CHAPTER I

INTRODUCTION

The first chapter in any research provides an introduction. In this particular research, the introduction covers the background of the research, research questions, purpose of the research, scope of the research, significance of the research. The explanations are presented as follows:

1.1 Background of The Research

One communication skill that should be acquired is speaking. It is brought on by the way people utilize oral language to communicate thoughts they are having to others. Additionally, speaking is a fundamental skill that teenagers must master, according to Kurdi et al. (2020). They can communicate their thoughts, feelings, desires, information, messages, and views to others by speaking. Oral communication allows people to express their opinions. Speaking out ideas of thinking is crucial for effective communication, especially in this era of globalization. Therefore, speaking ability appears to suggest that language proficiency should be learned in order to accomplish effective communication.

Additionally, several research contend that speaking is one of the important topics that has to be covered. Speaking is a well-known oral competency that is crucial to human contact and communication. People speak as a means of transferring their thoughts, feelings, and ideas to the other person. 2018's Bryrene. Nunan (2016) argues that as speaking is the single most important

component of acquiring a second or foreign language, people should master the art of speaking. Speaking serves a purpose the speaker intends to achieve, according to Levelt (1989), another scholar who claimed that speaking is an intentional activity. Speaking is a skill that is actively used to explain something for a variety of purposes, in other words. Therefore, speaking skill is necessary to achieve a communication aim. In order to communicate a desire to do something, to negotiate and solve a particular problem, or to develop and sustain social ties with others.

Furthermore, some international English learners find that speaking English is a huge challenge. This is because they have a hard time learning how to speak. Hayat (2017) and Erita Budi Pratiwi (2012) found the issues that pupils have with their speaking abilities. Speaking difficulties are caused by a variety of causes, including a limited vocabulary, low self-esteem, and a lack of topic ideas. As a result, teachers have a crucial role in helping students improve their command of the English language and turn it into effective communication exchanges. As a result, in order to enhance the teaching and learning process, teachers should create and design English-speaking learning resources. To establish an efficient teaching and learning process, it is vital to comprehend the variations in students' learning styles. (Dhermawati, Astuti, Windiarti, & Ahsani, 2019). In learning speaking, The students' Senior High School should be able to speak English properly when learning speaking. Students must be able to connect with one another and express meaning in both formal and informal conversations that take place in the context of daily life.

Based on interviews with two teachers who teach students for tenth graders were also done by the researcher in order to understand the true issues. The two teachers comes from different schools. The teachers state that the students' most challenging skill to develop is speaking. Although the students can read, write, and listen, when the teachers requested them to speak, they remained silent. Most students also lack functional vocabulary, which prevents them from knowing how to speak. Additionally, student's primary issues turned out to be motivation and self-confidence. They decided not to participate in these kinds of activities as a result. This disease is made worse in part by the habit of teaching and learning. (Palupi et al., 2019) conducted a study to develop speaking material for teaching speaking. She stated that the students' inability to comprehend textbook speaking materials due to the abundance of words without any accompanying pictures in each chapter is of the issues, therefore, it is not interesting to read, it makes them not understand, and as a result, they are unable to speak English fluently. Moreover, (Surtikanti, 2014) created video-based learning materials to teach speaking skills and contends that using conventional methods for learning activities, like the speech method, does not result in an active, innovative, creative, effective, or enjoyable learning process, making it challenging for the students to understand the material being taught.

As a result, the researcher suggests that all issues can be resolved by utilizing the most recent teaching and learning model and improving instructional materials. The distribution of learning material quickly is one of the most efficient learning models. According to Buchem and Hamelmann (2010), microlearning

involves concentrating on a single, well defined idea or topic over a short period of time—no more than 15 minutes. More than that, microlearning is a method of imparting knowledge to students in brief, focused bursts as needed, with a targeted and accurate learning outcome. The learner has choice over what and when they learn, and they are free to finish their course of study at a time and location that work for their busy schedules. Since Younger generation are the most likely target audience, this idea fits the needs and demands of modern learning in terms of effectiveness. The Young generation grew technologically dependent at a younger age than previous generations (Smith & Nichols, 2018).

Microlearning is a new teaching method with no specific definition yet, but is closely related to e-Learning. Use a microlearning, students can get access to the most recent material whenever, whenever, and in whatever format they need. Additionally, because of the capabilities offered, students can choose their own learning pace when using the microlearning approach. According to Abu Khotwa (2020), this method aims to increase a group of people's knowledge, skills, and attitudes in a particular profession in accordance with their demands. However, the prevalent educational technique of the twenty-first century, known as microlearning, claims that it can improve students' learning capacities.

Shail (2019) asserts that microlearning, which has been used in mobile applications, has been proven to enhance knowledge retention and work performance. Based on several studies, it presented the positive impact by using microlearning in teaching learning procress such as ,make a short periods and requires little effort and include simple topics attractively. According to Jomah,

Masoud, Kishore, and Aurelia (2016) and Mahmud & Rawshon (2013), microlearning is a method for interactively resolving educational or training issues that is accessible anywhere and at any time.

In addition, creating appropriate teaching and learning activities for students are difficult for teachers in the digital era. Therefore, teachers must provide students with 21st-century abilities, such as the capacity for critical and creative thought, effective communication and teamwork, and awareness of global and intercultural challenges (Bautista & Ortega-Ruiz, 2015). People in the 21st century are more adept at managing social, emotional, and technological skills in addition to their cognitive abilities. The three areas of teachers' competencies are defined by the Common European Principles for Teacher Competences and Qualifications adopted by the European Commission (EU, 2005), which include: the ability to collaborate with others in the sense of being inclusive, encouraging, and willing to collaborate; the use of knowledge, technology, and information so that they can transfer different knowledge, use technology effectively, and have professional information, such as skills. Additionally, one of the most valued 21st century skills is the ability to communicate. This notion in line with Khan, et. al. (2017) demonstrates how communication abilities are crucial to students' success and the development of their academic abilities.

Many scholars have created or designed English-speaking learning materials. Yuniarti (2017) describes the steps of developing speaking materials based on CEFR, and the results show that the materials she created for A2 students were successful in enhancing their speaking abilities. Pratiwi Indra

(2015) created speaking materials that included character-building elements. This researcher applied the ideas of task-based and project-based learning, and the materials were suitable and acceptable to be taught to junior high school students. Additionally, Agustina and Efendi (2021) develop an online speaking project learning module for general communication courses. Furthermore, Nurjanah et al. (2021) stated that A modeling-based speaking module for informal interactions was also cited by Nurjanah et al. (2021) as a way to support college students' independent learning of speaking skills. Tarbiatunnisa then evaluated the speaking component of the English club program in 2021. In a different study, Wulandari (2020) employed contextual teaching and learning to develop speaking content for junior high school students. Despite the fact that these researchers primarily focused on the development and design of speaking materials, their findings do not considerably promote the development of speaking materials to improve 21st-century abilities in an Indonesian context.

Furthermore, a number of research have covered the integration of communication skills in speaking. The association between speaking abilities and communication competency of undergraduate engineering students has been studied by Bozdogan et al (2019). They discovered that speaking abilities needed to be strengthened in order to achieve better communication competence. Additionally, it's important to use communication skills when learning to talk. According to Dewi, R. (2016), learning communicative English helped students talk more effectively for particular objectives. This study also implies that

speaking and listening skills mixed with learning increased students' communication skills.

Accoeding to consideration above, the reasons for designing communication skills integrated in microlearning-based of English speaking learning materials are 1) The need for teachers to be proficient with digital resources and digital literacies; 2) the abundance of tasks teachers must complete while teaching or preparing the materials, and 3) Integrating communication skills in the learning materials for English teachers has an impact on how professionally those teachers develop. 4) The speaking materials not appropriate to enhance student's speaking skills. Speaking materials design should cover students' target needs of speaking components such as pronunciation, structure, vocabulary, fluency, and accuracy. Moreover, English speaking materials should help how students are made ready to speak more natural when they are expressing their ideas. Therefore, this current study aim to develop and design communication skills-integrated and microlearning-based english speaking learning materials.

1.2 Research Problems

Based on background of the study, there are four research problems that aim to meet the objectives of the research. Thus, the research problems are formulated as follows:

1) To what extent do the existing communication skills-integrated and microlearning–

based learning materials of EnglishSspeaking for tenth graders?

2) How is the procedure of designing communication skills-integrated and microlearning–based learning materials of English speaking for tenth graders?

3) How is the design of prototype communication skills-integrated and microlearning–based learning materials of English speaking for tenth graders?

4) How is the employability of communication skills-integrated and microlearning-based learning materials of English speaking for tenth graders?

1.3 Objectives Of The Research

In line with the research problems stated above, there are four research objectives that will be attached as follows:

1) To analyze the existing English speaking materials used by the tenth graders.

2) To describe the procedure to design communication skills-integrated and microlearning-based learning materials of English speaking for tenth graders.

3) To design prototype of communication skills-integrated and microlearning-based learning materials of English speaking for tenth graders.

4) To measure the employability of communication skills-integrated and micro learning-based learning materials of English speaking for tenth graders.

1.4 Scope Of The Research

In developing this study, the development of communication skills that are integrated into microlearning-based speaking materials for tenth graders was the study's scope. It involves the existing speaking materials that will modify integrating communication skills framework from Belenky & Dicerbo, 2017 (Partnership for 21st Century(P21) (2019); Hargie (2019);Devito (2016) and use Microlearning framework adopted from various sources. The final result will be a prototype of microlearning-based speaking materials that is integrated with communication skills which designed for tenth graders. The data of this study comes from speaking learning materials teachers' answer, literature review. Furthermore, Design and Development Research methodology (DDR) will be applied as the method of this research. The step of DDR includes need analysis, prototypical models of microlearning design, evaluation, and revision. Need analysis is to find out the existing speaking materials, concept of communication skills, and how they are integrated in learning process. Analysis the lesson plan, curriculum document, and learning materials are also needed. Second is create the procededure to design prototype model of microlearning-based and

communication skills-integrated. This second step will use library research. The third is design the prototype. The last is final design of prototype which has been validated by experts. The last, revision is needed after the prototype has been given feedback and validation from experts and employability test in a way of testing the prototype to the students and the instruments of this test questionnaire sheet.

1.5 Significance Of The Study

This study will hopefully lead to the field of education, particularly for Senior High School teachers and upcoming researchers in the design of speaking English learning materials.

Theoretically

The study's findings on the usage of microlearning for English teaching and learning can theoretically be useful to researchers and teachers. Additionally, it offers the opportunity to put speaking abilities and other forms of communication into practice.

Practically

The study's conclusions ought to be useful to organizations, other researchers, students, and English teachers. This study will help English teachers design classes that are specific to their students' requirements. Students may then be able to pursue their field of study as

a result. Larger-scale investigations can be conducted, and it can act as a guide for other researchers conducting comparable research.

1.6 Key Terms

The followings are the key terms covered in this study, and they will also be briefly described to provide a more comprehensive understanding of the research focuses.

- Microlearning

The word "microlearning" is a way of teaching and delivering content to learners in bite-sized bursts at the point of need, with a focused and specific learning outcome.

- Communication Skills

Communication skills are one of the skills required in the 21st century. Communication skills mean the ability to deliver messages, ideas, or thoughts (speaker) to the intended audience(s)

- English learning materials for speaking

Many English learning material for speaking such as video, PPT with pictures that can be triggered students to speak.

- Tenth Graders

In this research, the term 'tenth graders' are students in the middle year of senior high school who are usually between the ages of 14 and 15