

CHAPTER I

INTRODUCTION

1.1 Research Background

The utilization of technology as a learning media still becomes a way for many teachers to conduct 21st century learning (Kurniawan et al., 2021). In fact, not all of the teachers are able to provide students with an appropriate learning media (Ardaningsih & Adnyayanti, 2022; Kristiani & Pradnyadewi, 2021). The preliminary observation conducted by the researcher at SMK Pariwisata NusaDua Sidemen, Karangsem, Bali shows that there is still a limited learning media used by the teachers. Most of the teachers have implemented video as a learning media. They use YouTube as a source of video for teaching English. In fact, the English teachers mention that students tend to feel boring and not focus since the video's duration is long. They also do not really focus on the materials served in the video considering that there are less video which have good resolution and interesting for them. Therefore, there is a need of micro- learning video development found in their English classrooms. The video needs to be developed based on their needs to create a fun learning environment to increase their learning interests (Mohammed et al., 2018).

Audio-visual or known as video is currently adapted as a learning media to deliver the materials for the students. It is mentioned that audio-visual integrated the creation and the implementation of instructional resources relying on visual and

auditory perception rather than the comprehension of written or symbolic language (Arsyad, 2017; Yuanta, 2019). This audio-visual or also known as a video has a dynamic visual representation supplemented by auditory elements (Kurniawan et al., 2021). Setyawati et al., (2022) mention that video present the learning materials in variative ways directly attracting students' learning interest. The increased learning interest helps students to be more focused in the learning process. The materials provided in the video help the teachers in creating a fun learning environment allowing students to comprehend learning materials better (Carolin et al., 2020).

However, the utilization of video as a learning media is supposed to meet the needs and characteristics of the students to achieve an optimal effect on students' learning (Asri et al., 2024; Fifit Fitria Dewi¹, 2021). The characteristics of students are the digitalization itself. Liu et al., (2022) state that students are mostly the generation Z who tend to have technological literacy used for acquiring knowledge both in offline and online learning. Santosa et al., (2020) states that generation Z was born where technology has been perceived as an integral part of their lives. This generation represents the initial wave of generations who has broad and direct access to digital technologies, including social networking platforms and the vast amount of information available online (Sari et al., 2023; Turner, 2015). The generation Z habitually keeps up with the content wrapped in a small and easily digestible piece (Suwastini et al., 2022; Syah et al., 2020). Therefore, the teachers need to utilize the learning video which provides the learning materials in a brief and concise way.

Fulfilling the students' characteristics and needs is necessary to implement a certain learning media as stated in the current curriculum. Merdeka Curriculum obligates teachers to conduct an English learning process relevant to the students' needs especially their major in vocational education (Aggraini et al., 2022). The teachers' creativity to deliver the learning materials in more attractive ways and more in-depth to develop students' ability based on their needs (Ripalga & Fitrawati, 2023). It is also mentioned that flexibility becoming one of the characteristics of this curriculum where the students can access their learning without time and space limitation to conduct independent learning (Yulianti et al., 2023). Therefore, it is crucial to consider adequate sources to ensure that the learning materials are transferred based on the objectives of current curriculum.

Microlearning video has been long integrated in English learning process. Brebera (2017) states that microlearning video emerges as an educational trend in EFL learning where it incorporates the units and objects into a small part. It is also added that micro-learning is a pedagogical approach characterized by concise and targeted learning units and activities. These units are typically completed within a brief timeframe of up to 15 minutes and can be accessed across various devices (Shail, 2019; Sun et al., 2015). Micro-learning is another form of e-learning technique in which it integrates technology by presenting the form of video with short vivid contents (Yin et al., 2021). The content presented in micro-learning video is commonly developed based on students' needs and preferences towards the learning materials that they learn (Hosseini et al., 2020). It indicates that the learning materials delivered is covered into micro-learning video as the integration of technology in which it can be adapted as learning media (Sari & Bahara, 2022;

Nikkhoo et al., 2023).

Many researches have investigated the efficiency of micro-learning enhancing students' English language proficiency. Hosseini et al., (2020) revealed that flipped classroom with microlearning-based is effective in improving self-efficacy of ELF students. It is also found that the application theories of microlearning supporting the second language (L2) instruction (Khong & Kabilan, 2022). Recently, an experimental study shows that using idioms in songs through a mobile microlearning strategy effectively improving students' grammatical ability (Jubran, 2024). Those studies reveal that microlearning is essential in English learning process. However, further research still needs to be conducted considering that there is still unoptimized microlearning implementation as what has been found by Rizal (et al., 2023). It is found that there are still learning materials which do not fulfil the criteria of microlearning. It is similar to the preliminary observation shows that there is still limited learning media developed based on students' needs at SMK NusaDua Sidemen, Karangasem during the English learning process. Therefore, the current study is conducted to develop microlearning-based video in English classroom at SMK NusaDua Sidemen, Karangasem.

1.2 Problem Identification

Several issues were discovered by the researchers based on the observations conducted on eleventh-grade students at SMK Pariwisata NusaDua Sidemen. First, many students had difficulties comprehending and sustaining attention during the playback of educational learning video disseminated by their teacher using the

YouTube platform. Second, teachers need to improve their skills in creating educational media. The teacher exclusively distributed hyperlinks to YouTube videos, while the students solely engaged with the extended-duration video content provided by the instructor. In this case, teachers must acquire proficiency in media production and cultivate an innovation to effectively integrate engaging learning media.

1.3 Research Limitation

This study is limited to the development of microlearning-based English video as a learning media for teaching English at SMK Pariwisata NusaDua Sidemen. The limitation is viewed from the students' needs towards the learning media, how the micro-learning English video is developed, and the quality of developed product.

1.4 Research Questions

There are three research questions proposed in this study, namely;

- 1.4.1 What are the eleventh-grade students' needs related to the learning media in the English learning process at SMK Pariwisata NusaDua Sidemen?
- 1.4.2 How is the microlearning-based English video developed for the eleventh-grade students at SMK Pariwisata NusaDua Sidemen?
- 1.4.3 How is the quality of micro-learning-based English video developed for the eleventh-grade students at SMK Pariwisata NusaDua Sidemen?

1.5 Research Objectives

There are three research objectives in this study, namely;

- 1.5.1 To identify the eleventh-grade students' needs related to the learning media in English learning process at SMK Pariwisata NusaDua Sidemen.
- 1.5.2 To develop the micro-learning-based English video for the eleventh-grade students at SMK Pariwisata NusaDua Sidemen.
- 1.5.3 To assess the quality of micro-learning-based English video for the eleventh-grade students at SMK Pariwisata NusaDua Sidemen.

1.6 Research Significance

This study has a theoretical and practical significance which is elaborated, as follows.

1.6.1 Theoretical Significance

This study provides information about microlearning based on English videos to the idea of microlearning already present in EFL courses. It provides readers with information about creating instructional materials for teaching English to vocational high school students.

1.6.2 Practical Significance

This study provides a meaningful contribution to the educational landscape for teachers and vocational high school students. The students can acquire

knowledge and information about the English language through the utilization of the generated product. In addition, educators can utilize the product, as mentioned earlier, as an instructional tool, hence facilitating the integration of such a product into English as a Foreign Language (EFL) classroom to foster 21st-century learning through technology.

1.7 Definition of Key Term

1.7.1 Conceptual Definition

Microlearning has been recognized as a learning technique by providing the learning content in a small portion by involving digital environment which can be easily accessed by students without time and space limitation (Fitria, 2022).

1.7.2 Operational Definition

Microlearning is a learning technique to provide a small portion of learning content which is developed in the form of English video based on the students' needs and innovative teaching strategy for eleventh-grade students at SMK Pariwisata NusaDua Sidemen.