

**THE DEVELOPMENT OF SOCIAL MEDIA ASSISTED
LISTENING ‘THINK PAIR SHARE’ LEARNNG MODEL FOR
UNDER GRADUATE STUDENTS AT UNIVERSITY**

DISSERTATION



By

**SYOFIANIS ISMAIL
NIM 15169033**

Written to Fulfill a Partial Requirement
In Obtaining a Doctor Degree in Education

**EDUATION SCIENCE STUDY PROGRAM
DOCTORAL PROGRAM
POST GRADUATE PROGRAM
UNIVERASITAS NEGERI PADANG**

2021

ABSTRAK

Syofianis Ismail 2020. **Pengembangan Model Pembelajaran *Social Media Assisted Listening 'Think Pair Share'* Untuk Mahasiswa Perguruan Tinggi** Disertasi. PascaSarjana Universitas Negeri Padang.

Pelaksanaan proses pembelajaran masih belum optimal karena masih banyak yang bersifat *teacher centered learning*. Dalam pembelajaran *Listening Comprehension* masih menempatkan mahasiswa sebagai pendengar yang tdk efektif (*ineffective listener*) sehingga belum mendorong pengembangan potensi mahasiswa. Tujuan penelitian disertasi ini adalah untuk mengembangkan model pembelajaran *Listening Think Pair Share Berbantuan Media Social* yang valid, praktis dan efektif dengan *Youtube* dan *Whatsapp*. Pengembangan model ini penting karena media sosial seperti *youtube* and *whatsapp* mempunyai potensi yang besar dan diduga dapat meningkatkan *listening comprehension* mahasiswa secara efektif dan signifikan. Penelitian ini menggunakan metode Research and Development (R &D) yaitu dengan menggunakan model ADDIE, *Analysis, Design, Development, Implementation dan Evaluation*. Penelitian ini melibatkan mahasiswa Program Studi Bahasa Inggris yang mengambil mata kuliah *Interpretative and Basic Listening*. Untuk menjaga keabsahan produk peneliti melibatkan pakar untuk memvalidasi *instrument*. Temuan penelitian ini menunjukkan bahwa *Listening Think Pair Share Learning* model yang berbantuan (You tube, Whatsapp) media social adalah valid, efektif dan praktis yang dapat meningkatkan listening skills mahasiswa dalam 4 hal yaitu (1) *determine vocabulary meaning from context*; (2) *identifying main idea with supporting details*; (3) *Listening for specific purpose* and (4) *recognizing specific grammatical structures within a setting for students*. Kendala yang dihadapi adalah ketersediaan jaringan internet yang tidak stabil serta paket terbatas. Untuk penelitian selanjutnya bisa menggunakan model Pembelajaran ini dengan *language skill* yang berbeda seperti *listening, speaking and writing*.

ABSTRACT

Syofianis Ismail 2020. **The Development of Social Media Assisted Listening ‘Think Pair Share’ Learning Model for Under Graduate Students at University**. Dissertation. PostGraduate Program of Universitas Negeri Padang.

This research was initiated on the preliminary studies in English Language Education program in studying Interpretative listening course 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. The aim of this study is to develop a valid, effective and practical Social Media Assisted Learning Listening Think Pair Share Teaching (SMALTPSL) model, using You Tube and Whatsapp. Developing of this model is important because Social media; specially video You Tube 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, develop, implement and evaluation. The researcher involved several experts to validate the design, content and presentation of this model. The subject of limited trial involved 10 students and 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 questionnaire and analyzed quantitatively by using Excel. Result of this study found that SMALTPSL model considered effective, valid and practice and that it can be used to improve four Listening skills: (1) determine vocabulary meaning from context; (2) identifying main idea with supporting details; (3) Listening for a specific purpose and 4) recognizing specific grammatical structures within a setting for students.


LEMBAR PENGESAHAN

Dengan persetujuan Komisi Promotor/Pembahas/Penguji telah disahkan
Disertasi atas nama :

Nama : Syofianis Ismail
NIM. : 15169033

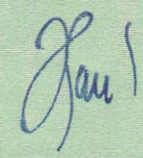
melalui ujian terbuka pada tanggal 14 Juni 2021

Direktur Pascasarjana
Universitas Negeri Padang,



Prof. Yenni Rozimela, M.Ed., Ph.D.
NIP. 19620919 198703 2 002

Koordinator Program Studi,



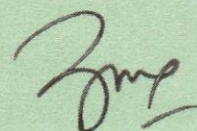
Prof. Dr. Ahmad Fauzan
NIP. 19660430 199001 1 001

PERSETUJUAN KOMISI PROMOTOR/PENGUJI

Nama : Syofianis Ismail
NIM. : 15169033

Komisi Promotor/Penguji

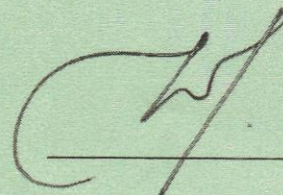
Prof. Dr. M. Zaim, M.Hum.
(Ketua Promotor/Penguji)




Prof. Dr. Mukhaiyar
(Promotor/Penguji)



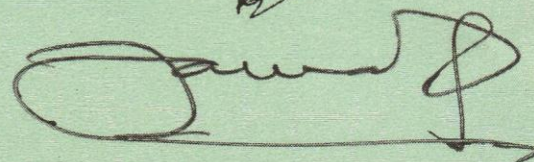
Prof. Nurhizrah Gistituati, M.Ed., Ed.D.
(Promotor/Penguji)



Prof. Yenni Rozimela, M.Ed., Ph.D.
(Pembahas/Penguji)



Dr. Darmansyah, M.Pd.
(Pembahas/Penguji)



Prof. Dr. Yazid Basthomi, M.A.
(Penguji dari Luar Institusi)



SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis dengan judul “The Development of Social Media Assisted Listening ‘Think Pair Share’ Learning (SMALTPSL) Model for Undergraduate Students at Univercity” adalah asli dan belum pernah dijadikan untuk mendapatkan gelar akademik di Universitas Negeri Padang maupun perguruan tinggi lain.
2. Karya tulis ini murni gagasan dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain kecuali arahan Tim Promotor, Tim Pembahas, dan masukan dari rekan-rekan peserta seminar.
3. Karya tulis ini didalamnya tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dan dicantumkan sebagai acuan didalam naskah saya dengan disebutkan nama penulisnya dan dicantumkan pada daftar rujukan.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan ketentuan hukum yang berlaku.

Padang, 23 April 2021

Saya yang menyatakan



Syofianis Ismail

ACKNOWLEDGEMENT

Bismillaahirramaanirrahiim

I praised to Allah who has given me an opportunity, hidayah and strength to finally complete my Dissertation with the title of the Development of Social Media Assisted Listening 'Think Pair Share Learning (SMALTPSL) Model for Under Graduate Students at the University.

This Dissertation is done on the background that there is a need to develop a valid, practical and effective model for teaching of English listening for the University students that integrate language education and technology as an effort to increase the quality of learning outcome of the students of the English Study Program.

The results of this research are some alternatives and suggestions to upgrade and increase the quality of teaching of English Listening using social media. I hope this research will give some benefits for the advancement of teaching English listening.

I would like to express my gratitude to all of Promotors and those who have help contributed to the finishing of this dissertation as follow:

1. Rector of the State University of Padang, Professor Ganefri, Ph. D who has given me opportunity to study in this University.
2. Rector of the Islamic University of Riau, Prof. Dr. H. Syafrinaldi, SH, M.C.L who has given me moral support as well as financial support in finishing this work.
3. Director of Post Graduate Program, the State University of Padang, Professor Yenni Rozimela, M. Ed., Ph. D. Who had given a motivation and spirit to finish this Dissertation.

4. Vice Director of Post Graduate Program, the State University of Padang, Prof. Dr. Atmazaki, M. Pd who was promoted me as one of graduant from Post Graduate program of Education on this 123th graduation 2021.
5. Head of Post Graduate Educational Study Program (S3), Prof. Dr. Ahmad Fauzan, M. Pd., M. Sc who gave me many valuable suggestions so that I can finish my dissertation.
6. Promotor Prof. Dr. Muhammad Zaim, M. Hum for his valuable help and serious attention during the process my research and completing this Dissertation.
7. Co-Promotor, Prof. Dr. Mukhaiyar, M. Pd for his attention during the process of my dissertation writing.
8. Co-Promotor, Prof. Dr. Nurhizrah Gistituati, M. Ed. Ed. D for her valuable guidance and her passion in completing my dissertation.
9. Examiner 1, Professor Yenni Rozimela, M. Ed., Ph. D. who had given a motivation and spirit to finish this Disertation.
10. Examiner 2, Dr. Darmansyah, M. Pd. who has given me valuable guidance, support and motivation so that I can finish this dissertation properly and and make this dissertation possible to be accepted for final examination.
11. External Examiner, Prof. Dr. Yazid Basthomi, S.Pd., M.A. the one who gave me valuable suggestions and corrections so that this dissertation was accepted for examination.
12. Validators of Instruments and research products, Dr. Darmansyah, M. Pd., from the State University of Padang. Prof. Dr. Fadly Azhar, M. Ed., from the University of Riau, Prof. Dr. Ilza Mahyuni, M. A, from the State University of Jakarta, Prof. Dr. Seno Himala Putra, M.P.d, from the Islamic Univerisity of Riau, and Prof. Dr. Safnil, M.A. from The University of Bengkulu.

13. Similar gratitude goes to the Director General of Higher Education (DP2M), Department of Education Indonesia who has awarded me financial support for finishing my research.
14. Library staff and employee of post graduate program who have facilitated me during the process of dissertation writing.
15. All Professors, lecturers and post graduate students and colleagues of the State University of Padang of academic year of 2015/2016.
16. Dean of Faculty of Teacher Training and Education, the Islamic University of Riau who has motivated me to finish my research soon.
17. All of my colleague and friends, Sawali Rais all my staff in the language Lab who have helped me in many ways during my study and in the process of finishing this Dissertation.
18. Finally, I would also like to convey my gratitude and my love to my family: my husband, Suardi Tarumun, all my childrens, Dini, Iqbal, Rasyid and Faishal who have been patient and motivated me during my study.

Hopefully all efforts from those who have contributed to this dissertation will be rewarded by Allah SWT.

Padang, 23 April 2021

Syofianis Ismail

TABLE OF CONTENT

	Page
ABSTRAK	i
ABSTRACT	ii
LEMBAR PENGESAHAN.....	iii
PERSETUJUAN KOMISI PROMOT/PENGUJI.....	iv
SURAT PERNYATAAN	v
ACKNOWLEDGMEN	vi
TABLE OF CONTENT	ix
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF PICTURES	xvi
APPENDICES	xvii
 CHAPTER I. INTRODUCTION	 1
A. Background of the Problems	1
B. Formulation of the Problems	10
C. Research Objective	11
D. Specification of Expected Products	11
E. The Significance of the Research	14
F. Assumptions and Limitations of the Research	14
G. Operational Definition	15
 CHAPTER II. LITERATURE REVIEW	 17
A. Review of the Theories	17
1. Learning Theories	17
2. Learning Models	20

a. Cooperative Learning	22
1) The Elements of Cooperative Learning	24
2) Benefits of Cooperative Learning	25
3) The Roles of Teacher in Cooperative Learning	27
4) The Roles of Learners in Cooperative Learning	28
5) Kinds of Cooperative Learning	28
b. Think-Pair-Share (TPS)	29
1) Benefit of TPS	30
2) The Advantages and Disadvantages of Pair Activities	31
3) Syntax of TPS	31
3. Development of Learning Models	34
4. Listening Comprehension Theories	37
a. Three Basic Listening Models	37
b. Basic Methodological for Teaching Receptive Skill	39
c. Teaching Listening Skills and Strategies	40
d. The Nature of Listening Comprehension	43
e. Function and Listening Learning Objective	47
f. Principles of Learning Listening Comprehension	48
g. Characteristics of Learning Models	49
h. Learning of Listening Comprehension	51
i. Listening Process	51
5. Social Media in Learning	53
a. Social Media in Class	54
6. Learning Listening Comprehension by using Social Media	56
B. Previous Research	57
CHAPTER III. RESEARCH METHODS	61
A. Model of Research Development	61
B. Model Development Procedure	62
1) Analysis	63
2) Design	66

3) Development	68
4) Implementation	69
5) Evaluation	70
C. Instruments and Data Collection Technique	73
D. Technique of Data Analysis	82
CHAPTER IV. RESEARCH RESULTS	93
A. Research Results	93
1. Analysis Stage	94
2. Design Stage	111
3. Development Stage	144
4. Implementation Stage	149
5. Evaluation Stage	149
B. Analysis of Data	150
1. Validity Analysis	150
2. Practicality	155
3. Effectiveness Social Media	157
C. Revision of Products	161
D. Discussion	163
E. The Limitation of this Research	169
CHAPTER V. CONCLUSION, IMPLICATIONS AND SUGGESTIONS	171
A. Conclusion	171
B. Implication	172
C. Suggestions	172
REFERENCES	173
APPENDICES	180
1. Syllabus and Lesson Plan of Basic Listening	179
2. Lesson Plan	182
3. Instruments	190

LIST OF TABLES

Tables	Page
3.1 Procedures of Research Development and Activities.....	62
3.2 List of Lecturer Names for Needs Analysis Resource Persons...	64
3.3 List of Students' Names for Needs Analysis Resources	64
3.4 Research Instrument for LTPS Model.....	73
3.5 Validators Suggestions to the Instrument of Need Analysis.....	74
3.6 Validator Suggestions for Instrument Design, Develop and Implementation Stage.....	75
3.7 Validator Suggestions for Instruments at Evaluation Stage.....	75
3.8 Recapitulation of Validator's Scores of Research Instruments ...	76
3.9 Follow-up Improvements to Validator's Suggestions.....	76
3.10 SMALTPST Model Instrument Sheet Validators.....	78
3.11 Blue Print of Interview Guide.....	80
3.12 Rubric of Observation for Teaching Listening.....	81
3.13 Validity Test Criteria.....	83
3.14 Categories of Practicallity.....	84
3.15 Criteria of Motivation Score	85
3.16 Interpretation Validity Coefficient	85
3.17 Interpretation of Reliability of Questionare item.....	86
3.18 Interpretation of Distinguishing Test.....	87
3.19 Recapitulation of Score Classification of Try Out Marks.....	87
3.20 Calculation of Problems Distrimnatory Power.....	88
3.21 Try Out Score of Problems.....	89








3.22	Result of Calculation of Difficulty level.....	90
3.23	Listening Ability Percentage Qualification.....	91
4.1	Activities of Analysis Stage.....	96
4.2	Condition and Students' Problems in Listening.....	100
4.3	Limited Vocabulary Causing Students' Problems in Listening...	102
4.4	Limited Listening Time Causing Students' Problems in Listening.....	103
4.5	Text Difficulties Level Causing Students' Problem in Listening..	104
4.6	Conclusion of Questionnaire Analysis.....	106
4.7	Course Material for Basic Listening Comprehension After revision.....	108
4.8	Conclusion of questionnaire analysis.....	111
4.9	Relationship Between Analysis and Design Stage.....	113
4.10	Activities of Design Stage.....	114
4.11	Format of Model Book.....	115
4.12	Model LTPS Using Media Sosial	118
4.13	Format of Lecturer Book.....	121
4.14	Outline of the Lecturer Books.....	122
4.15	Format of Student Book.....	124
4.16	Outline of Student Book.....	125
4.17	Format of Syllabus.....	140
4.18	Format of The Lesson Plan.....	143
4.19	Activities in Developing Stage.....	145
4.20	Expert Validators.....	146

4.21	Results of Validity of Students Book Case Processing Summary.	152
4.22	Results of Reliability of Students Book.....	152
	Results of ICC of Student Book Interclass Correlation	
4.23	Coefficient.....	152
4.24	Results of Validity of Lesson Plan.....	153
4.25	Results of Reliability of Lesson Plan Reliability Statistics.....	153
4.26	Results of ICC of Lesson Plan Interclass Correlation Coefficient.	154
4.27	Results of Validity of syllabus Case Processing Summary.....	154
4.28	Results of Reliability of Syllabus Reliability Statistics.....	154
4.29	Results of ICC of Syllabus Interclass Correlation Coefficient.....	155
4.30	Results of ICC of Practicality of Lecturer Book Interclass Correlation Coefficients.....	156
4.31	Results of Interclass Coefficients of the Practicality of Student Book.....	157
4.32	Normality Result of Data Pre Test dan Post Test.....	159
4.33	Wilcoxon Ranks Test.....	160
4.34	Test Statistics Wilcoxon.....	161

LIST OF FIGURES

Figure	Page
2.1 Basic model of Teaching Listening.....	39
3.1 Development Stages of SMALTPSL Model.....	72
4.1 Graphics showing the impacts social media on listening comprehension ability of students.....	158

LIST OF PICTURES

Pictures	Page
4.1 Draft of Students Book.....	132
4.2 Screen shot of Opening Picture for Unit 1 in the You Tube Video..	134
4.3 Screen shot of Draft Unit 2 of You Tube.....	135
4.4 Screenshot of Unit 3: You Tube,Pre-Listening Stage.....	135
4.5 Screenshot: Vocabulary of Unit 3 in the lesson 3. This is the beginning of stage ofwhile listening.....	136
4.6 The Screenshot:  YouTube (While Listening) Listening Go Syofia(LGS).....	137
4.7 The Screenshot:  YouTube While Listening stage (LGS)....	137
4.8 The Screenshot:  YouTube While Listening stage (LGS)....	137
4.9 The Screenshot:  YouTube While Listening stage (LGS)....	138
4.10 The Screenshot:  YouTube While Listening stage (LGS)....	138
4.11 The Screenshot:  YouTube While Listening stage (LGS)....	139
4.12 The Screenshot:  YouTube While Listening stage (LGS) of Unit 3 the last step on Listening discrimination.....	140

APENDICES

Apendices	Page
1 Syllabus of Basic Listening.....	180
2 Questionnaires for Preliminary Research.....	188
3 Questionnaire for Student Perspective on Using social Media in Learning Listening Comprehension.....	191
4 Student Comments on You Tube.....	192
5 Model of Validation Sheet	193
6 Table of Try Out Instrument.....	196
7 Output of Try Out.....	197
8 Instrument of Pre-Research for Lecturers to Develop Learning Comprehension Model for Listening	206

CHAPTER I

INTRODUCTION

A. Background of the Problems

In the last decade social media have made a significant impact on different aspects of society especially in the way of people communication, work and share information. Through video sharing sites, wikis, forums, etc. social networking sites (SNS) provide an active, free and open platform for teaching and learning to any interested user regardless of their socio-demographic characteristics such as age or gender (Huang, & Yoo, 2013;Osatuyi, 2013). Furthermore, this platform provides the perfect medium for personalized informal learning in the domains that the user is interested in, and increases the motivation to continue the learning process. (Bull et al., 2008).

Among the four competencies, listening and writing are the most difficult ones to master by the non-English speaking learners. Listening comprehension is very important and very much required in all aspects of learning. This is because listening is one of the most important information windows of learning apart from reading. Listening is also relatively more difficult for students to master, especially for non-English speaking learners. These difficulties are indicated by their low ability to understand the topic that are being analyzed, for example in determining main ideas, details of what is being listened to, including doing tasks independently or in groups. As result the average student score is also low.

Listening research conducted by Ismail (2014) showed that around 50 percent of students still have difficulties in taking the main ideas and factual

details of what they hear. Therefore, learning listening English in Indonesia today has shifted from developing listening skills to comprehensive communicative skills with the emphasis on listening and speaking.

The English competencies of Islamic University students, especially at English Language Department, are still not ideal yet. From the evaluation conducted by the Language Institute of the Islamic University of Riau, the English mastery of the students are still below the expectations. On average, their TOEFL score is only around 400 to 450. Even some of the academic staff are not much different from the scores achieved by the students. English is not a mother tongue that was introduced since the beginning of the childhood. However, this cannot be used as an excuse for not mastering these competencies. TOEFL prediction test as a Final Assignment (TA) requirement, show that the 'listening comprehension' scores were only around 46%. Most of the difficulties experienced by the students are limited vocabulary, unable to grasp the meaning of the speaker's pronunciation because of a lack of background knowledge about the topic being discussed and too fast in speaking. So, the development of multimedia-based learning strategies is one of ways to improve their English skills and their motivating. Berne (2008) also indicated that many problems experienced by the learners of English listening, among other are the types of cues used by learners, the sequence of listening, the difference between proficient listeners and less proficient listeners, listening strategies, strategies versus tactics, and ways how to identify problems in listening.

Listening is more complicated to be mastered than reading. Reading and even writing are independent activity, they can be done at any time, not tied to

other people, with a certain place and time. Listening and speaking is quite difficult to practice if the child or student has never lived in English-speaking countries. For this reason, this research was conducted and developed with students to gain an in-depth understanding of the difficulties faced by the students in developing listening and speaking skills, especially about the influence or the role of information technology in improving listening skills.

The empirical facts show that the English skills possessed by students in Indonesia are still below the expectation. Even though they have learned English from Elementary schools to higher education, however, there are still many students who still cannot understand what is being spoken verbally in English by their interlocutors. This means that their listening skills are still inadequate. According to Yagang in Muzrial & Agusni (2013), listening is the ability to identify and understand what other people are saying. It is not passive but the active process of receiving and building message. I can say that listening is an active process of fully caring and need concentration to get meaning using listening comprehension as well as for hearing and to know everything the speaker has to say. Listening is one of the most important language skills. Feyten (1991) claims that more than 45% of communication time is spent on listening, which clearly shows how important this skill is in overall language skills. However, students always think it is difficult to listen well because sometimes it is bored and uninteresting. The lack of student interest and motivation can be caused by inappropriate methods and strategies with student needs and interests. Of course it can be serious problems for the students. As a result, they lack enthusiasm in learning English and it can affect their performance as well as in

listening comprehension. In teaching listening comprehension, many teachers only provide material, students listen and write. The teacher did not explain what he or she meant. While in listening comprehension is not only a theory described, but also involves practice and understanding.

Apart from students, problems also come from teachers who are less competent in teaching, un-updated teaching materials and teaching methods, non-attractive learning media, inaccurate evaluations and unfavorable learning environments. Some teaching material is less relevant to the competencies that students expected. In addition, the methods used do not vary. Also, the teachers have not chosen the right media and are not optimal in its use. Many efforts have been made by teachers and lecturers to improve the quality of teaching listening comprehension. But the results remain unsatisfactory. There are not many significant changes in the learning process of Listening Comprehension. Many factors contributed to these problems. Among others are lecture material is not updated, the listening itself is too fast to listen to so that they forget what they have heard, do not recognize the meaning of words that are spoken or can be heard but because of the limitations of their vocabulary so they do not know the word, do not concentrate on the material being listened to, do not understand the commands explained verbally, lazy in learning or there is no motivation to learn and many other factors. These problems make it difficult for them to learn listening comprehension so that when they attend the course, they are afraid and less motivation to learn.

To overcome all these problems, lecturers have tried many ways to increase the students' listening ability, such as problem-based learning model,

cooperative type model of STAD, Think Pair Share (TPS) and many other models. However, those models are still hardly increase students' ability in listening as indicated by low listening marks achieved by the students. As learning designers, they do not have sufficient competencies to utilize all information technology as a teaching medium. This can be seen from the design of web-based learning, which is mostly only in the form of text in documents or presentations. Even though the current technology now has provided a variety of complete and diverse facilities according to learning needs and web users such as text, images, animation, audio, video, simulation, and also links to various data bases, search engines, libraries and etc. In addition to the above problems, it was also found that there was a tendency for inadequate time allocation, inappropriate listening materials, learning media and teacher speaking quality. Consequently, the ability students' listening becomes low. One way to overcome these shortcomings and weaknesses is to use the social media where the source of the sound comes from native speakers. With this social media students and teachers can learn simultaneously.

Based on this description, it is necessary to develop a Learning Model that can support and improve the listening skills of the students by using social media as tools and medium to connecting lecturers with students. The media could be any ones, such as YouTube or WhatsApp or any other forms of media. Because this model uses social media as core communication tools between students and lecturers, we could call this model as the *Social Media-supported Learning Model*. This model to get more knowledge and information about English language and particularly listening as a tool and as a medium for connecting

lecturers with students. The selected media are YouTube and WhatsApp. Based on this description, the researcher deems it necessary to develop a learning model that can support the improvement of student listening skills by involving social media as a tool and as a medium for connecting lecturers with students. The selected media are YouTube and WhatsApp.

Based on this description, the authors consider it is necessary to develop a learning model that can support the improvement of students' listening skills by involving social media as a tool and as a medium for connecting lecturers with students. The selected media are YouTube and WhatsApp. The learning model to be developed is the TPS cooperative model.

Based on this description, the authors consider it is necessary to develop a learning model that can support the improvement of students' listening skills by involving social media as a tool and as a medium for connecting lecturers with students. The selected media are YouTube and WhatsApp. The learning model to be developed is the TPS cooperative model.

One of the model that can be used by the teacher is Think-Pair-Square (TPS) models. The reason of the researcher to choose this strategy because in Think-Pair-Square (TPS) strategy the students are demanded to be active and they should not be passive learners because they are the centre in teaching learning process. According to Lyman (1981) purposes of Think-Pair-Square model, in order to solve or at least to minimize students' problems. Think-Pair-Square (TPS) learning model is a model to accustom students practice in listening by their ideas. Think Pair Square model can guide the students to their prior knowledge background and make the students active in participating classroom discussion. It

is particularly useful for preparing students to participate more fully and effectively in whole class discussions. So that way, the researcher considered that learn English especially listening comprehension could be effective when the teacher using Think-Pair-Square (TPS) strategy. Hyland in Dylan (2012) state that small group work can involve any and all of the four macro skills: speaking, listening, reading, and writing; the skills of listening, thinking and speaking are thus developed in Think-Pair-Square (TPS) strategy. In other word, Think-Pair-Square (TPS) is one of strategy that can promote and support higher level thinking. It is a form of cooperative learning that is a teaching strategy in which small group of students with different , this strategy was divided the students in pair discussion which consists of two members. In this case, each pair was think and sharing their knowledge and information that they have from their pair to another.

Lie (2008) said, there are several disadvantages of think, pair and share On a class-by-class activity-by-activity basis, participation may be hindered because: Students need to go at different speeds. Because some students need to walk at different speeds while doing math activities in order to fully understand and absorb information. It seems that when working in a group, a person slows down or is forced to catch up faster than they would like. Some groups may act too fast for one person and the person feels lost, so he or she just copies. The problem is people are walking too fast, without waiting to see if everyone understands what's going on. Working in groups often involves situations where the group moves to fast for a student. This allows the work to be completed without knowing that everyone in the group really understands what has been done. Another

disadvantage is that if one partner doesn't understand the information at all, it can be slow, simply because the other has to explain all the material before actually starting to decipher or apply this information. There may be one group member who doesn't learn as fast as another, and falls behind, and ends up not learning at all. Likewise, if someone is not learning fast and the group tries to slow down explaining things to this member. The whole group will probably fall behind. Some may try to take over the group. Someone might try to take over the group and dictate what everyone does. This type of student is not a good group worker. I think one of the biggest problems of the group situation is the balance of power. Not all students are given the same vote in the group. There is usually one group leader whom everyone rejects. Other people who take care of the data. Some people end up feeling neglected or disrespected. I think one way to fix this is to keep groups small, forcing all students to participate. Another problem with working in groups is dictatorship. One person may take control and not allow others to share their knowledge. But all of weaknesses can be minimize by the teacher's coordination and attention.

Along the progress of information technology today, English teaching cannot be separated from technology because technology has an increasingly played an important role and made it easier to support the learning and teaching process. There are so many teaching and learning activities in the classroom that can be done using technology media as a tool to gather and to convey information and encourage students to be more active in learning languages. For example, students can obtain so much information from the latest sources on the internet. Technology, especially information technology has changed the atmosphere of

teaching and learning in the classroom. The development of this technology also requires lecturers and instructors to adjust and be active in learning and change habits that have rarely used technology to become active technology users.

Recognizing the important role of technology in the teaching and learning process, teachers and lecturers must be able to become facilitators and become users of creative technology. In other word the teacher /lecturer must be able to facilitate teaching and learning activities in the classroom through the use of suitable technology in accordance with the needs and interests of students. Certainly not all technologies are suitable for English teaching in the classroom. Therefore, the teacher / lecturer must be creative in choosing or adapting the technology that will be used in the teaching and learning process. If necessary, the teacher / lecturer can design the technology and its use according to the need to achieve the teaching goals. Other than mastering in four language competencies, technology can create a new, more interesting atmosphere in the teaching and learning process. It offers a variety of choices and opportunities in online learning. Today mobile education technology has been widely used in online teaching at universities around the world (Barhoumi & Rossi, 2013). Mobile education technology also provides opportunities to communicate and share knowledge with other people around the world (Pence, 2007).

Based on this description, the researcher intends to develop the TPS model into a Social Media-Based TPS Listening model. This title was taken because the TPS model was developed by adding and involving a number of listening steps using social media YouTube as a tool for presenting material and whatsapp media as a means of connecting lecturers and students.

In Indonesia, teaching English listening is slightly overlooked when compared to other language skills such as speaking, reading and writing. This is because teachers tend to prioritize the teaching of speaking, reading, and writing skills and gives a less portion to listening than the other three skills. Generally teaching listening skills are taught by the teacher by listening a text and students are told to listen. The teacher repeats the text up to two or three times, after that students are asked to answer the questions given by the teacher. If you pay attention to this method it is very ineffective. Listening to English or other foreign languages requires intensive training as well as other language skills.

B. Formulation of Problems

Based on the explanation above, the problems of this research is formulated in general as “How to develop a valid, practical and effective SMALTPSL model for Students of English Study Program at University?

Furthermore, the formulation of the problem above is formulated in more detail into the following questions.

1. What are the conditions, the problems and the learning needs for learning English Listening at the English Study Program of the Islamic University of Riau?
2. How the designed result of the SMALTPSL model for students of English Study Program at University?
3. How the validity of the developed SMALTPSL model for students of English Study Program at University?

4. How the practicality of the developed SMALTPSL model for students of English Study Program at University?
5. How the effectiveness of the developed SMALTPSL model for Students of English Study Program at University?

C. Research Objectives

The general aim of this study is to develop a valid, practical and effective Social Media Assisted Listening Think Pair Share Learning (SMALTPSL) model for the English students at University. The specific objectives of the study are as follows:

1. To describe the condition, the problems and the learning need, for Student of English Study Program, at University.
2. To design the SMALTPSL Model for the students of English Study Program at the University.
3. To analyze the validity of the SMALTPSL model for students of English English Study Program at University.
4. To know the practicality of the SMALTPSL model for students of English Study Program at University..
5. To know the effectiveness of the SMALTPSL model in improving students' Listening skills at the English Study Program at University.

D. Specification of Expected Products

The products that are expected from this research are online learning and teaching media that arranged in a SMALTPSL model for Basic Listening course of English Students at University. In this model, the teaching material developed

is a teaching listening package using video and Youtube. With the Link is **Listening Go Syofia**. The model seeks to improve listening skills.

There are several products that are issued from this study, they are:

1. A Social Media Assisted Listening Think Pair Share Model of Teaching by Using video in Intensive listening Strategic through Social Media You tube and Whatsapp for teaching Basic listening. There are five important structures of this model. They are;
 - a) Syntax is steps of the model which describes the model in action. It is the systematic sequence of the activities in the model which describe phases to be conducted in intensive listening as well as in the bottom-up and top down process.
 - b) The Social System describes the role and the relationship between the le and the students. Since this model promotes students' centered learning, the activities are design to optimize students' role in and outside of the classroom.
 - c) Principle of Reaction informed the teacher how to consider the students and how to respond to what the students do. They provide the teacher with rules to select methods and appropriate responses to what the students do.
 - d) Support System describes the supporting condition required to implement the model. Support in this case is additional requirements for the model to work. Since this research assigns students to do extensive listening, teacher provides online listening resources to access listening materials and from Youtube and Al-Quran.
 - e) Effect of the Model bring out two types, the instructional and the nurturant effect. The instructional effect are direct effects of the model which raises from the content and

skills on which the activities are based while the nurturant effects are effects that are implicit in the learning environment and they are indirect effects of the model.

2. Student's Book. This book consists of 11 units. There will be different topics presented in each unit. This book seeks to improve four listening skills: (1) determining vocabulary meaning from context; (2) identifying main idea with supporting details; (3) Listening for a specific purpose; and (4) recognizing specific grammar structure within a setting. The four listening skills. They are: Listening strategies for understanding words by using context clues, understanding sentences and understanding paragraph. There will be an explanation of each topic in each lesson followed with exercises. The students' book will also provide a table where students can fill in information related to the task of lesson to extend their listening outside of classroom.
3. Teacher's Book. This book enables teacher to teach listening strategies in the classroom and to assign students to do extensive Listening at home since guidelines are provided. This book will also describe the entire 14 lessons in Listening subject with topics, exercise as well as answer keys. As an additional feature of the book, there will also be description on related learning theories.
4. Instructional products. Syllabus and lesson plan are the instructional products expected from this research. Syllabus provides more information on learning objectives, topics, teaching method, assessment as well as references. Lesson plan will provide more information on the actual teaching and classroom techniques. It will be easy for teachers to construct lesson plan.

E. The Significance of the Research

Model development is needed to answer the problems that exist in the implementation of English learning. One important problem is low English proficiency of students, especially in the listening. There have been many methods of learning that have been done to improve student English skills but students' listening skills do not change very much. For this reason, It was needed to learn more about this area of study specially about ways or effective methods to learn English listening or to find out models that are more interesting. Currently, one of interesting learning model is learning by utilizing social media as a learning tool.

F. Assumptions and Limitations of Research

In accordance with the purpose of this study, that is to build a listening comprehension model of teaching, the assumptions that must be fulfilled are: the students have been mastered in English basic skills, such as Grammar and the students also have sufficient knowledge about the use of Social MediaAs for the assumptions in this study, namely, the difficulty of the teacher in designing a learning model that is in accordance with the 2013 Curriculum, which makes it difficult for teachers to create effective and efficient learning, this has an impact on students being unable to speak both written and spoken properly. This condition must be immediately handled appropriately so that it does not harm many parties such as the needs of students, school programs and teacher professionalism.

G. Operational Definition

This dissertation has several terms that are used and need to be defined so that there is no misunderstanding of the terms or terminology used.

1. Development is a process of interpreting designs, developing actions, making things change to perfect (Poerwardaminta, 2002). In the context of this study what is meant by development is to develop a Listening Comprehension model by using social media (You tube) for students of English Language study programs at the Islamic University of Riau.
2. Learning is the process of acquiring new knowledge, modifications of knowledge, behaviors, values, or new preferences from learning resources for students. Learning in question is learning Listening Comprehension.
3. Learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve specific learning goals and serves as a guide for learning.
4. Social media is computer-mediated technologies that facilitate the creation and sharing of information, ideas, interests, careers and other forms of expression through community and virtual networks. In this study the social media used is You tube.
5. ADDIE, stands for Analysis Design Development Implement and Evaluate. ADDIE is a Learning model that is processed through 5 stages, namely Analysis, Design, Develop, Implement and Evaluate.
6. Listening is an understanding of the explicit meaning and implication of words and sentences of spoken language (Webster, 1989). Listening is an understanding the meaning and implications of words or sentences that are

spoken. Listening is a compulsory course that is studied for two semesters by students of the English language Education program at the Islamic University of Riau.