An Analysis of Teacher's Lesson Plan for Learning English through Google Classroom in Junior High School

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A R T I C L E I N F O

A B S T R A K

Pembelajaran online merupakan sesuatu yang baru guru dan siswa, sehingga tentu terdapat berbagai kendala didalamnya. Penelitian ini bertujuan: menganalisis persiapan guru EFL dalam menyusun RPP, dan mengidentifikasi dan mendeskripsikan kesulitan guru dalam menyusun RPP bagi siswa EFL. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Data persiapan guru dan kesulitan yang dihadapi guru dalam menyusun RPP diambil dengan menggunakan angket dengan menentukan lima aspek yaitu: 1) tujuan pembelajaran, 2) materi pembelajaran, 3) kegiatan pembelajaran, 4) media dan sumber pembelajaran dan, 5) penilaian pembelajaran. Hasil penelitian yaitu guru memenuhi semua langkah dalam menyusun RPP satu halaman, yang memenuhi langkah-langkah yang disediakan oleh instrumen. Mengenai masalah yang dihadapi dalam proses penyusunan RPP oleh guru, dapat disintesiskan bahwa ada 6 kesulitan yang ditemui guru, seperti: 1) menyatakan tujuan pembelajaran yang berisi perilaku (B), 2) menghubungkan pembelajaran tujuan kompetensi inti, 3) penyusunan materi pembelajaran berdasarkan indikator pembelajaran, 4) pemilihan media pembelajaran berdasarkan tujuan pembelajaran; 5) pemilihan media pembelajaran berdasarkan materi pembelajaran, dan 6) pemilihan jenis penilaian berdasarkan tujuan pembelajaran.

A B S T R A C T

Online learning is something new for teachers and students, so there are various obstacles to it. This study aims to: analyze the preparation of EFL teachers in preparing lesson plans and identify and describe teacher difficulties in preparing lesson plans for EFL students. This study uses a qualitative descriptive research design. Data on teacher preparation and difficulties faced by teachers in preparing lesson plans were taken using a questionnaire by determining five aspects, namely: 1) learning objectives, 2) learning materials, 3) learning activities, 4) media and learning resources and, 5) learning assessment. The study results are that the teacher fulfills all the steps in compiling a one-page lesson plan, which fulfills the steps provided by the instrument. Regarding the problems faced in the process of preparing lesson plans by teachers, it can be synthesized that there are six difficulties encountered by teachers, such as 1) stating learning objectives that contain behavior (B), 2) connecting learning objectives to core competencies, 3) compiling learning materials based on indicators. Learning, 4) selection of learning media based on learning objectives, 5) selection of learning media based on learning materials, and 6) selection of assessment based on learning objectives.

1. INTRODUCTION

The lesson plan is an essential factor that needs to be considered in the teaching and learning activities (Suciati, 2020; Harmer, 2007). As an essential factor, teachers still face many difficulties in arranging the lesson plan particularly the current lesson plan based on the 2013 curriculum or also known as K-13. Many teachers have difficulties in arranging authentic assessments as a part of the K- 13 lesson plan (Istiqomah, 2018; Mulyani, 2013). In making the authentic assessment, the teacher not only gives the score but also provides shreds of evidence of why the students can get that score. The teachers give a hard effort for combining the Main Competence (KI) to Basic Competence (KD) (Istiqomah, 2018; Sari, 2017). In addition, another difficulty faced by the teachers in designing lesson plans is the changing of some components from the previous lesson plan. Several aspects cause less skilled teachers in arranging K-13 lesson plans, such as; the limitation of time, the ability in understanding the syllabus, the ability to develop indicators, the ability to design teaching methods, and the ability to create the authentic assessment (Zazkis et al., 2009; Shen et al., 2007). Teachers are not able in arranging an appropriate lesson plan because they find difficulty in formulating indicators, instructional objectives, teaching and learning activities, materials, and assessments (Nurtanto et al., 2021; Saputri et al., 2019).

From the previous research and the interview, the researcher found some information about the difficulties in designing the lesson plan made by the teacher in SMPN 1 Susut. First, online learning is something new for some teachers and students in which they often find many obstacles, including internet and technology issue that

covers inadequate facilities such as; laptops and cell phones. Thus, the implementation of online learning can be done optimally by designing a detailed and suitable lesson plan based on the current situation. Second, a good learning process can be accomplished when the teachers and the students can interact optimally. Based on those two observable problems found, the use of technology is highly needed to optimize and facilitate the interaction between teachers and students in the learning process (Friedman & Friedman, 2013; Suh, 2011). Concerning the lesson plan aspect and technology used, this research focused on the aspect of lesson plan for EFL students through google classroom, in order to solve the difficulties in lesson plan making by the teachers.

Google Classroom is another application provided by Google Inc. which is used as an online educational platform. Google Classroom is effortless to be set up and it allows instructors to create classes, distribute assignments, post announcements, send feedback, and upload course materials that can be viewed by the students (Guswara, 2020; Khalil, 2018; Soni et al., 2018). It is free and versatile; no payment is required and teachers are able to interact with students and their parents as well as access other Google tools such as; Google Forms, Docs, Slides, Sheets, and so on (Santosa et al., 2020; Setiawan & Ari Oka, 2020). The implementation of Google Classroom during Covid-19 provides instant feedback as an evaluation to the students when they submit their assignments and the teachers have an opportunity to highlight the contents of their assignments (Albashtawi & Al Bataineh, 2020; Mulatsih, 2020).

Since the lesson plan is an important factor that influences the teaching and learning process, further study is required to be conducted (Hatch & Clark, 2021; Iqbal et al., 2021). Several studies have been focused on discussing lesson plans, but most of them not focuses on discussing the steps in designing the lesson plan and the difficulties encountered by the teacher in designing the lesson plans in online learning with the integration of Google Classroom, especially during this Covid-19 pandemic (Schmid et al., 2021; Utami et al., 2021). It showed that the teachers were concerned about the aspects of the 2013 curriculum but this study was not conducted in the EFL classroom. The lesson plan of English language learning, and implied that the preparation of the lesson plan should refer to Permendikbud No. 103 the year 2014 about learning in primary education and secondary education (Mauliate et al., 2019). The study of the lesson plan, which resulted from that: (1) the teachers do not create their lesson plan based on the Curriculum, especially in creating indicators (2) the teachers do not implement the lesson plan in the classroom, they teach with traditional method which the teacher is a center of teaching and learning (Maulani, 2019; Raynesa Noor Emiliasari, 2019). Based on those previous studies, this study is conducted in which it focuses more on the designing aspects of the lesson plan by the teacher in junior high school and the difficulties encountered by the English teacher in SMPN 1 Susut when designing the lesson plans. Moreover, this study focused more on the five aspects of the lesson plan in junior high school. The setting of the study that was used in this study is SMPN 1 Susut, which was selected based on the observation results that the lesson plan made by the teacher still lacks supporting details and problems found when integrated with the technology used in online learning. The purpose of this study is to analyze the preparation of EFL teachers in preparing lesson plans and to describe and describe the difficulties of teachers in preparing lesson plans for EFL students.

2. METHOD

This study used descriptive qualitative as the design of the study. Qualitative analysis was done to describe the steps of the teacher in designing lesson plan and difficulties encountered by the teacher. This study took place at SMPN 1 Susut which is located in Sulahan village, Susut district, Bangli regency. SMPN 1 Susut is chosen as the setting of the study since it is one of the schools that implements Google Classroom to facilitate the learning process during the COVID-19 pandemic. Further, the research about designing lesson plan through google classroom is not yet identified. Considering how important to analyze the teacher's steps in designing the lesson plan, difficulties encountered by the teacher regarding to the lesson plan, it becomes essential to conduct this study.

The research subjects were one of the English teachers who taught the students using the Google Classroom with *Surat Edaran Kementerian Pendidikan dan Kebudayaan Nomor 14 Tahun 2019 tentang Penyederhaan Rencana Pelaksanaan Pembelajaran* (one-page lesson plan) will be given questions related to research questions about the steps in designing the lesson plan and difficulties encountered during the designing process. In this research, the data of steps in designing the lesson plan and difficulties encountered by the teacher in designing lesson plan is taken by determining five aspects, such as; 1) learning objectives, 2) learning materials, 3) learning activities, 4) learning media and sources and, 5) learning assessment. Moreover, in collecting students' difficulties in EFL learning through Google Classroom, a structured questionnaire that consisted of some questions about technicality and shortages of facilities was used. Then the data are processed, presented and interpreted descriptively and qualitatively.

3. RESULT AND DISCUSSION

Result

In the steps of designing the lesson plan, there were five lesson plans in different topics made, such as 1) Greetings and Leaving, 2) How to Introduce Ourself, 3) Date and Time, and 4) Descriptive Text. The data on the steps in designing the lesson plan were described qualitatively by describing each topic of the lesson plan. Data on the steps that had been taken by the English teachers in designing a lesson plan for learning English through Google Classroom were collected through a questionnaire. The first questionnaire contained twenty items developed from the five aspects of the lesson plan. Similarly, data on the difficulties faced by the English teachers in designing lesson plans for learning English were gathered using a questionnaire. The second questionnaire also contained twenty items that corresponded to the items in the first questionnaire. Data on the steps that had been taken by the English teachers in designing lesson plans for learning English through Google Classroom in the Junior High School were gathered using a questionnaire. The twenty items were elaborated from the eight aspects of the lesson plan, are: 1) learning objectives, 2) learning materials, 3) learning activities, 4) learning media and sources, and 5) learning assessment.

The first step taken by the English teacher in designing the lesson plans was to state the learning objectives. In the Curriculum 2013 guidelines, the learning objectives should contain four parts, namely audience (A), behavior (B), condition (C), and degree of attainment (D). One of the examples from the learning objective contained by the teacher in the lesson plan is in lesson plan topic 1 (Greetings and Leaving). In this case, the English teacher explained that the expected learning goals were completed with the four elements mentioned previously. Concerning the learning objectives aspect, The lesson plan is an auxiliary teacher's work for designing, organizing, and conducting a lesson (Contreras et al., 2020; Kubilinskiene & Dagiene, 2010). By designing lessons a teacher writes a plan. It includes a topic, objectives, teaching structure, material for independent work of students, their work at separate stages, which students should be checked, etc. In this case, planning a lesson means the time for teachers to design what activities, materials, or skills that will be delivered to the students. Thus, it can be concluded that a lesson plan is a set of activities that teachers and students will do. In another research, also argued that a successful lesson plan addresses and integrates these three key components, such as 1) objectives for student learning, 2) teaching/learning activities, 3) strategies to check student understanding (Backfisch et al., 2020; Nordgren et al., 2021). The criteria of indicators; match with the objectives, reveals the specific skill, considering the domain of learning, and are measurable (Mastra, 2019; Wikanengsih et al., 2015). Thus, it can be interpreted that the learning objectives made by the teacher were suitable with the components of the lesson plan, which is also essential as its aspect in a good lesson plan.

The second step taken by the English teacher was to organize, arrange, and develop the learning materials or instructional materials. Learning materials are any collection of materials including animate and inanimate objects and human as well as nonhuman resources that the English teacher used in teaching and learning situations to help achieve desired learning objectives. In this step, the English teacher had organized the learning materials based on the learning indicators, which could be indicated from the topic for discussion in the lesson plan. The example of the learning materials in the teachers' lesson plan can be seen in Table 1, which is taken from lesson plan topic 1 (Greetings and Leaving).

Concerning those findings in the learning materials, it can be indicated that the teacher had sequentially done the learning materials. Before planning any daily lesson the teacher should read the lesson notes and the lesson materials and listen to the Cassette Section where relevant (Bin-Hady & Abdulsafi, 2019; Nur Utami & Mustadi, 2017). In this case, the teacher from SMPN 1 Susut has to deal with determining the learning materials used in the lesson. There are six components of lesson plans which can be criteria in lesson planning: indicators, objectives, activities, materials, instructional media, and assessment (Grunewald et al., 2021; Marino & Crocco, 2020). In this case, one of the criteria of a good lesson plan is to deal with learning materials, which can be seen from the learning materials that have been done by the English teacher in designing the lesson plan.

The third step taken was to organize the learning activities based on the learning materials, learning methods, and learning techniques. Learning activities are activities designed or deployed by the English teacher to bring about or create the learning conditions for learning. From the lesson plans made by the teacher, one of the learning activities is provided in table 1 below, which is taken from lesson plan topic 1 (Greetings and Leaving).

Concerning the learning activities made by the teacher, it can be seen that the teacher had sequentially done the learning activities, which started the activities in pre-activity, conducting the activities in the main activity, and close the lesson through post-activity. From those sequential ways of learning activities in the lesson plan, the teacher has to make sure also that there is a variety of activities in the lesson (Latifa, 2017; Raynesa Noor Emiliasari, 2019). Many teachers spent a lot of time planning activities in the classroom (Agustuna et al., 2019; Aina & Tuti, 2020). It indicated that planning activities to be relevant with objectives is not easy. The effectiveness of the lesson plan has to deal with the learning activities, which have to implement ineffective implementation

(Artacho et al., 2020; Oktafianti, 2019). Thus, the learning activities made by the teacher have been considered to meet the learning objectives and target learning needed.

Table 1. Learning Activities in the Teacher's Lesson Plan

a. INTRODUCTION (10 minutes)
1. Students and teachers greet each other and ask how they are online
2. Students fill in attendance online in google classroom
3. Students watch the video (1) conversation about greetings, goodbyes, thanks, and apologies
4. Students listen to the learning objectives and the material that will be given by the teacher

b. ACTIVITIES (60 minutes)
5. Students are given a dialogue about expressions of asking and giving attention
6. Students are asked to read the dialogue
7. Students are asked to write expressions about greetings, goodbyes, thanks, and apologies contained in the dialogue.
8. Students and teachers have discussions about the material
9. Students listen to the dialogue in the same video (1) about greetings, goodbyes, thanks, and apologies
10. Students answer questions about expressions of asking and paying attention after hearing the dialogue proposed by the teacher

c. CLOSING (10 minutes)
11. Educators ask questions related to material that is not understood
12. Educators conduct an assessment (online written test on google form)
13. Educators and students make conclusions about the activities that have been carried out
14. The teacher conveys the lesson plan at the next meeting
15. The educator conveys a message that students stay at home, always be enthusiastic about learning, keep a distance and always wear masks when leaving the house as an effort to prevent covid-19.

The fourth step taken was to select the learning media based on the learning objectives. Learning media are tools in the form of physical and non-physical used in conveying learning materials to the students to be more effective and efficient. In this case, the aspect of learning media was conducted by the teacher which can be used to explain the materials in teaching language learners. Media is important to help the teacher to explain the materials especially in teaching language learners which came from three principles of using media; effectiveness, practicality, and appropriateness (Andini et al., 2018; Lauc et al., 2020; Masyithah et al., 2015). Further, the use of learning media should help students to get the purpose of materials (Latifa, 2017; Shen et al., 2007).

The fifth step taken was to select the assessment types based on the learning objectives. Learning assessment is a method to measure how much of the knowledge and skills a learner has acquired in learning English. In the aspect of learning assessment conducted by the teacher, it can be seen that the learning assessment made by the teacher deals with the attitude, knowledge, and skills aspect in assessing the students. By assessment, teachers know the progress of their students, which can be seen from some aspects, such as assessing their attitude, knowledge, or skills applied in a learning activity (Segers et al., 2018; Usmanova et al., 2015). Furthermore, assessment gives the students occasion to practice more to master the languages (All et al., 2021; Faizah et al., 2019).

In designing lesson plans for learning English through Google Classroom in Junior High School, the English teacher found difficulties or difficulties. In the second questionnaire, the English teacher was asked the difficulties in every step taken in lesson plans for learning English in Junior High School. In the second questionnaire, the English teacher was asked the reasons when they said they found difficulties in each step taken as clearly and concisely as possible. In general, the teacher mentioned 2 difficulties encountered, such as 1) Organizing the learning activities based on the learning materials and 2) selecting the assessment types based on the learning objectives.

Discussion

The difficulty was found when the teacher was Organizing the learning activities based on the learning materials. In this case, organizing the learning activities related to the learning process will be successful if students' needs are accommodated by the classroom activities facilitated by the teacher. In some previous studies, many teachers spent a lot of time planning activities in the classroom, which indicated that planning activities to be relevant with materials is not easy (Mauliate et al., 2019; Maulani, 2019; Sesiorina, 2014). In addition, the criteria of instructional activities; reflecting student-centered instruction, reflecting communicative method,

motivate students to learn and expose foreign language, helping students to recall prerequisite, presenting information and examples, integrating the four skills (reading, listening, speaking, and reading), and providing practice and feedback. Furthermore, the teacher has to be concerned with how the aspect of pre-activity, main activity, and post-activity that are implemented in online learning (Evriana, 2020; Fitriyanti, 2019). The criteria of materials in lesson planning; appropriate with the goals and objectives, appropriate with student's level, appropriate with student's need, and appropriate with student's characteristics.

The second difficulty found regarding the teacher's difficulties in designing lesson plans is in the steps of selecting the assessment types based on the learning objectives. Concerning this difficulty, the teacher mentioned this difficulty due to the difficulties in making the assessment, which is based on basic competencies and main competencies used in all topics of the lesson plan (Mauliate et al., 2019; Raynesa Noor Emiliasari, 2019). Based on those difficulties found, it can be synthesized that two difficulties occurred in designing the learning objectives, two difficulties in designing learning media and sources, one difficulty in learning materials, and another one were in the aspect of learning assessment. Thus, it can be concluded that the teacher had difficulties in each aspect of the lesson plan, except the aspect of learning activities. Concerning this difficulty, the teacher mentioned this difficulty due to the difficulties in making the assessment, which is based on basic competencies and main competencies used in all topics of the lesson plan (Segers et al., 2018; Usmanova et al., 2015). In this case, the teacher had to be focused on the assessment aspect, the evaluation at the end of the lesson had to deal with the assessment aspect. Assessment is an activity administered to examine learners' progress (Bin-Hady & Abdulsafi, 2019; Flores, 2021). Teachers have to take assessment into their lesson plan since it provides information on whether students achieve the objectives or not.

By assessment, teachers know the progress of their students (Rasmawan, 2018; Segers et al., 2018). In addition, the criteria of assessments tool in lesson planning; measure the objective, match with the material, match with the students' grades, and reliability. Assessment has the advantages of a real, genuine, valid and reliable and can reveal the overall attitude, knowledge, and skills after the learners learn (All et al., 2021; Mauliate et al., 2019). While the rubric is used by the teacher as an instrument to assess the tasks learners who have aspects that have assessed the levels/grading assessment. Things were rated a learner performance tasks and rubrics are stored in the form of portfolio and anecdotal records for certain periods as information regarding traveling and learning process. Further, the importance of the assessment, which should be able to measure what is formulated in the objectives regarding what and how well students should demonstrate certain action verbs (Faizah et al., 2019; Sesiorina, 2014). Secondly, the assessment should be congruent with activities and using familiar activities from their classroom experience. Finally, assessment should be seen from the learning-centered perspective which focuses on social interaction.

Based on the results in this study, it was found that the lesson plan designed by the teacher has fulfilled the five aspects and twenty steps of the lesson plan based on the government regulation, even though it was still found problems during the process making of the lesson plans in the learning activity aspect and learning assessment aspect. Thus, those results are the new one, especially in the context of the lesson plan integrated with Google Classroom and related to the current context (online learning). Moreover, the results founded were different from the previous studies that the teachers do not create their lesson plan based on the Curriculum, especially in creating indicators and consideration in choosing the method in teaching and learning.

4. CONCLUSION

Based on those twenty steps of designing lesson plan for EFL learning, it can be inferred that the teacher fulfilled all the steps in designing the lesson plans, related to the instrument used which is adapted from *Surat Edaran Kementerian Pendidikan dan Kebudayaan Nomor 14 Tahun 2019 tentang Penyederhaan Rencana Pelaksanaan Pembelajaran*. Thus, it can be concluded that the teacher has been conducted the steps of designing the one-page lesson plan which fulfill the steps that provided by the instruments. Regarding to the problems encountered in the process of designing the lesson plan by the teacher, it can be synthesized that there are the teacher mentioned 2 difficulties encountered, such as: 1) Organizing the learning activities based on the learning materials and 2) selecting the assessment types based on the learning objectives. Thus, it can be concluded that although the teacher has fulfilled the aspects and steps of a good lesson plan, the difficulties were still encountered in the process of designing the lesson plan.

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