

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Participants' Profile

The number of participants in this study amounted to three people. Which each of the participants was the EFL teachers who had experienced in designing lesson plan during online learning in pandemic covid-19. Each participant was a sample of all the EFL teachers who taught English subject at 7, 8, and 9 grades in the same school. The following are the profiles of the participants:

Name	Years of teaching	Employment Status	Education Background	Level of Teaching
Participant 1	2009-2021	Civil Servant	Bachelor of English Education (S1)	VIII
Participant 2	1994-2021	Civil Servant	Magister of Education Management (S2)	VII
Participant 3	2009-2021	Civil Servant	Bachelor of English Education (S1)	IX

From the description of the data above, it can be concluded that the participants of this study were English teachers who both had teaching experience of more than 10 years. However,

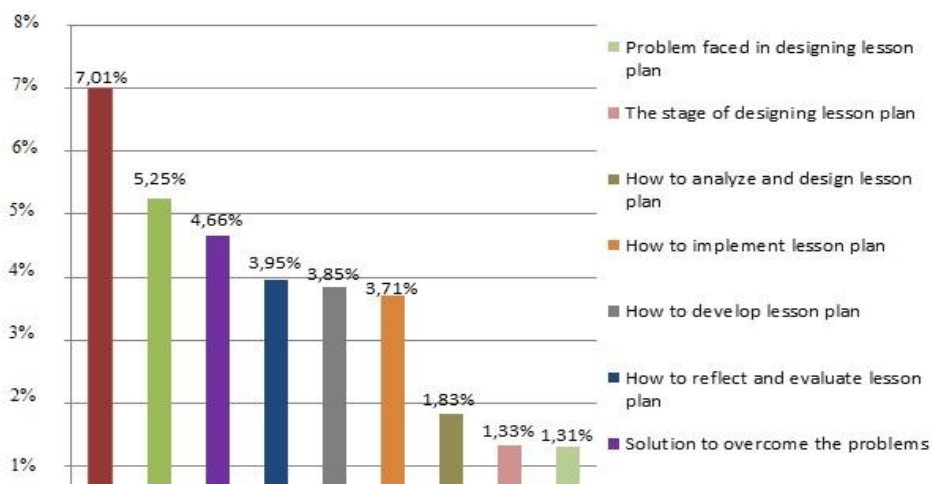
one of the participants is a teacher who is more senior than the others. This is evidenced by the longer teaching experience and higher levels of education.

4.2 Research Findings

The findings of this research have described in accordance with the interpretation of the results from the interview transcript data from the participants. Therefore, all the transcribed data were processed and classified by the researcher. After the data was classified based on the themes, then the researcher interpreted the entire data which will be described as an answer to this research question. In this regard, the researcher used NVIVO application to provide better data display and analysis. Therefore, the following is a more in-depth explanation from Participants 1, 2 and 3 regarding the result of the interviewed analyzed using NVIVO.

4.2.1 Participant 1

As previously explained, in this study there are nine themes which will be discussed by all participants. Based on results from the data analysis that the researcher did from the NVIVO application, the nine themes had appeared and were discussed by participant 1. The nine themes were sorted in the chart based on the highest percentage discussed by participant 1 during the interview. The following is the display of the nine themes and the explanation of the data given by participant 1:



4.2.1.1 Online Learning Process

Based on the chart above, the first theme most discussed by participant 1 was about the online learning process during the Covid-19 pandemic. According to responses provided by participant 1, the learning process during the pandemic was carried out through online which only 20 minutes duration for one subject hour. The following is the utterance provided by participant 1:

“... After the pandemic, there have been several online lessons, then the online class takes one hour and 20 minutes for one learning hour. Also English and other subjects applied this time durations. After that, um ... this is specifically online, not face-to-face. ”

While implementing online learning, of course, teachers need media that can help them deliver learning material. According to participant 1, learning media which often used by her are including WhatsApp, google classroom, google meeting and google form. As the following explanation below:

“... During a pandemic, students were given material via WhatsApp, Google classroom or the teacher conducted a Google Meeting or the teacher gave assignments via google form, that's what happened after the pandemic. It's not wrong ... ”

Meanwhile based on the response from participant 1, online learning implementation process have been regulated in the policies in the emergency curriculum. Where according to participant 1 the

emergency curriculum is a curriculum that is used in certain conditions according to the current conditions of education. The following is an explanation of participant 1 toward the emergency curriculum definition:

"In general, I know that the emergency curriculum is a curriculum that is used in certain situations which must adapt to the situation in the field."

In the emergency curriculum itself, there are only a few points and basic competencies that must be given to students. Which those competencies should adjusted and designed to the students' conditions and needs in online learning. Besides, that the learning material must be designed as simple as it. As the following explanation of participant 1:

"In the emergency curriculum, we may take basic competencies or important points that we will provide to students. For example, there are some basic competencies that if you can learn on your own, we don't need to deliver that. Simplification of the basic competencies that we convey and also simplification of the material that we will provide."

However, at the time of implementing the emergency curriculum, the participants said that the teachers did not have extensive knowledge about implementing the emergency curriculum. This happens because the education office has not yet socialized about the use of the emergency curriculum. Then as participant 1 said, after look at this problem schools issued policies to resolve the problems faced by these teachers. As for the policy provide the teachers with the opportunity to simplify learning activities independently while the emergency curriculum being implemented during the covid-19 pandemic. The following is the explanation given by participant 1 regarding this matter:

"To be honest, at the beginning, the teachers were not familiar with the term emergency curriculum. Because there has been no socialization from interested parties or stakeholders. So the school has a solution that we are allowed to organize the implementation of learning. By simplifying the delivery of learning materials during the socialization of the emergency curriculum has not been given ... "

In addition, during the online learning process SMP Negeri 11 Jambi city has implementing the online learning process. Which is the online learning process one of policies which issued in emergency curriculum. And the emergency curriculum is guideline used by schools to implement learning activities at certain times, especially during the Covid-19 pandemic. Even though, at the beginning of the implementation the emergency curriculum the teachers did not provide with the socialization of the emergency curriculum by the education office the school issued the policies for the teachers to simplified the learning materials and activity as independently during the online learning in pandemic covid-19.

4.2.1.2 Things to Prepare during distance Learning

Secondly, the percentage of the second theme most discussed by the participant 1 is the things that must be prepared during online learning. According to the participant 1, while implementing online learning there are several things that must be prepared by the teachers, such as learning materials, and student worksheets (LKPD). This information is described in the following excerpt:

"Clearly, the teacher must prepare the material to be delivered, the teacher can convey it through a video that can be made by yourself or for example take from YouTube, then give it to the students. Furthermore, the teacher must also prepare the LKPD which will be delivered to the students. "

In addition, other thing that the teacher must prepare is a lesson plan. According to the participant 1, lesson plan is an important aspect to be prepared before implementing the learning process. As the following explanation:

"Before teaching, a teacher already has a step or a plan, in which we call it the lesson plan that will be conveyed to students."

In other hand, the lesson plans that were designed in the online learning period tend to be simpler or known as one-sheet lesson plans, which indicate it different with the lesson plan made for conventional learning. This is because there are only three core points that are included, it including the introduction, the core and the closing, and other points only as a complement. As the following explanation given by participant 1:

"The one sheet lesson plan has a point that the KD is no longer included. This means because it has entered through an identity, for example, there are only six points. Then go straight to the preliminary, core and closing activities. Furthermore, student worksheets (LKPD) and teaching materials are placed in the attachment. "

From the explanation above, it can be concluded that according to participant 1, during the online learning the things that must prepared by the teacher are learning materials, student worksheets (LKPD), and lesson plan.

4.2.1.3 Solution to Overcome the Problems

The third theme most discussed by participant 1 is about the solutions used to deal with problems that arise while designing lesson plans. According to Participant 1, what is done to overcome problems in designing lesson plans is to design student worksheets using online media such as Google Forms. Here is the explanation:

"So that the students do not get bored, it means that they have to do assignments in the worksheets or in the exercise book, so I make it through google form, they just click the link then they answer the questions and that's all. Or for the skill assignment, I usually ask them to make a video and they can use or make the video with the situation around them. "

As mentioned by participant 1 on the explanation above, the exercise questions which include in Google Form are questions that exist in the textbooks. The aims of using the google form as a students' online worksheet is to make the online learning activities are more interesting and students do not get bored when doing assignments that are only given from textbooks.

Not only that to solve the problems that appeared while designing lesson plan for online learning, the school also supports teachers by facilitating teachers with various socialization program for implementing online learning and deliberation program among subject teachers (MGMP) to design lesson plan for online learning during the covid-19 pandemic. The following is an explanation of participant 1 about this:

"Yes ... during a pandemic, we usually have MGMP teachers. Usually we design this lesson plan together with existing friends or teachers at the MGMP, so during the pandemic, we try to learn on our own then look for examples on the internet. The socialization is there. If I'm not mistaken, yesterday the socialization was through ee... zoommeeting. "

Based on the information provided by participant 1, these programs really need to be implemented because it can help the teachers to increase their knowledge to design interesting activities in the online learning during the covid-19 pandemic. As the following explanation:

"Yes, of course it is necessary because sometimes we, as teachers, do not necessarily master how to design lesson plans online and socialization is very important so that teachers, especially me, I understand how to design lesson plans during a pandemic."

In conclusion, the solution used by participant 1 to overcome the problem in designing lesson plan is by delivering learning activities using various online media, which in this case participant 1 use google form. In addition, the programs provided by the school can also help teachers to overcome problems that occur when designing online learning or implementing these learning activities. As for the programs provided by the school are the peer-to-peer discussion program (MGMP) and outreach such as webinars regarding the implementation of online learning.

4.2.1.4 How to Reflect and Evaluate Lesson Plan

Furthermore, the next theme discussed by Participant 1 based on the chart was how to reflect and evaluate the lesson plan they made. To conduct the reflecting phase to the lesson plans that have been made, firstly participant 1 conducts discussion with students at the end of the lesson. The aims of this activity to check the students' comprehension and interest toward the learning

activities implemented. The following is the explanation given by participant 1 regarding this matter:

"After I give the material, of course at the time, when I want to deliver the material, at the end of the lesson I will ask the students' understanding of the material that I have given. Or I will ask at the next meeting. "

In addition, to test the feasibility of the lesson plans that have been implemented, teachers must carry out an evaluation process. According to participant 1, the evaluation process is carried out in three stages, namely the first lesson plan is evaluated by a more senior teacher or known as supervision. After the results of the assessment from the supervision, only then will the principal give an assessment of the results of implementing the lesson plan. and the final assessment is carried out by the supervisor of the education office supervisor. As in the following explanation:

"Yes, of course I am. There is a name for supervision so, first we are supervised by peers, of course, by teachers who are much more senior than us, then later the principal will be the school principal and the last one will be the supervisor of the education office "

4.2.1.5 How to Develop Lesson Plan

Then based on the percentage above the most frequent theme discussed by participant 1 is how the way she developed the lesson plan. In general, the process of developing lesson plans in the conventional learning period and the lesson plans for the pandemic period were the same. The difference lies only in the use of instructional media. This information is explained by participant 1 in the following quote:

"... Basically the same, the lesson plans in the 2013 curriculum are the same as those in the pandemic period. The difference is only in the use of media. Maybe in face-to-face learning, the media used is in the form of images or maybe it can use infocus. But if it's online, of course there are several applications that are used for learning"

Lesson plans created during a pandemic are designed to be simpler. In which there are only core points and has several attachments, one of which includes learning material. Here is the explanation:

"Yes, of course, the basis for making lesson plans during the pandemic is still the 2013 lesson plans that have been simplified into one sheet with the attachments "

"... we use the 2013 curriculum, the 2013 curriculum we still use it for online learning as our guide in making the lesson plans."

In addition, the development of learning objectives, basic competencies and core competencies in the lesson plans during the Covid-19 pandemic are also based on the 2013 curriculum.

Then participant 1 said the teaching material is usually used through videos taken from YouTube, then later developed and simplified according to the learning outcomes to be achieved. And another way is to make their own learning videos that contain explanations of the material to be taught to students. As the following explanation:

"I usually take the teaching material through a video, or I make my own video or I take it from YouTube. Then I simplify ... "

4.2.1.6 How to Implement Lesson Plan

From the results of the percentages on the chart above, the next percentage discussed by participant 1 is about how to implement lesson plans. According to Participant 1, while implementing the lesson plans, she used online learning media such as google classroom and google meetings. The following is an explanation of this:

"We conveyed it through google classroom, that was through google classroom, then delivered it via gmeet"

Based on information from the participant 1 during the pandemic, the participant 1 carried out online learning and there is no teacher's order to ask students to come to school. Because all learning activities are carried out online by participant 1, these activities include conveying learning and submitting assignments. This information is explained in the following excerpt:

"I have never ordered students or asked students to come to school to pick up materials or collect their assignments at school. I give it online. When I give my materials online, when I give assignments I also collect them online ..."

However, there were several obstacles experienced by participant 1 when implementing lesson plans in online learning activities. These obstacles come from external factors of students. The obstacles include some students who cannot join learning activities because there is no quota or deliberately not joining online class. As in the explanation quote below:

"Sometimes there are some of the students who haven't opened the video we gave during the lesson. It means that their external problem is at home, whether they have no quota or is she sleeping or the students are lazy, we don't know it, huh ... "

Therefore, according to the participant 1, in some classes online learning activities can be carried out well. However, for some other classes, these learning activities did not go well because many students had a slow response. The following is an explanation:

"... For certain classes 95 percent can apply online class well, but there are for other classes around 50 percent."

4.2.1.7 How to Analyze and Design Lesson Plan

The next theme that was discussed a lot by the participants based on the chart above was how to analyze and design the lesson plan. According to participant 1 before designing the lesson plan there are some things that should consider. Those things include the needs, levels, knowledge and skills taught by students were things that were considered by the participant 1. The following is the explanation:

"Yes, of course we will. Because there are, for example, several classes in which students who are already ranked 1 are collected. The term is called excellent class. Not for the purpose of differentiating from other classes. But for an example from a class whose children have a cognitive level than other students.

4.2.1.8 The Stage of Designing Lesson Plan

During designing the lesson plans the participant conducts deliberation activities. These activities are carried out by discussing with fellow English teachers who teach at the same level. Based on information from participant 1, she designed a lesson plan with other teachers who taught grade 8. As the following explanation:

"Usually we work in a team, I teach 8 grade, and also 7 grade. So, together with the teacher, who teaches in grade 8 together, we make lesson plans together, adjusting it to the class we teach ..."

In another word, the process of designing a lesson plan in the online learning period is not done individually but is designed by discussing with the team. The team consists of fellow subject teachers who teach at the same level.

4.2.1.9 Problem Faced in Designing Lesson Plan

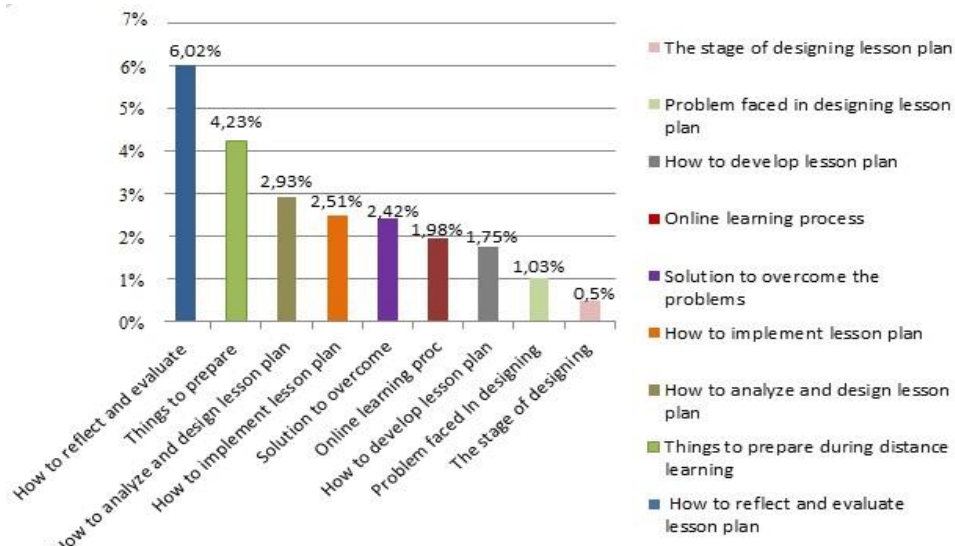
During designing lesson plans for online learning, there were two problems faced by participants 1. The first problem was the difficulty of adjusting lesson time and learning activities to be designed. Then the second problem is participant 1 has difficulty determining interesting learning activities. As the information given by the following participant 1:

"Of course, the difficulty is adjusting to the time duration ... um ... um ... and the learning activities because we can't meet face to face, that's the obstacle."

4.2.2 Participant 2

From the results of the themes that have been analyzed using NVIVO, there are nine themes that have emerged and are widely discussed by the participants 2. As same with participant 1, the nine themes are explained in order of the percentage that is most discussed, to the least discussed. The highest percentage is an indication of the theme most discussed by participant 2.

The following is the graphic display and the discussion:



4.2.2.1 How to Reflect and Evaluate Lesson Plan

Based on the information from the graphic above, the themes regarding how the teachers reflects on the lesson plans is the most frequent discussed by participant 2. The high percentage of graphs in the discussion of reflection occurs because the participant discussion leads more to the process of evaluating the results of the lesson plans that have been designed. According to participant 2, the reflection process carried out is by discussing the material at the end of learning activities with students in the learning application used in this case Edmodo. The following is an explanation of the participant 2 regarding this matter:

"Yes, we still do reflection, reflections are given online too, right if we use emodo it can chat with students when they are online, we can also go online, we can chat with them so we have feedback ..."

Then, as the information given by participant 2, the purpose of reflection activity is to assess the extent to the students' understanding toward the material that has been taught and see their enthusiasm when online learning activities are implemented. By doing that they can reflect the result of learning process and knowing the advantages and disadvantages of the learning activities that have been implemented. As in the following explanation sentence:

"... by the way of discussion, we reflect something, so we know what limits their abilities ..."

However, while doing the reflection process the participant 2 experienced problems. The problem was appeared because some of students were slow response while conducting the reflection activities. The following is an explanation of the participant 2:

"Not all of them immediately responded because the smartphones used by students belonged to their parents. So some students just responded at night ... "

Then the results of the lesson plans that have been implemented will be evaluated by the teacher, the goal is to assess the quality of the lesson plans that have been designed. According to participant 2, the evaluation process is carried out by asking for assessment from the supervisors or fellow English teachers. Then after the supervision of the evaluation process is continued by the supervisor from the education office. The evaluation process is a process of assessing the learning activities that have been carried out and it is also the process of providing suggestions and input carried out by the assessment team. As the following participant 2 explains:

"Yes, the school ask for it, we were corrected by the teacher. we will be assessed by the supervisor. Then we will also have not only colleagues but also school supervisors who we can be interested in. From the supervisors, there will be input for the next lesson."

During online learning, the evaluation activity is carried out by reporting the results of learning activities in the lesson plan, student attendance lists, learning materials, assessments, and obstacles experienced to the supervise or supervisor who evaluates. The following is an explanation of this:

"When face to face class, when we teach, they come in and sit down to asses us. If online during semester 1, we only give what we do, such as giving information from us, we continue to provide evidence that there are number of students who are not present, the assessment is like this, this is active students and provides learning videos and materials. Then report the obstacles and solutions given during online learning. "

In other words, discussing with students and asking for supervision, school principals and school supervisors is a type of reflection and evaluation activity in the lesson plan carried out by participant 2. The purpose of this activity is to find out the extent of the feasibility from the lesson plan that has been designed.

4.2.2.2 Things to Prepare during Distance Learning

The second theme most discussed by participant 2 was things to prepare during online learning. According to participant 2, the things that must be prepared by the participant 2 during online learning are learning materials and internet network readiness. As in the following explanation:

"Yes, I think the preparation was the learning material, of course, if you learn, you have to use a quota ..."

Besides that, as mentioned by Participant 2, smartphones are the most important learning tools students should have. Because smartphones can help students to access lessons as long as online learning is implemented. However, when they take online learning, some of the students cannot attend lessons because they do not have a smartphone. To solve this problem, the school offers two policies to help students who do not have smartphones. The first policies is requiring teachers to deliver assignments to students who do not have communication tools that can access learning. However, teachers cannot directly deliver assignments and materials directly to students who do not have smartphones, due to limited work time and busy to finish their works in school. So that, at the beginning of the online learning the teachers used online motorcycle taxi services (Ojek Online) to deliver assignments to students who did not have a smartphone. According to participant 2, the online motorcycle taxi service (Ojek Online) fees come from school operational assistance funds provided by the school. As in the following explanation:

"...The teacher checks whether students have smartphone or no, then if students do not have smartphone, the teacher gave their assignment to their house. By way of delivery to the student's house. We send them from school assisted by online motorcycle taxis, because the teachers have a lot of work. Now the school will pay for the online motorcycle taxi ..."

The second policies are offer the students to use the school facilities as such as wifi and computer lab to access the lesson and exam. As explained in the quotation below:

"When doing exams, students must have an internet quota. Because in the past, it was through edulogy (an application provided by the school). To access edulogy, students must have a smartphone and a quota, for those who don't have a quota or those who don't have a smartphone, they take the test at school. Because the school has a computer lab and has wifi. Then they can use the school facilities. "

Aside from ensuring the learning tools, learning material, and internet network, another thing that must be prepared by teachers is a lesson plan. According to participant 2 lesson plan is important to be prepared before learning is carried out. By having a lesson plan, the teacher can know what steps must be prepared before implementing learning process. As in the following explanation:

"Yes, it's important, because if the teacher doesn't have a lesson plan, what will be done? he must has readiness. "

"In the lesson plan, we know the steps or tricks for teaching later, what to do with the students, what will be given to students, and what types of methods will be used to teach ... "

Based on the explanation from participant 2 above, it can be concluded if the things that should prepared before implementing the online learning are internet network or quota, smartphone, and lesson plan.

4.2.2.3 How to Analyze and Design Lesson Plan

Furthermore, the next theme that was discussed by participant 2 was how to analyze and design lesson plans for online learning. Based on the information provided by the participant, that before designing the lesson plan the things that must be analyzed are the level, knowledge and skills to be taught. These things were analyzed based on the experience and conditions of the learning process during the Covid-19 pandemic. As explained below:

"Because we have previous experiences, of course that experience is used as learning and input. From this experience we can make any method that will be used. Of course, there is an analysis."

Participant 2 said, the learning outcomes designed in the lesson plan during the Covid-19 pandemic still refers to the learning outcomes in the 2013 curriculum. In other words, the learning outcomes in the emergency curriculum are a form of simplification from the learning outcomes that exist in the 2013 curriculum. This is an explanation of the participant two:

"Yes, that's right, we still use the 2013 curriculum to determine learning outcomes, right if the emergency curriculum is just simplified. Just made it simpler. "

"... if before the pandemic it was more complex, students have to be able to do this, but if this one is simpler and the achievement is not too high ..."

From that explanation it can be conclude if participant 2 doing some analysis to the students need, level, skill and knowledge before design the lesson plan for online learning. Thus, the process of decided and analysis to the students need while online learning is done by conducting review to the experiences of learning. Then the learning objectives designed in the lesson plan for online learning are also simpler to adjust to the learning situation during the Covid-19 pandemic.

4.2.2.4 How to Implement Lesson Plan

Then the next theme based on the percentage chart above which discussed by participant 2 is about the implementation of lesson plan for online learning process. During the pandemic, the teacher provides learning material through instructional videos regarding the material being studied. Here is the explanation:

"We learn in online class and also use video..."

Furthermore, according to the participant 2, the learning objectives in the lesson plan did not fully achieved. This happened because the conditions of education during the covid-19 pandemic were still unstable and the duration of learning is shorter. As the following explanation:

"No, it really can't be implemented according to plan, the implementation approximately 75% achieved it is already grateful. So it doesn't have to be 100%. Because we also understand the current situation. "

In addition, as explained by participant 2, the process of implementing lesson plan is done through online. then the process of learning interaction is just giving video material to students through kind of learning media, which did not mention specifically by participant 2. Meanwhile during the online learning process, participant 2 said that the implementation of learning and the learning objective achievement cannot be fully achieved by students. This happened because of the limited learning duration and unstable educational conditions during the Covid-19 pandemic, so that their participant 2 could not force students to achieve all predetermined learning objectives in online learning.

4.2.2.5 Solution to Overcome the Problem

As mentioned by participant 2 in the explanation of problem facing while designing lesson plans during online learning which participant 2 did not facing the problems. However, the school still facilitates teachers with training programs to design and implementing online learning during the covid-19 pandemic, even though some teachers do not face that kind of problems. These programs include the minimum competency assessment program (AKM), how to make learning videos and some webinars regarding how to design activities and implement online learning during the Covid-19 pandemic. The purpose of this activity is to provide knowledge for teachers to be more creative and innovative. The following is the information provided by participant 2 in this regard:

"We are provided with workshops. The workshops are various, there are AKM workshops for activating teachers, workshops such as webinars, there are also programs for teachers who have the potential to be taught how to make instructional videos. There are so many, so if the period is carried out there are many workshops on how to design the lesson plans. So teachers are more creative and innovative, right ... "

This activity is very important to be implemented because according to participant 2 there are still many senior teachers who still do not understand the procedures for implementing online learning. As in the following explanation:

"Yes, this activity really needs to be implemented, because online learning is still unfamiliar place for teachers. Because so far we have never taught online... especially for older teachers..."

"... It is necessary that these activities be carried out for the older teachers so that the mindset will be better and the motivation will increase again ..."

In conclusion based on the information given by the participant 2 above, that during online learning the school has facilitated teachers with various webinars that discuss the design and implementation of the online learning process during the COVID-19 pandemic. The program aims to provide knowledge to teachers as long as online learning is implemented. So that teachers who are still unfamiliar with the implementation of online learning can be helped by the existence information of this program.

4.2.2.6 Online Learning Process

Then based on the graphic above, the next theme most discussed by participant 2 is the implementation of the online learning process. During implementing the learning process in the covid-19 pandemic there are some applications as online learning media used by participant 2. it includes as google classroom, Edmodo and edulogy (applications provided by schools). This information is explained in the following excerpt:

"During this distance learning, there are teachers who provide learning videos, some are given assignments, which are then given through google classroom. There are also those who go through Edmodo and edulogy..."

However, as said by participant 2, Edmodo is the application that more often application used by participant 2. A side of implementing learning through online learning media, once in a while participant 2 also asked students to come to school to give assignments within one month. The purpose of these activities is to check students' understanding of the learning material provided. The following is a quote from participant 2 regarding this:

"... I used Edmodo for this distance learning."

"If at this time yes like that he did. Then there were students who I asked to do assignments made on paper. Then collected to school. "

"... Sometimes maybe there is a month or more I tell you to, after we study online. then I told them to come to school then gave advice to them. "

In other words, during implementing online learning, the learning media most frequently used by participant 2 was Edmodo. However, despite implementing online learning, participant 2 still asked students to come to school occasionally. Which of these activities aims to check students' understanding of the subject matter provided and provide advice to students.

4.2.2.7 How to Develop Lesson Plan

Then during designing lesson plans for online learning during pandemic covid-19, participant 2 held discussions with colleagues in the Teacher Professional Development Forum (MGMP) program. During the development of lesson plans for online learning students' needs were considered by participant 2. In addition, lesson plan development was carried out based on the achievements in the 2013 curriculum. And the learning material was designed to be a video lesson which would later be delivered to students. The following is an explanation of participant 2 regarding these three things:

"Yes, we consider the students' needs because we know how the limitations of using IT are, we will better understand the situation."

"The 2013 curriculum remains the basis for determining and developing basic and core competencies ..."

"... in developing the material we can see books and students see learning videos ..."

4.2.2.8 Problem Faced in Designing Lesson Plan

The next theme that was discussed by Participants 2 based on the chart was about problems in designing lesson plans during the Covid-19 pandemic and how to overcome them. From the information obtained, participant 2 did not experience problems in designing lesson plans for online learning. Precisely the problems that arise were found in the process of implementing online learning. The following is an explanation regarding this matter:

"Nothing, if only designing lesson plans. but if you say implementing the lesson plan there are many problems.... Because teachers have been trained to design lesson plans. "

Because according to participant 2 the process of making lesson plans is a daily work of a teacher, ideas about learning activities and methods will always appear even though the learning process is done online. As in the following explanation:

“...Making lesson plans for them, because they are already on a daily basis, the ideas arise. Those brilliant ideas ... I just wanted to write, we just came out we want to teach, what will be the method, and how to let the atmosphere warm up like that but face to face, if this is the case with what their material is, we are looking for a funny video- funny we make a quiz. We make this puzzle using the timer...”

4.2.2.9 The Stage in Designing Lesson Plan

Furthermore, based on the chart above other themes discussed by participant 2 was how to analyze and design lesson plans for online learning. according to participant 2 before designing the lesson plan the things that must be analyzed are the level, knowledge and skills to be taught. Those things should analyze based on the experience and conditions of the learning process during the Covid-19 pandemic. As explained below:

"Because we have previous experiences, of course that experience is used as learning and input. From this experience we can make any method that will be used. so of course there is an analysis."

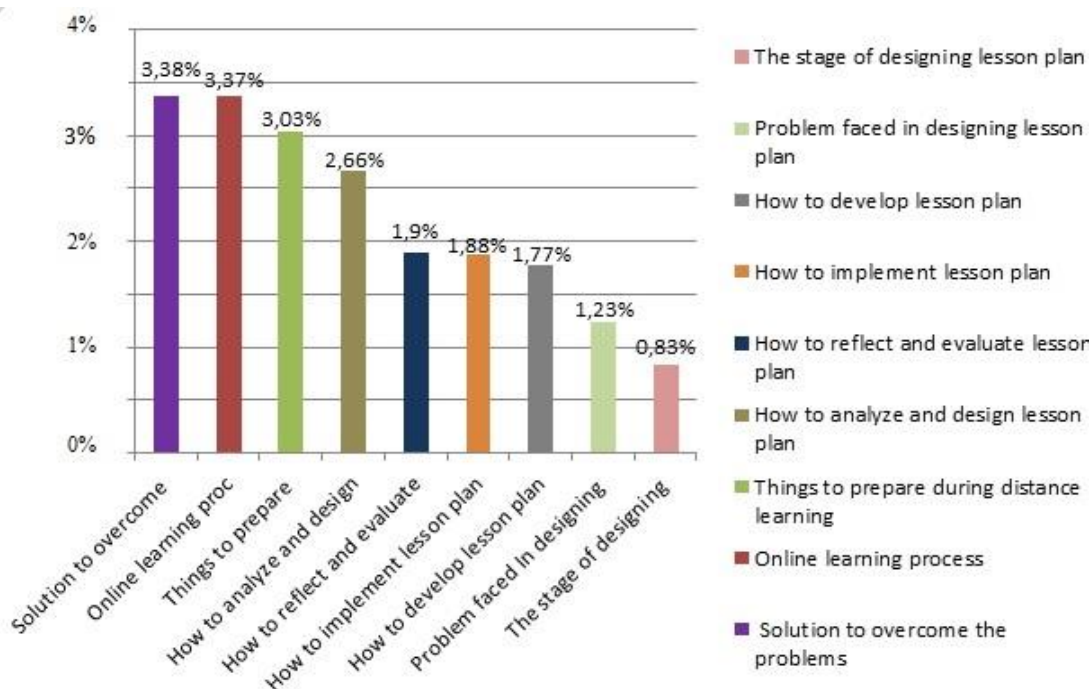
As explained by participant 3 the learning outcomes designed in the lesson plan during the Covid-19 pandemic still refers to the learning outcomes in the 2013 curriculum. In other words, the learning outcomes in the emergency curriculum are a simplification of the learning outcomes in the 2013 curriculum. This is an explanation of the participant two:

"Yes, that's right, we still use the 2013 curriculum to determine learning outcomes, right if the emergency curriculum is just simplified. Just made it simpler. "

"... if before the pandemic it was more complex, students have to be able to do this, but if this one is simpler and the achievement is not too high ..."

4.2.3 Participant 3

Based on the result of the interview analysis with the participants, the researcher found there are nine issues that were discussed by participants 3. These issues are grouped into several themes which are the problem in this research. Then the discussion frequency of the nine grouped issues was analyzed and presented by the researcher through the NVIVO application. The percentage of each theme is an indication that the number of discussions reviewed by participant 3 is related to that theme. The following is a display and an explanation of the data analyzed through the NVIVO application:



4.2.3.1 Solution to Overcome the Problems in Designing Lesson Plan

From the percentage results above, the theme most discussed by participant 3 is about solutions to overcome problems in designing lesson plans. Based on the information provided by participant 3, there are two solutions to overcome problems in designing lesson plans for online learning. The first solution is carried out individually. The method used by participant 3 is by doing a home visit. Home visits are activities carried out by visiting students to see what problems are

experienced by students during online learning. So that teachers can determine the types of activities needed by students during online learning during the Covid-19 pandemic. This home visit activity is an initiative carried out by participant 3 and it is not a school policy. The following is an explanation from participant 3 regarding the home visit activity:

"There are some students' parent who I visited their house. With the term home visit. Home visit activities are carried out by visiting several students as samples ... "

"... The purpose of this activity is to find out what type of activity is right to be implemented..."

Then the second solution comes from the school policy. The solution provided by the school is to facilitate teachers with various programs such as webinars on how to implement online learning. as in the explanation of participant 3 below:

"The solution provided by the school is to provide socialization about the implementation of online learning such as webinars during the Covid-19 pandemic. There we are given a solution. If I'm not mistaken, yesterday it was from the supervisor of the Jambi city service."
"

According to participant 3, these activities need to be carried out, so that teachers can improve their understanding of how to implement and make lesson plans in the online learning phase. The following is an explanation of this:

"The program needs to be held, so that it is possible to increase teachers' understanding of how to make lesson plans."

In other words, the solution made by participant 3 to overcome problems in designing lesson plans is to make a home visit to see the students' need while online learning being implemented. By conducting this way, participants can determine the type of learning method that is appropriate for students to implement. In addition, the school also facilitates various webinars on how to design lesson plans and how to implement online learning during the Covid-19 pandemic for teachers.

4.2.3.2 Online Learning Process

The next theme most discussed by participant 3 was the online learning process. Based on information from participant 3, the school that was the research site had implemented online learning at the beginning of the entry of the Ministry of Education's policy regarding school distance learning regulations. This policy began with a circular from the Ministry of Education and Culture regarding the implementation of the online learning process. The explanation is explained by participant 3 in the following quote:

“Alhamdulillah This school has implemented online learning during the Covid-19 pandemic. ”

"We get a letter to continue learning online or online"

Learning activities during the Covid-19 pandemic are regulated in the emergency curriculum as stipulated in the Minister of Education's decree contained in letter number 719 of 2020. According to participant 3 the emergency curriculum is a curriculum that is used in certain times such as during the Covid-19 pandemic. But basically, this emergency curriculum is only a simplification of the 2013 curriculum. It's just that the learning outcomes listed are simplified, because the learning time in the emergency curriculum is less. The following is an explanation of participant 3 regarding the emergency curriculum:

"What I know about this emergency curriculum is a curriculum that was used during a pandemic, which in the sense that it still refers to the 2013 curriculum. What makes it different is the duration of the lesson."

4.2.3.3 Things to Prepare During Online Learning

During online learning, there are several things that must be prepared by teachers and students. According to participant 3, the things that must be prepared during online learning are teaching materials, communication tools such as smartphones and good internet networks. As in the following information:

"What must be prepared is the teaching material, communication readiness tools. These tools are for example computers, smartphones. Well then, the most important thing is that the quota must be filled or the credit must be filled. Or for those who have wifi, the readiness of the wifi network must also be checked. "

In addition, the lesson plan is something that must be prepared by the teachers. Because lesson plans are the most important aspects for carrying out learning activities. With the lesson plan, the teacher can know what activities to do. The following is the explanation given by participant 3 regarding this matter:

"Other preparation tools, for example, were lesson plans or lesson plans. Teachers must have RPP.... The lesson plan is the most important aspect for a teacher. "

From the explanation above, it can be concluded that there are three things that need to be prepared while implementing online learning. according to participant 3 these three things include teaching materials, communication tools such as smartphones, good internet networks, and lesson plan.

4.2.3.4 How to Analyze and Design Lesson Plans for Online Learning

Then the next theme discussed by Participant 3 was about how to analyze and design lesson plans for online learning. Based on the information that the researchers got, that before designing the lesson plan, what the participants did was to analyze the needs, levels, knowledge and skills to be taught to students. The purpose of these activities is to find out the teaching materials and learning outcomes that must be made. As participant 3 explains in the following quote:

"I definitely do an analysis of the needs, levels, knowledge and skills taught to students, if we don't analyze the needs we don't know where the students' ability is, where will the learning be."

In addition, the purpose of the analysis is to determine the level of difficulty of students, because teachers cannot equalize the abilities of students. So that with the analysis of students' levels and knowledge, teachers can adjust the level of difficulty of the material to be taught. The following is an explanation of participant 3 regarding this matter:

"I consider the level of difficulty of the students, why? Because not all students have the same abilities. "

Based on the explanation above, before designing the lesson plan the first step taken by participant 3 was to analyze the students' need. level, skills, and knowledge that will be achieved by students. By carrying out the analysis process, the participant can determine the types of method and the learning objectives in the lesson plan that going to be design.

4.2.3.5 How to Reflect and Evaluate Lesson Plan

Then the next theme that appear on the chart above was how the teacher reflected and evaluated the learning activities that had been implemented. According to participant 3, reflection activity is an important activity to do after learning has been carried out. As for online learning, participant 3 asked students to reflect on learning activities independently at home. However, after the quotation was analyzed, the researcher concluded that participant 3 did not carry out reflection activities with students after the learning activity was carried out. This statement is supported by the following quote from participant 3:

"... I asked them to reflect independently or individually. In their own way. "

"... for now we also do it independently."

According to participant 3, the process of evaluating the results of implementing the lesson plans is carried out by fellow subject teachers. Which is the evaluation activity carried out at the end of the lesson which is carried out by the discussion method. The following is a quote regarding the explanation of participant 3 regarding this:

"I ask colleagues for help, in the sense of the word colleagues who are really fellow English teachers."

"We do it online so when it's finished we teach we'll just have a discussion ..."

4.2.3.6 How to Implement Lesson Plan

Furthermore, the next theme was about the process of implementing the lesson plans. Based on the information the researchers got, that participant 3 carried out learning activities in

the online learning phase through WhatsApp. The reason for participant 3 to use WhatsApp as a learning medium is to facilitate and expedite learning activities. At the beginning of learning in pandemic covid-19, participant 3 use google classroom as online learning media. But while using google classroom the learning activities did not implemented properly. It happened because many students did not respond the learning instruction which upload by heer in the google classroom itself. The following is an explanation of participant 3 regarding this:

"To be honest, I prefer to google classroom, but after some time it was less effective. Why is it less effective? Because sometimes there are students who don't collect the task. So to make the online teaching process run well, I just use wa. By sending assignments and materials via wa group ... "

Other than that, the online learning process did not run as systematically as conventional learning. based on the explanation given by participant 3, the researcher can conclude if the systematic learning can happen if all the students have a good and fast respond toward the online learning process. This information is explained in the following excerpt:

"It's not as systematic as face-to-face learning, because we also depend on student responses. But so far it is not bad. "

4.2.3.7 How to Develop Lesson Plan

The next theme of the chart sequence above is how teachers develop lesson plans. From the results of the explanation given by Participant 3 that at the time of developing the lesson plan the things being considered were the students' abilities and levels of difficulty. This is explained by participant 3 in the following quote:

"I think what I consider is the level of difficulty of the students ... because all students have different abilities."

According to participant 3, after knowing the students' cognitive level, the teacher can develop learning objectives and the difficulty level of the material to be given. The development

of the learning objectives should design to be simpler and stay grounded to the curriculum 2013.

As the following participant 3 explains:

“... I developed learning objectives by looking at the needs of students and the achievement of the curriculum. Then I also simplified the learning objectives by looking at the needs of students in the online learning period and the curriculum outcomes used.”

Then participant 3 develops learning materials by looking at books and seeing interesting learning videos related to the material to be taught. And then the material that has been designed is then will be sent to students via online learning media. The following is an explanation of participant 3:

"The way I develop the material is by looking at books and looking for videos that are interesting and related to the material to be taught."

“...I gave the material that I will teach through social media, yes, through the media, for example by using classrooms, so they also should have the classroom application also with the WhatsApp application...”

4.2.3.8 The Problem Faced in Designing Lesson Plan

Then the next theme is the problems faced by participant 3 when designing lesson plans.

The problems faced by participant 3 when designing lesson plans for online learning were obstacles in determining interesting learning activities. The following is an explanation of participant 3 regarding this:

"Yes, the obstacle is activity. Because we can't meet in person.... Again, we have to adjust the activities. A little difficulty is to determine interesting activity, "

4.2.3.9 The Stage in Designing Lesson Plan

Based on the graph from the NVIVO results, the most recent theme discussed by participant 3 was the teacher's way of compiling lesson plans in the online learning phase. According to participant 3, he collaborates with colleagues who teach at the same level to compile and design lesson plans for online learning. The following is the information given by participant 3 in this regard:

"Fortunately, because in grade 9 there were two English teachers, so I worked with the team or with the other teacher."

4.3 Research Discussion

4.3.1 The Way EFL Teachers Design the Lesson Plan during Pandemic Covid-19

4.3.1.1 The Online Learning Process

During the covid-19 pandemic, the teachers are required to be able to adapt with the change of the education process, especially to the change of learning situation. **In this case the learning process and designing the lesson plan during the pandemic covid-19 become a concern during the discussion of the interview in this research.** The learning process in the covid-19 pandemic and emergency curriculum has regulated in the decree issued by Minister of Education and Culture of the Republic of Indonesia No. 719/2020. Which in the letter states that the purpose of implementing an emergency curriculum is to provide flexibility for educational units to determine educational outcomes in the curriculum according to the needs of students. Meanwhile, the SMP Negeri 11 Jambi city has implemented the emergency curriculum since that regulation has issued. The emergency curriculum is a curriculum that is used in certain situations, such as in the learning process during the Covid-19 pandemic. Which according to participant 3 the learning outcomes in the emergency curriculum are a simplification of the 2013 curriculum. What is explained in the following excerpt:

"What I know about this emergency curriculum is a curriculum that was used during a pandemic, which in the sense that it still refers to the 2013 curriculum. What makes it different is the duration of the lesson."

Then in implementing the emergency curriculum there are two things that must be considered by teachers. According to participant 1, **things that must be considered are the learning outcomes that are designed to adapt to the needs of students and learning materials**

must be designed more simply. The following is an explanation from participant 1 regarding this matter:

"In the emergency curriculum, we may take basic competencies or important points that we will provide to students. For example, there are some basic competencies that if you can learn on your own, we don't need to say that. Simplification of the basic competencies that we convey and also simplification of the material that we will provide. "

However, at the beginning of the implementation of online learning there was no socialization regarding the emergency curriculum implementation from the education office.

So that this causes teachers to be confused about implementing learning activities and emergency curriculum. However, to overcome this problem, the school issued a policy by giving teachers the opportunity to simplify learning activities independently. This information is explained by participant 1 in the following quote:

"To be honest, at the beginning, the teachers were not familiar with the term emergency curriculum. Because there has been no socialization from interested parties or stakeholders. So the school has a solution that we are allowed to conduct learning coaching. By simplifying the delivery of learning materials during socialization, the emergency curriculum has not been given ... "Because there has been no socialization from interested parties or stakeholders. So the school has a solution that we are allowed to conduct learning coaching. By simplifying the delivery of learning materials during socialization, the emergency curriculum has not been given ..."

Furthermore, during the implementation of distance learning activities, there are five aspects that must be prepared by the teachers, such as lesson plans, learning materials, student worksheets (LKPD), smartphones, and internet quotas. Thus, students so that online learning activities can be implemented properly. However, according to the participant 3 lesson plan, the five aspects are the most important aspects to be prepared by the teacher. The following is an explanation from participant 3 regarding the statement:

"The lesson plan is the most important aspect for a teacher."

With the lesson plan, the teacher can find out what steps and learning activities will be implemented in the classroom. In addition, by preparing lesson plans, it can define that a teacher is ready to carry out their duties. As the following participant 2 said:

"Yes, it's important, because if the teacher doesn't have a lesson plan, what will be done? she must have readiness. "

"In the lesson plan, we know the steps or tricks for teaching, what to do with the students, what will be given to students, and what methods will be used to teach ..."

In another word lesson plan is an important aspect for teachers to prepare before implementing learning. With the existence of lesson plans, the learning activities that are implemented can be more structured.

Even though learning activities are carried out online, such as during the Covid-19 pandemic, lesson plans remain an aspect that teachers need to prepare. **As for the lesson plans in the online learning period are designed to be simpler, because in the lesson plan, the basic competencies are directly integrated with identity and there are only three core points that must be included such as introduction, core and closing.** Meanwhile, the learning materials and student worksheets (LKPD) are only used as the attachments. As the following the participant 1 said:

"The one sheet lesson plan has points that are not included again, namely the KD. This means because it has entered through an identity, for example, there are only six points. Then go straight to the preliminary, core and closing activities. Furthermore, student worksheets (LKPD) and teaching materials are placed in the attachment. "

4.3.1.2 The Process of Designing Lesson Plan

As mentioned by all the participants that the lesson plan made in pandemic covid-19 designed to be simpler, so that the researcher made a comparison between the lesson plan made

for the online learning process in the covid-19 pandemic and the lesson plan for conventional learning. This comparison is generated by comparing the overall content of each lesson plan made by the participant in different learning processes. In addition, of course, the lesson plans that are used as guidelines for implementing learning are designed through several stages. Participants took several steps in this research when designing lesson plans for online learning in the Covid-19 pandemic. Here is a more in-depth explanation of these two things:

A. The comparison of the lesson plans during the pandemic period and the lesson plans for the pandemic period

While conducted the comparative study there are two steps that the researcher has done. Firstly, the researcher was asking permission to get a copy from the lesson plan made by the participants, and ask permission to analyze their lesson plans. Secondly, after got the lesson plan the researcher then analyze all the content in the lesson plan. The following is comparison tables between the lesson plan before and after online learning has been implementing.

Table 1. Lesson Plan Before and After Online Learning

No	Component of the Lesson Plan Before Online Learning	Component of the Lesson Plan After Online Learning
1.	Learning duration: 40 minutes for one meeting	Learning duration: 20 minutes for one meeting
2.	Identity: 1. Name of school 2. Subjects 3. Class / Semester	Identity: 1. Name of school 2. Subjects 3. Class / Semester

	<ul style="list-style-type: none"> 4. Themes 5. Meeting 6. Time 	<ul style="list-style-type: none"> 4. Themes 5. Meeting 6. Time
3.	Basic competencies	Learning objectives
4.	Core Competencies	<p>Learning Steps</p> <ul style="list-style-type: none"> 1. Preliminary activities 2. Core activities 3. Closing activities
5.	Achievement indicators	<p>Assessment:</p> <ul style="list-style-type: none"> 1. Observation of learning (carried out by the teacher) 2. Skills (students upload work results such as videos / photos on the online plate-form) 3. Knowledge (students upload work results such as videos / photos on online plate-form) 4. Knowledge
6.	Learning materials	Attachments (Teaching materials and LKPD)
7.	Learning methods	
8.	<p>Learning Media</p> <ul style="list-style-type: none"> 1. Tools 	

	<ul style="list-style-type: none"> 2. Materials 3. Learning resources 	
9.	<p>Learning Steps</p> <ul style="list-style-type: none"> 1. Preliminary activities 2. Core activities 3. Closing activities (Checking student work, asking students to summarize material, giving appreciation, giving homework.) 	

After making a comparison of the two lesson plans, the researcher can conclude that there are some significant differences between the two types of lesson plans. **As for the first comparison is on the difference in time.** In the lesson plan for online learning, the duration of learning is only 20 minutes, whereas in conventional learning it is 40 minutes. In this case, it can be concluded that the duration of learning time in the lesson plan for online learning is shorter.

The second difference refers to competencies and learning objectives. As for the lesson plan for conventional learning, there are three components that must be included, namely basic competency, core competency and achievement indicator. Meanwhile, in the lesson plan for online learning the three components are not included but are replaced by learning objectives only. In other words the competencies that were in the previous lesson plans were not included in the lesson plans in the online learning period.

The third difference is that in the lesson plans for online learning, learning methods and learning materials are included in the lesson plan itself. However, the lesson plan for online

learning directly discusses learning steps. As for the lesson plans for online learning, learning materials and student worksheets are listed on the attachment or at the end of the lesson plan.

Then the fourth difference is in the assessment process include in each lesson plan.

The process of giving assessments to students in the online learning period through an online platform. Which the students are required to upload their work in the online platform itself. Different from the types of assessment that existed in the conventional learning period, where assessment activities can be implemented directly.

From the explanation and information that the researcher has described before, it can be concluded that the statement given by the participants is correct. Because, for the design of lesson plan for online learning is simpler rather than the lesson plan design during conventional or face-to-face learning. It compared from the duration of learning which only 20 minutes to implement learning process and the components include from both lesson plan which is used in a different learning process.

B. The Step of Designing Lesson Plan

Furthermore, the lesson plans made for online learning are the result of discussions conducted by the participants and the team. The team is called the MGMP which consists of English teachers who teach at the same level. With the MGMP program, teachers can discuss and provide input for better learning activities. As in the explanation of participant 1 and 2 below:

Participant 1:

"Usually we work in a team, I teach 8 grade and also 7 grade. So, together with the teacher, who teaches in the same grade we make lesson plans together, adjusting it to the class we teach ..."

Participant 2:

"Initially we designed it by ourselves ... Then we improved it in school MGMP, so we finally discussed it like that"

To design a lesson plan, teachers of course have to carry out several stages, starting from the design stage to evaluation. According to Hopkins (2012) there are several stages in designing lesson plans for online learning. Those stages including, analysis, design, develop, implement, and evaluation. In this research, the lesson plans are designed based on the emergency curriculum as program guidelines used by educational units.

The theory proposed by Hopkins (2012) regarding how to design lesson plans for online learning is related to the stages that the participants went through in this study. **The first stage carried out by participants was the stage of analysis and design of the lesson plan.** The stages are analyzed and the design of lesson plans for online learning is carried out by analyzing the needs, levels, knowledge and skills that will be achieved by students. The following is an explanation of participant 1 regarding this matter:

"Yes, of course yes, because for example there are several classes. In some classes, it is children who have already ranked 1st in one class, or what is the term ... eem excellent class. Maybe some schools are still using it, not for the purpose of differentiating from other classes, but just this ee as an example of a class whose students may have a higher cognitive level than other students. "

Those four things are analyzed based on experience and by adjusting the learning process during the Covid-19 pandemic. So that after the analysis process is carried out the teacher can determine what types of methods are suitable to be applied in certain classes. As the following explanation for participant 2:

"Because we have previous experiences, of course that experience is used as learning and input. From this experience we can make any method that will be used. so of course there is an analysis. "

Then the learning objectives in the lesson plan for online learning are designed and developed based on the 2013 curriculum and consider the needs of students. As the following explanation of participant 3:

"The way I develop this learning objectives, yes, can be seen from the needs of students and the achievement of the curriculum. We also try to simplify learning objectives by looking at the needs of students and how they are being achieved in the curriculum foundation that we are using. "

According to participant 1, there is no significant difference from the learning objectives designed in the lesson plans for online learning and conventional learning. Both are the same, it's just that the difference lies in the process of implementing the material. Which at the time of online learning, of course, there are several applications that are used. As mentioned by participant 1 below:

"Yes, it is basically same, the 2013 curriculum is the same as the lesson plan during the pandemic, the difference is only in the use of media. Maybe if our media face-to-face it could be just a picture, or maybe we could use ee infocus. But if online, of course there are several applications that we use. That's the difference. "

Besides that, another difference is that the learning objectives designed in the online learning period are simplified. Or in other words, the learning outcomes in the 2013 curriculum are summarized where the teacher selects important points that can be implemented in online learning. This is done because the teacher realizes that during online learning students are far from the teacher's observation, or in other words, students learn independently. So this factor causes teachers to be able to design and develop simple learning outcomes during online learning. The following is an explanation of participant 2 regarding this:

"The achievement is simplified if we make it, for example if before the pandemic lesson plan were complex, students should be able to do this and that, if this is simpler, the

achievement is not too high, because they learn independently even though we are still not the same. with us face to face. So we don't know whether they are really capable or not. So, we can simply simplify their ability to learn the objectives. "

Then, because during online learning students carry out the learning process independently, the delivery of learning material is also a point that must be considered by the teacher. **Based on the information provided by the participants, they developed learning materials by designing a learning video containing an explanation of the material to be studied by students guided by guidebooks such as textbooks and worksheets.** As the following participants 1, 2 and 3 explain:

Participant 1

"I usually take the teaching material through a video, or I make a video by myself or I take it from YouTube. Then I simplify or I add "

Participant 2:

"... the development, thank God, because we have a lot of help, for example, we can see books, can see the learning videos made from Google and we can compare with books ..."

Participant 3:

"... the way I develop the material is by looking at books and looking for interesting videos related to the material to be taught ..."

After the lesson plans are developed and designed, the next stage is implementing the activity designs contained in the lesson plans. **During the Covid-19 pandemic, the learning designs in the lesson plans were implemented through online learning plate-forms.** The online learning platforms used by participants to implement learning activities were Google classroom, Google meeting, Google form, Whatsapp and Edmodo.

Then while implementing online learning, **participant 1 explained that he never told students to come to school.** Or in other words, participant 1 really tries to implement all learning activities through online. As the following explanation of participant 1:

“... I have never ordered students or asked students to come to school to pick up materials or to submit their assignments to school. I give it online. When I give my materials online, when I give assignments I tell them to collect them online too. ”

"... I try to learn and I don't use manuals, I learn everything I use, it means I use applications or media specifically to deliver lessons online."

However, different from participant 1, the other two participants still told students to come to school in less than one month after the learning was carried out online. According to participants 2 and 3, apart from collecting assignments, the purpose of this activity is to check the extent to which students understand the material that has been studied. In addition, on this occasion, participant 2 also tried to provide motivation and advice to the students who came to school.

Based on information from the three participants while implementing the lesson plan for online learning, **students' responses were very influential in implementing online learning.** According to participant 1 the activities in the lesson plan can be implemented systematically for certain classes. Because in this class there are students who are active and always respond fast when learning activities are implemented. However, for several other classes the learning activities in the lesson plan were only able to be implemented as much as 50 percent. This happens because many students are less active and respond slowly when online learning activities are implemented.

Meanwhile, participant 2 said that the implementation of activities in the lesson plans during the online learning period did not run systematically. Because the teachers also adjust

and understand the learning situation during the Covid-19 pandemic. So that they cannot force students to be able to achieve all learning objectives. As in the explanation of participant 2 below:

"No, not too Big, we already know the learning objectives like this, so the important thing is the learning object has been achieved, it's 75% Alhamdulillah, it doesn't have to be 100% because we understand the current situation ..."

Then participant 3 also provided information that the learning activities implemented in the online learning period did not go well according to the planning in the lesson plan. This statement was conveyed by participant 2 in the following quote:

"So far, online learning is still taking place systematically according to the lesson plan we have made. That is what the teachers make. Because of what? Yes, because it has to be in accordance with the lesson plan. I want to teach if there isn't a lesson plan, I don't have a lesson plan, it's difficult. However, it is not as systematic as face-to-face learning because we also depend on student responses. But so far it has been systematic. "

Furthermore, the last stage in designing the lesson plans carried out by participants in this research is the reflection and evaluation stages. Reflection activities are carried out by discussing with students at the end of the lesson. The purpose of this reflection activity is to determine the extent to which students understand the material that has been taught. As in the explanation of participant 1 below:

"... that after I gave the material, at the last time of giving material I will ask the students' understanding of the material that I have delivered or the next meeting."

In addition the teachers also conduct evaluation activities on the lesson plans that have been designed and implemented. As for evaluating the lesson plans are evaluate by supervisor, which consist of the senior teachers. After being assessed by the supervisor, then the assessment was carried out by the principal and then assessed by the school supervisor. The activities are consisted of reporting the result of learning activities that has implemented based on the lesson plan, students attendance list, learning material, assessments, obstacles experienced to the supervisors. The purpose of this evaluation activity is to determine the quality of the lesson

plans that have been designed, or in other words to test the feasibility of the lesson plans that have been made.

4.3.2 Problems and Solution in Designing Online lesson plans for EFL Class During Online Learning in the Covid-19 Pandemic

Then the second research is the question in this study is the problem faced by EFL teachers while designing lesson plans for online learning during the Covid-19 pandemic. Based on the findings in this study, researchers found that there were two problems faced by participants while designing online lesson plans during the Covid-19 pandemic, **those were the difficulty in determining interesting learning activities and the difficulty of adjusting to the limited time situation in online learning during the Covid-19 pandemic.** The following is a description of the opinions described by participant 1 and 2 regarding these issues:

Participant 1:

“... Of course the difficulty is adjusting to the learning time. then .. ee what ee... and the activities because we can't meet face to face so that's the only obstacle.

Participant 2

"... Going back to my activities, I have a little trouble determining what to do..."

Based on the results of the explanation above, the researchers conclude that the problem faced by between participant 1 and 2 is the difficulty in determining interesting learning activities that attracts students' attention during online learning and difficulty in managing the duration of teaching in online learning.

Meanwhile, the data that the researchers got from participant 2 showed that there were no problems while designing lesson plans for online learning during the Covid-19 pandemic.

In another word, she did not face problem while designed lesson plan for online learning. However,

the problems precisely appear at the implementation stage of the lesson plans in online classes.

The following is the information that has been given by teacher 2:

"There's no problem with just making lesson plans. But if you say implementing the lesson plan there are so many problems. If you just make a lesson plan, insyaallah. Because teachers have been trained to design lesson plans, insyaallah..."

To solve the above problems, the three teachers who were participants in this study found several solutions. **In order to solve the problem regarding the difficulty of determining interesting learning activities, participants encouraged themselves to use the online learning plate-form.** Because by doing that, they can provide an interesting learning activity to the students.

That information is explained by the participant 1 below:

"... So that children don't get bored, it means that they have to do assignments in the worksheets or in the exercise book, so I make them through google form, they just click the link then they answer the questions and that's all. Or for the skill assignment, I usually ask them to make a video and they can use or make the video with the situation around them... "

In addition, another way that used by the participant 3 to overcome this problem was by conducting a home visit. The home visit activity is similar to the mini research activity carried out by the teacher to see the conditions and find out the needs of students during learning. This activity is not a program organized by the school, but this activity comes from the participant's own initiative. During this activity, the participants only made a few students as a sample who could represent other students' need during the online learning. The following is an explanation of participant 3 regarding this:

"...Home visit, it doesn't mean anything, I mean, it's just a random sample. So, what was he doing at random during pandemic. Are the assignments collected or not. Or what happened to the student while study at home. The aim is to find out what types of activities are appropriate to be implemented. It turns out like that, visit home. But not all of me went to his house. Taken randomly, so that the general description is like that. "

Other than solving problems independently, another way that the participants to overcoming these problems is by holding discussions with peers in the MGMP forums that have been provided by the school. As the following description of participant 1:

“Yes... but during a pandemic we usually have MGMP teachers. Usually, we design this lesson plan together with existing friends or teachers at the MGMP, so during the pandemic, we try to study on our own then look for examples on the internet too. ”

In addition, the other way teachers overcome the problems they face is to dare to try various online plate-forms as a medium of learning and have discussions with peers in the teacher professional development forum (MGMP) forum.

Besides that, the school has also provided various socialization programs to supply insight for the teachers on how to design interesting material and activity for online learning.

Those programs are the basic competency assessment program (AKM), online webinars or workshops, and recommending potential teachers to take part in training on making interesting learning videos, as said by the following participant 2:

“... We have workshops, there are many kinds of workshops, there are AKM workshops, for mobilizing teachers or special training for potential teachers, webinars workshops, there are also potential teachers who have what it means to teach making videos. Basically, all kinds of things, so if the time that has been done is very much to design the lesson plan. So, teachers can be creative and teachers can be innovative. ”

According to all the participants, those solution provided by the school are really needs to be held. Because teachers are really need this program as reference material to prepare for learning because the online learning process is still common for teachers. Besides that, from those activities the teachers can get a lot of understanding about how to design interesting activities that can be implemented during online learning during the Covid-19 pandemic.

4.4 Data Comparison among the three Participants regarding Problems in Designing Lesson Plans.

The results of this study indicate that while designing learning activities in the online learning lesson plans, participants 1 and 3 experienced several problems. These problems are appeared from the teachers' lack of understanding regarding the use of online platform as a learning medium at the beginning of online learning and the difficulties in determining the interesting learning activities during online learning.

To solve the problem of designing activities in the lesson plans for online learning, participant 1 and participant 3 have a slightly different way. Firstly, the way participant 1 overcomes problems in determining learning activities is by using various online learning media. In this way the learning material can be delivered more varied, so that students do not get bored while carrying out the online learning. Secondly, participant 3 conducted a home visit that used several students as a sample. Which is the purpose of the home visit to find out the problems faced by students during online learning. So that by conducting a home visit, participant 3 can determine what kind of learning activities can make the students easier to follow the online learning process during the Covid-19 pandemic.

In the other hand, during designed online lesson plan, participant 2 did not even encountered the problems. Meanwhile the problem actually arises from the process of implementing online learning. Based on the information provided by participant 2, the problem arises from student external factors such as the students were helping parents do homework, no internet quota, and so on.

Based on the results of the analysis toward the data obtained, there are two factors that influenced this matter. The factors are the teachers' teaching experience and educational background. From the profile results of each participant, the information obtained shows that participant 2 has a longer teaching experience than the other two participants. Based on the

researcher interpretation it could be a reason why participant 2 did not faced problem during designing lesson plan. According to Rama (2007) teaching experience is a factor that can affect the smooth learning process. Because when a teacher is faced problems while teaching, he will overcome these problems through the experience he has had before. In conclusion the teaching experience is a factor that causes participant 2 to did not had problems in designing learning activities during online learning in pandemic covid-19.

Thus, Rama (2007) also said that educational background also affects the teacher to implement the smoothness of learning process. Educational background certainly affects a person's experience in doing a job. Based on the data profile of each participant, it was found that the educational background of participant 2 was indeed higher than the other two participants. So, the researchers concluded that this could also be factor and reason why participant 2 did not encounter problems in designing learning activities.

4.5 Concluding Remark

No.	Sub-theme	Discussion
1.	Participant 1 findings	<ul style="list-style-type: none"> • Online Learning Process • Things to Prepare during distance Learning • Solution to Overcome the Problems • How to Reflect and Evaluate Lesson Plan • How to Develop Lesson Plan • How to Implement Lesson Plan • How to Analyze and Design Lesson Plan • The Stage of Designing Lesson Plan • Problem Faced in Designing Lesson Plan
2.	Participant 2 findings	<ul style="list-style-type: none"> • How to Reflect and Evaluate Lesson Plan • Things to Prepare during Distance Learning

		<ul style="list-style-type: none"> • How to Analyze and Design Lesson Plan • How to Implement Lesson Plan • Solution to Overcome the Problem • Online Learning Process • How to Develop Lesson Plan • Problem Faced in Designing Lesson Plan <ul style="list-style-type: none"> • The Stage in Designing Lesson Plan
3.	Participant 3 findings	<ul style="list-style-type: none"> • Solution to Overcome the Problems in Designing Lesson Plan • Online Learning Process • Things to Prepare During Online Learning • How to Analyze and Design Lesson Plans for Online Learning <ul style="list-style-type: none"> • How to Reflect and Evaluate Lesson Plan • How to Implement Lesson Plan • How to Develop Lesson Plan • The Problem Faced in Designing Lesson Plan • The Stage in Designing Lesson Plan
4.	<p>The Way EFL Teachers Design the Lesson Plan during Pandemic Covid-19:</p> <p>4.1. Online Learning Process</p>	<ul style="list-style-type: none"> • Using emergency curriculum as a guidance to implement the online learning in the covid-19 pandemic situation. • The things that should consider by the teacher while implementing emergency curriculum online learning are: students' need and learning material that adjust to the condition of current learning process. • Five aspect that must considered by the teacher while implementing online learning: lesson plans, learning materials, student worksheets (LKPD), smartphones, and internet quotas. • The lesson plan that designed in online learning tend to be simpler.

<p>4.1.1 The comparison of the lesson plans during the pandemic period and the lesson plans for the pandemic period</p>	<ul style="list-style-type: none"> • The duration learning in the lesson plan for online is shorter which only 20 minutes for one learning meet. • The lesson plan for online learning only included three point which integrated with the introduction, core and closing inside the lesson plan itself. • the learning materials and student worksheets (LKPD) are only used as the attachments. Or they are included in outside of the lesson plan.
<p>4.2 The Process of Designing Lesson Plan</p>	<ul style="list-style-type: none"> • The lesson plans made for online learning are the result of discussions conducted by the participants and the team which called MGMP. • To design lesson plan for online learning the participants step is the same like the step that proposed by Hopkins (2012): <ol style="list-style-type: none"> 1. The first stage carried out by participants was the stage of analysis and design of the lesson plan. in this case the participants conducted an analyzing of the needs, levels, knowledge and skills that will be achieved by students. 2. Developed the learning objectives in the lesson plan for online learning based on the 2013 curriculum and consider the needs of students. and developed the learning material in a form of learning video. 3. The process of implementing the learning plan into learning activity is done through the online learning media such as Google classroom, Google meeting, Google form, Whatsapp and Edmodo. 4. The last stage in designing the lesson plans carried out by participants in this research is the reflection and evaluation stages. The reflection stages is done through discussed with the students in the end of the learning process. As for evaluating the lesson plans are

		<p>evaluate by supervisor, which consist of the senior teachers. After being assessed by the supervisor, then the assessment was carried out by the principal and then assessed by the school supervisor. The activities are consisted of reporting the result of learning activities that has implemented based on the lesson plan, students' attendance list, learning material, assessments, obstacles experienced to the supervisors.</p>
<p>5.</p>	<p>Problems and Solution in Designing Online lesson plans for EFL Class During Online Learning in the Covid-19 Pandemic:</p> <p>5.1 Problem</p>	<ul style="list-style-type: none"> • The difficulty in determining interesting learning activities • The difficulty of adjusting to the limited time situation in online learning during the Covid-19 pandemic
	<p>5.2 Solution</p>	<ul style="list-style-type: none"> • In order to solve the problem regarding the difficulty of determining interesting learning activities, participants encouraged themselves to use the online learning plate-form • Conducting a home visit