

## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

English is one of languages used for communicating in the global era. English allows people to express their ideas and feelings to others in different countries (Nishanthi, 2018). It can be said English has essential things in many sectors, such as economics, politics, and especially in education. Technology also significantly impacts learning English, especially in the 21<sup>st</sup> century. According to Nugraha et al.( 2021), The industrial revolution 4.0, which created digital transformation after the technology was widely used, gave rise to the concept of society 5.0. It can be said that English has become a crucial requirement in this era, also known as the 4.0 industrial revolution, in which every person in the world is connected and engaged in industrial sector competition. In post-pandemic learning, the synchronous and asynchronous system makes the teacher and learners should use technology to assist them in teaching. Furthermore, the rush of information causes students to find information very easily in various sources, so learners experience cognitive loads. Cognitive load theory shows that effective learning materials facilitate learning by directing learners' cognitive resources toward activities that are relevant to learning (Chandler & Sweller, 1991).

According to Kirschner (2002), cognitive load theory could give guidelines to help in presenting information by encouraging learners' activities that optimize academic performance. It is based on a cognitive architecture consisting of working memory, which has a limited capacity if the information being thought of is new or complex information, with the interaction of long-term memory, which has an unlimited capacity to store information. From the impact of the rush of information, the cognitive load is high, so there is a need for micro-learning or bite-sized learning. According to Febrianingrum and Rabbianty (2022), micro-learning is also called bite-sized learning since it uses micro-activities, a well-organized chunk of learning activities, and is also called

micro-learning. Micro-learning is a method of learning via short, bite-sized, and well-planned that the learners consume via digital media. As the teacher, the teacher can break down learning into short, manageable pieces of information. It is lined with (Srinivasan & Suresh, 2018), micro-learning is a small activity used to deliver a subject matter by breaking the material into more petite or shorter information units. Based on the statements above, it could be seen that micro-learning could help the learners to select the information properly and reduce cognitive load experienced by the learners.

There were some previous studies related to the use of micro-learning and learning videos. According to Salleh et al. (2022), using micro-learning could assist the learners' attention, and the learners have more time to think critically in solving the problem in the learning process in the classroom. It means that micro-learning could increase the learners' attention and critical thinking. Moreover, learning videos could attract learners' interest and facilitate learning (Adhipertama et al., 2021). It can be said that using micro-learning could improve the learners' interest in teaching and the learning process. Moreover, implementing micro-learning could increase the learners' ability by up to 18% rather than the traditional method (Mohammed et al., 2018). Based on the preliminary observation conducted by the researcher in several junior high schools in Denpasar, the researcher found that SMP PGRI 9 Denpasar has obstacles in the learning process. The researcher observed learning resources and interviewed English teachers and learners. During the observation, the researcher observed the activity in the classroom and found that the English teacher tended to use textbook as the only learning resource. The researchers found that the learning process lacked the use of learning media that suited the needs of learners. Furthermore, based on interviews conducted by researchers, researchers found that learners lacked interest in learning English in class. Also, learners tended to have low memory when teachers explained the material in front of the class. In addition, teachers lack innovation and creativity in developing the material taught in the classroom. In this case, developing practical learning in the 21st century is essential.

Education in the 21<sup>st</sup> century requires learners to think critically, able to collaborate in doing a project, and make discoveries in learning. Thus, nowadays, English teachers guide the learners to become independent learners by employing the three of teaching model namely, Problem-based learning, Project-based learning, and Discovery learning. Problem-based learning aims to make the learners critically in solving problems. Project-based learning aims to make the learners able to collaborate with each other. In addition, discovery-based learning aims to stimulate the learners in discovering something meaningful in the learning process. Moreover, the three concepts are appropriate to be implemented based on the characteristics of students and conditions in the field. Besides that, after achieving 21st-century learning, developing material in videos based on micro-learning is suitable.

In this research design, the researcher used the successive approximation model (SAM), where one of the concepts from the SAM model criticizes many models, one of which is the ADDIE model. According to Jung et al. (2019), the ADDIE model was criticized for being too time-consuming and inflexible to implement. It means that the ADDIE model is less time-efficient, and the steps in each stage are unclear. Furthermore, the ADDIE model has many other shortcomings, namely, ADDIE pays little attention to and facilitates aspects of connectivity and collaboration. For instance, collaboration between teams and everyone concerned to ensure that the project goes well. The ADDIE model has difficulty making changes or corrections in the middle of the process. On the other hand, SAM has time efficient, and the steps in each stage are clear. According to Ali (2021), SAM is flexible and consumes less time. Furthermore, SAM can make rapid changes in the middle of the process and also SAM can facilitate aspects of connectivity and collaboration well. Therefore, SAM was used by the researcher in this research. There are two versions of SAM model; SAM 1 consists of two phases, namely 1) preparation phase and 2) iterative design and development phase. SAM 2 consists of three phases, namely 1) preparation phase, 2) iterative design phase, and 3) iterative development phase. The researcher chose three

phases in SAM because this research is developing the learning video material that requires accuracy in every step.

### **1.2 Problem Identification**

Based on the observation of SMP PGRI 9 Denpasar, the researcher identified some problems. Firstly, learning resources still tended to use textbooks fully and did not use learning media that suit the needs of students. Secondly, interviews with English teachers found that students were less interested in learning English in class and tended to have low memory when the teacher explained the material in front of the class. Thirdly, the teacher was still focused on teacher-centered and lacked in developing the material taught in class.

### **1.3 Limitation of Problems**

In the present study, the limitation of the study conducted to limit the discussion. The limitation of the present study focused on designing and developing learning video developing micro-learning-based English learning video materials for the eighth-grade student in junior high school.

### **1.4 Research Questions**

Regarding what has been described in the research background, the research problem formulated as follows:

1. What are the underlined conditions of English learning for eight grade students of junior high school?
2. How to design micro-learning-based English video materials for eighth-grade students of junior high school?
3. How to develop micro-learning-based English video materials for eighth-grade students of junior high school?

### **1.5 Research Objectives**

The aims of the study are as follows:

1. To know the underlined conditions about micro-learning in teaching and learning process in eight-grade students of junior high school
2. To describe how to design micro-learning-based English videos materials in eighth-grade students of junior high school.
3. To describe how to develop micro-learning-based English videos materials in eighth-grade students of junior high school.

### **1.6 Expected Specifications of the Product**

The expected specifications of the product in this study are mentioned as follows:

1. The micro-learning-based English video materials expected can be used in teaching and learning for eighth-grade students in junior high school. Both teachers and learners will use these micro-learning-based English videos.
2. This study expected to help teachers and learners learn English in the classroom by implementing micro-learning-based English videos in junior high school.
3. This study expected to develop the usage of micro-learning-based English videos in junior high school.

### **1.7 Significance of the Study**

Theoretically and practically, this study expected to give significance to the following parties. The significance of the study can be described as follows:

#### **1.7.1 Theoretical Significance**

Theoretically, research findings expected to confirm the previous theory and contribute to educational research development. Thus, enhancing the theoretical foundation of English Language Teaching will be beneficial, especially in developing learning videos for teaching English using micro-learning in junior high school.

#### **1.7.2 Practical Significance**

These research findings are expected to benefit learners, teachers, and other researchers.

##### **a. Teachers**

This study is expected to help English teachers in language teaching by using these micro-learning-based English videos for learners at junior high school in English language teaching and learning and overcome their difficulties in finding good media for teaching English learners at junior high school.

##### **b. Students**

This study is expected to help the learners learn English more interest, motivated, and accessible by using micro-learning-based English videos for learners at junior high school.

c. Other researchers

This study is expected to help the other researcher for their references in conducting the same research about developing micro-learning-based English videos.

### **1.8 Assumption and Limitation of the Development**

The limitation of the development in this study is as follows:

1. The product is developed based on the characteristics of eight grade students in junior high school. Therefore, this product is only designed for learners in eighth-grade students of junior high school in Denpasar.
2. The product is developed as learning materials that can be used for the teachers and learners to learn some topics for 8th-grade junior high school students in Denpasar.
3. The product is developed as a video that can be downloaded, saved, and opened via laptop or smartphones and accessed freely on the YouTube platform.

