AN ANALYSIS OF MICROLEARNING-BASED ENGLISH LEARNING MATERIALS FOR EIGHTH GRADERS

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Abstract

Learning materials are one of the factors that influence students' success in the learning process. Moreover, it's should ideally be relevant to the required competencies, essential, and appropriate to the level of student development. Therefore, to support learning materials the writer will analyze English reading material with microlearning based. The goal of this study is to analyze the existing microlearning based English learning materials for eighth graders. This research is classified as content analysis Research because it aims to describe the microlearning based English reading materials that can be used correctly in an educational program. Data of this study were acquired using qualitative method. The finding of this study demonstrated that microlearning criteria are still few found English learning materials for eighth graders. According to the analysis finding, the present materials only adequately address three component of microlearning (as it is code ML 1, ML 4, ML 8), and only one book that include (ML 6).

Keywords: English materials, Microlearning, and Reading

INTRODUCTION

Learning materials are one of the factors that influence students' success in the learning process; therefore, it is necessary to develop learning materials that are tailored to the needs of learners (Freeman, 2017), particularly when learning English. Learning materials should ideally be relevant to the required competencies, essential, and appropriate to the level of student development (Budiana & Mumpuni, 2019; Shahrol et al., 2020). There have been many materials available for learning English up until now.

Therefore, to support learning materials the writer will analyze English reading material with microlearning based. Microlearning is a learning and development system that focuses on bite-sized, goal-oriented content that learners may readily engage with at any time and from any location. This idea supported by Allela (2021) in the book *Commonwealth of Learning*, it is said that microlearning is the practice of learning using bite-sized, wellplanned modules and short-term learning exercises. Microlearning typically

lasts 2 to 10 minutes and is intended to fit seamlessly into the learner's job and life. It makes use of the learner's context to deliver effective learning.

Moreover, the OECD Program for International Student Assessment (PISA) analyzed the development of English reading materials with the features of advanced thinking skills are needed. Those skills, including reading skills will enable students to sharpen their reading skills and expected to improve their reading score as well. Especially, with the microlearningbased design which believed to be solution to gain better learning effectiveness among students.

In terms of microlearning-based, the goal of this study is to close the gap between the educational goal and its execution in the classroom. The aim of the present study was to analyze microlearning based English reading materials for 8th graders. Hence, it is highly expected that microlearning-based reading materials can developed students' reading skills. and eventually will boost their reading score.

LITERATURE REVIEW

Microlearning is a teaching method that has not been defined specifically and is directly related to e-learning (Leong et al., 2021; Nugroho & Fitri, 2016;Shail,2019). Microlearning typically lasts 2 to 10 minutes and is intended to be readily integrated into the learner's job and life (*FocusU*, n.d.). Moreover, Hug (2009) claims that microlearning reduces learner boredom, disengagement, and poor retention that are linked to cognitive overload as a result of more conventional lengthy format education by matching the brain's limit of working memory. Henceforth, microlearning gives learner the "Must Have" abilities and dispositions they require to perform their tasks more successfully.

In order to utilize the descriptor for designing English reading materials, several sources or expert have to be listed. The purpose of this act is to reformulate adopted framework which will be relevant to the target context, in this case senior high school students. Along with the aspects (characteristics) and the descriptor points, the list of experts can be seen on the table below:

Allela 2021	**Aspect**	**Descriptor**
	▢ Fragmented learning ▢ Self-learning ▢ Short attention span	▢ The materials are broken down into small units ▢ Students can easily grasp the idea ▢ Students can easily access the material anytime ▢ Students can easily access the material anywhere ▢ Students can accomplish the task by themselves ▢ Students can do assessment by themselves ▢ Students can focus on the material less than 20 minutes

Flexibility and interaction are two characteristics of microlearning. The teaching practice was carried out using a microlearning platform. Teachers should fully leverage the benefits of a microlearning platform, such as its high efficiency and interest-led coaching, to optimize the impact of reading instruction (Zhou, 2021). On the microlearning platform, English reading instruction should conform to the ideals of autonomy, honesty, interest, and cooperation. . Microlearning prerequisites will be met as long as there are electronic devices connected to the network and relevant learning resources. To adapt to the new generation, English reading education should update its teaching philosophies and methodologies.

The primary goal of teaching English reading is to understand the fundamentals of English reading, which includes knowing the meanings of words, phrases, paragraphs, text structures, and so on. The first issue in teaching English reading is motivating students to engage in active and pleasurable learning. The flexibility of the microlearning platform in

terms of learning time, location, and content provides some guarantee for students' independent learning.

There have been some previous studies conducted in relation to this research, and they are distinct in terms of cross-curricular competence and instructional media with this research. The researcher presents five studies as follows:

Fisrt, Gona et al,. (2018) entiled The Effectiveness of Microlearning to Improve Students' Learning Ability", it is said by the researchers that the issue with the current educational system is that students frequently become stuck when using traditional learning methods because these methods can't inspire them to study quickly and develop a creative mind. Microlearning can improve the subjects being studied. The learning material can be made easier to understand and more easily remembered by using microlearning.

Secondly, Gwi, (2022) entitled Collaborative Learning –Integrated and Microlearning Based English Learning Materialsof Reading for the Eighth Graders of Mild Inttelectually Disabled Students. The focus of this study is to analyze the microlearning-based english learning materials for the eighth graders of mild intellectually disabled students. The study found that (1) the current English curriculum for pupils with intellectual disabilities is still underspplied (2) the contend is also no entirely integrated with collaborative and microlearning.

Third, Rosevinda, (2022) entitled Collaborative Learning –Integrated and Microlearning Based English Learning Materialsof Speaking for the Eighth Graders of Mild Inttelectually Disabled Students. The focus of this stuyd is to design a learning materials that infusion with collaborative learning and microlearning. The result showed that the existing English materials for intellectually disabled syudents are still inadequate. The materials is also no fully integrated with collaborative learning and microlearning descriptors.

Fourth, Fatta, Widya, (2022) entitled Developing Criticla Thinking SkillIntegrated Readiing Materials for English Language Education Study Program. The focus of this study is to develop the critical thinking skill-integrated reading materials for English education study program. And the result showed that there were three unit of reading materials was

developed based on the critical thinking skill infusion tables which consist of ore-reading and post-reading in each unit.

Fifth, Nurtasha. Putri (2022) entitled Collaborative Learning –Integrated and Microlearning Based English Learning Materials of Reading for the Eighth Graders of Mild Intellectually Disabled Students. The focus of this at designing communicative learning and microlearning based English learning materials scripts of reading for 7th graders of mild intellectually disabled students. And the writer found that designing LOM allows teacher to teach reading activities, especially for 7th graders of mild intellectual students, and to employee learning objects in the development of creative and innovative learning.

METHOD

The goal of this study is to analyze the microlearning-based English reading materials for eighth graders. As a result, this research is classified as content analysis Research because it aims to describe the microlearning based English reading materials that can be used correctly in an educational program.

The following sections explain the content analysis process. The writer collects information about microlearning, and learning materials by doing library research. It is the first procedure to gather the data on the current English curriculum being taught in schools. The researchers compiled document including textbooks, curricula, syllabuses, and lesson plans used in the classroom. And the last conduct an in-depth interview with the teacher to investigate the microlearning in the existing learning matrials. The researchers classifying the existing materials by using descriptors of microlearning. And, identifying the gaps between the theories and existing materials collected through library research. That was done in order to confirm the accuracy of the teaching and learning materials. The study will be conducted at SMP Adik Irma South Jakarta, and SMP 95 North Jakarta.

Data are "information gained throughout the course of an investigation or study," (Polit & Bernadette, 1999). The data, data sources, and methodology used in this study are consistent with how the sub questions in introduction are stated. The data, data source and

instrument of this study are compatible with the research questions. These are shown in the table below:

Research & Development	Data	Data Sources	Instruments
Need analysis	⬚ Theories about ⬚ microlearning The teachers who teaches eighth graders	⬚ The existing learning materials and ⬚ English course book. Result of teachers' interviews	⬚ Table of descriptor ⬚ microlearning. Interviews protocol

As part of the digitalization of reading activities for 8th graders, the data collection procedure used in this stage involves gathering pertinent information from a literature review and conducting an analysis of the existing reading material. The purposes of the content analysis were to pinpoint the difference between the idea and existing English materials. Researchers went through numerous steps to discover the data required to obtain answers to study questions. To collect the data, the writer did document analysis and literature review on the existing learning materials.

	Research question	Data collection procedures
Contents analysis	To what extent do the existing d microlearning based English reading materials for 8th graders?	• Conducting library research to gather the theories about microlearning, skills, learning materials and reading skills. • Gathering the documents, such as: curriculum and the existing materials used.

		• Conducting in-depth interview with teacher for investigated microlearning in the existing learning materials. • Classifying the existing materials by using descriptors of microlearning. • Identifying the gaps between the theories and existing materials collected through library research

FINDINGS AND DISCUSSION

The outcomes of the data analysis are reported in this section. The researcher interviewed English teacher in a semi-structured interview to get data pertaining to the need analysis. In addition, the researcher continued to examine necessary document, including existing materials (the coursebook) for the eighth graders.

The discussion that follows in this subsection aims to respond to the initial research topic, "To what extent do the existing microlearning based English reading material for 8th graders?"
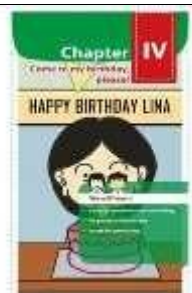
Researchers analyzed the microlearning aspect in the existing learning materials. From Allela 2021. a description was taken. Table 1.1 displays data from the existing materials microlearning descriptors. Table 1.2 Summary of microlearning component in the existing materials (Allela 2021).

Table 4.2 Summary of mucrolearning components in the existing materials (Allela 2021).

"When English Rings a Bell" – KEMENDIKBUD-2017				
Microlearning Aspects	**Code**	**Microlearning Indicators**	**Data from the Existing Materials**	**Justification**

Learning Materials	ML 1	The materials are broken down into a single topic (small unit)		From the course book, it can be seen that the book covered thirteen units as it is broken down from the basic competence in line with *Kurrikulum 13.*
	ML 2	The materials are intended to last just temporarily (2-5 minutes, Allela 2021; few seconds to 15 minutes, De Gegne 2019)	No data found	-
	ML 3	The materials contents are provides at the moment of need	No data found	-
	ML 4	The materials are based on the curriculum of the school		As the materials are broken down into some topics which are in line with the national curriculum. For example Topic IV. Come to my birthday, Please!

				And it based on the main indicator stated for 3.1 and 4.1 in the curriculum 13.
	ML 5	The materials are divided into certain skill categories	No data found	-
	ML 6	The materials make use of technology	No data found	-
	ML 7	The materials are incorporated with varieties of media	No data found	-
Learning Style	ML 8	Students participate in the learning process		From the data, it is proved that this book already provided some instruction for the students. So, they may participate in learning process.
	ML 9	Students spend little time to learn the materials	No data found	-

Tabel 1.1 The Microlearning Apect Found

"BRIGHT An English Course for Junior High School Students" – ERLANGGA Kurrikulum 2013 Revisi				
Microlearning Aspects	**Code**	**Microlearning Indicators**	**Data from the Existing Materials**	**Justification**
Learning Materials	ML 1	The materials are broken down into a single topic (small unit)		From the course book, there was a data that the book covered sixteen units as it is broken down from the basic competence in line with _Kurrikulum 13._
	ML 2	The materials are intended to last just temporarily (2-5 minutes, Allela 2021; few seconds to 15 minutes, De Gegne 2019)	No data found	-
	ML 3	The materials contents are provides at the moment of need	No data found	-

	ML 4	The materials are based on the curriculum of the school		As the materials are broken down into some topics which are in line with the national curriculum. For example Topic Six. Will ou Come to My Party ? And it based on the main indicator stated for 3.1 and 4.1 in the curriculum 13.
	ML 5	The materials are divided into certain skill categories	No data found	-
	ML 6	The materials make use of technology		From the data, there are two barcode that can access the materials. It is proved that the book already involved the technology
	ML 7	The materials are incorporated with	No data found	-

		varieties of media		
Learning Style	ML 8	Students participate in the learning process		From the data, it is proved that this book already provided some instruction for the students. So, they may participate in learning process.
	ML 9	Students spend little time to learn the materials	No data found	-

Tabel 1.2 The Microlearning Apect Found

The result of this analysis shows that the existing English materials incorporated various elements of microlearning, including containing single topic, curriculum-based content, and student's participation in learning process. Unfortunately, only one of the materials make use of technology Since, the government produced the book; the materials were created in accordance with the national curriculum.

From the analysis, a lot of the microlearning component that might be helpful for the 8th graders are still missing from the existing English materials. According to the analysis finding, the present materials only adequately address three component of microlearning (as it is code ML 1, ML 4, ML 8), and only one book that include (ML 6). Hence, the researcher used the data from the need analysis as a guide for creating the scripts for the microlearninginfused.

In-depth interviews were used by the researcher to collect data regarding teaching materials in order to examine the current teaching materials paradigm. The 8th graders who teach English directly founded the current model of instructional materials. The teachers who participated in the interviews stated that the learning materials from the

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national curricula is less sufficient for the current era of technology, but for its teaching the teachers adapt to the needs of children like looking for other teaching sources.

Furthermore, the interview also revealed that the teacher from SMPN 95 north Jakarta, and SMP Adik Irma employed a variety of teaching tools, including interactive video, power point slides, and book in teaching English.

As a result, using digital media for teaching and learning in 8th graders ran into anouther issue. The following table shows an overview of the interview:

Table 1.3 Summary of interview result in SMP 95 North Jakarta

Themes	Interview Results
The existing learning materials	• The book "**When English Rings A Bell**" from the government is inappropriate for the students. • Youtube videos, blog, power point slides, and internet link are the most common types of resources that are produces by the teachers. • The emphasis of English reading materials is on recount, descriptive, greeting card, and invitation.
Students' characteristics	• The students difficult to translate the text. • The students are easy to forget what they have learnt. • The emphasis in English instruction is on vocabulary.
Microlearning-based materials	The teachers are eager to include microlearning into their teaching and learning activity because they are unfamiliar with it.

Table 1.4 Summary of interview result in SMP Adik Irma

Themes	Interview Results
The existing learning materials	• The book "Bright-An English", and "Practice Your English Competence" from Erlangga are sufficient because the material is complete and clear.

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	• YouTube videos, blog, power point slides, and internet link are the most common types of resources that are produces by the teachers. • The emphasis of English reading materials is on recount, and short messages.
Students' characteristics	• The students don't like the long term learning. • Some of students easy bored. • The emphasis in English instruction is on vocabulary and pronunciation.
Microlearning-based materials	The teacher are unfamiliar with Microlearning, so It is difficult to accomplish, it is not even possible to the goal of learning.

From the data above only one school that used the book from the government entitle "When English Rings a Bell – KEMENDIKBUD-2017" was used by teachers at SMPN 95 North While another book come from Erlangga entitle "BRIGHT- an English Course for Junior High School Students", it has sixteen separate units, used by the teachers at SMP Adik Irma.

CONCLUSION

The result of this analysis shows that the existing English materials incorporated various elements of microlearning, including containing single topic, curriculum-based content, and student's participation in learning process. Unfortunately, only one of the materials makes use of technology since, the government produced the book; the materials were created in accordance with the national curriculum. From the result, the researcher saw the possibility to provide the required learning materials in form of micro-learning. Then, the researcher followed the guidance of how microlearning were integrated in learning and teaching activities.

This study serves a reference for carrying out education quality and improvement. It can be used as alternative learning materials for teachers where the microlearing infused

can help them. Finally, for the educational institution, this study serves as a reference for implementing education quality and improvement initiatives.

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