

CHAPTER I

INTRODUCTION

This chapter explains the research background, problem identification, research questions, objectives, significance, scope, assumption, and limitation. The research background presents the reasons for choosing the process and difficulties English teachers encountered in preparing lesson plans through Google Classroom at *SMA Swasta Laboratorium Undiksha Singaraja*. Problems identifications include the theoretical and empirical accounts used as a framework in studying teachers' processes in preparing a lesson plan for learning English and teachers' difficulties in compiling lesson plans for learning English through Google Classroom in *SMA Swasta Laboratorium Undiksha Singaraja*. The general objectives are to elaborate and understand the research output or answer the research questions. Then, the research significance discusses the theoretical and practical results of the research output. Lastly, the assumption and limitation are included because the variables cannot be controlled satisfactorily, and therefore, the results are not generalized across other populations.

1.1 Research Background

The 2013 Curriculum is used as a national curriculum in Indonesia that aims to improve education quality (Aeini, 2019). All subjects, including English, are implemented based on the curriculum. English as an international language is one of the most important languages used to communicate with people worldwide. In Indonesia, English is considered a foreign language and is taught formally starting at the Junior High School, Senior High School, and University level .According to the 2013 Curriculum, the objective of learning English in senior high school is to provide

four English skills, such as listening, writing, speaking, and reading (Kemdikbud, 2013).

The rapid spread of Corona Virus Diseases 2019 (Covid-19) has negatively affected all life sectors in almost all countries, including Indonesia. One of them is education. Through the Regulation of the Ministry of Education and Culture number 04 of 2020, the government has implemented a remote learning policy which means the learning is conducted from home. Teachers and students are not allowed to conduct face-to-face learning. To protect all parties from the COVID-16 virus, the education system in Indonesia is prepared and implemented through online platform. Teachers and students do virtual learning using online platforms such as Zoom, Google Meet, Google Classroom, Schoology, and Webex (Kemdikbud, 2020).

Google Classroom is one platform that is generally used to facilitate online learning. According to Hussaini et al.(2020), the platform allows teachers and students to connect freely, collaborate, discuss, organize, and conduct learning. Google Classroom offers many benefits for educators and students. As Google Classroom can facilitate online learning, teachers and students can still conduct the learning process without a face-to-face meeting. Moreover, as the ones who manage the virtual classroom, teachers have access to make an announcement, upload learning materials and create assignments and quizzes for the students.

However, since the current online class is changed and implemented suddenly, teachers and students face challenges in its implementation. To conduct EFL online learning, the teachers need to develop suitable lesson plans as directions to all activities

in the class. Besides, the lesson plan must be developed following the 2013 curriculum standards (Farida et al., 2018).

An online learning lesson plan is considered effective if all activities in the class are arranged decisively and purposively. According to Harmer (2017), designing an appropriate lesson plan is essential to establish effective teaching and learning activities in the current situation. To accommodate the effective lesson plan, the teachers require to focus on the five aspects related to the benchmark from Regulation of the Ministry of Education and Culture number 14 of 2019 concerning lesson plan simplification, such as 1) learning objective, 2) learning materials, 3) learning activities, 4) learning media and source and, 5) learning assessment. These five aspects are assumed to be appropriate for determining English learning activities.

Some studies have been conducted regarding implementing a lesson through Google Classroom. Research conducted by Oktafianti (2019) aimed to know whether the English teachers' lesson plan has involved the 2013 curriculum standard or not and to know the difficulties faced by the teachers when designing the lesson plan. To collect the data, this research used a descriptive qualitative approach. The result revealed that the lesson plan components did not reflect the curriculum. Further, the result also showed that the teachers faced difficulties due to the inadequate facilities and confusion about the 2013 curriculum learning system.

Latifa (2017) conducted a study about designing lesson plan through objective behavioral theory. This study objected to the analysis of English teachers in preparing an English learning lesson plan through objective behavioral theory. It used the descriptive qualitative method. The result revealed that the objective statements are

congruent with the goals of the curriculum 2013 lesson plan, but improvements are still required to complete the three learning domains in the objective statement.

Harjanto & Sumarni(2019) investigated a study about teachers' experiences using Google Classroom. It presented how teachers perceived the platform as a learning media. The researcher used the qualitative method. The result indicated that the platform managed student tasks, organized the classroom, and accommodated student interaction. The teachers stated that Google Classroom was very helpful in conducting their virtual classroom.

Unlike the aforementioned studies, this study aims to determine the English lesson plan preparing process through Google Classroom and emphasize the five lesson plan aspect in senior high school. There are no previous studies conducted regarding the lesson plan's preparation aspect, and none of them are conducted in *SMA Swasta Laboratorium Undiksha Singaraja*. Regarding the observation result about the lesson plan made by the teachers, it was found that the teachers still lack supporting details, and the activities steps were unclearly explained. Due to those reasons, this topic needs further research, and *SMA Swasta Laboratorium Undiksha Singaraja* was determined as the study setting.

1.2 Problem Identification

From the previous research, some information about the difficulties in making lesson plans is explained below.

- 1.2.1. Circular Letter of the Indonesian Ministry of National Education and Culture Number 1 the Year 2020 about the Policy of Learning Freedom is the basis for the teacher to conduct the online learning. It has been a year

that the teacher teaches, and the students learn from home. Full online learning is somewhat new and challenging. Teachers and students still try to adapt to online learning during the pandemic.

1.2.2. Technology becomes crucial during the pandemic as the learning process is conducted online. Therefore, an effective learning process is required to maintain interaction between students and teachers and among the students themselves. A good learning process can be done if the interaction between teacher and student can take place optimally.

1.2.3. Teachers' processes in making and managing learning activities are essential. Lesson plan preparation is needed to make the learning process done effectively, and if the lesson plan is detailed and suitable with the current situation, the implementation of online learning can be done optimally.

1.3 Research Questions

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

1. How are the lesson plans developed for EFL through Google Classroom in *SMA Swasta Laboratorium Undiksha Singaraja*?
2. What difficulties are encountered by EFL teachers of *SMA Swasta Laboratorium Undiksha Singaraja* in making the lesson plans through Google Classroom?

1.4 Research Objective

1.4.1 General Objective

Generally, this study focused on investigating the English teachers' lesson plan development process at *SMA Swasta Laboratorium Undiksha Singaraja*. The lesson plans were made in the context of online learning and the learning process was conducted through Google Classroom. Besides, the difficulties faced by the teachers during the process were also investigated.

1.4.2 Specific Research Objective

1. To explain The EFL teacher's process in making lesson plan for EFL through Google Classroom in *SMA Swasta Laboratorium Undiksha Singaraja*;
2. To identify and describe the teachers' difficulties in making lesson plan for EFL through Google Classroom in *SMA Swasta Laboratorium Undiksha Singaraja*.

1.5 Research Significance

1.5.1 Theoretical Significance

Theoretically, the results of this research are expected to benefit the teachers to reflect on the lesson plan made and see whether they have followed the guideline. The results are also expected to help the teachers enrich the knowledge in making a lesson plan.

1.5.1 Practical Significance

The practical benefits of the research outputs would be for the following parties.

1. For EFL Teachers

The EFL teachers could develop a suitable lesson plan related to the current situation.

2. Future Researchers

Future researchers may also enrich the present research's findings and a more profound lesson plan analysis in the online learning activities.

1.6 Research Scope

Due to the pandemic, the study was limited in the research subject, object, and schedule.

- 1.6.1. The research subject was limited to one English teacher in *SMA Swasta Laboratorium Undiksha Singaraja*.
- 1.6.2. The research object was limited to the process of preparing lesson plans for learning English through Google Classroom in *SMA Swasta Laboratorium Undiksha Singaraja*. The teacher in preparing lesson plans uses five aspects: 1) learning objective, 2) learning materials, 3) learning activities, 4) learning media and source, and 5) learning assessment
- 1.6.3. The teacher's difficulties were limited to their abilities in preparing lesson plans for learning English through Google Classroom in *SMA Swasta Laboratorium Undiksha Singaraja*.
- 1.6.4. Data collection schedules were conducted during April and May 2021

1.7 Assumption and Limitation

Some assumptions and limitations were applied in this study, which is presented as follows.

- 1.7.1 The instrument used to collect the data regarding the process of preparing the lesson plan was made in accordance to “*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*” as it was assumed to be valid and reliable;
- 1.7.2 Thus, the difficulties that appeared in preparing the lesson plans based on the aforementioned instrument were also considered to be valid and reliable.

