

**DESIGNING CRITICAL THINKING SKILLS INFUSED  
MICROLEARNING OBJECT MATERIALS OF ENGLISH  
READING FOR 10<sup>TH</sup> GRADERS**



**A THESIS**

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

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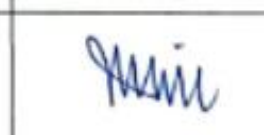
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I am completely responsible for the content of this thesis. To the best of my knowledge and belief, this thesis does not include any previously published or authored content from another individual unless proper references are provided through accurate citations.

|

Jakarta, 28 July 2023



Harbi Putra

## ABSTRAK

**Harbi Putra. (2023). *Designing Critical Thinking Skills Infused Microlearning Object Material of English Reading For 10<sup>th</sup> Graders*. Thesis. Jakarta: Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.**

Tujuan dari penelitian ini adalah untuk merancang pembelajaran mikro membaca bahasa Inggris yang terintegrasi dengan pemikiran kritis untuk siswa kelas 10. Penelitian dan pengembangan penelitian ini dilakukan dengan menggunakan *Successive Approximation Model (SAM)* yang terdiri dari tiga tahap: tahap persiapan, tahap perancangan, dan tahap pengembangan. Pertama, tahap persiapan, dimana dalam tahap ini dilakukan Analisa dokumen, Pustaka dan materi pembelajaran membaca Bahasa Inggris yang melibatkan guru, wakil kurikulum dan kepala sekolah di salah satu Madrasah di Jakarta Pusat. Selain itu wawancara juga dilakukan demi mendapatkan informasi yang rinci. Kedua, tahap perancangan, pada tahap ini dilakukan penyusunan kerangka rancangan materi pembelajaran membaca Bahasa Inggris seperti skrip, tujuan pembelajaran, media pembelajaran mikro, dan materi membaca Bahasa Inggris. Ketiga, tahap pengembangan, pada tahap ini dilakukan uji *readability* dengan menggunakan aplikasi (<https://www.webfx.com/tools/read-able/> untuk menguji tingkat keterbacaan dan <http://www.roadtogrammar.com/textanalysis/> untuk mengukur tingkat kesesuaian teks membaca Bahasa Inggris untuk kelas 10. Selanjutnya, *validity* yang melibatkan validator eksternal yang terdiri dari, ahli media, ahli materi, dan guru sebagai pengguna. Berdasarkan dari hasil tersebut dapat ditemukan bahwa untuk uji *readability* ditemukan tingkat keterbacaan teks sekitar 60% dengan kesesuaian teks pada CEFR B1 Level. Kemudian, hasil *validity* ahli media 98,57% media pembelajaran mikro bisa digunakan, *validity* materi sekitar 89,33% dan terakhir hasil *validity* dari guru sebagai pengguna 100% yang menunjukkan bahwa materi membaca Bahasa Inggris sesuai dan mudah dipahami oleh siswa. Adapun media pembelajaran mikro yang bisa digunakan untuk materi pembelajaran membaca Bahasa Inggris untuk kelas 10 adalah, video, infografis, interaktif pdf, google formular dan quiz.

Kata kunci: *Keterampilan Berpikir Kritis, Pembelajaran Mikro, Kemampuan Membaca, Siswa Kelas 10*

## ABSTRACT

**Harbi Putra. (2023). *Designing Critical Thinking Skills Infused Microlearning Object Material of English Reading For 10<sup>th</sup> Graders*. Thesis. Jakarta: Magister Program of English Language Education, Faculty of Languages and Arts, Jakarta State University**

The purpose of this study was to design Critical thinking skills infused microlearning object materials of English reading for 10<sup>th</sup> graders. The research and development of this research were carried out using the Successive Approximation Model (SAM), which consisted of three stages: the preparation stage, the design stage, and the development stage. First, the preparatory stage, where in this stage analysis of documents, libraries, and existing English reading learning materials is carried out involving teachers, curriculum representatives, and school principals in one of the Senior High School in Central Jakarta. In addition, interviews were also conducted to obtain detailed information. Second, the design stage: at this stage, the framework for designing English reading learning materials such as scripts, learning objectives, micro-learning media, and English reading materials is carried out. Third, the development stage: at this stage, a readability test is carried out using the application (<https://www.webfx.com/tools/read-able/> to test the readability level and <http://www.roadtogrammar.com/textanalysis/>) to measure the suitability level of English reading texts for grade 10. Furthermore, the validity involved external validators consisting of media experts, material experts, and teachers as users. Based on these results, it can be found that for the readability test, the text readability level was found to be around 60%, with the suitability of the text at CEFR B1 level. Then, the results of the validity of media experts show that 98.57% of microlearning media can be used, the validity of the material is around 89.33%, and finally, the results of the validity of the teacher as a user are 100%, which shows that English reading material is appropriate and easy. The microlearning media that can be used for learning English reading materials for grade 10 are videos, infographics, interactive PDFs, Google Forms, and quizzes.

**Keywords:** Critical Thinking Skills, Micro Learning, Reading Skills, Grade 10 Students



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Sincerely,

Harbi Putra



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