

**MICROLEARNING-BASED AND COMMUNICATION SKILLS-
INFUSED ENGLISH LEARNING MATERIALS OF WRITING FOR
TENTH GRADE STUDENTS**



*Mencerdaskan dan
Memartabatkan Bangsa*

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Master Program of English Language Education

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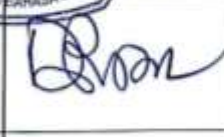
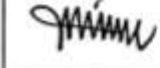


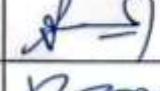



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PREFACE

Praise and gratitude the author offers to the presence of Allah SWT. because with the abundance of His grace, favors and gifts, the author can complete the thesis entitled **“Microlearning-Based and Communication Skills-Infused English Learning Materials of Writing for Tenth Grade Students”** compiled in order to fulfill one of the requirements in obtaining a Master's degree in English Language Education, Faculty of Languages and Arts, Universitas Negeri Jakarta.

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ABSTRACT

Ghea Putri Melati. 2024. Integrating Communication-Skill into English Writing Using Microlearning Object Materials for Tenth Grade Students. A Thesis. Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

The uses of microlearning have been discussed by many studies in several years before. Those previous studies shared positive results of microlearning in teaching and learning processes. However, there are limited numbers of using microlearning for teaching and learning for students in school. Therefore, this study aims to design communication skills-integrated and microlearning-based English learning materials scripts for tenth grade students. Using the design development research method, the purpose of this research is to develop English writing materials in the form of scripts and Learning Object Material (LOM) integrated with communication skills and microlearning-based for tenth grade students. Needs analysis, design, design evaluation, and design revision are the four steps of the Design and Development Research (DDR) method modified from Richey & Klein (2007) used in this study. The study results are the following: (1) the existing materials in the textbooks used by tenth grade students did not communication skills and microlearning, this data was analysed using two modified instruments with communication skills and microlearning descriptors; (2) the procedures in designing the products were developed in six steps; (3) the learning materials scripts of communication skills-integrated and microlearning-based of English writing for tenth grade students using different types of media such as video, mind mapping, whiteboard digital, and Padlet; and (4) the employability of communication skills-integrated into and microlearning-based learning materials scripts English writing for tenth grade students, according to the evaluation by experts and students who judged the product as appropriate, the prototype product can be employed. The study concludes with practical recommendations for the researchers and material developers who intend to design the learning materials to consider the infusion of 21st-century skills and the use of microlearning.

Keywords: Microlearning, Communication-Skills, Writing Skills, and Learning Object Material

ABSTRAK

Ghea Putri Melati. 2024. Mengintegrasikan Keterampilan Komunikasi ke dalam Menulis Bahasa Inggris Menggunakan Materi Objek Pembelajaran Mikro untuk Siswa Kelas Sepuluh. Tesis. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Kegunaan *microlearning* telah dibahas oleh banyak penelitian pada beberapa tahun sebelumnya. Penelitian-penelitian sebelumnya menunjukkan hasil positif dari *microlearning* dalam proses belajar mengajar. Namun, penggunaan *microlearning* untuk proses belajar mengajar siswa di sekolah masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk merancang skrip materi pembelajaran bahasa Inggris berbasis keterampilan komunikasi terintegrasi dan *microlearning* untuk siswa kelas sepuluh. Dengan menggunakan metode penelitian pengembangan desain, tujuan penelitian ini adalah untuk mengembangkan materi menulis bahasa Inggris berupa skrip dan *Learning Object Material (LOM)* yang terintegrasi dengan keterampilan komunikasi dan berbasis *microlearning* untuk siswa kelas X. Analisis kebutuhan, desain, evaluasi desain, dan revisi desain merupakan empat langkah metode *Design and Development Research (DDR)* yang dimodifikasi dari Richey & Klein (2007) yang digunakan dalam penelitian ini. Hasil penelitiannya adalah sebagai berikut: (1) materi yang ada pada buku ajar yang digunakan siswa kelas X tidak keterampilan komunikasi dan *microlearning*, data ini dianalisis menggunakan dua instrumen yang dimodifikasi dengan deskriptor keterampilan komunikasi dan *microlearning*; (2) prosedur perancangan produk dikembangkan dalam enam langkah; (3) materi pembelajaran skrip keterampilan komunikasi terpadu dan *microlearning* berbasis menulis bahasa Inggris untuk siswa kelas X dengan menggunakan berbagai jenis media seperti video, mind map, whiteboard digital, dan Padlet; dan (4) keterpakaian keterampilan komunikasi terintegrasi dan materi pembelajaran skrip menulis bahasa Inggris berbasis *microlearning* untuk siswa kelas X. Berdasarkan evaluasi para ahli dan siswa yang menilai produk sudah sesuai, produk prototipe dapat digunakan. Studi ini diakhiri dengan rekomendasi praktis bagi para peneliti dan pengembang materi yang bermaksud merancang materi pembelajaran dengan mempertimbangkan pemasukan keterampilan abad ke-21 dan penggunaan pembelajaran mikro.

Kata Kunci: *Pembelajaran Mikro, Keterampilan Komunikasi, Keterampilan Menulis, dan Materi Objek Pembelajaran*