

CHAPTER I

INTRODUCTION

This chapter provides explanation about the research background, problem identification, research objectives, research significance, research scope and research limitation.

1.1 Research Background

Preparing lesson plan for Learning English is an important aspect to do, before conducting the teaching and learning aspect. Harmer (2007) states that there are two important points of why lesson planning is important. 1) lesson plan is used as a guide for teachers in teaching. Some adjustments may be created to match with real teaching scenario, but the lesson plan is still required by the instructors as a guideline in teaching. 2) the relationship between teacher and students is a part of the lesson plan. Teacher's commitment can be seen from the way they plan their teaching material and teaching activities and also it will gain positive respond from the students easily. Regarding the value of the lesson plan, Suryana(2019) highlighted that every educator has to organize a complete and methodical lesson plans so that the learning will be engaging, enjoyable, demanding, efficient, motivating and it can provide adequate opportunity for the learners to be initiative, creative and independent in accordance with their talents, interests and physical and psychological growth. Thus, those reasons are underpinning this research, which concerned on the lesson plan analysis.

Bin-Hady & Abdulsafi (2019) explained that the method of learning, indicators, approaches of learning, time allocation, materials of teaching, learning

activities and process of evaluation are essential elements of a lesson plan. An act that can be examined and determined to perform the accomplishment of basic competence and main competence is defined as indicator of standard competence achievement. In this case, a series of indicator can be accomplished if the teacher used appropriate method (Evriana, 2020). In terms of the learning activity, According to Bin-Hady & Abdulsafi (2019) supported by Minister of National Education Regulation Number 81 about Standard Process (2013) There are three stages of teaching activity: First stage, pre-teaching must promote the motivation of learners and draw their attention in the involvement of learning. The second, while teaching is the teaching and learning process to attain fundamental competencies that are systematically carried out through the exploration, elaboration and confirmation stages. The last, post-teaching takes place with the conclusion of the session, evaluation, reflection, feedback and follow-up to pupils. Furthermore, those activities are conducted determined by the time allotment, with the appropriate materials and measured by the appropriate evaluation during the learning process and also at the end of the lesson

Based on the observation that has been conducted, SMA Negeri 3 Singaraja is chosen as the object of the study since this school is the only school that utilizes Google Classroom as a platform for online learning. The use of Google Classroom in SMA Negeri 3 Singaraja district not only for the submission task activity, but also as the part of lesson plan preparation conducted by the teacher, main apps in supporting online teaching and learning activity, and the media in conducting assessment process during online learning. Furthermore, this school has also implemented K-13 curriculum. Since this study is focusing on

preparing lesson plan based on scientific approach in K-13 curriculum, selecting the school that has been implementing this curriculum is required. Furthermore, this study will emphasize on examining the issues encountered by English teachers in designing a lesson plan, especially in the relation to google classroom used

Many studies have emphasized that preparing lesson plans before the learning process, especially in online learning, is important. As what Milkova (2005) mentioned in her research that lesson plan is important to be considered since a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. In another supporting study, Sesorina (2014) stated that the relationship between teacher and students is a part of the lesson plan. Teacher's commitment can be seen from the way they plan their teaching material and teaching activities and also it will gain positive respond from the students easily. There are the five aspects of a complete lesson plan were analyzed, such as: 1) learning objectives, 2) learning materials, 3) learning activities, 4) learning media and sources, and 5) learning assessment (LPPL, 2007; Bin-Hady & Abdulsafi, 2019).

Based on the observation that has been conducted, SMA Negeri 3 Singaraja is chosen as the object of the study. Considering the importance of English and the sudden change of the teaching and learning process, it becomes important to investigate the aspect of preparing lesson plan through google classroom at SMA Negeri 3 Singaraja as one of the schools that uses the platform in teaching English. This study also investigated the teacher problems in lesson plan preparation and problems faced by students in learning through Google

Classroom. Relating to the previous studies, this study brings novelty in terms of the objects of study by focusing on preparing the lesson plans based on Curriculum 2013 through Google Classroom along with the problems faced by the teachers. The novelty was taken based on Google Classroom used in SMA Negeri 3 Singaraja which is not only for the submission task activity, but also as the main apps in supporting online teaching and learning activity, and the media in conducting assessment process during online learning. Furthermore, this school has also implemented K-13 curriculum, which used scientific approach in its learning activities that helps teachers to develop learning activities by separating process into some detailed steps (Armadi, 2017).

1.2 Problem Identification

There are a number of problems that have been identified. Firstly, the online learning situation that occurs in every sector. In this case, Teacher's ability in creating effective and meaningful teaching strategies is highly required. Some adjustments in terms of learning instructions, teaching method, and learning assessment are done in order to support the online learning. Furthermore, to deal with the situation, teachers are suggested to use online platform, such as Google Classroom. Secondly, the success of Learning English through Google Classroom is related to some aspects in preparing lesson plan, such as: preparing and selecting learning objectives, materials, method, learning activities, and assessment instrument (Bin-Hady & Abdulsafi, 2019). Lastly, lesson planning requires preparing and selecting learning objectives, materials, method, learning activities, and assessment instrument. In this case, preparing the lesson plan in online learning is a new thing for the teacher, especially the teacher in SMA

Negeri 3 Singaraja. Moreover, the integration of Google Classroom in Lesson Plan for online learning is something new for the teacher, in order to adapt the online teaching and learning situation.

1.3 Research Questions

Regarding the background and the problem identification, the research questions of this study can be formulated as follows.

- 1) How is the lesson plan prepared through Google Classroom in SMA Negeri 3 Singaraja?
- 2) What problems are found in preparing lesson plan through Google Classroom in SMA Negeri 3 Singaraja?

1.4 Research Objectives

1.4.1 General Objective

The general aim of current study is to analyze the aspect of preparing lesson plans through Google Classroom in SMA Negeri 3 Singaraja, which focused on the four-lesson plan used. Further, it also investigates and explains teacher problems in preparing lesson plans through Google Classroom.

1.4.2 Specific Objectives

- 1) To understand the steps in preparing lesson plan through Google Classroom in SMA Negeri 3 Singaraja. There are 5 steps conducted in preparing the lesson plan, started from determining the learning objectives, developing the learning materials, developing the learning activity, determining the media and

resources in learning activity, and determining the appropriate learning assessment at the end of the lesson.

- 2) To investigate and describe the teacher problems in preparing lesson plans through Google Classroom in SMA Negeri 3 Singaraja.

1.5 Research Significance

1) Theoretical Significance

Theoretically, the research is to give positive contribution in the field of planning lesson plans in the context of Learning English through online learning platform Google Classroom.

2) Practical Significance

Practically, contributions for teachers, students and future scientists are intended to be provided by the findings of this research.

1) For English teacher

This study can be used as a reference in preparing appropriate lesson plan as well as preventing the problems that might be faced by the teachers during online learning through Google Classroom. Therefore, evaluation and positive improvement can be done in the future.

2) For Future Researchers

The result of this study is to be used by future researchers as a reference in conducting other studies or deeper analysis on the use of Google Classroom platform in facilitating online learning.

1.6 Research Scope

The research subjects are limited to one English teacher in SMA N 3 Singaraja who prepared lesson plan for Learning English during online learning through Google Classroom. The research objects are limited in the scope of preparing lesson plans for Learning English through Google Classroom. The analysis of preparing lesson plan and teacher problems in preparing lesson plan is analyzed according to the method of learning, indicators, approaches of learning, time allocation, materials of teaching, learning activities and process of evaluation (Bin-Hady & Abdulsafi, 2019).

