

CHAPTER I

INTRODUCTION

This chapter describes the research background, problem identification, research objectives, research significance, research scope. The background explains the arguments used to choose writing lessons through Google Classroom in *Sekolah Menengah Pertama Negeri 2 Bangli*. Problem identification contains a theoretical framework of how lessons are prepared by teachers and the problem experienced by teachers in preparing Lesson Plans and obstacles experienced by students in learning Writing through Google Classroom at *Sekolah Menengah Pertama Negeri 2 Bangli*. Research objectives explain research outputs or answers to research questions. And, the significance of the research presents the theoretical results of the research output.

1.1 Research Background

In learning English, The purpose of learning English at Junior High School is to equip students with language skills, namely speaking, writing, reading, and listening (Sadiku, 2015). These skills will provide students with solid knowledge and support to students, how to use language, exchange of information, and self-confidence. One of the skills that are able to put ideas in mind in text form is writing. Writing ability is focused because students are just starting to learn more specific languages at the seventh-grade level. Writing is the most difficult skill for students in Junior High

School (Toba et al., 2019). This is because Junior High School students are just starting to understand the language specifically. Basically, in writing students need critical thinking to describe the ideas (Zuhairi & Umamah, 2016).

The lesson plan is the basis of the learning process. The lesson plan is used by the teacher to be used as a reference in the learning process in the classroom (Baharun, 2018). Through lesson plans, teachers can be facilitated to achieve learning objectives. Lesson plan planning must be prepared properly to be able to achieve learning objectives optimally. The important aspects that must be included in the lesson plan according to Baharun, 2018 include learning objectives, learning materials, learning activities, learning media and sources, and evaluations that will be used as benchmarks for student achievement in the learning process. The teacher's ability to prepare lesson plans is the first step that will be the estuary of all theoretical knowledge, basic skills, and understanding of teaching objects and situations.

In current conditions, teachers must be able to teach students with online learning during a pandemic. A new problem that arises is the online education system caused by an outbreak of a virus called COVID-19 (Rasmitadila et al., 2020). The circulation of a letter from the government indicating that the online learning system will be implemented during the pandemic covid-19 in every educational institution. This pandemic has caused different teaching strategies prepared by teachers. Online learning is carried out by studying at home and must be able to provide meaningful learning to students. Many applications can be used to carry out online learning such as, Google Meet, Zoom, Schoology, Google Classroom, and so on. Teachers are

required to be able to provide useful learning during a pandemic by using an online platform.

One of the learning applications that can be used in learning is Google Classroom. Google Classroom is a free web-based platform that can be used for class management. Using Google Classroom can save time, and also distribute classes. According to Iftakhar (2016) there are some benefits of using Google Classroom such as, easy to use, designed to save time, cloud-based, and flexible. Google Classroom can be used to facilitate teachers to manage assignments and provide feedback on student assignments efficiently. With the Google Classroom, the teaching and learning process will be assisted and made easier by utilizing its features. Google Classroom has advantages that can be seen from its use, accessed while outside or learning non-face-to-face. This advantage can help teachers to provide material to be taught online. The downside of using Google Classroom is that not all students can have internet access properly.

The previous study shown about teacher preparation and students' constraint in learning writing through Google Classroom. Mustafa et al. (2016) studied the students' English writing problem. This study focuses on students' problems in writing and explains the learning process of writing in class. This is done to determine the factors that cause it. After data collection was carried out using observation, interviews, and document research, the results obtained related to students' writing problems found several factors that caused it. The results showed that students were taught with an approach where students would be encouraged to learn to write through several

processes, namely, prewriting, drafting, revising, editing, and publishing. This study shows that students have several errors, among others, mostly grammar problems, word selection problems, and mechanical issues. The results of this study also show that students have errors in writing due to lack of practice, low motivation, and time allocation.

Woodcock et al. (2015) studied the effectiveness of using the Online platform for pre-service teacher training. This study focuses on prospective teachers about the experience of using the online platform, which is analyzed using statistical analysis. This study's findings indicate that e-learning is an effective learning tool in improving e-learning teacher candidates' competence in learning materials and information communication technology skills. Besides, the competence of prospective teachers to learn to implement e-learning for students depends on four conditions (a) ease of use, (b) psychologically safe environment, (c) e-learning self-efficacy, and (d) implications of findings and future recommendations. Research is also presented.

Sudirman (2017) conducted a study about Effort to Improve Teacher Competence in Developing a Lesson Plan through Sustainable Guidance in SMKN 1 Mamuju. This study aimed to develop teachers' abilities in compiling Lesson Plans based on the 2013 curriculum. Data were collected through interviews, observation, and discussion. Teachers are asked to see questionnaire guidelines to determine their initial abilities regarding Lesson Plans. The results of this study indicate that the ability of teachers in preparing Lesson Plans has increased by 14% from the initial cycle.

This research aims to determine teachers' preparation on Lesson Plan for writing, find out the problem experienced by teachers in planning lessons through the Google Classroom, and find out the constraints faced by students while participating in writing learning through the Google Classroom in *Sekolah Menengah Pertama Negeri 2 Bangli*.

The implementation of online learning in every educational institution has a big influence on teachers and students, especially in writing learning. Online learning has an influence on teacher preparation in preparing Lesson Plans. Some of the difficulties that were found by teachers in preparing Lesson Plans at *Sekolah Menengah Pertama Negeri 2 Bangli*, namely; 1) relating learning objective based on core competency, 2) relating learning objective based on basic competency, 3) selecting the assessment types based on learning objective, 4) selecting the assessment techniques based on learning objective. Student constraints in learning writing namely: 1) difficult to understand writing through Google Classroom, 2) disliked writing through Google Classroom, 3) Unmotivated in learning writing through Google Classroom.

1.2 Problem Identification

The circulation of a letter from the government indicating that the online learning system will be implemented during the pandemic covid-19 in every educational institution. One of the platforms that use is Google Classroom. According to Shaharane et al. (2016), stated that Google Classroom can be used to facilitate

teachers to manage assignments and provide feedback on student assignments efficiently. Subandoro & Sulindra (2019) The success of the teacher in compiling Lesson Plans for writing through google classroom learning depends on the teacher's ability to design easy learning activities for students. Teachers must be able to provide appropriate learning methods and techniques which can make the students are more interested in taking part in learning. The success of students in participating in learning will depend on the adequacy of the facilities.

1.3 Research Questions

- 1.3.1 How are Lesson Plan prepare for writing through Google Classroom in *Sekolah Menengah Pertama Negeri 2 Bangli*?
- 1.3.2 What are the problems found by the teachers in preparing Lesson Plan for writing through Google Classroom in *Sekolah Menengah Pertama Negeri 2 Bangli*?
- 1.3.3 What are the constraints found by the students in learning writing through the Google Classroom in *Sekolah Menengah Pertama Negeri 2 Bangli*?

1.4 Research Objective

1.4.1 General Objective.

The research objective will be focused on how Lesson Plan is prepared for writing through Google Classroom. It also identifies and explains teachers' obstacles in preparing Lesson Plans and barriers for students in following the Google Classroom learning.

1.4.2 Specific Objective.

- 1) To describe the process in preparing lesson plan for writing through Google Classroom at *Sekolah Menengah Pertama Negeri 2 (SMPN 2) Bangli*.
- 2) To describe the teachers' problem in preparing Lesson Plan for writing through Google Classroom in *Sekolah Menengah Pertama Negeri 2 Bangli*.
- 3) To describe the students' constraints in learning writing through Google Classroom in *Sekolah Menengah Pertama Negeri 2 Bangli*.

1.5 Research Significance

1.5.1 Theoretical Significance.

The theoretical outcome or the importance of the teachers' preparation on Lesson Plan for writing learning through the Google Classroom will be used to develop personal competition, professional, pedagogical, and current information technology perspectives.

1.5.2 Practical Significance.

1) For Teachers

Teachers can develop collaborative learning in designing Lesson Plans for writing through the Google Classroom. Cooperative learning can optimize learning activities, for example, evaluating questions and answers, solving problems, developing new paragraphs, and building collaborative learning for students.

2) For Students

Students are expected to improve their skills in learning writing through the Google Classroom. Students' benefits are knowing how to learn through online learning and reducing time wasted in the learning process.

1.6 Research Scope

Due to the outbreak of Covid-19, the present research was delimited in terms of research subjects, objects and schedule as follows

1.6.1 The subject of this study were limited to two English teacher in *Sekolah Menengah Pertama Negeri 2 Bangli*. There are two classes at *Sekolah Menengah Pertama Negeri 2 Bangli* selected as subject;

1.6.2 The object of research is also limited to the preparation of writing lesson plans through Google Classroom. There are eight indicators used by the teachers' preparation on lesson plans for writing namely: the relevance of

learning indicators to basic competencies, the relevance of learning materials and learning indicators to basic competencies, the relevance of learning methods and techniques, the relevance of learning procedures, relevance of evaluation and learning indicators, the relevance of evaluation instruments and techniques, relevance of learning information technology;

- 1.6.3 Teacher difficulties were limited on their preparation lesson plans for writing through Google Classroom in *Sekolah Menengah Pertama Negeri 2 Bangli*;
- 1.6.4 Students' constraints in learning to write through Google Classroom are limited to facilitative and technical aspects;

1.7 Assumption and Limitation

In this study, there are some variables cannot be controlled directly, therefore it can be assumed that:

- 1.7.1 The two instruments used to describe the teachers' preparation on lesson plans for writing through Google Classroom were adopted from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" was assumed to be reliable and valid.
- 1.7.2 The teacher's difficulty in preparing lesson plans for writing through Google Classroom based on the two instruments is also considered reliable and valid.