



Developing Social Media-Based Textbook for Speaking Class in English Study Program

Lusi Marleni*, Putri Asrilestari

Faculty of Education, Universitas Pahlawan Tuanku Tambusai, Riau, Indonesia

Lack of reference, guidelines, facilities, time and place of practice English become the problems of this research. This study aims to develop textbook based on social media which is used in Speaking Class at English Study Program. The research adapted some steps of the development by Ploomp which included *Need Analysis*, *Self-Evaluation*, *Expert Review*, *Small Group Evaluation*, *Field Test*, and *assessment phase*. The product of this research is a textbook which consisted of fourteen chapters. Each chapter applied speaking activities through social media. The materials written based on social media and taught by using social media included; *Facebook*, *Whatsapp*, *Instagram*, and *Youtube*. The textbook is developed and implemented based on social media in accordance with the competency standards set in the curriculum of department. The training materials and activities by using social media strongly guide students to practice English and provide a different atmosphere in the learning process.

Keywords: Speaking, Social Media, Textbook

INTRODUCTION

In an increasingly advanced era today, people can learn things very easily from anywhere. There are several media that can be used such as magazines, books, and the internet, etc. Learners can easily learn it well. Sometimes, the learners need books that use English, but it is not uncommon for us to find very useful knowledge on the internet, but it also uses English. So from that adding knowledge is one of the important reasons for learning English. By learning English, the learners can get a lot of knowledge without having to think twice about sources from books or the internet using English. This is the basis of the importance of implementing English in education.

One language skill that must be possessed is speaking. Marleni (2016) Speaking is an important skill for English Study Program students as prospective English teachers. Students are given the opportunity to learn and practice English and teach the language. The importance of speaking skills in English language education must receive serious attention so that the learning objectives can be achieved. The results of the observations have shown that the student learning outcomes of the English Study Program of University of Pahlawan Tuanku Tambusai in Speaking subjects are still low, with the average learning outcomes reaching only 60. Low Speaking learning outcomes are caused by a lack of English-language facilities and practice sites and lack of tools to deliver material to achieve the learning objectives.

The lecturing process of Speaking Courses can run well and achieve the expected competency goals. Thus, there needs to be a significant action or change among lecturers and students. Lecturers can use one of the teaching materials, namely books in delivering material.

OPEN ACCESS

ISSN 2503 3492 (online)

*Correspondence:

Lusi Marleni lusimarlenihz@gmail.com

Received: 23rd November 2019

Accepted: 6th April 2019

Published: 23rd April 2019

Citation:

Marleni L and Asrilestari P (2019)

Developing Social Media-Based

Textbook for Speaking Class in English

Study Program .

J. Eng. Educ. Society. 4:1.

doi: 10.21070/jees.v4i1.1764

However, lecturers have difficulties in finding books that are in accordance with the curriculum of English for Speaking courses. Therefore, lecturers only make power point slides as learning material handouts. So far, there are no textbooks that have been produced by Speaking subject lecturers in English Study Program of University of Pahlawan Tuanku Tambusai. In this case, the lecturer explores more by utilizing the internet in making learning handouts.

The book is actually a medium that helps students during the lecture process. The book contains an explanation of lecture material that can be studied individually and in groups. In addition, the book contains learning steps that guide students in the lecture process arranged systematically and regularly so that they can work correctly and successively as expected by the lecturer. Through books, it is expected to achieve learning goals. The book is a medium as a bridge between lecturers and students, as a communication tool between lecturers and students, and between students and students. By using the book, the learning process will be more different, and students can learn independently with existing guidelines so that they have a good impression of the material presented.

Social Media (SosMed) is an online media, where users can easily participate and share information. Social media can help to identify additional content to strengthen or expand learning. For example, YouTube helps provide videos for students on an audio-visual basis when needed to clarify lecture material. The ability to access, analyze, hold and share information is increasing with time. Even without realizing it has developed the ability of students. With social media, lecturers can form a network of collaborative online learning groups that can save time and energy.

Books that are used as learning resources must present material in accordance with the outline of learning contained in the curriculum. Social media based learning material provides new situation in the lecture process. In this case, the material must be in accordance with the English Study Program curriculum of University of Pahlawan Tuanku Tambusai. Based on the background of the problem above, a textbook will be developed which is expected to facilitate students in the lecture process. This is expected to improve student learning activities and outcomes.

METHODS

This research is a type of design research (Design Research). The research steps of the development by [Plomp \(2013\)](#) which included Need Analysis, Self-Evaluation, Expert Review, Small Group Evaluation, Field Test, and assessment phase. This research was conducted with the aim of developing and producing a product as a problem solving that exists in the world of education. The product that is produced in this research is textbook of Speaking Course for second semester students of English Study Program of University of Pahlawan Tuanku Tambusai in academic year 2017/2018.

RESULTS AND DISCUSSION

The presentation of the results of this study is described in three stages, namely the development of Social Media-based textbooks for Speaking Course in the English Study Program, analysis of appropriate textbooks as teaching materials, and the results of the Social Media-based textbooks for Speaking Course in English Study Program.

The Analysis of Preliminary Study

Need Analysis of Textbook

Based on the results of observations and interviews conducted on April 2018 with lecturers and students in English Study Program of University of Pahlawan Tuanku Tambusai about the availability of textbooks and the need for textbooks, indicating the need for textbooks specifically for Speaking courses at English Study Program of University of Pahlawan Tuanku Tambusai. Textbooks available at the university have not been optimal in facilitating students to achieve learning goals, especially in Speaking Courses. The absence of teaching materials such as books devoted to Speaking courses makes it difficult to achieve learning goals. So in order to improve students' Speaking Skill, lecturers need learning tools that can facilitate students to grow and develop their Speaking Skill.

The alternative solution to these problems is to provide learning tools specifically teaching materials in the form of books that can support the achievement of learning objectives that are in accordance with the learning outcomes that have been set. Textbook is one of the teaching materials that can help lecturers in achieving learning objectives especially to improve student language skills. The textbook provided must be based on a learning approach that leads to the student center, and is based on an activity that can develop student Speaking Skills. One of the learning media that can facilitate students to develop student language skills is Social Media.

Social media based textbooks can hone students' language skills and provide a different atmosphere in material presentation.

Social media is one of the interesting learning media that can be used to facilitate students in growing and developing student language skills. In addition, the textbook developed must be able to attract the attention of students to use it, because based on interviews conducted with several students it can also be concluded that students want different teaching media, meaning the textbooks provided have an attractive appearance, and are not boring.

The Students of English Study Program

English Study Program Students of University of Pahlawan Tuanku Tambusai are the research subjects in the trial of social media-based textbooks on the Speaking course. The analysis was conducted on the second semester students who were enrolled in the 2017/2018 academic year. The first analysis,

which was obtained, was that students were in the age range of 18-20 years. At this age, students have been able to solve problems, and reason with using abstract and logical things. The use of concrete objects is no longer needed. The model of scientific thinking with the ability to draw conclusions, interpret, and develop hypotheses has been owned by students at this age.

The second analysis, the characteristics of the second semester students, based on interviews and observations made, it is known that students prefer to study with peers. This can be seen when the learning process took place, if students did not understand the material being taught, then most students prefer to ask questions with their friends. Asking friends who have understood can help them understand the material being studied, and tend to ask the lecturer directly if they do not find the answer.

The third factor, students lack of concentration and do not even focus on the learning process delivered by the lecturer. Many students tell their peers when the lecturer explains the material in front of the class. When the lecturer rebukes, they pay attention to what is explained. The fourth characteristic is that most students like groups when doing an activity, for example shopping at a canteen or going somewhere. This character shows that students prefer to do an activity together. The fifth characteristic, students are not confident in speaking in English. Several reasons were stated that the limitations and lack of media and the habituation of the practice of speaking in English caused students difficulties in speaking in English.

Based on the explanation above, it is necessary to develop textbooks that can facilitate the character of students in a positive direction in the learning process. Media-based textbooks are learning resources that can support the character of students who prefer to discuss using social media as a learning medium. Lectures using social media-based textbooks invite students to actively start from the beginning of the learning process. In addition, students are also taught how to speak English in a relaxed and confident manner with a language that is easy to understand and use.

Teaching materials in Speaking courses used by lecturers in the lecture process in semester II The English Language Education Study Program at University of Pahlawan Tuanku Tambusai is a handout or slide made and prepared by lecturers before the lecture process is in accordance with lesson plan that has been designed based on the English Study Program curriculum at University of Pahlawan Tuanku Tambusai. Based on the analysis of the contents of the hand-out in the Speaking course, each material has been presented according to the course description and learning objectives.

In each lecture activity, not all students are actively involved in the Speaking Activity in the classroom. Handouts given by lecturers are used effectively by students in the learning process. The teaching materials cannot optimally facilitate students to be able to develop student speaking skills. Likewise with textbooks provided on campus, the textbook is limited in number and cannot be used effectively by students. In this case, the campus only has 1 book title related to Speaking courses.

Based on the results of the analysis of existing teaching materials, it is important to design appropriate and interesting textbooks on the Speaking course. Social media based textbooks provide a different atmosphere with social media as a learning medium. Differences made when compared with previous teaching materials, namely in terms of learning approaches. In social media-based textbooks that are developed, students are totally demanded to be active in the learning process, students will be given the opportunity to practice English in accordance with the material relating to the topic that has been determined.

In the previous teaching materials, the subject matter was given in printed form. Each student must copy the slide before the lecture begins. In social media based textbooks, students do not need to print the book. Lecturers have provided teaching materials through social media and they can practice directly both online and offline *Developing Social Media Based Textbooks for Speaking Courses*

Based on the results of the development of social media-based textbooks on Speaking Courses in English Study Program of University of Pahlawan Tuanku Tambusai, it was very effective for improving speaking skills of English Study Program students. The social media-based textbook is designed based on the description and objectives of the predetermined courses in the lesson plan that are designed based on the curriculum of English Study Program to achieve an optimal learning outcome. The textbook was developed by taking into account the criteria of the social media-based learning process so that students are active in Speaking activity.

The social media based textbook is designed and described as follows:

Cover

The book that has been designed has a cover having a white background, and there are social media images; Facebook, WhatsApp, Line and Instagram. This color was chosen to fit the appearance of the white contents of the book with social media images. Therefore, with this color, the readers will also feel comfortable by using social media as one of the teaching media that can improve student language skills.

Cover contains the identity and title of the book. This book is titled "Speaking Up" The type of writing used by Snap ITC. The color used in writing is dominated by light blue, but there is also a red color.

Lesson Plan

This book contains the lesson plan as a guideline in presenting lecture material in Speaking courses. This is intended, so that the use of this book is not only in the scope of the University of Pahlawan Tuanku Tambusai, but also can be used by other educational institutions or universities. The designed lesson plan has the same as learning outcomes, basic competency, indicators and materials that are in accordance with the curriculum of English Study Program.

Based on the lesson plan, learning comes in the Speaking

course is that students are able to use English both formally and informally with a variety of different topics and activities for daily communication or survival English. This lesson plan has 14 basic competencies that have been adapted to the curriculum of the English Study Program at University of Pahlawan Tuanku Tambusai.

Basic Competency

Basic Competency is the competency students will have after going through the lecture process from the first meeting to the end of the Speaking course using social media-based textbooks. With the inclusion of basic competency in textbooks and the lecture process, the function is to convey the final objectives of the activities so that students know and understand the direction of the learning process. While the instructions and learning activities function to guide students in learning activities using the book.

The Learning Activities by Using Social Media Textbook

This textbook presents subject matter using social media as a learning medium. At the beginning of the learning process using this textbook the lecturer must ensure that all students have a gadget and good internet connection. Then, books are shared through social media. In this case, researchers use Whatsapp, one of social media as a learning media. Furthermore, students are faced with learning activities. Some activities have been designed and adapted in each material. Activities designed not only use Whatsapp. However, in some activities, students are welcome to access videos by using YouTube. Learning material comes from the narrative of conversation on social media.

The activities contained in the textbook are equipped with pictures that are also related to the material so that it makes it easier for students to practice English. In addition, students are invited to communicate using English based on the material in the book.



FIGURE 1 | The Example of Learning Activity

The Results of the Feasibility Analysis of Social Media Based Textbook as Teaching Materials in Speaking Courses

Self-Evaluation

From the Self-Evaluation analysis, the researcher obtained a prototype 1 textbook that was in accordance with learning outcomes, basic competency and indicators that had been determined based on the curriculum of English Study Program. Self-Evaluation based improvements are performed on the presentation aspect. At the beginning of making the book, the researcher presents command sentences in learning activities without using social media.



FIGURE 2 | The instruction before Self Evaluation

After Self-Evaluation, the researcher presented the contents of the book with pictures related to social media. In addition, additional instructions were also made, as well as additional questions. The revised results of self-evaluation is described in Figure 3.



FIGURE 3 | The Correction after Self Evaluation

Based on the Self-Evaluation, it carried out a revision of the book called prototype 1. The revised results as prototype 2 then consulted with experts who have been determined.

The Result of Expert Review

The book validation is carried out by 2 experts who have an English Education background. The aspects observed by the two experts are aspects of content, language, and presentation / graphics. At the stage of validation by the two expert experts, there were several revisions made based on suggestions from the validator. The several prototype revisions that have been made based on expert input is put in Figure 3.

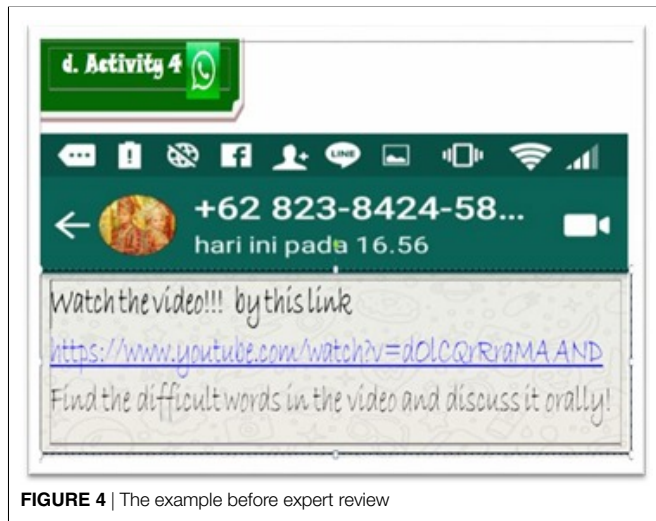


FIGURE 4 | The example before expert review

After being discussed with experts, there are several things that must be corrected, namely, from the language and the absence of social media usage at each activity. According to experts, every activity must be related to social media. Based on expert advice, the results of the revisions made are the use of command sentences and the social media used. The steps of the activities and language delivered are clearer and easier for students to understand.

The Result of Small Group Evaluation

In conducting this research, the researcher got the time limitation to carry out the research stage. Therefore, researchers do not conduct individual evaluations (one-to-one). In this case, the researcher immediately follows the next stage, namely small group evaluation. This is supported by Plomp (2013) on his theory which states that if there is limited time in development of the research, the researcher may continue the research at the small group evaluation stage.

After getting the prototype 1 revision, namely prototype 2, a trial was conducted on 6 students using a book that had been validated by the two experts. The six students have different abilities, ranging from students with low ability, moderate to high-ability students. This small group evaluation was conducted during 3 meetings.

In the implementation of this research stage, students were asked to pay attention to the presentation of the book, the ease of use of the book, the time given, and the readability of the contents of the book. The results of small group evaluations are

as follows:

The implementation of a small group evaluation was conducted in 3 meetings. The three meetings were held on 14, 16, and 18 May 2018. The activities carried out at the first meeting were students were asked to pay attention to the clarity of the instructions provided in books such as basic competency and Speaking learning activities contained in the book. Students are asked to pay attention to whether there are uses of words / terms or sentences that are not understood by students, and ask students to pay attention to the usefulness of the images given.

Before carrying out teaching, researchers have provided a good internet connection that can be accessed by all students, and ensures students to have Whatsapp accounts "before the lecture begins. Then the researchers made Whatsapp Group, named SMALL GROUP DISCUSSION. Then the researchers share the book to the group that had been made and asked all students to download and read the book.

During the use of books, all students were very enthusiastic about the lecture process using social media and good internet connections. Before continuing the learning activities, researchers as lecturers convey basic competency that students will have after the lecture on that day. When the activity took place, students were very interested because they were given the opportunity to watch videos by visiting links that have been connected with Youtube.

Students with high abilities are very active in Speaking activity. While students with moderate and low abilities were very enthusiastic and tried to speak. In this case, all students speak English actively. Overall, students are confident and find it easy to understand the contents of the book.

Based on the results of interviews with all students, the use of social media based textbooks on this Speaking Course is very different from other lectures. In addition by good internet connection, learning activities become easier and active in talking by using English. It has become a new experience for all students in the learning process. In addition, based on the explanation given by the students, the sentence used in the book is very easy to understand for the implementation of the 3 chapters.

The Result of Field Test

After making prototype 2 revision based on a small group evaluation, researchers have completed prototype 3 which will be tested on a large group (field test) carried out in the classroom. The prototype 3 trial was conducted in the second semester student class of the English Study Program at University of Pahlawan Tuanku Tambusai. This trial was conducted with the aim to see the practicality of the validated and revised textbooks based on small group evaluations. In addition, also to find out the extent of benefits, ease of use, and the efficiency of the use of the textbook. A large group evaluation was conducted in 6 meetings.

The large group evaluation was carried out in 8 meetings

with 8 learning materials. This large group of evaluation is held on the 21st, 23rd, 25th, 28th, May 30, 2018, 2, 4 and June 6, 2018. At the first meeting, the researcher gets difficulties before starting the lesson. The problem is an internet connection. For this reason, the addition of internet packages is more widely used in this large group trial. The learning objectives at this meeting are the same as the learning objectives at the first meeting for small group evaluations. In this case, learning in large groups starts from the first material to the eighth material.

Researchers as lecturers carry out the learning process in accordance with the lesson plan that has been prepared previously. During the learning process, there were still some students who do not understand the statements presented. At the first meeting the students seemed confused and surprised by the use of gadgets in the lecture process. After getting an explanation from the lecturer, they seemed enthusiastic and very happy to learn using social media. Based on the interviews conducted with these students, all students stated that the use of social media as a learning media greatly supported the lecture process. Moreover, the learning process is supported by a good internet connection. Nearly 90% of students actively produce English. They are very motivated to speak in English. In addition, they are given time to ask if there are difficulties. In the learning process takes place, unfortunately there are still students who do things that are not related to learning activities. This is the right time for them to use the internet for other activities. This resulted in some students not being active in speaking activities.

The Effectiveness of Using the Textbook toward the Learning Activities and Students' Achievement

The Result of Questionnaire

Based on the results of the questionnaire analysis showed that the students in II semester of English Study Program of University of Pahlawan Tuanku Tambusai are 29 people. Student responses to the books, provided a positive response. The percentage of student responses classically can be seen in [Table 1](#).

TABLE 1 | The Result of Students' Response in Using theTextbook

No	Criteria	Result
1	Very Good	13
2	Good	16
3	Enough	-
4	Bad	-
5	Very bed	-

Based on the data collected, the highest percentage of student responses to each aspect of the question in the questionnaire are statements number two, three, four and seven showing a percentage of 100%. Questions number two, three, four and seven in sequence, students agree that the appearance of

the book provided is interesting, the activities in the book are easy to understand, the books provided can motivate students to learn, and the use of books can make it easier to remember and understand the material being studied. The lowest percentage in statement number 5. Only 70% of students agree with the language used.

Based on these data, there is no suggestion to improve the book, although students provide input so that social media-based learning activities and books are developed can also be applied to other subjects besides Speaking. Based on the table above, it can be seen that overall students provide positive responses to use book. In this case the percentage of student responses has met the indicators of success to be achieved in the study, namely $\geq 82\%$ of the students' responses to the use of books which are in the excellent category.

The Result of Observation on the Students' activities

The individual student activities are divided into four categories, namely active, moderately active, less active and inactive. Classy student activity is only students with active levels of activity, are quite active and less active. The results showed that the percentage of student activities at the first and second meetings 81%, the third meeting 87%, the fourth meeting 93%, fifth and sixth 95%.

Based on research data analysis, the percentage of average student activity in classical terms has met the indicators of success to be achieved in the study, namely $\geq 85\%$. Student activities in the process of learning are active and very active in criteria. The analysis of student activities in each type of activity aspect shows the aspects of students in practicing English with their friends and utilizing social media as a medium of communication using English very well utilized.

The Students Achievement after Learning by Using Social Media Based Textbook

Based on the data, student learning outcomes were obtained by giving oral tests to 29 students. The student grades range at the University of Pahlawan Tuanku Tambusai as presented in [Table 2](#).

TABLE 3 | The Recapitulation of Students' Score

No	Category	Score
1	High Score	95
2	Low Score	71
3	Average	81
4	Score ≥ 75	21
5	Classical completeness	92%

The score obtained by students has an average of 81 and classical completeness is obtained 91%. These percentages show that the books provided are effective to use for students

TABLE 2 | The student grades range

Score		Grade
>=	90	A
85	89	A-
80	84	B+
75	79	B
70	74	B-
65	69	C+
60	64	C
55	59	D
<=	54	E

learning outcomes. Students' learning outcomes can be seen in the [Table 3](#).

After conducting lectures using social media based textbooks, student learning outcomes are better. The use of developed books is made for students to learn more actively and produce English naturally. In the book some activities are presented and material is also provided so that students can learn actively and speak English confidently. If students get difficulties the teacher is ready to attend both online and offline through the group that has been made. This is what makes students better understand and learning lasts longer in student memory. In this case, the discussion process is still ongoing after the research is completed.

Based on the results of the preliminary study on needs analysis, student analysis of the English Study Program of University of Pahlawan Tuanku Tambusai as the subject of research, and analysis of social media-based textbooks in the Speaking course, identified the need for textbooks that make students active. [Manca and Ranieri \(2016\)](#) state that using social media for teaching in higher education. The textbook can accommodate learning processes that motivate students to actively learn by using social media as a learning medium in the classroom. In line, [Moghavvemi et al. \(2018\)](#) state that using social media can increase the students experience in learning process.

Based on the results of the preliminary study on needs analysis, student analysis of the English Study Program of University of Pahlawan Tuanku Tambusai as the subject of research, and analysis of social media-based textbooks in the Speaking course, identified the need for textbooks that make students active. [Mansor \(2014\)](#) state that using social media for teaching in higher education. The textbook can accommodate learning processes that motivate students to actively learn by using social media as a learning medium in the classroom. In line, [Inayati \(2015\)](#) state that using social media can increase the students experience in learning process.

Based on the results of data analysis, the use of social media-based textbooks strongly supports the lecture process. This provides a different atmosphere in the lecture process. 90% of students are active in speaking activities in class. They are confident to use English in the classroom. It is in line

with [Almarwaey \(2017\)](#) who states that social media can promote language learning process.

The development of the book that has been carried out then gets criticism and suggestions from English Education experts. After going through the revision process according to expert advice then it was tested according to the stages of research development. Furthermore, the implementation of the trial was conducted to collect data on responses, activities, and student learning outcomes. After going through the development process, this textbook can be applied and used in learning in general.

The Feasibility of Social Media Based Textbooks

The feasibility assessment of textbooks that have been developed and assessed by experts in English Language Education based on rational thinking has not been based on facts in the field. If there is a discrepancy, improvements will be made by reviewing the teaching material. Based on the assessment of experts, this book is very feasible as a teaching material for Speaking Course in the English Study Program. The process of determining the feasibility of this textbook was developed by using theory. Every stage in the in development of research is carried out and then revised according to the criticism and suggestions obtained. Based on theory, the final results of this developed book meet the eligible criteria as a Speaking teaching material in the English Study Program.

The field test process was conducted to determine the effectiveness of social media based textbooks for Speaking courses in the English Study Program. The effectiveness of textbooks in this research is the effectiveness of student learning activities and outcomes. Field test were carried out in 2 stages; small group evaluation was carried out on 6 students with high, medium and low ability levels, and field test evaluations were carried out in class in the second semester students of the English Study Program consisting of 29 students. Overall learning uses social media based textbooks on Speaking Course that has been developed effectively for student activities. The effectiveness can be seen from the analysis that shows student activities from the first meeting to the eighth meeting increasing with

the end result of student activity reaching 90%. Student active-ness results have exceeded the predetermined success indicator, which is $\geq 85\%$. Student activities in learning activities include very active categories. One of the things that cause students' activities is the learning process carried out using social media. During the process, students interact and communicate by using English. The existence of discussions using social media, Whatsapp makes students more active and motivated to follow the learning process. Other causes for achieving indicators of student activity, namely in learning activities, students are required to practice English and communicate by using English.

CONCLUSION

Based on the implementation and results of the research, as well as the discussion above, the results of this study can be con-

cluded that; Social media-based textbooks developed in accordance with student needs. The learning activities presented in the book greatly guide students to be active in practicing and communicating by using English. The textbook developed is very feasible as a teaching material that can help lecturers in the learning process. Textbook that is developed, are very effective to use on students' learning activities and learning outcomes.

ACKNOWLEDGMENT

This research is awarded by Ministry of Research, Technology and Higher Education for beginner lecturer research in 2018 and supported by English Study Program of University of Pahlawan Tuanku Tambusai.

REFERENCES

- Almarwaey, A. O. (2017). Using Social-Networking Sites in Learning English Language and Students' Self-Efficacy. Retrieved on
- Inayati, N. (2015). English Language Teachers' Use Of Social Media Technology In Indonesian Higher Education Context. Retrieved on
- Manca, S. and Ranieri, M. (2016). Facebook and the others. Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216–230
- Mansor, N. (2014). Social Media In Esl Classroom: Exploring The Impacton Language Learning. Retrieved on
- Marleni, L. (2016). Improving students' listening comprehension by using movies at 5th grade XI IPA of SMAN 2 Bangkinang. *Bangkinang: Research Center and Community Services of STKIP Pahlawan Tuanku Tambusai*
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., and Kasem, N. (2018). Social media as

a complementary learning tool for teaching and learning: The case of youtube. *The International Journal of Management Education* 16, 37–42

Plomp, T. (2013). *Educational design research: An introduction*

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright © 2019 Marleni and Asrilestari. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.