CHAPTER I
INTRODUCTION

This chapter consists of the research background, problems identification, research questions, research objectives, research significance, and research limitation

1.1 Research Background

The outbreak of coronavirus disease or also well-known as Covid-19 is globally influenced all the aspects, including Indonesia particularly the academic field. The academic communities and institutions, such as; universities and schools are forced to conduct online learning. Students are required to learn in online situation in order to enhance the material. According to Inter-agency Network for Education in Emergencies (INEE, 2020), the impact scale of Covid-19 pandemic toward particular aspects; the education , children, and young people is increasing every day. The educational response needs to be innovative while sticking to the standards of impact programming support. Onyema, Sen, & Alsayed (2020) argue that Covid-19 has a negative impact in the learning process in which it emerges a disruption for accessing the educational facilities. It is also stated that educators and students are required to depend on technology in conducted online learning during the Covid-19 pandemic. Based on those statements, the teachers and learners need to carry out the online learning during the pandemic. An appropriate lessons plan made by the teachers can be used to make the online learning runs optimally in which the lesson plans have to be suitable to the current situation.

Lesson plan is an essential factors to be determined in teaching and learning activities (Suciati, 2020; Bin-hady, 2020; Milkova, 2005). Many teachers find difficulties in arranging authentic assessment as a part of K-13 lesson plans. Teachers not only provides the score while arranging the authentic assessment but they are supposed to give the evidences that show how the students can acquire that score (Istiqomah, 2018; Mulyani, 2013). Another difficulty is argued by Istiqomah (2018) who states that teachers need endeavor in combining main competence (KI) and basic competence (KD). In addition, teachers face problems in arranging K-13 lesson plans caused by some components that are changed from the earlier lesson plans. Zazkis et al (2009) and Shen et al (2007) show that the teachers are not skilled enough in arranging K-13 lesson plans due to several things, such as; the time limit in arranging lesson plan, the capability of understanding the syllabus, the capability of evolving the indicators, the capability in preparing the teaching method, and the capability in designing the authentic assessment. Saputri et al. (2019) clarifies that mostly many teachers cannot arrange an appropriate lesson plan because they have a weakness in framing several elements, such as; indicators, the learning materials, the assessments, learning objectives, the learning and teaching activities. Based on those aforementioned difficulties regarding to the lesson plan aspect, this research is focused on the lesson plan made for EFL students through google classroom, in order to overcome the problems faced by teachers in arranging the lesson plans.

Google Classroom is one of application published by Google Inc. which is basically designed as an educational platform for conducting online learning. Khalil (2018) states that Google Classroom is effortless to apply which provides a wide

space for the instructors to design their classes, deliver assignments and course materials, post an instruction, declare announcements, and give feedback. Payment is not required which means Google Classroom is free and versatile to be accessed where teachers are able to interact with students and their parents and use other facilities and tools, such as; Sheets, Slides, Docs, Google Forms, etc. Mulatsih (2020) mentions that students are able to submit their assignments and the teachers can highpoint their assignments' contents by using Google Classroom during Covid-19 pandemic. It also shows that teachers can provide a constructive feedback instantly for the students and an evaluation toward students' performance. It is concluded that Google Classroom is useful and controllable for conducting any courses in which teachers also can use it to invite other colleagues and guests to obtain their postings and join the course in that application.

There were some previous studies conducted related to the aspect of lesson plan. Recently, Mardiana et al. (2020) conducted a descriptive qualitative study in which the data were obtained through conducting observation, interview, and documentation. This study focused on investigating how the RPP was arranged by concerning the K-13 or 2013 curriculum syllabus at SMP N 1 Banjar Baru. The results revealed that teachers prepared the documented lesson plans and arranged it by considering 2013 curriculum syllabus where it was implemented in social learning subject of IX.I class. The lessons plans covered three stages, such as; the preliminary stage, main stage, and closing stage where the teachers acted has a facilitator, evaluator, and mentor.

Mauliate et al. (2019) investigated the evaluation of lesson plan used in English language learning where the study was conducted in junior high school, Seraphine

Bakti Utama West Jakarta. Discrepancy Evaluation Model was used as a research methodology. The data were gained through observation, interview, and document tracing. The principal, teachers, and students were involved as key informants of this study. It was figured out that there was a negative gap toward the aspects of the basic competency which covers; spiritual attitude, knowledge and skills, students-centered, kinship, context, alignment and feedback. A positive (+) gap was found through the assessment used in the lesson plans in which it was developed based on the assessment learning suggested in 2013 curriculum. Meanwhile the positive and negative gap was found through the three stages; pre-activities, main activities, and closure. In fact, the lesson plan should be referred to the five aspects.

Haris & Ghazali (2016) tried to investigate physical education teachers in studying in preparing lesson plans for secondary school in Makassar. Qualitative approach used as a research design of the study in which there were four teachers from five different schools were selected as the research subjects. The findings showed that there was only a few teachers design a lesson plans which meant that some teachers not used lesson plans during the teaching sessions. In case, many teachers utilize Mutual Adaptation approach to increase the performance of their teaching design.

.Based on those previous studies, a different focus is emphasized in this study in which it concerns on the five aspects contained in the lesson plans used for teaching process in junior high school. The setting of the study is SMPN 1 Susut, Bangli. There is no recent study conducted regarding to the analysis of the lesson plan which is particularly used at SMPN 1 Susut Bangli. On another side, the preliminary observation shows that the lesson plan arranged by the teacher is still

lack of supporting details and the steps are ambiguous. Therefore, this phenomenon is investigated in this study and SMPN 1 Susut is selected as the setting of the study.

1.2 Problem Identification

From the previous research and the interview, there are some information about found by the researcher which are related to the difficulties in the process of arranging the lesson plan. Those difficulties are presented as follows;

1.1.1 Online learning is something new for some teachers and students and also often experiences obstacles, including uneven internet and technology, inadequate facilities such as laptops and cell phones. Thus, the implementation of online learning can be done optimally if the lesson plan were details and suitable with the current situation.

1.1.2 A good learning process can be accomplished as long as the interaction between teachers and students can take place optimally. During this pandemic, the use of technology is highly needed to optimize the communication between teachers and students during the learning process and facilitate the learning process between students and teachers.

1.3 Research Questions

The research questions are formulated by considering the research background and problem identification that have been elaborated above. The research questions can be seen as follows;

1) How are the lesson plans prepared for EFL through Google Classroom in SMP N 1 Susut?

2) What difficulties are encountered by EFL teacher of SMPN 1 Susut in preparing the lesson plan through Google Classroom?

1.4 Research Objectives

1.4.1 General Objective

The general objective was to explain the steps of EFL teacher of SMPN 1 Susut in preparing a lesson plan for EFL students. It also identified and explained the teacher's difficulties in preparing the lesson plan.

1.4.2 The specific research objectives

1) To explain the EFL teacher's steps in preparing lesson plans for in SMPN 1 Susut;

2) To analyze the teacher's difficulties in preparing lesson plans for EFL students in SMPN 1 Susut.

1.5 Research Significance

1) Theoretical Significance

Theoretically, this study is expected to enrich the knowledge of the preparinglesson plans on curriculum 2013.

2) Practical Significance

Practically, the result of this study was expected to give contributions for the EFL students and teachers in the Junior High as follows.

(1) For EFL Teachers

The EFL teachers will be able to make a good and suitable lesson plan related to the current situation.

(2) Future Researchers

Future researchers may also develop a deeper analysis of lesson plan in the learning activities

1.6 Research Limitation

This study was limited to measure the English subject lesson plans of English in seventh-grade classes of EFL students in SMPN 1 Susut, Bangli, which focused on the EFL teacher's steps in preparing the lesson plans and also described difficulties encountered by EFL teacher. This study was conducted at SMPN 1 Susut