

**DESIGNING MICROLEARNING-BASED AND CRITICAL
THINKING SKILLS-INTEGRATED ENGLISH READING
MATERIALS FOR VOCATIONAL SCHOOL STUDENTS
MAJORING IN MUSIC**



A THESIS

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

FARAH SALSABILA








1212820011

**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ART
UNIVERSITAS NEGERI JAKARTA**

2023

**PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS**

Nama : Farah Salsabila
 Nomor Registrasi : 1212820011
 Program Studi : Magister Pendidikan Bahasa Inggris

NO	NAMA	TANDA TANGAN	TANGGAL
1	Dr. Liliana Muliastuti, M.Pd. Dekan Fakultas Bahasa dan Seni		09/08/2023
2	Dr. Siti Drivoka Sulistyaningrum, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris		31/7/2023
3	Dr. Sri Sumarni, M.Pd. Pembimbing I		25/7/2023
4	Prof. Dr. Muchlas Suseno, M.Pd. Pembimbing II		31/7/2023
5	Dr. Ratna Dewanti, M.Pd. Ketua Penguji		25/7/2023
6	Prof. Dr. Ilza Mayuni, M.A. Anggota Penguji I		25/7/2023
7	Dr. Darmahusni, M.A. Anggota Penguji II		31/2023/07

DECLARATION OF AUTHENTICITY

I am the student with the following identity:

Name : FARAH SALSABILA

Student's Number : 1212820011

Program : Magister Program of English Language Education

Faculty : Language and Arts

I hereby declare that this research paper "*Designing Microlearning-Based and Critical Thinking Skills Integrated English Reading Materials for Vocational School Students Majoring in Music*" is my original work. I am completely responsible for this thesis. I am well conscious that I have cited assertions and concepts from various resources. All quotes and references have properly cited.

Jakarta, 8 August 2023

The researcher,



Farah Salsabila

ABSTRACT

Farah Salsabila. (2023). *Designing Microlearning-Based and Critical Thinking Skills Integrated English Reading Materials for Vocational School Students Majoring in Music*. Thesis. Jakarta: Master of English Education Study Program. Faculty of Language and Arts, Jakarta State University.

This research focused on designing microlearning-based and critical thinking skills integrated English reading materials. Modified design and development research was used in this study. The need analysis was meant to reveal the eight critical thinking skills indicators proposed by Anderson and Krathwohl and microlearning characteristics inserted in the existing reading materials. Secondly, the procedure for designing microlearning-based and critical thinking skills integrated English reading materials. Thirdly, designing prototypes of English reading materials infused with critical thinking skills and microlearning-based. The last step was product validation by using readability test. The results showed that among of eight critical thinking skills indicators, sub-categories of creation are the most minor existence critical thinking skills. While among the eight microlearning characteristics, three are not found; the materials are broken down into a single topic, the materials are designed for a short time, and the contents of the material are provided at the moment of need. The procedure for designing the reading materials covered 1) deciding learning objectives; 2) determining CEFR level; 3) selecting text genre for each chapter; 4) determining the theme and the topic; 5) determining instructional method; 6) deciding the variety of activities; 7) deciding critical thinking skills and Learning Object Materials (LOM) types that will be infused; 8) modifying the reading text for each text types; 9) generating scripts; and 10) producing LOM. The proposed reading materials design was centered at for four text types; descriptive, recount, procedure, and exposition. The final LOM were QR codes for pre-reading and post-reading, and infographic for whilst reading. The readability test for the LOM scripts based on <https://www.webfx.com/tools/read-able/> showed that most of the materials are appropriate. Even though the products were considered appropriate for the level yet they need to be further validated in order to get more potent alignments.

Keywords: Critical Thinking Skill, Microlearning, Reading Skills, Tenth Graders, Vocational School Majoring in Music

ABSTRAK

Farah Salsabila. (2023). *Designing Microlearning-Based and Critical Thinking Skills Integrated English Reading Materials for Vocational School Students Majoring in Music*. Thesis. Jakarta: Master of English Education Study Program. Faculty of Language and Arts, Jakarta State University.

Penelitian ini berfokus pada perancangan materi membaca bahasa Inggris berbasis microlearning dan keterampilan berpikir kritis yang terintegrasi. Penelitian desain dan pengembangan yang dimodifikasi digunakan dalam penelitian ini. Analisis kebutuhan dimaksudkan untuk mengungkapkan delapan indikator keterampilan berpikir kritis yang diusulkan oleh Anderson dan Krathwohl dan karakteristik pembelajaran mikro yang disisipkan dalam bahan bacaan yang ada. Kedua, prosedur untuk merancang bahan bacaan bahasa Inggris berbasis microlearning dan keterampilan berpikir kritis yang terintegrasi. Ketiga, mendesain prototipe bahan bacaan bahasa Inggris yang diintegrasikan dengan keterampilan berpikir kritis dan berbasis microlearning. Langkah terakhir adalah validasi produk dengan menggunakan uji keterbacaan. Hasil penelitian menunjukkan bahwa di antara delapan indikator keterampilan berpikir kritis, sub-kategori kreasi merupakan keterampilan berpikir kritis yang paling kecil keberadaannya. Sedangkan di antara delapan karakteristik pembelajaran mikro, tiga di antaranya tidak ditemukan, yaitu materi dipecah menjadi satu topik, materi dirancang untuk waktu yang singkat, dan isi materi disediakan pada saat dibutuhkan. Prosedur perancangan bahan bacaan meliputi 1) menentukan tujuan pembelajaran; 2) menentukan level CEFR; 3) memilih genre teks untuk setiap bab; 4) menentukan tema dan topik; 5) menentukan metode pembelajaran; 6) menentukan variasi kegiatan; 7) menentukan keterampilan berpikir kritis dan jenis-jenis Learning Object Materials (LOM) yang akan ditanamkan; 8) memodifikasi teks bacaan untuk setiap jenis teks; 9) membuat skrip; dan 10) membuat LOM. Desain bahan bacaan yang diusulkan berpusat pada empat jenis teks; deskriptif, cerita, prosedur, dan eksposisi. LOM yang dihasilkan berupa kode QR untuk pra-membaca dan pasca-membaca, dan infografis untuk saat membaca. Uji keterbacaan untuk naskah LOM berdasarkan <https://www.webfx.com/tools/read-able/> menunjukkan bahwa sebagian besar materi sudah sesuai. Meskipun produk yang dihasilkan sudah dianggap sesuai dengan tingkatannya, namun produk tersebut masih perlu divalidasi lebih lanjut untuk mendapatkan keselarasan yang lebih kuat.

Kata Kunci: Keterampilan Berpikir Kritis, Pembelajaran Mikro, Kemampuan Membaca, Siswa Kelas 10, Sekolah Kejuruan Musik

ACKNOWLEDGEMENTS

In the name of Allah. First and foremost, I express my heartfelt gratitude to Allah, the Most Merciful and Most Compassionate, for His blessings, guidance, and unwavering support throughout this magister study. His divine wisdom has been the driving force behind every step of this journey, and His grace has provided me with the strength and determination to overcome challenges. Due to His kindness, I was able to complete my master's thesis on *Designing Microlearning-Based and Critical Thinking Skills Integrated English Reading Materials for Vocational School Students Majoring in Music*.

I would like to express my sincere gratitude to all those who have contributed to the successful completion of this magister study. This work would not have been possible without the invaluable support, guidance, and encouragement of numerous individuals whom I would like to acknowledge and thank.

Firstly, I am deeply indebted to my supervisor, Dr. Sri Sumarni, M.Pd. and Prof. Dr. Muchlas Suseno, M.Pd., for their continuous support, expert guidance, and patience throughout this research journey. Their insightful feedback, their expertise and unwavering encouragement during my ups and downs were instrumental in shaping this study and pushing it to new heights. I am truly fortunate to have had the opportunity to work under their supervision.

I would also like to extend my heartfelt to Dr. Ratna Dewanti, M.Pd, Prof. Dr. Ilza Mayuni, M.A, and Dr. Darmahusni, M.A. as the examiners who examined, evaluated and provided feedback, suggestions, and solutions. Their keen intellect and critical insights have elevated this study to new heights. Their thorough scrutiny and thought-provoking feedback have molded this work into its best form. I am equally grateful to all the esteemed lecturers in the Master Program of English Language Education Department, whose unwavering dedication to sharing knowledge, skills, and experiences has transformed me into a more knowledgeable and skilful learner. Their passion for education and commitment to nurturing minds have been a guiding light throughout this academic journey. Furthermore, my

deepest gratitude goes to Mas Ucup, whose steadfast assistance with administrative matters has been a tremendous support during this study.

In this journey, I find myself profoundly indebted to an institution that has been the cradle of my academic pursuits and a beacon of nurturing guidance: SMK Musik Perguruan Cikini. The doors of this esteemed school were graciously opened to me, allowing me to embark on this transformative journey of knowledge and self-discovery. To my cherished school, I extend my deepest gratitude to the principal, Adi Putra, S.Pd., Gr., whose visionary leadership and unwavering support have been the driving force behind my pursuit of higher education, as well as to my fellow teachers who have inspired and supported me throughout this academic journey.

I am deeply grateful to my husband, family, and friends for their unwavering support, encouragement, and belief in me. Their love and motivation have provided me with the strength to persevere through the challenging times and the ups and downs of this transformative journey. A special tribute goes to my dear husband, whose untiring support and loyalty have been instrumental in every step of the way. His unwavering belief in my abilities and unconditional love have been a source of immeasurable strength. To my cherished family and friends, your presence has been a constant source of comfort and reassurance, and your unwavering encouragement has fuelled my determination to achieve success. I am forever indebted to the profound impact you have had on my life and this journey, and this achievement is not just mine, but a testament to the love and support you have generously showered upon me. From the depths of my heart, thank you for making this pursuit possible.

Lastly, I am deeply grateful to everyone who played a part, big or small, in this academic endeavor. Your contributions have made a lasting impact, and I humbly acknowledge your support in making this magister study a reality.

Jakarta, 8 August 2023

The researcher

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NIM : 1212820011
Fakultas/Prodi : Bahasa dan Seni/ Magister Pendidikan Bahasa Inggris
Alamat email : farah.salsabila17@gmail.com

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