

**DEVELOPING CRITICAL THINKING SKILLS-INFUSED AND
MICROLEARNING-BASED ENGLISH READING MATERIALS FOR
SEVENTH GRADERS**



*Mencerdaskan dan
Memartabatkan Bangsa*

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

Gita Khoirunisa



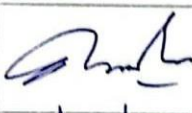
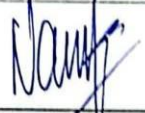
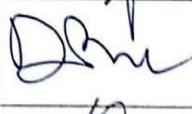


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Jakarta, 08 Agustus 2023



Gita Khoirunisa

ABSTRAK

Gita Khoirunisa (2023). *Mengembangkan Bahan Bacaan Bahasa Inggris Berbasis Keterampilan Berpikir Kritis dan Microlearning untuk Siswa Kelas VII.* Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Microlearning adalah dasar untuk pendekatan pembelajaran yang sepenuhnya mandiri serta parameternya sejalan dengan karakteristik siswa pada saat ini. Tujuan dari penelitian ini adalah untuk mengembangkan bahan bacaan bahasa Inggris berbasis pemikiran kritis dan *microlearning* untuk siswa kelas tujuh. Empat fase dalam teknik *Design and Development Research (DDR)* yang dimodifikasi dari Richey & Klein (2007): 1) analisis kebutuhan; 2) desain prototipe; 3) evaluasi desain; dan 4) desain perbaikan. Beberapa komponen data dari bahan bacaan bahasa Inggris berbasis pembelajaran mikro yang ditanamkan dengan keterampilan berpikir kritis yang ada untuk siswa kelas tujuh, dikumpulkan dari frasa instruksional di buku pelajaran dan wawancara guru. Temuan penelitian mengungkapkan bahwa fitur pembelajaran mikro dan keterampilan berpikir kritis di setiap bab belum berkembang sepenuhnya; sementara banyak media ditemukan dalam waktu singkat, komponen tersebut telah diabaikan. Kedua, bahan bacaan bahasa Inggris berbasis pembelajaran mikro yang ditanamkan dengan keterampilan berpikir kritis untuk siswa kelas tujuh dikembangkan dalam tujuh langkah. Bahan bacaan bahasa Inggris dikembangkan menggunakan *microlearning* dan indikator keterampilan berpikir kritis, CEFR Level 1, Capaian Pembelajaran fase D Kurikulum Merdeka Belajar. Berdasarkan penilaian, mayoritas (4 dari 5) ahli media dan pedagogi yang menilai produk tersebut; baik, Selain itu, petunjuk dan teksnya sangat cocok untuk siswa kelas tujuh dalam hasil tes keterbacaan. Dengan demikian, produk prototipe dapat digunakan. Sebagai hasilnya, produk dari penelitian ini adalah seperangkat bahan bacaan bahasa Inggris berbasis keterampilan berpikir kritis berbasis *microlearning* prototipe menggunakan tiga jenis; kode QR, infografis, dan media sosial. Oleh karena itu, penulis buku dan guru harus menekankan indikator keterampilan berpikir kritis dan aspek *microlearning* dalam bahan bacaan bahasa Inggris untuk siswa kelas tujuh untuk meningkatkan keterampilan membaca siswa.

Kata Kunci: Bahan Bacaan Bahasa Inggris, Keterampilan Berpikir Kritis, *Microlearning*, Siswa Kelas VII

ABSTRACT

Gita Khoirunisa (2023). *Developing Critical Thinking Skills-Infused and Microlearning-Based English Reading Materials for Seventh Graders.* Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, Jakarta State University.

Microlearning is fundamental for a fully independent and self-directed approach to learning, and its parameters are in line with current students' characteristics. The aim of this study is to develop critical thinking-infused and microlearning-based English reading materials for seventh graders. Four phases make up the modified Design and Development Research (DDR) technique from Richey & Klein (2007): 1) need analysis; 2) prototype design; 3) design evaluation; and 4) design revision. The data were components of existing critical thinking skills-infused microlearning-based English reading materials for seventh graders, collected from the instructional phrases in the coursebook and teacher interview. The study findings revealed that the microlearning features and critical thinking skills in each chapter are not fully developed; while numerous media were discovered in a short period of time, certain components remained dismissed. Second, the critical thinking skills-infused microlearning-based English reading materials for seventh graders were developed in seven steps. English reading materials were developed using microlearning, the critical thinking skills indicator, CEFR A1 Level, and *Capaian Pembelajaran* Phase D in *Kurikulum Merdeka*. Based on the evaluation of the majority (4 out of 5) of experts in media and pedagogy who rated the product as a good decision, the instructions and the texts are very suitable for seventh graders in terms of readability test results. Thus, the prototype product can be used. As a result, the product of this study is a set of prototype critical thinking skills-infused microlearning-based English reading materials using three different types: QR codes, infographics, and social media. Therefore, book writers and teachers should emphasize critical thinking skills indicators and microlearning aspects in English reading materials for seventh graders to improve students' reading skills.

Keywords: *English Reading Materials, Critical Thinking Skill, Microlearning, Seventh Grader*

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The writer

Gita Khoirunisa

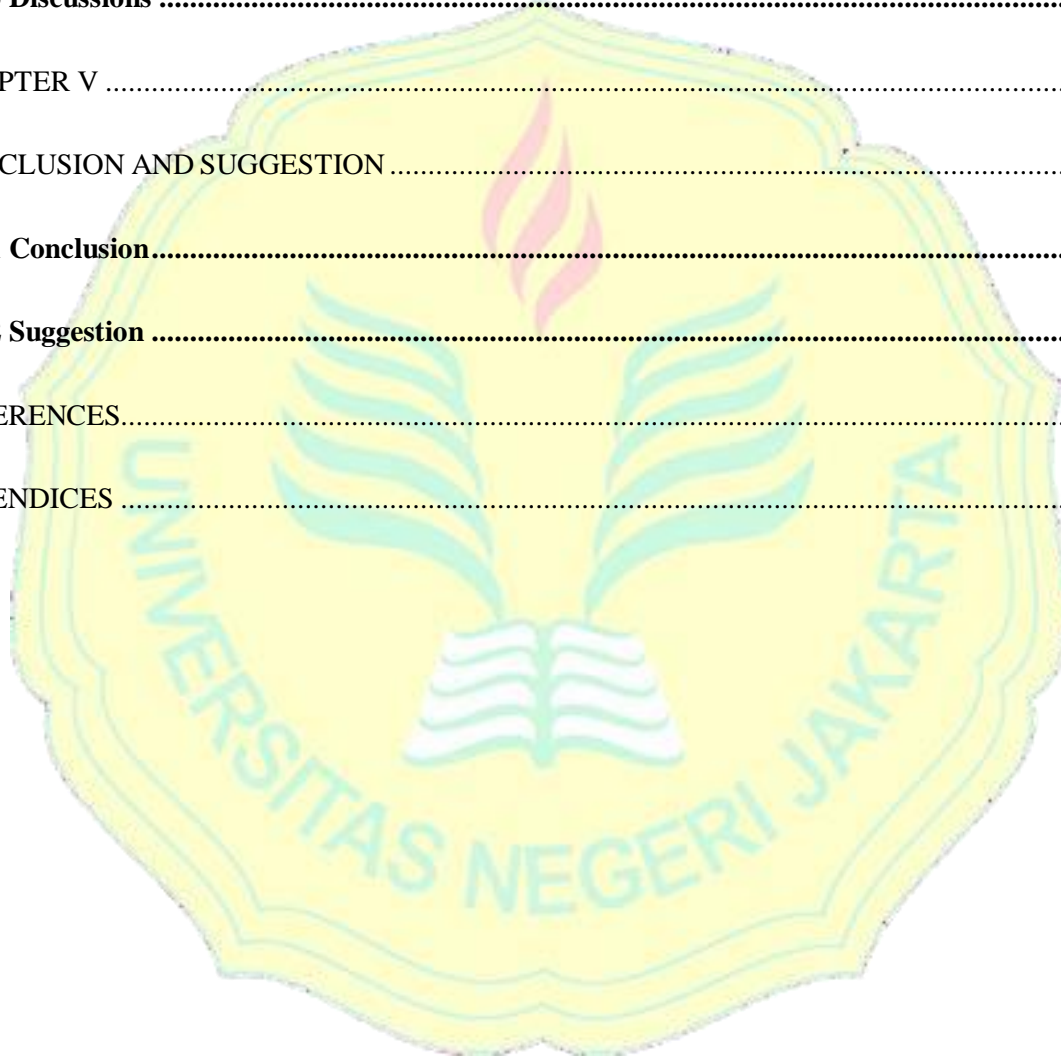
TABLE OF CONTENTS

DECLARATION OF AUTHENTICITY	i
ABSTRAK.....	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Purposes of the Study.....	6
1.4 Research Scope	6
1.5 The Significance of the Study	7
1.6 State of the Art.....	8
CHAPTER II.....	9
LITERATURE REVIEW	9
2.1 Reading Skills.....	9

2.1.1 Reading Types	10
2.1.2 Teaching Reading.....	13
2.1.3 Micro and Macro Skills of Reading	18
2.1.4 CEFR Indicators for Reading Skill	20
2.2 English Learning Reading Materials.....	23
2.2.1 Components of English Reading Materials	27
2.2.2 Microlearning Object Materials (MLOM).....	29
2.2.3 MLOM for Reading	32
2.2.4 Reading Material Development	36
2.3 Microlearning	37
2.3.1 Microlearning Implementation Across Dicipines	40
2.3.2 Microlearning Characteristics	43
2.3.3 Framework of Microlearning.....	43
2.4 Critical Thinking Skills.....	44
2.5 Seventh Graders.....	50
2.5.1 Characteristics of Seven Graders	50
2.5.2 English Curriculum for Seventh Graders.....	52
2.6 Contextualization Framework for Seven Graders	53
2.6.1 Reading Skills	54
2.6.2 Microlearning.....	56
2.6.3 Critical Thinking Skills for Reading	58
2.7 Research Design Review	59

2.8 Previous Studies	60
2.9 Conceptual Framework	63
CHAPTER III RESEARCH METHOD.....	64
3.1 Research Method aand Design	64
3.2 Data, Data Source, and Research Instrument	66
3.3 Data Collection Procedure	68
3.4 Data Analysis Procedure	69
CHAPTER IV	76
FINDING AND DISCUSSION.....	76
4.1 Need Analysis Result.....	76
4.1.1 Existing English Reading Materials for Seventh Graders	77
4.1.1.1 Analysis of Critical Thinking Skill in the Existing English Reading Materials	77
4.1.1.2 Analysis of Microlearning Aspects in the Existing English Reading Materials.....	79
4.1.1.3 Analysis of CEFR Level of Reading Skills in the Existing English Reading Material	81
4.2 Procedure of Developing Critical Thinking Skill-Infused and Microlearning-Based English Reading Material for Seventh Graders	83
4.3 Development of Critical Thinking Skill-Infused and Microlearning-Based English Reading Material Seventh Graders	86
4.3.1 Critical Thinking Skill-Infused and Microlearning-Based English Reading Script for Seventh Graders	86
4.3.2. Critical Thinking Skills-Infused and Microlearning-Based English Reading Materials for Seventh Graders (MLOM).....	92
4.4 Validity and Readability of Critical Thinking Skill-Infused and Microlearning-Based	

English Reading Material Seventh Graders.....	97
4.4.1 Validity of Critical Thinking Skill-Infused and Microlearning- Based English Reading Material for Seventh Graders.....	97
4.4.2 Readability of Critical Thinking Skill-Infused and Microlearning- Based English Reading Material for Seventh Graders.....	102
4.5 Discussions	107
CHAPTER V	114
CONCLUSION AND SUGGESTION	114
5.1 Conclusion.....	114
5.2 Suggestion	117
REFERENCES.....	120
APPENDICES	129



LIST OF TABLES

Table 2. 1 Procedures of Teaching Reading adopted from Garrison & Vaughan (2008).....	16
Table 2. 2 Three Reading Stages Proposed by Campos (2022)	18
Table 2. 3 CEFR Level A1 for Reading Comprehension.....	22
Table 2. 4 Criteria of English Reading Learning Materials (Nuttall, 2003)	25
Table 2. 5 Types of Microlearning Object Material	31
Table 2. 6 Microlearning Model for Developing Reading Material adopted from Allela (2021)	37
Table 2. 7 Characteristics of Microlearning	43
Table 2. 8 Framework of Microlearning	44
Table 2. 9 Framework of Critical Thinking by Ilyas (2015).....	47
Table 2. 10 Explanation of critical thinking processes in the learning modules adapted from Scoufis et al., (1999).....	48
Table 2. 11 Critical thinking framework developed by the American Philosophical Association (APA) cited in Facione (1990)	49
Table 2. 12 Critical thinking framework according to Elmansy (2022)	49
Table 2. 13 Critical Thinking Skills Indicator Adapted from Anderson & Krathwohl and Seif.	50
Table 2. 14 Characteristics of seventh graders adapted from Kathy Glass, Coomon Cognitive, Social, Emotional, Developmental Behaviours of Seventh Graders. (2012).....	52
Table 2. 15 Reading Stages to Develop English Reading Material in this study adapted from Campos (2022)	56
Table 2. 16 Adopted Microlearning Descriptor (Allela 2021, Torgerson & Iannone 2020, De Gagne 2019, Li Zhang 2016, Hug 2005)	58
Table 2. 17 Modified Critical Thinking Skills Indicator in Reading Skill for Seventh Graders Adapted from Scoufis et.al, 1999; APA, 1990; Elmansy, 2022; Anderson and Krathwohl,	

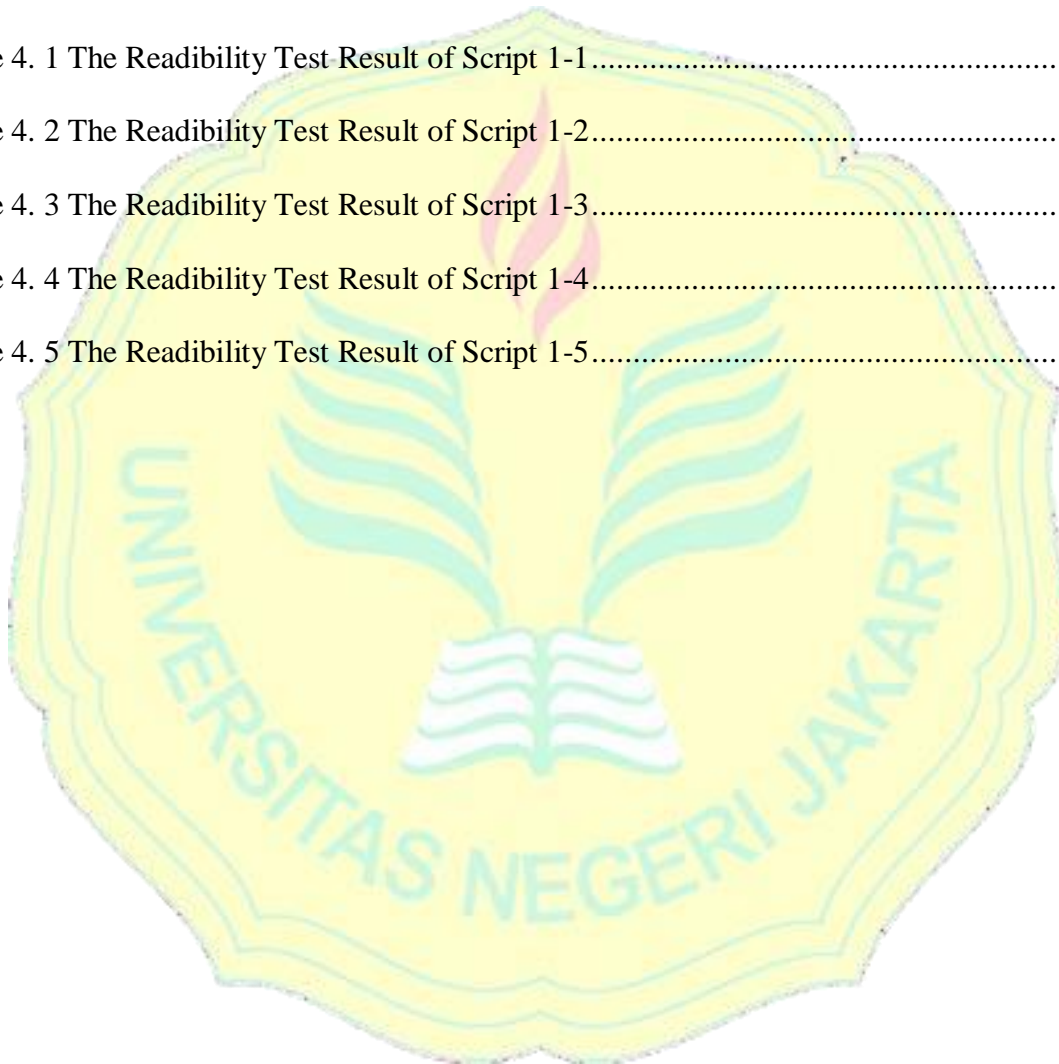
2001	59
Table 3. 1 Data, Data Source, and Instrument.....	67
Table 3. 2 Data Collecting Procedures.....	68
Table 3. 3 Interview Guidelines for Teacher.....	69
Table 3. 4 Summary of Interview Result	69
Table 3. 5 Data Analysis of Critical Thinking Skills in the Existing English Reading Materials	70
Table 3. 6 Analysis Checklist of Critical Thinking Skills in the Existing English reading materials	70
Table 3. 7 Data Analysis of the Microlearning Indicators in the Existing English Reading Materials.....	71
Table 3. 8 Analysis Checklist of Microlearning in the Existing English Reading Materials.....	71
Table 3. 9 Data Analysis of the CEFR Level in the Existing English Reading Material	71
Table 3. 10 Data Analysis of the Interview Result	72
Table 3. 11 Outline Template for the Preliminary English Reading Materials.....	72
Table 3. 12 Rubric for Learning Materials Expert Validation	73
Table 3. 13 Criteria of a Good QR Code adapted from Denso Wave.....	73
Table 3. 14 Criteria of a Good social media adapted from Grover.....	74
Table 3. 15 Criteria of a Good QR Code adapted from Clua.....	75
Table 4. 1 Data Analysis of Critical Thinking Skills in the Existing English Reading Materials	78
Table 4. 2 Analysis Checklist of Microlearning in the Existing English Reading Materials.....	80
Table 4. 3 Data Anslysis of CEFR Level for Reading Skills in the Existing English Reading	

Materials.....	82
Table 4. 4 Deconstruction of Capaian Pembelajaran for Phase D	84
Table 4. 5 The Script of Sub-CP Reading for Seventh Graders.....	86
Table 4. 6 Validity Testing Result for QR Codes.....	98
Table 4. 7 Validity Testing Result for Infographics	99
Table 4. 8 Validity Testing Result for Sosial Media	101



LIST OF FIGURES

Figure 2. 1 Components of English Reading Materials (Celce Murcia, 2014).....	27
Figure 3. 1 Design and Development Research (DDR) Model.....	65
Figure 4. 1 The Readability Test Result of Script 1-1.....	102
Figure 4. 2 The Readability Test Result of Script 1-2.....	103
Figure 4. 3 The Readability Test Result of Script 1-3.....	104
Figure 4. 4 The Readability Test Result of Script 1-4.....	105
Figure 4. 5 The Readability Test Result of Script 1-5.....	106



LIST OF APPENDICES

Appendix 1: The Adoption of Microlearning Indicators from Several Sources

Appendix 2: Interview Questions

Appendix 3: The Course Book

Appendix 4: The Analysis of Critical Thinking Skills in the Existing English Reading Materials

Appendix 5: The Analysis of Microlearning Skills in the Existing English Reading Materials

Appendix 6: Deconstruction Capaian Pembelajaran Phase D

Appendix 7: Validity Instrument Sheet (MLOM)

