

**DESIGNING MICROLEARNING-BASED AND COMMUNICATION
SKILLS-INTEGRATED ENGLISH LEARNING MATERIALS FOR
SPEAKING FOR ELEVENTH GRADERS**



*Mencerdaskan dan
Memartabatkan Bangsa*

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master Program of English Language Education

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ENGLISH LANGUAGE EDUCATION MASTER PROGRAM



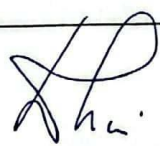




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ABSTRAK

Yeni Azharani (2023). Designing Microlearning-Based and Communication-Skills Integrated English Learning Materials for Speaking for Eleventh Graders. Tesis. Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Materi pembelajaran bahasa Inggris untuk berbicara yang memenuhi kebutuhan pembelajar sangat penting sebagai sarana untuk mencapai tujuan pembelajaran secara efektif. Penelitian ini bertujuan untuk merancang bahan ajar bahasa Inggris untuk berbicara berbasis microlearning dan terintegrasi dengan keterampilan komunikasi untuk siswa kelas sebelas (XI). Peneliti menggunakan metode penelitian dan pengembangan model ADDIE yang terdiri dari lima langkah yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Peneliti mengumpulkan data dari 26 kegiatan interaksi lisan dan 14 produksi lisan. Untuk menganalisis data, penulis menggunakan indikator microlearning dan communication skills. Hasil penelitian menunjukkan bahwa: (1) Semua materi pembelajaran berbicara dipadukan dengan keterampilan komunikasi. Meskipun demikian, aspek keterampilan komunikasi yang paling tidak terwakili dalam materi pembelajaran berbicara adalah pemberian informasi yang benar. Dalam hal pembelajaran mikro, hanya satu kegiatan produksi lisan dan satu kegiatan interaksi lisan yang didasarkan pada pembelajaran mikro; (2) Menghasilkan tujuan dan topik pembelajaran dari tingkat Capaian Pembelajaran, Kompetensi Dasar, dan CEFR B1, mencari referensi untuk topik yang dihasilkan, memilih materi objek microlearning, membuat skrip dan mendigitalkan materi adalah prosedur untuk membuat materi pembelajaran. (3) Satu prototipe pembelajaran mikro berfungsi sebagai membangkitkan pengetahuan sebelumnya, dan tiga prototipe yang berfungsi sebagai konten dirancang. Namun, dua produk yang digunakan untuk diskusi dan tinjauan poin-poin penting, tidak dibuat karena tidak layak. (4) Hasil kelayakan kerja yang divalidasi oleh validator pedagogik dan media yaitu kedua ahli menilai keseluruhan produk sebesar 66,3%, sedangkan ahli media memberikan 82,5%. Guru menyatakan puas dengan skor 89,25% untuk kelayakan kerja dalam pelajaran. Siswa juga merespon positif, dengan skor keseluruhan 75,26%.

Kata kunci: Microlearning, Keterampilan Komunikasi, Keterampilan Berbicara, Siswa Kelas Sebelas (XI)

ABSTRACT

Yeni Azharani (2023). Designing Microlearning-Based and Communication-Skills Integrated English Learning Materials for Speaking for Eleventh Graders. Thesis. Master Program of English Language Education, Faculty of Language and Art, Jakarta State University.

English learning materials for speaking which meet the need of learners is crucial as a means to effectively reach the lesson objectives. This paper aims to design English learning materials for speaking based on microlearning and integrated with communication skills for eleventh graders. The researcher used a research and development method, the ADDIE model, which consists of five steps: analysis, design, development, implementation, and evaluation. The researcher collected data from 26 oral interactions and 14 oral production activities. To analyze the data, indicators of microlearning and communication skills were used. The findings show that: (1) All learning materials for speaking are incorporated with communication skills. Nonetheless, the aspect of communication skills that is least represented in speaking learning materials is the provision of truthful information. In terms of microlearning, only one oral production and one oral interaction activity are based on microlearning; (2) Generating learning objectives and topics from *Capaian Pembelajaran, Kompetensi Dasar*, and CEFR B1 level, searching for references for the generated topics, choosing Microlearning Object Material, making script and digitalizing the materials are the procedure to make learning materials. (3) One microlearning prototype serves as awakening prior knowledge, and three prototypes serving as content were designed. Yet, two products used for discussion and review key points, were not created due to infeasibility. (4) The employability validated by pedagogical and media validators results that both experts rated the overall product at 66.3%, while media experts gave it 82.5%. Teachers expressed satisfaction with a score of 89.25% for employability in lessons. Students also responded positively, with an overall score of 75.26%.

Keywords: Microlearning, Communication Skills, Speaking Skills, Eleventh Graders



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Sincerely,

Yeni Azharani

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