CHAPTER I

INTRODUCTION

In this first chapter, the researcher explains about the background of this research, research questions, purpose of the study, the scope of the study, and itssignificances.

1.1 Background of the Study

Recently, microlearning is rapidly gaining popularity and importance among today's management and learning professionals. Micro learning, on the other hand,is a novel approach to meeting the demands of work-based learning, lifelong learning, personal learning, and much more. The word "microlearning" describes the process of learning using brief, well-planned modules and quick learning exercises. According to Hug (2006), By preventing learner boredom, disengagement, and poor recall that are attributed to cognitive overload as a resultof more conventional long-format education, microlearning combats the brain's limitation of working memory (Mayer & Moreno, 2003). Micro learning has grown in popularity as a result of its learner-centric, inexpensive, interactive, and well- designed features. Therefore, In the twenty-first century, microlearning is a practice that is certain to benefit students with disabilities. Micro learning will beused by the researcher to create a learning object material (LOM) or a material design for special school teachers.

A wide range of fields have conducted research studies on microlearning. Gona, et al., (2018) presents the effectiveness of microlearning to improve students' learning ability. Hamed et al., (2020) study about flipping microlearning-based EFL classroom to enhance learners' self-regulation. Also, microlearning asa term reflects the emerging reality of the ever increasing fragmentation of both information sources and information units used for learning, especially in fast- moving areas which see rapid development and a constantly high degree of change(Langreiter & Bolka, cited in Hug,

2006). Kelvin et al., (2020) states that the trend of microlearning in terms of related publications and internet searches. Chris & Chia (2021) have been studied to explore the efficacy of microlearning as a means for increasing students engagement and learning. All of the above make microlearning a natural fit for mobile learning, and while the two indeed go well together, there's nothing that says microlearning has to be confined to mobile devices or conversely that mobile devices can't serve as platforms for macro just as well. Using microlearning can help teachers to improve students skills (reading, writing, speaking, and listening), especially with brief duration and short term learning for students with disabilities.

However, the success of a student's learning is dependent on a variety of characteristics, including reading and communication abilities. These skills are related to language learning, where students will be able to become productive Indonesian speakers by studying the language as a system and as a language knowledge and a communication instrument. One of the most important skills in learning the English language is reading. It is a learning exercise that provides pupils with a wide range of facts and knowledge. Reading is one of the major language abilities, according to Madrazo (2019), and it is particularly important for pupils as a basic function of learning and society. Reading interest is also a form of character education (Gunawan et al., 2020). Meanwhile, Dolgova et al. (2019) suggest that elementary school children' motivation to speak serves as a basis for lifelong socializing. Therefore, reading and communication skills students need to be a prerequisite for students to successfully receive education to absorb the knowledge that is crucial in everyday life.

Reading is a vital and necessary activity in the 21st century since written language has a large impact on people's lives nowadays (Pascual, 2013). Communication abilities are crucial in the twenty-first century (Ichsan et al.,2020).

Unfortunately, according to Fitrianti et al. (2018), not all students with different learning styles have high communication abilities, and vice versa. In this instance, several efforts are required to improve reading and communication skills.

Success in developing 21st century skills is increasing as a result of the use of information and communication technology (ICT) in teaching and learning at all levels of education. The ability to use tools like as a computer or the internet, as well as sights, sounds, music, animation, and interactive involvement in the classroom, is provided by technology (Brierley & Kamble, 2007). As a result, instructors are urged to learn more about communication and technology in order to keep up with fast changing information. After learning how to utilize computers, teachers will offer technology to intellectually disabled students. As a result, the usage of books for teachers in the education of special needs kids is vital in order to understand how to connect with them in a simple and pleasurable manner throughout the teaching and learning of reading.

Students with learning disabilities who struggle with reading frequently do so in both early reading development skills like phonemic awareness and more advanced skills like comprehension, which are reliant on other reading abilities like fluency and vocabulary (Sencibaugh, 2007). Many students with reading- related learning disabilities (LD) experience early difficulties in school, followed by an increasing number of days when their performance falls short of peers.

There are research related to the communicative learning, it was conducted by Aitana Fernandez. et al (2021) with the title "Enhancing Literacy and Communicative Skills of Students with Disabilities in Special Schools Through Dialogic Literacy Gatherings". They found that the characteristics of the implementation of DLGs for special school and the improvement observed in several domains ae addressed. So, the DLGs strategies that used for special school enable the improvement achieved. The

subjects of this research from teachers of three different educational levels: primary, secondary, and the transition to adult life course. Disable students, based on the analysis, the data collection techniquesused were in depth interviews and focus groups.

In addition, another research was conducted by Zubaedah Wiji, N Dede Khoeriah, and Nani Nur'aeni (2022) entitled "English Language Learning for Mild Intellectual Disability Students During Pandemic". This research was analyzed the ability of mild intellectual disability students in social interaction anddetermine their ability to use language in one of the special needs schools. The participants are mild intellectual disable students, English teachers, and school principals in SLB Wartawan in Bandung. The researcher used observation guidelines, filed notes, and interview guidelines. The result showed the activity ofEnglish language learning for mild intellectual disability students through blendedlearning during the pandemic.

Moreover, a conducted research by Iin Zubaidah (2020) on title "Developing Supplementary Reading Material for First Graders", it was found that based on the experts judgment as well as try-out design result, the developing supplementary reading material is acceptable to be taught at the first grade of thereligion program students in Islamic Senior High School. The gap between previous research and this research is how the researcher will analyze the needs of the teacher and the students as well as the schools. The researcher will collect the data based on the taught reading skills to students with special need through Micro-learning approach. Besides, the use of communicative learning is significant for learning reading. Anna (2020), states that communicative is basedon the concept that learning language successfully comes through having to communicate real meaning. When students are involved in real communication, their language acquisition natural strategies will be used and this may allow the, to learn using the language.

In the 2013 Curriculum in Indonesia, the government has a limit of hours in teaching English in the schools for each level. However, The special education curriculum is modified in accordance with the developmental stage of the students with special needs, taking into account their individual traits and degree of intelligence (Supardjo, 2016). In the process of learning reading, the teachers must prepare and determine for themselves what theme will be taught. The materials for special school teachers are suitable of each special schools. But, the specific book for reading skills is not available in this time. Furthermore, the researcher is interested in analyzing and developing English learning object material or LOM with micro learning for special school teachers and is to propose communicative learning-integrated microlearning-based reading material scripts for mild intellectually disable students.

1.2 Research Questions

This research was conducted to answer the question below.

1. To what extent do the existing English reading learning material integrate with communicative learning and microlearing-based?

2. How are the processes in designing communicative learning-integrated and Microlearning-based English learning material scripts of English-reading for seventh graders of mild intellectually disabled students?

3. How is the design of communicative learning-integrated and Microlearning-based English learning material scripts of reading for seventh graders of mild intellectually disable students?

1.3 Research Purposes

In accordance with the research problem, the purposes or interactional goal of this study are:

1. To analyze the existing English reading learning material used by mild

intellectually disabled students.

2. To describe the procedure in designing communicative learning- integrated and Microlearning-based English reading learning materials script of 7th graders of mild intellectually disable students.

3. To design communicative learning-integrated in Microlearning-based learning materials scripts of English- reading of 7th graders mild intellectually students.

1.4   Scope of the Research

This research will design communicative learning-integrated and microlearning-based English learning material scripts of reading for 7th graders ofmild intellectually disabled students.

1.5   Research Significance

Hopefully, our research has yielded a few favorable results in order to improve the quality of the teaching and learning process.

1. Theoretically

Theoretical significance goes to special needs school's teachers and other researchers. This research provides theory of microlearning-based English learning materials of reading as well as communicative learning strategy.

2. Practically

The result of this research expected to be useful for English teachers, students, other researchers, and institutions. This research can help English teachers build materials that meet the needs of their students. students may be able to study in their field as a result of this research. Other researchers can use it as a guide for conducting similar research, and larger-scale studies can be conducted. Furthermore, it can be used by the institution to improve educational quality.