CHAPTER I

INTRODUCTION

This chapter presents description about the research background, problem identification, research objectives, research significance, research scope and limitation.

1.1 Research Background

English is taught as a foreign language, both of the teachers and students often face challenges in the learning process due to the fact that students are rarely exposed to the language. Mbato (2013) and Sulistiyo (2016) assert several factors behind this unsuccessful EFL learning in Indonesia. First, teachers often force to teach in a classroom that consists of more than 50 students (Sulistiyo, 2016). This number surely cannot be considered ideal for language learning where interaction, communication and discussion are needed in order to expose the students to the language. Second, the current practice of teaching and learning process is still considered focusing on grammar and vocabulary memorization while it is supposed to be focusing more on interaction and communication. This is supported by Suryati (2013) who state that in EFL learning context, interaction and communication in the classroom becomes more important as it is the main source of exposure for the students to the target language. Therefore, when there are not many activities that could promote active English use, the students will have even lower chance to master English. That is the reason why the teachers' role in designing appropriate and effective teaching strategies and activities

is highly needed. Miller & Pennycuff (2008) state that the collaborative work between the schools and teachers in providing an effective teaching strategy contributes to the success of the teaching and learning process.

To provide an effective teaching and learning process, teachers are required to design the learning process in a lesson plan as the initial step before the learning process is conducted (Emiliasari, 2019). Through lesson planning, the teachers can have a more organize learning process and be more confident in teaching as they come well-prepared. Nesari & Heidari (2014) define lesson plan as a plan that is usually in form of written document consisting of the materials, the teaching method, the time allotment as well as the assessment. Even though lesson planning can be seen as a regular activity for the teachers, there are still several problems that might be faced such as difficulties in formulating the indicators and learning outcomes, determining the activities, selecting the materials, determining the learning method and designing the assessment (Saputri *et al*., 2020). Apart from the difficulties, it is still essential for the teachers to make an ideal lesson plan that could meet the learning objectives. In order to do that, teachers can follow certain procedure as a guide in creating an ideal lesson plan (Emiliasari, 2019).

This new regulation regarding the implementation of online learning brings some challenges for the teacher. The constraint faced by the teacher is in preparing lesson plan for online learning since it requires teacher's expertise in designing an easy-to-learn material as well as operating some applications and websites. To deal with the situation, the teachers utilize Google Classroom to assist the teaching and learning process. Google Classroom is one of the most frequently used platforms based on the

result of the pre-observation. 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.

Several studies relating to the use of Google Classroom in facilitating online learning process in Senior High School indicated positive aspects of the platform. A study by Sulistyanto & Imada (2020) found that Google Classroom was effective to teach reading hortatory text. Similar positive results also found in other studies conducted by Alim *et al*., (2019) and Sholah (2020) also showed positive results in which Google Classroom was effective to be used in English teaching and learning process. Relating to the students' perception towards the platform, Rossytawati (2018) found that students perceived Google Classroom positively as it was considered efficient in saving time and effort by doing and submitting assignment electronically. Sepyanda (2018) also found that students had positive attitude towards the use of Google Classroom as the platform was considered effective in managing the learning process.

Based on the aforementioned statement, preparing lesson plan and using online platform are important to be analyzed. In relation to online learning, it does not merely challenge teachers, students also might be challenged by facilitative and technical problems, such as in 1) possessing electronic devices, 2) the process of using Google

Classroom (connecting without problems, using account to log in, joining Google Classroom with minimum assistance, turning in assignments, posting comments, sending and receiving e-mail, and receiving teachers' feedback) (Sujarwo et al., 2020; Zailani et al., 2020). Therefore, it can be seen that even though Google Classroom might seem promising, the current situation is totally different from when the platform was commonly used, which was in blended learning method where the traditional, face-to-face teaching and learning process is blended with the online one. Therefore, further investigation on the preparation of EFL learning through the online platform is needed to be conducted. To answer the urgency, this study arises to investigate 1) how the lesson plans prepared through Google Classroom in SMA Negeri 1 Kediri and 2) what constraints are found in SMA Negeri 1 Kediri in preparing lesson plan through google classroom. Moreover, the consideration in choosing the lesson plan for this activity also based on the reality that the quality of planning affects the quality of results (Ratnawati, 2017), in which related to preparing the lesson plan for successful online teaching and learning implementation. There are five aspects of a complete lesson plan based on the guidelines from LPPL (2007) supported by the research from Bin-hady (2018), such as: 1) learning objectives, 2) learning materials, 3) learning activities, 4) learning media and sources, and 5) learning assessment.

In relation to the setting of the study, the researcher chosen SMA Negeri 1 Kediri in Tabanan Regency, Bali. In SMA Negeri 1 Kediri, Google Classroom is one of the most frequently used platforms based on the result of the pre-observation stage. In pre-observation result, it was found that there are some teachers that experienced in using mobile platforms, but some other teachers also lack of experiences in online

learning. Even, the professional teacher also occurred the problems in online learing and mobile platforms usage. In relation to the use of Google Classroom in the school, the use of Google Classroom in SMA Negeri 1 Kediri did 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. Thus, those are the basis of why the researcher chose SMA Negeri 1 Kediri as the selected school to conduct this study. The consideration of choosing Google Classroom to assist the teaching and learning process is based on several advantages; (1) quick and easy setting, (2) convenient classroom management, (3) collaboration promotion, (4) flexibility, (5) centralized data storage and (6) safety and security (Harjanto & Sumarni, 2019; Izenstark & Leahy, 2015).

This study offers novelty in terms of the objects of study which are the lesson plans preparation through Google Classroom as well as the constraints faced by teacher in preparing lesson plan. Considering the importance of English, the role of lesson plans and the sudden force of change on the teaching and learning method, it is important to conduct this study. Moreover, considering the fact that there are possibly many difficulties faced in the process of preparing the lesson plans due to the relatively new learning method, it is also crucial to investigate the constraints, so that some improvements can be done in the future.

1.2 Problem Identification

The fact that English is taught as a foreign language (EFL) in Indonesia makes the roles of interaction and communication in the classroom become more important

as they are the main source of exposure for the students to the target language (Suryati, 2013). Therefore, the role of the schools and the teachers in providing effective teaching strategies is highly needed (Miller & Pennycuff, 2008). In this case, lesson planning requires preparing and selecting learning objectives, materials, method, learning activities, and assessment instrument (LPPL, 2007; Bin-Hady & Abdulsafi, 2019). In this case, preparing the lesson plan in online learning is a new thing for the teacher, especially the teacher in SMA Negeri 1 Kediri. Related to this problem, teachers' knowledge and capability in utilizing online platform are also needed 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.

To deal with the situation, many teachers utilize Google Classroom to facilitate the learning process. Thus, optimizing use of Google Classroom platform in EFL is related to some determining aspects, including the preparation of lesson plans, such as: 1) learning objectives, 2) learning materials, 3) learning activities, 4) learning media and sources, and 5) learning assessment. Therefore, further investigation on the preparation of the learning through Google Classroom is needed to be conducted and this study arises to answer the urgency.

1.3 Research Questions

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

1) What is step were taken by the English teacher in preparing lesson plan for learning English through Google Classroom in SMA Negeri 1 Kediri?

2) What problem were found in preparing lessin plan for learning English through Google Classroom in SMA Negeri 1 Kediri?

1.4 Objectives of the Study

1) **General Objective**

The general objective of this study is to identify EFL lesson plans prepared through Google Classroom in SMA Negeri 1 Kediri, which focused on the four lesson plans used in writing activities. It also identifies teachers' constraints in preparing lesson plans.

2) **Specific Objectives**

- To understand the steps in preparing lesson plan through Google Classroom in SMA Negeri 1 Kediri.

- To identify the lesson plans prepared through Google Classroom in SMA Negeri 1 Kediri.

- To investigate and describe the teacher's constraints in preparing lesson plans through Google Classroom.

1.5 Research Significance

1) **Theoretical Significance**

Theoretically, this study is expected to give positive contribution in the field of planning lesson plans in the context of learning English through online learning platforms such as Google Classroom.

2) Practical Significance

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

1) For EFL Teachers

The results of the study can be used to the quality of lesson plan for learning English during online learning through Google Classroom. Thus, evaluation and positive improvement can be done in the future.

2) For Students

Knowledge and understanding in learning through Google Classroom will help them to minimize technical constraints barriers. Moreover, it also affects the students' motivation in learning English through Google Classroom. Furthermore, practical benefits in learning English through Google Classroom will give them a new learning experience, expand integrated learning (technology and English), and reduce paper used.

3) For Future Researchers

The results of this study can 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

In order to avoid bias discussion, the discussion of English learning in this study is limited as follows:

1) The research subjects are limited to one EFL teacher in SMA Negeri 1 Kediri who prepares lesson plan during online learning through Google Classroom.

2) The research objects are limited to lesson plans prepared for EFL learning through Google Classroom. The lesson plan for learning English are limited on those prepared during the periods of October, November, and December 2020. The lesson plans preparedis limited to eight specific abilities in relating learning indicators with basic competency, learning materials, learning indicators, learning methods or techniques, learning procedures or steps, evaluation and learning indicators, evaluation instruments, and Information Technology particularly Google Classroom platform in EFL. Constrains faced by teacher

3) The teachers' constraints are limited on their abilities in preparing lesson plans for learning English through Google Classroom in SMA Negeri 1 Kediri.