

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problem identification, the research question that formulated during study, the purpose and scope of study, and the significance of the study.

1.1 Background of Study

Microlearning is a new method in education, especially in the internet era, where the learning process is flexible, in no-time and the materials are in bite-sized. Microlearning is a unique teaching and learning method that puts the knowledge of the material in small or bite-sized and understandable fractions (Sirwan Mohammed et al., 2018). Microlearning provides short-time materials where students can learn effectively. Also, students could access the material anywhere and anytime. They could know independently and not depending on the classroom activities. (Jomah et al., 2014) stated that microlearning has clear advantages, such as its application in a short period. Students and teachers put less effort into each session, and the topic of discussion is more straightforward and informal. Students that learn the material in different format could empower them to study and later strengthen their knowledge based (Shail, 2019).

In Indonesia, students use platforms like WhatsApp, Google Classroom, YouTube, and others to support the learning process. These platforms are helpful for both students and teachers. Students and teachers can find and share materials with each other. Also, materials on the internet are various and have different forms. The materials that are used in microlearning lessons provide materials in bite-sized, or the materials are simple and can be learned in about five to 10 minutes. As a teacher, microlearning lessons could be a new learning method that allows students to access and learn materials in no time. As a facilitator, the teacher could manage appropriate materials for students so the learning process can be more effective, although the learning process is still online. Microlearning lessons are helpful and could be a new solution for this era.

Many researchers discuss about microlearning, (Mohammed et al., 2018) stated that the microlearning is a new teaching method with no specific definition yet, and strictly related to e-Learning. Another research stated that microlearning deals with small nuggets of learning units and short-term learning activities and presented in a set of subsequent, short learning activities (Mohammad Hosseini et al., 2020). Allela (2021) listed the media or technology that used to support the microlearning method, there are: Videos, interactive videos, interactive presentations, interactive PDFs, animation, infographics, gamification, social media, Virtual Reality (VR) and Augmented Reality (AR).

However, these previous studies focus on the media used in microlearning, not the materials. Most researchers are focused only on the media/platform that supports microlearning. Those researchers are focused on the media or platforms like smartphones, TikTok, or the researchers designing a new platform based on microlearning concepts. Few researchers focus on the microlearning content but focus on the professional, not microlearning content in education. Microlearning is related to multimedia learning, the learning process of using technology. Khlaif & Salha in 2021, used the platform TikTok as the object of their research. The researchers used TikTok for education and found that using TikTok in Education is a part of Nano-learning that is still related to microlearning.

Microlearning in education is still focused on the media or the platform. Those previous study not touch on the context of the materials, especially in English reading materials. Indeed, there is a gap in the research that the researchers did not focus on the materials students should learn but only focused on the media or the platform. There must be research focusing on the English reading materials that students need to know or the suitable method while the materials change into the microlearning lessons. These gaps raise a question regarding microlearning in education whether the material's transformation into the microlearning lessons is suitable or if the platforms are ideal for microlearning. The materials could adjust depending on the media or platform used in teaching and learning. Therefore, the additional of its research is needed because the previous research has not covered

the use of microlearning in reading lessons for Senior High School students'. Especially transforming the intended learning outcomes for reading lessons.

Therefore, microlearning is essential in this era with the technological environment. Thus, this research aims to identify the description of microlearning in designing reading lessons, produce microlearning-based reading lessons for Grade XI of Senior High School, and formulate the microlearning-based transformation of English reading for Grade XI of Senior High School sub-intended learning.

In this paper, the researchers are focused on the intended learning outcomes (ILOs) in Senior High schools in Indonesia, mainly grade XI. This research would identify the description of microlearning in designing the reading lesson, produce of microlearning design based on the reading lesson and transform the intended learning outcomes into sub-intended learning outcomes.

The result of this research could provide teachers or educators with a new method of learning, especially for grade XI Senior High School. Teachers or educators could use the sub-intended learning outcomes microlearning lessons to provide the teaching reading activities in the future. The result of this research also could be guidance, especially for English teachers, to make their learning process more attractive by developing these microlearning lessons and delivering them to English class. With these results, researchers hope that the English reading learning process using microlearning lessons could improve the students' ability in English reading.

The remainder of this paper is divided into five sections. There is the first chapter that includes the background of the study, problem identification, research questions, research purposes, the scope of the study, and the significance of the study. The second chapter is about the literature review, the methodology that consists of the method, time and place, data, data sources, data collecting procedures, and so on; the findings and the discussion are in the fourth chapter, and the last chapter is about the conclusion which consists of the summary of the research.

The findings of this research are still required to be investigated in a future study that it could be the implementation of sub-intended learning outcomes, the platform, or media suitable to provide these microlearning lessons included in sub-intended learning outcomes, especially for students of grade XI senior high school in Indonesia.

1.2 Problem Identification

As mentioned in the background, microlearning is a new teaching method that puts knowledge into a bit-sized, especially in this internet era. Also, micro learning could provide the small-time materials that makes students could learn the material effectively.

By transforming the intended learning outcomes into microlearning lessons, both teachers and students could put less effort into the learning process. The teacher as the facilitator could guide while students explore the material by themselves. Also, the result of the research could be a new knowledge for teachers and could inspire teachers to use microlearning in their teaching-learning process.

In addition, this study would give the readers a better understanding of Transforming Intended Learning Outcomes of English Reading for Grade XI of Senior High School into Microlearning Lessons

1.3 Research Questions

Based on the background above, the research questions are formulated as follows:

1. How are reading for grade XI senior high school-contextualized microlearning lessons formulated?
 - What is the reading lesson like?
 - What are reading focuses for grade XI Senior High School?
 - What is microlearning lesson like?
2. How are the formulation of the microlearning-based transformed English Reading for Grade XI of Senior High School intended learning outcomes?

1.4 Research Purposes

The objectives of the study are the following:

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 activities.
 - b. presenting purposes and text types to be covered in grade XI Senior 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 frameworks for the reading-contextualized microlearning lesson formulation.
2. To transform (present-analyzing-reformulating) the reading intended learning outcomes for grade XI Senior High School into the microlearning-based English reading intended learning outcomes.
 - This review examines the learning outcomes statement in the *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

This study focuses on the transforming the intended learning outcomes of English reading for grade XI of Senior High School into microlearning lessons. The content of this research is English language learners and only focuses on English reading materials for intended learning outcomes for Senior High School.

1.6 Significance of the Study

The study's findings could provide a theoretical significance, that the results of this study could provide the EFL teaching and learning especially in Indonesia. Also, this research could provide practical significance. With these results, it would be helping teacher in creating the new method in teaching English reading using microlearning strategies.



*Mencerdaskan dan
Memartabatkan Bangsa*