

Development of the Social-Media Assisted Listening 'Think-Pair-Share' Learning Model During a Pandemic

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Abstract: This research was initiated on the preliminary studies in the English Language Education program in studying Interpretative listening courses to see the condition and need of the teaching listening. The fact showed that 1) the teacher-centered model was still used in the classroom; 2) learning listening comprehension was not optimal yet and teaching model applied was incapable to develop; 3) There are many problems found by lecturers and teachers in how to become an effective listener. This study aims to develop a valid, effective, and practical Social Media Assisted Learning Listening Think Pair Share Learning (SmartPLS) model, using YouTube and Whatsapp. Developing this model is important because Social media; especially video YouTube can improve students' Listening Comprehension significantly. The study used Research and Development (R & D) approach. The development procedure used was an ADDIE model which consists of analysis, design, development, implementation, and evaluation. The researcher involved several experts to validate the design, content, and presentation of this model. The subject of the limited trial involved 10 students and the field sample was 38 students of English Language Education of the Islamic University of Riau who were taking the basic listening course. The data were collected through a questionnaire and analyzed quantitatively by using Excel. The result of this study found that the SmartPLS model is considered effective, valid, and practice and that it can be used to improve four Listening skills: 1) determine vocabulary meaning from context; 2) identifying the main idea with supporting details; 3) Listening for a specific purpose; and 4) recognizing specific grammatical structures within a setting for students.

Keywords: SMARTPLS model, Youtube, ADDIE, Think Pair Share

Introduction

Mastering the English language is now becoming increasingly important, not only because it is needed to communicate, but also it is needed to access various information because currently most of the scientific information is widely available in English. Especially at this time the discovery and dissemination of information are getting faster because of the help of advanced information technology. Printed journal is slowly becoming phased out as it is irrelevant and replaced by electronic journal which is mostly written in English. Consequently, mastering English becomes an important prerequisite for those who want to publish an article in an international journal. Mastering English requires a strong will, seriousness and it relatively takes time. However, with currently sophisticated technology, the learning process has become much easier. For example, with the widely available internet learning English becomes much easier. There are many platforms available that can increase the speed and the process of learning and shorten the time needed for learning English.

In the last 10 years, information technology has experienced rapid development resulting in a disruption in various aspects of human life. Many trading of goods and services experienced a sudden decline. Education also experienced a similar thing, disruption and decline in the number of students intake as it was exacerbated by the corona and COVID 19 outbreaks. The arrival of

the epidemic has made the world of education stutter and less prepared to deal with it. The Minister of Education and Culture responded to this situation by establishing all online learning and issuing the Minister of Education Circular Letter No. 363962/MPK.A/HK/2020 dated March 17, 2020, regarding online learning and working from home (BDR). In the letter, the government provided references to several online learning sites from private parties. Even though in the written letter it is free it is still paid, and if there is a problem the solution is returned to the respective educational institutions. As a result, the policies did not run smoothly as expected.

Method

The research and Development (R & D) approach was used in this study. The development procedure used was an ADDIE model which consists of analysis, design, development, implementation, and evaluation (Hall, 2002); Mohanty et al, 2005); Cazavan-Jeny & Jeanjean, 2006); Hsu & Hsueh, 2009); DiMasi et al (2016). The researcher involved several experts to validate the design, content, and presentation of this model. The subject of the limited trial involved 10 students and the field sample was 38 students of English Language Education of the Islamic University of Riau who were taking Interpretative and basic listening courses. The data were collected through a questionnaire and analyzed quantitatively by using Excel.

Result and Discussions

There are also many problems relating to online learning. *First*, not all students have digital devices that can support a smooth internet network. As a result, they are unable to fully participate in online learning, especially those in remote areas. *Second*, there is an overload of (too many) assignments for students, resulting in increased stress on students. Stress due to the COVID 19 pandemic and the many tasks that must be done. *Third*, not all teaching staff, teachers, and lecturers master digital devices, especially elderly teachers in elementary schools. The overload (too many) assignments have resulted in very boring and monotonous online learning. *Fourth*, the cost of online learning is quite high. The better the applications, the more expensive their price, while at the same time not all students' parents can afford to buy adequate tools and applications. Economic factors then become a significant obstacle in online learning. *Fifth*, not all subjects and courses can be taught through online learning. Only certain subjects or courses can be delivered online. *Sixth*, online learnings are poor in expressions, while education requires a lot of expressions and is full of shared norms. These expressions are missing in online learning.

There are two solutions provided by the government to carry out online learning (Anugrahana, 2020; Herliandry et al, 2020). hifzul Muiz & Sumarni, 2020; Arizona et al, 2020). *First*, the regulation of the education system as stated in the circular letter of the Director-General of Higher Education No. 302/E.E2/KR/2020. In addition to regulating the issue of regulation of the provision of education, this letter also urges schools and colleges to provide easy learning methods and strategies for students. The government also provides credit assistance, scholarships, quota subsidies, and others. *Second*, repositioning the use of BOS funds so that they can be used to buy quotas and support various needs for handling the COVID 19 pandemic. These two policies are quite helpful in the learning process even though they do not answer all of the above questions, especially regarding the content of learning in the COVID 19 situation. Moreover, this pandemic is predicted to continue for quite some time so that it will hamper the direct learning process. So, there needs a solution to help educators and students learn independently. With the above reasons, the authors would like to find out solutions to problems of education by researching the Listening learning model during the COVID 19 pandemic. This research was carried out using a collaborative study strategy called SmartPLS or Online Learning Using Youtube and Whatsapp at Schools and Universities.

SmartPLS is a learning strategy, a concept to help educators discuss materials and do exercises online according to the situation of the context. To determine the learning outcomes achieved from listening learning, students are encouraged to make connections between their knowledge and their lives as family and community members. In practice, listening learning is carried out

authentically, that is learning that prioritizes real experience, is meaningful in life, and is close to real-life so that it is suitable if applied in a Pandemic time like today (Yulianti, 2019; Arifin, 2020).

The development of learning models is very important to improve student learning outcomes. This is because the English listening model applied by lecturers has not been optimal yet and one of the solutions proposed is to apply the SmartPLS Learning model which is expected to help English lecturers and teachers so that learning becomes effective and can improve the understanding and learning outcomes of the students. This SmartPLS learning model was designed by the ADDIE development model, then continued with evaluation according to the stages of the model development procedures (Sari, 2017). The initial analysis begins with instrument analysis then followed by a preliminary analysis by the experts, which is a need analysis to obtain what data and information are required to obtain a framework for the learning model. The validity of the SmartPLS learning model is 83%. The practicality of using the SmartPLS "TPS" learning model obtained an average value of 85% (very high category), which means that this learning model can be implemented properly. It means, in normal situations, it can be implemented.

The SmartPLS model is considered effective, it can improve listening skills and its accompanying impact. The improvement in listening skills can be seen from the increased understanding of vocabulary meaning through context, concepts, and the increased ability to determine the main ideas in listening. The accompaniment can also be seen from the increased activities, interest, and learning attitude of students in the Basic listening course. The effectiveness of using the model can also be seen from the results of the N-Gain score test which obtained a value of 37% (medium effectiveness), with a minimum N-Gain score of 14.29 and a maximum of 54.29, while the average N-Gain score of the experimental class was 73% (high effectiveness), with N-Gain score at least 52.00 and maximum 100.

The importance of this research can be seen from two aspects, the theoretical aspect, and the pragmatic aspect. The theoretical aspect explains that the SmartPLS model can be a choice of learning model that can be applied to English subjects in all skills. The SmartPLS model can enrich the scientific nature of English language education, especially the innovative active model which refers to the graduation standard for English subjects where students must have active, creative, effective, and innovative abilities. From the pragmatic (practical) aspect, this SmartPLS model can be used to become a model and solution for lecturers or teachers in solving problems and obstacles in English subjects that have been faced by teachers. In addition, for education practitioners, the SmartPLS learning model can be a material for discussion as an effort to improve student listening learning outcomes, especially in the Basic Listening English course.

Conclusion

The result of this study found that SmartPLS model is considered effective, valid, and practice and that it can be used to improve four Listening skills: 1) determine vocabulary meaning from context; 2) identifying the main idea with supporting details; 3) Listening for a specific purpose and 4) recognizing specific grammatical structures within a setting for students. The development of this SmartPLS learning model has a novelty value that can adjust to the learning conditions during this pandemic, that is the adaptation of habits in "Thinking", "Pairing" and "Sharing" which are the benchmarks for SmartPLS learning to understand listening better. The advantage of this learning technique is that it can provide opportunities for students to be able to develop themselves according to their potential, think critically and creatively so that independent learning is realized with more fun and not boring. This learning model has been presented, starting from the design to the research results in the form of posters, a product of innovation and seminars in three countries; Indonesia, Malaysia, and Thailand. From these three seminars, 3 medals were obtained: Gold, Silver, and Bronze medals. This model has also been tested on students at the Islamic University of RiauPekanbaru, Tongren University, and "Xi'an Aeronautical University, China.

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