

**DESIGNING MICROLEARNING FLIPBOOK-BASED AND
COLLABORATION SKILLS-INFUSED ENGLISH SPEAKING
LEARNING MATERIALS FOR NON-ENGLISH MAJOR STUDENTS**



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**A Thesis Submitted as Partial Fulfillment of the Requirement for
a Master of Education Degree**

ENGLISH EDUCATION STUDY PROGRAMME

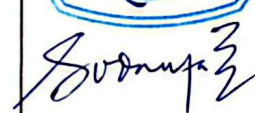
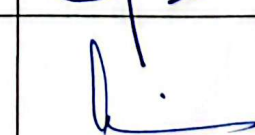
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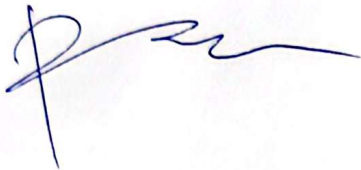
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ABSTRAK

Dwi Niar Damayanti. 2025. Merancang Materi Pembelajaran Berbicara Bahasa Inggris Berbasis Microlearning dalam Flipbook yang Diinfusikan dengan Keterampilan Kolaboratif untuk Mahasiswa Non-Jurusan Bahasa Inggris. Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Microlearning dan pembelajaran kolaboratif telah diakui sebagai pendekatan pedagogis dan kemampuan yang selaras dengan tuntutan pembelajaran abad ke-21. Penelitian ini bertujuan untuk merancang dan mengembangkan materi pembelajaran berbicara berbasis microlearning yang dipadukan secara harmonis dengan strategi kolaboratif, menggunakan pendekatan Successive Approximation Model (SAM) dan media flipbook interaktif.

Penelitian ini menghasilkan empat temuan utama: Pertama, analisis materi menunjukkan bahwa materi yang tersedia telah memenuhi sebagian besar prinsip microlearning (77,8%), namun hanya sedikit indikator keterampilan kolaboratif yang muncul secara eksplisit (30%). Wawancara dengan dosen pengampu dan survei terhadap 40 mahasiswa non-bahasa Inggris mengungkapkan bahwa mahasiswa membutuhkan materi kerja nyata yang mendukung penguasaan kosakata, dengan format audiovisual yang interaktif. Kedua, prosedur pengembangan menggunakan model SAM yang terdiri dari tiga tahap iteratif: (a) Preparation, yang mencakup studi pustaka dan analisis kebutuhan; (b) Design, di mana dilakukan pemetaan prinsip microlearning dan kolaborasi, analisis materi eksisting, klasifikasi indikator yang belum terakomodasi, dan perancangan alur pembelajaran berbicara; serta (c) Development, yang mencakup pengembangan flipbook interaktif untuk tiga unit tematik, yaitu Job Interview, First Day at Work, dan Getting Lost in the Office, masing-masing terdiri dari tiga pembelajaran mikro berbasis skenario profesional. Ketiga, desain materi menerapkan format multimodal melalui video, komik strip dengan audio, dan kuis interaktif yang dilengkapi dengan self-assessment berbasis can-do statements CEFR B1 serta penilaian performatif oleh dosen. Materi dirancang untuk mendukung praktik berbicara kontekstual dan kolaboratif yang relevan dengan lingkungan kerja. Keempat, Hasil tes menunjukkan bahwa materi memiliki keterbacaan pada tingkat perguruan tinggi dan memperoleh skor rata-rata 4,23 dari tiga ahli pedagogi/pengembangan materi dan satu ahli media. Mereka menilai materi sesuai secara pedagogis, kolaboratif, dan menarik secara visual. Evaluasi mahasiswa menunjukkan skor rata-rata 4,15, mencerminkan tingkat keterpakaian materi yang cukup tinggi. Oleh karena itu, pendekatan microlearning berbasis flipbook direkomendasikan sebagai media pembelajaran alternatif yang efektif untuk mengembangkan kompetensi komunikatif dan keterampilan kerja di kalangan mahasiswa yang tidak menggunakan bahasa Inggris sebagai bahasa pertama mereka.

Kata Kunci: Keterampilan Kolaboratif, Pembelajaran Mikro, Kemampuan Speaking, Jurusan non-Bahasa Inggris

ABSTRACT

Dwi Niar Damayanti. 2025. Designing Microlearning Flipbook-Based and Collaboration Skills-Infused English Speaking Learning Materials for Non-English Major Students. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, Jakarta State University.

Microlearning and collaboration skills have been recognized as a pedagogical approach and a skill that aligns with the demands of 21st-century learning. This study aims to design and develop microlearning-based speaking learning materials that are harmoniously integrated with collaborative strategies, using the Successive Approximation Model (SAM) and interactive flipbook media.

This study yielded four main findings: First, material analysis revealed that the available materials met most of the microlearning principles (77.8%), but only a few indicators of collaborative skills appeared explicitly (30%). Interviews with the lecturer and a survey of 40 non-English major students revealed that students require practical materials that support vocabulary acquisition, presented in an interactive audiovisual format. Second, the development procedure utilized the SAM model, which consists of three stages: (a) Preparation, which includes literature review and needs analysis; (b) Design, where microlearning and collaboration principles were mapped, existing materials were analyzed, unaddressed indicators were classified, and a speaking learning flow was designed; and (c) Development, which involved the creation of interactive flipbooks for three thematic units: Job Interview, First Day at Work, and Getting Lost in the Office, each comprising three micro-learning modules based on professional scenarios. Third, the material design employs a multimodal format, incorporating videos, audio-enabled comic strips, and interactive quizzes with self-assessment based on CEFR B1 can-do statements, as well as performative assessment by faculty members. The material is designed to support contextual and collaborative speaking practices relevant to the work environment. Fourth, test results indicate that the material is readable at the college level (Grade 12–College) and received an average score of 4.23 from three pedagogical/material development experts and one media expert. They assessed the material as pedagogically appropriate, collaborative, and visually appealing. Student evaluations yielded an average score of 4.15, reflecting a high level of material usability. Therefore, the flipbook-based microlearning approach is recommended as an effective alternative learning medium for developing communicative competencies and work skills among students who do not use English as their first language.

Keywords: *Collaboration Skill, Microlearning, Speaking Skills, Non-English Major Students.*

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I acknowledge this work is far from perfect. But it is born out of sincere effort and devotion. I welcome every feedback as a step toward better scholarship and deeper understanding. May this paper, in its own humble way, contribute to the growth of English language education and inspire future work beyond my own.

Sincerely,

Dwi Niar Damayanti

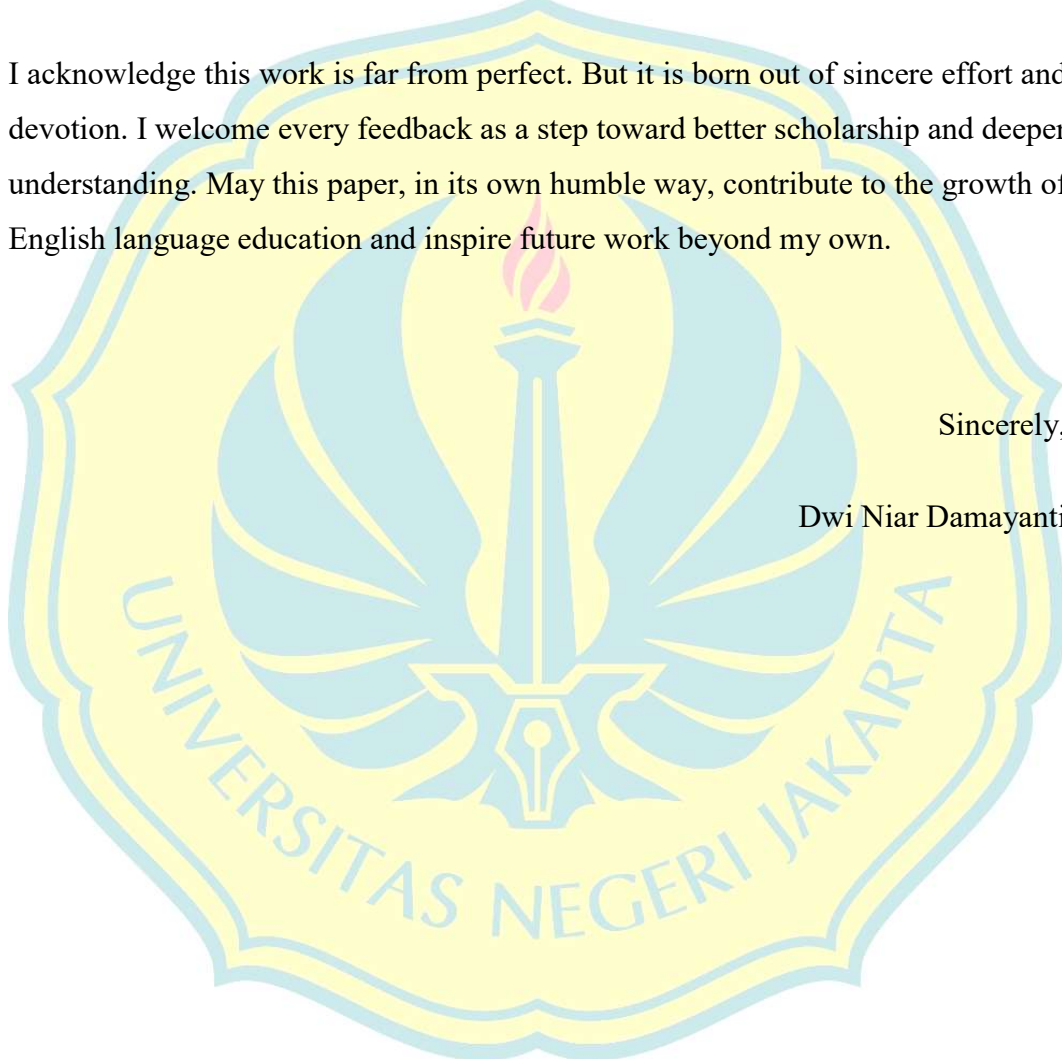


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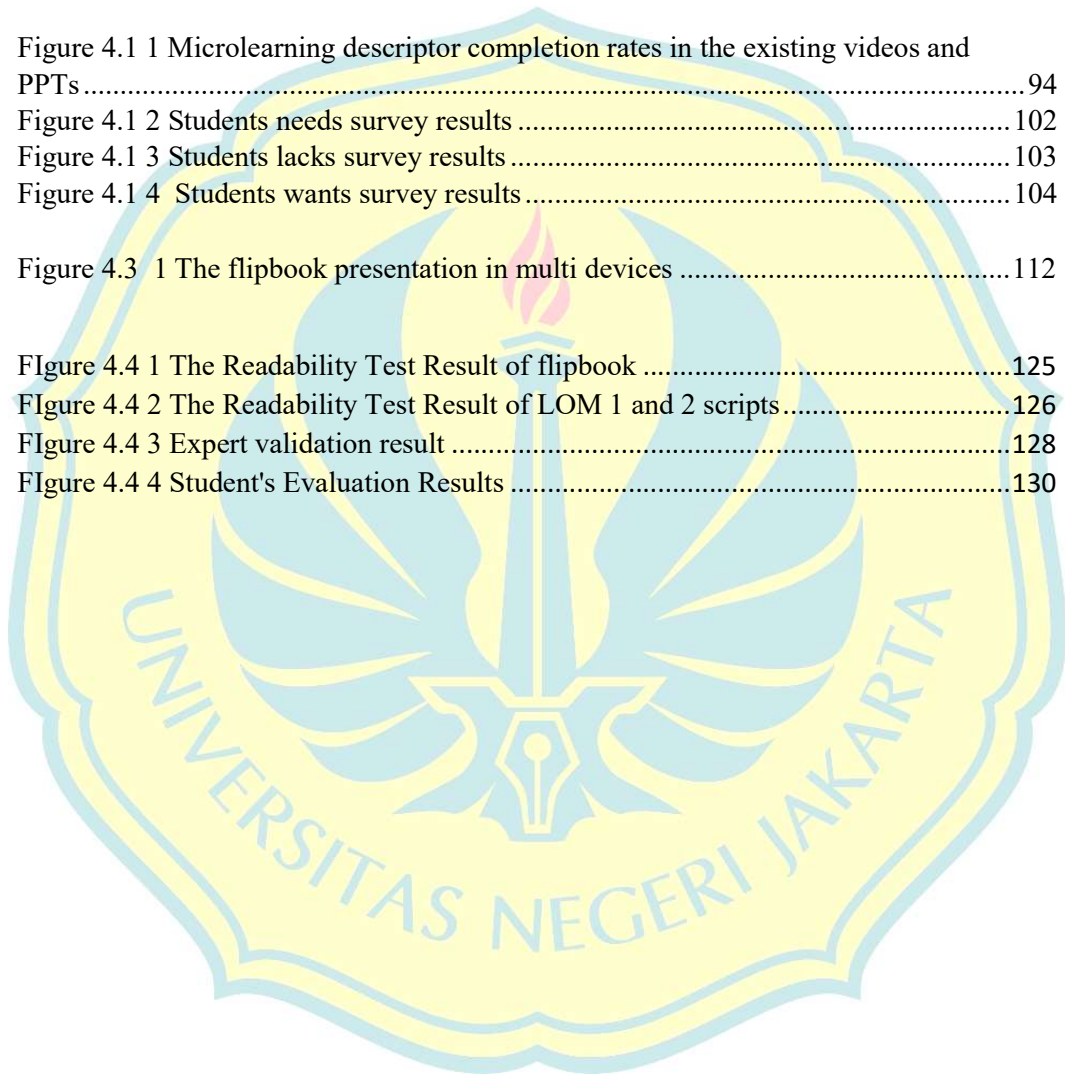


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Appendix 10: Student Evaluation Form

Appendix 11: Student Evaluation Results

