

**COMMUNICATIVE LEARNING-INTEGRATED AND MICROLEARNING-
BASED ENGLISH LEARNING MATERIALS OF SPEAKING FOR 9th
GRADERS OF MILD INTELLECTUALLY DISABLED STUDENTS**



A THESIS

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

GHYARLINA TRIYANI

1212820013

MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION








FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2022

**PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS**

Nama : Ghyarlina Triyani
 Nomor Registrasi : 12128200013
 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 Sulistyaningrum, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris |  | 18/8 2022 |
| 3 | Dr. Darmahusni, M.A. Pembimbing I |  | 22/8 2022 |
| 4 | Prof. Dr. Muchlas Suseno, M.Pd. Pembimbing II |  | 19/8 2022 |
| 5 | Dr. Ratna Dewanti, M.Pd. Ketua Penguji |  | 18/8 2022 |
| 6 | Dr. Ifan Iskandar, M.Hum. Anggota Penguji I |  | 18/8 2022 |
| 7 | Dr. Sri Sumarni, M.Pd. Anggota Penguji II |  | 19/8 2022 |

DECLARATION OF AUTHENTICITY

I am the student with the following identity:

Name : GHYARLINA TRIYANI
Student's Number : 1212820013
Study Program : Master Program of English Language Education
Department : Languages and Arts Education Department

I hereby declare that this final project entitled "*COMMUNICATIVE LEARNING-INTEGRATED AND MICROLEARNING-BASED ENGLISH LEARNING MATERIALS OF SPEAKING FOR 9th GRADERS OF MILD INTELLECTUALLY DISABLED STUDENTS* (A Design and Development Research to SLB Makna Bakti in Academic year 2022)" is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards

Jakarta, August 2022



Ghyarlina Triyani

ABSTRACT

TRİYANI, GHYARLINA (2022) “COMMUNICATIVE LEARNING-INTEGRATED AND MICROLEARNING-BASED ENGLISH LEARNING MATERIALS OF SPEAKING FOR 9TH GRADERS OF MILD INTELLECTUALLY DISABLED STUDENTS “(A Design and Development Research to SLB Makna Bakti in Academic year 2022)

Supervisors: 1. Dr. Darmahusni, M.A.
2. Dr. Muchlas Suseno, M.Pd

ABSTRAK

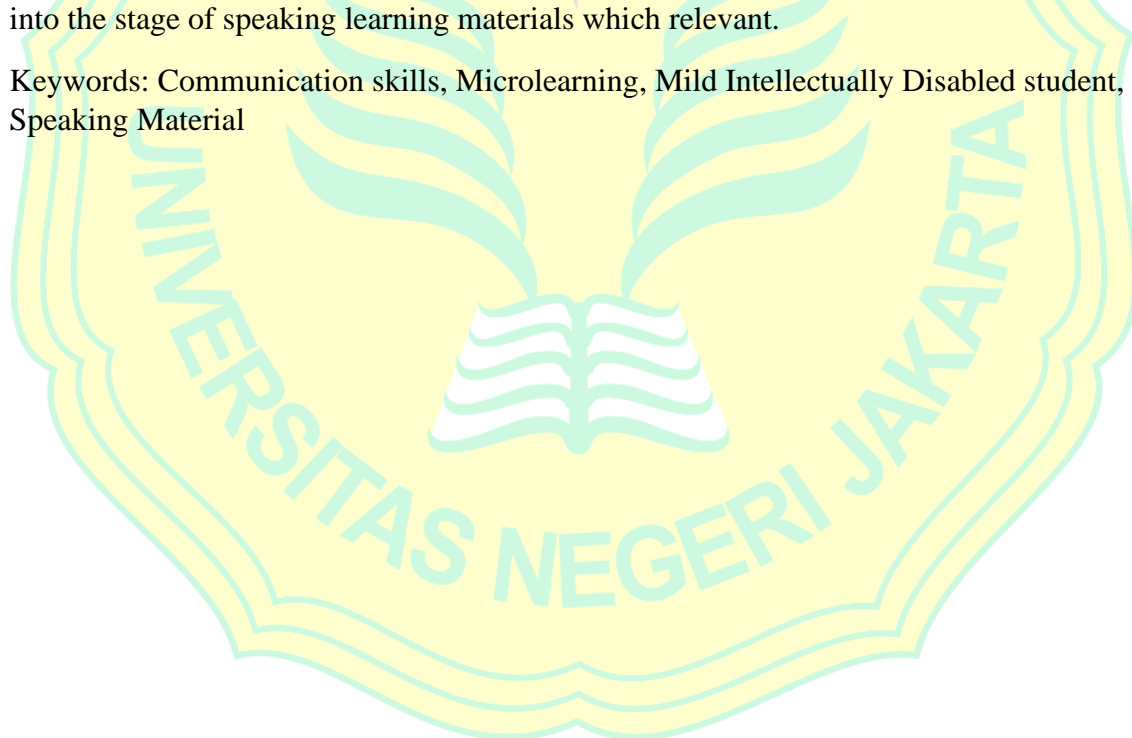
Microlearning telah menarik banyak minat karena merupakan salah satu cara yang cocok yang dapat digunakan dalam pembelajaran abad ke-21. Materi berbasis microlearning telah digunakan secara luas. Namun, belum ada sumber belajar yang dirancang khusus untuk siswa tunagrahita, termasuk produk berbasis microlearning. Oleh karena itu, penelitian ini bertujuan untuk merancang bahan ajar keterampilan berbicara dalam bahasa Inggris yang terintegrasi kemampuan komunikasi berbasis pembelajaran mikro untuk siswa tunagrahita kelas 9 SMP. Penelitian Desain dan Pengembangan digunakan dalam penelitian ini. Temuan utama dapat dibentuk. Pertama, materi belum sepenuhnya terintegrasi dengan keterampilan komunikasi dan deskriptor pembelajaran mikro. Kedua, prosedur perancangan naskah materi pembelajaran berbahasa Inggris yang terintegrasi keterampilan komunikasi dan pembelajaran mikro diuraikan sebagai berikut: 1) pemilihan deskriptor pembelajaran mikro dan komunikasi; 2) menganalisis materi buku yang ada dengan menggunakan deskriptor microlearning dan keterampilan komunikasi; 3) mengklasifikasikan deskriptor yang tidak tercakup dalam bahan ajar yang ada; 4) mengintegrasikan deskriptor pembelajaran mikro dan keterampilan komunikasi 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 keterampilan komunikasi ke dalam tahap materi pembelajaran berbicara yang relevan.

Kata Kunci: Bahan ajar kemampuan Berbicara, Pembelajaran Komunikasi, Pembelajaran Micro, Siswa Tunagrahita

ABSTRACT

Microlearning has attracted a lot of interest because it is one of the suitable ways that may be employed in 21st-century learning. Microlearning-based materials has been broadly employed. However, there are no learning resources designed specifically for students with intellectual disabilities, including microlearning-based products. Therefore, this study aims to design microlearning-based learning materials scripts of English-speaking for 9th graders of mild intellectually disabled students, integrated with communication skills. Design and Development research is used in this study. The major findings may be formed. First, the material is not fully integrated with communication skills and microlearning descriptors. Second, the procedures of designing communication skills-integrated and microlearning-based of English-speaking learning materials scripts are described as follows: 1) selecting the microlearning and communication descriptors; 2) analyzing the existing book material using microlearning and communication skills descriptors; 3) classifying the descriptors which are not covered in the existing learning materials; 4) integrating the microlearning and communication skills descriptors into the stage of speaking learning materials which relevant; and 5) designing the English English-speaking learning material scripts. Third, the designed English-speaking learning material script made use of microlearning and communication skills descriptors into the stage of speaking learning materials which relevant.

Keywords: Communication skills, Microlearning, Mild Intellectually Disabled student, Speaking Material



ACKNOWLEDGEMENT

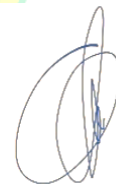
Alhamdulillah rabbil 'alamiin. Let the writer gives thanks to Allah SWT, the Almighty God of this universe, who has given Her blessing to us, so that the writer could finish this final research entitled “**COMMUNICATIVE LEARNING-INTEGRATED AND MICROLEARNING-BASED ENGLISH LEARNING MATERIALS OF SPEAKING FOR 9th GRADERS OF MILD INTELLECTUALLY DISABLED STUDENTS (A Design and Development Research to SLB Makna Bakti in Academic year 2022)**”. Then, the writer would give thanks to all people who helped her to finish this research.

Special thanks to the supervisors, Dr. Darmahusni, M.A and Dr. Muchlas Suseno, M.Pd., who support the writer with their advices that really help the process of writing and sharpening the ideas during the time; to all lecturers with their knowledge and experience that empowering the writer’s idea, Sri Sumarni, M.Pd., Dr.Ratna Dewanti, M.Pd, Dr. Ifan Iskandar, M.Hum, Dr. Siti Drivoka, M.Pd, and also to Mr. Yusuf Imron as the staff of PMPBI with his big support.

The writer also feels grateful that her family always supports hers. Her mother and father who support and pray for her success, also her older brother and sister who understand her struggle. Also, thanks to friends from PMPBI 2020. At last, the researcher also expects to get feedback from the readers in order to improve the quality of his research.

Karawang, 1 August 2022

□



GHYARLINA TRIYANI
1212820013

The Researcher

Table of Contents

| | |
|---|------|
| DECLARATION OF AUTHENTICITY | ii |
| ABSTRACT | iii |
| ABSTRACT | iv |
| ACKNOWLEDGEMENT | v |
| Table of Contents | vi |
| List of Figures..... | viii |
| List of Tables | ix |
| CHAPTER 1 | 1 |
| INTRODUCTION | 1 |
| 1.1. Background of The Research | 1 |
| 1.2 Research Questions | 4 |
| 1.3 Purposes of Study | 4 |
| 1.4 Scope of the Research | 4 |
| 1.5 Significance of the research..... | 5 |
| CHAPTER II | 6 |
| LITERATURE REVIEW | 6 |
| 2.1 English Speaking Teaching and Learning..... | 6 |
| 2.1.1 The Purpose of Teaching Speaking..... | 6 |
| 2.1.2 The Principles and Procedures of Teaching Speaking | 7 |
| 2.1.3 Teaching and Learning Activities in Speaking | 10 |
| 2.1.4 Micro and Micro skills | 14 |
| 2.1.5 Phase of Speaking Lessons..... | 16 |
| 2.1.6 CEFR Indicator for Speaking | 18 |
| 2.2. Speaking Learning Materials..... | 21 |
| 2.3. Microlearning | 25 |
| 2.3.1 Microlearning Framework..... | 27 |
| 2.4 Mild Intellectually Disabled Students | 30 |
| 2.4.1 Characteristics of Intellectually Disabled Students..... | 30 |
| 2.4.2 English Curriculum for Intellectually Disabled Students..... | 32 |
| 2.4.3 Communicative Learning | 34 |
| 2.5. Teaching and Learning speaking for 9 th graders of Mild Intellectually disables students..... | 38 |
| 2.5.1 Speaking Material for 9 th graders of mild intellectually..... | 39 |

| | |
|--|----|
| 2.5.2 Microlearning and Communicative Learning for 9 th graders of Mild Intellectually Disabled Students | 40 |
| CHAPTER III | 43 |
| RESEARCH METHODOLOGY | 43 |
| 3.1 Research Method and Design | 43 |
| 3.2 Research Location | 47 |
| 3.3 Data, Data Sources, and Instruments..... | 47 |
| 3.4 Data Collecting Procedures | 48 |
| 3.5 Data Analysis Procedures..... | 49 |
| CHAPTER IV | 54 |
| FINDINGS AND DISCUSSIONS | 54 |
| 4.1. Need analysis results | 54 |
| 4.1.1 Document Analysis | 54 |
| 4.1.2 The results of interview | 62 |
| 4.2 The procedures of designing communication skills-integrated and microlearning-based learning materials scripts for ninth grader of mild intellectual disabled students | 67 |
| 4.3 Designing Microlearning Script | 69 |
| 4.4 The result of expert judgment..... | 74 |
| CHAPTER V | 78 |
| CONCLUSION AND SUGGESTION | 78 |
| 5.1 Conclusion..... | 78 |
| 5.2 Suggestions..... | 79 |
| REFERENCES | 80 |
| Appendices | 80 |

List of Figures

| | |
|---|----|
| Figure 4 1 The Evidence of Relevant Lesson Topic with the Curriculum..... | 60 |
| Figure 4 2 The Evidence of Making Use of Technology | 61 |
| Figure 4 3 The Evidence of Student's Participation | 61 |
| Figure 4 4 The summary of interview's result | 62 |
| Figure 4 5 The result of expert judgment | 74 |



List of Tables

| | |
|---|----|
| Table 2 1 Steps for Creating Microlearning Lessons in English Class | 13 |
| Table 2 2 Speaking stages descriptors | 17 |
| Table 2 3 CEFR descriptors for speaking skills | 19 |
| Table 2 4 The Summary of Adopted Microlearning Framework | 28 |
| Table 2 5 Structural elements by Allela (2021) | 29 |
| Table 2 6 Stages in designing microlearning lesson | 30 |
| Table 2 7 Core Competence of Ninth Grader of Mild intellectual Disabled | 32 |
| Table 2 8 English Curriculum for Intellectually Disabled Students | 33 |
| Table 2 9 Metusalem, et. al.'s (2017) Communication Skills Framework | 37 |
| Table 2 10 Teaching speaking stages descriptors for 8th intellectually disabled students | 39 |
| Table 2 11 Microlearning descriptors for 8th graders of mild intellectually disabled students | 41 |
| Table 2 12 Metusalem, et. al.'s (2017) Communication Skills Framework | 42 |





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

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

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Ghyarlina Triyani
NIM : 1212820013
Fakultas/Prodi : Fakultas Bahasa dan Seni / Magister Pendidikan Bahasa Inggris
Alamat email : ghyarlina@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi Tesis Disertasi Lain-lain (.....)

yang berjudul :

Communicative Learning-Integrated and Microlearning-Based English Learning
Materials of Speaking for 9th Graders of Mild Intellectually Disabled Students

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 29 Agustus 2022

Penulis

□

(Ghyarlina Triyani)