CHAPTER I
INTRODUCTION

1.1 Background of The Study

In this digital era, the process of learning is not only happening in the classroom. Within the pandemic, students are required to learn everything from home. That also implies students could have freedom in selecting and processing the learning materials. Not only from books, students could learn from social media such as Instagram for infographic content, Twitter for short-text content, or even Tiktok for short videos content. These social media could be seen as something engaging, user-generated, and accessible anytime and anywhere. Educators attempted to adapt to this trend to provide easier learning materials to the students and proposed a learning strategy called "Microlearning".

Microlearning is the process of breaking down material into small, self-contained chunks and acquiring content quickly (Alella, 2021). Microlearning entails a variety of online resources that are Short (lasting for a short period of time), Small (time-controlled between 5 and 15 minutes), Fine (well-selected content), and Powerful (universally applicable teaching resources), and are presented in a series of subsequent, short learning activities (Mohammad Hosseini et al, 2020).

According to Theo Hug (2010), microlearning is a relatively new concept that theoretically overlaps with the topic of mobile learning. As a result, teachers could use microlearning materials to design content that is specifically designed for mobile devices. Microlearning content, according to Hug, entails small bursts of learning lasting anywhere from a few seconds to several minutes. Microlearning can, for example, consist of quick asynchronous learning bursts such as very short passages of digital text(s), a brief video segment followed by a two-to-three question quiz, or a micropodcast.

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Alella stated that microlearning is a hands-on, bite-sized learning strategy that motivates students to learn, act, and practice. Identifying the bigger learning goal and then drilling it down to micro levels is the best approach to go in producing microlearning. Learners may get the most up-to-date information anytime, anywhere, and in whatever format they want using microlearning. Furthermore, due to the features accessible, students can choose their own learning speed in the microlearning approach. They have unlimited access to the studied subject and can go at their own speed. As a result, microlearning methods can provide students with the necessary knowledge and abilities as they seek to find their own route in life (Gutierrez, 2015).

Learning materials are learners' main source in getting knowledge in learning situations. Teaching-Learning Materials (TLMs) are the instruments that teachers and instructors use in schools to help students learn and understand ideas. These are educational materials that are utilized in the classroom to support the learning objectives outlined in the lesson plans (Teaching Learning Materials, n.d.). TLMs have been used in the educational system from ancient times. The TLMs' main purpose in the classroom is to make learning relevant, practical, and enjoyable for the students. TLMs are also used by teachers to demonstrate or reinforce a skill, viewpoint, perspective, or idea. TLMs also play an important role in infusing originality and freshness into the educational environment (Kapur, 2019).

Flexible, easily updatable, content-related resources, valid, and easy to use (user-friendly) are the characteristics for good learning materials, according to Norhasim et al. (as stated in Rusmanto, 2012). Studies that were researched by Ampa (2015) show that interactive multimedia used for learning materials are very effective in teaching listening skills. A study that was conducted by McGrath and Bayerlein (2013) shows that gamification manages to boost students' motivation in learning and engage students with learning materials in such positive ways. Interaction between the student and their learning materials results in a collaborative and constructive learning encounter that creates opportunities for cognition, feeling, and action.

A study by Rosyid et al (2018) developed a programme called Chem Dungeon where they blend a strategy using education materials and entertainment games. Chem Dungeon is designed for SEG. SEG itself is a serious educational game where they combine two things: : knowledge space regarding learning materials and content space regarding games to be used to convey learning materials. This educational game has shown effective results in supporting students' learning and entertaining them. Is it noted that this game also has its own limitations. A study that was conducted by Ally (2013) stated that for a full potential of mobile learning, education needs to become learner-centered, with learners being able to reach learning materials from any place and at any time. Supposedly, with the newest technology, learning materials should be delivered to specific locations and personalized information that will be needed by students. This current study will be focused on the process of deconstructing English learning materials based on microlearning for vocational high school. Furthermore, this study aims to provide information about the description of vocational high school in English learning materials based on microlearning.

1.2 Research Question

Based on the research, the specific research questions will be:

1. To what extent are the existing learning materials based on Microlearning?

2. How is the microlearning-based deconstruction procedure of vocational high school learning materials?

3. How is the description of vocational high school learning materials based on Microlearning?

1.3 Purpose of The Study

Based on research questions above, there are three purposes of the study:

1. To analyze the use of microlearning in the existing vocational high school English learning materials.

2. To develop the Microlearning-based deconstruction procedure of the vocational high school English learning materials;

3. To describe the description of vocational high school English learning materials based on Microlearning.

1.4 Scope of The Study

This study focuses on the process of employing deconstruction and the descriptions of vocational high school English learning material based on microlearning. The learning materials consist of English learning videos, PPT, and books for high school and vocational high school published by the Ministry of Education and Culture of Republik Indonesia in 2017. The learning materials will be obtained from available internet sources.

1.5 Significance of The Study

Based on the study's aim and desired outcome, this study is expected to fill the gap of studies in employing deconstruction vocational high school English learning materials based on microlearning.