



Teacher's Ability in Preparing Lesson Plans for English as a Foreign Language During the Pandemic in the Senior High School

Rahayu Kusuma Widya Asari^{1*}, Dewa Komang Tantra^{2*}, Dewa Ayu Eka Agustini^{3*} 

^{1,2,3} English Language Ganesha University of Education, Bali, Indonesia

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ABSTRAK

Masih banyak siswa yang tidak mengikuti pembelajaran online dengan baik. Siswa yang tidak fokus pada pembelajaran online. Selain itu, masih banyak guru yang merasa kesulitan untuk merancang pembelajaran yang tepat untuk siswa. Hal ini akan berdampak pada kegiatan pembelajaran yang tidak dapat berjalan secara maksimal khususnya pada mata pelajaran Bahasa Inggris. Dampak negatif dari hal tersebut adalah kemampuan siswa akan menurun. Penelitian ini bertujuan untuk menganalisis kemampuan guru dalam menyusun RPP EFL melalui Google Classroom, dan kendala guru dalam menyusun RPP EFL melalui Google Classroom, serta kendala siswa dalam pembelajaran English as a foreign language (EFL) melalui Google Classroom. Metode yang digunakan pada penelitian ini yaitu metode campuran. Metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara dan angket. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner. Sebelum dilakukan pengumpulan data, ketiga instrumen tersebut divalidasi dan diujicobakan secara empiris. Teknik yang digunakan untuk menganalisis data yaitu statistic deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa kemampuan guru dalam menyusun RPP EFL melalui Google Classroom masih kurang. Selain itu, mahasiswa EFL juga menemukan kendala dalam mempelajari bahasa Inggris sebagai bahasa asing (EFL) melalui Google Classroom.

ABSTRACT

There are still many students who do not follow online learning well. Students who are not focused on online learning. In addition, there are still many teachers who find it challenging to design appropriate learning for students. This will have an impact on learning activities that cannot run optimally, especially in English subjects. The negative impact of this is that the ability of students will decrease. This study aims to analyze the teacher's ability to prepare EFL lesson plans through Google Classroom, the teacher's obstacles in compiling EFL lesson plans through Google Classroom, and students' obstacles in learning English as a foreign language (EFL) through Google Classroom. The method used in this study is a mixed-method. The method used to collect data is observation, interviews, and questionnaires. The instrument used to collect data is a questionnaire. Before data collection, the three instruments were validated and tested empirically. The technique used to analyze the data is descriptive qualitative and quantitative statistics. The results showed that the ability of teachers to prepare EFL lesson plans through Google Classroom was still lacking. In addition, EFL students also encounter obstacles in learning English as a foreign language (EFL) through Google Classroom.

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1. INTRODUCTION

English is one of the essential international languages to be mastered or studied (Albaladejo et al., 2018; Zakarneh et al., 2020). Although Indonesian is a foreign language, it occupies an important position in people's daily lives. English is one of the lessons taught to students from elementary to tertiary levels (Basri, 2018; Yusuf & Mabagits, 2020). The Indonesian government began to introduce English as early as possible. English is directed at developing skills to communicate and discourse in English at a certain literacy level (Ho, 2020; Mahmoudi et al., 2012). The goal of learning English is to provide students' academic English skills that are used to support important skills, namely listening, speaking, reading, and writing (Albashtawi & Al Bataineh, 2020; Asghar et al., 2018; Lou et al., 2013).

However, the current learning is conducted online (Durnali, 2020; Hong et al., 2021). This was caused by the Covid-19 pandemic (Chang et al., 2020; Giovannella, 2021). Online learning is carried out to reduce the

spread of this covid-19 virus. For learning to run smoothly, all teachers must carry out online learning (Mishra et al., 2020; Wei et al., 2021). EFL students continue their education through online learning and via video calls with their teacher via Zoom, Google Classroom, and Schoology (Başöz & Çubukçu, 2014; Khalil, 2018). EFL was introduced in the face-to-face or one-sided classroom interaction, before the Covid-19 Pandemic. However, it is been a year since students were learning from home due to the Pandemic.

The problem today is that there are still many students who do not follow online learning well (Asmuni, 2020; Mustakim, 2020). Previous research stated that many students did not focus on online learning (Dewa et al., 2020; Fitriyani et al., 2020). In addition, many teachers still find it challenging to design appropriate learning for students (Ariyanti, 2020; Rigianti, 2020). In addition, many students do not have the facilities and infrastructure used for online learning (Mansyur, 2020; Robandi & Mudjiran, 2020). Based on the results of observations made at SMAN 1 Singaraja, it was found that teachers only gave assignments during online learning so that students felt bored in learning. This will have an impact on learning activities that cannot run optimally, especially in English subjects. The negative impact of this is that students' abilities will decrease.

Previous research findings analyzed the second semester of English students at Megarezky University as the sample of their research (Sukmawati & Nensia, 2019). The samples were chosen because they have been using Google Classroom as the media of the teaching-learning process. This study used descriptive qualitative as a method of the research. The main objective of the research is to study Google Classroom's role in teaching the English language (ELT). This study has helped the decision-makers of higher schools understand better how their students use Google Classroom. It is supposed to have helped measure the students' level of attention to the technology mentioned above. Google Classroom provides many features to help a classroom activity together (Alimin & Saad, 2019; Subandoro & Sulindra, 2019). Many common features such as collaborative editing, verification, and analysis have served as features (Guswara, 2020; Khalil, 2018).

In addition, Google Classroom allows users to collaborate and establish a joint activity. In an EFL class, cooperative learning and the element of 4 common exchange ideas such as peer review, peer editing, and feedback are typically carried out together (Albashtawi & Al Bataineh, 2020; Ali & Maksum, 2020). These aspects are typically done manually. The time is limited for the teaching-learning process alone, while excessive attention maintenance is used to evaluate, edit and provide feedback, as it is performed in relative limits (time, space, and energy) (Mahitsa & Mahardini, 2020; Wan Hassan et al., 2020). Previous research findings suggest that the use of handheld learning devices can increase students' motivation because they have personalized learning, provide global access, and easy-to-use information (Churchill et al., 2013; Okai-Ugbaje et al., 2020). Other research also states that the use of Google Classroom can help students learn online because it has features that can be used during learning (Albashtawi & Al Bataineh, 2020; Guswara, 2020).

The researcher compares it with the previous studies stated above. From the previous studies mentioned above, none of those concentrate on the planning of a lesson plan during EFL through the online learning platform teaching-learning process. Though it discussed EFL, the difference was found in this study that it brings something new to discuss, which is the planning of lesson plan that being discussed by the EFL teacher during the Pandemic in SMAN 1 Singaraja. The main focus of this research was on teachers' ability and limitation in the preparation of EFL lesson plans as well as the constraints of students in EFL learning of the SMAN 1 Singaraja Google classroom platform. The so-called Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris or EFL Teacher's Coordinator Group have been organizing lessons plans before the Covid-19 pandemic. EFL teachers employed EFL lesson plans in face-to-face or unilateral contact in the SMAN 1 Singaraja using these corrupted lesson plans. After the Covid-19 pandemic outbreak, the EFL learning processes were alternating with an online learning platform by the Ministry of National Education and Culture. The purpose of this research is to measure and identify the ability of EFL teachers in preparing, and the obstacles found and the obstacles of students in learning EFL through Google Classroom at SMAN 1 Singaraja.

2. METHOD

The method used in this study is a mixed-method. The methods used to collect data are observation, interviews, and questionnaires. The instrument used to collect data is a questionnaire. There was one EFL teacher recruited for the research subjects. The students were also recruited from the two classes for the research subject. However, 60 students returned the questionnaire. The students for X grade in SMAN 1 Singaraja were also the subject of this research. For the EFL students, it is still very new for them to learn English using Google Classroom. The students practice together to learn the use of Google Classroom step by step with their teacher because this pandemic situation requires them to continue studying online. Both teachers and students use this Google Classroom for their online classroom. The technique used to analyze the data is qualitative and quantitative statistical analysis.

3. RESULT AND DISCUSSION

Result

Preparing lesson plans for EFL through Google Classroom was measured by eight aspects, such as 1) relation of learning indicators with basic competency, 2) relation of learning materials, learning indicators with basic competency, 3) relation learning methods or techniques with learning materials, 4) learning indicators with basic competency, 5) relation of learning procedures or steps in EFL, 6) relation of evaluation and learning indicators, 7) relation of Information Technology to EFL and 8) using Information Technology, especially Google Classroom platform in EFL. The lesson plans prepared by one teacher were evaluated by two independent evaluators to ensure reliability and validity of measurement. Data on the teacher's ability in preparing lesson plans for EFL through Google Classroom in SMAN 1 Singaraja are shown in the following tables. Based on the results of data analysis, shows that the teacher's ability mean score in preparing lesson plans for EFL through Google Classroom = 67.50.

The teacher's ability mean score was categorized, that is in the moderate category (mean \pm 1 standard deviation or 67.50 ± 1.73). The variability of scores of EFL teachers is not very large (variance statistic = 2.99). The range statistic = 5.00 between the minimum and maximum scores. When analyzed per aspect, the teacher's ability in relating learning materials, learning indicators with basic competency, as well as relating learning methods or techniques with learning materials for basic competencies 2 and 3 was still lacking. Teacher's ability lacks in relating learning methods or techniques with learning materials, learning materials for basic competency 1, as well as less able to relate learning materials, learning indicators with basic competency, as well as relating learning methods or techniques with learning materials for basic competencies in basic competency 4. Finally, the teacher's ability was still lacking in relating learning methods or techniques with learning materials for basic competency 1, as well as lack to relate learning materials, learning indicators with basic competency, as well as relating learning methods or techniques with learning materials for basic competencies 1, 2 and 4.

In preparing lesson plans for EFL through Google Classroom, the EFL teacher found difficulties or constraints. The teacher was asked to rate their ability in preparing lesson plans as objectively as possible as they experienced. After self-rating, the teacher has to described sources or descriptions of constraints in each aspect of lesson plans. Based on the results of the data analysis shows constraints or difficulties found by the teacher in preparing lesson plans for EFL through Google Classroom in SMAN 1 Singaraja. The teacher found difficulty in aspect 1 especially in stating learning indicators using operational and measurable words as well as finding learning indicators relevant to the basic competency; in aspect 2 especially in preparing learning materials incorporating principles of authenticity, context, variation, relevant and consistent to the basic competency and learning indicators; in aspect 3 especially in selecting learning methods or techniques based on teacher's ability, learning materials, students' characteristics, and in aspect 4 especially in stating basic competency as well as learning indicators; in aspect 5 especially in conducting learning evaluation containing aspects of reliability, validity, objectivity, and consistent with efficiency.

Students also found difficulty in learning EFL through Google Classroom in SMAN 1 Singaraja. Their constraints were probed in twenty items. In general, the items asked them to disclose some facilitative and technical problems or difficulties in learning EFL through Google Classroom. Based on the results of data analysis shows that students found difficulties or constraints in 1) understanding EFL through the Google Classroom learning platform (36.14%), 2) disliking EFL through the Google Classroom learning platform (36.14%) 3) being demotivated in learning EFL through Google Classroom learning platform (36.14%), 4) being negatively perceived in learning EFL through Google Classroom platform (36.14%), and 5) perceiving positively to provide them with rich with learning materials, plenty of examples, or varied illustrations (36.14%).

The research findings show that EFL teacher's ability to prepare lesson plans for EFL through Google Classroom in SMAN 1 Singaraja was still lacking. More specifically, the teacher was lacks in 1) stating the learning indicators using operational and measurable words, 2) identifying learning indicators which are relevant to basic competency, 3) selecting learning materials which incorporate principles of authenticity, context, and variation, 4) choosing learning materials which are relevant, consistent, and sufficient to the basic competency and learning indicators, 5) selecting learning methods or techniques suited to students' characteristics, 6) selecting learning methods or techniques matched with basic competency as well as learning indicators., 7) determining learning steps with association and communication, 8) designing evaluation with aspect of objectivity, consistency, and efficiency, 9) choosing on-line learning platform matched with own knowledge and efficient learning paradigm.

Discussion

A lack of self-motivation causes teachers' ability to prepare lesson plans to improve learning adapted to current conditions (Avramidis & Norwich, 2002; Erichsen & Reynolds, 2020). In addition, the low ability of teachers to use technology is also an obstacle in online learning (Chin & Wang, 2021; Zhang et al., 2021).

Currently, teachers must learn and adapt to developments so that learning can run optimally. In addition, teachers must also be able to use technology positively for learning so that learning becomes interesting (Fakhruddin et al., 2019; Summak et al., 2010). The success of learning is one of the main goals that the teacher must achieve. Technology will make it easier for teachers to achieve learning goals. In addition, the use of technology in learning can improve a more pleasant learning atmosphere so that students are more motivated in learning (Almusawi et al., 2021; Bravo et al., 2015).

In addition, the main problem facing teachers is that EFL teachers and students are not provided with the high bandwidth or strong internet connection that online courses require and thus fail to pursue their virtual learning (Shodiq & Zainiyati, 2020; Windhiyana, 2020). In addition, EFL teachers and students are not strictly computer literate. Most of them cannot manage computers well or even operate basic programs such as Microsoft Word and PowerPoint, let alone Google Classroom (Soewarno et al., 2016; Wahyono et al., 2020). Time management is complex for EFL teachers and students as online learning takes much time and intensive work. Self-motivation in e-learning is an essential requirement (Durnali, 2020; Pratiwi et al., 2016).

4. CONCLUSION

The EFL teacher lacks the ability in stating learning indicators clearly. In addition, the EFL teacher was constrained in stating learning indicators using operational and measurable words as well as finding learning indicators relevant to the basic competency, preparing learning materials incorporating principles of authenticity, context, variation, relevant and consistent to the basic competency and learning indicators, selecting learning methods or techniques based on teacher's ability, learning materials, students' characteristics, and basic competency as well as learning indicators, and conducting learning evaluation containing aspects of reliability, validity, objectivity, and consistent with efficiency. And last, EFL students were also constrained in learning EFL through Google Classroom, especially in understanding EFL through Google Classroom learning platform, being negatively perceived in learning EFL through Google Classroom platform, and perceiving positively to provide them with rich with learning materials, plenty of examples, or varied illustrations.

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