

## CHAPTER I

### INTRODUCTION

This chapter elaborates in-depth overview about the background of the research, the research questions, the objectives of the research, the scope of the research, the significance of the research, and the state of the art.

#### 1.1 Background of The Research

In recent years, there has been an increase in attention given to microlearning as a learning strategy. Microlearning, or learning in bite-sized chunks, is the current fad in the field of lifelong education (Perry, 2017). Microlearning may be a viable alternative for today's learners since it offers some benefits for teaching and learning practice. According to Allela (2021), microlearning consists of bite-sized chunks of information no longer than seven minutes in total. In this amount of time, the learners are expected to understand the material and make some kind of progress. Accordingly, the advent of microlearning may be perceived as a splash of fresh paint that brightens the educational landscape.

Moreover, the model, strategy, and methodology of learning have all been subjected to considerable modifications in today's generation. All of these have changed as a direct result. Greenberg & Zanetis (2012) stated that the rise in digital tool users, the proliferation of internet connectivity throughout the world today, and the growing awareness of these technologies among both learners and teachers have all played a role in this transformation. Therefore, it is essential for everyone to be technologically literate and digitally competence (Hafner et al., 2015).

The necessity for technological preparedness to fit Indonesian generations for employment in an age of free competition is aligned to the governance of digital

literacy in the education (Falloon, 2020). Specifically, English language learners are required to be equipped by digital literacy to use technology to explore, analyze, interpret, and convey information, as well as their grasp of the ethical challenges underlying the access and use of information (Al-Qallaf & Al-Mutairi, 2016). As emphasized by Mudra (2020), in English teaching and learning classroom, learners require digital literacy skills which indirectly instruct them on how to become digitally literate. Thus, digital competences are essential for determining whether learners are prepared to use digital resources for English learning. In other words, as a requirement for being digitally literate, digital skills aid learners in their use of digital tools.

Meanwhile, to keep up with the learning objectives, educational practices must evolve and develop. It is essential to be able to teach learners promptly and efficiently, in order to stay ahead of the global requirements (Dolasinski & Reynolds, 2020). Time constraints, a lack of resources, a lack of motivation in learning, and curriculum requirements are only a few of the underlying challenges to existing learning practice. Additionally, the widespread use of technological tool has only compounded the original problems. As Mason (2018) mentioned that today's learners need to be able to receive and understand not just words but also various visuals, both static (i.e., images) and dynamic (i.e., animations). It means that English learners requires studying the language through the lens of text in a variety of forms such as oral, written, visual, audio, and multimodal learning materials. Along with learners nowadays look for quick and simple sources of knowledge that can be accessed with just one click due to the fact that the current generation was raised and educated in a digital world (Armanda & Yosintha, 2022).

In term of English language teaching and learning practice, there are many problems resulting in learners experiencing difficulties mastering the four English proficiency skills particularly listening-speaking skills (Ren, 2020; Sukma et al., 2019). Based on the results of interviews with several English teachers, the problem they often encounter in teaching English to learners in primary schools is the use of learning materials that do not promote their effective development of the four English proficiency skills. It can be inferred that teaching primary school-age learners necessitates engaging learning materials that involve physical activity. While the data found in the field indicated that most institutions decide to use textbooks as the primary learning material.

In addition, based on the results of an analysis of existing learning materials, the textbook used as a learning reference only contains text and images. Some schools have begun using textbooks that are integrated with technology (e.g., QR codes), but the content presented does not support learners' enthusiasm for learning. This is because the content only displays presentation slides that are exactly the same as the materials in the printed book.

This condition is supported by Maya & Al Halim (2021) research in fifth grade, the researchers observed that the majority of learners made effort to master the four English proficiency skills and lacked engagement for English language learning. Several factors contributed to the occurrence. The English teacher did not complement the learning process with a visual aid or resource. In addition, the teacher only utilized a form of teaching and learning material that was readily available to learners, namely a textbook. The conditions caused the learners to lose interest in learning English, resulting in poor exam scores in the English subject.

Further, the finding above is backed by the results of Indriani's research. The findings revealed that the English learning practice in primary school was hindered by a number of factors, including: 1) learners who had trouble focusing during the process of learning; (2) learners' physical condition during the language learning; (3) aggressive learners who interfered with the learning process; (4) a lack of equipment and infrastructure to facilitate learning; and (5) boredom instructional approaches (Indriani, 2022).

Accordingly, the implementation of the *Merdeka Belajar* Curriculum may trigger some problems from the teacher's angle. A research findings on teacher readiness to execute the *Merdeka Belajar* curriculum revealed that two out of four teachers satisfied both the readiness and accessibility requirements outlined in the steps for carrying out learning (Andina et al., 2023). However, according to Sulistiyo et al. (2020), the status of current English subjects causes challenges such as a lack of established curriculum instructions, the quality of English teachers, and a lack of learning materials as well as facilities. English as a local content topic studied in elementary schools is perceived distinctively by teachers. Teachers were discovered to be dissatisfied with the policy that made English a local content in primary schools. Additionally, teachers are still struggling to create such materials that truly satisfy the learning demands of their learners.

In short, the fundamental problem derives from the learning materials employed. After examining the existing learning materials, it is required to develop learning materials that meet the characteristics of learners, particularly fifth graders of primary school. Apart from that, seeing the particular nature of fifth grade learners, who tend to become bored fast and find it difficult to concentrate for a long period of time, is also a concern to consider. It is definitely appropriate

with the characteristics of learners who have a short attention span at a young age (Nunan, 2010). As emphasized by McKay (2008), when they first start school, children have a limited attention span, lasting about 10 to 15 minutes before they get easily distracted by their peers. Moreover, offering learners a large amount of material at once results in little engagement between the material and the learner. In this manner, the material may overwhelm the ability of memory retention, resulting in a confusing learning experience (Giurgiu, 2017). Therefore, teachers need to address these problems creatively and innovatively.

In response to this, there are a few factors to consider. One of them is that, by focusing primarily on the features of primary school learners; they prefer learning materials that are quick, engaging, and simple to comprehend. The researcher inferred that primary school learners, in particular, may benefit from the practice of microlearning. In this manner, video is an efficient kind of multimedia which appropriate for microlearning delivery (Leong et al., 2022). Hence, the researcher highlights the potential for developing microlearning-based content at the primary school level.

Generally, microlearning content have a brief duration and a specific learning goal (Allela, 2021). Microlearning Object Materials (MLOM) offer a specific goal, thus their forms are different and reliant on the intended learning objective. Microlearning content can be presented in many different ways and through various forms of media, including: (1) images, such as infographics, diagrams, memes, and animated GIFs; (2) audio, such as short narratives and podcasts; and (3) videos, such as video flashcards, animated videos, screencasts, microlearning vlogs, demonstration videos, and time-lapse videos (Sankaranarayanan et al., 2022). Microlearning contents are compatible with many digital tools, such as

mobile phones, laptops, desktops, computers, and tablets. Therefore, a variety of tools and technologies available may be utilised to develop these microlearning contents.

Microlearning has been implemented in diverse contexts. Particularly, microlearning has been used extensively in English language teaching and learning (Almazova et al., 2018; Hosseini et al., 2020; Javorcik, 2021; Khong & Kabilan, 2020). The researches reveal that microlearning can enhance learners' self-regulated learning in language learning. It also can assist learners in expanding their active vocabulary in a more efficient and effective manner as well as encourage learners involvement while doing oral activities. Moreover, the research presents microlearning theory model developed to provide a step-by-step approach to implementing microlearning in the context of language learning.

Furthermore, microlearning has also been used throughout all educational levels. As Sankaranarayanan et al. (2022) found that the majority of microlearning research focuses on applications in corporate settings and higher educational contexts. Microlearning has been used to accomplish the following goals: to increase the motivation and learning performance of high school learners (Nikou & Economides, 2018); to improve learners' learning skills (Mohammed et al., 2018); to increase knowledge retention and work performance (Shail, 2019); and to enhance learners' self-regulated learning (Hosseini et al., 2020). However, research on the application of microlearning at the primary school level is still uncommon.

Meanwhile, video seems to be positioned to be one of contributors to the transformation for the educational environment. The use of instructional videos has been shown to significantly raise levels of learner engagement and proficiency in a subject area (Rafidiyah & Thania, 2018). Video as learning materials, as proposed

by researchers like Manley & Urness (2014) and Comiskey & McCartan (2011), has been shown to change how learners feel about the materials so that they feel better about it and become more engaged, enthusiastic, and skilled learners. In short, there are benefits of providing English learning materials in the form of microlearning-based videos.

Many researchers have examined teaching and learning via video from various angles, such as the use of videos at different school levels (Aquino, 2022; Shomurodovich, 2020; Surtikanti, 2019; Wijnker et al., 2019), the significance of videos in the field of education (Greenberg & Zanetis, 2012; Huang et al., 2021; Ou et al., 2019; Sweeney & Baker, 2018), and its establishment in the research of multiple disciplines of education (Cahyani & Jayanta, 2021; McVee et al., 2018; Sofyan et al., 2019; Waluyo & Apridayani, 2021). Instructional videos are also frequently utilized and have demonstrated their effectiveness in enhancing various skills and learners' ability in English (Hariyono, 2020; Nuraeni & Hadi, 2020; Rafidiyah & Thania, 2018).

The utilization of instructional videos created specifically for the purpose of learning is crucial. Learners are able to boost their numeracy, literacy, and digital literacy skills, according to the findings of a research that examined the benefits of using mathematics learning videos in the classroom (Winarni et al., 2021). Later, research from Maulid & Sakti (2021) has shown that learners' digital literacy may be indirectly improved via the use of interactive learning videos, making them a feasible option for educational media. In addition, videos are not only applicable for flipped classrooms (DeLozier & Rhodes, 2017; Long et al., 2016) but also for pre-class learning materials (Bonafini et al., 2017; Hansch et al., 2015).

Likewise, not only in the onsite setting, in the online learning, the use of videos is also on the rise, according to a research by Wijnker et al. (2019), videos are popular among both learners and teachers. In addition, both conventional and cutting-edge pedagogies may benefit from the use of instructional videos. For instance, to provide primary school learners more liberty in their studies, Palaigeorgiou et al. (2019) advocated for the use of engaging videos in an online learning setting. Later, according to a case study by Chen et al. (2021) that the vast majority of learners acquired understanding by viewing the videos for remote learning. In addition, the multilayered videos (session guiding videos, content instructional videos, and activity videos) also obtained positive written responses from learners.

Owing to the previous research above, the use of videos as English learning materials may provide a dynamic and engaging educational setting, which can be a great help to teachers of English as a foreign language (EFL). Moreover, video-based learning materials allow teachers to make creative and unique choices when constructing English classes. Yassaei (2012) said that EFL learners can learn more than just grammar and vocabulary through classes with instructional videos and sound effects. Moreover, by using video, teachers may better adapt their lessons to the individual learning styles of their learners. Likewise learners may stop, rewind, and speed up videos as needed. Learners may see them whenever it is convenient for them, fitting their studies into their already packed schedules. Video is more flexible in accommodating learners' varying learning styles and paces due to the incorporation of the multiple material types (pictures, motion, sounds, and text). The ability to pause, rewind, fast-forward, and repeat video material as much as necessary gives the learners greater agency over the information they get and



increase chances of gaining a more thorough understanding (Greenberg & Zanetis, 2012).

In addition, numerous researchers have studied the use of digital literacy to promote learning in the twenty-first century (Armanda & Yosintha, 2022; Chan et al., 2017; Maya & Suseno, 2022; Murtafi'ah & Setyo Putro, 2019). However, there appears to be no research that integrates the notion of microlearning, video-based learning, and digital literacy into one research concurrently. This research aims to fill this gap by looking at how microlearning-based videos which is digital literacy infused can be used in English learning materials for fifth graders.

However, considering some previous and relevant researches, the researcher was aware of the rise in popularity of microlearning and video usage in the classroom as well as the needs for infusing digital literacy in today's learning materials. Hence, the researcher was thinking of designing microlearning-based video content and digital literacy infused English Learning materials for fifth graders. In this context, the video serves as a supplementary material for the teacher. The integration of different forms of media into the teaching process is very necessary in order to provide learners with an atmosphere that is conducive to productive learning (Saeedi & Biri, 2016). As a result, teachers need to employ learning materials that assist learners in learning in an efficient and effective manner. Therefore, the purpose of this research is to design microlearning-based video content and digital literacy infused English learning materials for fifth graders.

This research differs from earlier research in a number of ways. First, it seeks to emphasize the underlying demands of microlearning-based videos as learning materials, which are infused with digital literacy for fifth graders which designed

for speaking-listening skills. Second, it attempts to highlight that the prototype is expected will not only improve the English proficiency skills of learners, but also motivate them to be more interested in studying English as well as enhance their digital literacy skills. Third, this research is performed within the educational setting of Indonesia, which is one of the emerging nations that have begun using digital technology in education. Fourth, the EFL teachers and learners are carefully picked from three primary schools from diverse region which have implemented “*Kurikulum Merdeka Belajar*”.

By comparing and integrating the prior studies described above, it can be shown that microlearning-based video content and digital literacy infused for fifth graders’ English learning materials needs to be develop. Looking over the demands, it is clear that it is necessary to design microlearning-based video content and digital literacy infused for fifth graders’ English learning materials. In addition, conventional forms of learning materials like textbooks were argued to be unsuitable for delivering English material in the twenty-first century classrooms, but prefer on the current technology-based learning material that tries to meet today’s global requirement. The current research is driven mostly by the following research questions: 1) To what extent do the existing English learning materials for fifth graders use microlearning video content and infuse digital literacy?; 2) How is microlearning-based video content and digital literacy-infused for fifth graders’ English learning materials designed?; 3) How is the design of microlearning-based video content and digital literacy-infused for fifth graders’ English learning materials?; and 4) How is the employability of microlearning-based video content and digital literacy-infused for fifth graders’ English learning materials?

Looking into today's situation that learners at the primary school level in Indonesia have a very hard time picking up English as a foreign language (EFL). Most learners despise language lessons because they find it challenging to comprehend their teachers if speak a language different than their own language (Mutiah et al., 2020). Moreover, learners have a hard time interacting with the teacher and contributing to class discussions, which leaves them feeling bored, shy, and unable to focus, which in turn leads to scattered thinking and an overall impression of absent-mindedness. The result is that the learners cannot accomplish as much as the teacher would want. Therefore, the primary objective of this research is to provide a novel approach to aiding learners in their academic pursuits. The researcher recommends displaying microlearning-based videos to learners particularly those in the fifth grade to help them better comprehend the curriculum and to make them more engage to study.

For the most part, the objective of the current research is to design microlearning-based English learning materials for fifth graders that use video which is infused by digital literacy. The current research is distinguished from previous researches by the areas of emphasis. Therefore, it is critical to analyze the current English learning materials for fifth graders who use video and infuse digital literacy. To satisfy the stated demands, it is important to establish which sorts of video which digital literacy-infused materials should be developed. Which in turn the learning material must match the standards of the current Indonesian Curriculum for English at the primary school level and CEFR descriptors. In essence, research into preexisting English learning materials is required to investigate further the present positions in the development of microlearning-based video content and digital literacy infused English learning materials. By

synthesizing findings from many researches, this research is able to identify critical issues that could be categorized and examined to identify promising areas for future product development.

The following research outline goes into detail about the steps of research to help explain what this research report is about. In the first chapter, the introduction, the researcher attempts to establish the research background, the research questions, and the research objectives. In addition, chapter one also highlights the research's scope, its significance, and the state of the art. The second chapter, the literature review, follows. The literature review is arranged according to the major issues of microlearning, video as microlearning object materials, digital literacy, learning materials, and English Language Teaching (ELT) for Fifth Graders. In this section, the researcher also performs some pertinent researches pertaining to this research as well as the conceptual framework. While in the third chapter, entitled "Methodology," the researcher discusses the design of the research method that will be used to perform the research. This section also describes the source of the data and the technique for collecting and analyzing it. In chapter four, the findings and discussion are elaborated. Lastly, the conclusion and suggestion are depicted in Chapter five.

## **1.2 Research Questions**

On the basis of the research background, there are four research questions intended to achieve the research objectives. Thus, the following are the research questions:

1. To what extent do the existing English learning materials for fifth graders use microlearning video content and infuse digital literacy?

2. How is microlearning-based video content and digital literacy-infused English learning materials for fifth graders designed?
3. How is the design of microlearning-based video content and digital literacy-infused English learning materials for fifth graders?
4. How is the employability of microlearning-based video content and digital literacy-infused English learning materials for fifth graders?

### **1.3 Objectives of The Research**

In accordance with the aforementioned research questions, the following four research objectives will be attached:

1. To describe the existing English learning materials for fifth graders that use microlearning video content and infuse digital literacy.
2. To depict the procedure for designing microlearning-based video content and digital literacy-infused English learning materials for fifth graders.
3. To portray the design of microlearning-based video content and digital literacy-infused English learning materials for fifth graders.
4. To present the employability of microlearning-based video content and digital literacy-infused English learning materials for fifth graders.

### **1.4 Scope of The Research**

The line of the research tried to promote fifth graders who may benefit from microlearning-based video content and digital literacy infused learning materials for English language learning. This research leveraged data from existing models of English learning materials for fifth graders that include video and digital literacy. Later, the research resulted in the production of a series of microlearning-based video content and digital literacy-infused English learning material for the purpose

of preparing teachers for the process of teaching in primary school, particularly in fifth grade.

The Design and Development Research (DDR) method was employed in this research, which entailed four phases: need analysis, design, evaluation, and revision. In the need analysis phase, the data will be gathered by reviewing learning materials as well as *Capaian Pembelajaran* for fifth graders and interviewing the English teachers. This was done to determine the extent to which the different models of English learning materials utilize video and infuse digital literacy and what kind of learning materials were required by current learners in fifth graders at the primary school level.

The researcher strived to develop English learning materials for fifth graders by combining the microlearning framework proposed by Allela (2021) and the digital literacy framework proposed by Iskandar et al., (2022) with the framework for developing language learning materials by Tomlinson & Masuhara (2018) and Mishan & Timmis (2015) pertaining to the way in which video-based and digital literacy-infused learning materials were developed. Furthermore, the products were aligned with CEFR descriptors at the A1 level. The notion of digital literacy was infused into the learning materials by adjusting the content with digital literacy descriptors.

Furthermore, this research was restricted to the development and production of a suitable model of microlearning-based video content and digital literacy-infused English learning materials, which is merely designed for fifth graders. The content was developed according the learning objectives in *Capaian Pembelajaran* and descriptors in A1 CEFR level. However, the materials were adjusted to the required

learning objectives as well as the learning topic by integrating English proficiency skills i.e listening-speaking.

### 1.5 Significance of The Research

Theoretically, the findings of this research are expected to strengthen the understanding of the developing model of microlearning-based video content for fifth graders' English learning materials. This research also intends to provide more information regarding the development of video content for fifth graders' English learning materials, which are based on the framework of microlearning and digital literacy. Further, this research will also help educational developers, teachers, and other researchers who want to do more research in this area.

Practically, the research findings are intended to provide useful information and support the institutions, especially those who have implemented or will implement "*Kurikulum Merdeka Belajar*," future researchers, and, in particular, English teachers, in their efforts to implement microlearning-based video content as fifth graders' English learning materials. This research is also expected to be useful for future researchers, which will make it possible to develop it and make it more comprehensive research.

### 1.6 State of The Art

The Minister of Education, Culture, Research, and Technology (Mendikbudristek) has officially launched "*Kurikulum Merdeka Belajar*" since February 2022, but its implementation has been only carried out in small portions of institutions. Until the end of 2022, there were already more than 151 thousand educational units that had implemented the *Merdeka Belajar* Curriculum (Source: [www.kompas.com](http://www.kompas.com) ). However, data from Kemendikbud that is reported by *Badan Pusat Statistik* (BPS) shows that in 2021, Indonesia had 68583 school institutions

which include 148743 primary school institutions, 40597 junior high schools, 13865 high school institutions, and 14078 vocational institutions (BPS, 2021). The lack of schools that implement this curriculum has an impact on the unavailability of English teaching materials developed. Moreover, previous researchers have done research on topics like video-based learning materials as well as digital literacy in teaching and learning process. Unfortunately, these topics are treated in completely independent manner. Moreover, there seems to be no research that discusses the application of CEFR standards in primary education level. As a result, this research tries to fill the gap by developing a model of English microlearning object materials for fifth graders that are video-based and infused digital literacy in integrated way. The materials will also available for the implementation of “*Kurikulum Merdeka Belajar*”.

Likewise, as a technique of accomplishing learning objectives during the course of teaching and learning activities, microlearning is becoming more favoured, and it is also readily accessible to both learners and teachers. Furthermore, this research tries to promote the novelty by developing a model of video-based and digital literacy infused English microlearning object materials for fifth graders which designed for teaching English to schools that have done or will implement the “*Merdeka Belajar*” curriculum. It allows young learners who deal with learning challenges to benefit from microlearning by maximizing their comprehension of the learning material so that they may learn the four English proficiency skills equipped by digital literacy and standardized by CEFR descriptors.