CHAPTER I

INTRODUCTION

This chapter covers explanation about the research background, problem identification, research objectives, research significance, research scope and limitation. The background explains the reasons and cases that underline this study. The problem identification elaborates the overall reasons of why this study is important to be conducted. Research objectives outline the research outputs along with the answers to the research questions. Research significance provides the expected theoretical and practical outcomes of the study. Lastly, research scope describes research limitation in order to avoid bias discussion in the study.

1.1 Research Background

Preparing lesson plan in EFL classroom is highly needed in order to make the teaching and learning activities occur in such a good way, eventhough it is for face-to-face learning or online learning. It cannot be denied that in face-to-face learning process, both teachers and students have already encountered some issued. Furthermore, in the online learning process, the issues potentially bring more challenging problem as the lecturing, monitoring and interaction cannot be done in the best way. Thus, in order to overcome this issue, the teachers are expected to adjust their instructions to support the students and manage the unpredictable situation as a part of their responsibilities. (Parsons, 2012; Allen et al., 2013; Vaughn & Parsons, 2013).

Before entering into the classroom and delivering materials, teachers are need to manage a lesson plan as a part of their responsibilities (Ruiz, 2009; Kubilinskiene & Dagiene, 2010). Sometimes, they encounter problem dividing what they should do. Lesson plan is a written description of teaching and learning process in which it is shown all components of a lesson plan from basic competences to assessment instrument (Ratnawati, 2017; Sesiorina, 2014). Theoretically, as a conclusion, a lesson plan can be inferred as a sign of success as it plays a vital part in the learning process.

A lesson plan can be inferred as a sign of success as it plays a vital part in the learning process (Bin-Hady & Abdulsafi, 2019; Shen et al., 2007). The lesson plan must be prepared by the instructor by taking all components of the course plan into account.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 (Bin-Hady & Abdulsafi, 2019). Related to this study, the lesson plan in online learning has to be integrated with appropriate learning platform used, and one of the learning platforms that used for supporting online teaching and learning activity is through Google Classroom.

According to Luckerson (2015), Google Classroom is an educational online platform that is specifically designed to uphold interactive online learning environment that allows teachers to post materials in form of pictures, videos, or links, invite students to join the online classes, assign students with assignments, conduct quizzes, and manage the students' score records. The advantages of using Google Classroom in facilitating the learning process include quick and easy setting, classroom management, collaboration promotion, flexibility, centralized

data storage and also safety and security (Izenstark & Leahy, 2015; Harjanto & Sumarni, 2019). The platform can be easily accessed by using one Gmail account which makes it easy and convenient. The teachers can also monitor the learning process by posting materials and assignments with due dates and also commenting and grading the students' assignments.

There were several previous studies occurred related to the aspect of lesson plan and google classroom. Hussaini et al. (2020) conducted a study aiming to investigate the students' perception of the effectiveness of Google Classroom as a digital platform in the process of online teaching and learning. This study was carried out through survey. The data were analysed using descriptive statistics. The result of the study proved that Google Classroom is perceived to be effective in improving the students' attentiveness towards the learning process. The students are also reported to be more active in the process. Further, Megawati & Astutik (2019) conducted a study about the response of both the educators and the learners towards the use of Google Classroom in their online course activities. It is a qualitative research where the data were collected through survey and questionnaire. It revealed that both of the educators and the students perceived the platform positively. However, the students argued that they did not receive complete and immediate feedback related to their works. Further, they also argued that the educators did not give their scores immediately and there is no penalty for late submissions. Despite using appropriate online learning platform, the major indicator of the success of learning is how the learning activities are implemented. In this case, teacher's role is required to assure the learning process runs well.

Thus, by considering the importance of English and the role of lesson plan, profound identification on teachers' capability in preparing lesson and utilizing Google Classroom platform for learning English through online learning is required. Moreover, to obtain deeper investigation result, the difficulties faced by both teachers and students during online learning is also crucial to be investigated. To answer the urgency, this research focuses at identifying; 1) how is lesson plan for online learning prepared through Google Classroom platform, and 2) the difficulties found by teachers in preparing lesson plans for online learning through Google Classroom.

However, apart from the importance of a lesson plan, the challenges encountered by English instructors in developing a lesson plan should be so that alternative future solutions can be considered to fulfill the criteria of teaching English as foreign language. Few prior studies have examined the process and approach of instructors in developing the lesson plan. However, there are still few study that investigated the obstacles of educators in creating lesson plan and its relation to the use of google classroom as online learning platform.

In this study, the researcher focused on describing the steps in preparing lesson plan which contain 5 aspects in lesson plan as well as the difficulties found in preparing the lesson plan by the teacher. Those factors became important to analyze in this research, since the lesson plan is an essential aspect to use for the successful teaching and learning implementation (Saputri et al., 2019; Suryana, 2019), which related to the five aspects of a complete lesson plan, 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, SMPN 1 Abang 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 in Abang district. The use of Google Classroom in SMPN 1 Abang district not only for the submission task activity, but also as the main platform 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. K-13 Curriculum uses scientific approach in its learning activities. Scientific approach helps teachers to develop learning activities by separating process into some detailed steps (Armadi, 2017). 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. Moreover, this study will examine English teachers' problems in drawing up a lesson plan, especially in the relation to google classroom used.

1.2 Problem Identification

The role of the teachers in providing effective teaching strategies is highly needed (Miller & Pennycuff, 2008). The teachers are suggested to adjust their instructions to support the online learning process (Parsons, 2012; Allen, Matthews & Parsons, 2013; Vaughn & Parsons, 2013). To deal with the situation, the teachers optimize the use of online platform; Google Classroom, to provide an effective EFL learning process. The success of EFL learning through Google

Classroom is correlated to some determining aspects, including teacher's lesson plan preparation.

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 SMPN 1 Abang. Related to this problem, teachers' knowledge and capability in utilizing online platform are also needed (Armando et al. 2019). Regarding to the teachers' knowledge and capability, it is related to maximizing the five aspects of lesson plan, which also occurred in preparing the lesson plan for online learning. Therefore, further investigation on teacher's lesson plan preparation and the difficulties in preparing the lesson plan in EFL learning through Google Classroom are required to be conducted.

1.3 Research Scope

In order to avoid bias discussion, the study is limited as follows:

1.3.1 The research subjects are limited to one learning English teacher in SMP N 1 Abang who prepared lesson plan for learning English during online learning through Google Classroom.

1.3.2 The research objects are limited to the aspect of preparing lesson plans for learning English through Google Classroom. The lesson plans are limited on the lesson plans that have been prepared during the periods of October to December, 2020. The lesson plan preparation is limited to five specific abilities in; learning objectives, materials, method, learning activities, and assessment instrument.

1.3.3 The teachers' difficulties are limited on their capability in preparing lesson plans for learning English through Google Classroom in SMP N 1 Abang.

1.4 Research Questions

The research questions of this study are formulated as follows.

1.4.1 What steps are taken by the English teacher in preparing lesson plans for learning English for online learning through Google Classroom in SMP N 1 Abang?

1.4.2 What difficulties are found in preparing lesson plan for learning English for online learning through Google Classroom in SMP N 1 Abang?

1.5 Research Objectives

1.5.1 General Objective

The general aim of current study is to analyze the lesson plans prepared for online learning through Google Classroom in SMP N 1 Abang, which focused on the four lesson plan. Further, it also investigates and explains teacher difficulties in preparing lesson plans for online learning through Google Classroom.

1.5.2 Specific Objectives

1) To understand the steps taken by English teacher in preparing lesson plan for learning English for online learning through Google Classroom in SMP N 1 Abang.

2) To identify the teachers' difficulties in preparing lesson plan for learning English for online learning through Google Classroom in SMP N 1 Abang.

1.6 Research Significance

1.6.1 Theoretical Significance

Theoretically, the significance of this research is to improve the quality of learning English learning through online learning platform Google Classroom and to analyze the weaknesses of the teacher in preparing the lesson plan, in order to make the teacher capability in preparing the lesson plan better.

1.6.2 Practical Significance

Practically, the result of this study is expected to give positive contributions for the learning English teachers, students, and future researchers.

1) For EFL Teachers

The results of the study can be used as a reference in preparing appropriate lesson plan during online learning through Google Classroom. Thus, evaluation and positive improvement can be done in the future.

2) For Future Researchers

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