CHAPTER I

INTRODUCTION

1.1 Background of The Study

Our personal and professional lives are continually impacted by the world's rapid developments. To improve everyone's lives, the requirement for quick learning becomes crucial (Gassler et al., 2004). Additionally, traditional learning cannot inspire students to learn new things and it is unable to guide students toward innovation and creativity. Furthermore, the information that children learn through traditional learning methods is readily lost (Hug & Friesen, 2007). According to research, the traditional learning discourages students' participation and sharing (Humphries & Clark, 2021). This method of information transmission usually focuses on long stretches of time to supply extensive background material to control the learning's direction without taking into account the cognitive load of the students. Furthermore, the research has shown that regardless of the mode of instruction, student attention with lecture content steadily decreases after 10 to 20 minutes.

Microlearning emphasizes delivering knowledge in smaller, more digestible portions. The resources are created in the form of an infographic, a brief movie, charts, photos, and articles based on the demands of the students (Laal et al., 2019). Studies have been conducted that touch on microlearning. In the earlier study conducted by Zhamanov (2013), microlearning techniques were introduced into university courses, and the results indicated that students gave them positive feedback. Students have expressed greater levels

of interest in the subject matter, and more things have been learned this year than in years before. Another study by Liu, Z., Wei, and Gao (2016), reported in Alqurashi (2017a), likewise produced comparable findings. According to the findings, 80% of college students actively participated in teaching activities involving microlearning. Wang (2017) also looked into the impact of presenting the Engineering Mechanic Experiment material through a series of brief movies. As a result, it was demonstrated that both the undergraduate engineering mechanics experiment grade and the mechanical equipment's service effectiveness and level of familiarity had greatly increased. Furthermore, according to Shail (2019), micro-learning has been applied in mobile applications and has been shown to improve knowledge retention and job performance. According to the study, students will retain their knowledge via microlearning for a 20% longer period of time. Moreover, the use of microlearning has been widely used for English teaching as well. According to Tolstikh et al., (2021), 128 engineering students were given the option to take an additional language course that was focused on microlearning. The result showed that students' motivation increased through the use of MS Teams platform to introduce the lesson. Thus, the concept of microlearning, which divides difficult courses into more manageable smaller lessons, will be very helpful to aid students in improving their study skills. Micro-learning on mobile devices also keeps engagement levels high because it utilizes different forms of media to keep users captivated. Additionally, learners can learn wherever they are at their own speed with the aid of personal mobile devices and applications.

However, there is still relatively little research on the topic of using microlearning to teach reading. Moreover, to prosper in society, one must have excellent reading abilities. Progressive social skills and the ability to get along with others are characteristics of good readers. Additionally, reading has emerged as the primary soft skill that students in the twenty-first century must learn, as it is characterized by the number of (1) information available anywhere and can be accessed at any time; (2) faster computing; (3) automation that replaces routine jobs; and (4) communication that can be done from anywhere and everywhere (Research and Development Ministry of Education and Culture, 2013) in (Scoular, C., Duckworth, D., Heard, J., & Ramalingam, 2020). Additionally, reading in the twenty-first century is a part of literacy that will aid students in exploring knowledge through the use of technology, which is developing quickly right now. Given the value of reading, the ability to instruct students in reading is a primary requirement. Furthermore, Indonesian conventional schools now include English as one of the curricula (Ministry of Education and Culture, Article No. 060/U/1993), and reading is now a skill that all children, especially those in special education schools, also known as SLB-Sekolah Luar Biasa, need to learn (Susilo Adi et al., 2017) . The Law No. 72 of 1991, which states that every child with a disability has the right to receive an education and to gain knowledge and soft skills from the process of teaching and learning in classes despite their disability, serves as the foundation for all regulations regarding special education schools in Indonesia. Regarding this matter, special education teachers should arm themselves with some fundamental abilities to encourage successful learning, especially in the teaching of reading. Meanwhile, due to students' unique learning traits, teaching reading to students in special education schools is seen as challenging. As Lerner cited in Turan & Yükselen (2004) has identified

nine learning and behavioral characteristics of individuals with learning disabilities: disorders of attention, reading difficulties, poor motor abilities, written language difficulties, oral language difficulties, social skills deficits, psychological process deficits, quantitative disorders, and information processing problems. In line with this, another study which is conducted by Kolligian and Sternberg as cited in Gersten et al., (2001) revealed that some factors affect students' reading comprehension such as knowledge of text structures, vocabulary knowledge, using background knowledge while reading, the role of fluent reading in comprehension, and the importance of task persistence. Moreover, another study by Wixson and Lipson as cited in Turan & Yükselen (2004) argued that reading is a complex activity. It requires the successful selection, application, and monitoring of multiple strategies and children with learning disabilities have great difficulties acting on these requirements.

Moreover, teachers play an important role to promote the successful learning. Teachers, particularly in the 21st century classroom, have some duties, such as facilitating and creating a productive environment where students may primarily acquire the skills they will need in the job. Teachers should also create engaging learning activities that are tailored to the needs of their students. They must perform a variety of tasks, including planning, organizing, leading, and regulating the new materials, resources, and variables involved in the teaching and learning process in order to meet stated teaching and learning objectives as efficiently and effectively as possible (Kaur, 2016). Furthermore, teachers are expected to have effective digital literacy techniques because they are essential for 21st century learning, including mastery of teaching techniques and technology integration (Jan, 2017).

Teachers must overcome these obstacles even though they still confront some difficulties. The previous study found that teachers encountered a number of difficulties, including a lack of confidence in their ability to fulfill their role as educators, their ability to meet students' learning needs, their ability to manage their classrooms, and their ability to work with other school-based staff (la Velle, 2020). Moreover, another research indicated that a number of issues, including a lack of resources for instruction, an overload of non-teaching responsibilities, and students' negative attitudes about labor, can impair a teacher's effectiveness (Wakoli, 2013). Likewise, these circumstances contribute in a similar manner as the major obstacles for Indonesian special education teachers. As cited in Ediyanto et al., (2021), Tarnoto acknowledged that special education teachers face a number of difficulties, including a lack of teacher competency in handling children with special needs, difficulty with teaching and learning activities, a significant administrative burden, and a lack of patience on the part of teachers when working with these children. Hence, microlearning can be a viable alternative to give special school teachers with the necessary and practical knowledge to facilitate successful teaching in the classroom due to the hurdles faced by special school teachers and the difficulty of teaching reading to special school students.

In the meantime, collaboration has also become a 21st century trend. The emphasis has shifted from individual efforts to group activity, from independence to community, as a result of the greater necessity for society to think and act jointly on crucial concerns. In a CL situation, learners get the chance to speak with peers, propose and defend ideas, exchange varied perspectives, examine other conceptual frameworks, and are actively involved, according to a prior study by Srinivas in Laal et al., (2019). Given the significance

of teaching reading, the necessity of collaborative learning, and the advantages of micro-learning, this study developed collaborative learning-integrated and microlearning-based English learning materials of reading for mild intellectually disabled students as a manual for assisting them in providing instruction and the kinds of activities that prepare students for the demands of 21st-century learning.

1.2 Research questions

The major research question for this study is broken down into three smaller questions, which are listed in the section below.

1. To what extent do the existing English-reading learning materials integrate with collaborative learning and microlearning-based?
2. How are the processes of designing collaborative learning-integrated and microlearning-based English learning materials of reading for the eighth graders of mild intellectually disabled students?
3. How is the design of collaborative learning-integrated and microlearning-based English learning materials of reading for the eighth graders of mild intellectually disabled students?

1.3 Objectives of the Study

The objectives of this research are:

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

2. To describe the procedure in designing collaborative learning-integrated and microlearning-based English learning materials of reading for the eighth graders of mild intellectually disabled students.
3. To design collaborative learning-integrated and microlearning-based learning materials scripts of English-reading for the eighth graders of mild intellectually disabled students.

1.4 Scope of the Study

The scope of this study was restricted to design collaborative learning-integrated and microlearning-based English learning materials for the eighth graders of mild intellectually disabled students. DDR (Design and Development Research) was therefore employed. In this study, the DDR process was implemented in four steps: needs analysis, information collection, prototype design, and final modifications. Due to time constraints, more DDR stages were not administered.

1.5 Significances of the Study

This study is hoped to provide useful findings that will help to raise the standard of instruction in teaching learning process.

1. Theoretically

Teachers in special needs schools and other researchers are responsible for the theoretical significance. This study covers the philosophy behind collaborative learning techniques and microlearning-based teaching materials.

2. Practically

The findings of the study should be beneficial to institutions, other researchers, students, and English teachers. This study can assist English teachers in creating lessons that are tailored to the needs of their students. As a result, students might be able to pursue their subject of study. It can serve as a guide for other researchers performing related research, and larger-scale investigations can be carried out. The institution might also use it to raise the standard of instruction.

1.6 State of the Arts

There have been many studies done on the teaching of reading and the use of microlearning, but it is uncommon to find research on the development of collaborative learning-integrated and microlearning-based English learning materials of reading for the eighth graders of mild intellectually disabled students.

Additionally, microlearning is increasingly preferred and available to both students and teachers as a means of achieving learning objectives throughout teaching and learning activities. This study introduces the novelty to producing English reading materials: combining collaborative learning in the form of microlearning. It enables students with learning difficulties to benefit from microlearning, giving them an opportunity to continue learning the topic, particularly for reading.