

**DEVELOPING MICROLEARNING-BASED AND CRITICAL
THINKING SKILLS-INFUSED WRITING ENGLISH
LEARNING MATERIALS FOR SENIOR HIGH SCHOOL**



*Mencerdaskan dan
Memartabatkan Bangsa*

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

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MAGISTER PROGRAM OF ENGLISH EDUCATION




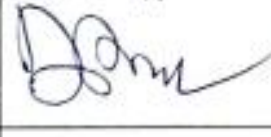



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ABSTRACT

Irvan Herdian. (2022). *Developing Microlearning-Based and Critical Thinking Skills-Infused Writing English Learning Materials for Senior High School*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, Jakarta State University

Microlearning, a short-term learning approach, has the potential to increase students' interest in learning. It is appropriate for today's students, who can't concentrate on learning for long periods. The research was carried out at three high schools in Bogor, Indonesia. The study aims to develop Microlearning-Based and Critical Thinking Skills-Infused Writing English Learning Materials for Senior High School Grade ten. This research used a modified Design and Development Research (DDR) method with four phases. 1) Need analysis; 2) Prototype design; 3) Design evaluation 4) Design revision. The data were the components of the existing microlearning materials of writing English for tenth grader of senior high school that were collected from students' books, additional learning materials and teacher interviews. The study's findings revealed that the microlearning characteristics in each unit are not totally met; while various media were discovered in a short period of time, certain components remained unaddressed. Secondly, the procedure for developing the Microlearning-Based and Critical Thinking Skills Infused Writing English Learning Materials for Senior High School consisted of six steps. Thirdly, English writing materials have just been developed by utilizing micro-learning indicators and critical thinking skills. The next stage was product validation and evaluation of the developed prototype microlearning materials through expert judgment, media experts, teachers, and students. Based on the results of validation and evaluation, the microlearning prototype for English writing is appropriate. Therefore, the product of this study is a set of prototypes microlearning materials for writing English consist of five units with three various media, such as video, and infographic. According to the study, book writers and teachers ought to emphasize microlearning characteristics and critical thinking skills in learning materials to improve students' writing English learning experiences.

Keywords: *Microlearning, Critical Thinking Skills, Writing English, Material Development, Design and Development Research*

ABSTRAK

Irvan Herdian. (2022). *Developing Microlearning-Based and Critical Thinking Skills-Infused Writing English Learning Materials for Senior High School*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, Jakarta State University

Microlearning adalah strategi pembelajaran jangka pendek yang dapat meningkatkan minat siswa dalam belajar. Ini sesuai dengan karakteristik siswa saat ini, yang tidak dapat fokus pada belajar untuk jangka waktu yang lama. Penelitian ini dilakukan di tiga sekolah menengah di Bogor, Indonesia. Studi ini bertujuan untuk mengembangkan Microlearning-Based dan Critical Thinking Skills-Infused Writing English Learning Materials untuk Senior High School kelas sepuluh. Studi ini menggunakan metode modifikasi Desain dan Pengembangan Penelitian (DDR) dengan menerapkan empat langkah 1) Analisis kebutuhan; 2) desain prototipe; 3) evaluasi desain 4) revisi desain. Data tersebut adalah komponen dari materi mikrolearning yang ada untuk kemampuan menulis bahasa Inggris kelas sepuluh sekolah menengah atas yang dikumpulkan dari buku-buku siswa, bahan pembelajaran tambahan dan wawancara guru. Hasil studi menunjukkan bahwa fitur microlearning di setiap unit tidak sepenuhnya terpenuhi, meskipun banyak media telah ditemukan dalam waktu singkat, masih ada komponen tertentu yang belum diimplementasikan. Kedua, prosedur untuk mengembangkan Microlearning-Based dan Critical Thinking Skills-Infused Writing English Learning Materials for Senior High School terdiri dari enam langkah. Ketiga, bahan penulisan bahasa Inggris yang dikembangkan dengan menggunakan indikator mikrolearning dan keterampilan berpikir kritis. Tahap berikutnya adalah validasi produk dan evaluasi bahan microlearning prototipe yang dikembangkan melalui penilaian ahli, ahli media, guru, dan siswa. Berdasarkan hasil validasi dan evaluasi, prototipe microlearning untuk menulis bahasa Inggris mendekati sesuai. Oleh karena itu, produk dari penelitian ini adalah satu set prototipe bahan microlearning untuk menulis bahasa Inggris yang terdiri dari lima unit dengan tiga macam media, seperti video, dan infografis. Studi ini menyarankan bahwa untuk meningkatkan pengalaman belajar menulis bahasa Inggris siswa, penulis buku dan guru harus menekankan aspek microlearning dan keterampilan berpikir kritis lebih dalam materi belajar.

Kata kunci: *Microlearning, Keterampilan Berpikir Kritis, Menulis Bahasa Inggris, Pengembangan Materi, Desain dan Penelitian Pengembangan*

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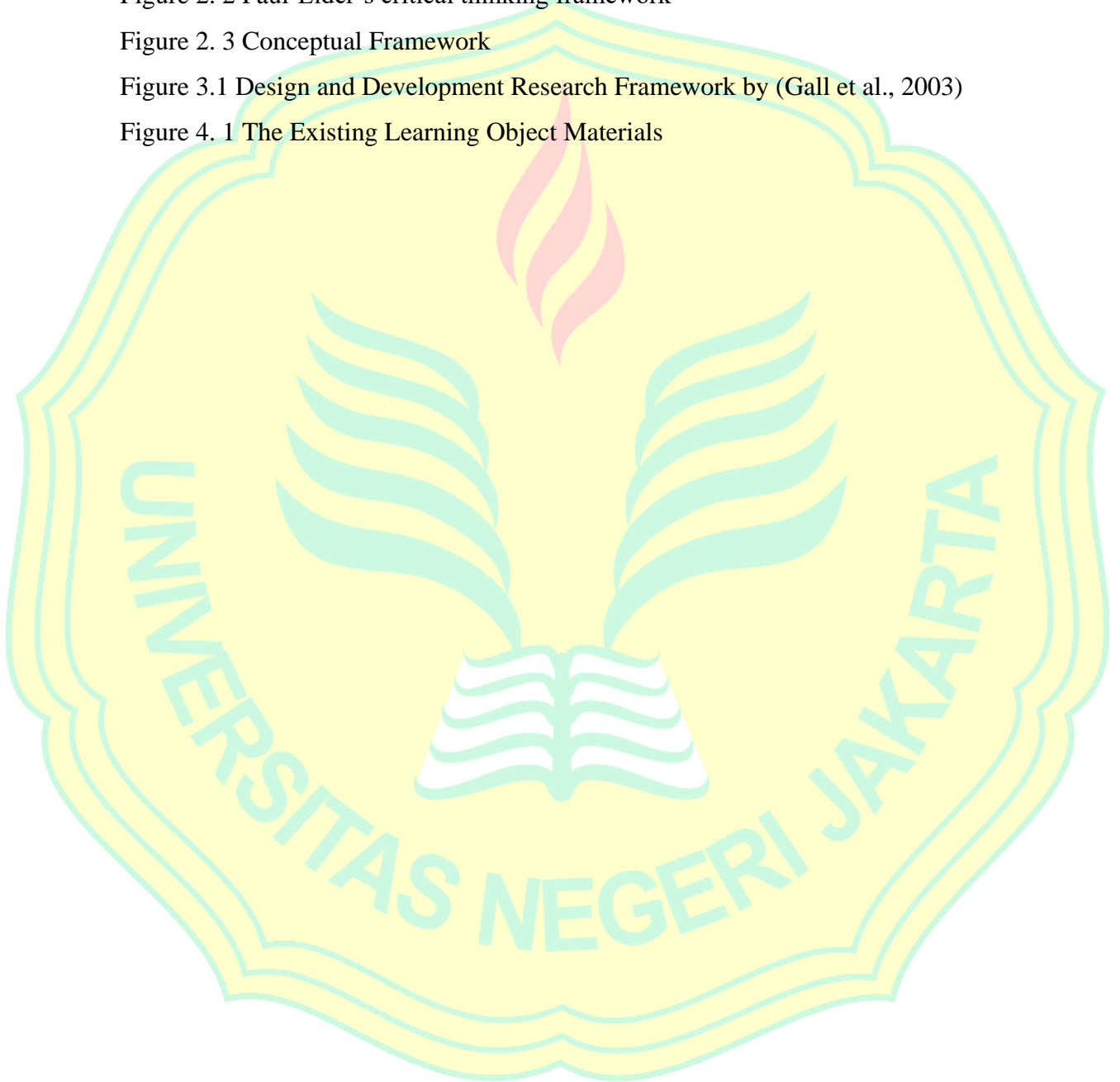
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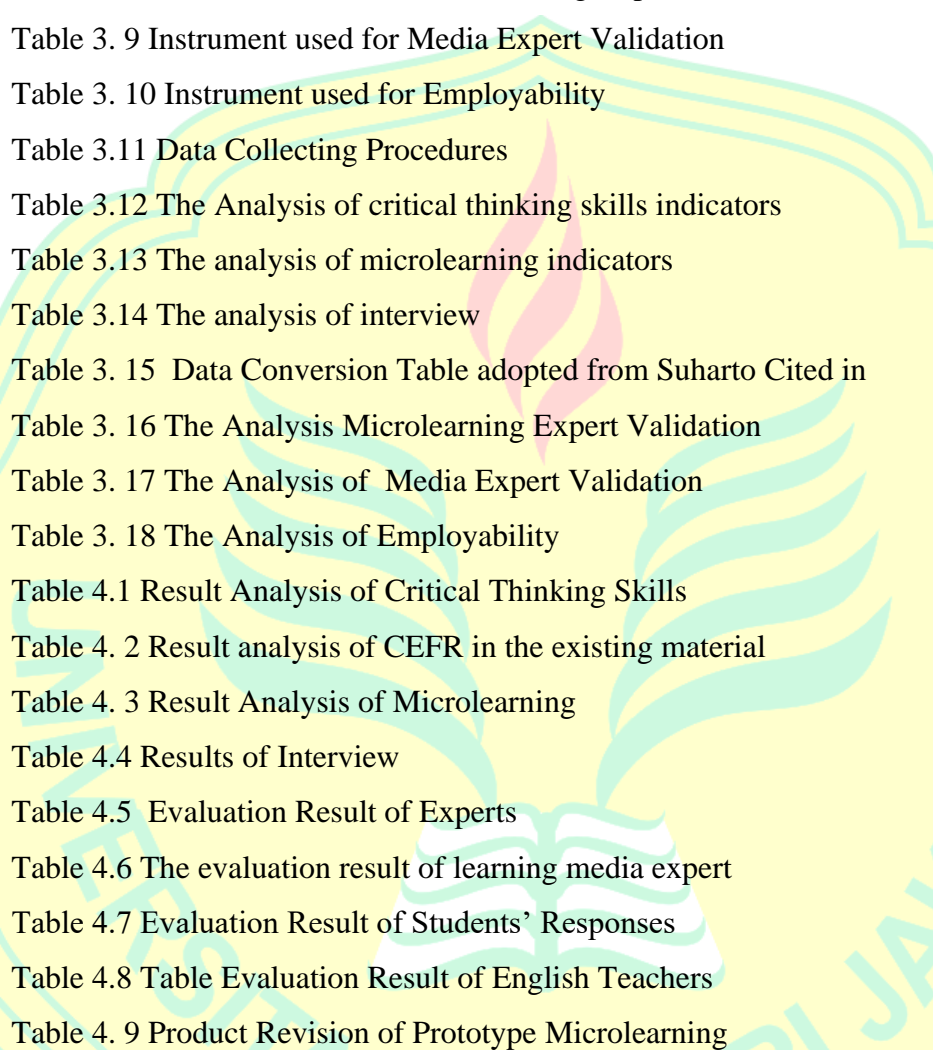


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