CHAPTER I

INTRODUCTION

This chapter explains the cover-up of the study including the background of the study, research questions, purpose of the study, the scope of the study, and its significance. All of them are described in this chapter.

1.1 Background of the Study

Microlearning has been discussed in several numbers of studies around the world. The term microlearning was firstly coined in 2003 as "learning in a small unit" with the development of Web 2.0 applications. Therefore, microlearning has become trending in pedagogy fields. Microlearning makes use of technology in teaching and learning that would give significant effects on the achievement that students can get. It offers flexible time and space that a person can access learning materials via mobile devices. The trend of microlearning suits millennials and Gen Z since they are well-literate in digital technology. Even with such benefits of microlearning, it still has weaknesses that can be seen in the practical field. Such a barrier that microlearning faces is the lack of clear definitions, concepts, and guide instruction (Thillainadesan et al., 2022). The concept of microlearning is often related to learning with the use of technology, without the emphasis on small-focused content.

Microlearning has been applied around the world at various levels of education. It has been proposed in the early 1960s by the originator of micro-teaching at Stanford University (Huo & Shen, 2015). Microlearning refers to a process of

learning where the learners deal with small-sized learning and focus in a short time (Huo & Shen, 2015). The point of microlearning is to keep the information as sharp as possible while ensuring that it is adequate to cover the learning objective. Microlearning ideally follows these ideas (Allela, 2021): 1) easy to internalize; 2) Available whenever the learners; 3) designed to enable learners to act and practice. Micro-learning offers several benefits since the contents have been shortened for both students and teachers. It is well-appropriate for digital learning due to these benefits (Allela, 2021): 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. Several studies have discussed the use of micro-learning in teaching and learning activities for Chinese English and Non-English major college students (Huo & Shen, 2015); (Fang, 2018), Chinese English college students (Zheng, 2021); Health Profession education (de Gagne et al., 2019a), English foreign language learners at Iranian English institute (Mohammad Hosseini, Ejtehadi, & Mohammad Hosseini, 2020), Russian engineering specialties (Tolstikh, Pankova, & Krasnova, 2021), Sulaimani city junior high school students (Mohammed, Wakil, & Nawroly, 2018), and the training of microlearning with TPACK based for senior high schools' English teachers in Garut (Surahman et al., 2020). They shared the high positive impact of the use of microlearning in the teaching and learning process such as improving learning interest, learning efficiency, independent learning ability, and thinking inquiry ability.

The development of English proficiency is needed to achieve one of the nowadays skills, namely global citizenship. It should be mastered by everyone to obtain a successful career and life. One of the purposes of language use is to communicate with others. Writing is one of the language skills that make communication happen. It has a vital role in language production for global interaction and knowledge (Toba et al., 2019). It also increases the chance for people to study abroad. Cer (2019) stated that writing is a cognitive and metacognitive process because it can be used in learning and persuading others. Many researchers on writing show that the quality of metacognitive affects writing skills because it encompasses planning, drafting, monitoring, and evaluating processes in pre-, during-, and post-writing (Cer, 2019). Writing skills can foster the students' communication ability since writing employs an intended message or ideas that they want to share with others. Other hand, students' progress, and achievement can be measured through their writing (Fatima, 2021).

The Indonesian minister of education has declared that English becomes a language that must be learned by students. It also happens for special students who need additional efforts such as special education schools, and pedagogical methods including teaching and learning strategies to learn English, especially for English as a foreign language. Special education teachers play important roles to develop the students' English mastery and turn it into useful communicative interactions. It is necessary to understand the differences in students' learning styles to achieve an effective teaching and learning process (Dhermawati, Astuti, Windiarti, & Ahsani, 2019). Teachers in the digital era face many challenges and obstacles and need to

step up to prepare appropriate teaching and learning activities for students. The purpose of nowadays school is not simply to transfer knowledge. Since the students have already lived in the 21st-century era, the teachers need to prepare 21st-century skills (able to think critically and creatively, to communicate and collaborate with others effectively, aware of global and cross-cultural issues, etc) for their students to possess (Bautista & Ortega-Ruiz, 2015). Furthermore, the 21st citizen is more like not only mastering cognitive competence, but also emotion, social, and technology. According to Teacher's Key Competence (TKCOM) by European Union (European Union, 2018), there are two dimensions of skills that global teachers should have, namely: *specific* and *cross-curricular* competencies. Specific competencies refer to practical skills such as *planning, classroom management, assessment, inclusion* (inclusive attitude), and *community action* (communication and collaboration with families, professionals, school community). While cross-curricular competencies refer to self-reflection and professional development, ICT literacies, communication, and ethical commitment (teacher ethics and awareness of policies and laws). Each competence is related and interacts with one another because every competence proposed belongs to a teacher training dimension (European Union, 2018). In addition, the quality of teaching is the most important factor that contributes to student learning (Galaczi, Nye, Poulter, & Allen, 2018). Effective teaching professional development has seven indicators which are content-focused, active learning, collaborative environment in job-embedded contexts, there are models and modelling of effective practice, provides coaching and expert support, offers feedback, and sustained duration (Darling-hammond,

Hyler, & Gardner, 2017). A further study by Khan, et. al. (Khan, Khan, Zia-Ul-Islam, & Khan, 2017) shows that communication skills have a significant role in students' achievement and promoting their skills in academics.

The integration of communication skills in writing has been discussed in several studies. Bozdogan et al. (2019) have explored the relationship between writing skills and communication competence of undergraduate students of engineering students. They found that the necessity of writing skills needed to be improved to get better results of communicative competence. Syamsuddin et al. (2021) have explored the media to improve written communication skills for elementary school teachers. The utilization of journal articles or textbooks and mentoring can be used to train written communication skills. Moreover, this study suggests that students' communication skills improved due to how simply to write writing activities combined in the learning process. As to Nazarenko & Schwarz-Peaker (2013), clear writing is essential to communicate ideas effectively. This study investigates the features of language that students and researchers need to be aware of when communicating their messages in written form. The results of this study are focused on the audience; vocabulary choice; language style; and achieving purpose. These studies share results that the integration of writing and communication skills affects each other and needed to be learned and considered.

Based on the consideration above, the reasons for designing communication skills integrated in microlearning-based of English writing learning materials scripts are 1) the need for teachers' competence towards the digital resources and digital literacies; 2) abundant tasks of teachers during teaching or preparing the

materials, and 3) integrating the communication skills into learning materials for English teacher that affect the development of teachers' professionalism. Therefore, the current study aims to develop the communication skills integrated in microlearning-based learning materials scripts of English writing for special education school students. Therefore, this study aims to design the communication skills integrated in microlearning-based learning materials scripts of English writing.

1.2 Research Questions

Based on the background, the research questions found in this study are:

1. To what extent do the existing English writing learning material integrate with communication skills and microlearning-based?

2. How are the processes in designing communication skills-integrated and microlearning-based learning materials scripts of English-writing for seventh graders of mild Intellectually disabled students?

3. How is the design of communication skills-integrated and microlearning-based learning materials scripts of English-writing for seventh graders of mild Intellectually disabled students?

1.3 Research Purpose

The purposes of this study are as follow:

1 To explore the existing English writing learning materials used by English special education school students.

2   To describe the communication skills integrated in microlearning-based learning materials scripts of English writing for special education school students.

3   To design communication skills integrated in microlearning-based learning materials scripts of English writing for special education school students.

1.4 Scope of the study

In constructing this study, the scope of the study is the development of communication skills integrated in microlearning-based learning materials scripts of English writing for special education school students. The designs are the communication skills integrated in microlearning-based learning materials scripts of English writing for special education school students referring to special education schools' syllabus, microlearning framework, communication skills model, and writing proficiency standards.

1.5 Significance of the Study

This study is expected to give contributions to the educational field, especially for English special education school teachers and future researchers in designing English learning materials for both general and special education schools.

Theoretically

This study can be beneficial for researchers and educators as this study provides information on the use of micro-learning for English teaching and learning. It also provides the practical use of English writing skills with the communication skills integrated within.

Practically

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