, namely Teachers' Instructional Preparation and Teachers' Instructional Implementation, from *"Instrumen Penilaian Persiapan Pembelajaran Undiksha2020"* were assumed reliable and valid to be used in classroom research on text-based writing through Zoom Classroom. Therefore, meanings of the research outputs were not generalizable beyond this research scope.