

***TRANSFORMING INTENDED LEARNING OUTCOMES OF ENGLISH
READING FOR GRADE XII VOCATIONAL HIGH SCHOOL INTO
MICROLEARNING LESSONS***



*Mencerdaskan dan
Memartabatkan Bangsa*

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ABSTRACT

Alifa Anasya Putri. 2023, *Transforming Intended Learning Outcomes of English Reading for Grade XII of Vocational High School into Microlearning Lessons*. A Skripsi. Jakarta: English Department, Faculty of Languages and Arts, Universitas Negeri Jakarta.

The purpose of this study was to develop the formulation of reading-contextualized microlearning by turning the intended learning outcomes (ILOs) of English reading lessons for Vocational High School Grade XII into microlearning lessons. The methodology of interpretive content analysis was used in this study as part of a qualitative research design. The common pattern of English reading lessons was revealed through the analysis and synthesis of teaching and learning reading features, including reading purposes, text types and formats, and learning reading stages. The common pattern of microlearning lessons was then revealed by analyzing and synthesizing the microlearning principles and components. The reading-contextualized microlearning lessons were then created by combining the general English reading lessons and the microlearning lessons. The reading intended learning outcomes for Grade XII were examined based on the formulations to create the transformed English reading intended learning outcomes for microlearning. The findings from this study showed that reading-contextualized microlearning lessons are structured into three primary stages, namely: Pre-reading, whilst-reading, and post-reading. In the pre-reading stages, the activities involve a warmer activity, awakening schemata, and overviewing the topic of the lesson. The second phase, which is whilst-reading stage involves making meanings of learning content activity. Lastly, the post-reading stages focus on reviewing and assessing the lesson. For grade XII Vocational High School, the curriculum initially presents one reading intended learning outcome (ILO). However, after undergoing a transformation, this single ILO is converted into 24 microlearning-based sub-intended learning outcomes specifically tailored for English reading context.

Keywords: intended learning outcomes (ILOs), microlearning, English reading

ABSTRAK

Alifa Anasya Putri. 2023, *Mentransformasi Capaian Pembelajaran Untuk Kemampuan Membaca Bahasa Inggris Pada Siswa SMK Kelas XII Keadalam Pembelajaran Mikro*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Tujuan dari penelitian ini adalah untuk mengembangkan pembelajaran mikro yang dikontekstualisasikan dengan kemampuan membaca dengan mengubah Capaian Pembelajaran dari pelajaran membaca Bahasa Inggris untuk SMK Kelas XII ke dalam pembelajaran mikro. Metodologi analisis isi interpretif diterapkan dalam penelitian ini sebagai bagian dari desain penelitian kualitatif. Pola pembelajaran membaca bahasa Inggris yang sama diungkap melalui proses analisa dan sintesa fitur-fitur pengajaran dan pembelajaran membaca, termasuk tujuan membaca, jenis dan format teks, dan tahapan pembelajaran membaca. Pola pelajaran pembelajaran mikro kemudian terungkap dengan menganalisis dan mensintesis prinsip-prinsip dan komponen pembelajaran mikro. Pelajaran pembelajaran mikro yang berkonteks membaca kemudian dikembangkan dengan menggabungkan pelajaran membaca bahasa Inggris secara umum dan pelajaran pembelajaran mikro. Hasil pembelajaran membaca yang dimaksudkan untuk Kelas XII dikaji berdasarkan rumusan untuk menciptakan hasil pembelajaran membaca bahasa Inggris yang ditransformasikan untuk pembelajaran mikro. Temuan dari penelitian ini menunjukkan bahwa pembelajaran mikro berkonteks membaca disusun ke dalam tiga tahap utama, yaitu: *Pre-reading*, *whilst-reading*, dan *post-reading*. Pada tahap *pre-reading*, kegiatan yang dilakukan adalah kegiatan pemanasan, membangkitkan skemata, dan memberikan gambaran umum tentang topik pelajaran. Tahap kedua, yaitu tahap *whilst-reading* melibatkan aktivitas memaknai isi pelajaran. Terakhir, tahap *post-reading* berfokus pada peninjauan dan penilaian pelajaran.. Untuk kelas XII Sekolah Menengah Kejuruan, kurikulum awalnya menyajikan satu tujuan pembelajaran membaca (CP). Namun, setelah mengalami transformasi, CP tunggal ini diubah menjadi 24 sub hasil pembelajaran berbasis pembelajaran mikro yang secara khusus dirancang untuk konteks membaca bahasa Inggris.

Kata kunci: Capaian Pembelajaran, *Microlearning*, membaca Bahasa Inggris

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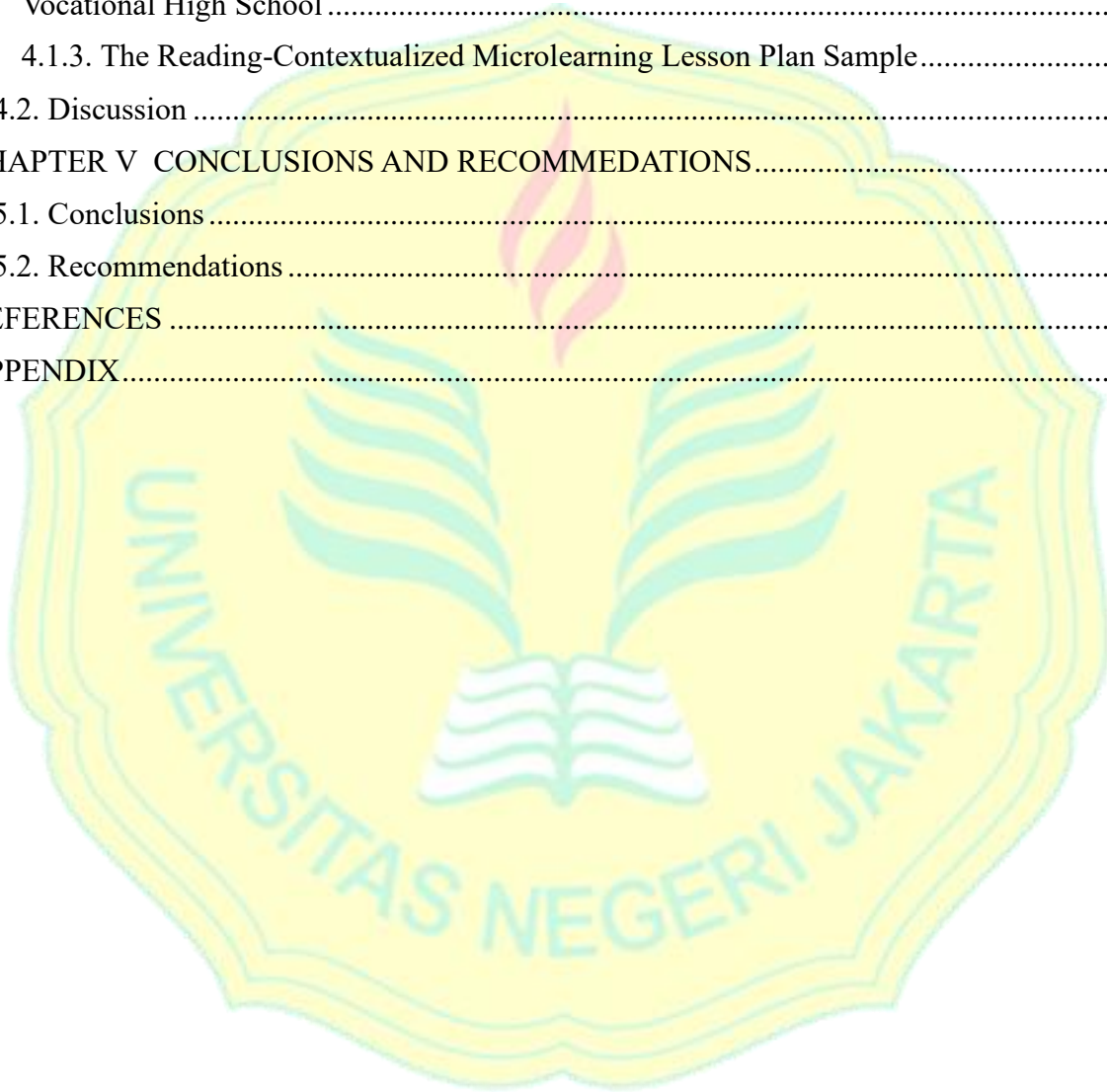
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