

**DECONSTRUCTING MADRASAH TSANAWIYAH ENGLISH
LEARNING MATERIALS BASED ON MICROLEARNING**



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A Skripsi in Partial Fulfillment of the Requirements for the Degree of Sarjana

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Memartabatkan Bangsa*

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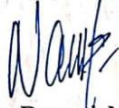
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ABSTRACT

Aqila, Safira. 2023. *Judul Skripsi.* A Skripsi. English Language Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

Millennials, especially Madrasah Tsanawiyah students, that very familiar with digital media and technology, need a well-constructed learning materials that can provide information in a bite-size and accessible form, which is called microlearning. This study aims to analyse the use of microlearning in the existing learning materials, to develop and describe deconstruction in microlearning in English learning materials for Madrasah Tsanawiyah (MTs). This study uses qualitative approach with content analysis method to analyze 22 learning materials from class 7th – 9th consist of PowerPoint, YouTube video, learning video, and e-module. The result of this study found that most Madrasah Tsanawiyah English learning materials were not based on microlearning. From the analysis, it shows the learning materials for Madrasah Tsanawiyah students fulfil almost all of the 28 indicators were based on microlearning per-learning materials but this not indicate the learning material is microlearning-based. In addition, for the deconstruction, 36 basic competences were analysed and it was found the 392 microlearning-based learning object materials formed out of 392 instructional methods. It can be concluded that although learning materials are suitable for Madrasah Tsanawiyah students and some of them, such as PowerPoint, E-module, and video can be considered as microlearning object learning materials, they are not arranged in such a way as to allow them to be used as microlearning-based Madrasah Tsanawiyah learning materials.

Keywords: *Microlearning, Deconstruction, Learning Materials.*

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ABSTRAK

Aqila, Safira. 2023. *Judul Skripsi.* A Skripsi. English Language Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

Generasi milenial, khususnya siswa Madrasah Tsanawiyah, yang sangat akrab dengan media dan teknologi digital, membutuhkan materi pembelajaran yang dibangun dengan baik yang dapat memberikan informasi dalam bentuk yang mudah diakses dan form yang dapat diakses, yang disebut *microlearning*. Penelitian ini bertujuan untuk menganalisis penggunaan *microlearning* pada materi pembelajaran yang ada, untuk mengembangkan dan mendeskripsikan dekonstruksi dalam *microlearning* dalam materi pembelajaran bahasa Inggris untuk Madrasah Tsanawiyah (MTs). Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis konten untuk menganalisis 22 materi pembelajaran dari kelas 7 – 9 yang terdiri dari PowerPoint, video YouTube, video pembelajaran, dan e-modul. Hasil penelitian ini menemukan bahwa sebagian besar materi pembelajaran bahasa Inggris Madrasah Tsanawiyah tidak berbasis *microlearning*. Dari analisis tersebut menunjukkan materi pembelajaran siswa Madrasah Tsanawiyah memenuhi hampir semua dari 28 indikator tersebut didasarkan pada materi pembelajaran mikro per pembelajaran namun hal ini tidak menunjukkan materi pembelajaran berbasis *microlearning*. Selain itu, untuk dekonstruksi, 36 kompetensi dasar dianalisis dan ditemukan 392 materi objek pembelajaran berbasis pembelajaran mikro yang terbentuk dari 392 metode instruksional. Dapat disimpulkan bahwa meskipun materi pembelajaran cocok untuk siswa Madrasah Tsanawiyah dan beberapa di antaranya, seperti PowerPoint, E-modul, dan video dapat dianggap sebagai materi pembelajaran objek pembelajaran mikro, namun tidak disusun sedemikian rupa sehingga memungkinkan mereka untuk digunakan sebagai bahan pembelajaran Madrasah Tsanawiyah berbasis *microlearning*.

Kata Kunci: *Pembelajaran Mikro, Dekonstruksi, Bahan Pembelajaran*

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TABLE OF CONTENTS

| | |
|------------------------------------|------|
| LEMBAR PENGESAHAN..... | i |
| LEMBAR PERNYATAAN..... | ii |
| LEMBAR PUBLIKASI | iii |
| ABSTRACT | iv |
| ABSTRAK..... | v |
| ACKNOWLEDGEMENTS | vi |
| TABLE OF CONTENTS..... | viii |
| LIST OF TABLES | xi |
| LIST OF APPENDICES..... | xii |
| CHAPTER I..... | 1 |
| INTRODUCTION | 1 |
| 1.1 Background of The Study..... | 1 |
| 1.2 Research Questions..... | 3 |
| 1.3 Purpose of The Study..... | 4 |
| 1.4 Scope of The Study | 4 |
| 1.5 Significance of The Study..... | 4 |
| CHAPTER II | 6 |
| LITERATURE REVIEW | 6 |
| 2.1 Deconstruction | 6 |
| 2.2 Learning Material..... | 7 |

| | | |
|--|---|----|
| 2.3 | Microlearning | 10 |
| 2.3.1 | <i>Types of Microlearning</i> | 12 |
| 2.3.2 | <i>Design of Microlearning</i> | 13 |
| 2.4 | Framework of Microlearning | 22 |
| 2.5 | The procedure of English Learning Material for Madrasah Tsanawiyah deconstruction based on Microlearning | 23 |
| CHAPTER III | | 26 |
| METHODOLOGY | | 26 |
| 3.1 | Research Design | 26 |
| 3.2 | Data and Data Sources | 27 |
| 3.3 | Research Instrument | 27 |
| 3.4 | Data Collection Procedure | 31 |
| 3.5 | Data Analysis Procedure | 32 |
| CHAPTER IV | | 33 |
| RESULT AND DISCUSSION | | 33 |
| 4.1 | Data Description | 33 |
| 4.2 | Result | 41 |
| 4.2.1 | <i>The use of microlearning in the existing Madrasah Tsanawiyah' English Learning Materials</i> | 42 |
| 4.2.2 | <i>The Microlearning-based Deconstruction Procedure of the Madrasah Tsanawiyah' English Learning Materials</i> | 46 |
| 4.2.3 | <i>The Description of Madrasah Tsanawiyah' English Learning Materials Based on Microlearning</i> | 49 |
| 4.3 | Discussion | 55 |
| CHAPTER V | | 58 |
| CONCLUSION AND SUGGESTION | | 58 |

| | | |
|-----|------------------|-----|
| 5.1 | Conclusion..... | 58 |
| 5.2 | Suggestion | 58 |
| | REFERENCES | 60 |
| | APPENDICES..... | 64 |
| | Appendix 1..... | 65 |
| | Appendix 2..... | 147 |



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LIST OF TABLES

| | |
|--|----|
| Table 3.3.1 Checklist of the deconstruction of junior high school (MTs) learning material microlearningbased | 29 |
| Table 3.3.2 Instrument for deconstructing English learning materials based on Microlearning | 31 |
| Table 4.1.1. The Description of the Madrasah Tsanawiyah Learning Materials | 33 |
| Table 4.1.2. The 2013 Curriculum basic competences of English for SMP/MTs | 35 |
| Table 4.2.1.1 The Fulfillment of Creative Thinking Indicators in the EFL Learning Materials | 48 |
| Table 4.2.3.1 Distribution of deconstructed microlearning-based learning object materials based on the grade | 50 |
| Table 4.2.3.2 Distribution of deconstructed microlearning-based learning object materials based on each basic competence | 50 |

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LIST OF APPENDICES

| | |
|------------|---|
| Appendix 1 | Checklist of the deconstruction of junior high school (MTs) learning material microlearning-based65 |
| Appendix 2 | The Procedure of Microlearning-Based Deconstruction of Madrasah Tsanawiyah' English Learning Materials ...145 |



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