

**COLLABORATIVE LEARNING-INTEGRATED AND MICROLEARNING-
BASED ENGLISH LEARNING MATERIALS OF SPEAKING FOR 8th GRADERS
OF MILD INTELLECTUALLY DISABLED STUDENTS**



A THESIS

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

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ABSTRAK

Karena pembelajaran mikro dan pembelajaran kolaborasi dianggap sebagai salah satu pendekatan yang tepat yang dapat digunakan dalam pembelajaran abad ke-21, minat terhadap pembelajaran mikro dan kolaboratif telah meningkat. Materi berbasis microlearning telah digunakan secara luas. Namun, belum ada materi pembelajaran yang ditujukan untuk siswa tunagrahita, khususnya materi berbasis microlearning. Oleh karena itu, penelitian ini bertujuan untuk merancang bahan ajar berbasis microlearning naskah pembelajaran berbahasa Inggris untuk siswa tunagrahita ringan kelas 8 yang terintegrasi dengan pembelajaran kolaboratif. Penelitian Desain dan Pengembangan digunakan dalam penelitian ini. Temuan utama dapat dibentuk. Pertama, materi belum sepenuhnya terintegrasi dengan pembelajaran kolaboratif dan deskriptor pembelajaran mikro. Kedua, prosedur perancangan naskah pembelajaran berbahasa Inggris berbasis pembelajaran kolaboratif terintegrasi dan pembelajaran mikro diuraikan sebagai berikut: 1) pemilihan deskriptor pembelajaran mikro dan kolaboratif; 2) menganalisis materi buku yang ada menggunakan deskriptor pembelajaran mikro dan keterampilan kolaboratif; 3) mengklasifikasikan deskriptor yang tidak tercakup dalam bahan ajar yang ada; 4) mengintegrasikan deskriptor pembelajaran mikro dan keterampilan kolaboratif ke dalam materi pembelajaran tahap berbicara yang relevan; dan 5) merancang naskah materi pembelajaran berbahasa Inggris. Ketiga, naskah materi pembelajaran berbicara bahasa Inggris yang dirancang menggunakan deskriptor pembelajaran mikro dan pembelajaran kolaboratif ke dalam tahap materi pembelajaran berbicara yang relevan.

Kata kunci: *Pembelajaran Kolaborasi, Bahan ajar kemampuan berbicara, Microlearning, Siswa tunagrahita.*

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ABSTRACT

Since microlearning and collaborative learning is considered one of the appropriate approaches that can be used in 21st-century learning, there has been a lot of interest in them. Microlearning-based materials and collaborative learning strategy has been broadly employed. However, there is no learning materials which is intended to intellectually disabled students, particularly microlearning-based material. Therefore, this study aims to design microlearning-based learning materials scripts of English-speaking for 8th graders of mild intellectually disabled students, integrated with collaborative learning. Design and Development research is used in this study. The major findings may be formed. First, the material is not fully integrated with collaborative learning and microlearning descriptors. Second, the procedures of designing collaborative learning-integrated and microlearning-based of English-speaking learning materials scripts are described as follows: 1) selecting the microlearning and collaborative descriptors; 2) analyzing the existing book material using microlearning and collaborative skills descriptors; 3) classifying the descriptors which are not covered in the existing learning materials; 4) integrating the microlearning and collaborative skills descriptors into the stage of speaking learning materials which relevant; and 5) designing the English-speaking learning material scripts. Third, the design of English-speaking learning material made use of microlearning and collaborative learning descriptors into the stage of speaking learning materials which relevant.

Keywords: *Collaborative Learning, Speaking materials, Microlearning, Mild Intellectually disabled students*



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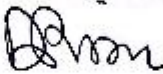
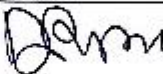


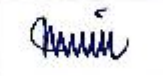

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The writer

Rosevinda Nabila Putri

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