

# CHAPTER I

## INTRODUCTION

This first chapter provides introduction of the research, as well as a discussion of the context and topics of interest. Research background, research questions that inquire about the centrality of research, and research objectives that aim to answer the research questions listed. Moreover, the introduction also covers scope of the research, significance of the research, key terms, and state of the art.

### 1.1 Background of the Research

Nowadays, there is a growing interest and urgency in investigating English lesson at the junior high school level. English is a required school subject that prepares students for global competition. Thus, English learning leads the separate categories of English mastering. One of the English mastering is writing. Discussed by experts, writing is a medium to communicate ideas and thoughts communicated through written words. In another word, writing can assist students in expressing themselves (Fahmi & Rachmijati, 2021; Jamhuri, 2021).

However, students encountered writing issues that hampered their ability to write (Toba et al., 2019). Amalia et al., (2021) said that students' disinterest in learning writing, insufficient time management to teach writing through materials used, and limited materials to teach writing. In specific, they also said that students' inability to generate ideas (Amalia et al., 2021). More than that, students despise writing because it is tedious and difficult (Marbun et al., 2022). To develop the learning materials, the teacher must devote a significant amount of time (Marbun et al., 2022). Hence, students think that writing is hard thinking skill to generate idea and teachers are faced in limited teaching materials and time management. They should decide on the best strategy to engage students in writing.

Therefore, the problems can be solved through materials. It should be developed into materials supported students' behavior by analyzing their condition. From all the problems can be said that students have the bad mindset of learning writing. Writing is a difficult and bored activity. That mindset happens because the materials have no effective way. Then, creativity to compose ideas is difficult to develop for making a new work. For teacher, it gets stuck in materials used and inefficiency time for teaching. Learning materials are the most important aspect of teaching and learning. As a result, learning materials must be developed in accordance with the current trend and advancement of knowledge. Interactive video appears as the solution for the problems. Interactive video can stimulate students for generating idea by what they see, hear, and interact. The study showed that after 3 hours, learners who learn through their senses of hearing and sight can remember 85% of what they heard and saw and after 3 days reach 65% (Rohana, 2017). Thus, students can replicate their writing abilities. Language laboratory use of audio-visual media is very useful in generating interest in learning and enhancing the creativity of enjoyable learning (Rohana, 2017).

Interactive video is one of equipment technologies that part of microlearning (Allela, 2021). The study of microlearning has become a significant trend in knowledge advancement and technology to support English learning materials. Experts said that microlearning is a method of learning that focuses on a single concept while utilizing multisensory and multimodality in a limited amount of time (Dolasinski & Reynolds, 2020). Supported by another expert, smaller chunks of learning content allow learners to access them more easily at specific times and conditions throughout the day (Leong et al., 2021). Torgerson & Iannone, (2020) on her book told that microlearning fits in synchronous learning (in person or virtual learning in same time and together) and asynchronous learning (independent learning at their own time and space). They pointed

that microlearning occurs when we take any of these forms and become so focused on a single learning need that the training duration is brief. In brief, microlearning is a new way of responding to the learners' growing need for lifelong learning or learning on demand. It is a new teaching model that has yet to be defined and strictly related to e-Learning.

In previous study, Fitria, (2022) conducted research about microlearning in teaching and learning process. The use of microlearning is expanding in tandem with technological advancement. This enables students to gain access to information and teaching materials whenever and wherever they are ready to learn (Fitria, 2022). Moreover, another study is said that microlearning is an interactive learning object because it is a short segment of information delivered through various platforms and methods (Major & Calandrino, 2018). Thus, students will get a more efficient learning focus through micro content. The use of technology means important to be involved in supporting global trend. The findings show that the microlearning has the potential to support English writing materials in junior high schools.

To support global issues of 21<sup>st</sup> century skills, the teaching and learning should be engaged into some skills. It encourages students to be able to compete globally. One of the skills is creativity. It has a potential to be infused in English writing materials. Expert stated that writing is considered a cognitive activity in which creativity is required (Tawali et al., 2020). Moreover, creativity means curiosity, imagination, playfulness, creative production, co-creativity, innovation (Chalkiadaki, 2018).

In Indonesia, creativity is also to be the concern by government in learning implementation. Through the book of *“Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila”* explained one of the characteristics Profil Pelajar Pancasila is *kreatif*. *Kreatif* means *“menghasilkan karya atau gagasan orisinal”* (Satria et al., 2022).



More than that, Kurikulum Merdeka (KMB) through decision letter explains about description of writing that the ability to convey, communicate ideas, express creativity and create in various genres of written texts, in an effective and understandable way, and attracts readers with the right organizational structure and linguistic elements (Kemendikbudristek, 2022). Therefore, this confirms the relationship between global and national issues on creativity. It also shows the correlation between creativity and writing. The importance of instilling creativity in students is to realize novelty in thinking or idea and making new works.

Furthermore, concerning the writing materials and creativity, interactive video that part of microlearning is one of the keys to facilitate writing process at school. Allela, (2021) explained interactive video is able students to interact with the video content like dragging and clicking. It can lead to increase the active students in class. Another expert stated the increase in the average learning outcomes of writing skills at the end of learning indicates that there is a significant influence between the use of interactive video on the learning outcomes of writing reproduction skills (Rohana, 2017). Thus, interactive video can increase writing competence in learning process.

In fact, interactive video used does not represent aspect of microlearning, short time and small content. This is inefficient because it affects the focus of student learning, especially when learning is done in a self-learning. This will reduce student learning motivation. This will be worse impact when the learning process is carried out remotely.

Therefore, interactive video is the solution if the concept is related to microlearning. Microlearning contents are small nuggets of learning units and short-term learning activities, such as 5 to 15-minute video clips with unique features and dimensions (Mohammad Hosseini et al., 2020). It entails developing bite-sized training materials that can be grasped in a matter of minutes. It also exposes students to small

pieces of content that they can access at any time. It includes a brief video, viewing an infographic, or participating in a brief virtual class with group discussion (Fitria, 2022). It means learning materials on microlearning should be in short time, independent, suitable for online and on-site learning, and easy access. As a result, interactive video supports English writing materials but should be designed following aspect of microlearning as short interactive video.

Because they allow learners to act independently, follow their path, and maintain their pace, interactive videos facilitate differentiated and personalized learning (Palaigeorgiou et al., 2019). Even though interactive video delivers many benefits, its implementation has not shown a significant impact on microlearning aspects. One of the aspects is a short study time to increase student focus. Hence, this research finds the gap that this research will design interactive video considering microlearning aspect and curriculum national KMB. Thus, this research aims to design interactive video-based and English writing materials-infused creativity skills for junior high school.

Moreover, the interactive aspect that allows learners to practice their skills and apply new knowledge is a significant part of what makes microlearning so effective (Major & Calandrino, 2018). From that literature, when designing microlearning-based learning materials, skills need to be presented together with knowledge. In previous design, interactive video has not infused to any skills. Therefore, this research involves creativity as a skill that is designed together with interactive videos. Hence, the purpose of this study is to conduct a research and design study on interactive video-based and creativity-infused in English writing materials for junior high school. It leads some research questions: 1) To what extent do the existing writing materials use microlearning interactive video and infuse creativity skills for junior high school?, 2) How is the process of designing microlearning interactive video-based and English writing materials-infused

creativity skills for junior high school?, 3) How is the design of interactive video-based and English writing materials-infused creativity skills for junior high school?, and 4) How is the employability of microlearning interactive video-based and English writing materials-infused creativity skills for junior high school?

## **1.2 Research Questions**

Based on the background above, this study focuses on how to designing microlearning interactive video-based and English writing materials-infused creativity skills for junior high school. From that background can be formulated the research questions listed. As a result, it can be developed into the following research questions, as follow:

1. To what extent do the existing writing materials use microlearning interactive video and infuse creativity skills for junior high school?
2. How is the process of designing microlearning interactive video-based and English writing materials-infused creativity skills for junior high school?
3. How is the design of microlearning interactive video-based writing materials infused creativity skills for junior high school?
4. How is the employability of microlearning interactive video-based and English writing materials-infused creativity skills for junior high school?

## **1.3 Purposes of the Research**

Based on the research questions presented above can be stated the primary purpose of this study. It is as follows below:

1. To determine the existing microlearning interactive video-based and English writing materials-infused creativity skills that used in learning for junior high school.



2. To describe the procedure of designing microlearning interactive video-based and English writing materials-infused creativity skills for junior high school.
3. To describe the design of microlearning interactive video-based and English writing materials-infused creativity skills for junior high school.
4. To validate the feasibility of microlearning interactive video and English writing materials-infused creativity skills for junior high school.

#### **1.4 Scope of the Research**

The scope of this study is restricted to design microlearning interactive video-based and English writing materials-infused creativity skills for junior high school especially for 7<sup>th</sup> grader. It involves the English writing materials that will modify infusing creativity which use microlearning materials, interactive video. Thus, the final product is prototype script. Interactive video will be designed considering *Kurikulum Merdeka Belajar* with basis writing is ability to convey, communicate ideas, express creativity, and create in various genres of written texts, in an effective and understandable way. More than that, it will follow the *Capaian Pembelajaran* Phase D as the national goal of learning writing for junior high school. This design is suitable 7<sup>th</sup> grader. The text type or genre is based on *Kurikulum Merdeka Belajar*, narrative text, descriptive text, procedure text, and special text (short message, advertisement). But this research is focused on descriptive text only. The creativity is also infused in the design. Creativity will be involved in learning materials. The basis of creativity comes from Profil Pembelajar Pancasila, produce original works or ideas. To make the design, DDR is the methodology of research that contain need analysis, design, evaluation, and revision.

### **1.5 Significance of the Research**

In light of the aforementioned purposes, this research is expected to provide some theoretical and practical contributions. Theoretically, this research can be used as a benchmark for the implementation of learning using interactive video for English writing materials that infuse with creativity. Moreover, it is also expected that this research can provide a clear description of the development of microlearning interactive video-based and English writing materials-infused creativity skills. Furthermore, hopefully its findings can be used as a reference and input for future research, particularly by instructional designers interested in infusing microlearning-based English writing materials.

Practically, this research hopefully can provide assistance for teachers in using interactive video for English writing materials that infuse creativity. Interactive video can support the 21<sup>st</sup> century skills especially creativity through writing. This research is to find out how interactive video can be applied in the context of learning writing with creativity in junior high school especially for 7<sup>th</sup> grader. It is also expected that teachers will get effective time in teaching to get maximum student focus. More than that, this research will also help teachers to apply new learning model in shorter and more enjoyable way. For students, through interactive video is expected facilitating on developing their creativity on making new work through writing.

### **1.6 State of the Arts**

In previous research, interactive video is only researched generally. It contained increasing learning motivation using interactive video and the effectiveness of interactive video in teaching and learning process. Previous interactive videos have not engaged microlearning aspect, global, and national issue. Thus, this research has the gap from the previous.



Thus, this research will contain microlearning aspect, national issue, and global issue. The national issue is about new curriculum, *Kurikulum Merdeka Belajar*. The curriculum is used as learning objective that will be engaged inside learning content using interactive video. Then the global issue is about 21<sup>st</sup> century skills especially creativity that will be infused to writing process. To fill this gap, this research focuses on designing microlearning interactive video as English writing materials for descriptive text that infuse with creativity and support aspect of microlearning.

