

**DESIGNING VIDEO-BASED AND PROBLEM-SOLVING-INFUSED
MICROLEARNING ENGLISH READING MATERIALS FOR NON-
ENGLISH MAJOR STUDENTS**



A THESIS

**Submitted in Partial Fulfilment of the Requirements
for Master's Degree of English Language Education**

BONTISESARI

1212821008

MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2023

**PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS**

Nama : Bontisesari
 Nomor Registrasi : 1212821008
 Program Studi : Magister Pendidikan Bahasa Inggris

NO	NAMA	TANDA TANGAN	TANGGAL
1	Dr. Lilliana Mullastuti, M.Pd. Dekan Fakultas Bahasa dan Seni		26/07/2023
2	Dr. Siti Drivoka Sulistyningrum, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris		24/07/23
3	Dr. Ratna Dewanti, M.Pd. Pembimbing I		14 Juli 2023
4	Dr. Siti Drivoka Sulistyningrum, M.Pd. Pembimbing II		13 Juli 2023
5	Dr. Darmahusni, M.A. Ketua Penguji		18 Juli 2023
6	Dr. Ifan Iskandar, M.Hum. Anggota Penguji I		14 Juli 2023
7	Dr. Sri Sumarni, M.Pd. Anggota Penguji II		12 Juli 2023

SURAT PERNYATAAN ORISINALITAS KARYA ILMIAH

Yang bertanda tangan di bawah ini:

Nama lengkap : Bontisesari
NIM : 1212821008
Tempat/Tanggal Lahir : Bogor / 10 November 1994
Program : Magister
Program studi : Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa tesis dengan judul "Designing Video-Based and Problem-Solving-Infused Microlearning English Reading Materials for Non-English Major Students" merupakan karya saya sendiri, tidak mengandung unsur plagiat dan semua sumber baik yang dikutip maupun dirujuk telah saya nyatakan dengan benar.

Demikianlah pernyataan ini dibuat dalam keadaan sadar dan tanpa ada unsur paksaan dari siapapun. Apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik sesuai dengan peraturan yang berlaku di Universitas Negeri Jakarta.

Jakarta, 20 Juli 2023

Yang menyatakan,



BONTISESARI
NIM 1212821008

ABSTRAK

Bontisesari. (2023). Designing Video-Based and Problem-Solving-Infused English Reading Materials for Non-English Major Students. Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk merancang materi membaca bahasa Inggris berbasis video dan berintegrasikan pemecahan masalah dalam bentuk pembelajaran mikro bagi mahasiswa non-bahasa Inggris. Pendekatan Penelitian dan Pengembangan (R&D) digunakan dengan menggunakan metode Successive Approximation Model (SAM). Penelitian ini terdiri dari tiga tahap: tahap persiapan, tahap perancangan, dan tahap pengembangan. Pertama, dalam tahap persiapan, dilakukan penelitian pustaka, analisis konten, dan analisis kebutuhan yang melibatkan lima dosen mata kuliah bahasa Inggris di salah satu universitas negeri di Bogor. Wawancara dilakukan pada Maret 2023. Tahap ini menghasilkan indikator pembelajaran mikro dan keterampilan pemecahan masalah yang telah disintesis serta identifikasi indikator tersebut dalam materi yang sudah ada. Melalui wawancara juga diperoleh identifikasi kebutuhan pengguna target, yaitu mahasiswa dan dosen. Kedua, tahap perancangan melibatkan formulasi tujuan pembelajaran berdasarkan rencana pembelajaran semester, pengembangan skrip pembelajaran mikro dan storyboard, serta produksi materi pembelajaran mikro berbasis video. Ketiga, tahap pengembangan difokuskan pada pengujian keterbacaan, validitas, dan kelayakan materi pembelajaran, dengan melibatkan dua ahli mata kuliah dan satu ahli media untuk validasi, serta 11 guru dan 39 mahasiswa untuk uji kelayakan. Hasil penelitian menunjukkan adanya permintaan yang jelas terhadap materi pembelajaran alternatif yang lebih sesuai dengan kebutuhan pembelajar abad ke-21 melalui penerapan pembelajaran mikro dan integrasi keterampilan pemecahan masalah. Studi ini juga menjelaskan prosedur perancangan materi objek pembelajaran mikro dan menyajikan delapan prototipe video. Uji kelayakan menunjukkan tingkat kepuasan yang tinggi, dengan nilai rata-rata 4,7 dari guru dan 4,4 dari mahasiswa dari skala 5,0. Umpan balik pengguna target menunjukkan respon positif dengan ruang untuk perbaikan. Studi ini telah mencapai tahap desain alfa, yang menunjukkan bahwa penelitian lebih lanjut diperlukan untuk mencapai tahap implementasi. Studi mendatang yang mengeksplorasi materi pembelajaran bahasa Inggris berbasis mikro dan berintegrasikan pemecahan masalah juga disarankan untuk memperluas pengetahuan dalam bidang ini.

Kata kunci: mahasiswa non-bahasa Inggris,,membaca bahasa Inggris, metode SAM, pembelajaran mikro, pemecahan masalah, pengembangan materi

ABSTRACT

Bontisesari. (2023). Designing Video-Based and Problem-Solving-Infused English Reading Materials for Non-English Major Students. Master Program of English Language Education Department, Faculty of Language and Arts, State University of Jakarta.

This research focused on designing video-based and problem-solving-infused microlearning English reading materials for non-English major students. The Research and Development (R&D) approach was employed by using the Successive Approximation Model (SAM) method. The research consisted of three stages: the preparation phase, the design phase, and the development phase. First, in the preparation phase, library research, content analysis, and needs analysis were conducted involving five English lecturers in one of the public universities in Bogor. The interviews were conducted in March 2023. This phase resulted in the synthesized microlearning and problem-solving skill indicators and their identification in the existing materials. Identification of the needs of the target users—students and lecturers—was also obtained through interviews. Second, the design phase involved the formulation of learning outcomes based on the semester learning plan, microlearning script and storyboard development, and video-based microlearning materials production. Third, the development phase focused on evaluating the validity and employability of the learning materials, involving two subject matter experts and one media expert for validation, and eleven lecturers and thirty-nine students for the employability tests. The results indicated a clear demand for alternative learning materials that better suit the needs of 21st-century learners through the adoption of microlearning and the infusion of problem-solving skills. The study also outlined the procedures for designing microlearning object materials and presented six video prototypes. The employability test demonstrates high satisfaction levels, with average scores of 4.7 from teachers and 4.4 from students out of 5.0. Target users' feedback indicates a positive reception with room for improvement. This study has reached the alpha design stage, suggesting that further research is necessary to progress toward implementation. Future studies exploring microlearning-based and problem-solving-infused English learning materials are also recommended to expand knowledge in these areas.

Keyword: English reading, materials development, microlearning, non-English major, problem-solving, SAM method, video-based learning materials



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 : BONTISESARI
NIM : 1212821008
Fakultas/Prodi : FAKULTAS BAHASA DAN SENI / MAGISTER PENDIDIKAN BAHASA INGGRIS
Alamat email : bontisesari_1212821008@mhs.unj.ac.id

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 :

DESIGNING VIDEO-BASED AND PROBLEM-SOLVING-INFUSED MICROLEARNING
ENGLISH READING MATERIALS FOR NON-ENGLISH MAJOR 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

Penulis


BONTISESARI

ACKNOWLEDGMENTS

In the name of Allah, the most compassionate, the most merciful. Firstly, I express my gratitude and admiration to Allah, the Lord of all creation, for granting the writer good health and the ability to complete this paper titled, Designing Video-Based and Problem-Solving-Infused English Reading Materials for Non-English Major Students. This paper is submitted as a partial fulfilment of the requirements for the master's degree program in English Language Education.

I would like to express my sincere gratitude to the following individuals who have contributed to the completion of this research article:

First, I am immensely grateful to my advisors, Dr. Ratna Dewanti, M.Pd and Dr. Siti Drivoka Sulistyaningrum, M.Pd., for their invaluable guidance, support, and mentorship throughout the entire research process. Their expertise, insightful feedback, and unwavering encouragement have been instrumental in shaping the direction and quality of this study. I am truly fortunate to have had the opportunity to work under their supervision.

I would also like to extend my heartfelt thanks to Dr. Darmahusni, M.A., Dr. Sri Sumarni, M.Pd., and Dr. Ifan Iskandar, M.Hum., as the examiners who examined, evaluated, and provided constructive feedback, suggestions, and solutions in revising this final project. Gratitude is also expressed to all the lecturers in the master's program of the English Language Education Department who have shared their knowledge, skills, and experience so that I can become a better learner.

I would also like to thank the respondents who participated in this project. Their willingness to dedicate their time and share their experiences and perspectives has been crucial in obtaining the necessary data for analysis. Without their cooperation, this research would not have been possible. Additionally, I would like to acknowledge the Common Core Course Department of Bogor Agricultural University for providing the resources and facilities necessary for conducting this research. Their support has been instrumental in the successful completion of this project.

I am also thankful to my family and friends for their unwavering support, encouragement, and understanding throughout this endeavour. The highest appreciation is expressed to my parents, Dr. Soegeng Wahyoedi, M.Comm.Ec., and Irma Rasita Gloria Barus, M.A., who have become the main inspirations and reasons why I pursue higher education. Endless gratitude is also expressed to Firza Aidil Ardiansyah and Ezhar Alsaki Arzan, my spouse and son, whose belief and constant motivation have been a source of strength to keep moving forward.

Finally, I would like to express my appreciation to all the individuals who have provided valuable insights, suggestions, and encouragement during this research. Once again, I extend my deepest gratitude to everyone involved in making this research article a reality. Thank you all for your contributions and support.

The author acknowledges that this paper is not flawless and acknowledges its weaknesses. The author welcomes any criticism, corrections, or suggestions to improve the quality of this paper. The author hopes that this paper will prove beneficial to both the writer and the readers, serving as a foundation for future research and contributing to the field of education, particularly language education.

Sincerely,

Bontisesari

TABLE OF CONTENTS

CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions.....	7
1.3 Research Purposes	8
1.4 Research Scope.....	8
1.5 Research Significance.....	9
1.6 Clarification of Key Terms.....	10
1.6.1 Microlearning.....	10
1.6.2 Video-Based Learning Materials	10
1.6.3 Problem-Solving Skills	10
1.6.4 Non-English Major Students.....	11
CHAPTER II.....	12
LITERATURE REVIEW.....	12
2.1 Microlearning Framework.....	12
2.1.1 Microlearning Object Materials	14
2.1.2 Indicators of Microlearning	16
2.2 English Reading Materials.....	19
2.2.1 Components of English Reading Materials.....	21
2.2.2 Micro and Macro Skills of Reading.....	24
2.2.3 Stages in Teaching Reading.....	25
2.2.4 CEFR Reading Scales	28
2.3 Materials Development.....	33
2.3.1 Multimedia Learning Development	35
2.3.2 Video-Based Learning Materials	38
2.3.2.1 Principles of Video-Based Learning Materials.....	40
2.3.2.2 Sequences of Video-Based Learning Materials	42
2.3.2.3 Types of Video-Based Learning Materials	44
2.4 Problem-Solving Skills.....	46
2.4.1 Principles and Features of Problem-Solving Skills.....	48
2.4.2 Indicators of Problem-Solving Skills.....	50
2.4.3 Problem-Solving Skills in English Reading.....	53
2.5 Contextualization Framework	56

2.5.1 Indonesian National Qualification Framework.....	56
2.5.2 Semester Learning Plan (RPS) of English course.....	59
2.6 Conceptual Framework.....	60
CHAPTER III	61
RESEARCH METHODOLOGY.....	61
3.1 Research Design	61
3.2 Research Participants.....	66
3.3 Data, Data Sources, and Instrument	69
3.4 Data Collection Procedure.....	71
3.5 Data Analysis Procedures.....	73
CHAPTER IV	76
FINDINGS AND DISCUSSIONS.....	76
4.1 Analysis of Existing English Reading Materials for non-English Major Students.....	76
4.1.1 Analysis of Problem-Solving Skills in the <i>Integrated Reading</i> Coursebook as the Existing English Reading Materials	77
4.1.2 Analysis of Problem-Solving Skills and Microlearning Indicators in the Existing Video Learning Materials	85
4.1.3 Needs Analysis of English Reading Materials for Non-English Major Students.....	95
4.2 Procedures of Designing Video-Based and Problem-Solving-Infused Microlearning English Reading Materials for Non-English Major Students	99
4.2.1 Preparation Phase	100
4.2.2 Design Phase	102
4.2.3 Development Phase.....	106
4.3 The Design of Video-Based and Problem-Solving-Infused Microlearning English Reading Materials for Non-English Major Students.....	108
4.4 Validity and Employability of Video-Based and Problem-Solving-Infused Microlearning English Reading Materials for Non-English Major Students ...	116
4.4.1 Validity of Video-Based and Problem-Solving-Infused Microlearning English Reading Materials for Non-English Major Students	117
4.4.2 Employability of Video-Based and Problem-Solving-Infused Microlearning English Reading Materials for Non-English Major Students	119
CHAPTER V.....	125
CONCLUSION.....	125
REFERENCES	
APPENDICES	

LIST OF TABLES

Table 2.1.2 Indicators of Microlearning Object Materials.....	17
Table 2.2 Criteria of English Reading Materials	20
Table 2.2.2 Micro and Macro Skills of Reading Comprehension.....	24
Table 2.2.3 Stages of Teaching Reading.....	25
Table 2.2.4a Indicators of Reading for Orientation	30
Table 2.2.4b Indicators of Reading for Information and Argument	31
Table 2.2.4c Indicators of Identifying Cues and Inferring (Written).....	32
Table 2.3.1 Strategies in Designing Multimedia Learning Materials	37
Table 2.3.2.1 Instructional Principles of Video-Based Learning Materials.....	41
Table 2.3.2.2a Sequences of Video-Based Learning Materials	43
Table 2.3.2.2b Storyboard template	44
Table 2.4.2 Indicators of Problem-Solving Skills.....	52
Table 2.5.1 Level 6 of Indonesian National Qualification Framework	58
Table 3.1 SAM Phases Used in Designing Microlearning Object Materials.....	64
Table 3.2a Lecturers' Profiles.....	67
Table 3.2b Demographic of the Respondents	67
Table 3.3 Data, Data Sources, and Instrument.....	70
Table 3.4 Data Collection Procedures.....	72
Table 4.4.2a Results of English Lecturers' Evaluation.....	119
Table 4.4.2b Results of Students' Evaluation	122
Table 4.4.2c Summary of Students' Commentary on the Prototypes.....	124

LIST OF FIGURES

Figure 2.2.4 Steps of adapting CEFR indicators into learning materials.....	33
Figure 2.6 Conceptual Framework.....	60
Figure 3.1 SAM instructional design model	63
Figure 4.1.1 Occurrences of Reading Skills in the Coursebook	81
Figure 4.1.1b Occurrences of Problem-Solving Indicators in the Coursebook	83
Figure 4.2 Procedures of Designing Microlearning Object Materials	99
Figure 4.2.2.4a Video Project Timeline of Filmora Wondershare.....	105
Figure 4.2.2.4b YouTube Playlist: Topic 1.....	105
Figure 4.4.1 Overall Evaluation by Subject Matter and Media Experts	118

