

CHAPTER I

INTRODUCTION

This chapter describes the study's cover-up, which includes the background of the study, research questions, purpose of the study, scope of the study, and significance. In this chapter, each of them is described.

1.1 Background of the Study

Microlearning has been discussed in numerous studies from throughout the world. Microlearning was originally used as “learning in a small unit” in 2003 with the development of Web 2.0 applications. Technology is used in teaching and learning through microlearning, which has a substantial impact on the level of achievement that students can achieve. It provides variable times and locations for using mobile devices to access educational resources. Since millennials and Generation Z are proficient in digital technologies, microlearning is ideal for them. Despite these advantages, there are nonetheless drawbacks to microlearning that are evident in the real world. Lack of precise definitions, concepts, and guidelines for training is a major barrier to microlearning (Thillainadesan et al., 2022). Microlearning is a term that refers to technologically assisted learning that does not prioritize small-scale content.

At various educational levels, microlearning has been used all around the world. The pioneer of micro-teaching at Stanford University put out the idea in the early 1960s (Huo & Shen, 2015). Microlearning is a method of education where students focus on brief, manageable learning tasks (Huo & Shen, 2015). The goal of microlearning is to keep the knowledge as current as possible while making sure

that it is sufficient to address the learning objective. Following these principles is good for microlearning (Allela, 2021): 1) easy to internalize; 2) always available; 3) designed to let learners act and practice. Since the contents have been condensed for both students and teachers, microlearning has a number of advantages. Microlearning should ideally adhere to the following principles: 1) abundant digital resources; 2) reducing cognitive overload; 3) self-paced learning; 4) learner-led; 5) saving on time and cost; 6) accurate and reusable knowledge; 7) feedback and discussion; and 8) just-in-time. Microlearning has been used in teaching and learning activities for Chinese English and non-English major college students (Huo & Shen, 2015), Chinese English college students (Fang, 2018), Chinese English college students (Zheng, 2021), health profession education (de Gagne et al., 2019a), and English foreign language learners at the Iranian English Institute (Mohammad Hosseini, Ejtehadi, & Mohammad Hosseini, 2020). They discussed the significant benefits of using microlearning in the teaching and learning process, including how it increased student interest, learning effectiveness, autonomous learning skills, and cognitive inquiry skills. A modern skill, global citizenship, requires the development of English language fluency. Everyone should be able to grasp it in order to lead successful lives and careers. Using language for communication is one of its goals. One of the language skills that facilitate communication is writing. It plays a crucial role in the creation of languages for intercultural communication and knowledge on a worldwide scale (Toba et al., 2019). Additionally, it makes studying abroad more likely for people. Writing can be utilized for learning and persuasion, according to Cer (2019), making it a cognitive and metacognitive process. Numerous studies on writing have found that

the level of metacognition has an impact on writing abilities since it includes pre-, during-, and post-writing planning, drafting, monitoring, and evaluation processes (Cer, 2019). Since writing uses an intended message or thoughts that students desire to convey to others, writing skills can help students improve their communication abilities. On the other hand, students' writing can be used to evaluate their progress and achievement (Fatima, 2021). Based on preliminary classroom observation that the researcher did at Class X 5 of SMAN 6 Tasikmalaya, the researcher found that the students' writing ability in that class was still low. They made many mistakes in writing, such as not correctly using punctuation, appropriate tenses, vocabulary, grammar, spelling, arranging words appropriate tenses, vocabulary, grammar, spelling, and arranging words into a sentence. According to the reasons above, the researcher decided that the students' writing ability there needed to be improved.

According to the Ministry of Education, English is now a required language that must be learned by students. It also occurs with regard to students' level, such as for tenth grade students, and its pedagogical approaches, including teaching and learning techniques to learn English, particularly for English as a foreign language. It also occurs for limited skilled students who require extra efforts, such as for tenth grade of SMA N 6 Tasikmalaya students, and pedagogical techniques like teaching and learning strategies for English, particularly for English as a second language. Developing students' command of the English language and transforming it into practical communicative exchanges are crucial tasks for education teachers. For the teaching and learning process to be successful, it is important to comprehend the various learning styles of the students (Dhermawati, Astuti, Windiarti, & Ahsani, 2019). Teachers need to step up to create engaging teaching and learning activities

for students in the digital age since they encounter several challenges. Nowadays, education serves more than just knowledge transmission. Since the students have already experienced the 21st century, teachers must equip them with 21st century abilities, such as the capacity for critical and communication, effective communication and teamwork, awareness of global and cross-cultural concerns, etc. (Bautista & Ortega-Ruiz, 2015). The 21st-century citizen should also be proficient in social, emotional, and technological skills in addition to their cognitive abilities. There are two dimensions of talents that global teachers should possess, namely: specific and cross-curricular competencies, according to Teacher's Key Competence (TKCOM) by the European Union (European Union, 2018). Specific competencies refer to practical skills such as planning, classroom management, assessment, inclusion (an inclusive attitude), and community action (communication and collaboration with families, professionals, and the school community). Meanwhile, cross-curricular competencies refer to self-reflection and professional development, ICT literacies, communication, and ethical commitment (teacher ethics and awareness of policies and laws). Due to the fact that each competency is a part of a teacher training dimension, they are all connected and affect one another (European Union, 2018). The most significant component that influences students' learning is also the quality of the instruction (Galaczi, Nye, Poulter, & Allen, 2018). There are seven characteristics of good teacher preparation: content-focused, active learning, job-embedded contexts, models and modeling of effective practice, coaching and expert support, feedback, and sustained duration (Darling-Hammond, Hyler, & Gardner, 2017). A follow-up

study by Khan et al. (Khan, Khan, Zia-UllIslam, & Khan, 2017) demonstrates the importance of communication skills in fostering students' academic success.

Several studies have talked about how to incorporate communication skills into writing. The association between undergraduate engineering students' writing skills and communication competency has been studied by Bozdogan et al. (2019). Teachers of primary schools can improve their written communication abilities by using the media, according to Syamsuddin et al. (2021). Writing communication skills can be developed through mentoring and the use of journal articles or textbooks. Additionally, this study contends that the ease with which writing exercises are included in the teaching process led to an improvement in the students' communication skills. According to Nazarenko and SchwarzPeaker (2013), successful communication of ideas requires clear writing. This study looks into the aspects of language that researchers and students should be aware of when expressing themselves in writing form. The findings of this study are concentrated on the audience, vocabulary selection, language style, and purposeful achievement. These studies have found that writing and communication skills should be integrated since they have an impact on one another.

According to the thought-out above, the necessity for teachers to be proficient with digital resources and digital literacies is: 1) the requirement for teachers' proficiency with digital resources and digital literacies; 2) the numerous tasks teachers must complete while instructing or creating the materials; and 3) the incorporation of communication skills into learning materials for English teachers that have an impact on the development of teachers' professionalism. Therefore, the current study's goal is to help students in tenth grade students strengthen their

communication skills through the use of microlearning-based learning materials. Therefore, the purpose of this study is to develop communication skills that are integrated into the scripts of microlearning-based English writing learning materials.

1.2 Research Questions

The research questions for this study can be found based on the background above, viz.

1. To what extent do the existing English writing learning materials integrate with communication skills and microlearning-based?
2. How is the procedure in designing communication skills-integrated and microlearning-based learning materials scripts of English-writing for tenth grade students?
3. How is the design of communication skills-integrated and microlearning-based learning materials scripts of English-writing for tenth grade students?
4. How is the employability of communication skills-integrated and microlearning-based learning materials scripts of English-writing for tenth grade students?

1.3 Research Purpose

The following are the study's purposes:

1. To explore the existing English writing learning materials used by English tenth grade students.

2. To describe the procedure in designing the communication skills integrated in microlearning-based learning materials scripts of English writing for tenth grade students.
3. To design communication skills integrated in microlearning-based learning materials scripts of English writing for tenth grade students.
4. To find the employability of communication skills-integrated and microlearning-based learning materials scripts of English-writing for tenth grade students?

1.4 Scope of the Study

The goal of this study is to increase communication skills for students' in tenth grade through the integration of microlearning-based learning materials scripts of English writing. The plans are the communication skills incorporated in the microlearning-based learning materials scripts of English writing for tenth grade students based on the microlearning framework, communication skills model, and writing competency requirements.

1.5 Significance of the Study

This research is anticipated to contribute to the field of education, particularly for future researchers and teachers of English in school who are creating English learning materials for both general and tenth grade students.

Theoretically

Researchers and educators may find this study useful because it presents details on the use of microlearning in the teaching and learning of English. It also

gives the opportunity to put English writing skills into practice while also including communication skills.

Practically

The results of this study may be useful to future academics or researchers who want to create comparable instructional resources for English teachers with tenth grade students. The findings of this study are expected to help in the development of English learning materials for students in the tenth grade.

1.6 State of Arts

In the twenty-first century, microlearning is one of the most effective and popular teaching strategies (Huo & Shen, 2015). Numerous studies describing the value of microlearning in various contexts have been published recently. Extensive research on microlearning has been done in a variety of fields. There have also been many studies on the application of microlearning in language learning that have been found. The incompatibility of teaching and learning aspects is the main problem that many teachers deal with, though. The target audience for language learning—generation Z, which includes students in tenth grade—and the material being covered is out of date, especially in terms of writing (Mohammad Hosseini, Ejtehad, & Mohammad Hosseini, 2020).

Additionally, problem that bore students have tainted writing instruction. It implies that they cannot ensure meaningful change because of the use of out-of-date teaching techniques (Fatima, 2021). Even though there has been a lot of research done on creating English writing materials, there hasn't been as much done on highlighting communication skill. This is due to the development of the 21st

century skills which requires students to develop learning skills. One of them is communication skills. Communication will also be able to improve writing skills (Syamsuddin, 2021).

This research focuses on the design and development research of infused communication skills into microlearning-based writing materials for senior high school. Current research is also intended to contribute to the field of education, particularly in the field of microlearning-based curriculum development. It can be concluded that originality is found in the application of communication skills in the teaching and learning process, and the assessment of reading skills with the principles of microlearning techniques.

