TRANSFORMING INTENDED LEARNING OUTCOMES OF ENGLISH READING FOR GRADE X SENIOR HIGH SCHOOL INTO MICROLEARNING LESSONS

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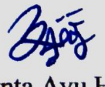

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ABSTRACT

Bynta Ayu Hanifa. 2023. *Transforming Intended Learning Outcomes of English Reading for Grade X Senior High School into Microlearning Lessons*. A Skripsi. Jakarta: English Department, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study aimed at transforming the intended learning outcomes (ILOs) of English reading lessons for grade X of senior high school into microlearning lessons in order to formulate reading-contextualized microlearning. A qualitative research design was employed in this study by using interpretive content analysis methodology. Reading features that comprise reading purposes and text types, as well as learning reading stages, were analyzed and synthesized to reveal the common scheme of English reading lessons. Next, microlearning principles and elements were analyzed and synthesized to reveal the common scheme of microlearning lessons. After that, the general English reading lessons were blended with the microlearning lessons to formulate the reading-contextualized microlearning lessons. Based on the formulations, the reading intended learning outcomes for grade X were analyzed to transform them into the microlearning-based transformed English reading intended learning outcomes. The result showed that English reading contextualized microlearning lessons are formulated in sequence under three main stages: pre-reading, whilst-reading, and post-reading. The first stage covers warm-up for the reading lesson, activating students' schemata, and overviewing the topic of the reading lesson. The second stage covers exploring the content of the text, discussing the content of the text, practicing reading skills, and solving reading tasks. The third stage covers reviewing the main points of the reading lesson and assessing the reading lesson. Each part of the lesson can be accomplished in around six minutes. There are nine reading ILOs for grade X senior high school stated in the Curriculum; after being transformed, they become 174 microlearning-based transformed English reading intended learning outcomes.

Keywords: intended learning outcomes (ILOs), learning reading stages, microlearning features, reading contextualized micro learning patterns, microlearning-based transformed English reading intended learning outcomes for reading.

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ABSTRAK

Bynta Ayu Hanifa. 2023. *Mentransformasi Capaian Hasil Belajar Untuk Kemampuan Membaca Bahasa Inggris Pada Siswa SMA Kelas X Kedalam Pembelajaran Mikro*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mentransformasi capaian hasil belajar untuk pembelajaran membaca pada siswa SMA kelas X menjadi pembelajaran mikro, dalam rangka merumuskan pembelajaran mikro yang dikontekstualisasikan dengan pembelajaran membaca. Desain penelitian kualitatif digunakan dalam penelitian ini dengan menggunakan metodologi analisis isi interpretatif. Fitur membaca yang terdiri dari tujuan membaca dan jenis teks serta langkah-langkah pembelajaran membaca dianalisis dan disintesis untuk mengungkap pola pembelajaran membaca bahasa Inggris secara umum. Selanjutnya, prinsip dan elemen pembelajaran mikro dianalisis dan disintesis untuk mengungkap fitur pembelajaran mikro secara umum. Setelah itu, pembelajaran membaca bahasa Inggris secara umum digabungkan dengan pembelajaran mikro untuk memformulasikan pembelajaran mikro yang terkontekstualisasi dengan pembelajaran membaca. Berdasarkan pada hasil formulasi tersebut, capaian hasil belajar pada siswa SMA kelas X dianalisis untuk mentransformasikan mereka menjadi tujuan pembelajaran mikro. Hasil dari penelitian ini menunjukkan bahwa pembelajaran mikro yang terkontekstualisasi dengan pembelajaran membaca Bahasa Inggris diformulasikan secara berurutan menjadi tiga langkah utama yaitu *pre-reading, whilst-reading*, dan *post-reading*. Langkah pertama meliputi pemanasan untuk pembelajaran membaca, pengaktifan skemata murid, dan peninjauan topik pembelajaran membaca. Langkah kedua meliputi mengeksplorasi isi teks, mendiskusikan isi teks, melatih kemampuan membaca, dan menyelesaikan tugas membaca. Langkah ketiga meliputi peninjuan kembali poin utama pembelajaran membaca dan menilai pembelajaran membaca. Setiap bagian dalam pembelajaran dapat dicapai dalam waktu sekitar enam menit. Penelitian ini menemukan sembilan capaian hasil belajar untuk pembelajaran membaca pada siswa SMA kelas X yang tercantum dalam kurikulum. Setelah ditransformasi, capaian hasil belajar pembelajaran mikro menjadi 174 capaian belajar.

Keywords: capaian hasil belajar, langkah-langkah pembelajaran membaca, fitur pembelajaran mikro, pola pembelajaran mikro yang terkontekstualisasi dengan pembelajaran membaca, tujuan pembelajaran mikro untuk kemampuan membaca.

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TABLE OF CONTENTS

LEMBAR PENGESAHAN ..... **i**
LEMBAR PERNYATAAN ..... **ii**
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI ..... **iii**
ABSTRACT ..... **iv**
ABSTRAK ..... **v**
ACKNOWLEDGEMENT ..... **vi**
TABLE OF CONTENTS ..... **vii**
LIST OF TABLES ..... **ix**
LIST OF PICTURES ..... **x**
LIST OF APPENDICES ..... **xi**
CHAPTER I **1**
INTRODUCTION **1**
1.1. Background of the Study 1
1.2. Research Questions 5
1.3. Purpose of The Study 6
1.4. Scope of The Study 6
1.5. Significance of The Study 7
CHAPTER II **9**
LITERATURE REVIEW **9**
2.1 Teaching and Learning Reading 9
2.1.1 Purpose of Reading 10
2.1.2 Text Type of Teaching and Learning Reading 13
2.1.3 Stages of Teaching and Learning Reading 14
2.1.4 Principles of Teaching and Learning Reading 21
2.1.5 Reading for Grade X of Senior High School 22
2.2 Intended Learning Outcomes (ILOs) 24
2.2.1 Definitions of ILOs 25
2.2.2 Elements of ILOs 26
2.2.3 National Standards ILOs for Grade X of Senior High School 28
2.3 Microlearning 30
2.3.1 Microlearning Principles 32

2.3.2 Microlearning Elements 36
2.4 Previous Related Studies 40
2.5 Conceptual Framework 42
CHAPTER III **49**
METHODOLOGY **49**
3.1. Research Design and Methodology 49
3.2. Time of The Study 50
3.3. Data and Data Sources 50
3.4. Research Instrument 51
3.5. Data Collection Procedure 54
3.6. Data Analysis Procedure 55
CHAPTER IV **56**
FINDINGS AND DISCUSSION **56**
4.1. Findings 56
4.2.1 The Formulation of The Reading-contextualized Microlearning Lessons 56
4.2.2 The Formulation of The Microlearning-based Transformed English Reading Intended Learning Outcomes for Grade X of Senior High School 73
4.2.3 The Reading-contextualized Microlearning Lesson Plan Sample . 86
4.2. Discussion 87
CHAPTER V **89**
CONCLUSION AND RECOMMENDATION **89**
5.1. Conclusion 89
5.2. Recommendation 90
REFERENCES **92**
APPENDICES **105**

Mencerdaskan & Memartabatkan Bangsa

LIST OF TABLES

Table 2.1.3 Teaching and Learning Reading Stages 18
Table 2.2.3 Basic Competence for Grade X of Senior High School 29
Table 2.3.2.1 Microlearning Elements (Allela, 2021: 61) 36
Table 2.3.2.2 Microlearning Elements (Skalka & Drilk, 2018: 9) 37
Table 2.3.2.3 Microlearning Elements 39
Table 2. 5 Data Descriptions 43
Table 3. 4. 1 The English Teaching and Learning Reading Stages and Possible Activities 53
Table 3. 4. 2 The Microlearning Stages and Possible Activities 53
Table 3. 4. 3 The Reading-contextualized Microlearning Lesson 53
Table 3. 4. 4 The Appropriate Basic Competence for English Teaching and Learning Reading 53
Table 3. 4. 5 The Microlearning-based transformed English reading intended learning outcomes for English Reading in Grade X of Senior High School Intended Learning Outcomes (ILOs) 54
Table 4. 2. 1. 1. 1 The Reading Purposes of Each Text Type 58
Table 4. 2. 1. 1. 2 Sample for The Common Scheme of Teaching and Learning Reading 59
Table 4. 2. 1. 2. Sample for The Common Scheme of Microlearning 63
Table 4. 2. 1. 3 The Reading-contextualized Microlearning 65
Table 4. 2. 2. 1 Sample for the analysis of the teaching and learning reading ILOs for grade X senior high school 75
Table 4. 2. 2. 2 Sample for The Microlearning-based transformed English reading intended learning outcomes for English Reading in Grade X of Senior High School Intended Learning Outcomes 79

LIST OF PICTURES

Picture 2.5 Conceptual Framework 42
Picture 3.4. Research Framework 52

Mencerdaskan &
Memartabatkan Bangsa

LIST OF APPENDICES

Appendix 1: Conceptual Framework 106
Appendix 2: The Reading-contextualized Microlearning Lesson 108
Table of The Formulation of The Teaching and Learning Reading Stages and Possible Activities.....109
Table of The Formulation of The Microlearning Stages and Possible Activities 112
Table of The Reading-contextualized Microlearning Lesson.....113
Appendix 3: The Microlearning-based transformed English reading intended learning outcomes for English Reading in Grade X of Senior High School Intended Learning Outcomes 133
Table of The Analyzation of Intended Learning Outcomes (ILOs) for Grade X of Senior High School.....134
Table of The Microlearning-based transformed English Reading for Grade X of Senior High School Intended Learning Outcomes (ILOs) 137
Appendix 4: The Reading-contextualized Microlearning Lesson Plan for Grade X of Senior High School.....201
Table of Learning Materials and Resources 203
Table of Learning Steps 208
Table of Assessment Guidelines 214

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Memartabatkan Bangsa