

Using Weblog In Cooperative Learning To Improve The Achievement of History Learning

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ABSTRACT

This research investigates the used of Weblog in Cooperative Learning to enhance students' learning of History. The main issues of this study were the lack of interest and low achievement scores in History learning. The objectives of this study are to explore the incorporation of Weblog in Cooperative Learning within the teaching and learning activities of History. This study also examined the effectiveness of Weblog Cooperative Learning in improving students' understanding of a subject and creating an atmosphere of achievement. Past researches suggested that by using Weblog in Cooperative Learning improved the learning of History. The study highlights the teaching and learning of History in a blended learning environment by using Wordpress as a learning platform and Cooperative Learning as a teaching and learning method. The samples are 37 students from a Form 3 class who have basic computer competency in a Malaysian public school. The instruments used for this quantitative study are Pre-test, Post-test and survey questionnaire.

Keywords: *Weblog, cooperative learning, history*

INTRODUCTION

There is an alarming decline of interest among students' in history learning in Malaysia. This is reflected in the examination result and the classroom activities. The boring issue such as history is a subject that is information based with many evidences, facts and dates, which are irrelevant to students' life, but students still have to memorize the facts in order to pass the exam has been raised long time ago and yet to be counteracted.

The New blueprint for education reform in Malaysia released this year emphasized on the importance of educational technology in all of today's subjects. The integration of technology in learning activity in more relevant to History compared with other subject. This is because history is an intellectually challenging subject that stimulating learning experience is necessary so that students would comprehend and appreciate the meaning of history. The traditional method of history learning involved long narrative and paragraphs which is difficult for students to comprehend, therefore it could not create the meaningful learning experience mentioned. Nevertheless it is still taught as a subject of facts, names and dates to be memorized rather than the constructive and problem-solving process used by historians (Mill, 1998). The dedicated teachers who would walk the extra miles to make history learning meaningful are still the minority.

Grant (2001) mentioned that when history is delivered as a product, students are unable to make connections, develop sustainable interests, or establish relevance. Interest and relevance are best realized when students are able to answer the age-old question 'why do I need to know this?' To alleviate the grind of typical history instruction, teachers can design activities that enable students to use authentic historical resources for engaging meaningful content directed at learning about the usable past.

The technology aid learning open up the platform for students to emulate the constructive and problem solving process used by historian. The technology also helps to break the time and space constraint normally faces by constructive and cooperative learning activities in traditional classroom.

Teachers were made aware by researcher that student-centered approach is more beneficial as the learners are allowed self-directed freedom in deciding and achieving their learning goals. This is because students will be more interested when they are given more activities and more opportunities to share ideas with classmates to keep them involve in learning activities. What better way to do this than by introducing them to cooperative in group sharing their finding of History learning by using weblog?

Research has shown that technology can enhance the motivation, achievement, problem solving skills of student as well foster student-teacher and peer interaction which in turn will result in meaning teaching-learning process in the classroom (Mitchell, 2003).

Hence, in this research paper, the researcher plans to address these challenges and limitations by developing and implementing a weblog cooperative learning project. Students of a chosen form three class are given lessons on using weblog 2.0 as a platform in cooperative learning groups for their history planning, development and presentations. This research paper concentrates on the enhancement of both the process and thinking skills through cooperative learning using weblog, which is "Using Weblog in Cooperative Learning to improve the achievement of History Learning".

Problem Statement

History subject has high cultural values which are hidden and not appreciated by the students. A lot of students do not like to study this subject, even if they do study, their sole intention is to sit for the examination. Most students would usually neglected the zeitgeist and the cultural context of the history. The students claim that rote learning and memorizing the facts in traditional learning have de-motivated them further the study into the historical events (Lim Eng Lye, 2010).

The minimum scores to pass the History exam in Malaysia's secondary school are 40%. It is alarming to see the number of secondary school students in Malaysia who cannot achieve their passing mark in their History exam. It is obvious that the main reason of the poor results is student lack of interest in History subject. They considered the subject too hard to understand and memorized.

The research supports the notion that history is an uninteresting subject to the students. It is a subject that is information based. Students have to memorize many evidences, facts and dates, which are not relevant to their life. These contributed to the unpopularity of this subject among students. The finding concur with a study by School Council presented that student perceived history as a boring subject, which has no benefit to their daily life. (Rossafri Mohamad & Toh Seong Chong, 2010).

Research Objective

This research is designed to study the use of weblog activities in History learning for Form three students in a secondary school in Klang, Selangor. The weblog "Wordpress" is the platform chosen to be used to incorporate in the study's presentation. Students will work in groups to present their findings on a given history topic from chapter three, namely "Malayan Communist Party and Malayan Emergency".

The objectives of this study are as follows:

1. To identify how using Weblog in Cooperative Learning can improved the achievement of the students in learning History.
2. To identify how using Weblog in Cooperative Learning can help the students to learn history more meaningfully.

Research Question

The primary intention of the study is to answer the following research questions:

1. Does using Weblog in Cooperative learning improves the exam scores of the students in History learning?
2. Does Weblog in Cooperative learning helps the students learn History more meaningfully?

Literature Review

i. Weblog in History Learning

Dawson, Murray, Parvis and Paterson (n.d.) noted that blogging is a useful blended learning tool, and does seem to encourage more steady, week-to-week learning among history students, as well as providing a written 'trail' of the group's learning on which the students can reflect.

ii. Using Wordpress as a Learning Platform

Historic events are antecedents and as such, students are unable to visualize them clearly in their mind. In this context, multimedia materials with images, visual and graphics depicting the historic events can bring to life students experience, paving way for a better comprehension of the lesson presented (Rossafri Mohamad & Toh Seong Chong, 2010). Through wordpress, the use of images, videos and concrete examples may help students' understand better the lesson.

iii What is Cooperative Learning?

Cooperative learning is a popular and effective teaching and learning strategy. (Niemi, 2009) Cooperative learning is one of the most researched teaching and learning strategies in education.

Cooperative learning is a method of active learning that when executed successfully can provided students with an opportunity to improve attitudes and achievement in the traditional classroom. In education today, many courses are being taught in a nontraditional classroom. The analysis of Duckworth and Allison Hardin's research paper concluded that cooperative learning can be just as successful in the nontraditional classroom as the traditional one if implemented properly (Duckworth, 2010).

iv. Theoretical Constructs of Cooperative Learning

Cooperative learning is based on the idea that working together on a task or a problem can enhance student learning. This idea is grounded to Vygotsky's social constructivism. It is also supported by learning theories including behaviorism and cognitivism (Alanazy, 2011).

Based on social constructivism, learning occurs when students are actively engaged in the learning process and work in collaboration with other students to accomplish a shared goal (Alanazy, 2011). According to Vygotsky (1978), students can learn only when they interact with people in their environment and cooperate with their peers. Constructivists, focus on interactions among students (Henson, 2003). These psychologists see the importance of interactions between the environment and other individuals for children to construct meaning. It is through these interactions that they are able to make sense of things and learn. Students assisted one another during their interaction and solved the problem more effectively than if they had worked alone (Henson, 2003). Vygotsky is also noted for his development of the Zone of Proximal Development (ZPD). This zone refers to "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult supervision, or in collaboration with more capable peers" (Bransford, Brown, Cocking, Donovan, & Pellegrino, 2000, p. 81) .

From the cognitive view, cooperative learning helps students build new mental models and reinforce or modify existing mental models (Alanazy, 2011). When working as a team, learners are exposed to similar and/or divergent views of team members (Alanazy, 2011). Similar views reinforce the existing mental models, while different views can challenge a learner to modify the existing mental models or build new mental models (Glaser & Bassok, 1989) (as cited in Chen, Wu, & Yang, 2006).

From the behaviorist perspective, cooperative learning provides students with positive reinforcement by working with peers in a group. Because the individual performance of a student is important to the entire group, this acts as a positive stimulus affecting student performance (Alanazy, 2011). According to Graham (2006), when students view their contributions as valuable toward the group's success, individual motivation and achievement levels rise. B. F. Skinner believed that children could be conditioned to acquire desirable skills and behaviors (Sadker & Sadker, 2000, p. 309). The idea was that if students were rewarded for working cooperatively they would continue to do so.

v. Cooperative Learning in History Learning

Harris and Rea (2006) designed a lesson plan which for making History meaningful, title: 'Why does the Norman victory at Hasting matter so much?' The students were grouped in pair or in small cooperative groups. In the lesson, the teacher reveal that pupils will today be working as historians to assess the impact of Norman Conquest, in order to identify why it is still relevant that they study it today. In group, the students worked together to identify 3 ways in which the Norman Conquest still has an impact on our society today, (language, laws, government structures etc). And

the pupils also make the analogy with today by identifying ways in which modern cultures assimilate each other. (eg. Coca Cola, foreign foods, language).

Pupil involvement is at the heart of every good history lesson. Its planning ensures that pupils are given the opportunity to think for themselves, share ideas, discuss evidence and debate points. The history education community has already generated a range of strategies to encourage effective use of group work. (Haenan & Tuithof, 2008). Cooperative learning is often used to enable more pupil involvement in the classroom. The idea of pupils working together accomplish shared learning goals is central to the concept of cooperative learning. This means that each pupil can only achieve learning goal if other pupils achieve theirs (Haenan & Tuithof, 2008).

Much research has been conducted regarding the effect of cooperative learning on student achievement. Johnson, Johnson, and Holubec (1998) reported that as a whole, cooperative learning, if implemented correctly, can and will increase student achievement.

vii. Cooperative Learning Model (Learning Together)

Jagdave Singh Avtar Singh (2004) used Learning Together Model in his research paper. The research data gave evidence that Cooperative learning is designed to develop historical understanding in classrooms. The facts from observation shows that the cooperative learning coursework had change student's views and practice of history studies. Cooperative learning is an effective tool in facilitating students to interact positively.

viii. How Technology support Cooperative Learning

In Jagdave Singh Avtar Singh (2004) research, the result of data gave evidence that Cooperative learning combined with technology is designed to develop historical understanding in classrooms. Multiple resources and technology tools are key features to motivate student's history understanding to be exciting to be exciting in group learning. From the observation and analysis done, PowerPoint based cooperative learning coursework distinguished itself by being more student-centred and collaborative in constructing meaningful history learning packages. The facts from observation shows that the coursework had change student's views and practice of history studies. It can be concluded that cooperative learning is an effective tool in facilitating students to interact positively.

History students, for example can create and assemble digital media in PowerPoint presentations or websites (hypermedia) that lend both personal and shared relevance to a given historical event or interpretation (Calandra & Lee, 2005).

Using the resources of the internet to link the past to the present can be a way of persuading pupils that history is vital and relevant to their life. As well as helping us to persuade pupils that history is important, as well as interesting, making links with the present can also be a way of developing pupils' conceptual understanding of many of the ideas which they encounter in history (Haydn, 2011).

RESEARCH METHODOLOGY

This research reports on the study that observes the change of achievement in classroom processes in a weblog and cooperative learning classroom. This paper will look at how students work in cooperative groups to complete project presentations on a chosen topic in Malaysian Form Three History studies, which was carried out for a period of a month. For this project-based cooperative learning using weblog research only one Form Three class has been chosen. The Form Three History is mainly focused on Malaysian History. There are seven chapters found in the KBSM Sejarah Malaysia (published by DBP). For this study purpose, a topic from chapter three, "Malayan Communist Party and Malayan Emergency" is chosen.

This research is using quantitative method and action research with pre-test and post-test given to the selected class of students.

Sample

The students chosen for this study consisted of 37 Form three students of one class from a Secondary school in Klang, Selangor. These students are from ages 15-16 years old. They are of average history knowledge level.

Research Design

The model been chosen is ADDIE Model. This model has five phases which consist of analyze, design, develop, implement and finally the evaluate phase.

Instrument

The following were instruments used in this research. A summary of the instrument are as follows:

Learning Guidelines

1. A week consisting of a double period or 80 minutes was used to address simple computer operations, Cooperative Learning method and the Weblog learning. At the same time, the using of weblog “Wordpress” and power-point knowledge were based and adapted from Internet.
2. Cooperative Learning Technique Guidelines-Johnson, Johnson and Holubac’s (1998) five basic elements of cooperative learning was used to train students in a variety of methods such as learning together.

Pre-test and post-test

A pre-text and post-test are given to the class chosen. The test is mainly focused on topic three from the Form Three History text- book. The students are sit for the test, and the results are collects in order to analysis their achievements after the implementation of using weblog in Cooperative Learning in one of the class.

Questionnaires

Data was also collected using questionnaire. The questions asked were adapted based on a research from a questionnaire developed by Ng Peng Lan (1999) with the Cronbach Alpha reliability of 89. The questionnaire was divided into six sub sections to ease data collections and to answer the two research question as below:

1. Weblog and Cooperative learning guideline responses (2 items)
2. Working cooperatively responses (5 items)
3. Students interaction responses (5 items)
4. Using weblog responses (5 items)
5. Weblog learning (8 items)
6. The feedback of the students for important of History (6 items).
7. Two Comments of students about weblog and cooperative learning experiences after the assignment.

Power Point Presentation

Students were required to do a power point presentation of their finding at the end of the four weeks given.

Weblog “Wordpress”

Students were required to create a “Wordpress” platform in group and post their findings on the weblog after their Power Point presentation.

Procedures

The study was carried out in a one-month period. It consists of one single period (35 minutes) and two double periods (70 minutes). In the first week, subject was given a systematic guideline on basic computer operations and the techniques of using the weblog, which is "Wordpress". The single period, was used to introduce subjects to be activity.

Students' acquire historical knowledge for this project through discussion and answering questions organized around an authentic problem. Students worked in cooperative groups to discuss and share the finding of their inquiry for the benefit of the rest of the class.

Implementation Phase I (Introduction to Weblog, Cooperative Learning and Power Point)

The 35 minutes guide and training was conducted in Computer Lab to deliver a step-by-step presentation guide to help students understand the basics of using Weblog and PowerPoint. Students were introduced to cooperative learning concept. After that students were shown how each member of a group was dependent on each other and how they can play a different role to ensure the success of the group. After elaborating on the characteristic of cooperative learning, the researcher drew the students' attention to the specific method chosen, namely Learning Together which is adapted from Johnson, Johnson and Holubac (1998). Then the students were given hands on activity on how to organize themselves into dividing their roles equally to investigate a problem.

Implementation Phase II (Introductory Lesson)

Teacher distributed five different question cards to each group. The students are asked to answer the questions after discussion in group. They answer the question orally and they have to find some sources to support them answer and upload to their weblog.

Topic which had given to the students from **Chapter 3: Malayan Communist Party and Malayan Emergency**.


<p>Projek Sejarah Tingkatan 3 (Tahun 2012) (Bab 3 : Ancaman Parti Komunis Malaya dan Darurat)</p> <p>1. Sila sediakan satu peta minda dan nota ringkas mengikut tajuk kecil yang diberi. (Dalam Kumpulan). Nota itu mesti mengikut langkah-langkah yang diberi oleh guru.</p> 	<table border="1"> <thead> <tr> <th>Kumpulan</th> <th>Tajuk kecil</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Parti Komunis Malaya (PKM) a. Latar Belakang b. Cara Penyusunan c. Penubuhan Parti Komunis Malaya d. Kegagalan Komunis</td> </tr> <tr> <td>2</td> <td>Langkah-langkah menubuhkan ancaman komunis: i. Rancangan Briggs</td> </tr> <tr> <td>3</td> <td>ii. Perang Saraf</td> </tr> <tr> <td>4</td> <td>Usaha kerajaan dalam menubuhkan komunis (Perkembangan Balok)</td> </tr> <tr> <td>5</td> <td>Kesan Darurat di Tanah Melayu a. Politik b. Ekonomi c. Sosial</td> </tr> </tbody> </table> 	Kumpulan	Tajuk kecil	1	Parti Komunis Malaya (PKM) a. Latar Belakang b. Cara Penyusunan c. Penubuhan Parti Komunis Malaya d. Kegagalan Komunis	2	Langkah-langkah menubuhkan ancaman komunis: i. Rancangan Briggs	3	ii. Perang Saraf	4	Usaha kerajaan dalam menubuhkan komunis (Perkembangan Balok)	5	Kesan Darurat di Tanah Melayu a. Politik b. Ekonomi c. Sosial	<p>2. Sertakan sekurang-kurangnya 2 bahan yang berkenaan dengan <i>Parti Komunis Malaya</i> atau <i>Darurat</i> dalam bentuk :</p> <ol style="list-style-type: none"> Gambar dari tangkapan camera Video dirakam sendiri Rakaman radio Interview (rakaman atau catatan) Gambar dari Internet Video klip dari Internet <p>3. Mempersembahkan dalam bentuk power-point dalam kelas dan hantar dalam bentuk buku scrap serta melalui Blog Wordpress kumpulan masing-masing .</p>
Kumpulan	Tajuk kecil													
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Figure 1. Direction for each group to their topic

Every group should consist of 7 to 8 students and abided to the role that each group should consist of students of different races and both sexes. Students carried out discussion to seek solution to the task given. They have to decide on how to divide tasks and responsibilities among themselves.

Members from each group were divided into two teams. They took turn to use the computer. While one team was working on the computer, the other was having discussion. After the students decided on group member's role and assignments for independent and group study, the researcher discuss with students to determine the necessary support system for students' group investigation. Other than textbook and handout, they were encouraged to use the school library and outside resources, such as Internet, taking photos and interview people who were witness to the Malayan Communist Party and Malayan Emergency.

Finally, the teacher gave the students the time line and closing date for their investigation. They were to finish their investigation in a month and each group were to do their PowerPoint presentation and post their finding in the wordpress they created, as well as hand in a hardcopy (printed scrapbook) for evaluation.

Investigation Process

The researcher gave her e-mail address, name of class wordpress (<http://learningparadise.wordpress.com>) and consultation hours for students. Here the researcher role may vary from facilitating group process, supervise or even intervene towards meaningful learning. At the same time the researcher made sure all individual and group were accountable. The researcher also facilitated, counselled and proved advice while students were supposed to analyze their progress and process.

The teacher upload the online activity, related resources, video clip, sample of answer for History project, notes, picture, power point and updated information in school so that students can get more knowledge in the class weblog. Students used the computers to type in their findings and set-up their weblog. Weaker groups were given advice and tips on what materials to be included in the weblog so that they are constantly motive.

Presentation and Evaluation (Final Phase)

The group did the required group weblog and handed in the hardcopy for evaluation. Here the researcher's role was providing recognition to all the groups. The students were required to make a creative weblog based on their readings, investigations, interviews and Internet search.

The Weblog set up by each group:

Group 1: History Life Corner (<http://historylifecorner.wordpress.com/>)

Group 2: Benlong in Pizzahut (<http://benlonginpizzahut.wordpress.com/>)

Group 3: Parti Rock (<http://partirock.wordpress.com/>)

Group 4: Yang Tan (<http://yangtan.wordpress.com/>)

Group 5 : Persatuan Perempuan Remaja (<http://persatuanperempuanremaja.wordpress.com/>)

Data Analysis

Students hand in their group investigation results in the form of PowerPoint presentation, creating weblog and a hard copy in the form of scrapbooks. These finding were triangulated with the post-test and questionnaire given to students.

The questionnaire was administered at the end of the month period, to get students feedback. After the questionnaire, a post-test are given to students in order to analysis the improvement of achievement from the students. The results of pre-test and post-test are been compare to identify the improvement of achievement after the implementation of multimedia-based cooperative learning in the class.

The post-test result was used to answer the research questions no 1. From the feedback of questionnaire, was the answer of research questions no 2.

Result from Data Analysis of Research Questions One

The first question is to find out whether using Weblog in Cooperative learning improves the exam scores of the students in History learning. This is done through the analysis of pre-test and post-test from the students.

Table 1 Students' average for the marks of pre-test and post-test

Item	N	Mean	SD
Pre-test	37	6.5946	3.09533
Pos-test	37	9.1081	3.80631

Note. Values are mean of reported scores on percentage of History marks. (1= 30, 2= 35, 3= 40, 4= 45, 5=50, 6=55, 7=60, 8=65, 9=70, 10=75, 15=100) N : Total amount of students SD : Standard Deviation

The mean of pre-test are 55 to 60 and the mean of post-test are 70 to 75. There was an improvement in the average scores.

Table 2 Students' results for pre-test and post-test

Students' mark	Pre- test		Post- test	
	Frequency	Percentage	Frequency	Percentage
30	2	5.4	2	5.4
35	3	8.1	3	8.1
40	2	5.4	-	-
45	3	8.1	-	-
50	1	2.7	-	-
55	6	16.2	3	8.1
60	7	18.9	4	10.8
65	3	8.1	3	8.1
70	3	8.1	1	2.7
75	3	8.1	2	5.4
80	2	5.4	5	13.5
85	1	2.7	9	24.3
90	1	2.7	3	8.1
95	-	-	2	5.4
Total	37	100	37	100

Note. Frequency : The amount of students

From Table 2, the number of scores achieving 80, 85, 90 and 95 were increased after post test. There were 3 students who scored 80 marks, 8 students scored 85 marks and 2 students scored 95 marks.

Table 3 The Improvement of pre-test and post-test

Item	Frequency	Percentage
Not Improve	5	13.5 %
Maintain	4	10.8 %
Improve	28	75.7 %
Total Students	37	100 %

Note. Frequency : The amount of students

The results after post-test showed improvement for 28 students when compared with pre-test. Only 5 of the students did not show any improvement and 4 students still maintain the same results as pre-test.

Result from Data Analysis of Research Questions Two

The second question aims to find out how does Weblog in Cooperative learning helps the students to learn History more meaningfully? Based on the analysis of the questionnaire given to the students, the feedbacks are positive.

The Using of weblog and Cooperative Learning Guideline

Researcher had given the guideline for using weblog and cooperative learning to the students before the assignment started. Results of the finding of survey shows that 67.7 % and 59.5 % of the students agreed that the weblog cooperative learning were useful and they were given enough time to learn and used weblog.

Learning Together in Cooperative Learning Theory Face to Face Promotive Interaction

According to Harris and Rea (2006), to help students understand how history is meaningful, so that they can see how the past still matters today, is to helping pupils make connections with the past and their lives today, or seeing

connections across and within past societies.

Johnson and Holubec (1998) noted that in Cooperative Learning theory Learning Together, face to face positive interaction can help students to understand how history is meaningful. It happened when students orally explain to each other how to solve problems, discuss with each other the nature of the concepts and strategies being learned, teach one’s knowledge to classmates, and explain to each other the connections between present and past learning.

Table 4 Students’ Feedback for Section B of the Survey Questionnaire

Item	Question : Section B (Working Cooperatively)	n	Mea	SD	Percentage Agree
1.	I sat side by side with my friend to do my work.		3.54	0.99	64.9 %
2.	I had opportunities to give explanations to my friends in a group.		3.56	1.04	64.8 %
3.	I helped my friend to do his / her work when I had finished my own work.		3.22	1.20	51.3 %
4.	I needed the help of my friends in the group in order to do my work.		3.95	0.78	78.4 %
5.	I had more ideas as a result of the discussion I had with my friends.		3.95	0.98	78.3 %

Note. Values are the mean of reported scores on 5- point Likert scale (1: strongly agree, 2:disagree, 3:uncertain , 4:agree, 5:strongly agree)

SD : Standard Deviation

Percentage Agree : Percentage of scores of 4 & 5.

The questionnaire survey in section B is about how cooperative learning working in group work. From the analysis of questions 1 to 4, most of the feedback agreed on the positive responses about group discussion. The finding of question 5, 78.3% of students agreed that they had more ideas as a result of the discussion they had with their friends.

The analysis showed that face to face positive interaction exists among students. From the discussion, they generated more ideas and can make better connection with the past and their lives today. From the discussion questions that the researcher gave to the students, the researcher found that the answers that students gave were positive. The main questions to connect the past and present for each group were the last two or three questions in each question card. From the presentation of students, we could see that students could make connection between past history and their real world. When they realised that History actually were relevant to their daily life, History learning become meaningful for them.

Group Processing

Johnson and Holubec (1998) noted that group processing exist when group members discuss how well they are achieving their goals and maintaining effective working relationship. The group processing also enables learning groups to focus on group maintenance, facilitates the learning of collaborative skills, ensures that members receive feedback on their participations, and reminds students to practice collaborative skills consistently. The purpose of the question of sections was to find out the interaction between students. From the finding in questions 2 to 5, there were 78.3 % students who agreed that they

contributed to the group work, they would like to do this activity again with their group, the time they spent with their friend doing their assignment were very fruitful and all the member of their group worked equally well.

The Using of Wordpress

The main purpose for the survey for the using of wordpress is to find out whether students can manage to use wordpress competently and whether it is useful to them for history learning. Wordpress can be a very successful learning web-blog if the students can use it as an online e-learning platform after school. The result of analysis that researcher got after the assignment is very positive because most of the students agreed that wordpress is easy to conduct. The finding of section D about how students use weblog, although there was only 59.4 % of students agreed that they know how to create and upload files into weblog (word press) initially but 78.4% of the students were confident to learn any new online technology tool after the assignment. The comment by students had shown positive feedback of learning wordpress. In reviewing of picture and video clips, the skill of analysis and evaluation were reveal in their act of examining, relating, judging and concluding.

From the survey analysis, 78.3 % of the students agreed that the learning activities using weblog (word press) is making history learning more fun and interesting. 86.5 % students agreed that online discussion was easy and time saving. 97.6% of the students agreed that the class weblog (word press) allows them to access my friend's weblog. 72.9% of the students agreed that reading their friends' work in weblog (word press) inspired and motivated them to work harder to improve the knowledge of History learning. 81% of the students agreed that reading their friend's work in weblog (word press) helps them to understand History better.

Students may not be able to visualize historic events and experiences and as such, the use of images, visuals and concrete examples will help them to recapture historic events. This in return cans glorify history and make it an interesting subject to learn (Rossafri Mohamad & Toh Seong Chong, 2010).

The embedded of video clip, picture and notes helped students to understand History events. It made the learning of History more interesting and fun. After reading their friends' work in weblog (word press), they were inspired and motivated to work harder to improve the knowledge of History learning. The students also agreed that reading their friend's work in weblog (word press) helps them to understand History better.

Worpress in Cooperative Learning help the improvement of students

Using Wordpress in cooperative learning can be a new tool of History learning for teacher and students. Students are involved in a new situation of learning atmosphere. Group discussion helped the weak students to improve their knowledge of learning. Wordpress online learning helped students to see the importance of History learning. The two tools combined together indeed can create progress and improvement of achievement of the students in History learning.

From the survey analysis, 78.4% of students agreed that they gained a lot of knowledge after exposed to this method of learning History. About 72.9% of the students agreed that the weblog (word press) cooperative learning helps them to see the importance of History. 73% of the students agreed that the History is meaningful to them after the assignment. 81% of the students agreed that they are interested in learning History now. 89.2% of the students agreed that they have improvement in History result after using weblog (word press) learning group work.

Overall, the analysis of the survey question section F, The Importance of Weblog Cooperative Learning, there are 82.5 % of students who agreed the weblog cooperative learning can helped them in History learning.

Result of the finding

Based on the finding, it was found that weblog cooperative learning is basically depends on a few embedded.

The effectiveness of Wordpress

The feedback of the participant on the usage or wordpress was showing positive evidence that majority of students were pleased with the content of wordpress and convinced that the wordpress contributed to their learning of the material. The weblog learning created a communities-supported. Du and Wagner (2005) noted that weblogs can link to other weblogs and sites, enabling the linkage of ideas, and hence stimulating knowledge generation and sharing. With the supported of weblog, students can learn more from reading others articles , ideas or even from watching video clip or pictures.

Constructing weblogs could motivate students to write and do research and also read other person researches, then these activities giving students a platform to explore and analyze the various internet materials they gain both independently out of the class and in the classroom (Oravec, 2003).

Continuing blogging

By the end of the semester, most of my students said they enjoyed blogging and had found that it valuable. Now they post about the new chapter they are learning, about History, about articles and they are reading, about video clips they have seen.

These students have learnt a way of supporting their own learning. They have learned of new tool for thought. They managed to think out loud and get instance responses from their peel group and teacher. This sharpens their mind for more critical and creative thinking. The cooperative learning and communications amongst students help to build good characters and ethics. Students also learn to transfer the skills and knowledge learned to their daily life. Their learning activities were more meaningful and engaging.

The combination of Cooperative learning with wordpress

Cooperative learning combined with weblog is designed to develop historical understanding in classrooms. Cooperative learning is an effective teaching and learning strategy that has been extensively researched. It has been proven to be superior to traditional (teacher centered) forms of instruction in terms of student achievement (Slavin, 1991; Mills & Durden, 1992).

From the observation and analysis done, cooperative learning coursework distinguished itself by being more student-centered and collaborative in constructing meaningful history learning packages. The observation above shows that there were positive changes of students' views and practices after doing the coursework. It can be concluded that cooperative learning is very effective in facilitating students to have positive interaction among them during learning process.

In one month's time, the results from Post-Test and Pre-Test scores also showed that the improvement of History's result did occur. According to Du and Wagner (2005), students pay more attention and interest in learning History and help them to see the meaningful of History learning.

Johnson and Johnson (1994) noted that learning is cooperative when it involves a group of people working together on a particular issues or task and it arises from collaborative interaction between participants. Research has shown that cooperative learning has benefits over and beyond those of more traditional models, which tend to be more individualistic and competitive; among these are higher levels achievement and greater productivity.

Just like Slavin (1995) stated that all the groups showed an improvement in their ability to work cooperatively after being put in groups as it motivated them to work with each other sharing the knowledge and views of others and because learning together is meaningful to them.

Implications of the study

The Post-Test and Pre-Test scores were evaluated and provide positive evidence that the learning process was efficient. This in turn shows that online learning environment support students participation and collaboration to ensure effective learning.

The feedbacks from the participants on the usage of the site also provide positive responses indicating that the majority of the participants were pleased with the content of the site. They also agreed that the site contributed to their learning of the material.

Recommendations for further research

The findings of this study signify that more research in this area is important. This study highlighted the aspects of weblog cooperative learning in history learning because no past research on it was found. Further research would be useful to corroborate the findings of this study.

One possible study which could be conducted is the comparison of a weblog cooperative learning treatment group with a control group to discover if the use of cooperative learning technique history improves students' achievement.

i. Conducting treatment and control group

One possible study which could be conducted is the comparison of a weblog cooperative learning treatment group with a control group to discover if the use of cooperative learning technique history improves students' achievement.

ii . Conducting a longitudinal study

A longitudinal study is long-term studies which examined long-term impact of higher order thinking development of the students. The longitudinal study would be able to offer more convincing results.

iii. Exploring other learning platform

The learning platform created for this study is Wordpress. New and improved on-line technology tools are constantly being developed and thus this research should be replicated using other new open source tools in the future.

CONCLUSION

An online learning environment such as weblog is among the many online technology tools which teachers could explore in order to improve and cultivate better learning environment for the students. It is important for the teacher to diversify the instructional strategies, so that cooperative learning and group discussions are implemented to make learning more meaningful and achieving higher level of thinking skills. Text books should not be considered the sole resource. Students should be exposed to the real world resources outside the classroom such as the Internet.

This evidence of this study also shows that weblog learning in general does improved the students' creativity. The abundance of ideas generated by the students and the process of capturing them and incorporate them in the final presentation is a meaningful experience. The learning through real world experience helps the students to acquire soft skill and knowledge which is also useful in other subject.

It is questionable that whether weblog base cooperative learning is feasible in Malaysian High Schools consider computer labs with a minimum of 40 computers in every school is not yet achieved. However, now a day, every home should already have at least a computer and is accessible to broadband and internet. Children and students were exposed to technology product much faster and younger than the school infrastructure could provide. Dedicated teachers are urged to catch mushrooming broom of technology base learning platform for the teaching and learning activities.

The uses of weblog learning are only limited by our imagination. Therefore, more and more productive uses could be implemented in the future. Hopefully, more researches would be carried out to provide more insight about the potential of the technology in education.

Research and development in this area should be continued with the goal of refining the practicality and appropriateness of the weblogging learning environment so that it meets all expectations for supporting and enhancing student learning using a cooperative learning model.

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