

COLLABORATIVE LEARNING-INTEGRATED AND MICROLEARNING-BASED ENGLISH LEARNING MATERIALS OF READING FOR THE EIGHTH GRADERS OF MILD INTELLECTUALLY DISABLED STUDENTS



A THESIS

**Submitted in Partial Fulfillment of the Requirements
for Degree of Master Program of English Language Education**

GWIDAYANI

1212820009

MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION



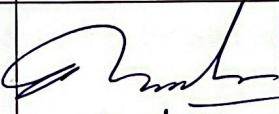
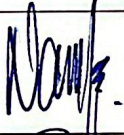



FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2022

**PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS**

Nama : Gwi Widayani
 Nomor Registrasi : 1212820009
 Program Studi : Magister Pendidikan Bahasa Inggris

NO	NAMA	TANDA TANGAN	TANGGAL
1	Dr. Liliana Muliastuti, M.Pd. Dekan Fakultas Bahasa dan Seni		2 / 9 2022
2	Dr. Siti Drivoka Sulistyningrum, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris		18 / 8 2022
3	Dr. Ifan Iskandar, M. Hum. Pembimbing I		18 / 8 2022
4	Dr. Ratna Dewanti, M.Pd. Pembimbing II		18 / 8 2022
5	Dr. Siti Drivoka Sulistyningrum, M.Pd. Ketua Penguji		18 / 8 2022
6	Dr. Sri Sumarni, M.Pd. Anggota Penguji I		19 / 8 2022
7	Pro. Dr. Muchlas Suseno, M.Pd. Anggota Penguji II		18 / 8 2022

DECLARATION

I am the student with the following identity:

Name : **GWI WIDAYANI**
Student's Number : **1212820009**
Study Program : **Master Program of English Language Education**
Department : **Languages and Arts Education Department**

I hereby declare that this final project entitled "*COLLABORATIVE LEARNING-INTEGRATED AND MICROLEARNING-BASED ENGLISH LEARNING MATERIALS OF READING FOR THE EIGHTH GRADERS OF MILD INTELLECTUALLY DISABLED STUDENTS*" is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Jakarta, August 2022



ACKNOWLEDGEMENT

All praises belong to Allah, the Lord of the world. To whom we worship and to whom we seek for help. The writer thanks to Allah SWT for always giving her ease in every difficulty, for always strengthening her in every hardship she found during the completion of this thesis. Shalawat and Salam are upon to the Rasulullah Muhammad SAW, the Man of honesty, noble, discipline, consistency, patience, devotion, adoring, and empathy.

First and foremost, the writer would like to express her gratitude to her family; parents, lovely brother, husband and children for their tremendous understanding and encouragement, unconditional, unequivocal, and loving support.

Also, the writer is extremely grateful to her thesis supervisors, Dr. Ifan Iskandar, M.Hum. and Dr. Ratna Dewanti, M.Pd. for their invaluable advice, continuous support, and patience during her master study. Their immense knowledge and plentiful experience have encouraged her in all the time of her academic research and daily life. The writer would also like to thank her beloved lecturers, Dr. Siti Drivoka S., M.Pd, Dr. Sri Sumarni, M.Pd., Dr. Darmahusni, M.A., Prof. Dr. Ilza Mayuni, M.A., and Prof. Dr. Muchlas Suseno, M.Pd., for their efforts, knowledge and assistance during her study. Then, the writer would like to thank her school including management, parents and students of Syafana Islamic School for the endless support and love. It is their kind favor that also motivates her to study harder and contribute better.

Last but not least, the writer would like to thank her college friends, MPBI-UNJ 2020, for determination, motivation, and inspiration as well as in group projects to share ideas, arguments and insights. Keep doing exceptional work as always and success awaits.

ABSTRAK

Gwi Widayani. (2022). *Bahan Ajar Keterampilan Membaca dalam Bahasa Inggris yang Terintegrasi Pembelajaran Kolaboratif Berbasis Pembelajaran Mikro* (Studi Desain dan Pengembangan Bahan Ajar Program Pendidikan Bahasa Inggris). Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Pembelajaran berbasis mikro telah banyak digunakan di berbagai area khususnya pendidikan. Berbagai materi dirancang dengan menggunakan basis mikro dan terbukti mampu meningkatkan motivasi siswa dalam belajar. Namun belum ada bahan ajar berbasis pembelajaran mikro yang ditujukan untuk siswa tuna grahita khususnya untuk mengajar keterampilan membaca dalam Bahasa Inggris. Selain itu, ketrampilan kolaborasi juga sangat dibutuhkan di pembelajaran abad 21. Oleh karena itu, penelitian ini bertujuan untuk merancang bahan ajar untuk mengajarkan keterampilan membaca dalam Bahasa Inggris berbasis mikro untuk siswa tunagrahita ringan kelas 8 yang terintegrasi dengan pembelajaran kolaboratif. Penelitian ini menggunakan Penelitian Desain dan Pengembangan dan terdapat tiga temuan utama yaitu: pertama, materi belum sepenuhnya terintegrasi dengan pembelajaran kolaboratif dan pembelajaran mikro. Kedua, ada lima prosedur yang digunakan untuk merancang bahan ajar untuk mengajarkan keterampilan membaca dalam bahasa Inggris berbasis pembelajaran kolaboratif terintegrasi dan pembelajaran mikro, yaitu: 1) memilih deskriptor pembelajaran mikro dan kolaboratif yang sesuai; 2) menganalisis materi buku yang tersedia dengan menggunakan deskriptor pembelajaran mikro dan keterampilan kolaboratif; 3) mengklasifikasikan deskriptor yang tidak tercakup dalam bahan ajar yang ada; 4) mengintegrasikan deskriptor pembelajaran mikro dan keterampilan kolaboratif ke dalam materi pembelajaran untuk mengajarkan keterampilan membaca dalam Bahasa Inggris; dan 5) merancang naskah bahan ajar untuk keterampilan membaca dalam bahasa Inggris. Ketiga, rancangan berupa naskah bahan ajar keterampilan membaca dalam Bahasa Inggris untuk siswa tuna grahita kelas 8 dengan menggunakan deskriptor pembelajaran mikro dan pembelajaran kolaboratif.

Kata kunci: *Bahan Ajar Keterampilan Membaca, Pembelajaran Kolaborasi, Pembelajaran Mikro, Siswa Tuna Grahita,*

ABSTRACT

Gwi Widayani. (2022). *Collaborative Learning-Integrated and Microlearning-Based English Learning Materials of Reading for the Eighth Graders of Mild Intellectually Disabled Students*. (Design and Development Study of English Language Education Program Learning Materials). Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Arts, State University of Jakarta.

Microlearning has been widely used in many fields, particularly education. The recent studies showed that a variety of materials that are taught using microlearning-based can increase students' motivation while they are learning. However, there isn't any material based on microlearning that is intended for mild intellectually disabled students, specifically to teach them how to read in English.

In addition, collaboration skills are needed to support the 21st century education. Thus, the purpose of this study is to design collaborative learning-integrated and microlearning-based learning materials scripts of English-reading for the eighth graders of mild intellectually disabled students.

The study uses Design and Development Research (DDR), and there are three major findings: first, the material has not yet been fully integrated with collaborative learning and microlearning. Second, there are five procedures that can be used to design collaborative learning-integrated and microlearning-based learning materials scripts of English-reading for the eighth graders of mild intellectually disabled students: 1) selecting the suitable microlearning and collaborative learning descriptors; 2) analyzing the existing materials using microlearning and collaboration skills descriptors; 3) classifying the descriptors which are not enclosed in the existing learning materials; 4) integrating the microlearning and collaboration skills descriptors which are relevant with the teaching stages of English Reading; and 5) designing the English-reading learning material scripts. The last finding is the design of collaborative learning-integrated and microlearning-based learning materials scripts of English-reading for the eighth graders of mild intellectually disabled students.

Keywords: *Collaborative Learning, Microlearning, Mild Intellectually Disabled Students, Reading Materials*

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
ABSTRAK.....	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of The Study	1
1.2 Research questions	6
1.3 Objectives of the Study	6
1.4 Scope of the Study	7
1.5 Significances of the Study.....	7
1.6 State of the Arts.....	8
CHAPTER II	9
LITERATURE REVIEW	9
2.1 Teaching and Learning of English Reading.....	9
2.1.1 The Purpose of Teaching Reading.....	9
2.1.2 The Principles of Teaching Reading	10
2.1.3 Teaching and Learning Activities in Reading	17
2.1.4 Macro and Micro Skills of Reading	19
2.1.5 Teaching Reading to Mild Intellectually Disabled Students.....	20
2.1.6 CEFR Indicators of Reading.....	22
2.2 English Reading Materials	23
2.3 Collaborative Learning.....	24
2.3.1 Collaborative Learning Framework.....	25
2.4 Microlearning	29
2.4.1 Microlearning-Based Framework.....	33
2.5 Curriculum for the Eighth Graders of Mild Intellectually Disabled Students	35
2.6 Teaching and Learning of Reading for the Eighth Graders of Intellectually Disabled Students	37

2.7	Microlearning and Collaborative Learning for the eighth graders of Mild Intellectually Disabled Students	39
CHAPTER III.....		42
RESEARCH METHODOLOGY		42
3.1	Research Design.....	42
3.2	Research Participants	45
3.3	Research Time and Location.....	45
3.4	The data, data source and research Instrument	46
3.5	Data Collecting Procedure	47
3.6	Data Analysis and Procedure	49
CHAPTER IV		53
FINDINGS AND DISCUSSION		53
4.1	Need Analysis Result	53
4.1.1	The Result of Document Analysis.....	54
4.1.2	The Interview Result	60
4.2	The Procedures of Designing Collaborative Learning-Integrated and Microlearning-Based English Learning Materials of Reading for the Eighth Graders of Mild Intellectual Disabled Students	64
4.3	The Design of Collaborative Learning-Integrated and Microlearning-Based English Reading Learning Materials for the Eighth Graders of Mild Intellectually Disabled Students	66
4.4	The Result of Experts' Judgement	83
CHAPTER V.....		85
5.1	Conclusion.....	85
5.2	Suggestion	86
REFERENCES		88
APPENDICES.....		94

LIST OF TABLES

Table 2.1 CEFR Indicators for Overall Reading	11
Table 2.2 Cambridge Collaboration Framework.....	14
Table 2.3 Collaboration Framework by Intel Teach Elements.....	14
Table 2.4 The ACER’s Collaboration Skills Descriptor	17
Table 2.5 Allela’s Micro-learning Framework.....	23
Table 2.6 Adopted Microlearning Frameworks	24
Table 2.7 Microlearning Lesson Framework by Allela (2021).....	25
Table 2.8 Stages in Designing Microlearning Lesson.....	26
Table 2.9 English Curriculum for Special Needs Students	27
Table 3.1 Research Methodologies Employed in The Study	30
Table 3.2 Modified DDR Steps Used in Designing Writing Materials.....	31
Table 3.3 Data, Data Sources and Instruments.....	33
Table 3.4 Data Collecting Procedures	35
Table 3.5 The Interview Guideline for Teachers.....	35
Table 3.6 Data Analysis of the collaboration skills in the existing English materials ...	36
Table 3.7 Data Analysis of the microlearning indicators in the existing English materials	36
Table 4.1 Collaboration skills-integrated in existing materials.....	53
Table 4.2 Summary of microlearning components in the existing materials	57
Table 4.3 Summary of interview result	60
Table 4.4 Learning materials scripts of microlearning for unit 1	60
Table 4.5 Learning materials scripts of microlearning for unit 2.....	72
Table 4.6 Learning materials scripts of microlearning for unit 3.....	77

LIST OF FIGURES

Figure 2.1 Schematic View of Reading Process	13
Figure 2.2 ACER's Collaboration Skill Framework	26



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Gwi Widayani
NIM : 1212820009
Fakultas/Prodi : Magister Pendidikan Bahasa Inggris
Alamat email : widayanigwi@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi Tesis Disertasi Lain-lain (.....)

yang berjudul :

Collaborative Learning-Integrated and Microlearning-Based English Learning Materials of
Reading for the Eighth Graders of Mild Intellectually Disabled Students

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 29 Agustus 2022

Penulis

(Gwi Widayani)