CHAPTER I

INTRODUCTION

This chapter describe about research background, problem identification, research objectives, research significance, research scope, assumption and limitation. The research background presents the arguments used for the reasons for choosing writing through Google Classroom at *Sekolah Menengah Atas Negeri* 4 Singaraja. Problem identification finds theoretical and empirical accounts are used as a framework in studying teachers' process in preparing lesson plans for writing, teachers' problmes in compiling lesson plans for writing, and students' problems in learning writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja. The general objective is to describe and understand the research output or answers to research questions. Furthermore, the research significance discusses the theoretical and practical results of the research output. And, the assumptions and limitations are included because the variables cannot be controlled satisfactorily.

1.1 Research Background

Nowadays, all schools in Indonesia use the 2013 curriculum, especially learning English. There are four language skills in English, namely: speaking skills, reading skills, writing skills, and listening skills (Tanjung, 2020). The goal of learning English in senior high school is students can master four skills in learning English. In addition, one of the essential skills in learning English is writing because

students have to think more critically to compose and develop their ideas in making sentences or paragraph. According to Nunan (2003) as cited in Novariana, Sumardi, & Samiati Tarjana (2018), writing is an important skill in English because students can improve their thinking skills.

In general, lesson plan is basic in the learning process for teachers. According to (Mustafa, Hermandra, & Zulhafizh, 2021), lesson plans are very important in the learning process because teachers can manage and organize the learning process easier. Furthermore, the teachers can achieve maximum learning objectives in learning process through lesson plans. Therefore, teachers must prepare the lesson plans very well in learning. According to (Mustafa, Hermandra, & Zulhafizh, 2021), there are several important aspects in making a lesson plan, such as: selecting suitable teaching materials and media, allocating time efficiently, selecting suitable sources, making learning objectives, selecting assessment techniques based on the curriculum, and managing learning activities effectively.

The covid-19 pandemic has swept across the world and has a devastating effect. During the covid-19, provide new problems for teachers and students in the learning process. In addition, the government has done many ways to improve knowledge and improve student learning skills. According to Mulyanti, Purnama, & Pawinanto (2020), the Minister of Education and Culture has issued circular No. 4 of 2020 to reduce covid-19. The pandemic situation has changed learning process in elementary schools, junior high schools, senior high schools, and universities into

online learning. Online learning is carried out by learning from home and online learning must still provide meaningful education for students.

Current technological is very influential in every field or sector of human life, especially education. Many platforms have been implemented in online learning, such as: Google Classroom, Zoom Cloud Meeting, and Duo Lingo (Genova, 2019) as cited in (Laili & Muflihah, 2020). According to Laili & Muflihah (2020), Google Classroom is a platform that teachers and students use to make learning easier. Furthermore, there are severel benefits in learning through Google Classroom such as: can help teachers and students to share material easily, students can collecting assignments without paper, the teachers can assess student assignments efficiently, and the students can get information quikly about their grades in learning process through Google Classroom.

According to Elsa Rosalina & Nasrullah (2020), has conducted research about problems faced by teachers in online learning during a pandemic situation. The reserach was used descriptive research in explained the challenges faced by teachers in online learning. There were 14 teachers from Kalimantan Selatan as subjects in this research. In addition, this research was used a questionnaire in collecting data. The results showed that teachers had problems in online learning. The problems faced by teachers' were the teacher lacked technological facilities and teachers' could not communication or interaction with students in the online learning process.

According to Fareed, Ashraf, & Bilal (2016), has conducted research about problems faced by undergraduate ESL students in learning writing and factors that hinder their writing skills. The total participants were 30 undergraduate ESL students. This research was used qualitative methods to find out the problems faced by students in learning writing. In addition, interview was used to collect data optimally. The results showed that the students had several problems in learning writing, such as: students were afraid in writing, students couldn't make sentences based on a good grammar and they lacked ideas. In addition, the teachers also influenced students' problems in learning writing.

The proposed research will be similar to the two studied above. According to Klimova (2012), the purpose of writing is to develop students' thinking skills to be more critical and more creative because writing can provide many opportunities for students to express their ideas. This research was focus on teachers' process in lesson plans for writing as well as teachers' problems in preparing lesson plans for writing and students' problems in learning writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja.

Online learning has a huge influence on teachers and students in the learning process, especially writing. Through online learning, teachers get new problems in preparing lesson plans. There are four problems confronted teachers' in preparing lesson plan through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja, namely: 1) relating learning objectives based on core competency, 2) relating learning objectives based on basic competency, 3) selecting the assessment

types based on the learning objectives, and 4) selecting the assessment techniques based on the learning objectives. In addition, students also had problems in writing. There were several problems faced by students in learning writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja, such as: 1) students couldn't developing the topic sentence into a coherent paragraph, 2) students difficult in arranging the supporting sentences systematically and logically, and 3) students had problem in making sentences appropriate with grammar.

1.2 Problem Identification

Nowadays, online learning has been applied in schools to support education. One of the platforms used is Google Classroom. According to Syafi'i (2020), Google Classroom aims to be able to provide more meaningful teaching by managing assignments efficiently, increasing collaboration, and improving communication between teachers and students. According to Subandoro & Sulindra (2019), teachers will succeed in preparing lesson plans through Google Classroom depending on their ability to manage learning activities. In addition, students will succeed in learning writing through Google Classroom depending on the existing facilities in the school.

1.3 Research Question

1.3.1 How is lesson plans prepare for writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja?

1.3.2 What are the problems faced by the teachers in prepare lesson plans for writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja?

1.3.3 What are the problems faced by the students in learning writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja?

1.4 Research Objective

1.4.1 General Objective.

The general objective is to describe teachers' process in preparing lesson plans for writing and teachers' problems in preparing lesson plans as well as students' problems in learning writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja.

1.4.2 Specific Objectives

The specific objectives of the proposed research are as follows.

1) To describe the teachers' process in preparing lesson plans for writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja;

2) To indentify the teachers' problems in preparing lesson plans for writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja;

3) To understand the students' problems in learning writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja.

1.5 Research Significance

1.5.1 Theoretical Significance

The research results are to find out teachers' process in preparing lesson plans for writing through Google Classroom would be used as a continuous improvement undertaking to their personal, professional, pedagogic, and social competencies in the perspective of current information technology.

1.5.2 Practical Significance

The result of the research is directed to teachers and students in the *Sekolah Menengah Atas Negeri* 4 Singaraja.

1) For Teachers

Through Google Classroom, teachers can develop collaborative learning in preparing lesson plans for writing. Cooperative learning

greatly influences learning strategies, such as evaluating questions and answers, solving problems faced by teachers, composing new paragraphs, and building collaborative learning for students.

2) For Students

Through Google Classroom could help students to understand problems in learning writing and could overcome students' problems in writing to improve their writing skills in the future. Students are expected to be able to improve and develop their skills in learning writing through Google Classroom.

3) Future Researchers

Future researchers may also enrich the present research's findings and enlarge the analysis to other online learning platforms in learning writing.

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 subjects of this study were limited to two English teachers at *Sekolah Menengah Atas Negeri* 4 Singaraja. In addition, there are two classes at *Sekolah Menengah Atas Negeri* 4 Singaraja selected as subjects;

1.6.2. The object of research is also limited to the teachers' process in preparing lesson plans for writing through Google Classroom. There are five general steps used by the teachers' in preparing lesson plans for writing namely: state learning objectives, organize learning materials organize learning activities, select learning media and sources, and select learning assessment.

1.6.3. The teachers' problems were limited on their abilities in preparing lesson plans for writing through Google Classroom in *Sekolah Menengah Atas Negeri* 4 Singaraja;

1.6.4. The students' problems in learning writing through Google Classroom were limited to facilitative and technical aspects;

1.6.5. Data collection schedules were conducted during the months of March and April 2021.

1.7 Assumption and Limitation

In the present research, some variables were not directly controllable, and therefore, they were assumed as follows.

1.7.1. The three instruments used to describe the teachers' process in preparing 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 teachers' problems in preparing lesson plans for writing through Google Classroom based on the afore-mentioned instrument were also assumed to be reliable and valid.

1.7.3. Questionnaire of students problems in learning writing through Google Classroom were answered by students honestly and candidly.