

**COMMUNICATIVE LEARNING-INTEGRATED AND MICROLEARNING-
BASED ENGLISH LEARNING MATERIALS OF READING FOR 7th
GRADERS OF MILD INTELLECTUALLY DISABLED STUDENTS**



A THESIS

**Submitted in Partial Fulfillment of the Requirements
For Degree of Master Program of English Language Education**

PUTRI NURTASHA

1212820001

MAGISTER PROGRAM OF ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

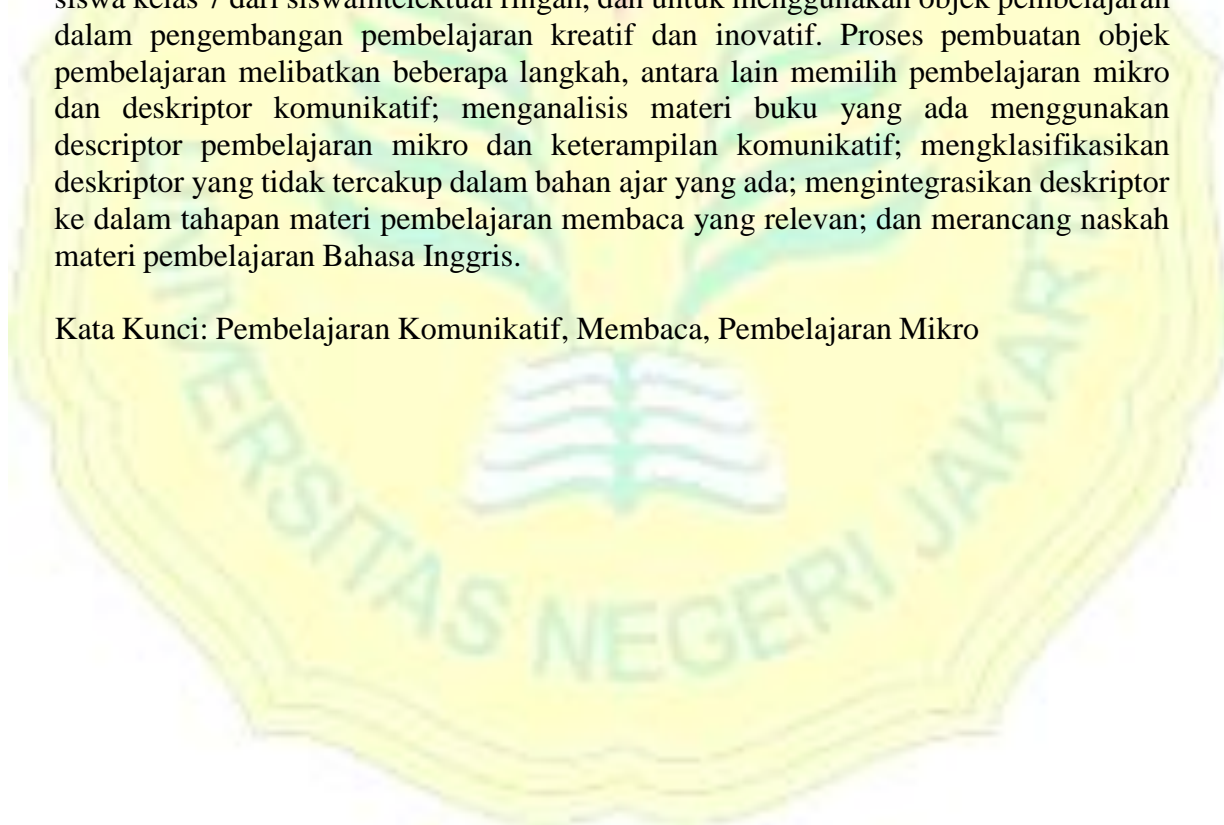
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ABSTRAK

Putri Nurtasha. 2022. Pembelajaran Komunikatif Dan Pembelajaran Bahasa Inggris Berbasis Pembelajaran Mikro dalam Membaca Untuk Siswa Tuna Grahita Kelas 7. Sebuah Thesis. Jakarta. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk merancang skrip materi pembelajaran Bahasa Inggris berbasis pembelajaran mikro dan pembelajaran komunikatif untuk siswa kelas 7 tunagrahita ringan. Dalam penelitian ini, peneliti menggunakan metode DDR. Penelitian ini memberikan hasil sebagai berikut: pembelajaran komunikatif yang ada terintegrasi dalam materi pembelajaran; prosedur dalam mendesain produk; dan materi pembelajaran naskah pembelajaran komunikatif terpadu dan berbasis pembelajaran mikro dalam membaca bahasa Inggris pada siswa tunagrahita ringan. Penelitian ini membuat sebuah LOM (Materi Objek Pembelajaran) berbentuk skrip sebagai bahan pembelajaran mengikuti teori pembelajaran mikro. Ditemukan bahwa LOM yang dirancang ini memungkinkan guru untuk mengajar kegiatan membaca, terutama untuk siswa kelas 7 dari siswa intelektual ringan, dan untuk menggunakan objek pembelajaran dalam pengembangan pembelajaran kreatif dan inovatif. Proses pembuatan objek pembelajaran melibatkan beberapa langkah, antara lain memilih pembelajaran mikro dan deskriptor komunikatif; menganalisis materi buku yang ada menggunakan descriptor pembelajaran mikro dan keterampilan komunikatif; mengklasifikasikan deskriptor yang tidak tercakup dalam bahan ajar yang ada; mengintegrasikan deskriptor ke dalam tahapan materi pembelajaran membaca yang relevan; dan merancang naskah materi pembelajaran Bahasa Inggris.

Kata Kunci: Pembelajaran Komunikatif, Membaca, Pembelajaran Mikro

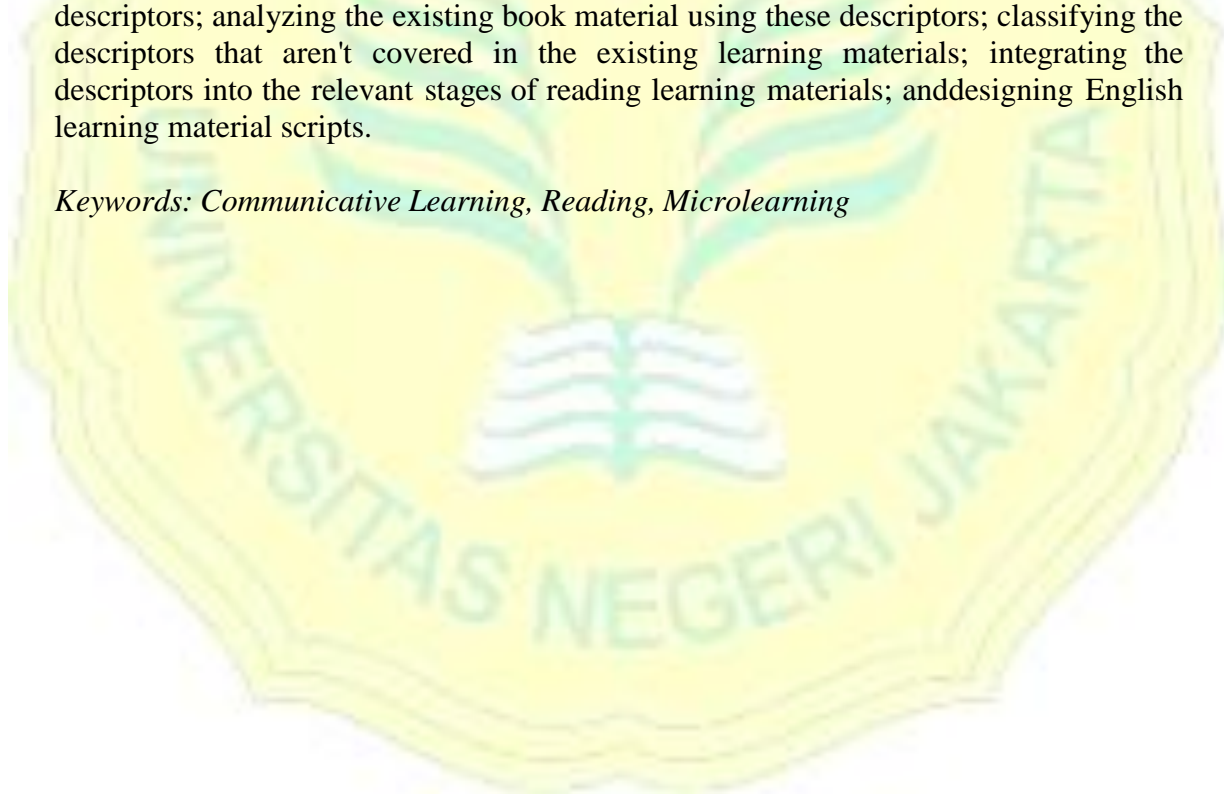


ABSTRACT

Putri Nurtasha. 2022. *Communicative Learning and Microlearning-Based English Learning Materials of Reading for 7th Graders of Mild Intellectually Disabled Students*. A Thesis. Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.


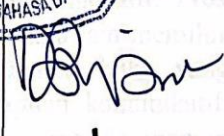
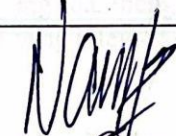
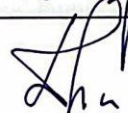
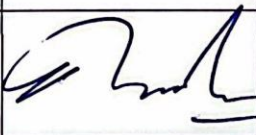
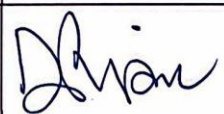

This study was aimed at designing communicative learning and Microlearning-based English learning materials scripts of reading for 7th graders of mild intellectually disabled students. In this research, the researcher used the DDR method. The research provided the following results: the existing communicative learning-integrated and microlearning-based in the learning materials; the procedures in designing the products; and the learning materials scripts of communicative learning-integrated and microlearning-based of English reading for 7th graders of mild intellectually disabled students. This study created a LOM (Learning Object Material) formed of scripts as a learning materials following a micro-learning and communicative learning. It was found that this designed LOM allows teachers to teach reading activities, especially for 7th graders of mild intellectual students, and to employ learning objects in the development of creative and innovative learning. The process of creating a learning object involves a number of steps, including choosing the microlearning and communicative descriptors; analyzing the existing book material using these descriptors; classifying the descriptors that aren't covered in the existing learning materials; integrating the descriptors into the relevant stages of reading learning materials; and designing English learning material scripts.

Keywords: Communicative Learning, Reading, Microlearning



**PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS**

Nama : Putri Nurtasha
 Nomor Registrasi : 1212820001
 Program Studi : Magister Pendidikan Bahasa Inggris

| NO | NAMA | TANDA TANGAN | TANGGAL |
|----|--|--|-----------|
| 1 | Dr. Liliana Muliastuti, M.Pd. Dekan Fakultas Bahasa dan Seni |  | 2/9 2022 |
| 2 | Dr. Siti Drivoka Sulistyningrum, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris |  | 18/8 2022 |
| 3 | Dr. Ratna Dewanti, M.Pd Pembimbing I |  | 18/8 2022 |
| 4 | Dr. Darmahusni, M.A Pembimbing II |  | 22/8 2022 |
| 5 | Dr. Ifan Iskandar, M.Hum Ketua Penguji |  | 18/8 2022 |
| 6 | Dr. Siti Drivoka Sulistyningrum, M.Pd. Anggota Penguji I |  | 18/8 2022 |
| 7 | Dr. Sri Sumarni, M.Pd Anggota Penguji II |  | 18/8 2022 |

DECLARATION OF AUTHENTICITY

I am the student with the following identity:

Name : Putri Nurtasha
Student's Number : 1212820001
Study Program : English Language Education Study Program
Department : Languages and Arts Education Department

I hereby declare the originality of thesis entitled "*COMMUNICATIVE LEARNING-INTEGRATED AND MICROLEARNING-BASED ENGLISH LEARNING MATERIALS OF READING FOR 7TH GRADERS OF MILD INTELLECTUALLY DISABLED STUDENTS (A Design and Development Research to SLB Makna Bakti in Academic year 2021/2022)*" is definitely my own work and I have not presented anyone else's work to obtain my master degree. I am completely responsible for the content of this thesis. All quotation are cited and listed in the bibliography of the thesis. If in the future this thesis statement is proven false, I am willing to accept any sanction complying with the determined regulation or its consequence.

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Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

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Nama : Putri Nurtasha
NIM : 1212820001
Fakultas/Prodi : Bahasa dan Seni / Magister Pendidikan Bahasa Inggris
Alamat email : putrinurtasha09@gmail.com

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The researcher realizes that, there are many unintended errors in writing this thesis. Therefore, the researcher gladly welcomes any constructive criticism and suggestion for the betterment of this study. Finally, the researcher wishes that this thesis will be useful for other students of English Language Education Study Program and all readers in general. It is hoped that the findings of this research maycontribute and become useful source for the teachers and other researchers in the future.

Jakarta, July, 19, 2022
The Researcher



The Researcher

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