CHAPTER I
INTRODUCTION

1.1. Background of the Research

Recently, microlearning has become a trend in 21st-century education. It is considered one of the appropriate approaches that can be used in 21st-century learning. According to Jomah et al., (2016), microlearning is one of the finest and most popular approaches for 21st-century learners. Furthermore, microlearning is considered to be able to improve students' ability to learn compared to traditional learning. It is supported by Mohammed et al., (2018) who discovered that when learners used microlearning as a learning method, their learning abilities improved by 18% compared to traditional approaches. Therefore, microlearning is a current approach used in 21st-century education which is claimed to enhance learners' learning abilities.

Microlearning has been studied extensively in a variety of fields. Buhu & Buhu (2019) study the use of microlearning in textiles in higher education. de Gagne et al., (2019) also investigate microlearning in health professional education. Furthermore, Said & Çavuş (2018) explore microlearning in the engineering industry. Microlearning in college physical education is also investigated by Zhang & Zhang (2017). In addition, various research on the application of microlearning in language learning have been discovered. Edge et al., (2011) presents a mobile application that supports microlearning to provide content in language learning. Besides, Meng & Wang (2016) discusses the research and development of microlearning and offers actual examples of how to use it in college English classes. He states that micro-learning plays a positive role in developing students'

comprehensive English skills, including listening, speaking, reading and writing. Another study by Tolstikh et al., (2021) examines microlearning for language learning for engineering students.

Furthermore, the use of microlearning is significant in the digital era. Buhu (2019) argue that digital natives prefer to directly use or apply the knowledge and skills acquired rather than listening to lectures. They also need the option to learn anytime and anywhere (Nicholas, 2008). Therefore, microlearning is considered as a trend that is significant for the educational field in the digital era.

Nevertheless, teaching and learning activities in general schools are different from teaching and learning activities in special needs schools. Teachers have difficulty teaching in special needs school, particularly in English. Upa & Mbato (2020) state that being a teacher is a huge challenge, specifically teaching for special needs students. Besides, special needs school's teachers have difficulty in teaching English because they do not have knowledge of English. Murniati & Junita (2021) claim that the teachers in special needs schools do not have an English background and lack the competence to teach English to special needs students. They also lack the basic training to teach English to special needs students (Padurean & Vlaicu, 2014). Thus, in order to convey the subject effectively, they require an English material that they may utilize to teach students with special needs.

Moreover, there are many researchers who design or develop English speaking modules and material. Nurjanah et al., (2021) developed a modeling-based speaking module for college students. Furthermore, Arif & Hakim (2018) designed a cooperative learning approach-based speaking module for introverted students.

Moreover, Agustina & Efendi (2021) developed a project learning-based e-module for speaking for the General Communication course. Another study by Syaprizal & Triyogo (2021), proposes a contextual-based English learning module to enhance students' speaking skills. Fauzi (2019) designing speaking material for English conversation club. In addition, Septiyana (2019) designed the speaking material for economic students. Another study by Wulandari (2020) develops speaking material for junior high school students based on Contextual Teaching and Learning. Nevertheless, that research focused on the development and design of learning modules and materials for general students. Meanwhile, this research focuses on designing learning material for mild intellectually disabled students.

Furthermore, the use of collaborative learning is significant for learning speaking. Geetha & Karthiga (2020) believe that collaborative learning strategy works well in increasing learners' speaking abilities because it involves group activities where learners were able to accomplish the assignment effectively. Besides, Dewi & Muhid (2021) believe that collaborative learning can boost students' motivation to speak in target language. On the other hand, Skopeliti & Riga (2021) claims that the integration of collaborative learning has good results for special need students. The students' interest in learning increases, and their attention span increases. Thus, the researcher integrates collaborative learning in speaking material for mild intellectually disabled students.

Based on some previous research, there is still limited research related to the development or design of the English-speaking material aimed at special needs school students. Therefore, this research aims to propose collaborative learning-

integrated microlearning-based instructional materials scripts of English-speaking for mild intellectually disabled students.

1.2. Research Questions

Therefore, this research aims to address the following questions:

1. To what extent do the existing English learning material integrate with collaborative learning and microlearning?

2. How is the process of designing collaborative learning-integrated and microlearning-based instructional materials scripts of English-speaking for 8th graders of mild intellectually disabled students?

3. How is the design of collaborative learning-integrated and microlearning-based instructional materials scripts of English-speaking for 8th graders of mild intellectually disabled students?

1.3. Objectives of the Research

The objectives of this research are:

1. To analyze the existing English material used by mild intellectually disabled students.

2. To describe the procedure in designing collaborative learning-integrated and microlearning-based instructional materials scripts of English-speaking for 9th graders of mild intellectually disabled students.

3. To design collaborative learning-integrated and microlearning-based instructional materials scripts of English-speaking for 9th graders of mild intellectually disabled students.

1.4. Scope of the Research

This research will design collaborative learning-integrated and microlearning-based learning materials scripts of English-speaking for 8th graders of mild intellectually disabled students.

1.5. Significances of the Research

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 instructional materials as well as collaborative learning strategy.

2. Practically

    The research's result is 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 pupils. Students may be able to study in their field as a result of this. 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.