CHAPTER 1
INTRODUCTION

This chapter provides an overview description of the study's background as well as a brief review of why and how the study is carried out. The next section discusses the general concepts of the research questions, purposes of the study, the scope of the study and the significance of study.

1.1. Background of the Research

Listening plays a significant role in the research of second language acquisition as a receptive skill that students must learn. The listening materials essentially cover a variety of topics related to life. This implies that they contain a variety of subjects related to our daily life. Thus, Wallace, et al (2004, p.13) states that understanding knowledge and information, gaining insight, and successfully interacting with people are all aided by having good listening abilities. However, listening to a message on recording is more challenging than reading one. Zaelani & Zabidi (2020) states that junior high school students have trouble speaking and listening because they lack vocabulary mastery and don't have the confidence to practice speaking and listening about the new information they have learned. Moreover, Fang (2008) made the following recommendations in response to this situation: First, expose students to a variety of input, including lectures, radio news, movies, TV plays, announcements, normal conversations, interviews, storytelling, English songs, and so forth. Second, look for visual aids connected to the listening subjects or create diagrams and illustrations to help students guess or actively envision. Teachers should be attentive to their pupils' abilities and provide genuine content rather than idealized, filtered examples. Fourth, understanding structure is a crucial component of effective listening, despite the fact that most published materials emphasize the passage's meaning rather than

listening for the structure that most clearly expresses it. Thus, as teachers must analyze and carefully to select the strategy that will be applied to teach listening.

The metacognitive method is one way to develop the skill of listening effectively. (Vandergrift & Goh, 2012), It helps students take control of and think about their learning. (Chen, 2017). Mbato (2019) highlighted that critical thinking and metacognition are interrelated ideas. Both of these concepts focus on the capacity to assume responsibility for one's thinking, employing this cognitive ability to make decisions, analyze information, and appraise and assess one's own learning. (Uzuntiryaki-Kondakçi & Çapa-Aydin, 2013). Hence, the media is needed in attracting attention and boosting student. It relates with Al-Alwan, Asassfeh, and Al-Shboul (2013) statements, the listening performance of students in a class will improve as a result of the use of various methods and media in listening learning. Due to its listening skills, audio media can positively stimulate student engagement and motivation for learning, making it simple for them to retain the message's information (Yusantika, Suyitno, & Furaidah, 2018). Moreover, Hasanah & Malik (2020) mentioned that e-learning tools can assist students develop their ability to think critically. In brief, students' critical listening abilities can be improved by an appropriate learning method.

The content for microlearning teaching is submitted via e-learning, which is completed in a very short time while focusing on the independent learning process helped by simple-to-learn learning materials. In accordance with Allela (2021) statement that microlearning incorporates current web technologies as well as emerging e-learning and educational technology developments. It helps students to access the most recent information anytime, anywhere, and in the specified format (Mohammed, Wakil & Nawroly, 2018). Moreover, the establishment of a microlearning curriculum is appropriate for children, according to their abilities for academic learning and engagement in a classroom setting (Mali, Sonawane, & Jadhav, 2021). Thus, information and

communication technologies (ICTs) have had a big impact on education, allowing new learning styles, teaching methods, and curriculum types.

Microlearning has become increasingly popular over time. Hosseini & Ejtehadi (2020) state that "microlearning" is proposed as a new technique of content delivery in facilitated settings, this content delivery should be brief, short, clear, and powerful. They added that microlearning consists of a set of brief learning activities that include a range of online resources that are Short (duration: 5 to 15 minutes), Small (duration: 5 to 15 minutes), Fine (well-selected material), and Powerful (widely applicable teaching resources). The interest in this topic was only sporadic from 2004 to 2014, but since then, it has gained popularity because of its useful applications (Ana-Maria, 2022). It because micro learning is more exciting and entertaining than conventional teaching since it stimulates both the eyes and ears (Tan, 2017). Moreover, Zhou (2021) research revealed that in contrary to conventional class, micro-learning is naturally adaptable and interactive. Wang (2019) added that, the microlearning-based approach was able to improve the learning outcomes of the students. A review of previous research proved that microlearning-based learning has a positive impact on the teaching and learning process, such as improving students' learning outcomes, creating adaptable & interactive learning, and increasing the efficiency of learning.

Based on several studies, many students in Indonesia still suffer from poor critical thinking skills (Atayeva, 2019). According to O'Neil (2018), studies have highlighted the fact that students lack critical listening skills because there aren't any advanced strategies, programs, internet tools, or educational resources to help them develop them. Moreover, their abilities and creativity will be enhanced by participating in the creation of time-honoured methods for teaching English, particularly listening and more specifically critical listening (Basyoni, Shu, Goh, and Seng, 2020). Thus, EFL teachers may be able to help

students create efficient learning techniques and ultimately enhance their English listening abilities, particularly the critical listening skills, by having a better understanding of their students' learning challenges. (Robin, 2015). Their abilities and creativity will be enhanced by participating in the creation of time-honoured methods for teaching English, particularly listening and more specifically critical listening (Basyoni, Shu, Goh, and Seng, 2020).

According to Gilakjani and Sabouri (2016), in order for students to learn listening skills, teachers must present authentic material that is tailored to their specific needs. It relates to the current government program, namely Merdeka Belajar Kurikulum Merdeka (MBKM). A strategy used is called Merdeka Belajar, which encourages students to select the topics that interest them. According to Solehudin, Isnendes, Sutisna & Hendrayana (2021) Merdeka Belajar signifies that a happy environment must be developed through the educational process. Both the students and the teacher are neither bored or stressed out by just listening to the teacher while she explains. It is necessary to create a variety of methods and procedures so that learning activities are interesting. They added that to ensure that learning occurs in an engaging manner, it is necessary to continually create and communicate with the teacher for training usage of various apps in micro-learning. However, there are several problems, but the one most often found is teachers' difficulties in using media for listening material. Due to several factors, teachers were unable to teach English listening skills. First, it is difficult to find listening cassettes or CDs; second, English textbooks do not include listening audio material or CDs; third, the cost of listening materials is high; fourth, the difficulty level of the materials is inappropriate for junior high school students; and fifth, English teachers are unable to create English listening material on their own. These almost never allow children to learn English listening skills (Fakhruddin, Usman, Rahmawati, & Sulvinajayanti, 2020).

In relation to the aforementioned issue, appropriate and engaging learning is needed, according to students, in the learning process in order to increase student critical thinking skills. Arono (2015) argues that the following meta-cognitive listening methods might help students build their critical listening skills: (1) efficient activities, where students independently design active, efficient, and creative learning processes while monitoring and developing the listening learning model at each stage. (2) Using critical listening techniques can help students develop their critical listening skills, and (3) using media can help students develop their critical listening abilities. EFL teachers may be able to help students create efficient learning techniques and ultimately enhance their English listening abilities, particularly their critical listening skills, by getting a thorough understanding of their students' learning challenges (Robin, 2015). In a nutshell, technology may be utilized to teach critical thinking abilities while keeping students interested and engaged (Patrick Cole, 2016).

This study uses a few references from previous research, including publications from journals relevant to the study. In 2014, there is study discuss the connection between Iranian EFL students' listening comprehension and critical thinking skills (Mohammadi & Esmaeel, 2014). The study's findings showed a strong positive relationship between listening comprehension and critical thinking skills Moreover, in 2020, there was research that the aim is to create a Turkish course curriculum and materials that cater to the demands of the current era. This will be achieved by formulating a comprehensive list of critical listening skills, drawing inspiration from the philosophy of the national curriculum and successful education programmes implemented in various countries worldwide. The result of this study shows that "Critical Listening Attainment Chart," which was developed to improve the number of attainments in the Turkish Course Curriculum to strengthen the critical listening abilities, is believed to provide educational value for Turkish students (Erkek & Batur, 2020).

The students are interested in microlearning since it helps them comprehend concepts better, promotes discussion, and lets them rewatch films. This strategy encourages teachers to concentrate on the problems of learners and stimulates their critical thinking (Salleh, Khairudin & Ibrahim, 2022). Rad (2023) added that the results show microlearning, flipped, and microflipped teaching and learning as alternatives to the conventional way of instruction for encouraging EFL students to learn more effectively. In short, microlearning proves to be a highly effective and efficient approach, enabling learners to concentrate on honing a very precise skill (Furterer & Wood, 2021). A few of researchers have examined the use of microlearning for learning materials. However, it is unclear whether microlearning-based can be infuse with critical thinking skills in listening English learning materials. Hence, the focus of this current research becomes the gap with the other studies and aims at designing critical thinking skills – infused and microlearning – based materials script of English - listening for eight graders students.

Earlier research suggests to examining the curriculum should pay more attention to critical listening gains and books should be prepared to increase students' critical listening skills (Erkek & Batur, 2020). In this research, listening material will be further developed. This development will be supported by the syllabus and related curriculum. Thus, this research is needed to explore to design listening materials that infusing with critical thinking skills and microlearning-based.

The purpose of the current study is to design listening materials by providing them with the appropriate materials. Thus, this study was carried out for a variety of reasons. First, while most Indonesian students learn through listening materials, textbooks are still used. Second, it is still rare to include technology (such as video or audio) in listening. Third, there are still many teachers who have difficulty operating technology in the

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classroom. Thus, this present research will investigate microlearning-based listening materials that infuse critical thinking skills.

Regarding to the factors above, the researcher encouraged to present the following research question: 1) To what extent do the existing English listening learning material integrate with students' critical thinking and microlearning-based? 2) How is the process of designing microlearning-based listening materials to promote students' critical thinking in junior high school? 3) How is the design of microlearning-based listening materials to promote students' critical thinking in junior high school? 4) How is the employability of microlearning-based listening materials incorporating critical thinking in junior high school

The development of learning materials and skills that are in line with the concepts of applied microlearning is necessary, particularly for microlearning-based and critical thinking skills-infused in English listening materials. The findings of this study imply that junior high schools should develop a joy of studying. It will assist teachers in identifying teaching strategies that are well-received by students Thus, it is important to infuse the curriculum, the teaching strategy, teaching media and the teaching materials.

1.2. Research Questions

Referring to the problems on a background of study, four questions are formulated as follows:

1) To what extent are the existing microlearning-based and critical thinking skills-infused in English listening materials for junior high school?

2) How is the process of designing microlearning-based and critical thinking skills-infused in listening materials for junior high school?

3) How is the design of microlearning-based and critical thinking skills-infused in listening materials for junior high school?

4) How is the employability of microlearning-based and critical thinking skills-infused in listening materials for junior high school?

1.3. Purpose of the Research

This research aims to:

1) To find out the existing microlearning-based and critical thinking skills-infused in English listening learning materials used by junior high school students,

2) To describe the procedure in designing microlearning-based and critical thinking skills infused in listening materials for junior high school,

3) To design microlearning-based and critical thinking skills-infused in listening materials for junior high school.

4) To find out the employability of microlearning-based and critical thinking-infused in listening for junior high school

1.4. Scope of the Research

The research focuses on creating a model of listening materials with microlearning components and critical thinking skills integrated as mentioned above for junior high school students. The final product is prototype script. In each topic, the activity included in the existing listening materials will be modified to be followed by questions that indicate critical thinking-infused and microlearning-based. The topic is taken from the CEFR and the materials design will be designed considering *Kurikulum Merdeka Belajar* in phase D. Furthermore, this research uses ADDIE (Analysis, Design, Development, Implementation and Evaluation)

model. The junior high school classes in eight graders are the target for this research. This study used data from the most recent listening materials, which were acquired from the syllabus and classroom observations. Data from the existing listening materials were also analyzed to show how far

microlearning and critical thinking principles have been incorporated into the junior high school listening materials.

1.5. Significance of the Research

1. Theoretically

The concept and which supports ideas of microlearning English listening learning resources that are focused on critical thinking skills provided accessible to English teachers who teach specifically with eighth graders.

2. Practically

The findings hopefully can contribute to the students, teachers, and also the other researchers.

a. For Students

Using a microlearning-based and critical thinking skills-infused learning strategy in listening activities, the study can be used to support students' learning experiences. Also, this research expects that this product can support their learning motivation and encourage them to spend more time freely practicing their listening skills.

b. For Teachers

The research's findings can be applied to microlearning-based and critical thinking skills-infused activities that educate and practice listening competency. It is beneficial to give teachers resources and information on how to use the learning paradigm since they contribute as facilitators of investigation and evaluation.

c. For other Researchers

The study can build on existing data to provide new research, and it also supports future research on critical thinking that is integrated into microlearning listening materials so that other researchers who are interested in carrying out the study can use the results as a guideline.