

CHAPTER 1

INTRODUCTION

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

1.1. Background of The Research

Nowadays microlearning is considered the new trend. In line with Leong et al., (2021) microlearning has been considered a promising topic in work-based learning. Besides, Faraj, (2010) stated that the micro-learning technique is appropriate for implementing e-training programs, particularly for instructors, because it emphasizes practical activities and exercises rather than theoretical features, which is in line with the training characteristics and requirements. Furthermore, microlearning is suggested to enhance students' learning abilities when compared to traditional learning. According to Mohammed et al., (2018) Microlearning is a new teaching method that has yet to be defined but is closely related to e-Learning. A micro-learning training strategy is defined as a set of planned and structured experiences presented in short educational videos with activities, short exercises, and simultaneous and asynchronous interactions. This technique tries to improve the knowledge, abilities, and attitudes of a group of people in a certain profession according to their needs as mentioned by Abu Khotwa, (2020). However, Microlearning is a current approach in 21st century education which is claimed to improve learners' learning abilities.

Microlearning has been widely researched in a wide range of fields. Tolstikh et al. (2021) examines microlearning for language learning for engineering students. Another research by Buhu and Buhu (2019) investigates the application of microlearning in textiles in higher education. Besides, de Gagne et al. (2019) look

into microlearning in health professional education as well. Moreover, Said and Cavus (2018) investigates microlearning in the engineering field. Meng and Wang (2016) also discuss the research and development of microlearning and provide real-world examples of how to use it in English classes.

Furthermore, in the digital age, the use of microlearning is significant. According to Buhu (2019), digital natives prefer to directly use or apply their acquired knowledge and skills rather than listening to lectures. As a result, microlearning is regarded as a significant trend for the educational field in the digital era.

However, the government is concerned about the importance of English and insert as a subject in every level of formal school, elementary, middle, high school, and even in College, English has also been applied in the SLB (Special School) curriculum of education formally. Teaching and learning activities in general school are different from teaching and learning activities in special needs schools. Teachers struggle to teach in special needs schools, especially in English. According to Upa and Mbato (2020), being a teacher is a huge challenge, especially for special needs students. However, the process of teaching and learning for children with special needs is not easy, the teacher must have sensitivity, patience, creativity, and consistency in activities learning that is carried out as mentioned by Nisa (2009). Also, special needs teachers have difficulty in teaching English because they do not have knowledge of English. Murniati and Junita (2021) argued that special education teachers do not have an English background and are not capable of teaching English to students with special needs. Therefore, in order to teach the subject effectively, they need English modules or materials that can be used to teach students with special needs.

In addition, there are many researchers who design or develop English speaking modules and materials. According to Septiyana (2019) designing the speaking materials for economic students. Fauzi (2019) investigated speaking materials for the English conversation club. Furthermore, Agustina and Efendi (2021) create a project learning-based e-module for speaking for general communication courses. Besides, Nurjanah et al., (2021) mentioned that Developing Modeling-Based Speaking Module for Informal Interaction to Support Independent Learning of Speaking Skill for college students. Then, Tarbiatunnisa, (2021) investigated the English-speaking module for the English club program. Another study by Wulandari (2020) creates speaking material for junior high school pupils based on contextual teaching and learning. Despite this, researchers concentrated on the development and design of learning modules and materials for general students. Meanwhile, this study focuses on developing learning materials for students with mild intellectual disabilities.

Furthermore, the use of communication skills is significant for learning speaking. Dewi, R (2016) believes that communicative English improved students' speaking abilities for specific purposes. The speaking process approach encourages students to express their ideas and experiences in real-life situations. Thus, the researcher integrates communication skills 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 communication skills-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 materials integrate with communication skills and microlearning?
2. How is the process of designing communication skills-integrated and microlearning-based materials scripts of English-speaking for 9th graders of mild intellectually disabled students?
3. How is the design of communication skills-integrated and microlearning-based materials scripts of English-speaking for 9th graders of mild intellectually disabled students?

1.3 Purposes of Study

the purpose of this research are:

1. To analyze the existing English material used by mild intellectually disabled students.
2. To describe the procedure in designing communication skills-integrated and microlearning-based materials scripts of English-speaking for 9th graders of mild intellectually disabled students.
3. To design communication skills-integrated and microlearning-based materials scripts of English-speaking for 9th graders of mild intellectually disabled students.

1.4 Scope of the Research

This research will design communication skills-integrated and microlearning-based English Speaking materials scripts for 9th graders of mild intellectually disabled students

1.5 Significance of the research

Hopefully, our research has generated 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 communication skills 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.

