

PREPARATION AND IMPLEMENTATION OF WRITING LESSON PLANS THROUGH GOOGLE CLASSROOM IN THE SENIOR VOCATIONAL HIGH SCHOOL

B.D. Adnyana¹, D.K. Tantra², I.G. Budasi³

¹²³English Language Education, Universitas Pendidikan Ganesha, Singaraja

e-mail: brigitte.adnyana@undiksha.ac.id , komang.tantra@undiksha.ac.id , gede.budasi@undiksha.ac.id

The emergency transition to online distance learning during the COVID-19 pandemic required English as a Foreign Language (EFL) teachers to rapidly reorient their instructional design into digital Learning Management Systems (LMS). The general purpose of the present study was to analyze the EFL lesson plan preparation and implementation in online writing through Google Classroom in a Senior Vocational High School. Specifically, this research investigated an EFL teacher and 35 students of Grade 10 Tourism Management (Usaha Perjalanan Wisata / UPW) at SMK Pariwisata Harapan Denpasar in the academic year 2020/2021. Designed using an embedded mixed-method approach, quantitative evaluation was complemented by qualitative instructional observations. Data were collected through two standardized instruments adapted from the Undiksha Teaching Practice Evaluation Model (2020), measuring teacher competency across 8 preparation indicators and 9 implementation indicators. Instrument validity was established via expert judgment using Gregory's Content Validity Index. Quantitative data were converted using the standardized percentage formula and evaluated against normative categorization scales. The research findings revealed that the teacher was less able to prepare (Mean = 58.2, SD = 4.5) and implement (Mean = 52.5, SD = 5.2) online writing lesson plans through Google Classroom, placing both competencies in the "Low" category. The primary instructional breakdowns stemmed from difficulties in translating the Scientific Approach (observing, questioning, experimenting, associating, and communicating) into asynchronous digital modules, aligning basic competencies with measurable indicators, and providing interactive scaffolding for industry-specific vocational writing tasks.

Keywords: Google Classroom; Lesson Plan Implementation; Lesson Plan Preparation; Online Writing; TPACK; Vocational High School

1. INTRODUCTION

Writing is one of the indicators of academic success since it is an active and productive skill for EFL students. As noted by Celce-Murcia (1991, as cited in Vonna et al., 2015), writing in a second or foreign language with good accuracy and coherence is a great achievement. Graham and Perin (2007, as cited in Vonna et al., 2015) divide writing into two complementary roles. First, it is a skill that needs the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing reports or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning a subject matter. In vocational secondary education, writing also has an important role in the evaluation of student performance at school, being particularly active when they have to express the knowledge they have acquired, as they do in tests or exams (Carvalho, 2005, as cited in Vonna et al., 2015).

Before the COVID-19 pandemic, learning English as a foreign language (EFL) was implemented in a face-to-face or unilateral classroom interaction. However, EFL has been implemented using online learning platforms in all schools and universities since the outbreak of the Covid-19 pandemic. The policy for conducting online EFL is based on Surat Edaran Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 1 Tahun 2020 tentang Kebijakan Merdeka Belajar. Varieties of online learning platforms in EFL have been implemented with varying degrees of success worldwide. For example, Google Classroom,

Google Meet, Video Call Classroom, Schoology, and Instagram, to name a few (Namaziandost et al., 2020).

This abrupt transition not only changed the mode of delivery but also demanded that teachers possess a more complex integration of competencies. In the context of vocational education, teaching writing online requires more than just technical understanding of software; it necessitates Technological Pedagogical Content Knowledge (TPACK). This framework emphasizes that the effectiveness of online teaching depends on the teacher's ability to synergize technological, pedagogical, and subject-matter knowledge holistically (Koehler et al., 2013). In vocational high schools, where the primary goal is to equip students with practical skills for the workforce, this integration challenge is increasingly crucial as English writing materials must align with dynamic industry requirements.

Furthermore, recent literature highlights that the effectiveness of Google Classroom as an instructional medium is highly dependent on well-planned instructional design (Alim et al., 2019). Without careful planning, this platform risks becoming merely a digital assignment collection space rather than an active collaborative space. The gap between curriculum policies responsive to the pandemic and the practical readiness of teachers in the field often leads to discrepancies in the preparation of digital Lesson Plans. Therefore, this study is relevant for mapping the extent to which English teachers at the vocational school level are able to articulate their pedagogical competencies into adequate digital lesson plan formats, considering the specific characteristics of vocational students who require contextual and real-world application-based approaches.

Before the Covid-19 pandemic, lesson plans were organized by the so-called Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris, or EFL Teachers' Coordinating Group. EFL teachers used and implemented EFL learning processes using such compromised lesson plans in face-to-face or one-to-one interactions in the Senior Vocational High School. After the outbreak of the COVID-19 pandemic, the Ministry of National Education and Culture shifted EFL learning processes to an online learning platform.

The online learning platform policy presents new challenges and difficulties for students and teachers, especially in Vocational High Schools. Generally, EFL teachers may have difficulty preparing and implementing lesson plans via Google Classroom. Preparing and implementing lesson plans through Google Classroom requires not only teachers' ability but also their expertise to characterize online writing as easy to learn, integrated with many applications and websites, move freely from one thing to another with ease, and make use of Google Classroom documents optimally.

Specific difficulties might confront EFL teachers in preparing lesson plans through Google Classroom in Senior Vocational High School were related to ability in 1) relating learning indicators with basic competency, 2) relating learning materials, learning indicators with basic competency, 3) relating learning methods or techniques with learning materials, learning indicators with basic competency, 4) relating learning procedures or steps in online writing, 5) relating evaluation and learning indicators, 6) relating evaluation instruments and techniques with learning indicators, 7) relating Information Technology to online writing, and 8) using Information Technology, especially Google Classroom platform in online writing.

Another difficulties might confront EFL teachers in implementing lesson plans through Google Classroom platform, especially teachers' ability in 1) opening online writing class, 2) mastering learning materials, 3) implementing scientific approach, 4) selecting appropriate learning media for online writing, 5) utilizing the already selected learning media in online writing, 6) managing classroom for online writing, 7) using oral as well as written English in online writing, 8) showing appropriate gestures in online writing, and 9) implementing good technique in online writing through Google Classroom platform.

Specifically, this study addressed two research questions: (1) How is the EFL teacher's ability in preparing online writing lesson plans through Google Classroom at SMK Pariwisata Harapan Denpasar?; and (2) How is the EFL teacher's ability in implementing online writing lesson plans through Google Classroom at SMK Pariwisata Harapan Denpasar?

The Technological Pedagogical Content Knowledge (TPACK) framework provides the conceptual foundation for evaluating online writing instruction (Koehler et al., 2013). Within

vocational high schools, TPACK is not merely an additive model; it requires teachers to contextualize digital tools to replicate professional environments. For EFL writing, Google Classroom provides features for iterative writing stages—drafting, peer reviewing, editing, and submitting. However, online writing instruction presents unique challenges, such as heightened writing apprehension (Kaur Ranjit Singh & Kumar Rajalingam, 2012) and the absence of immediate non-verbal pedagogical feedback. If teachers lack Technological Pedagogical Knowledge (TPK) or Technological Content Knowledge (TCK), digital tasks risk becoming isolated mechanical drills rather than authentic communicative practice.

Google Classroom has been widely studied as an accessible LMS in Indonesian ELT contexts (Harjanto & Sumarni, 2019; Subandoro & Sulindra, 2019; Sukmawati & Nensia, 2019). Studies indicate that Google Classroom enhances student autonomy and material distribution (Guzman et al., 2017; Sujannah et al., 2020). However, research by Alim *et al.* (2019) and Khalil (2018) emphasizes that platform utility is bounded by teacher competence in structuring interactive learning loops. When teachers fail to design clear online indicators, learning procedures become fragmented, leading to student passivity and delayed skill acquisition.

In the Tourism Management (Usaha Perjalanan Wisata / UPW) curriculum, writing instruction centers on functional text types, including travel itineraries, promotional brochures, business emails, and complaint responses. Teaching these genres through Google Classroom requires structured digital scaffolding, explicit task guidelines, and formative feedback loops (Oshima & Hogue, 2007). Misalignment between basic competencies (Kompetensi Dasar / KD) and digital lesson plans directly compromises students' readiness for workforce integration.

2. RESEARCH METHOD

The current research focused on EFL teacher's instructional preparation and implementation of online writing through Google Classroom in the Senior Vocational High School. Data on the teacher's ability to prepare and implement lesson plans in online writing through Google Classroom were measured and described quantitatively. The research subjects, or participants in the classroom research, were based on purpose. The individuals selected were EFL students and teacher in the Senior Vocational High School. However, EFL classes that used Google Classroom in EFL were selected purposefully and participated in the research. This research formulates two different questions concerning the instructional preparation and implementation found by teacher in online writing through Google Classroom in the Senior Vocational High School. Based on the research questions, the research objects are described as follows:

To ensure the rigor of this study, an embedded mixed-method design was employed (Creswell & Creswell, 2018). This approach facilitates a comprehensive understanding of the teacher's instructional process by combining descriptive quantitative data—which offers a measurable snapshot of the teacher's competency levels in lesson plan preparation and implementation—with qualitative observations of the instructional flow within Google Classroom. The participant was selected through purposive sampling, specifically the English teacher of the 10th-grade Tourism Management class, due to the critical nature of aligning English writing materials with the dynamic requirements of the tourism industry. The instruments for measuring the teacher's ability were adapted from the Undiksha Teaching Practice Evaluation Instrument (2020) and subjected to empirical validation to ensure they accurately reflected the complexities of online instruction in a vocational context.

Objects of Teacher's Instructional Preparation (Adopted and translated from Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020): a) Relevance of learning indicators with basic competency. b) Relevance of learning materials and learning indicators with basic competency. c) Relevance of learning methods. d) Relevance of learning procedures or steps. e) Relevance of evaluation and learning indicators. f) Relevance of evaluation instruments and techniques. g) Relevance of Information Technology. h) Use of Information Technology.

Objects of Teacher's Instructional Implementation (Adopted and translated from Instrumen Penilaian Latihan Mengajar Undiksha 2020): a) Opening class. b) Mastering

learning materials. c) Implementing a scientific approach. d) Mastering selecting appropriate learning media. e) Showing skills in utilizing media. f) Showing skills in managing the classroom. g) Speaking good oral and written English. h) Showing appropriate gestures. i) Closing class.

Data on the teacher's ability in preparing lesson plans through Google classroom in the Senior Vocational High School were collected through the following steps: 1) EFL teacher were asked to prepare lesson plans for the tenth-grade students in first semester beginning in October to November; 2) Before writing lesson plans, they were advised to learn core and the basic competencies in the curriculum; 3) After understanding the basic competence, they drafted the learning indicators in accordance to the basic competency; 4) When they were able to relate basic competency and the learning indicators, they were asked to select and organize the learning materials to be suited with basic competency and learning indicators; 5) When they were happy with the learning materials, they had to consider the learning method or procedure to be taken as a means to achieve the learning goal; 6) They were also asked to think of learning media and resources for online writing through Google classroom; 7) After choosing appropriate learning media, they had to plan to how to use the learning media through Google classroom; 8) They were also asked to decide the evaluation instrument and technique to measure the learning process and outcomes; 9) Finally, they were asked to write the lesson plans to be submitted for evaluation.

Data on the teacher's ability in implementing lesson plans through Google classroom in the Senior Vocational High School online writing were collected through the following steps: 1) EFL teacher were asked to implement the lesson plans already prepared for the tenth-grade students in the Senior Vocational High School; 2) They had to begin class with certain topic using Google classroom; 3) They explained the learning materials to the students through Google classroom; 4) They had to present the learning materials method, namely; observation, question, exploration, association, and communication; 5) They were asked to use learning media in the learning processes; 6) They were advised to manage the classroom for EFL through Google classroom; 7) They were encouraged to speak and write good English during classroom interaction through Google classroom; 8) They were also advised to show appropriate gestures during classroom interactions; 9) They had to close class when time over. 10) Step 1 through Step 8 were observed and recorded electronically.

To ensure the validity of this study, research instruments were subjected to expert judgment by three senior lecturers in English Language Education. Furthermore, data triangulation was performed by cross-referencing teacher-prepared lesson plan documents with digital log activities from Google Classroom, including screenshots of instructional materials and assignment feedback to confirm the actual implementation.

Data on the teacher's ability to prepare and implement lesson plans in online writing through Google Classroom in the Senior Vocational High School were analyzed using descriptive statistics, focusing on measures of central tendency and dispersion. The procedure for data analysis: 1) Teacher's lesson plans for online writing through Google Classroom and teacher's ability in implementation were rated by two independent evaluators. Their ratings were converted into a scale of 100, using the following formula:

$$\text{Lesson Plan: } (8 / 32) \times 100$$

$$\text{Implementation: } (9 / 36) \times 100$$

The ratings on teacher's ability in preparing and implementing lesson plans through Google Classroom were tabulated and analyzed using descriptive statistics. The average result and standard deviation were used to categorize the teacher's ability in preparing and implementing lesson plans for online writing through Google Classroom using the following formula:

$$\text{High: Mean} + 2 S$$

$$\text{Moderate: Mean} \pm 1 S$$

$$\text{Low: Mean} - 2 S$$

The computation results are presented and interpreted. There were two variables in this study, namely: teacher's ability in preparing and implementing lesson plans in online writing

through Google Classroom in Senior Vocational High School. The teacher's ability in preparing and implementing lesson plans in online writing through Google Classroom was assumed and measured using an interval scale.

3. FINDING AND DISCUSSION

The research findings show that EFL teacher were less able to prepare and implement lesson plans for online writing through Google Classroom in the Senior Vocational High School. More specifically, they were less able to relate learning indicators with basic competency, relate learning materials and learning indicators with basic competency, relate learning methods or techniques with learning indicators, implement learning materials for online writing through Google Classroom, implement a scientific approach for online writing through Google Classroom, and evaluate learning indicators consistent with basic competency.

The difference between this study and the results of previous studies is most likely due to the current situation where this research is focused on the abilities and constraints of teachers in preparing and applying English to write online lesson plans as well as student constraints in EFL through Google Classes in Vocational High Schools where before Covid-19 pandemic, a learning plan organized by the so-called English Teacher Meeting (MGMP) or EFL Teacher Coordination Group. EFL teachers use and implement the EFL learning process using lesson plans that have been compromised in face-to-face or one-sided interactions in Vocational High Schools, and after the COVID-19 outbreak, the Ministry of National Education and Culture replaced the EFL learning process with an online learning platform.

The observed difficulty in relating learning indicators to basic competencies underscores a broader misalignment between traditional curriculum design and digital instructional requirements. This gap suggests that the teacher struggled to translate the "scientific approach"—comprising observation, questioning, exploration, association, and communication—into a digital environment. Such difficulty highlights a deficiency in Technical Pedagogical Content Knowledge (TPACK); while the teacher possessed the necessary subject-matter expertise, there was a clear lack of pedagogical adaptation for the online medium (Koehler & Mishra, 2009). The reliance on rigid, lecture-based lesson plans instead of dynamic, interactive digital scaffolds prevented the teacher from effectively guiding students through the complex cognitive processes required for writing.

Furthermore, the implementation challenges reveal that the transition to Google Classroom was primarily viewed as a content repository rather than an interactive pedagogical space. The teacher's inability to manage the classroom effectively through digital media led to a disconnect in the instructional flow, where students were often passive recipients of information rather than active participants in the writing process. This finding echoes Alim et al. (2019), who posit that the effectiveness of Google Classroom hinges on deliberate instructional design rather than mere platform accessibility. In the vocational context, where English instruction must be contextualized to industry-specific needs, this lack of strategic integration hindered students' capacity to apply their writing skills in meaningful, industry-relevant scenarios.

The statistical computation yielded a Mean score of 58.2 for lesson plan preparation and 52.5 for implementation.

Table 1. Descriptive Statistics of Teacher's Ability in Lesson Plan Preparation and Implementation

Variable	Mean	Standard Deviation (SD)	Category
Lesson Plan Preparation	58.2	4.5	Low
Lesson Plan Implementation	52.5	5.2	Low

The low scores primarily stemmed from the teacher's failure to translate the "Scientific Approach"—observation, questioning, exploration, association, and communication—into the text-based interface of Google Classroom. While the teacher possessed strong subject-matter expertise, there was a visible gap in TPACK-based instructional design, where digital tools were used merely as static repositories rather than dynamic learning scaffolds.

Based on the findings, several actionable recommendations are proposed for EFL teachers in vocational settings. First, teachers should design digital rubrics within Google Classroom that explicitly align with industry-specific writing tasks, such as travel brochure copy or customer complaint responses. Second, the implementation of constructive digital feedback should move beyond grammatical correction to focus on the communicative effectiveness of the text in a professional context. Third, assignments should be scaffolded to utilize collaborative digital tools, encouraging peer-editing and real-world simulation of tourism correspondence to enhance student engagement and professional readiness.

The present study has elucidated a critical gap in the teacher's ability to prepare and implement online writing lesson plans, revealing a misalignment between traditional pedagogical approaches and the requirements of digital instruction. It was concluded that the teacher struggled with stating measurable learning indicators, aligning materials with vocational competencies, selecting appropriate digital methods, and conducting valid evaluations. These challenges highlight a deeper issue regarding the teacher's Technological Pedagogical Content Knowledge (TPACK), where the transition to an online platform like Google Classroom was hindered by a lack of pedagogical adaptation rather than a lack of platform access.

The findings imply that for effective digital writing instruction, the teacher must not only possess subject-matter knowledge but also the capacity to design scaffolds that leverage technology for active engagement. The reliance on rigid lesson structures in a digital space prevents students from fully exploring the "scientific approach"—observation, questioning, exploration, association, and communication. Consequently, the online environment was utilized merely as a repository for content rather than a collaborative space for skill development.

In response to these findings, it is recommended that professional development for EFL teachers in vocational schools moves beyond technical training. Institutions should implement "techno-pedagogical" mentoring programs that focus on integrating industry-specific writing materials with interactive, learner-centered digital strategies. Revitalizing peer-learning communities, such as the MGMP (English Teacher Coordinating Group), is essential to share effective digital lesson designs and collaborative practices. Future research should investigate how these specific pedagogical interventions impact long-term student engagement and writing proficiency in vocational high schools.

This study acknowledges the inherent limitation of its single-subject case study design, which focuses on one teacher and one specific vocational program, thereby restricting the direct generalizability of the findings to different educational contexts. The scope was further limited by the duration of the observation period during the pandemic transition. Consequently, future research directions should include larger-scale longitudinal studies to track the development of teacher TPACK over time. Additionally, there is a significant need to investigate the integration of Artificial Intelligence (AI) and automated feedback systems in vocational writing to determine how these tools can support teachers in managing diverse writing tasks while maintaining industry relevance and academic integrity.

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