

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The spread of covid-19 began in January 2020 which an outbreak of the corona virus among humans occurred on a large scale in Wuhan the city of China, which until now covid-19 has spread throughout the world. According to Nur (2020) In Indonesia the spreading of corona virus begins with the first two case on 2 march 2020. Since the Covid-19 dives in Indonesia, there have been many concerns and changes that have occurred in various sectors, especially in education sector. One of the changes that occurred in education after the emergence of COVID-19 was the shift from conventional learning into online learning.

These changes have resulted in several problems in the education sector in Indonesia. According to Rizkon, (2020) the problems in the world of education caused by Covid-19 are the student learning process, disruption in the assessment process, cancellation of several aspects of assessment during online learning, and increasingly narrow job opportunities for fresh graduates. With the emergence of these problems, what is feared is the weakening of the quality and quantity of education in Indonesia.

According to Mully, (2020) Since the announcement of the entry of the corona virus in Indonesia, Indonesia government release some regulations where this new regulation is work from home policy. The work from home activity is an activity that carries out all work from home. In this policy all activities outside the home are cultivated to minimized. The policy of work from home is also implemented in the education system in Indonesia. The policy issued is to implement social distancing in the sphere of education from the government policy to breather students to

conduct learning activity in the school. This policy resulted in a change in the education system from conventional to online learning, which in this case called distance learning.

The implementation of distance learning raised several problems faced by teachers and students. Those problems are the lack of face-to-face time so that the subject matter cannot be delivered optimally, so that teachers often replace the continued delayed material with assignments. As said by Mully (2020), while implementing the online learning students also feel that the assignments given for are too much and lack of understanding of the material optimally and the constraints of the internet network can also hinder the online learning process.

Online learning has several positive impacts, according to Redjeki, (2020) the positive impact of online learning is that there are many conveniences experienced by students during the lecturer process, the learning process becomes more relax, the students could become more independent, more focused and more actives during the online learning process. Besides that, Januar, (2020) stated that the positive impact from online learning is the creation of a strong and good relationship between teachers and students' parents, training the creativity of educators to create more interesting activity in online learning, providing a space to find new ways to the system of current education, and make students become more independent and responsible for themselves during the learning process.

In spite of the positive impact of online learning, it also poses the negative impacts. According to Redjeki, (2020) the negative impacts of online learning are students difficult to understand the material, high costs consuming, besides that lecturers sometimes forget the lecture schedule, and the interaction between lecturers and students is not optimal because of the limitation of time. On the other hand, Januar, (2020) also stated that the online learning has negative impacts, those are the difficulty of accessing online classes due to network limitations for remote areas, lack

of readiness of educators to changes in the teaching process right now, limited time allocation for learning, and lack of supervision of students during online learning.

After describing the positive and negative impacts of online learning, it can be concluded that online learning requires teachers to quickly adapt to the use of technology and think creatively to be able to create appropriate and attractive online learning activities according to the design of the activities to be carried out. A learning activity cannot be implemented perfectly without an activity plan arranged in a lesson plan that includes learning objectives and learning activities that will be carried out in class. Therefore, lesson plan is one of the important elements in the learning process, with the lesson plan, learning will be more systematic and can show the level of professionalism and commitment of a teacher in teaching.

In 2016 the provisions of the good lesson plan components have been regulated in the regulation of the Minister of Education and Culture No. 22 of 2016, in the 2013 curriculum there are thirteen components that must be available in a lesson plan. In addition, some competencies must also be considered when a lesson plan is designed implemented by the teacher, so that students can achieve the competency goals expected in the 2013 curriculum achievement provisions, including spiritual, social, knowledge and skills attitudes. By all means, the implementation of activities that cover the three core competencies raises several problems, one of which is that it requires a lot of time in the implementation and assessment process. In addition, in a Covid-19 pandemic situation like today, a lesson plan must be designed as effective and simple as possible to be implemented.

After seeing some facts about the online learning process during the Covid-19 pandemic, it attracted the researcher's attention to investigate the change of learning process especially on the way English teacher design the lesson plan for online learning in SMP Negeri 11 Kota Jambi.

The researcher's reason conducted this research at SMP Negeri 11 Jambi City was that the first SMP Negeri 11 Jambi City was an excellent school accredited "A" in the city of Jambi. In addition, this school has also followed government regulations to implement the online learning process, since the issuance of a decree from the Committee for handling Covid-19 and the national economy in 2020, regarding adjustments to learning policies during the Covid-19 pandemic. Not only that, the mastery of the ICT system in all components of SMP Negeri 11 Jambi City adapts to current technological developments and it has various academic and non-academic achievements from city to national level.

By having complete facilities, this school has the opportunity to carry out online learning well from other schools. However, the researchers wanted to see even though the school was in good condition and had complete information technology facilities, whether the teachers at this school still experienced problems in designing and implementing online learning activities during the Covid-19 pandemic. Therefore, in this study the researcher wanted to see how EFL teachers designed a lesson plan during the Covid-19 pandemic and find out the problem they faced while designing a lesson plan during the Covid-19 pandemic.

1.2 Research Question

Given those phenomena, the researcher has curiosity with some of points in the way of online learning can be implemented in educational setting in Indonesian schools. So that based on the problem mentioned above, the research questions are formulated as follows:

1. How do EFL teachers design their lesson plans during online learning in pandemic COVID-19?
2. What are EFL teachers' problems and solutions in designing lesson plans for EFL class during online learning in pandemic COVID-19?

1.3 Research Objectives

This study aims to investigate on how EFL Teachers design their lesson plans in EFL class through online learning in pandemic COVID-19 situation. In this study, the researcher wants to review the lesson plan made by EFL teachers during teaching English in pandemic COVID-19 situation. And finally, the researcher wants to find out the problems and solutions they used in managing learning activities on their lesson plan during online learning in pandemic COVID-19 situation.

1.4 Limitation of the Research

This study was conducted at SMP Negeri 11 in Jambi city by observing the phenomenon of online learning which implemented by the English teachers, especially in the process of lesson planning. Therefore, the subject of this research is English teachers who have experience in implementing online learning during the Covid-19 pandemic.

1.5 Significances of the Research

By implementing this research, the researcher hopes that the results of this study can be a source of scientific contributions in the field of education, especially during the Covid-19 pandemic. Then the researcher also hopes that this research can be a source of information for other teachers to design lesson plans and can be references for teachers to solve similar problems while designing lesson plan in online learning during the covid-19 pandemic. In addition, the result of this research provides information for those who are interested in the same areas of learning field. It can be utilized as a source of knowledge, information and also reference to conduct new research.

1.6 Definition of Key Term

1.6.1 Lesson Plan

According to Harmer, (2007) lesson plan is a document that includes competency standards inside made by teachers which can show their readiness and commitment in teaching, and shows that the teacher attitude of responsibility and the teacher's efforts to prepare the subject matter well. In addition, lesson plan is a document that contains a sequence of activities and goals made by the teachers to help them carry out learning process, so it can be more structured by assistance the lesson plan.

1.6.2 Distance Learning

Distance learning is a learning method used by educational units during the Covid-19 pandemic. Based on Mendikbud decree number 4 of 2020, distance learning is a learning activity that provides a meaningful learning experience for students without burdening them to complete the demands for achievement in the curriculum as a graduation standard. In conclusion, distance learning is a learning activity used during the Covid-19 pandemic, where the implementation process is simpler and uses information technology as a tool to implement learning activities.

1.6.3 Emergency Curriculum

The emergency curriculum is a curriculum that is used in certain time such as the Covid-19 pandemic. Just like the previous curriculum, the emergency curriculum also has learning objectives and outcomes designed to suit the current conditions of education. Based on the Decree of the Minister of Education and Culture No.719 of 2020, that the purpose of the emergency curriculum is to provide flexibility for education units according to the needs of students in emergency conditions, but still refers to the previous curriculum. Or in other words, the emergency curriculum is a curriculum that is used in emergencies that does not allow interaction between

students and teachers, which is more flexible implementation but still adheres to the previous curriculum.