

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem identification, research questions, purpose of the study, scope of the study, and significance of the study.

1.1. Background of the Study

The digital revolution era has developed in the past few years, where the world is becoming more interconnected than ever before, allowing knowledge to be accessible from anywhere (Malik, 2018). Due to the advancements of technology making a massive amount of unprecedented challenges, such as the rapid and large sum of knowledge updates available for learners, there is a growing need for learners to be autonomous learners who are responsible for their learning and learning process (Dehnad et al., 2014). Autonomous learning highlights learners' active involvement in the learning process. It emphasizes the support of learners' innate drive toward self-actualization of their full potential, allowing them to use social, psychological, and behavioral resources to achieve personal transformation (Benson, 2013; Gremmo & Riley, 1995). Along with the enormous growth in the use of digital technology and the need for autonomous learning, many language learners develop the habit of utilizing instant and straightforward language learning tools, namely online dictionaries, web-based translators, conjugation websites, as well as short online audios and videos (Steel & Levy, 2013). In an attempt to provide the need to improve learners' autonomy and the easily consumed, succinct, and omnipresent learning content, academicians and educators propose a learning strategy called "Microlearning."

Microlearning is learning in small chunks characterized by bite-sized lessons, well-planned modules, and short-term learning activities that can

be consumed in one go, available precisely at the moment of need, and is action-oriented (Allela, 2021; Jahnke et al., 2020). As Gabrielli et al. (2006) pointed out, small chunks of the learning content can enable learners to access them more easily in specific moments and conditions of the day. Kapp & Defelice (2019) suggested that short-term microlearning activities include creating quick, meaningful interactions through games, quizzes, flashcards, videos, and text messages. Moreover, microlearning can improve students' learning efficiency, motivation, engagement, and performance (Jing-Wen, 2016; Kovacs, 2015; K. Liao, 2015; Mohammed et al., 2018; Zheng, 2015). Specifically, in English language learning, studies have shown that microlearning benefits in provoking students' interest and enthusiasm (Huo & Shen, 2015) as well as improving students' language levels (Tolstikh et al., 2021).

However, these views are challenged by recent data showing some weaknesses. Kadiev et al. (2021) reveal their findings to conceptualize an evaluation framework for microlearning tools based on core criteria in digitalization and higher education. Nevertheless, the various proposed tools were different, each providing design and delivery characteristics in their own way, which results in the incompatibility of the material created for these tools or platforms making one. As a result, they suggest standardizing microlearning content creation to make it more portable across different tools, saving time and effort for microlearning content creators. Furthermore, Mohammed et al. (2018) recommend that microlearning be applied to improve student's learning ability, motivation, and retention. However, this research is needed to emphasize on level of high schools, universities, and other educational and academic institutes.

Research on microlearning in the context of language learning has been chiefly restricted to second language and vocabulary learning (Leong et al., 2021). They further argued that the frequently mentioned education level in the abstract is higher education. To ensure the success of

microlearning implementation in English language learning classes, the role of intended learning outcomes becomes one of many crucial aspects. Intended Learning Outcomes (ILOs) describe what a student will learn after successfully completing a course of study (University of Tasmania, 2018). Creating clear and measurable ILOs is an essential part of the development of learning lessons since it can improve students' success rates, confidence, sense of belonging, and retention (Learning and Teaching Hub @Bath, 2022; Valamis, 2022). However, the intended learning outcomes in the Indonesian curriculum are very general and lack in supporting the microlearning process in the classroom. Moreover, less attention has been paid to researching the transformation of intended learning outcomes of English lessons which simultaneously infused the microlearning principles in reading class at all once, specifically within the circumstance of Indonesian senior high school level.

In Indonesia, studies on the full implementation of microlearning in educational institutes have yet to be examined much. Several works on microlearning in Indonesian contexts can be identified where they discussed human source training for micro-objects (Nugraha et al., 2021; Surahman et al., 2020) as well as microlearning framework and design (Hutauruk et al., 2022; Norsanto & Rosmansyah, 2018). Furthermore, microlearning has been studied at several educational levels, including English learning media development at the primary level (Ariantini et al., 2019), science micro media development at the secondary level (Adhipertama, 2021; Tritore, 2022), and micro media development in lectures for higher education (Noriska et al., 2021; Rafli & Adri, 2022). There has been no research on microlearning for English language learning in senior high school, mainly related to reading skills. Hence, additional research is needed because the previous research has not covered the importance of microlearning-based transformation of intended learning outcomes, specifically focusing on Grade X of Senior High School and cognitive competencies in reading skills.

Therefore, the purpose of this paper is to transform the intended learning outcomes (ILOs) of English teaching and learning reading for grade X of senior high school into microlearning lessons. It formulates the reading-contextualized microlearning lesson by incorporating the common scheme of teaching and learning reading and microlearning. It also formulates the microlearning-based transformed English reading intended learning outcomes for English reading in grade X of senior high school. Further, this paper will review and elaborate on the descriptions of the microlearning-based transformed English reading intended learning outcomes for English reading in grade X of senior high school. The research will be conducted by undertaking the interpretive content analysis of existing research about microlearning, teaching and learning English reading, and intended learning outcomes (ILOs). Then, the researcher will develop the model of English reading intended learning outcomes for grade X of senior high school based on the reading-contextualized microlearning lesson, which are the results of the contextualization of English teaching and learning reading and microlearning stages and possible activities.

According to Cambridge Dictionary, transform means completely changing the appearance or character of something or someone, mainly to improve the thing or person. Align with this definition, Longman Dictionary defines transform as completely changing the appearance, form, or character of something or someone, especially in a way that improves it. In addition, based on Merriam-Webster Dictionary, transform is a change in composition or structure, the outward form or appearance, or character or condition. In this study, the word “transforming” in the title means the researcher attempts to completely change the intended learning outcomes (ILOs) structure to formulate the microlearning-based transformed English reading intended learning outcomes.

Furthermore, this study intends to formulate the reading-contextualized microlearning lesson and the microlearning-based

transformed English reading intended learning outcomes. Based on Cambridge Dictionary, formulate is to develop all the details of a plan for doing something. Formulate also means to put into a systematized statement or expression, as well as to develop something such as a plan or a set of rules, and decide all the details of how it will be done (Merriam Webster Dictionary, Longman Dictionary). Therefore, in this study, the word “formulate” means the researcher attempts to devise a systematic and detailed set of rules related to teaching and learning reading, microlearning, and intended learning outcomes, especially in grade X senior high school.

The result of this research expectedly can provide educators with new practical products, such as the description of microlearning in the context of designing a reading lesson, the procedure of designing a microlearning-based reading lesson for grade X of senior high school, and the formulation of the microlearning-based transformed English reading intended learning outcomes for grade X of senior high school. The remainder of this paper is divided into five sections, including the introduction in the first chapter, which consists of the background of the research, research questions, research purposes, the scope of research, and research significance. The second chapter is the literature review, previous related research, and conceptual framework. The methodology in the third chapter consists of the research design, place and time of the study, data and data source, research instrument, data collection procedures, and data analysis procedures. The findings and discussion are in the fourth chapter. Lastly, the fifth chapter is the conclusion which consists of a research summary and recommendation.

1.2. Research Questions

Based on the background of the study, the following research questions will be addressed through this proposed study:

- 1) How are the reading-contextualized microlearning lessons formulated?

- 2) How are the formulation of the microlearning-based transformed English Reading for Grade X of Senior High School intended learning outcomes?

1.3. Purpose of The Study

In line with the research questions, the purpose of this study are as follows:

- 1) To formulate the reading-contextualized microlearning lesson by incorporating the microlearning and teaching and learning reading stages and possible activities.
- 2) To formulate the microlearning-based transformed English reading intended learning outcomes as the result of the transformation of English reading ILOs for grade X that have been contextualized into the reading-contextualized microlearning lessons.

1.4. Scope of The Study

The study focuses on transforming the intended learning outcomes of English reading for grade X of senior high school into microlearning lessons by considering the 2013 Indonesian Curriculum standard competencies, the teaching and learning English reading features, and the microlearning lesson features.

The language skill that will be focused on in this study is reading (written comprehension) skill. Other types of language skills, such as writing (written production), listening (oral comprehension), speaking (oral production), and grammar skills, will not be covered in the study, which becomes its limitation. In the 2013 Indonesian Curriculum standard competencies, written comprehension is only stated in Basic Competence 3, which concerns the students' theoretical knowledge and comprehension. Meanwhile, this study does not include Basic Competence 4, which concerns the students' practical skills and production.

Furthermore, the study will be focused on English teaching and learning for grade X of senior high school; thus, other levels of students will become its limitation. In addition, microlearning will be contextualized into the English teaching and learning reading for grade X of senior high school, thus making it the focus of this research. This study will only break down the ILOs into microlearning lessons in the planning stage; therefore, the implementation of the microlearning-based English reading ILOs in the classroom will become its limitation.

1.5. Significance of The Study

The results of this study are expected to give significant contributions in theoretical and practical ways. Theoretically, they can be a reference for future researchers in supporting the study of the implementation of intended learning outcomes of English reading into microlearning lessons, especially for grade X of senior high school. The indicators of reading-contextualized microlearning principles can also benefit education stakeholders, including teachers, as a theoretical and methodological tool in promoting the use of microlearning in the English teaching and learning reading classroom.

Practically, the results can benefit teachers, student teachers, and English Language Education Study Program students with the new practical product, such as the description of microlearning in the context of designing a reading lesson, the procedure of designing a microlearning-based reading lesson for grade X of senior high school, and the formulation of the microlearning-based transformed English reading intended learning outcomes for grade X of senior high school.

Moreover, this study will provide helpful information or guidance for educators to implement the microlearning-based transformed English reading intended learning outcomes for grade X of senior high school. The result of this study will also help future researchers to explore suitable language learning materials for the microlearning-based transformed

English reading intended learning outcomes for grade X of senior high school. Nevertheless, the findings of this research are still required to be investigated deeply in future research on whether this microlearning-based transformed English reading intended learning outcomes can be applicable and practical for grade X of senior high school students in Indonesia.



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