CHAPTER I
INTRODUCTION

This chapter of the discuss the background of the study, the identification of study, research questions, objective of the study, scope of the study, and significance of the study.

1.1. Background of the Study

Living in the fast-paced technological change, everybody is demanded to continuously be updated by the frequent change of knowledge and skill. The abundance of information available online has resulted in an insignificant number of unprecedented challenges, including the phenomenal advancement of science and technology, frequent career change, and rapid change of knowledge (Agadzhanova, 2020). Consequently, this phenomenon resulted in the challenges of keeping up with the latest research findings, techniques, and information in order to be successful in life. Due to these challenges, there is a need for learners to be autonomous learners who are able to direct their own learning (Armitage et al. 2012).

In recent years, it has been proven that microlearning can improve students' learning abilities compared to traditional learning. Microlearning is a learning strategy with a short period of time. 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 repeatedly associated with mobile technologies and digital technologies emphasizing the design and development of microlearning activities and micro 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 quickly and easily, finding the answers they need in minutes. This trend has also facilitated the microlearning developments. According to Gabrielli et al. (2005), small pieces of learning content 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.

Micro-based learning (microlearning) is one of the trends in 21st century education. According to Jomah et al. (2016) microlearning is considered one of the best approaches that can be used in 21st century learning. Microlearning is one of the digital transformations in meeting the demands for fast and massive learning. This suggestion is similar to the viewpoint of Buchem & Hamelmann (2010), they summarize that the way learning today is changing along with the way society lives, works, and learns nowadays. Based on the findings of Leong et al. (2021), 476 relevant and identified publications during 2006–2019 stated that microlearning is a global topic involving authors, affiliates, and funding sponsors from various countries. In fact, the main benefits of using microlearning include (1) better concept retention Shail (2019) (2) more active learner engagement Jennie C. De Gagne et al. (2019), (3) increase learner motivation Shail (2019), (4) involve collaborative learning and (5) improve learning abilities and performance (Mohammed et al., 2018; Jomah et al., 2016).

Studies on the full adoption of microlearning in educational institutions have not received significant attention in Indonesia. There are some studies on microlearning in Indonesian contexts where they covered human source training for micro-objects as well as the framework and design of microlearning (Nugraha et al., 2021; Surahman et al., 2020; Norsanto & Rosmansyah, 2018). Recently, some studies also explored on the development of microlearning objects in vocational high school (Frisinory, 2022; Herdian, 2023). However, the formulation of English reading-contextualized microlearning lesson intended outcomes in vocational high school has not been much explored yet.

Therefore, additional research is required to address the significance of microlearning intended learning outcomes, especially in English reading contextualized lesson for Grade XII vocational high school.

1.2. Research Questions

Based on the background of the study, the research will use the following research questions in order to address the problems:

1. How are the formulation of reading-contextualized microlearning lessons?

2. How are the formulation of the microlearning-based transformed English Reading for Grade XII of Vocational High School sub-intended learning outcomes?

1.3. Purpose of the Study

Aligning with the research questions, the purpose of this research are the following:

1. To formulate the reading-contextualized microlearning lesson by
   a. Presenting learning activities as the formulation of teaching and learning reading
   b. Presenting learning activities as the formulation of microlearning lesson stages
   c. To infuse those activities for the reading-contextualized microlearning lesson formulation
2. To formulate the microlearning-based transformed English Reading for Grade XII of Vocational High School sub-intended learning outcomes.
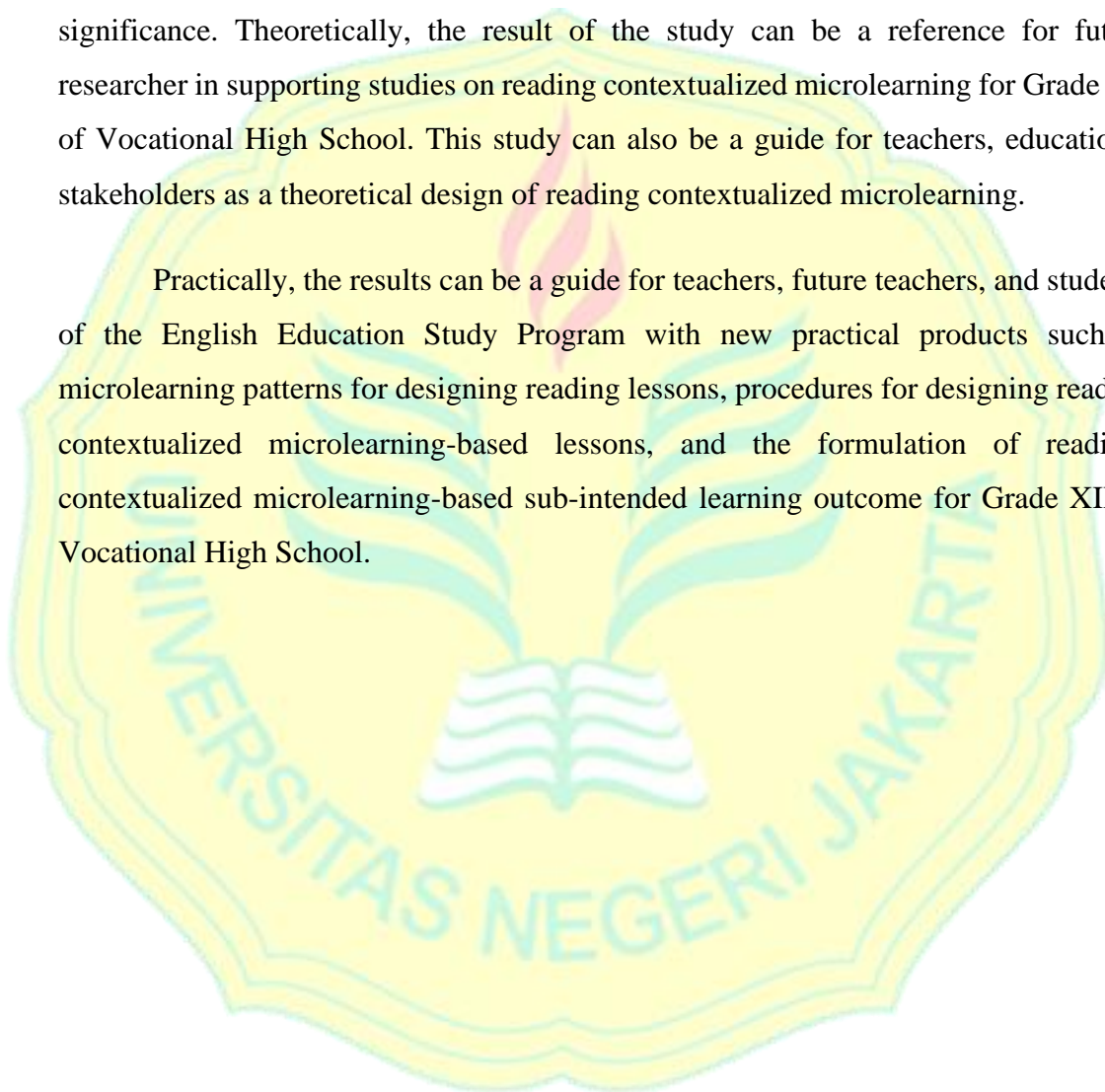
1.4. Scope of the Study

The study focused on analyzing reading purposes and stages in teaching and learning reading in order to come up with the appropriate pattern of reading lessons. The next focus of the study analyzed the microlearning principles and objects in order to grasp the pattern of microlearning lesson. Thus, the synthesized patterns of reading lesson and microlearning lesson will be the formulation of Reading-contextualized microlearning lessons. Finally, the formulation of reading and contextualized microlearning lessons will be the main reference in transforming the English Reading intended learning outcome for Grade XII of Vocational High School

However, the focus of the study is limited to cover reading skill only. The other language acquisitions skills such as speaking, listening, and writing will become the limitation of this study. In addition, the object focus of the study is English teaching and learning reading for Grade XII of Vocational High School, thus other level of school will not be covered in this study. Furthermore, this study will only explore on transforming reading contextualized microlearning lesson, thus the application of the lesson in the classroom will become the limitation.

1.5. Significance of the Study

The results of this study are expected to cover both theoretical and practical significance. Theoretically, the result of the study can be a reference for future researcher in supporting studies on reading contextualized microlearning for Grade XII of Vocational High School. This study can also be a guide for teachers, educational stakeholders as a theoretical design of reading contextualized microlearning.

Practically, the results can be a guide for teachers, future teachers, and students of the English Education Study Program with new practical products such as microlearning patterns for designing reading lessons, procedures for designing reading contextualized microlearning-based lessons, and the formulation of reading-contextualized microlearning-based sub-intended learning outcome for Grade XII of Vocational High School.