

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the research background, problem identification, research objectives, research significances, research scope, assumptions, and limitations. The background of the research presents the arguments used in choosing the teacher's perception in preparing lesson plans through google classroom at SMA Negeri 3 Singaraja. Identification of problems tracing theoretical and empirical accounts that are used as a framework in studying teachers in preparing lesson plans and teacher constraints in preparing lesson plans and student obstacles in learning writing through Google Classroom at SMA Negeri 3 Singaraja. The research objective describes the results obtained in the research from the instrument in the study. And, the significance of the research significance presents the theoretical and practical consequences of the research results.

#### **1.1 Research Background**

In Indonesian, the government implements the 2013 curriculum in the learning process in schools. According to Aini (2019) the implementation of the 2013 curriculum aims to improve the quality of students. Writing is the basis of language skills. In addition, Writing is a person's cognitive activity in presenting ideas. According to Klimova (2012) Writing is an important skill in learning a language

compared to other gifts. He more clearly emphasized that writing is one of the most difficult English Foreign Language (EFL).

Lesson plan is basic to EFL. According to Sugianto (2020), lesson plans are teacher guidelines in the learning process in order to achieve maximum learning objectives. In addition, lesson plans are important points in the learning process because lesson plans are steps that are used as references in the learning process. There are several important elements contained in the preparation of lesson plans, namely, Learning Goals, Learning Objectives, Learning Activities, Learning Media and, Learning assessment. In preparing a lesson plan there are several important components that must be considered by teachers, namely, 1) Determine the appropriate objectives in learning, 2) select appropriate learning methods, 3) select appropriate materials in learning, 4) prepare the beginning and end of learning, 5) Prepare a final outline.

The Corona virus disease outbreak or also known as Covid-19 has an impact on education in Indonesia, as schools are expected to implement online learning. According to Onyema, Sen, and Alsayed (2020), the pandemic situation changed the online learning strategy, following the Ministry of Education and Culture. It was further emphasized that the current pandemic had caused changes in learning strategies. *Sekolah Menengah Atas Negeri 3 Singaraja* is one of the schools that implements online learning. This pandemic has created a new ability for teachers to develop an online learning plan. The online learning policy cannot change face-to-face learning because the pandemic site is erratic. It is also unknown when online learning will turn regular back to offline education or face-to-face learning.

Google classroom is one of the platforms that can help in online learning. Iftakhar Shampa (2016), There are many features that can help learning to be more effective and efficient in the google classroom platform. There are several benefits of Google classroom in a learning process, namely, 1. Google classroom helps communication between teachers and students in online learning. 2. Providing assignments in the form of an organized file 3. Assisting the process in student task assessment. In addition, using the Google Classroom platform helps students become more independent, and motivated in learning because many young students use technology in their daily lives.

There were some previous studies conducted related to the aspect of lesson plan. Alam et al. (2018) Conducted a Hindrances to Use and Prepare the Lesson Plan of Secondary. The data were obtained through conducting questionnaires to collect primary data from secondary level teachers in Bangladesh focused on 120 teachers from 11 different subjects. This study focused on the constraints of teachers in preparing RPP in a learning process. The results obtained from this study are that all teachers agree to prepare lesson plans in a learning process to make it easier to achieve goals in the learning process. However, it was found that several teachers still have not prepared lesson plans in the learning process. Based on the research findings, we recommend several things to overcome the problems encountered in preparing lesson plans.

Ariyanti and Fitriana ( 2017), Researched EFL Students' Difficulties and Needs in Essay Writing, this study uses a questionnaire in data collection conducted on 33

students of the English Department at Widya Gama Mahakam University. The purpose of this study was to determine students' difficulties in writing essays. This research using quantitative methods. The results obtained in this study found that the most significant student difficulties were in the grammatical context, cohesion, and coherence. This study advises the teacher to use the right strategy in the learning process.

The research that will be proposed is similar to the previous study, namely to determine the learning design in the writing class through google classroom learning, the difficulties faced by the teacher, and the difficulties faced by students in *Sekolah Menengah Atas Negeri 3 Singaraja*. Students' written skills are said to be the most difficult skills compared to other students' skills. The written achievement is the competence of the student's written work in developing ideas that must be put in useful work; This is because writing is an essential factor in life (Durga & Rao, 2018). What is new in this research lies in specific questions that will be discussed in detail.

Online-based learning presents difficulties for teachers and students because this learning requires teachers to adapt to new models or strategies used in a learning process, one of which is in *Sekolah Menengah Atas Negeri 3 Singaraja*. Preparing lesson plans through Google Classroom is one of the challenges for teachers because teachers must have sufficient expertise and abilities because, as we know, this is online learning. Apart from Google Classroom, there are still many other websites, websites, or platforms that can be used in online education used by teachers in a learning process that aims to assist teachers in facilitating the online learning process.

## 1.2 Problem Identification

The use of technology is needed during this pandemic to facilitate teachers in the learning process—one of the platforms that teachers can use in Google Classroom. According to Ahmad Azhari Yunus & Ahmad Syafi'i (2020) Google Classroom aims to facilitate teachers in learning, manage student assignments more efficiently, play a role as a medium in a learning process, help collaborate between teachers and students. The ability of the teacher to arrange learning activities is essential for the teacher. Ahmad Azhari Yunus & Ahmad Syafi'i (2020), Arranging activities will make learning run more smoothly. The student's success in a learning process through Google Classroom is related to facilities and technicalities.

## 1.3 Research Question

- 1.3.1. How are lesson plans preparing for writing through Google classroom in *Sekolah Menengah Atas Negeri 3 Singaraja*?
- 1.3.2. What are the problems faced by teacher in prepare lesson plans for writing through Google Classroom in *Sekolah Menengah Atas Negeri 3 Singaraja*?
- 1.3.3. What are the problems faced by the students in learning writing through Google Classroom in *Sekolah Menengah Atas Negeri 3 Singaraja*?

## 1.4 Research Objectives

### 1.4.1 General Objective.

The general objective is to describe teacher's process in preparing lesson plan through Google Classroom at *Sekolah Menengah Atas Negeri 3 Singaraja*. In addition, describing problem in preparing lesson plans and, describing students' problems in learning writing through Google Classroom at *Sekolah Menengah Atas Negeri 3 Singaraja*.

### 1.4.2 Specific Objectives.

The specific objectives of the research can be explained as follows.

- 1) Describing process in preparing lesson plan through Google Classroom at *Sekolah Menengah Atas Negeri 3 Singaraja*;
- 2) Describing problems of teachers in preparing lesson plan through Google Classroom at *Sekolah Menengah Atas Negeri 3 Singaraja*
- 3) Describing students' problems in learning writing through Google Classroom at *Sekolah Menengah Atas Negeri 3 Singaraja*

## 1.5 Research Significance

### 1.5.1 Theoretical significance

Theoretical significance is to help teachers design lesson plans through Google Classroom at *Sekolah Menengah Atas Negeri 3 Singaraja*

### 1.5.2 Practical significance:

Practical significance is aimed at students and teachers at *Sekolah Menengah Atas Negeri 3 Singaraja* as follows;

#### 1) For students

They are knowing and understanding the obstacles faced by students in learning writing through Google Classroom. Students will be able to report helpful English with the right components through Google Classroom. Besides that, by knowing the obstacles in writing through Google Classroom, students will understand the technology. Also useful in terms of working in the future due to the very rapid development of technology.

#### 2) For teacher

The google classroom platform has many advantages in teaching writing because many features can help teachers make teaching easier. In addition, through Google Classroom teachers can implement collaborative learning. The cooperative learning model through Google Classroom can also optimize learning activities.

#### 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 study subjects were limited to two teachers English students in class XI at SMA Negeri 3 Singaraja. There were two classes consist of 72 students of participating used as research subjects, aimed at uncovering teacher problems in preparing lesson plans in the writing class through Google Classroom at SMA Negeri 3 Singaraja;

1.6.2 The object of research is also limited to the teachers' process in preparing lesson plans for writing through Google Classroom, the problems faced by teacher, and students' problem in learning writing through Google Classroom. The teachers' process in preparing lesson plans are limited to the sub-topics namely: learning objectives, learning materials, learning activities, learning media and resources, and learning assessments.

1.6.3 The teacher's problems are limited to preparing lesson plans for writing classes through Google Classroom at SMA Negeri 3 Singaraja.

1.6.4 Students' problems in learning writing through Google Classroom are limited to facilitative and technical aspects.

1.6.5 Data collection schedule is carried out during September and November 2020.



## 1.7 Assumption and Limitation

In this study, some variables cannot be controlled directly; therefore, it is assumed as follows.

1.7.1 The three instruments used to describe the teacher's process in preparing lesson plans through Google Classroom adopted from the "Instrument for Assessment of Learning Preparation Undiksha 2020" are assumed to be reliable and valid for carrying out document analysis of lesson plan preparation.

1.7.2 The teacher's problems in Preparing lesson plans through Google Classroom based on the above instruments are also considered reliable and valid.

1.7.3 Questionnaires of students' problems in learning to write through Google Classroom were answered by students honestly and honestly.

