CHAPTER 1
INTRODUCTION

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

1.1   Background of the Study

The need to always be connected to the fast-changing world urges people to be able to consume dozens of pieces of information very day, therefore, choosing smaller and shorter duration types of media. This has changed the way today's generation perceive information having social medias such as Instagram with its quick visual posts, TikTok with its short-duration videos, and many more as their preference notably being engaging, user-generated, and accessible anywhere and anytime. In the field of education, academicians and educators attempt to adapt this trend to provide bite-sized and well-planned learning done through concious steps and evoking specific outcome called "Microlearning." (Hug & Friesin, 2019; Kapp & Defelice, 2019; Alella, 2021).

Allela (2021) in her work of Introduction to Microlearning described microlearning as "the process of learning through bite-sized, well-planned modules, and short – term learning activities" (p. 7). She further explained that microlearning must be ideally easy to be consumed in one go, available precisely at the time of learners' need and is action oriented. Microlearning activities can include creating quick, meaningful interactions through games, quizzes, flashcards, videos, as well as text messages (Kapp & Defelice, 2019). These multimodal present resources called microlearning objects (Olivier, 2021) or microcontent as described by Leene (2006) as "self-contained indivisible structured pieces of content, which have a single focus and unique address for (re-)findability" (p.25).

The term microlearning has been around for a while growing along with the growth of computers, internet, to mobile phones. Given that microlearning is accessible anywhere and anytime, mobile and wireless technologies should adequate the process. This use of mobile and wireless technologies for various learning

experiences is called "Mobile Learning" (Seta, et al, 2013). In addition, it is perceived that Micro learning is a promising technique for an effective mobile resources connected in untapped time while in motion learning process (Demouy et al, 2016; Drakidou, C. et al., 2018)

In language learning, microlearning had taken researchers interest mostly in second language and vocabulary learning (Leong K., et al, 2020). One of the most well-known language-learning platforms that implement microlearning principles is Duolingo. The application overlaps microlearning and gamification featuring a set of activities, rewards, and lesson goals to engage language learning (Göschlberger & Bruck, 2017).

To ensure the success of microlearning implementation in English language learning class, the role of learning material becomes one of many crucial aspects. Tomlinson (2012) refers to materials for language learning as anything that can be utilized to facilitate the learning of a language including course books, videos, graded readers, flash cards, games, websites, and mobile phone interactions. In microclearning specifically, microlearning materials can take various forms of microlearning objects including short chunks of texts; interactive/non-interactive infographics, PDFs, and presentations; short interactive/non-interactive videos; eBooks, flipbooks, and audiobooks; short podcasts and recorded webinars; Mobile apps and short HTML pages; QR codes and learner-generated blog posts; Gamification and serious games; Virtual Reality and Augmented Reality; and Step-by-step checklists and quizzes (Allela, 2021). These learning materials should be deconstructed from basic competences elaborated in the national curriculum. Gkiokas (2018) defines process of deconstruction as taking the huge intimidating block of endless resources and breaking it down into small manageable pieces.

In Indonesia, full implementation of comprehensive microlearning in educational institute has not been much present. Several studies under microlearning in Indonesia settings can be found, although, most only brought discussion on human source training for micro-objects (Surahman, et al, 2020; Nugraha, et al, 2021) and a few on microlearning framework and design (Norsanto & Rosmansyah, 2018; Hutauruk, et al, 2020). On several educational levels, microlearning has been

studied in English learning media development at primary level (Ariantini et al, 2019), science micro media developments at secondary level (Adhipertama, 2021; Tritore, 2022), and micro media development in lectures for higher education (Noriska, et al, 2021; Rafli &Adri, 2022). None of studies on microlearning for English language learning in secondary level of education especially senior high school level in Indonesia have been yet conducted.

This paper aims to analyze the use of microlearning in the existing senior high school's English learning materials. Further, this paper will develop the microlearning-based deconstruction procedure for the senior high school's English learning materials and then describe the description of the deconstructed learning materials.

1.2 Research Questions

The present study research questions are as follows:

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

1.3 Purpose of the Study

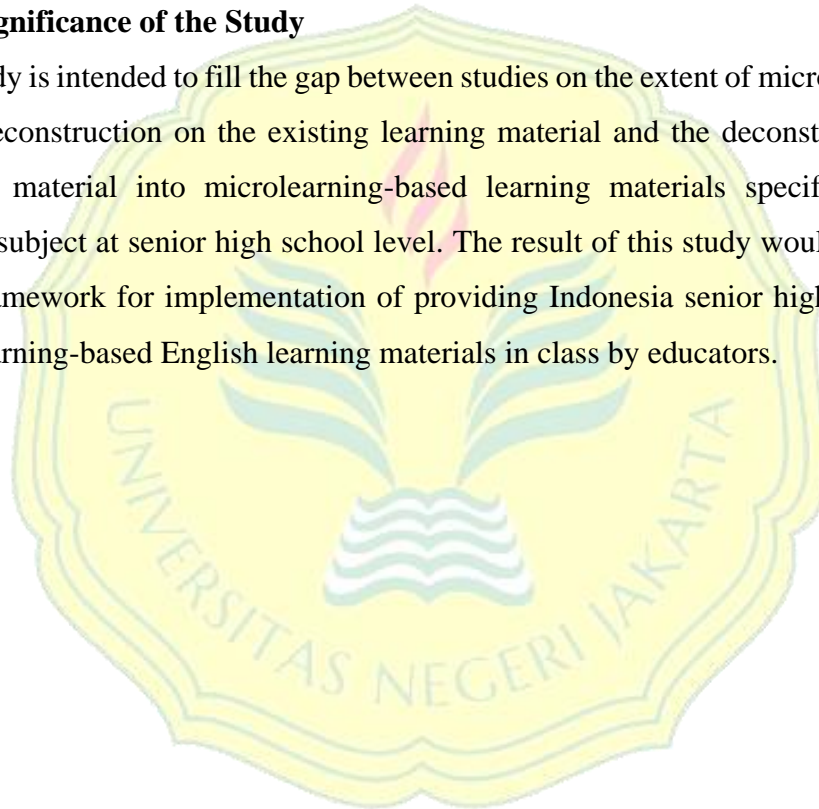Based on the research questions, the purposes of this present study are as follows:

1. To analyse the extent of microlearning on the existing senior high school's English learning materials.
2. To develop the microlearning-based deconstruction procedure of the senior high school's English learning materials.
3. To describe the description of senior high school's English learning materials based on microlearning.

1.4 Scope of the Study

This study focuses on the extent of microlearning-based deconstruction on the existing senior high school's English learning material and the deconstruction of senior high school English learning material into microlearning-based learning materials taking account of 2013 Curriculum basic competencies.

1.5 Significance of the Study

This study is intended to fill the gap between studies on the extent of microlearning-based deconstruction on the existing learning material and the deconstruction of learning material into microlearning-based learning materials specifically for English subject at senior high school level. The result of this study would provide basic framework for implementation of providing Indonesia senior high school's microlearning-based English learning materials in class by educators.