THE EFFECTIVENESS OF INTERGRATING BILIBILI STATION MEDIA AND COOPERATIVE LEARNING METHOD TO ENHANCE SPEAKING SKILL OF GRADE 5 CHINESE STUDENTS IN YUNNAN PROVINCE, CHINA

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ABSTRACT

This quantitative study investigated whether the use of Bilibili Station media and the cooperative learning method improved the English-speaking skills and satisfaction of grade 5 Chinese students in learning English speaking. The sample group consisted of 30 grade 5 Chinese students in Yunnan Province, China. Data were collected using a pretest, posttest, and questionnaire, and were analyzed using descriptive statistical analysis and a paired sample t-test. The data collection and instructional period lasted for four weeks. The results of the pretest and posttest showed that the students in the sample group improved their English-speaking skills, with a posttest score ($\overline{X}$ = 22.13, SD = 2.01) and a pretest score ($\overline{X}$ = 18.96, SD = 2.64), resulting in a mean difference of 3.17 points. The data collected from the questionnaire indicated that all items were rated at a high level. The students expressed positive satisfaction with the use of Bilibili Station media and the cooperative learning method in learning English speaking. This study demonstrated that using Bilibili Station media in the English-speaking classroom was an effective way to learn English speaking.

Keywords: Bilibili Station Media, English Speaking Skill, Cooperative Learning Method, Learning Achievement, Students 'satisfaction

INTRODUCTION

The school pays more attention to the development of English speaking skills for primary school students. Ma (2022) describes Elementary school is a critical period for students' language development, so cultivating elementary school students' English oral expression ability is an important task in elementary school English teachers' teaching.

Chai (2019) has suggested that there are many problems in the current English speaking teaching in elementary school, which hinder the smooth development of speaking teaching activities and affect the improvement of the quality of English speaking teaching.

How to make our classroom become more vivid image, make students interested in our classroom teaching, improve students' motivation to learn, make students' speaking ability get good help. This problem is worthy of our deep thinking and improvement.

According to Yang (2021), the Bilibili station platform has indeed widened the path of independent learning for students and has had a positive impact on a large group of English learners whose English proficiency has improved, especially their English speaking skill. Bilibili station has changed the traditional teaching model and given students a new perception of English learning, It enhances students' interest in learning and independent learning ability, meets their individual needs for English learning, and enhances the practicality and diversity of their English learning.

Jiang 2018) notes that cooperative learning method is an effective teaching method, and its effective application in elementary school English teaching can increase the interest of English classroom, enhance the activity of the classroom, and then can improve the effect of English teaching. This not only helps students to improve their interest and academic performance, but also allows them to have a better relationship with their classmates.

It is important to know how to improve students' English speaking skills as students generally have weak speaking skills and lack targeted measures. Considering this situation, teachers can select videos on BILIBILI station video media that are appropriate to the course topic to give students a clear, visual perception of today's course content. After students understand the course content, the teacher distributes conversation exercise questions and groups pairs through cooperative learning to communicate about the course

content and conversation exercise questions.

RESEARCH OBJECTIVES

1. To improve English speaking skill of Grade 5 Chinese students in Yunnan province through the application of Bilibili station media and cooperative learning method.

2. To investigate Grade 5 Chinese students' satisfaction towards the application of Bilibili station media and cooperative learning method in learning English speaking.

LITERATURE REVIEW

1. English speaking skill teaching

Schools are focusing more on cultivating the English speaking skills of primary school students. Firstly, Hu (2021) points out that there is a lack of communication opportunities in primary English speaking teaching. Secondly, the lack of an interactive environment Speaking is an important skill for language learning and a key ability for communicative communication. Thirdly, the lack of interest in language is an important driving force for students' cognitive learning and one of the key elements to stimulate behavioral exploration.

Strengthening primary school students' English speaking skill helps

to ensure the transmission of information. As a communicative activity of language communication, oral communication is the goal, and diverse development strategies and guidance measures are adopted to not only improve students' comprehension of language output and input, but also to strengthen students' language use, emotional expression and thought penetration, further ensuring accurate and efficient message delivery (as cited in Mao, 2018).

2. The application of technology in teaching and learning English.

With the development of the times and the innovation of educational concepts, the application of multimedia technology has become a necessary educational tool.

Teachers should strengthen their technological learning, master the functions of multimedia technology, optimize the production of courseware according to the new methods, clarify the objectives of teaching English in elementary school, be able to closely articulate the operational aspects of technology, and make efforts to create an atmosphere in the classroom to improve learning experience.

Zhu (2022) points out the rational use of multimedia technology in primary

English classroom teaching can bring many benefits to teachers and students. Therefore, it is important to analyze the current situation of multimedia teaching in primary English.

3. The application of Bilibili station media in teaching and learning English speaking skill.

Bilibili Station is the largest video resource learning media in China. As the main knowledge video dissemination platform, It plays a big role in learning speaking English. Ma (2022) points out the cultivation of learning interest is the focus of speaking teaching. A significant advantage of combining Bilibili station media videos with speaking teaching is that it can mobilize students' enthusiasm for communication, make them feel the fun of language learning and oral expression, and promote the comprehensive improvement of students' interest in speaking.

Yang (2021) notes the creation of new media such as Bilibili station has enriched the teaching content of English classroom, changed the traditional English teaching, and innovated in the form to help students form the initiative to learn English and let them dare to speak. Through the rich foreign cultural resources of BILIBILI station to learn and fully understand the cultural customs and authentic English expressions around the world, broaden the horizons, enhance the ability of cross-cultural communication, and allow students to learn to speak better.

In teaching English speaking, teachers can make more use of Bilibili station media videos to create a learning atmosphere. The combination of Bilibili station media videos and speaking English makes students more receptive to speaking English (as cited in Xu, 2022).

Teachers can select videos on Bilibili station video media that are appropriate to the course topic to give students a clear, visual perception of today's course content.

4. Cooperative teaching method in teaching and learning English speaking skill.

Jiang (2018) notes cooperative learning method is an effective teaching method, and its effective application in elementary school English teaching can increase the interest of English classroom, enhance the activity of the classroom, and then can improve the effect of English teaching. It not only helps students to improve their interest and academic performance, but also allows them to have a better relationship with their classmates.

According to Guo (2017), when the teacher talks about the content of "What would you like? "Before the lesson, students in the class can be grouped scientifically and rationally according to their grades, classroom performance, gender and personality in groups of four, with the principle of heterogeneity in the same group. Teachers can organize relevant games for students, assign relevant inquiry questions for students, it can add vitality to the English classroom in such a way that students can actively participate in the learning of English speaking skill.

Cooperative learning involves organizing students into small groups to work together on tasks or projects, fostering collaboration, communication, and critical thinking skills, which provides students with sufficient time and space to expand their thinking. In the past, students had weak interest in learning, lack of concentration in class, and poor classroom effect, but now students have high enthusiasm for English learning, and their teaching performance has greatly improved (as cited in Wang, 2009).

A series of research has shown that a skillful blend of Bilibili station and cooperative learning methods can significantly improve students' speaking skills.

CONCEPTUAL FRAMEWORK

The independent variable included the usage of Bilibili station media though Cooperative Teaching Methodology. The dependent variables contained the students' English speaking skill and the students' satisfaction by using the Bilibili station media. It is shown in Figure 1.

Independent Variable

Dependent Variable

The application of Bilibili media and Cooperative Learning Method

English speaking skill

Students' satisfaction
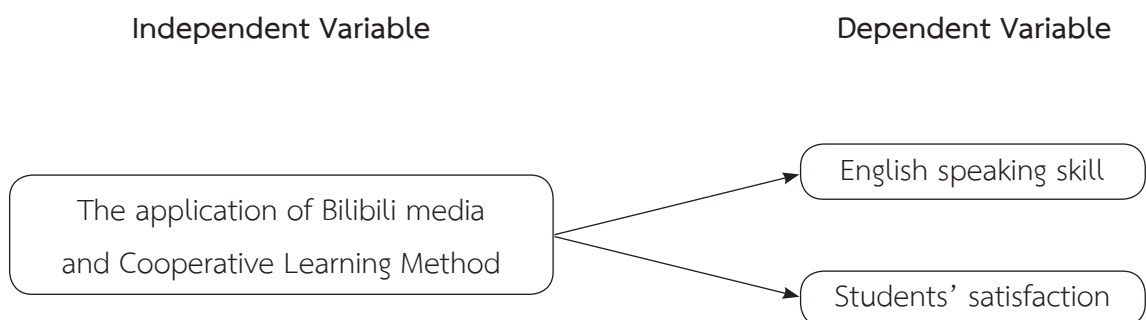
Figure 1 Independent variables and Dependent variables.

METHODOLOGY

1. Research design

In this research, a quantitative approach was used to analyze the data. To collect data, achievement tests and questionnaire were used to collect data. In addition to the achievement tests, a questionnaire was also incorporated into the achievement test. This was designed to determine students' satisfaction with the Bilibili station media of learning English speaking skill. The results of the questionnaire proved to be objective and accurate. The following figure 2 illustrates the research design of the study. The sample group was divided into experimental and control groups, and to ensure the reliability of the study, the pretest and posttest were consistently.
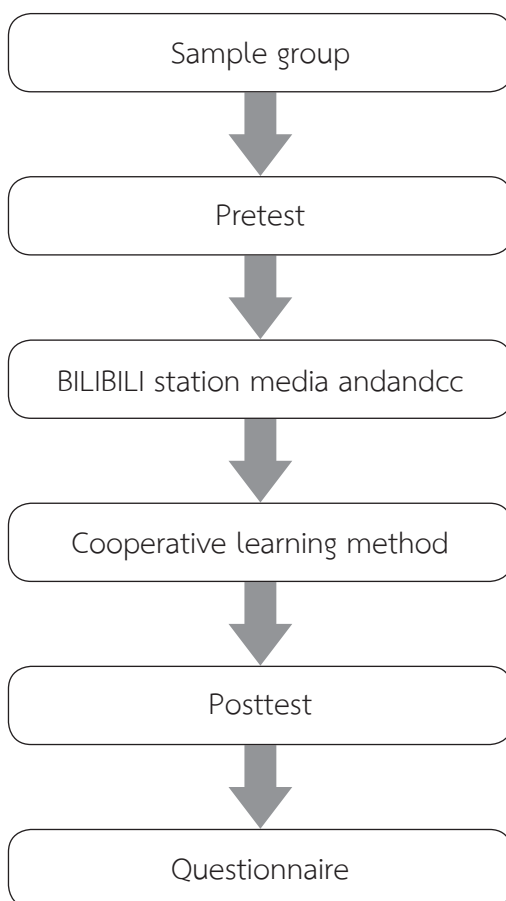
Sample group

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Pretest

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BILIBILI station media andandcc

↓

Cooperative learning method

↓

Posttest

↓

Questionnaire

Figure 2 illustrates the research design

2. Population and sample

The study was conducted with grade 5 students in a public school in Yunnan Province, China. The grade 5 students were divided into two classes, each consisting of 60 students. These students, aged 10 to 13, comprise a mix of genders and have varying English speaking abilities.

The researcher used clustered random sampling, which included 30 students from the fifth-grade population. The students ranged in age from 10 to 13, with varying speaking abilities. and English speaking has been taught as a compulsory course for more than five years. The research has limitations because sample sizes are limited.

3. Research instruments

In this research, lesson plans, achievement tests, and satisfaction questionnaire were used to collect data to address the research questions.

3.1 Lesson plans

The researcher established 4 lesson plans of 45 minutes each for a total of 360 minutes (1 lesson plan = 2 lessons), which included the use of BILIBILI station media in the classroom. Over a one-month period, the researcher taught 8 lessons (2 classes per week).

3.2 Achievement tests

The tests were divided into two parts, a pretest and a posttest, with the same number of questions and the same level of difficulty. The participants were asked a series of questions through a randomized interview based on four main themes: seasons, parks, hobbies, and pets. For both pretest and post-test, the same set of questions were asked. The participants were asked to select a topic about which they would be asked. Next, a series of 6-7 questions were also asked depending on the topic chosen by each participant.

3.3 Questionnaire

In this research, a set of five-point Likert scale questionnaire consisted of 15 statements examined students' satisfaction in English speaking skill by using BILIBILI station media. It was divided into three parts. The Part A was interest and motivation, the Part BILIBILI was Engagement, and the Part C was the Efficacy of BILIBILI station media in English speaking skill. Each statement was rated on a Likert scale from 1 to 5, with 5 being the highest or strongly agree, (4) agree, (3) neutral, (2) disagree and (1) strongly disagree, respectively.

The questionnaire has been translated into Chinese

4. Validity

The research instruments were examined and validated by three experts; all of these experts are from China. The Item-Objective Congruence Index (IOC) was made by Rovinelli and Hambleton in 1997 (Carlson & Turener, 2013). The IOC range is between -1 and +1. In this IOC assessment, the study tool was effective if the item value was greater than or equal to 0.67. If the test value was less than 0.67, the study tool should be revised. In this research, all Instruments' results were more than 0.67.

5. Reliability

To test the reliability of the achievement test and the questionnaire, Cronbach's alpha method was used in the study. The researcher administered tests and questionnaires to an additional 30 students at the same level. The reliability result of the achievement test and questionnaire were 0.84 and 0.75. This showed that the instruments were reliable to be used to address the research objectives.

6. Data collection procedures

The sample population included 30 students from a primary school in Yunnan Province, China. Their ages ranged from 10 to 13 years old, and they differed in gender and English speaking ability. Students' academic performance was collected by means of pretest and posttest. The data were analyzed by the total score, mean score, and standard deviation.

6.1 Approval and Ethics concern

To conduct the research in the school, the researcher obtained an approval letter from the Qiling elementary school on Nanning Road, Qujing city, Administrative Department. Since the participants in this research were between the ages of 10 and 13, the researcher also received the approval of both the responsible school authorities and the parents. The participants were also notified of the study objectives prior to the implementation of the strategy. In addition, study participants were required to sign a consent document to have their legal and ethical rights protected. The data were treated confidentially and deleted uniformly after the study was completed.

RESEARCH RESULTS

Data Analysis of English speaking Achievement Test

This section presents the results of the first research objective. The aim was to compare the English speaking

performance of the fifth graders before and after they were taught using BILIBILI Station media. The results of pretest and posttest of the sample groups were compared using paired samples t-test. Comparisons were made using means, standard deviations, and inferential statistics, with P< being the 0.5 level of significance.

As shown in Table 1 below, the one sample analysis of the test scores indicated that they were positive. The pretest mean was 18.96 with a standard deviation of 2.64; the posttest mean was 22.13 with a standard deviation of 2.01. A difference of 3.17 was observed between the pretest and posttest means; this resulted in an increase in the posttest mean. The significant value

Table 1 Paired T-Test Analysis

Group	Pretest		Posttest		Mean Difference	t	P–value
	$\overline{X}$	SD	$\overline{X}$	SD			
Sample Group	18.96	2.64	22.13	2.01	22.13 − 18.96 = 3.17	- 4.672	.01

(P) obtained was .01, which was lower than .05 (P*0.05). A T-test value of -4.672 was obtained. There was a statistically significant increase in the posttest scores as compared to the pretest scores for the sample group. It showed the posttest score was significantly higher than the pretest score.

Data Analysis of Questionnaire

A five-point Likert scale with 1 being strongly disagree and 5 being strongly agree was used to collect the quantitative data and examine students' satisfaction towards using the BILIBILI station media in English speaking class. The 15-item questionnaire was divided into three sections: part A, Interest and Motivation; part BILIBILI, Engagement; and part C, Efficacy of BILIBILI station media on student learning. Each single one of the 30 (n=30) participants was given a copy of the questionnaire. Descriptive statistics were used to analyze the questionnaire results (mean and standard deviation). The mean scores ranged from the highest of 4.21 to 5.00, high from 3.41 to 4.20, moderate from 2.61 to 3.40, low from 1.81 to 2.60, and the lowest from 1.00 to 1.80 (Likert, 1932).

Table 2 Mean and Standard Deviation: Part A (n=30)

	Part A- Interest & motivation	Mean	SD	Interpretation
1	Using BILIBILI station media made learning interesting.	4.03	.765	High
2	Using BILIBILI station media and cooperative learning method made learning meaningful.	4.07	.740	High
3	Using BILIBILI station media and cooperative learning method helped me develop confidence to learn English speaking.	4.13	.819	High
4	Using BILIBILI station media and cooperative learning method motivated me to learn English speaking.	4.30	.750	Highest
5	BILIBILI station media and cooperative learning method provided a more effective learning style in speaking learning.	4.37	.669	Highest
	Average	4.18	.748	High

Table 2 below shows the mean scores and standard deviations of students' satisfaction with Part A, interest & motivation. The highest mean score of 4.37 was obtained for BILIBILI station media provided a more effective learning style in speaking learning, which fell within the mean score range of the five-point Likert scale indicating the "Highest" level. The mean score for Item 1 was relatively low (mean score = 4.03), the interpretation of the mean score showed that students' perceptions of Part A of the questionnaire, interest & motivation were at the High level (mean score= 4.18).

Table 3 Mean and Standard Deviation: Part BILIBILI (n=30)

	Part BILIBILI- Engagement	Mean	SD	Interpretation
6	All the activities related to BILIBILI station media and cooperative learning method were interesting.	4.23	.728	Highest
7	All the activities related to BILIBILI station media and cooperative learning method were meaningful.	4.27	.640	Highest
8	Cooperative group learning was important in the English speaking classroom.	4.47	.571	Highest
9	Interactive communication is beneficial to the improvement of English speaking.	4.53	.571	Highest
10	I felt more engaged when using BILIBILI station media.	4.47	.629	Highest
	Average	**4.39**	**.627**	**Highest**

Table 3 above shows the mean and standard deviation of students' scores for Part BILIBILI, engagement. As we can see through the data, "Interactive communication is beneficial to the improvement of English speaking." was rated with the highest mean score of 4.53 in item 9. The lowest mean score of 4.23 is item 6. We can know from the data, considering the average score of 4.39, it still fell within the "Highest" average score range.

Table 4 Mean and Standard Deviation: Part C (n=30)

	Part C- Efficacy of BILIBILI station Media on Student learning	Mean	SD	Interpretation
11	Using BILIBILI station media and cooperative learning method helped improve my English speaking skill.	4.53	.629	Highest
12	Using BILIBILI station media and cooperative learning method helped improve my English pronunciation skill.	4.50	.572	Highest
13	Using BILIBILI station media and cooperative learning method helped improve my fluency in English speaking.	4.67	.547	Highest
14	Using BILIBILI station media helped improve my class participation.	4.50	.509	Highest
15	Using BILIBILI station media helped improve my English speaking achievement.	4.60	.621	Highest
	Average	4.56	.575	Highest
	Overall Mean & SD for all 15 items	4.37	.650	Highest

Table 4 below indicated the mean scores and standard deviations of students' responses to Section C, Efficacy of the BILIBILI station media on Student Learning. The majority of the students agreed that the BILIBILI station media helped improve their English speaking performance. The thirteenth item received the highest score of 4.67, which was "Using BILIBILI station media helped improve my fluency in English speaking". The eleventh item received a slightly lower score of 4.53, which was "Using BILIBILI station media helped improve my English speaking skill" In conclusion, as noted above, among the three parts, Part C had the highest mean score of 4.56 with a standard deviation of 0.575. In contrast, Parts A and BILIBILI had relatively lower mean scores of 4.18 and 4.39 with standard deviations of 0.748 and 0.627. As we see from the data, the overall mean score for all 15 items was 4.37. The researcher was convinced that the students' overall satisfaction with the use of BILIBILI station media and cooperative learning method was remarkably high. In order to avoid irrelevant variables, we do not recommend candidates to review before the exam to improve the validity of the research.

RESULTS CONCLUSION AND DISCUSSION
Results Conclusion

The first objective in this research was to improve English speaking skill of Grade 5 Chinese students in Yunnan province through the application of BILIBILI station media and cooperative learning method in Yunnan province, China. Then the pretest results and posttest results were analyzed using a paired samples t-test to compare the differences in the learning performance of the sample group. From the data, the following conclusions can be drawn: The statistical analysis of the paired sample t-test of scores displayed that the mean score of the posttest (22.13) was higher than that of the pretest (18.96), and the mean difference was (3.17). The standard deviations of the pretest and posttest in the sample group were (2.64) and (2.01), respectively. The average score on the posttest was significantly higher than the pretest. Based on the result of the posttest, BILIBILI station media had a positive effect on improving English speaking skill.

Li (2017) pointed out after using the BILIBILI station media videos, 85 percent of the students showed different scores

of improvement in their English speaking scores and developed a strong interest in learning English speaking. The above showed that teaching BILIBILI station improved students' English speaking skill.

The second objective was to investigate Grade 5 Chinese students' satisfaction towards the application of BILIBILI station media and cooperative learning method in learning English speaking. To collect quantitative data concerning the students' satisfaction towards BILIBILI station media, a five-point Likert scale was used in English speaking teaching. The 15-item questionnaire was divided into three sections: part A, Interest and Motivation; part BILIBILI, Engagement; and part C, Efficacy of BILIBILI Station media instruction on student learning. Twelve questionnaire items were classified at the "Highest" level and three items was classified as "High" level. None of the items were rated as strongly disagreeable. Chen (2022) found that 83 percent of students believed that BILIBILI station media videos were beneficial to course learning, and that teaching was made more interesting through BILIBILI station media videos. The results sufficiently showed that all students agreed that using BILIBILI Station media in their English speaking courses was an enjoyable

experience for them. Students were very satisfied with using BILIBILI Station media for English speaking teaching.

As indicated above, the research identified two significant findings. The first finding indicated that using BILIBILI Station media instruction and cooperative learning method improved the English speaking skill of Chinese students in Yunnan Province, China. The second finding was that Chinese fifth graders showed positive satisfaction with using BILIBILI Station media instruction and cooperative learning method to learn English speaking.

Discussion

The application of BILIBILI station media instruction to improve the English speaking skill of fifth grade Chinese students in Yunnan Province was successful. As a result, BILIBILI station media instruction was also applicable to other schools' English speaking courses. Other English teachers should consider using the BILIBILI station media videos as a learning material and as a supportive tool in their English speaking classes. Bilibili Station media videos can also be applied to all aspects of English listening, speaking, reading and writing. The Bilibili station media video can also be applied to other different subjects, and the Bilibili station platform has a huge number of learning resources

and provides a wide variety of learning materials, which are a useful and efficient supplement to the traditional teaching classroom.

This research was limited to a group of 30 grade 5 Chinese students in Yunnan Province, China. Consequently, a comparison study with a larger sample could be made in a different area of China. This would be worthwhile for replication and would help to verify and ensure the reliability of the conclusions from the present study. The similar studies can be conducted in different places, at different schools, and at different grade levels. Further refinement of the study maybe conducted with longer period of time in different regions in the country to obtain more reliable results. For the comparison study, this study can be duplicated to examine the effectiveness of BILIBILI Station media instruction in different schools in different regions. Last but not least, this study proved beneficial and fruitful in English speaking learning in China. The contribution maybe for English language teachers and stakeholder in China and every country.

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