

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of recommendations and suggestions for more research by other researchers with related interests, as well as the general conclusion of the research design. The outcomes of the study are interpreted in this chapter, along with some suggestions for users of the material and future research.

5.1 Conclusion

This study aims to develop microlearning-based, critical thinking-skills-integrated English reading resources for seventh graders. The research set out to achieve the following four goals: To analyze how far do the existing English reading materials for seventh graders infusing critical thinking skills in microlearning principles, to describe critical thinking skills and microlearning-based English reading materials for seventh graders, to develop critical thinking skills-infused and microlearning-based English reading materials for seventh graders, and to find the readability of critical thinking skills-infused and microlearning-based English reading materials for seventh graders.

The first goal was focused on the original research topic. A research phase or need analysis was carried out to determine the extent to which the reading materials currently being utilized in the seventh grade of a junior high school included microlearning and critical thinking skills. Using indicators for both elements, the researcher investigated two areas of focus: critical thinking skills and

microlearning. The results of the research show that there are still a number of deficiencies in the available English reading material. Additionally, the explanations of critical thinking skills and microlearning are not fully included in the material.

Furthermore, only 3 out of the 9 characteristics of microlearning—the contents are ML 1 (the materials are broken down into a single topic; small unit), ML 6 (the materials make use of technology), ML 7 (the materials are incorporated with varieties of media). Additionally 6 from 9 indicators of microlearning did not exist from the analyzing. Hence, the researcher used the data from the need analysis as a guide for creating the scripts for the microlearning-based materials with critical thinking infused.

In order to respond to the second research question—how to develop English reading materials for seventh graders that are microlearning-based and infused with critical thinking—the researcher tried to design a process for producing English reading materials that incorporate these elements. The researcher also made a purpose to include each microlearning indicate and critical thinking skill through out the full chapter of necessary reading material. The information is divided into 3 stages are pre-reading, while-reading, and post-reading sections in each chapter. The five elements that determine the content of the materials are the topic or content focus, learning objective, tasks, input text, and language focus. The texts and learning objectives are based on the Merdeka Kurikulum (Phase D) and CEFR A1 level, as well. As the researcher carried on exploring critical thinking skills and microlearning with junior high school students in the seventh graders, the

researcher then turned to literature to further develop those elements.

The following stages are a description of how to develop English reading materials that integrate microlearning and critical thinking skills: 1) the researcher identifies the microlearning and critical thinking skills descriptors from various sources to be infused into the stages of English reading materials. 2) analyzing and summarizing the existing materials that are cover microlearning and critical thinking skills descriptors was modified by multiple sources, CEFR Level A1, and *Capaian Pembelajaran* Phase D. 3) classifying the descriptors of microlearning and critical thinking skills that are not covers in the existing materials. 4) deconstructing *Capaian Pembelajaran* phase D in reading skills of Kurikulum Merdeka and CEFR level A1 into stages of English reading materials. 5) deciding the relevant topics to be developed into the stages of English reading materials. 6) the researcher making the sub topics and activities that is relevant to be developed into the stages of English reading materials. 7) generating MLOM and infusing the descriptors of microlearning and critical thinking skills that is relevant into the stages of English reading materials.

Additionally, one topic of English reading materials for seventh graders with the following titles were produced as a result of the development process and are focused on microlearning and integrates critical thinking skills; descriptive text.

Finally, the researcher conducted validity and readability tests on the final product to make sure the user can use the media appropriately. This is accomplished by utilising rubrics to assess validity and the sosial media to assess readability. According to data, the majority of readability test results is suitable for 12-13 years

old prototypical seventh grader. These MLOMs are still recognised as relevant media for the validity test in order to fill the gap between the demands of today's students and the digital world. The validity test results for the three MLOMs (QR codes, social media, and infographics) are decent overall and faithfully represent their respective MLOMs' constituent parts. A few things that weren't included in the MLOM will be utilized as research for the next revision and assessment. The product prototype that students in the seventh grade will use later is the best result that best combinations microlearning and critical thinking skills under reading skills activities.

5.2 Suggestion

There are a number of restrictions on the development of critical thinking skills and microlearning-based English reading material scripts and MLOM because this study was only conducted with students in the seventh grade. The designs were just assessed based on expert opinions; more refinements, such as trial-and-error or field testing, are required to make them better and more perfect. The researcher thus recommends that other researchers carry out more and follow-up study in these fields.

As a consequence of this investigation, the researcher also gave some recommendations. In order to support project-based learning for the growth of soft skills and moral character, which is in keeping with the Pancasila student profile, the Ministry of Education created the Kurikulum Merdeka. Kurikulum Merdeka's qualities state that it also improves students' focus on the basics so that they have ample time for in-depth study of foundational abilities like reading and numeracy.

Last but not least, it is suggested that improving flexibility for educators is crucial in order to perform customised teaching based on students' competencies and adjust material and situations locally. It's because the reading proficiency level for the materials was determined by the CEFR and the Kurikulum Merdeka criteria. Teachers should thus be able to use the reading materials to help students improve both their literacy and English abilities, it is anticipated.

Additionally, related to MLOM types, there are many other kinds of MLOM that can be generated to facilitate students' reading skills activities. Apparently, these MLOMs are still relevant for reading skills. For instance, interactive PDFs and animated videos. On the contrary, there are also types of MLOM that are not suitable for reading skills, such as augmented/virtual reality and interactive presentation which are likely more suitable for listening-speaking skills activities. Consequently, based on the library research conducted by the researcher, those MLOMs are not as effective as predetermined MLOMs, namely social media, infographics, and QR codes). As Manickam & Azlina (2020) stated, students' understanding of a text is greatly aided by the use of infographics. Furthermore, Rahmawati et al. (2020), claimed that social media usage fits neatly into one of several categories. Excellent level can be used to describe the students' reading proficiency. Finally, as Cruse & Brereton (2017) stated in their study, students can perform tasks that were previously impossible or impractical thanks to QR codes, which can also make educational activities more engaging. Increasing learner autonomy and asynchronous learning have both been shown to benefit from the use of QR codes.

Future researchers need to conduct development studies that focus on the variety of MLOM since the researcher failed to change the types of MLOM that have been modified into the existing English reading materials. Future studies should also promote microlearning and critical thinking skills for qualities other than reading abilities. Additionally, the researcher's perspective and a literature review were the only analyses of the materials. Further study can also be done to build English reading materials with the addition of microlearning and critical thinking abilities for a different degree of study than this study was able to deliver. This is due to the study's major emphasis being on the creation of English reading materials with the introduction of microlearning and critical thinking skills in a junior high school's seven grade.

Last but not least, future research should consider adding the product's intended audience—the students—in the need analysis to deepen our understanding of what kids require from microlearning and from the critical thinking skills they will need in the future. Additional researchers should take into account a study's theoretical component in addition to practical aspects. Ellis and Levy (2010) adapted Richey and Klein's (2007) research and development model for the sake of this study. This approach has shown to be helpful for the research of materials development. However, the model has not yet undergone validation. In order to enhance the overall validity of the study, it is suggested that the model be tested before it is utilized by the next researchers.