CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions and recommendations derived regarding the findings and discussion of transforming intended learning outcomes of English reading for grade X of vocational school into microlearning lessons.

5.1 Conclusion

The present-day demand of the 21st century necessitates the integration of technology-based approaches and the optimization of the learning process, taking into account the specific requirements of students and the adaptability of learning, which emphasizes the acquisition of knowledge by students at any time and in any location. The inclusion of intended learning outcomes (ILOs) is one of the essential characteristic in guaranteeing and effectiveness of microlearning implementation within the realm of education. With a view to formulate the English reading-contextualized microlearning, thus the objective of this study was to transform the intended learning outcomes (ILOs) of English reading lessons for grade X of vocational high school into microlearning lessons.

Regarding the first research question, the investigation acquired a formulation for reading-contextualized microlearning lessons, which involves the amalgamation of reading instruction and learning strategies within the framework of microlearning characteristics. Furthermore, the results of the initial research question were incorporated into the curriculum of Grade X at Vocational High School. After incorporated the data, the present study reported the integration led to the development of a 24-description framework for reading-contextualized microlearning lesson sub-Intended learning outcomes for Grade X. These outcomes were tailored to align with the specific reading

objectives, text types, topics, and learning strategies employed in the curriculum.

5.2 Recommendation

The urgency of efficient and flexible learning is a real demand in the current era which is based on technology. Accessibility is carried out by the concept of microlearning which is quite relevant to current learning needs. The demand for innovative English reading materials that encourage problem-solving and incorporate microlearning drives the necessity of microlearning in English learning. English reading materials improve pupils' comprehension, vocabulary, and grammar. Microlearning can give easy-to-understand English reading content. Microlearning is predicted to grow even more in 2023 as technology advances and the need for continual learning grows. Thus, microlearning in English reading is needed to develop reading abilities, suit student demands, and keep up with technology. Microlearning can efficiently deliver relevant, engaging, and easy-to-understand English reading content.

Hence, it is advisable for education stakeholders, particularly teachers, to possess knowledge and integrate microlearning characteristics into their teaching practices. It is recommended to consider the utilization of reading-contextualized microlearning lessons and microlearning-based transformed English reading intended learning outcomes for English reading instruction in grade X of vocational high school. This approach should be suited to meet the specific needs of the students within the classroom setting.

The findings of this study contribute to the development of a practical product, specifically the description of microlearning within the framework of designing a reading lesson. Additionally, the study outlines the process of designing a microlearning-based reading lesson for vocational high school students in grade X. Furthermore, the study formulates the intended learning outcomes for a microlearning-based English reading curriculum for grade X

students in Vocational High School. Therefore, this study functions as a valuable resource for future scholars who wish to investigate appropriate language learning resources for the microlearning-based transformed English reading objectives in the X grade of Vocational High School.

The study's focus is restricted to the transforming of intended learning outcomes for English reading in grade X of Vocational High School into microlearning lessons. This transformation is done by considering *capaian pembelajaran* which in *Kurikulum Merdeka*, as well as the features of teaching and learning English reading and microlearning lessons. Furthermore, the scope of this study is limited to the examination of reading skills only, specifically written comprehension, which falls under the category of receptive skills. Therefore, it is advisable to examine the conversion of English learning objectives into microlearning modules, specifically targeting additional competencies such as writing, listening, speaking, and grammar. Additionally, it is constrained to the analysis of interpretive content analysis only. Therefore, it is suggested that future research might involve the actualization of research directly within the educational setting.