

**WEB-BASED ENGLISH MICROLEARNING MATERIALS
INFUSED WITH CRITICAL THINKING SKILLS
FOR EIGHTH GRADERS**










**A THESIS
Submitted in Partial Fulfillment of the Requirement
for a Master Program of English Language Education**

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ABSTRAK

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Dalam pembelajaran abad 21, telah terjadi peningkatan minat terhadap pembelajaran mikro dan keterampilan berpikir kritis. Pembelajaran mikro dan infusi keterampilan berpikir kritis telah banyak digunakan dalam pembelajaran bahasa Inggris, termasuk dalam pengembangan materi pembelajaran bahasa Inggris. Namun, masih sedikit materi pembelajaran yang terintegrasi dengan pembelajaran mikro dan terinfusikan dengan keterampilan berpikir kritis. Oleh karena itu, penelitian ini bertujuan untuk merancang materi pembelajaran bahasa Inggris untuk kelas 8 yang terintegrasi dengan pembelajaran mikro dan terinfusi dengan keterampilan berpikir kritis. Penelitian dan pengembangan dilakukan untuk penelitian ini dengan menggunakan *ADDIE (Analysis, Design, Development, Implementation and Evaluation)*. Dari empat pertanyaan penelitian, terdapat empat temuan. Pertama, materi yang digunakan baik buku teks maupun materi berbasis web belum sepenuhnya terintegrasi dengan pembelajaran mikro sebagian besar aspek ML 3 (siswa dapat mengakses materi pembelajaran dimana saja dan kapan saja) dan ML 5 (materi pembelajaran terbagi menjadi kategori keterampilan tertentu) tidak ditemukan. Selain itu, mereka tidak sepenuhnya diinfusi dengan keterampilan berpikir kritis, hanya CTS 1 dan CTS 2 yang termasuk dalam area inti pemahaman dan analisis yang paling banyak dan rata-rata ditemukan. Kedua, prosedur perancangan naskah materi pembelajaran yang terintegrasi dengan pembelajaran mikro dan terinfusi keterampilan berpikir kritis diuraikan sebagai berikut: 1) pemilihan descriptor pembelajaran mikro dan keterampilan berpikir kritis; 2) memilih deskriptor pembelajaran mikro (diadopsi dari Allela 2021, Torgerson & Iannone 2020, de Gagne, et.al 2019, Li Zhang 2016, Hug 2005, Khan 2021) dan kritis deskriptor keterampilan berpikir (diadopsi dari Cambridge, 2020); 3) mengklasifikasikan deskriptor yang belum tercakup dalam bahan ajar yang ada; 4) mengintegrasikan deskriptor pembelajaran mikro dan keterampilan berpikir kritis ke dalam materi pembelajaran yang relevan; 5) merancang naskah pembelajaran berbahasa Inggris; 6) mengembangkan skrip pembelajaran bahasa Inggris menjadi digitalisasi video, infografis, dan kuis untuk dimasukkan ke dalam website. Ketiga, naskah materi pembelajaran yang dirancang menggunakan deskriptor pembelajaran mikro dan keterampilan berpikir kritis ke dalam tahap pembelajaran sesuai dengan Capaian Pembelajaran dalam Kurikulum Merdeka Belajar. Keempat, Keempat, desain bahan ajar yang telah divalidasi oleh validator bahan ajar dan teknologi yang telah sesuai dengan deskriptor dan telah diujicobakan pada pengguna baik guru maupun siswa dalam skala kecil mendapatkan respon yang baik.

Kata Kunci: *Materi Ajar Mikro Bahasa Inggris, Pembelajaran Mikro, Pembelajaran Berbasis Web, Keterampilan Berpikir Kritis, Siswa Kelas Delapan.*

ABSTRACT

Rizka Patrika Rizal. (2023). Web-based English Microlearning Materials Infused with Critical Thinking Skills for Eighth Graders. Thesis. Jakarta: Master Program of English Language Education. Faculty of Language and Art, Jakarta State University.

In the 21st century learning, there has been an increase in interest in microlearning and critical thinking skills. Microlearning and critical thinking skills infusion has been widely used in English language learning, including in the English learning material development. However, there is few of learning materials which are infused of microlearning and critical thinking skills. Therefore, this study aims is to design English learning materials for grade eight which is integrated with microlearning and infused with critical thinking skills. Research and development were conducted for this study by utilizing model. There are four findings gained from the four research questions. First, the existing materials used, both textbooks and web-based materials, are not fully integrated with micro-learning mostly the aspects of ML 3 (students can access the learning materials anywhere and anytime) and ML 5 (the learning materials are divided into certain skill categories) are not found. Additionally, they are not fully infused with critical thinking skills, only CTS 1 and CTS 2 which belong to the core area of understanding and analyzing are mostly and averagely found. Second, the procedure for designing the learning materials is described as follows: 1) selecting microlearning descriptors (adopted from Allela 2021, Torgerson & Iannone 2020, de Gagne, et.al 2019, Li Zhang 2016, Hug 2005, Khan 2021) and critical thinking skills descriptors (adopted from Cambridge, 2020); 2) analyzing existing materials using microlearning and critical thinking skills descriptors; 3) classifying descriptors that have not been included in existing teaching materials; 4) integrating microlearning and critical thinking skills descriptors into relevant learning materials; 5) designing English learning scripts; 6) developing the English learning scripts into digitalization of video, infographics, and quizzes to be put in a website. Third, learning material scripts are designed using microlearning descriptors and critical thinking skills into the learning stages according to the *Capaian Pembelajaran* in the *Merdeka Belajar* Curriculum. Fourth, the design of learning materials have been validated by the teaching material and technology validator which have been in accordance with the descriptors and have been tested on users, both teacher and students on a small scale, got good responses.

Keywords: *English Microlearning Materials, Microlearning, Web-Based Learning, Critical Thinking Skills, Eighth Graders*



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Penulis


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ACKNOWLEDGEMENT

In the name of Allah SWT, the most beneficent the most merciful. First of all, I would like to praise Allah SWT lord of the worlds, almighty for blessing given to the writer for health and the strength during her study and completing this paper entitled “Web-Based English Microlearning Materials Infused with Critical Thinking Skills for Eighth Graders”.

This paper is presented as partial fulfilment of the requirements for degree of master program of English language education, faculty of languages and arts, Universitas Negeri Jakarta.

The writer wants to say thanks also grateful to many people who contributed their ideas and time to complete her thesis paper. In this opportunity, the writer would like to express her deepest gratitude to:

1. Dr. Liliana Muliastuti, M.Pd as the dean of the Faculty of Languages and Arts, Universitas Negeri Jakarta.
2. Dr. Ifan Iskandar, M.Hum, as the first advisor who has given the writer his time, motivation, guidance, advice and patience in finishing this paper
3. Dr. Siti Drivoka Sulistyningrum, M.Pd, as the chairperson of master program of English language education, faculty of languages and arts, Universitas Negeri Jakarta and as the second advisor advisor who has given the writer her time, motivation, contribution, guidance, advice and patience in finishing this paper.
4. Prof. Dr. Ilza Mayuni, M.A, Dr. Sri Sumarni, M.Pd, and Dr. Darmahusni, M.A as the examiners who have made time to examine and give some suggestions in revising this paper.
5. All the lecturers of the master program of English language education, faculty of languages and arts, Universitas Negeri Jakarta who have taught and given precious knowledge, skill, and experience.
6. The writer’s beloved husband, Adi Gustiar Prasetyo, S.Kom who has always prayed and supported the writer physically, psychologically and financially.
7. The writer’s beloved parents, Suaib Rizal and Budiasih, the writer’s beloved parents in-law Abu Junaedi and Soviati, who have always prayed and given the biggest support both physically and psychologically.

8. The writer's big families who always prayed and supported the writer in finishing this paper.
9. The writer's best friends who always prayed and supported the writer in finishing this paper.
10. All of the writer friends in master program of English language education batch 2021, Faculty of Languages and Arts, Universitas Negeri Jakarta.

In this occasion, the writer would like to say thank you very much for the people who have been mentioned above for all of their support, motivation, and prayers that they gave to the writer. May Allah gives all the favour, blessing, and increase their rewards many times for those who supported the writer in any respect during completing this paper.

The writer does realize that this paper cannot be considered perfect and still has weakness. The writer will be grateful for any critics, correction, and suggestion to make this paper for a better writing.

Finally, the writer hopes that this paper would be useful for the writer in particular and the readers to conduct future research and have some contributions to education world, especially language education.

Sincerely,
Rizka Patrika Rizal

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