

CHAPTER I

INTRODUCTION

The first chapter in any research provides an introduction. In this study, the introduction includes research background, research questions, research objectives, research scope, research significance, key terms, and state of the art. The explanation is presented as follows:

1.1. Background of Study

The current learning problems are not only limited by space and time, face-to-face meetings between teachers and students can be carried out with electronic media. In addition, there are still many students who tend not to be interested in learning because the learning media is not attractive (Fadilla et.al., 2021). Therefore, presenting interesting material or content is a challenge that must be considered, how to find a strategy that is a solution in presenting good, interesting, and easy-to-understand content. Based on this, a new strategy emerged, namely microlearning, which is expected to help students achieve learning goals. The development of teaching materials based on information and communication technology is one of them by developing microlearning teaching materials.

Currently, the concept of microlearning is becoming a trend in the field of pedagogy. It is known that microlearning utilizes technology in the teaching and learning process which will have an impact on student achievement (Huo & Shen, 2015). This benefit is also very important in the context of learning in the new normal era, such as post-pandemic distance learning and also blended learning.

Microlearning is used as a strategy in designing learning content into small and focused segments. Microlearning is flexible to be accessed via any device and at any time.

Basically, the microlearning trend is suitable for students who are in the millennial generation and Gen Z, because they are very familiar with today's digital technology. Nevertheless, microlearning still has obvious drawbacks. The obstacles and challenges faced by microlearning are the absence of clear definitions, concepts and instructional guidelines (Thillainadesan et.al., 2022). The concept of microlearning is often associated with learning using technology, without realizing that microlearning is also learning that has content with a focus or a small scale.

In recent literature, Sankaranarayanan (2022) observes that microlearning emphasis is placed on three key aspects in the current definition of microlearning: technology, content, and learner. Microlearning is often associated with mobile technology and digital technology emphasizing the design and development of micro-content and micro-activity (content) together. In the view of Leong et al., (2021) microlearning is a learning solution by learning directly anytime and anywhere. This trend started with the advent of the internet and the incredible growth of social media today so that people are used to having information at their fingertips, finding the answers they need in minutes.

This trend has also facilitated the development of microlearning. In accordance with Gabrielli et al., (2005), small pieces of learning content can enable students to access information on the internet more easily and quickly. In study groups, they

can be stimulated and motivated by strategies from micro-learning. This is supported by Sirwan Mohammed et al., (2018) who found that when students use microlearning as a learning method, their learning abilities increase by 18% compared to traditional approaches. Therefore, microlearning is an approach currently used in 21st century education which is claimed to be able to improve students' learning abilities. they can be stimulated and motivated by strategies from micro learning. Therefore, microlearning is an approach currently used in 21st century education which is claimed to be able to improve students' learning abilities.

As previously stated, microlearning is widely practiced in various fields, Buhu & Buhu (2019) stated the study of the use of microlearning in textiles in higher education. Jennie C. De Gagne et al., (2019) also studied microlearning in the health professions field. Furthermore, Said & Çavuş (2018) define microlearning in the industry. Microlearning in higher education physical education was also investigated by Zhag & Zhang (2017). In addition, several studies on the application of microlearning in language learning have been found by Jennie C. De Gagne et al., (2019) by presenting a smartphone application that supports microlearning to provide content in language learning. In addition, Meng & Wang (2016) describes the research and development of microlearning in college-level English classes. He stated that microlearning plays a positive role in developing students' comprehensive English skills, including the ability to listen, speak, read, and write. Another study by Tolstikh et al., (2021) examined microlearning for language learning for engineering students. However, very little is known about microlearning based English speaking materials.

At this time, the development of English language skills is needed to achieve one of the skills, namely becoming global citizenship. It should be mastered by everyone to get a successful career and life. One of the purposes of using language is to communicate with other people. Besides speaking, writing is also a language skill that makes communication happen. This has an important role in language production for global interaction and knowledge (Toba et.al., 2019). Cer (2019) states that writing is a cognitive and metacognitive process because it can be used to learn and persuade others. Many writing researchers indicate that metacognitive qualities affect writing skills because they include the process of planning, organizing, monitoring, and evaluation on pre, during, and post writing (Cer, 2019). Writing skills can foster students' creative thinking skills because writing uses intended messages or ideas that they want to share with others. On the other hand, students' progress and achievements can be measured through their writing (Fatima, 2021).

The 21st-century learning paradigm places an emphasis on students' capacity to gather knowledge from multiple sources, frame problems, analyze critically and cooperate when addressing issues. In order to maximize pupils' potential, it is crucial to enhance their life skills. For pupils to possess the skills needed in the twenty-first century, new criteria are required. It might be difficult for schools to innovate. The US-based Partnership for 21st Century Skills (P21) lists "The 4Cs" – communication, collaboration, critical thinking, and creativity – as the abilities required for the 21st century. It is crucial that students learn these abilities in core subjects and 21st century themes. The Assessment and Teaching of 21st Century

Skills (ATC21S) categorizes skills into 4 categories: ways of thinking, ways of working, tools for working and skills for living in the world (Griffin, McGaw & Care, 2012). Ways of thinking include creativity, innovation, critical thinking, problem solving, and decision making. In addition, educational institutions have created a sense of responsibility in the millennial generation, motivating them to do various things to achieve their goals. These aspects are the right rationale for addressing learning using microlearning principles for the millennial generation. However, these ideas will be more effective and get the best results if they are combined with one of the cross-curricular competencies, namely the ability to think creatively. innovation, critical thinking, problem solving, and decision making. In addition, educational institutions have created a sense of responsibility in the millennial generation, motivating them to do various things to achieve their goals.

According to the minister of education's regulation no. 21 of 2016 regarding the content standards for elementary schools, one of the competencies that students must demonstrate is the capacity to think and act creatively, productively, critically, independently, collaboratively, and communicatively, in clear, systematic, logical, and critically, in aesthetic works, in movements that reflect the child's health, and in actions that reflect t If teachers are able and ready to create student competencies, this skill will be attained to its full potential.

In today's rapidly evolving world, education needs to adapt and equip students with the necessary skills to thrive in the 21st century. Creative thinking is one such skill that holds significant importance. It fosters innovation, problem-solving abilities, and the capacity to think outside the box. Recognizing the value of creative

thinking, educators are incorporating it into various subjects, including writing, to enhance students' cognitive abilities and prepare them for future challenges (Ramalingam, D., Anderson, P., Duckworth, D., Scoular, C., & Heard, 2020).

In the process of learning English, students' creative thinking abilities are considered to have several important effects and roles while they are learning English, and thus, specifically affect the way they learn to write as well. As is known, writing also involves and utilizes imagination and creativity in part (Kusumawardhani et al., 2019). This is because writing is not only an activity of holding a pen and writing a series of words on a piece of paper, but is also considered a cognitive activity that requires creativity; in this case, the students are also required to creatively find and communicate ideas by giving some reasons and specific details to the reader in written form (Masduqi, 2011).

Creative thinking empowers students to generate innovative ideas, explore multiple perspectives, and approach writing tasks with a fresh and imaginative mindset (Yang, 2010). Integrating creative thinking into writing not only enhances students' ability to produce compelling and engaging content but also equips them with invaluable skills for future personal. By fostering creativity in writing, senior high school students can unlock their full potential, become confident communicators, and develop a lifelong love for the written word (Ambarwati & Damayanti, 2021).s

Studies have covered the integration of creative thinking abilities in writing. Every study was conducted with English as a foreign language in mind. This section

makes an effort to thoroughly examine the pertinent research connected to the current investigation. The syllabus of English language courses for all schools, from elementary to tertiary, may be updated, and creative writing exercises may be incorporated in the curriculum, according to Senel's (2018) suggestion. For further research, a control group may be included to investigate the complete effect of the approach and a more detailed creative writing rubric may be developed and used to evaluate creative writing tasks. Kolisiah et al. (2018) have investigated the barriers to developing students' creative thinking skills, including the use of a less precise model of learning, teachers who place more emphasis on improving students' cognitive skills than their capacity for original thought, insufficient facilities, and underuse of the environment as a learning resource. The capacity to think creatively when producing explanatory texts is being improved via the use of effective teaching strategies, one of which is scaffolding, and by piquing students' attention through literacy exercises.

As to Mustafa (2019), creative thinking through journal writing for students is a writing activity to improve their creative thinking skills after being given creativity, creative thinking training and creative writing. According to the data obtained in the study, students, and teachers about the program (writing journals), it can be seen that the goal is achieved. Students have acquired many creative thinking skills from the activities besides that most students are happy to participate in the program. The students stated that this program should be in all schools and in all classes by making suggestions about the program and all teachers and parents should also take the program.

Besides that, several previous studies found by the authors focused on improving writing skills by using creative thinking skills. Only a few of them apply microlearning for certain English lessons. Therefore, the aim of this research is to develop and design teaching materials for writing that are infused with microlearning creative thinking objects. Based on this, it is necessary to have learning innovations using media that can overcome the low creative thinking of students and it is hoped that with the use of interactive multimedia learning will become more realistic, interesting, and fun (Febrianti et al., 2016). Students will become more active, enthusiastic, and free to express ideas and opinions.

Based on the above considerations, the reasons for designing integrated creative thinking skills in learning to write English language scripts based on microlearning are 1) the need for teacher competency in digital resources and digital literacy; 2) the teacher's tasks are overflowing during teaching or preparing materials, and 3) integrating creative thinking skills into learning materials for English teachers that affect teacher professionalism. In this context, the development of creative thinking skills-infused microlearning object materials for writing specifically targets senior high school students, offering a comprehensive approach to enhance their writing skills while nurturing their creative thinking abilities.

Therefore, this study aims to develop creative thinking skills that are integrated in English script-based microlearning learning materials for high school students. Therefore, this study aims to design the creative thinking skills infused in microlearning-based learning materials scripts of English writing.

1.2. Research Questions

This research concentrates on designing creative thinking infused microlearning object materials of writing for senior high school. The elaboration presented earlier in the background should be the rationale underlying how the research question is formulated. Based on the background above, the following points are the formulation of research questions:

- 1) To what extent are the existing English writing learning material infused with creative thinking skills and microlearning indicators?
- 2) how is the procedure in designing creative thinking skills-infused and microlearning-based learning material scripts of English writing for tenth graders of senior high school?
- 3) How is the designing of creative thinking skill-infused and microlearning-based learning material scripts of English writing for tenth graders of senior high school?
- 4) How is the readability and employability of creative thinking skills-infused and microlearning-based learning material scripts of English writing for tenth grader of senior high school?

1.3. Purpose of the Research

Based on the research questions above, those are in line with the purpose of the research which are stated as follows:

1. To explore the existing English writing learning material infused with creative thinking skills and microlearning indicators,

2. To describe the procedure in designing of creative thinking skill infused in microlearning-based learning materials scripts of English writing for tenth graders,
3. To designing of creative thinking skill-infused and microlearning-based learning materials scripts of English-writing for tenth graders of senior high school, and
4. To find the readability and employability of creative thinking skills-infused and microlearning-based learning materials scripts of English-writing for tenth grader of senior high school.

1.4 Proposed Research Methodology

This research uses development research methods or known as research and development (R&D). (Borg & Gall, 1984) (FP Sari, Ratnaningtyas, Wilujeng, Jumadi, & Kuswanto, 2019), defines development research as a process used to develop and validate existing products or develop new products, it can also be development research used to find knowledge or answer the problem at hand.

In this study the main focus is the design of English writing teaching materials that are infused with microlearning-based creative thinking skills. Therefore, this study uses Design and Development Research (DDR) to design English writing learning material products that in still creative thinking skills through microlearning for English teachers at schools. The use of the DDR concept follows a technique that has been established and created by Richey and Klein (2007).

1.5 Scope of Study

In compiling this research, the scope of the study is the development of creative thinking skill infused in microlearning-based learning materials of English writing for tenth graders of senior high school. The designs are microlearning-based learning material scripts of English writing for senior high school students infused with creative thinking skills referring to senior high schools' syllabus, microlearning framework, creative thinking skills model and writing proficiency standards.

This research is limited to pre-writing teaching activities to revise. This writing activity is carried out in high school with the scope of tenth grade students. The microlearning involved in this research is learning that involves writing manuscript material in the use of technology to support writing material.

1.6 Significance of Study

This study is expected to give contributions to the educational field especially for English teacher, students, and other researchers in designing English learning materials for tenth grader. This research is expected to be useful for several parties as follows:

For lecturers or teachers, the findings of this study can be used in microlearning-based learning activities that prioritize 21st century skills when teaching and learning writing. Since the teacher acts as a coach and facilitator of inquiry and reflection, it is also helpful in providing them with references and information on how to apply the learning paradigm.

For students, they are using microlearning-based learning techniques in learning to write can be used to support student learning experiences. In addition, it is anticipated that 21st century cognitive competencies, which place a strong emphasis on developing students' creative thinking skills, will be successfully incorporated into student learning.

For other researchers, this study can extend existing data to provide new research, and support future research in the microlearning space, so that other researchers interested in conducting research can use the results as a guide. In addition, researchers are expected to be able to add insight and knowledge to future readers and researchers about media, content, and microlearning-based learning tools in English classes.

1.7 State of Arts

Microlearning has been discussed in several numbers of studies around the world. In the twenty-first century, microlearning is one of the most effective and popular teaching strategies. Numerous studies describing the value of microlearning in various contexts have been published recently. Extensive research on microlearning has been done in a variety of fields. There have also been many studies on the application of microlearning in language learning that have been found. The incompatibility of teaching and learning aspects is the main problem that many teachers deal with, though. The target audience for language learning—generation Z, which includes students in tenth grade—and the material being covered is out of date, especially in terms of writing.

Additionally, problem that bore students have tainted writing instruction. It implies that they cannot ensure meaningful change because of the use of out-of-date teaching techniques. English writing materials for tenth graders have been developed, according to prior research. Even though there has been a lot of research done on creating English writing materials, there hasn't been as much done on highlighting creative thinking skill. This is due to the development of the 21st century skills which requires students to develop learning skills. One of them is creative thinking skills. Creative thinking will also be able to improve writing skills. The gap is being attempted to be closed by creating English writing materials with a focus on microlearning and creative thinking skill.

This research focuses on the design and development research of infused creative thinking skills into microlearning-based writing materials for senior high school. Current research is also intended to contribute to the field of education, particularly in the field of microlearning-based curriculum development. It can be concluded that originality is found in the application of creative thinking skills in the teaching and learning process, and the assessment of reading skills with the principles of microlearning techniques.