EXPERT TALK 2024

## RESEARCH TITLE

MAULANA MALIK IBRAHIM MALANG
STATE ISLAMIC UNIVERSITY

# Development of Learning Media Through Teachmint Based on Flipped Learning in Literal Reading Course

The Teams:
***Harir Mubarok; Vara Fauziatul 'Ainiyah; Rahma Adine Wahyu Putri; Alfan Fahrizal.***


EXPERT TALK 2024

# TABLE OF **CONTENT**

# TABLE OF **CONTENT**

# TABLE OF **CONTENT**

# TABLE OF **CONTENT**

# TABLE OF **CONTENT**

# INTRODUCTION


Research Background

Page 1

Problem Formulation

Page 2

Research Objective

Page 3

CHAPTER 1

# RESEARCH BACKGROUND

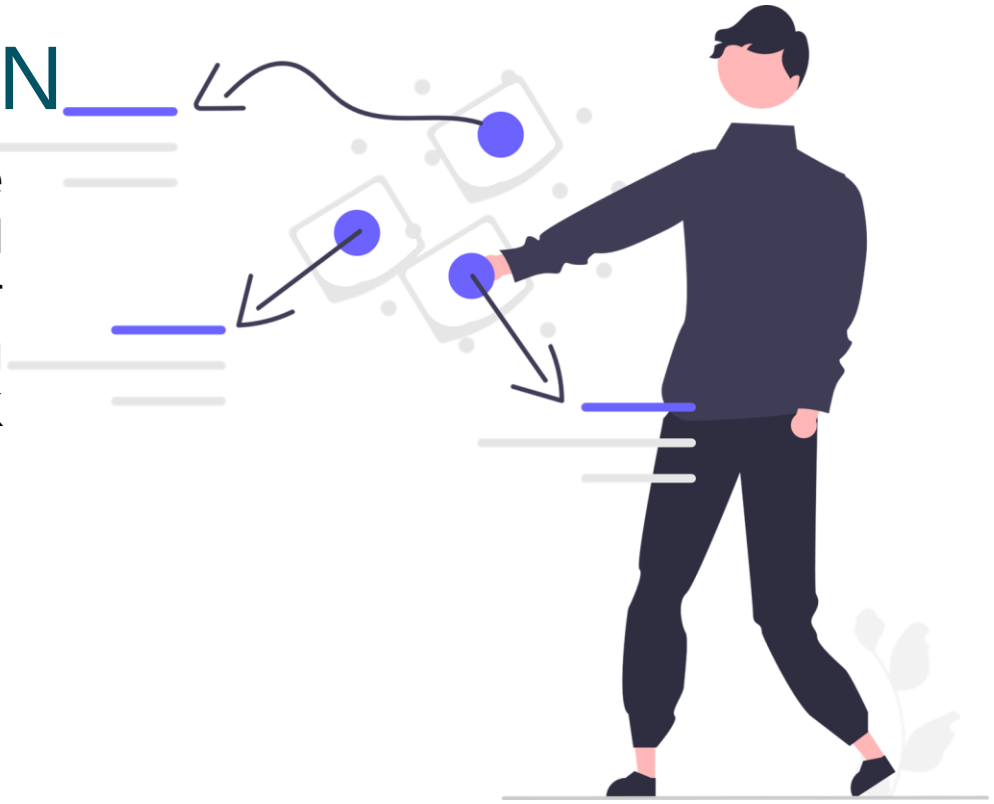
1. Developments in the Society 5.0 era mark technological advances such as artificial intelligence, computing, and industrial robotics.
2. The major impact of these developments is felt in the world of education.
3. A society that relies heavily on technology requires education that is creative, innovative and adaptive.
4. State Islamic University Maulana Malik Ibrahim Malang faces challenges in optimizing technology for learning, especially in courses such as Literal Reading.
5. The proposed solution is to use Teachmint application and the concept of flipped learning.
6. Teachmint application allows the development of learning media that is more varied, interesting, and practical for students.
7. The concept of flipped learning allows the focus of learning on student interaction with the material in the classroom.

CHAPTER I

# PROBLEM FORMULATION

A. How to develop learning media using the Teachmint application which is practical based on the Flipped Learning model for learning reading in the Literal Reading course for Tadris English students at FITK UIN Maulana Malik Ibrahim Malang?

B. How do students perceive the development of learning media through the Teachmint application with a flipped learning model for literal reading courses?



BAB I

# Research Objective

A. Creating practical reading learning media using the Teachmint application in the literal reading course for English Education students at UIN Maulana Malik Ibrahim Malang.

B. Knowing students' perceptions of the development of learning media through the Teachmint application with a flipped learning model for literal reading courses.

# ROADMAP

# Road Map Penelitian Pengembangan Media pembelajaran Dengan Aplikasi Teachment berbasis Flipped Learning pada pembelajaran Reading 2024-2026

**2024**

-Analysis
-Development
-Implementation

**2025**

Peningkatan kualitas media

**2026**

Tansformasi media pembelajaran pada mayoritas matakuliah

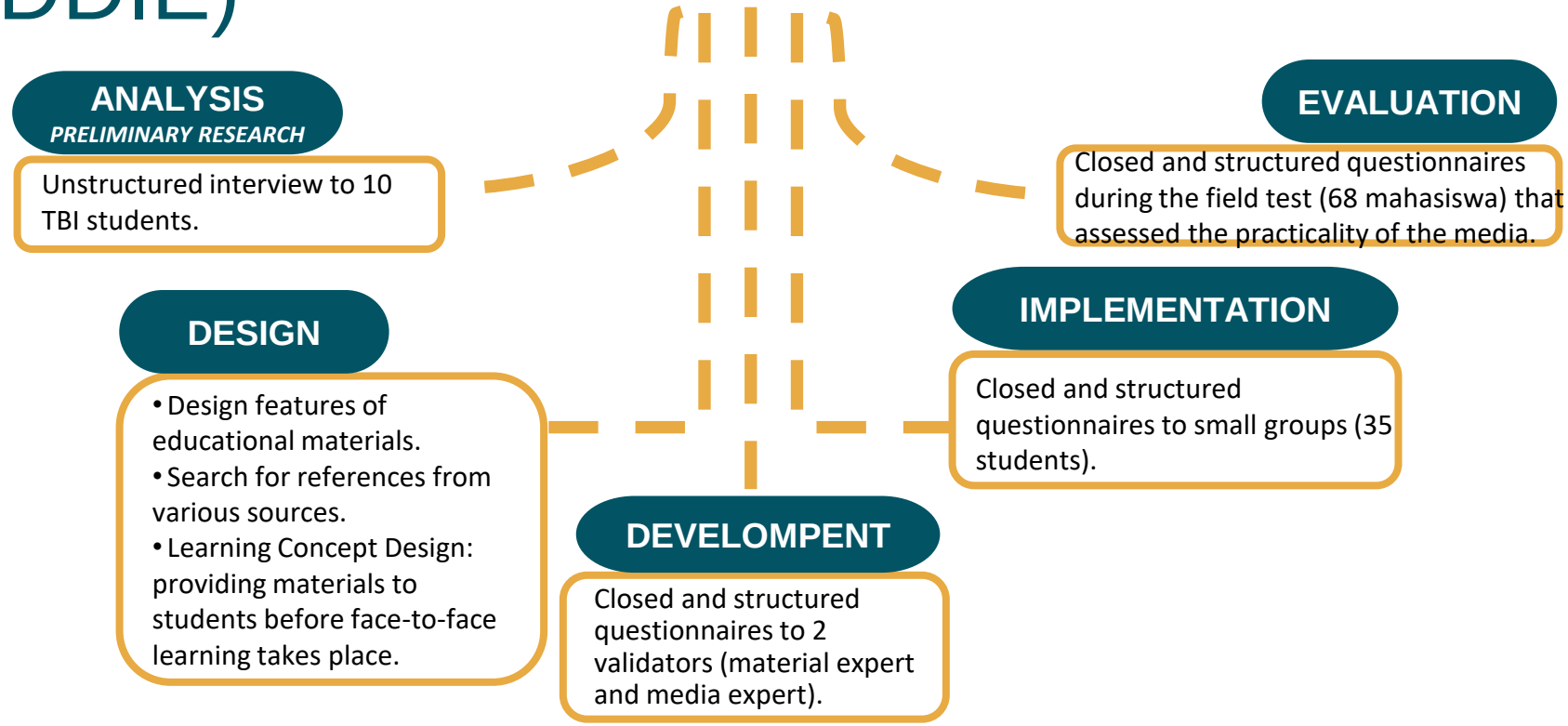
Pada akhirnya, berangkat dari penelitian ini, akan terjadi transformasi media pembelajaran yang digunakan di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang menjadi media pembelajaran yang praktis dan mudah diakses kapan saja dan dimana saja dengan menggunakan model flipped learning.

By: VaraRahmaAlfan

# RESEARCH METHODS

CHAPTER III

# Research Methods (ADDIE)



# RESULT & DISCUSSION

CHAPTER IV

# Result & Discussion

**ANALYSIS**

1. The use of new technology is limited to Zoom, Google Meet, e-learning, e-module, and PPT platforms.
2. The lack of learning media that uses applications that are easy to operate before learning so that many students still depend on the lecturer's explanation in class.
3. Lack of teaching materials and learning media that use easy and practical applications using the flipped learning model.

BAB IV

# RESULT & DISCUSSION

## DESIGN

### Drafting Design Guidelines

1. Easy practical learning media in the form of Teachmint application.
2. Using the Flipped Learning model.

### Design Materials

1. Focus on vocabulary acquisition.
2. Paragraph Structure.
3. Skimmig and Scanning.
4. Apply the Concepts of Previewing and Compound Noun.

### Media Concept Design

1. Home page.
2. Teaching features.
3. Class Management feature.
4. Other Features.

CHAPTER IV

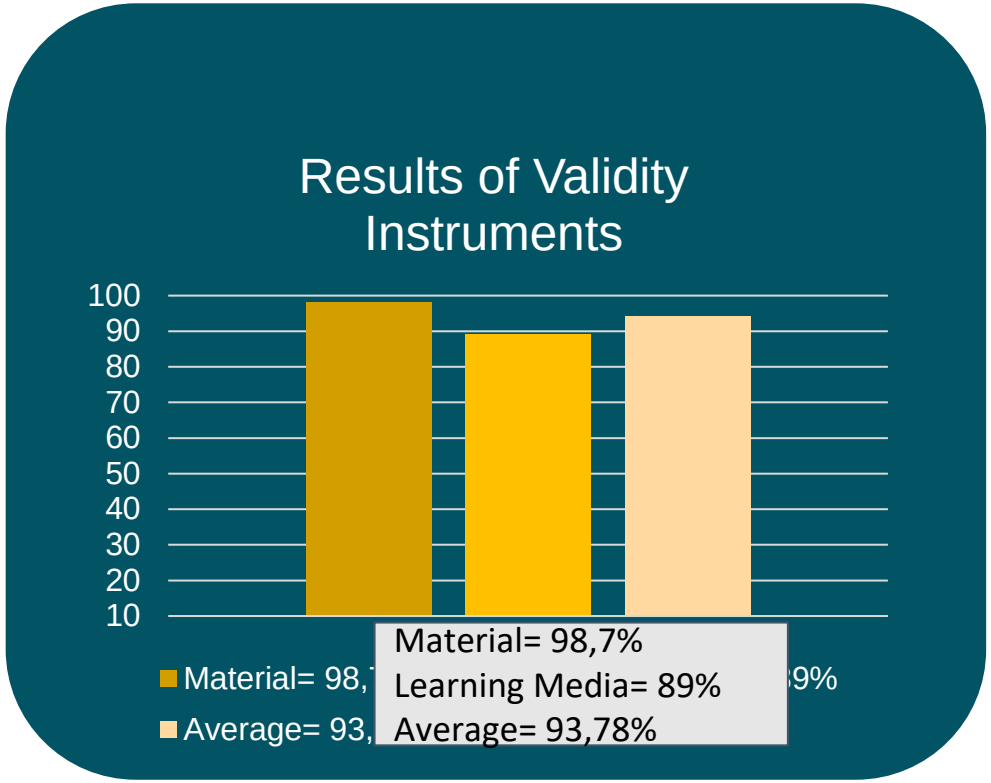
# Result & Discussion

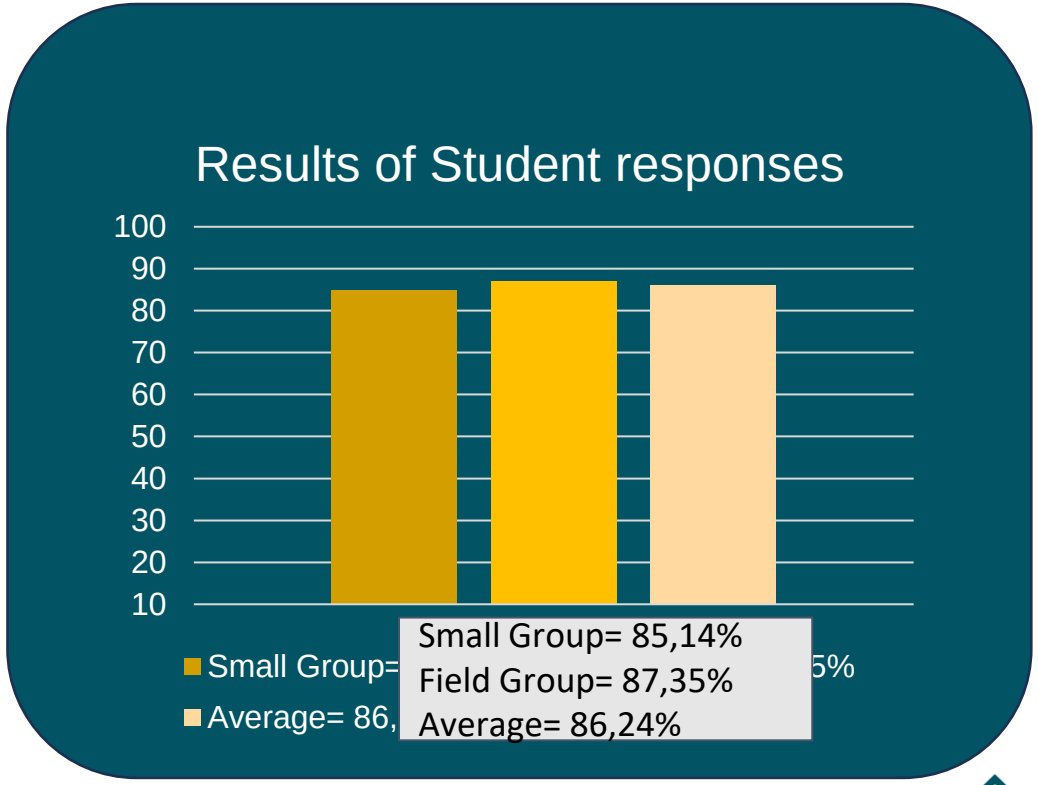
**DEVELOPMENT**

| Pre Production | Production | Post Production |
| --- | --- | --- |
| 1. Search for reference sources.<br>2. prepare what material to put.<br>3. Making storyboards. | 1. Compile teaching materials into the feature application according to the template design.<br>2. Editing.<br>3. Validation.<br>4. Improving. | Teachmint and E-modul Final Editing. |

BAB IV

# Result & Discussion



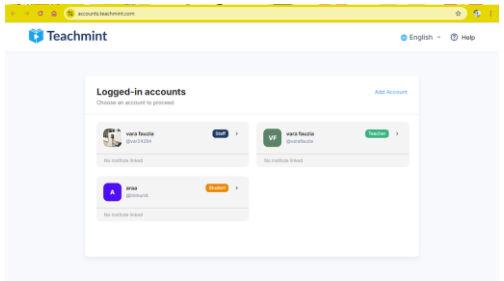



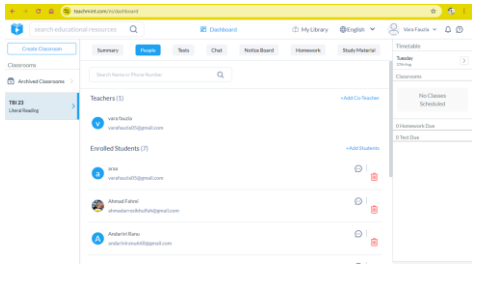
# CONCLUSION

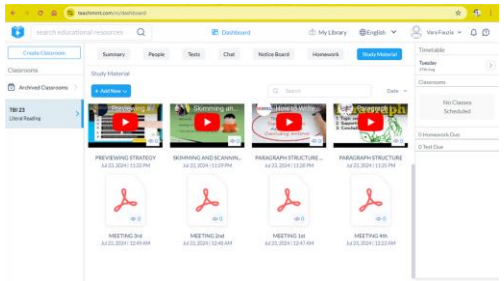
BAB IV

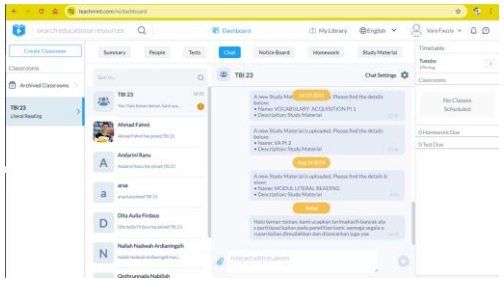
# Conlusion

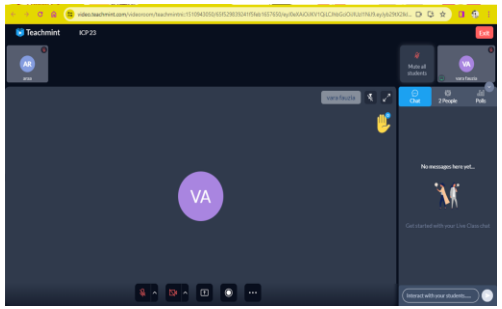
Based on the results of this study, it can be concluded that this study has succeeded in developing interactive learning media based on the Teachmint application with a flipped learning model specifically designed for the Literal Reading subject for English Education students in 3rd semester at UIN Malang. The development process that follows the ADDIE model has produced a product that meets high-quality standards. This is evidenced by the results of the validation of materials and media which achieved an average score of 93.78%, as well as the results of the practicality test which showed that 86.24% of respondents considered this learning media very practical. Thus, the Teachmint application can be used directly in the learning process without requiring further revision.

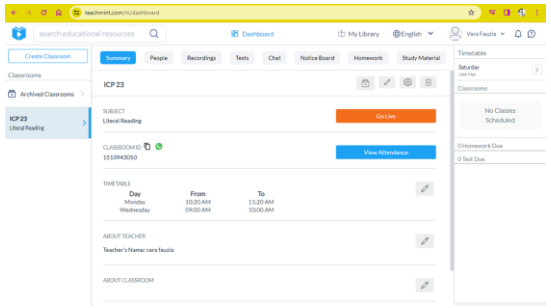

Teachmint
Logged-in accounts

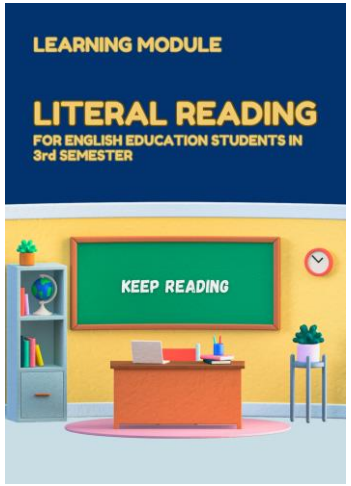







Teachmint
ICP23
VA

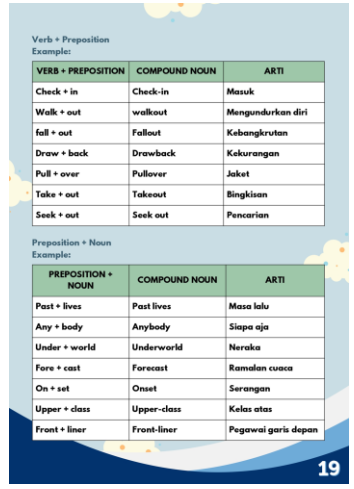

ICP 23


LEARNING MODULE
LITERAL READING
FOR ENGLISH EDUCATION STUDENTS IN 3rd SEMESTER
KEEP READING

Introduction
Learning Objective
1. Skimming & Scanning.
2. Identify Paragraph Structure
3. Apply The Concepts of Previewing and Compound.
4. Focus on Vocabulary Acquisition.
Meaningful Comprehension
1. Skimming and Scanning
Techniques help in efficiently understanding large amounts of information.
2. Identify Paragraph Structure. Differences about the topic, the main idea, and supporting details.
3. Previewing and Compound
Previewing is quickly reviewing a text for an overview, while compound involves combining elements to form a complex structure.
4. Vocabulary Acquisition
A robust vocabulary enhances literal comprehension skills, allowing learners to grasp the direct content of texts accurately.
LEARNING OUTCOMES
1. Students are expected to use skimming and scanning techniques when reading.
2. Students are expected to identify the topic, main sentence, and supporting details.
3. It is expected that students can preview and compound when reading.
4. It is expected that students can increase their vocabulary knowledge.

1 SKIMMING AND SCANNING
There are many ways to read selectively to get an idea for a text. Two of these techniques are called skimming and scanning, both of which can be an important first step in approaching a dense or difficult text. Skimming or scanning first can help you retain more information as you read more closely later. They are also especially helpful tools in your preliminary research process to see if a source is a good fit for your paper. That way, you're not stuck reading ten or twenty papers in their entirety just to scrap them!
Skimming
Skimming is a strategic reading technique of reading to get the main ideas of an article that allows you to read more in less time. This can be helpful in previewing a passage to decide if it's worth reading.
How to Skim???
To skim effectively, there must be a structure to get the information you need without reading every word.
• Read the first few paragraphs in detail to get an idea of what will be discussed. Once you understand what the reading will be about, read only the first sentence in each paragraph
• Decide if the rest of the paragraph is worth the read, then skim through looking for important information like dates, names, events, etc.
• The final paragraphs contain a conclusion or summary, you should stop skimming and read in detail. Skimming is a technique to grasp the main ideas of a passage, the overall comprehension will be lower than reading in detail.
1

3 PREVIEWING & COMPOUND
Previewing is a speed reading technique that helps students understand the context and difficulty of a text. Like a map on a journey, previewing gives an initial idea of what will be encountered in the reading, thus facilitating the process of understanding the content of the text. The analogy goes like this, imagine you are about to embark on a journey. With a map, you can plan your route, estimate your travel time, and anticipate obstacles. Similarly, previewing helps you plan your reading process, estimate the level of difficulty, and anticipate important ideas.
The benefits of Previewing
• Understanding Context: Previewing helps to understand the context of the text, such as the main topic, important ideas, and relationships between sections.
• Assessing Text Difficulty: Previewing helps assess the difficulty of the text, based on sentence structure, vocabulary, and complexity of ideas.
• Increases Reading Speed: Previewing helps increase reading speed as the reader already has a preliminary idea of the content of the text.
• Improves Comprehension: Previewing helps improve comprehension because the reader is already focused on the important ideas and relationships between sections.
• Makes Skimming Easier: Previewing helps make skimming easier, which is a speed reading technique to find specific information.
12


Verb + Preposition
Example:
VERB + PREPOSITION | COMPOUND NOUN | ARTI
Check + in | Check-in | Masuk
Walk + out | walkout | Mengundurkan diri
fall + out | Fallout | Kebangkrutan
Draw + back | Drawback | Kekurangan
Pull + over | Pullover | Jaket
Take + out | Takeout | Bingkisan
Seek + out | Seek out | Pencarian
Preposition + Noun
Example:
PREPOSITION + NOUN | COMPOUND NOUN | ARTI
Past + lives | Past lives | Masa lalu
Any + body | Anybody | Siapa aja
Under + world | Underworld | Neraka
Fore + cast | Forecast | Ramalan cuaca
On + set | Onset | Serangan
Upper + class | Upper-class | Kelas atas
Front + liner | Front-liner | Pegawai garis depan
19

REFERENCES
Lee, L. & Gunderson, E. 2010. Select Readings. New York: Oxford University Press
Lucas, Mathias, Alfred, Kohnke., Adrian, Ting. (2021). ESL students' perceptions of mobile applications for discipline-specific vocabulary acquisition for academic purposes. Knowledge Management & E-Learning: An International Journal, 13(1):102-117. doi: 10.34105/J.KMEL.2021.13.006
https://repository.ut.ac.id/4173/1/BING3301-M1.pdf
https://www.cuesta.edu/student/resources/ssc/study_guides/reading_comp/307_read_main_idea.html#:~:text=That%20main%20idea%20may%20be,dealt%20with%20in%20the%20paragraph.
https://www.touro.edu/departments/writing-center/tutorials/topic-sentence/
THANK YOU
25