

**TRANSFORMING INTENDED LEARNING OUTCOMES OF  
ENGLISH READING FOR GRADE XI SENIOR HIGH SCHOOL  
INTO MICROLEARNING LESSONS**



*Mencerdaskan dan  
Memartabatkan Bangsa*

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*A Skripsi in partial fulfillment of the Requirements for the Degree of Sarjana  
Pendidikan*

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGES AND ARTS**

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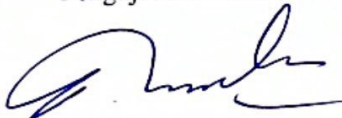
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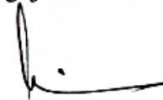
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## ABSTRACT

**Hafidz Muhammad Imaduddin.** 2023. *Transforming Intended Learning Outcomes of English Reading for Grade XI Senior High School into Microlearning Lesson*. A Skripsi. Jakarta: English Department, Faculty of Language and Arts, Universitas Negeri Jakarta

The purpose of this study was to develop reading-contextualized microlearning by turning the intended learning outcomes (ILOs) of English reading lessons for Senior High School Grade XI into microlearning lessons. The methodology of interpretive content analysis was used in this study as part of a qualitative research design. The common structure of English reading lessons was revealed through the analysis and synthesis of reading features, including reading purposes, text types, and learning reading stages. The common structure 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 XI senior high school were examined based on the formulations to create the transformed English reading intended learning outcomes for microlearning. The result show that the findings indicate that contextualized microlearning lessons in English reading are structured into three primary stages: Pre-reading, while-reading, and post-reading. In the initial stage of the reading lesson, students participate in a warm-up, activate their prior knowledge, and receive an overview of the subject matter. The second phase involves reading comprehension exercises, discussions on the content of the text, and the completion of reading tasks. The third stage focuses on reviewing and evaluating the key points of the reading lesson. For grade XI senior 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 intended learning outcomes specifically tailored for English reading.

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

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## ABSTRAK

**Hafidz Muhammad Imaduddin.** 2023. *Mentransformasi Capaian Pembelajaran Untuk Kemampuan Membaca Bahasa Inggris Pada Siswa SMA Kelas XI Kedalam 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 kontekstual membaca dengan mengubah Capaian Pembelajaran pelajaran membaca Bahasa Inggris untuk kelas XI SMA kedalam pembelajaran mikro. Metodologi analisis isi interpretatif digunakan dalam penelitian ini sebagai bagian dari desain penelitian kualitatif. Struktur umum pelajaran membaca bahasa Inggris terungkap melalui analisis dan sintesis fitur membaca, termasuk tujuan membaca, jenis teks, dan tahapan pembelajaran membaca. Struktur umum pelajaran *microlearning* kemudian diungkapkan dengan menganalisis dan mensintesis prinsip dan komponen *microlearning*. Pembelajaran *microlearning* kontekstual membaca kemudian dibuat dengan menggabungkan pembelajaran membaca bahasa Inggris secara umum dan pembelajaran *microlearning*. Hasil belajar membaca yang dimaksudkan untuk kelas XI SMA diperiksa berdasarkan formulasi untuk membuat hasil belajar membaca bahasa Inggris yang diubah menjadi pembelajaran mikro. Hasilnya menunjukkan bahwa pembelajaran *microlearning* kontekstual dalam membaca bahasa Inggris disusun menjadi tiga tahap utama: *Pre-reading*, *whilst-reading*, dan *post-reading*. Pada tahap awal pembelajaran membaca, siswa mengikuti pemanasan, mengaktifkan pengetahuan awal mereka, dan menerima gambaran umum materi pelajaran. Fase kedua melibatkan latihan pemahaman bacaan, diskusi tentang isi teks, dan penyelesaian tugas membaca. Tahap ketiga berfokus pada meninjau dan mengevaluasi poin-poin kunci dari pelajaran membaca. Untuk SMA kelas XI, kurikulum awalnya menyajikan satu capaian pembelajaran. Namun, setelah mengalami transformasi, capaian pembelajaran tunggal ini diubah menjadi 24 hasil pembelajaran yang dimaksudkan berbasis pembelajaran mikro yang dirancang khusus untuk membaca bahasa Inggris.

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



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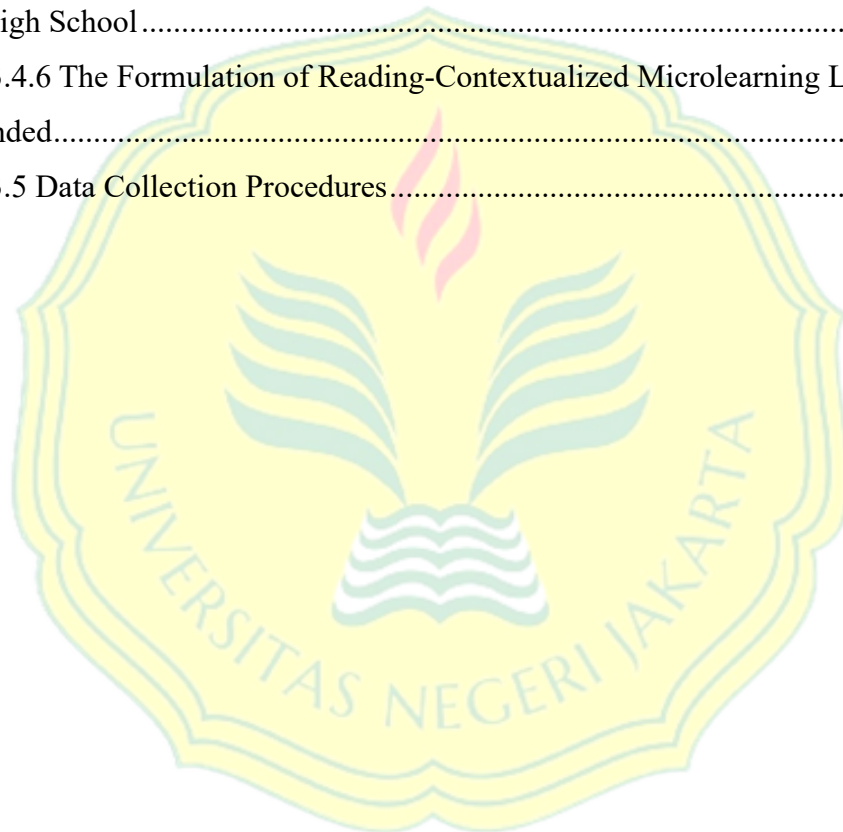
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