CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, purpose of the study, scope of the study, and significance of the study.

1.1 Background of the Study

The pandemic has forced many people to adapt to the circumstances in the last two years. Online learning methods are widely adopted to support learning activities. One of the methods that are widely used by people to deliver a materials or contents is microlearning. Microlearning can be an alternative or solution for online learning because it provides people with chunks of materials. Microlearning identify how to deliver amount of knowledge and information in a series of short chapters that are fine-grained, well-defined, and interconnected while microcontent is defined as information whose length is determined by a single topic, content that contains a single idea or concept and is accessible through multimedia learning platforms (Giurgiu, 2017). The reasons of microlearning are one of the suitable methods for online learning activities are: first, learning becomes more efficient by breaking down materials into small parts; second, the materials can be accessed anytime and anywhere; and third, learning activities can be completed more engaging in digital platforms and using various forms of content, such as videos, infographics, PPT slides, etc.

Digital platforms are not an unfamiliar thing nowadays, especially to deliver learning materials for students. Digital platforms such as Google, YouTube, and WhatsApp are much more likely used to deliver learning materials for students. As those platforms are easy to use, teachers and students can use them as a tool to keep teaching and learning activities in the tract, even when the situation is unsuitable for them to do the activities. Those digital platforms mentioned

before can also be a good choice to deliver materials with the microlearning method. According to Filipe et al. (2020) Microlearning is an approach to present small concentrated units of knowledge that are delivered online with no real-time interaction (asynchronously).

Initially, microlearning was created for people who are busy and have little time to learn things such as employees and workers. Microlearning can help people who have tight schedules to learn anywhere and anytime as they please. When learning feels hard to do and the materials seems too complicated to digest, a chunk-sized materials with short time consuming is a handy solution. The materials can be more engaging, less time-consuming, and cheaper-to-produce with using regular eLearning. While it's not the best solution for every learning need, it's a surprisingly effective one to learn materials with a little time to consume. All microlearning-based shares one key attribute: conciseness. This could either be small learning fragments or short-term learning activities. Microlearning provides short bursts of content for learners to study at their convenience.

In the previous studies, many researchers have written journals and articles about how microlearning can be implemented in many fields, especially in a workplace. In the hospitality industry, microlearning can help mitigate current training barriers and improve an organization's competitive advantage (Jolanski & Reynolds, 2020). Microlearning is immensely beneficial and can be applied to ensure knowledge and skill growth in diverse subjects such as healthcare, engineering, aerospace, production, services, safety, defense, etc (Job & Ogalo, 2012). The concept of microlearning gives a positive influence on workers since it improves the level of engagement, retention, and the environment of the process of their learning activities (Redondo et al., 2021).

Evidence shows microlearning to be an effective tool for workplace learning and performance. Studies have found that people learn best and are more likely to recall learning when they can process information through small, manageable chunks instead of through a longer and more concentrated time frame. Microlearning can be used as performance support for the employees and workers, where they, as the learners, access the segment at the point of need, such as when they perform a task that is highly complex or when they perform infrequently. Microlearning can also serve as support for longer learning. For example, they may attend a half-day in-person training then access microlearning segments with key content if they need a refresher at a later date.

Aside the discussion of microlearning that suitable for workers to learn new things with their tight schedule, microlearning also can be a good method to use by the teacher for their online classes. Again, as the pandemic that forces teachers to be creative in terms of delivering the learning materials and doing the learning activities for the students, microlearning can be considered as a solution despite the distance between the teacher and students. Microlearning method can be applied to the learning materials that are made by teachers in schools. By continuing to stick with the applicable curriculum in school, teachers can create content using the microlearning method.

Deconstructing learning materials means breaking down and understanding the learning materials. By deconstructing the material, it can be shown how the material is built and how the material can be implemented using the microlearning method. Using microlearning, students can study in a small chunk; therefore, students can access the material whenever they like. Microlearning can also be a solution for students to learn more efficiently. According to Raytheon Professional Services, microlearning methods have an efficiency rate by up to 80%. Based on the statements, this study is made to find out how existing learning materials can be recreate using microlearning method into microcontent, with the purpose of using microlearning in school is for

students can access content anywhere and anytime, and teachers can carry out asynchronous learning with the microlearning method.

1.2 Research Question

Based on the background of the study, the present study aims to answer these following questions:

1. To what extent are the existing junior high school English learning materials based on microlearning?
2. How is the microlearning-based deconstruction procedure of junior high school English learning materials?
3. How is the description of junior high school English learning materials based on microlearning?

1.3 Purpose of the Study

The purposes of this study are:

1. to analyze the extent of microlearning in the existing junior high school English learning materials.
2. to develop the Microlearning-based deconstruction procedure of the junior high school English learning materials.
3. to describe the description of junior high school English learning materials based on Microlearning.

1.4 Scope of the Study

This study focuses on describing and analyzing how Junior High School English learning material can be deconstructed based on Microlearning. The other level of English learning materials will not be covered in the study, which becomes its limitation. Aspects related to English learning materials beyond the curriculum may also be irrelevant.

1.5 Significance of the Study

Theoretically, this study is expected to be beneficial as a reference for future researchers focusing on the deconstruction of Junior High School English learning materials. This research also sheds light on an area of how Microlearning can be deconstructed into English learning materials. Practically, this study may be useful for readers that seek additional information about the deconstruction of English learning materials based on microlearning.