CHAPTER I

INTRODUCTION

This chapter provides general outlines of the study. It covers the background of the study, research questions, purpose of the study, the scope of the study, the significance of the study and clarification of related terms.

1.1 Background of the Study

Microlearning is essential to a fully independent and self-directed approach to learning, and its criteria are in accord with those of the present learner. According to Santos in Drakidou (2018), millennials have demonstrated an attention span that suggests typically extended courses won't allow them efficiently learn stuff or do their professions.

Furthermore, according to Salleh et al. (2022), microlearning has boosted student interest in their learning and student engagement. As a consequence, microlearning may be defined as a short-term learning method that may boost student interest in their learning and is consistent with the characteristics of today's students who are unable to focus on studying for long periods of time.

Microlearning has lately emerged as a prominent concept in twenty-first-century education. According to Leong & Sung (2020), microlearning is a growing worldwide issue with writers, connections, and financial sponsors from all over the world. Higher education was the most often cited education level in the materials reviewed. Overall, the growing trend of microlearning publications corresponds to the documented increasing trend of "microlearning" Internet searches (as a practical need). In addition, according to Jomah et al., (2016) microlearning is one of the best and most popular methods for 21st-century learners. On the other hand, according to Mohammed et al. (2018), when learners employed microlearning as a learning method, their learning capacities increased by 18%

when compared to traditional ways. In addition, according to Kossen & Ooi (2021), microlearning as a means for increasing students' engagement and learning has shown significant increases in student engagement, satisfaction, and performance. Moreover, in language learning, microlearning can help teachers enhance student's skills (reading, writing, speaking, and listening) (Meng & Wang, 2016). As a result, microlearning is a current method in 21st-century education that claims to improve learners' learning capacity, and it is thought to boost students' learning abilities.

Several studies have been published in recent years that describe microlearning across a range of disciplines, including computer science, retail banking, education, and language learning. Microlearning in retail banking, De Gagne et al. (2019) Microlearning in health professional education, and Yang (2018) Microlearning of data structure based on smartphones. Additionally, according to Buhu & Buhu (2019), microlearning is used in the fields of education to modernize the educational system, teach mathematics (Mateus-Nieves; Moreno, 2021), teach science (Al-shehri, 2021), teach textiles in higher education, and teach mathematics (Jomah et al., 2016), Sirwan Mohammed et al.,(2018) present the effectiveness of microlearning to enhance students' learning ability. Therefore, while learning a language Edge et al.,(2011) used microlearning to teach language learning material; Tolstikh et al.,(2021) used microlearning to teach language to engineering students; and Mohammad Hosseini et al.,(2020) investigated flipping an EFL classroom to use microlearning to improve students' self-control. Micro-learning in College English Teaching (Meng & Wang, 2016). The conclusion is that Microlearning has been successfully used in a number of disciplines and has a good effect.

Furthermore, it is generally accepted that the use of microlearning in education fields have positive impacts. Meng & Wang (2016) stated that applying micro-learning in the teaching of college English is of great benefit, the microlearning helps students

improve their overall English skills, including listening, speaking, reading, and writing. In addition, Adhipertama et al. (2021) concluded that the video implementation process based on the micro-learning principle was able to increase the students' learning outcomes. Furthermore, Rafli & Adri, (2022) characterized microlearning as evolving through time depending on characteristics such as ease of access, technology use, and adaption to current times. As a result of the influence of factors such as ease of access, use of technology, and adaptation to current times, using microlearning in English instruction is especially beneficial because it helps students improve their overall English abilities, including listening, speaking, reading, and writing. As a consequence, microlearning is recognized as an important trend in the field of education in the current age, namely the twenty-first century, since it has the potential to increase students' excitement, comprehension, and drive to learn.

Furthermore, according to the national curriculum of Merdeka Belajar Ministry of Education (2022) learning English at the secondary education level is general English learning, General English instruction focuses on students' language abilities as they progress through the phases of language development. General English learning encompasses both receptive (listening, reading, and seeing) and productive (speaking, writing, and presenting) abilities.

On the other hand, the learning outcomes of English language skills refer to the Common European Framework of Reference for Languages and the level is equivalent to level B1. The technique utilized in general English learning is text-based, which is consistent with by Halliday and Mathiesen (2014) assertion that "text is what listeners and readers engage with and interpret." In the meanwhile, each sentence has a purpose, such as describing, explaining, or telling stories (Agustien, 2020). Furthermore, one goal of English subjects at the secondary level is to ensure that students can develop several

competencies such as critical thinking skills (Ministry of Education, 2022). Therefore, effective English learning today is achieved by developing teaching materials according to current needs in senior high school, which is focused on strengthening the ability to use English in six skills, one of which is writing, and integrating several competencies such as critical thinking skills.

Moreover, many scholars build and produce English writing courses and materials. Novita (2019) Creating English Writing Material in Recount Text for Grade X Computer Network Engineering Using Blended Learning. Additionally, Rosnaningsih and Retno Puspita (2020) Developing English Writing Materials Using a Genre-Based Approach: A Case for English Media Studies Students. Developing creative writing abilities in a high school ESL classroom, on the other hand (Avramenko et al., 2018). Furthermore, (Supriadi et al., 2019) Development of Module Teaching Materials Writing Short Texts of Literacy Based for Senior High School Students. Nonetheless, the study concentrated on the creation of learning resources for ordinary pupils. In the meanwhile, our study focuses on creating written English learning materials for senior high school pupils.

Furthermore, the implementation of critical thinking skills is significant for learning writing. According to Rohayati (2017), Because of its helpful qualities, critical thinking in creating English exposition text is worthwhile. In addition, Jaya Saputra (2017) stated that students' critical thinking had a considerable effect on their writing success. This suggests that students' critical thinking skills have a significant impact on their writing abilities. On the other hand, Hendrawaty & Saraswati (2016) A study has found that increasing students' critical thinking skills while teaching them to write essays was a success. Students performed well in terms of structure (introduction, body, and conclusion), content (logical progression of ideas), and vocabulary (style and quality of

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expression) but poorly in punctuation, spelling, mechanics, and grammar. Moreover, According to Winarti et al. (2021), students' critical thinking abilities have a significant influence on their argumentative writing capabilities. It suggests that critical thinking ability is one component that leads to students' success in developing written thoughts, hence the right stimulus is needed to increase students' critical thinking abilities. As a result, critical thinking in English writing instruction has a favorable influence on enhancing English writing abilities.

Despite the importance of writing English as a foreign language, few academics have researched how essential skills are used in writing English. It is uncertain, however, if critical thinking skills may be included in microlearning when creating English learning resources for senior high school. According to the above concerns, developing microlearning is something that must be done, particularly in developing English writing materials with the infusing of critical thinking abilities. As a result, the goal of this study is to develop microlearning-based and critical thinking skills-infused English writing learning materials for senior high school students.

1.2 Research Questions

Based on the study background, the research questions are outlined as follows:

1. To what extent is the existing English writing learning materials for senior high school based on microlearning and infused with critical thinking skill?

2. How are the procedures of developing microlearning-based and critical thinking skills infused English learning materials for senior high school?

3. How is the design to develop prototype of microlearning-based and critical thinking skills infused writing English learning materials for senior high school?

4. How are the validity and employability of microlearning-based and critical thinking skills infused writing English learning materials for senior high school?

1.3 Purposes of the Study

Based on the problem identification above, the main purpose of this research was to develop microlearning-based learning materials for English writing with the infusing critical thinking skills for Senior high school. The researcher required to do various analysis when constructing these types of learning materials. The following research sub-purposes characterize the analyses:

1. To analyze how far the existing English writing learning materials for senior high school based on microlearning and infused with critical thinking skill.

2. To describe the procedures to develop the microlearning-based and critical thinking skills-infused writing English learning materials for Senior High School.

3. To develop microlearning-based and critical thinking skills-infused English learning materials for senior high school.

4. To present the validity and the employability of microlearning-based and critical thinking skill-infused writing English learning materials for senior high school.

1.4 Scope of the Study

The research focuses on developing microlearning-based and critical thinking skills infused writing English learning materials for 10th grader senior high school. The results of the research are video, and infographic based microlearning materials for writing English of 10th grader senior high school with critical thinking skills infused.

1.5 The Significance of the Study

1. Theoretically

Senior high school teachers and other scholars have theoretical relevance. This study presents microlearning theory and critical thinking skills incorporated into English learning content.

2. Practically

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This research will presumably contribute to the field of education, particularly in the development of microlearning-based learning materials and critical thinking skills-infused English writing learning materials. It is also anticipated to provide suggestions for the teachers to create further microlearning and critical thinking skills-based learning resources. Furthermore, other researchers can use it as a model for similar investigations, and larger-scale studies can be conducted. It may also be used to improve educational quality by the institution.

1.6 Clarification of Related Terms

a. Microlearning is a small-scale, short-term learning activity in which the topic is examined briefly and students have autonomy in the learning process.

b. Critical thinking is a set of cognitive abilities and intellectual dispositions required for identifying, analyzing, evaluating, and creating.

c. Writing is a skill that helps you be more productive since it involves putting thoughts into phrases to communicate with readers visually.

1.7 State of The Art

Numerous studies have been published in recent years that describe microlearning in disciplines including computer science, retail banking, education, and language learning. Microlearning is seen as an important development in the field of education in the twenty-first century. Microlearning can assist teachers in improving students' skills (reading, writing, speaking, and listening) in language learning. Microlearning is said to be able to boost student interest, comprehension, and drive to study since it combines factors like ease of access, use of technology, and adaption to the modern world.