# CHAPTER I

# INTRODUCTION

This chapter is the opening part of the research which covers the background of the study, research questions, purpose of the study, the scope of the study, and its significance. All of them are explained in this chapter.

## 1.1 Background of the Study

Communication skills are one of the 21st-century skills that should be mastered by everyone in today's era. Communication usually involves a sender and a receiver exchanging signals, these signals could be verbal or graphic and gestural or visual (Fatimayin, 2018). To communicate with other people, we need language as a means of communication, and the language can be verbal language or non-verbal language. Giffin & Patton (1976) also states that communication is the process of creating meaning as well as ascribing it. Exchanging ideas and interaction among group members by listening and paying attention will be helpful to generate your communication skills.

However, you need to hear a word before you can say it, so it means that you have to listen before you can speak. Listening is also the initial skill that people have once they were born into this world, it is an ability to identify and understand oral language by understanding the meaning which is supported by accent, pronunciation, grammar, and vocabulary (Nurjanah, 2019). This skill is significant because it takes part to make the communication process successful. Since the process of communication will not be running well and will cause a problem if the receiver lacks in listening.

On the other hand, not all the people in this entire world are born perfectly, some of them are gifted with special needs, but every human deserves the same

right to learn equally. As in Indonesia, the Indonesian minister of education has declared that students at every level should learn the English language. It is proven by the existence of English subjects in special education schools. Special education teachers do need additional efforts to teach English to mild intellectually disabled students because their role is essential to promote students' English mastery and build the interactive learning process. As noted by Peavler (2007), understanding the differences in students' learning styles to achieve an effective teaching and learning process is necessary. Unfortunately, there is still a limited number of resources to teach English to mild intellectually disabled students. To teach English to mild intellectually disabled students, the materials should be delivered efficiently in a short amount of time and micro-learning is suitable for it.

The term micro-learning has been proposed in the early 1960s at Stanford University by the originator of micro-teaching (Huo & Shen, 2015). It refers to a process of learning where the students deal with small-sized learning and focus in a short time (Hug et al., 2007). Micro-learning has been applied around the world in numerous levels of education, but the term micro-learning seems to be popular once the Covid-19 pandemic begins. The beginning of the pandemic has brought our life into a new chapter, where everything, including the education section, needs an online adjustment. The growing access to information and the available resources also bring new teaching and learning perspectives to the educational scenario (Gerbaudo et al., 2021). Allela (2021) mentions that micro-learning ideally follows the idea that it is easy to internalize, should be available whenever the students are, and is designed to enable students to act and practice.

Since the contents have been shortened for both teachers and students, micro-learning offers several benefits, are: 1) Abundant digital resources; 2) Reducing cognitive overload; 3) Self-paced learning; 4) Learner-led; 5) Saving on time and cost; 6) Accurate and reusable knowledge; 7) Feedback and discussion; and 8) Just-in-time (Allela, 2021). Despite its benefits, teachers should also develop their professionalism in teaching to keep up in today's digital era since micro-learning requires good digital literacy. Supported by Galaczi et al. (2018) statement where OECD noted that two of the most critical skills teachers needs are ICT skills for teaching and the use of new technologies in the workplace. Additionally, the use of English in many countries, especially in Indonesia, needs more trained English language teachers who are able to speak at least at an operational level (Galaczi et al., 2018).

Moreover, many studies have examined the use of micro-learning in Novel online video models for learning information and technology (Gerbaudo et al., 2021), the use of micro-learning in teaching and learning activities for Chinese English and Non-Specific major college students (Huo & Shen, 2015); (Fang, 2018), Micro-learning in designing professional development for ICT teacher leaders (Shamir-Inbal & Blau, 2020), and Micro-learning as a modernized education system (Jomah et al., 2016), etc. Mostly, the result of the previous study shows that there is a positive result for the use of micro-learning in the teaching and learning process. Furthermore, the focus of this current research becomes the gap with the other studies and aims at designing communication skills – integrated and micro-learning – based instructional materials script of English - listening for ninth graders of mild intellectually disabled students. It also aims to design communication skills – integrated and

micro-learning – based instructional materials script of English - listening for ninth graders of mild intellectually disabled students.

## 1.2 Research Questions

1. To what extent does the existing English learning material integrated with communication skills and micro-learning?
2. How are the processes in designing communication skills-integrated and micro learning-based learning materials script of English-listening for ninth graders of mild intellectually disabled students?
3. How is the design of communication skills-integrated and micro-learning-based instructional materials script of English-listening for ninth graders of mild intellectually disabled students?

## 1.3 Research Purpose

The purposes of this research are as follows:

1. To explore the existing English listening materials used by English mild intellectually disabled students.
2. To analyze the communication skills integrated micro-learning-based learning materials scripts of English listening for mild intellectually disabled students.
3. To design communication skills-integrated in micro-learning-based learning material scripts of English listening for mild intellectually disabled students.

## 1.4 Scope of the study

In designing this research, the scope of the study is the development of communication skills-integrated into micro-learning-based learning materials script of English listening for mild intellectually disabled students. The designs

are the communication skills-integrated in micro-learning-based learning materials script of English listening for mild intellectually disabled students concerning special education schools' syllabus, micro-learning framework, communication skills model, and listening proficiency standards.

## 1.5 Significance of the study

This research is expected to provide a significant contribution to the educational field, especially for English special education school teachers and future researchers in developing English learning materials for both general and special schools.

**Theoretically**

Hopefully, this research can be beneficial for future researchers, educators, or material developers as this study provides information on the use of micro-learning for English teaching and learning. It also provides the practical use of English listening skills with the communication skills integrated within.

**Practically**

This research can be beneficial for future researchers, educators, or material developers who want to develop a similar English module for English teachers in special schools. The result of this study is expected to contribute to the development of English learning materials for special school educators.