Use Of Cooperative Project Based Online Learning On Students' Speaking Skill

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ABSTRACT

This research focuses on the use of cooperative project-based online learning focused on students' speaking skills. It also aims to examine how cooperative project-based online learning is dependent on students' speaking skills. The research was performed in the MTs. Mambaus Sholihin Gresik in class VII R. To know whether cooperative project-based online learning is successful, the researcher used a pre-experimental approach. The knowledge was measured using the t-test statistical model. Quantitative data analysis has shown that students' speaking skills have been enhanced due to using a cooperative online learning initiative focused on students' speaking skills. In addition, the concepts of a cooperative online learning project are helpful for students' language learning and speaking skills. Cooperative project-based online learning is also recommended for the promotion of skills and affective factors.

Keywords: Cooperative learning, Online learning, Project-based learning, Speaking.

I.   INTRODUCTION

The emergence of online media such as Instagram, WhatsApp, and Facebook has impacted education. However, the classroom is not the only place for teaching and learning. Therefore, teachers needed various learning techniques to motivate the student (Pujiasih, 2020).

Cooperative-Project-based online learning was chosen to develop students'

speaking skills in the teaching of English. It is a blend of three methods: cooperative learning, project-based learning, and online learning. The project method originates from Pragmatism, a philosophic movement that originated in the middle of the 19th century and advocated the intervention and practical application of knowledge in daily life (Tsiplakides & Fragoulis, 2009). PBL refers to a process that allows "students to design, organize and carry out an extended project that creates publicly displayed production such as a product, publication or presentation" (Patton, 2012).

This approach encourages student learning through group work and social experiences to solve problems. As a result, students are motivated not only to complete class assignments relevant to their interests and needs but also to improve their ability to think critically and use material expertise (Kemmis, McTaggart, & Nixon, 2014). Project-based learning benefits include improved comprehension of the subject matter, deeper learning, higher reading skills, and enhanced interest in learning (Kholis & Aziz, 2020).

In addition, cooperative learning refers to the method of carrying out a joint project. It can be seen as a favorable learning situation as students are encouraged to participate in team discussions in the learning process. Students can work in small groups to help each other learn academic content (Slavin, 2010). Empirical studies indicate that teams are more successful in decision-making and complex problem-solving than individuals (Hinsz, Vollrath, & Tindale, 1997). Group performance is expected to be higher than individual performance (Krause, Stark, & Mandl, 2009).

Two project-based learning studies related to speech skills have been conducted. (Sirisrimangkorn, 2018) showed that the development of project-based drama-based learning could enhance students' speaking skills. (Vaca Torres & Rodríguez Gómez, 2017) Using project-based learning to increase student oral performance could increase student participation in the classroom.

Project-based learning is evolving according to specific contexts and student preferences (Bilqis Maulany, 2013). As a result, students have increased enthusiasm, commitment, and enjoyment. From a motivational point of view, projects are authentic activities, are more meaningful to

students, increase engagement, inspire participation, and facilitate learning (Brophy, n.d.).

In light of the clarification given, the researcher is encouraged to carry out research entitled 'Effect of cooperative Project-based online learning on student speaking skills.

II. LITERATURE REVIEW

A. Project-Based Learning

Project-based learning is one of the learning strategies used to promote second and foreign language learning. It is used to grow students in several fields. According to the (Bell, 2010) study. Project-based learning advantages include motivation, language skills, capacity to work in communities, learning resources, self-confidence, independence, and decision-making skills. Project-based learning is characterized as a teaching model that provides project-based learning.

Several steps have been taken to introduce PBL (Bell, 2010). The first is the speculation that teachers choose project subjects initially based on the curriculum and shared with students. Teachers and students are speculating on the possibilities that will lead to a smooth project (Bell, 2010). However, teachers can select their assignments for beginners or lower-level students. It is because "Students at or below the beginner level do not have the language or confidence to build a project theme" (Hinsz et al., 1997), so teachers need to guide them before they can make their own decisions.

The second stage is the design of the project activities; at this stage, it relates more to the organization of the framework of the project activities, including the creation of groups, the specification of responsibilities, decision methodologies, knowledge sources, etc.

The third is a project exercise in which students determine what was expected and planned in the previous process. Students gather information, discuss it with their community members, talk to teachers or parents about challenges they face in their work, and present their final results, including presentations, performances, posts, publications, etc. For the wider community, including other schools, teachers, etc.

The final stage is an evaluation which refers to the "assessment of the participants' activities and the discussion of the initial goals and objectives have been

achieved, the implementation of the process and the final product" (Tsiplakides & Fragoulis, 2009). (Bell, 2010) also mentioned that the evaluation of the project organization, issues experienced during the work process, student attitudes towards it, etc., also included assessments by others and self-assessment.

B. Cooperative learning

Cooperative learning is a small-team training approach for learners to optimize learning for themselves and others (Thomas, 2000). Empirical studies suggest that cooperative learning can enhance student achievement, subject matter growth, focus, social processes, and motivation. However, for cooperative learning to be successful, an appropriate cooperative design is required. Some authors emphasize the advantages of heterogeneous classes, where high-quality students learn by outsourcing and creating their expertise, and low-quality students benefit from peer explanations and support.

C. Online learning

Many definitions of online learning (Parker, 2004) define online learning as using the Internet to access learning materials, develop a personal sense, and build learning experiences.

Online learning does not have a time zone for learners, and location and distance are not problems. Asynchronous online learning enables students to access online materials simultaneously, while online synchronous learning allows for real-time interaction between students and teachers. Learners can use the Internet to access up-to-date and relevant learning materials and to engage with experts in the field of their study.

To the teacher, tutoring can be performed at any time and from anywhere. Online materials can be reviewed, and learners can see the changes at once. If learners can access materials on the Internet, it is easier for teachers to provide them with relevant knowledge based on their needs. If properly built, online learning platforms can be used to define the needs of learners and the current level of expertise and assign suitable materials for learners to choose from to meet the needs of learners.

III. METHOD

A. Research Design

The research design used for this analysis was pre-experimental research with a quantitative approach. The researcher chose a pre-experimental study as a pre-test post-test group to assess the outcomes of an online cooperative learning project for students' speaking skills. Thirty-five participants in this study were from class VII SMP Mambaus Sholihin in Gresik. Students will first test their ability to communicate to collect data. In addition, students review learning material in the "Cooperative Project-based Online Learning" course. Then they were working on their final product. After finishing the final product, they were tested for their speaking skills. These quantitative data have been analyzed and used to explain the findings and their effects.

B.   **Procedure**

The learning procedure in the research can be seen as follows:

Table 1 - The learning procedure

Step	Learning Procedure	Learning Activities
1	Approve the theme of a project	Discussion: The discussion is carried out through the WhatsApp group application to approve the stimulated theme through video. Students are invited to discuss through chat and voice notes.
2	Set final product	The final determination of the product is a video uploaded on an *Instagram* account
3	Design project	The teacher gives face-to-face direction with the help of the Google classroom application. At this stage, the teacher divides members into small groups, rules of the game, the selection of activities that can support answering essential questions, integrating various possible materials, and knowing the tools and materials that can be accessed to help with the project completion.
4	Monitoring the students	Teachers are responsible for monitoring student activities while completing projects. Monitoring is done by facilitating students in each process, such as providing resources in links or videos. In other words, the teacher acts as a mentor for student activities. A rubric is created that can record all important activities To simplify the monitoring process.
5	Assess the outcome	Learners present the final product through a video uploaded to an *Instagram* account. The number of people who like will also become an added value for the group. Therefore the group must make exciting videos.
6	Evaluation	Teachers conduct online and offline evaluations.

C. Research instruments

The instrument is speaking tests were used in this study. The test is used to assess student speaking skills. The students were tested twice, the test was pre-tested, and the second test was post-test.

The first is a pre-test given to students before submitting a cooperative online learning project. Students were interviewed to test students' ability to communicate. Students were tested on three dimensions (grammar, vocabulary, and comprehension) of their speaking skills. The second test is post-test, post-test was held after applying treatment. Semi-structured interviews aimed at acquiring students' opinions about using a cooperative online learning project focused on speaking skills. Post-tests were performed to know the final score and discrepancies before and after introducing the Cooperative-project focused on online learning.

D. Data Analysis Technique

After the researcher got the information from pre-test and post-test scores, the researcher analyzed the information. The researcher utilized a quantitative analysis technique utilizing a statistical method. This technique is utilized to know the Effect of cooperative Project-based online learning on the students' speaking skills before and after teaching. The researcher has utilized the application of IBM SPSS Statistics for windows to analyzed data.

IV. RESULT

After conducting the research, the researcher has two kinds of data: pre-test and post-test.

A. Pre-Test

Pre-test that is given to the students before applying cooperative- Project-based online learning. Students were tested on three dimensions (grammar, vocabulary, and comprehension) of their speaking skills. The implications of the student score in the pre-test can be seen as follows:

Table II - Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	35	50,00	60,00	53,7143	4,90241
Valid N (listwise)	35				

B. Post-Test

Post-test that given to the students after applying cooperative- Project-based

online learning. The post-test is done to know about the final score and the differences before and after applying Cooperative-project based online learning. The implications of the student score in the post-test can be seen as follows:

Table III - Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST	35	80,00	90,00	84,1429	4,92379
Valid N (listwise)	35				

C. The final result of the research

The researcher used the T-Test as the instrument to analyze and get the differences between pre-test and post-test.

Table IV - Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
PRETEST	53,7143	35	4,90241	,82866
POSTTEST	84,1429	35	4,92379	,83227

The pre-test and post-test speaking scores are shown in the table to respond to the purpose of this report. Twenty-five students participated in this study,

referring to Table IV. The results show that the student's average pre-test score is 53,7143, and the average post-test score is 84,1429. As shown in Table IV, the statistical analysis results indicate major differences between pre-and post-test scores. Thus, the results support the argument that the influence of cooperative project-based online learning based on student speaking skills."

Table V -Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETEST - POSTTEST	-30,42857	6,89964	1,16625	-32,7986	-28,0584	-26,091	34	,000

From *Table V*, the noteworthy worth (sig. 2 followed) was 0.000, the worth < 0.05, subsequently was critical, and t acquired was -26,091 at the considerable degree of 0.05 and the level of opportunity 34. It implies that there was an outstanding record utilizing cooperative Project-based online learning. (Field, 2012)has expressed, "If the value is less than 0.05, then the

means of the two conditions are significantly different".

V. DISCUSSIONS

Regarding the research which was done in VII R MTs. Mambaus Sholihin Gresik, it was considered that there was a significant difference between students' speaking skills taught using cooperative Project-based online learning and those taught not using cooperative Project-based online learning. Based on the computation of the post-test result, the mean score of the post-test on their speaking was 84,1429, while that of the mean of the pre-test was 53,7143. It can be interpreted that the mean score of the post-test was higher than the pre-test.

The researcher also found a significant speaking skill after being taught by cooperative Project-based online learning. It can be seen from the hypothesis test that indicated that there was a Sig. (2 tailed) 0.000 lower than the level of significance 0.05. It was mean that Ha was accepted while Ho was rejected.

The reasons why the group was able to speak English for communication by using cooperative project-based online learning from the average post-test score could be the product of simulation before taking video activities that emphasize students' practice of speaking; students are confident and courageous to act and can also use English in communication. They should apply conversations to their everyday use.

VI. CONCLUSION

This study focuses on the effects of cooperative project-based online learning based on student speaking skills. It is also aimed at exploring the impact of cooperative project-based online learning beneficial to learners' speaking skills. It used a one-group post-test pre-test. It is also beneficial for learners to speak based on the following factors. First, it offered enough opportunities for learners to practice English. For example, before posting a video to their Instagram account, students practice repeatedly speaking to create their best video. Secondly, it provided the learners with a practical background for the use of their speaking skills. Third, it has established the affective factors of learners who have motivated them to speak and improved their voice-confidence. It, therefore, advocated the use of cooperative project-oriented online learning based on student speaking skills for an instructor.

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