

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research questions that were formulated during the study, the purpose and scope of the study, and the significance of the study.

1.1 Background of Study

In recent years, researchers have developed an interest in microlearning lessons as a new trend and technology-based pedagogy in the learning process. It developed as a work training-based in the company. The advantage of retention information that microlearning provides over conventional learning training is about 22% exceed reported by Dresden University Study (The Essential Guide to Microlearning, 2010.). Accordingly, this learning process approach has begun to be widely adopted in the realm of the education world and has had a good impact. It provides the possibility to construct the content and organize the learning process in discrete units and steps, based on the needs of the students. A study by the Journal of Applied Psychology, making the learning process into bite-sized pieces makes the from the classroom to the desk 17% more efficient (The Essential Guide to Microlearning, 2010). The educational strategy of microlearning provides learners with bite-sized, small learning units containing just the right amount of information to achieve a goal (Gutierrez, 2018).

Such microlearning lessons are often criticized in this 21st-century era of rapid growth and the significance of technological advancement. It has been predicated on the pursuit of optimal technology (Nor Rizwan Abdul Rani et al., 2017.). A study on technology-based of showed by adopting microlearning-based as a technique, the effectiveness, and efficiency of learning have 18% more impact rather than traditional (Mohammed et al., 2018). The fundamental premise of microlearning is to break down large amounts of complex knowledge into numerous small bits and make them as simple as possible. The

content is limited to the most essential information and illustrative examples of the concepts to be learned. Students study a little amount of knowledge in a few seconds to 15 minutes (e.g., mobile learning, learning objects provided via email) and then practice it (Nor Rizwan Abdul Rani et al., 2017). Therefore, learners can access the most recent information whenever and wherever they want, and in the format that best suits their needs due to microlearning (Mohammed et al., 2018).

Observation by (Singh, 2014) showed that individuals' learning objectives were the driving force behind the development of microlearning. According to a review of pedagogical and psychological research, micro-learning is a psychologically realistic and time-relevant learning approach (Giurgiu, 2017). Further, it is effective for foreign language acquisition and retention and has a beneficial impact on student's participation in the learning process (Marinskaya, 2020). Consequently, microlearning can be effective in the learning process for facing VUCA (volatility, uncertainty, complexity, and ambiguity) era since the 21st century, that modified perspective regarding education since the principle of microlearning is relatively short approximately 5-10 minutes (Allela, 2021), bite-sized (Hug, T., 2006), relevant to the knowledge/skills learners need (Allela, 2021) and specific learning aspect (Hug, T., 2006). Thus, the necessity of learning and the evolution of microlearning-based learning processes. Specifically, in English pedagogy, microlearning has been found to stimulate students' interest and excitement (Huo & Shen, 2015) and boost their language proficiency (Tolstikh et al., 2021).

The majority of microlearning research in the context of language learning has focused on a second language (Leong et al., 2021). It is so far reported as the general principle of learning. There has not been yet widely adopted in the instructional design for English as a foreign language, particularly in planning reading lessons. However, these are views by recent data showing some weaknesses. Ariantini et al, (2019) revealed the findings of the study development of English learning animation in elementary schools based on

microlearning. Nevertheless, the application of microlearning is only confined to the development of technology-based features and tools which have not been touched on particularly adopting the instructional design for English as a foreign language learning to adopt the principles of digital technology microlearning-based. Moreover, another study conducted by (Sobandi et al., 2021) found perceived ease of use that influences perceived utility and affects teacher preparation for microlearning.

Accordingly, with the world's constant demand and complexity, increasing learning efficiency is crucial to emphasize microlearning techniques, the effectiveness, and the efficiency of learning which can be improved by students (Mohammed et al., 2018). Currently learning is required to be flexible in terms of when to do it and how to do it really depends on the needs of students and student circumstances. In this case, it is associated with self-directed learning or other terms as well as self-regulated learning, in which post-pandemic learning requires high independence. This is also stated in the independent curriculum which is what orientation is like and how learning can be implemented. The idea of "*Kurikulum Merdeka*" in education emphasizes the values of independence and autonomy in the learning process and curriculum. Schools are granted autonomy in overseeing the execution of the curriculum and learning activities, which enables them to incorporate flexibility and adaptability to suit the specific needs and circumstances of their local context. The primary emphasis is placed on customizing the curriculum to align with the individual needs and capacities of the students, thereby fostering personalized and significant learning encounters.

However, less attention has been paid to researching formulating the reading-contextualized microlearning lessons of intended learning outcomes. In which to ensure the success of microlearning implementation in English language classes, the role of intended learning outcomes becomes one of many crucial aspects. Intended learning outcomes statements that describe what a student will gain upon completing a unit of study successfully (University of

Tasmania, 2018). Hence, there is a need for a study on how to design a microlearning lesson that integrated intended learning outcomes for reading.

Microlearning at Indonesia's educational institutions has been studied regarding the professional continuous development microlearning program for PAUD educators with technological pedagogical content knowledge (Murtafiah et al., 2022). Furthermore, various learning media microlearning-based at several education levels microlearning-based, including Instagram as a microlearning learning media at the primary level (Pratiwi & Riandy Agusta, 2020) and the same level there is the learning animation development microlearning-based (Ariantini et al., 2019). Moreover, there is the implementation of case study-based microlearning on learning outcomes in higher education (Yusnidar & Syahri, 2022). Meanwhile, another study is still about the learning media in analyzing the readiness of Vocational teachers to implement the micro-learning approach that has resulted perceive that they are quite ready to use microlearning media (especially in the form of PowerPoint and Canva). Despite these early observations, it is necessary to discuss the mechanism of transforming intended learning outcomes for English reading into microlearning lessons that have remained an incomplete investigation or invention. There has been no research on microlearning for English reading skills, particularly for Grade X of Vocational School. In recognition of the way that prior research has not addressed the instructional design for transforming the intended learning outcomes of English reading as linked with microlearning lessons for the 10th grade of Vocational School, it is necessary to do further study on this topic.

Therefore, the main objective of this paper is to analyze the microlearning lesson in the context of teaching and learning English reading skills, to explore the instructional design further research is required since previous research has not covered the importance of microlearning-based transformation of intended learning outcomes in English reading, concentrating on Grade X of Vocational School, and to formulate the microlearning-based transformed English Reading.

In this research, the researcher intends to transform the intended learning outcomes of an English lesson that simultaneously synthesizes the microlearning lesson principle in English Reading for the X Grade of a Vocational School. This research examines the technique for designing reading-contextualized microlearning lessons for Grade X of Vocational School students. The research will be conducted by employing the interpretative research design of the existing researchers on microlearning in the context of designing reading lessons, followed by the formulation of the microlearning-based transformed English Reading for Grade X of Vocational School sub-intended learning outcomes. The result of this research expectedly can provide educators with the description of microlearning in the context of designing the reading lesson, the procedure of designing a microlearning-based reading lesson for Grade X of Vocational School, and the formulation of the microlearning-based transformed English Reading for Grade X of Vocational School sub-intended learning outcomes.

The remainder of this paper is divided into five sections including the introduction in the first chapter which consists of a background of the research, the problems, the purposes, the scope of research, and its significance; Chapter 2 is the literature review, the methodology is the third chapter consisting of the method, time and place, data, data source, data collecting procedures and so forth; the findings and discussion in chapter 4, and the last section is the conclusion which consists of the summary of the research. The findings of this study must be investigated in depth and refined in future studies to determine whether microlearning-based transformed English reading intended learning outcomes might be a feasible, applicable, and effective strategy for transforming grade ten vocational students' intended learning outcomes.

1.2 Problem Identification

As mentioned in the background of the study, in the aftermath of the pandemic, remote learning conditions continue to persist. The importance of acquiring professional English language skills in the post-pandemic era has

been emphasized by numerous research studies that shed light on the impact of the pandemic on language acquisition and highlight the need for effective language learning approaches. The flexibility required in this condition is based on the time conditions that are adjusted to the needs of students. Therefore, this research is expected to be able to help prepare learning to read English which is integrated with microlearning learning by carrying out the technology-based concept in which microlearning-based will actualize learning into bite-size learning, technology-assisted, and student-centered that is distinguished by accessibility and engagement. The microlearning-based is expected to be in line with the Intended Learning Outcomes of English Reading. However, the principles of learning to read English based on microlearning still have been paid less attention when conducting research in the Education context intended learning outcomes. Since contextualizing learning outcomes becomes simpler, clearer and one single objective which is the principle of microlearning itself. Hence, this study would help to gain a better understanding of microlearning characteristics in the context of teaching and learning English reading skills, how are the procedures for designing the reading-contextualized microlearning lessons for grade x of vocational school and the microlearning-based transformed English Reading for grade x of vocational school intended learning outcomes.

1.3 Research Questions

Based on the background of the study, the study aims to address the following research questions

1. How are the formulation of reading delivery for Grade X Vocational High School contextualized with microlearning lessons?
2. How are the formulation of the microlearning-based transformed English Reading delivery for Grade X of Vocational School intended learning outcomes?

Based on the first research question, the research separated the main topic into three sub-research questions to provide a clear answer to have more

discussion concerning (a) What are reading lessons like? (b) What are microlearning lessons like? (c) What are the reading focuses for grade X of Vocational High School?. For instance, the second research question exclusively concentrates on the formulation of the microlearning-based transformed English reading delivery for grade X of Vocational High School. Thus, this study does not require the elaboration of sub-research questions for the second research question.

1.4 Purpose of the Study

According to the problems of research, the purposes of research could be outlined as follows.

1. To formulate the reading-contextualized microlearning lesson by
 - (a) presenting purposes and stages of learning reading as well as the reading coverage (text types) to formulate the teaching and learning reading activities.
 - (b) presenting purposes and text types to be covered in grade X of vocational high school to formulate reading activities for this level.
 - (c) presenting characteristics and elements of microlearning to formulate stages of microlearning lesson frameworks.
 - (d) to merge those activities for the reading-contextualized microlearning lesson formulation.
2. To transform (present-analyze-reformulate) the reading intended learning outcomes for grade X of vocational high school into the microlearning-based English Reading intended learning outcomes
 - This review examines the learning outcomes statement in *Kurikulum Merdeka*, with a focus on the global standard as outlined by the Common European Framework of Reference for Languages (CEFR), which serves as the primary reference for the Kurikulum Merdeka. Additionally, the review considers the supplementary references provided by the Kurikulum 2013 in relation to the identified findings.

1.5 Scope of the Study

To develop the optimal framework for reading lessons, the study concentrated on studying the reading purposes and stages in teaching and learning reading. The subsequent area of investigation examined the principles and elements of microlearning to comprehend the microlearning characteristic framework. Consequently, the infusing of reading lessons and microlearning lessons will result in the creation of reading-contextualized microlearning lessons. The primary focus in enhancing the English Reading learning outcome for grade X of Vocational Education will be centered on the development of reading and contextualized microlearning lessons.

Nevertheless, it is important to note that this study is constrained in its scope, as it only examines the reading skill, specifically written comprehension, which serves as the primary area of investigation. This study will not encompass additional language skills, such as writing (written production), listening (oral comprehension), speaking (oral production), and grammar skills.

Additionally, the research will specifically concentrate on the instruction and acquisition of English language skills among tenth-grade students in Vocational High Schools. Consequently, the study's scope will be limited to this particular student population, excluding other grade levels. Furthermore, this research will focus on the integration of microlearning into the English teaching and learning curriculum for grade X students in Vocational High Schools. This study will solely focus on the decomposition of ILOs into microlearning characteristics lessons during the planning stages. Consequently, the implementation of microlearning-based English reading ILOs in the classroom will become its limitation.

1.6 Significance of the Study

The expected outcomes of this study are projected to yield a substantial theoretical and practical impact. In a theoretical context, they have the potential to serve as a point of reference for future endeavors. The researcher focuses on investigating the efficacy of incorporating English reading learning objectives into microlearning lessons, specifically targeting grade X of vocational high school students. The data pertaining to contextual micro-learning principles of reading holds potential value for educational stakeholders, such as teachers, as a theoretical and methodological instrument for facilitating the integration of microlearning into English language teaching and learning reading classes.

The findings have practical implications for various stakeholders, including educators, aspiring educators, and students enrolled in the English Education Study Program. Specifically, these findings offer new practical resources, such as microlearning descriptions for the development of reading lessons, guidelines for designing microlearning-based reading lessons suited for grade X of vocational high schools, and the formulation of microlearning objectives for English reading. The topic of discussion pertains to the subject of reading within the context grade X of vocational high school.

Furthermore, this study aims to offer valuable insights and recommendations for educators seeking to incorporate micro-learning objectives into the English reading curriculum for tenth-grade students in vocational high schools. The findings of this study will also assist future researchers in investigating language learning materials that are appropriate for the implementation of English reading microlearning lessons in grade X of vocational high school. Nevertheless, it is imperative to conduct a comprehensive analysis of the results obtained in this study to further investigate the potential, applicability, and practicality of utilizing microlearning to enhance English reading skills among grade X of vocational high school students in Indonesia.