

## Learning achievement and satisfaction on Chinese reading using cooperative learning of grade 3 primary students at Guangxi Chongzuo Primary School

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### Abstract

The purposes of this research were: 1) to compare learning achievements on Chinese reading between pre-test and post-test using cooperative learning 2) to compare learning achievements on Chinese reading using cooperative learning between post-test and 75% of the criteria 3) to study students' satisfaction on Chinese reading Using cooperative learning. The Sample was 30 grade 3 primary students at Guangxi Chongzuo Primary School, conducted by cluster random sampling. The research design was one group pre test post test design. The instruments used for collecting data consisted of: 1) The lesson plan 2) an achievement test 3) the satisfaction questionnaire The statistics used to analyze the data were mean ( $\bar{x}$ ), standard deviation (S.D.) and t-test dependent.

The results of the research were:

1. Post-test learning achievements on Chinese reading was higher statistically significant than pre-test at 0.05
2. Post-test learning achievements on achievements on Chinese reading Using cooperative learning. was higher statistically significant than 75% of the criteria at 0.05
3. The students' satisfaction on Chinese listening using Cooperative Learning was at the highest level.

**Keywords:** Chinese Reading, Learning Achievement, Satisfaction

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## Introduction

Reading is a basic form of language acquisition for learners and is seen as an effective method of knowledge construction, as well as an important channel for developing students' minds and bridging Chinese and foreign cultures. Based on the newly released theory of the new curriculum, reading is even a more important means of improving and developing students' core language literacy.[3]At present, "task-based reading"、 "PWP" and other approaches are common and typical indomestic language classes, and the problem of generalized concepts still exists among them in this series of class presentations. Actually, teachers emphasize form over content, neglect content, lack understanding of text, lack cultivation of students' thinking, and focus too much on marks, among other phenomena, causing problems such as fragmentation of teaching content, utilitarianizing of learners' learning purposes, and shallowness of learning content. Therefore, in today's basic education of Chinese language, we must carry out the basic task of "establishing moral education" in order to better develop the role of the curriculum in nurturing people and achieving success. [4] 《Chinese Curriculum Standards》 (2022 edition) put forward two main goals of language teaching: one is to cultivate students' ability to master basic language knowledge, and the other is to cultivate students' ability to think independently and think critically. Specifically, students need to master the basic language fundamentals to train and improve their basic language skills in listening, speaking, reading, and writing, so that they can develop the ability to use language to communicate with others and develop the awareness and ability to communicate with others, as well as to improve their creative and problem-solving skills. Therefore, in-depth learning in Chinese reading courses can combine the development of language knowledge and methods with the needs of the times. Thus, they can develop the quality of their thinking and improve their problem-solving skills, thus improving their personal qualities and pursuing the development with the new era and the needs of the new curriculum.

The characteristics of core literacy make it impossible for learners to memorize mechanically and passively. Higher-order cognition, critical thinking, effective transfer, and independent exploration are a series of actions that require learners to think in terms of learning method. And these methods and actions are the essence of deep

learning. Deep learning is learning with the goal of achieving core literacy and is a requirement around core literacy. In our country, core literacy is defined as the personality qualities and learning abilities that are both suitable for their lifelong development and compatible with the development of society, which are gradually developed by students in the corresponding education process in different school periods. To a certain extent, "core literacy" refers to an important ability that is necessary for students to face and solve problems throughout their lives, so it can also be called "21st century competency". This concept is consistent with the development trend of the international community and the needs of the new round of curriculum reform in China, and is the ultimate value orientation of language professional education. The proposal of "core literacy" and the definition of its meaning have tied a tight bond from "knowledge transfer" to "knowledge construction" in language education in China.

To develop the achievement on Chinese reading, it was found that Cooperative learning technique is a teaching method that motivates students very well because there are teaching steps that give rewards and scores as a stimulus for students' determination in every lesson. This makes students have a behavior of being stuck with the work, have more determination to work and be more responsible. It also makes students have a good attitude towards the subject they are studying. It also makes students have a good attitude towards the subject they are studying. In addition, it also makes the academic achievement of students of all abilities higher. Because it is a teaching method that allows students to learn and practice by themselves in groups, strong students will help and accept weak students, making weak students feel proud of themselves and want to learn more.

The researcher therefore conducted the research using the Cooperative learning technique to develop the students' learning achievement. Capturing key points is a learning management that emphasizes group activities that allow learners to exchange knowledge with each other, have the opportunity to express their opinions and participate in learning activities comprehensively, allowing students to interact with each other by using a teaching and learning process that emphasizes reading to capture key points to develop abilities and achievements.

### **Research Questions**

1. Is post-test learning achievement on Chinese reading higher than pre-test
2. Is post-test learning achievement on Chinese reading higher than the 75% criteria
3. Is the students' satisfaction on Chinese reading at high level

### **Research Objectives**

1. To compare learning achievement on Chinese reading between pre-test and post-test
2. To compare learning achievement on Chinese reading with the 75% criteria
3. To study students' satisfaction on Chinese reading using Cooperative learning at high level

### **Research hypothesis**

1. Post-test learning achievement on Chinese reading is higher than pre-test
2. Post-test learning achievement on Chinese reading is higher than the 75% criteria
3. The students' satisfaction on Chinese reading using Cooperative learning is at high level

### **Scope of research**

1. Population and Sample
  - 1.1 The population were 3 classes of grade 3 primary students at Guangxi Chongzuo Primary School.
  - 1.2 The Sample was one class, 30 grade 3 primary students at Guangxi Chongzuo Primary School, conducted by cluster random sampling.
2. Variable data in the Research
  - 2.1 Independent Variable: cooperative learning
  - 2.2 Dependent Variable:
    - 2.2.1 Chinese reading ability of third-grade primary school students
    - 2.2.2 Students' satisfaction

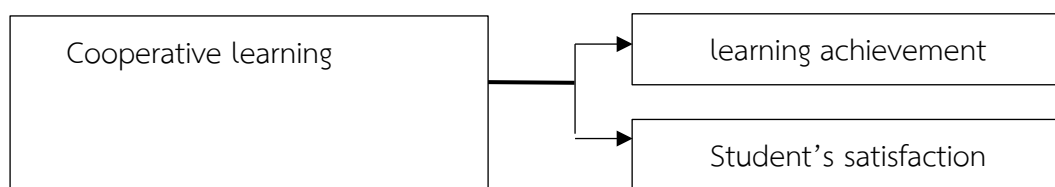
### 3. Length of time

The whole length of this scheme on learning English-speaking skills would occur in the second semester of the academic year 2023, arranging in total of 14 hours learning course programs (2 hours each time, 7 days a week).

### Conceptual framework

#### Independent Variable

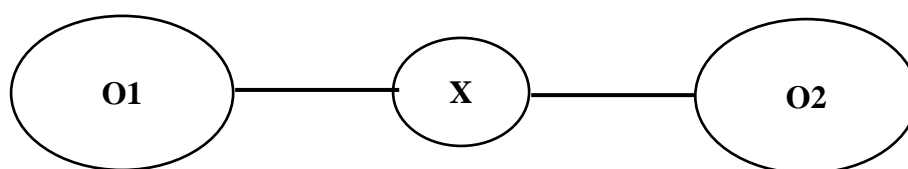
#### Dependent Variable



**Fig.1** Research Conceptual Framework

### Research Design

This research used one-group pre-test and post-test design (Cambell and Stanley,1969) model as shown in Fig.2 below.



X was the Cooperative Learning

O1 was a pre-test test

O2 was a post-test test

**Fig.2** One-group pre-test and post-test design

### Research Instruments

The instruments used to collect data were 1) Chinese reading Learning Management Plan with the Cooperative learning techniques for grade 3 Chinese

students of at Guangxi Chongzuo Primary School, 2) Pre-test and post-test achievement test, multiple choice, 4 choice, 30 items, 3) The satisfaction of the grade3 Chinese students towards Cooperative learning techniques with Chinese reading assessment (five Rating Scales) is more moderate than most and the least amount of 15 questions

### Data Analysis Results

**Table 1** Comparison of reading learning achievement of students Studying in at Guangxi Chongzuo Primary School Grade 3 Chinese students by using cooperative learning techniques together with the activity series on reading Comprehension. pre-test and pre-test

test	n	S.D.	df	t
pretest	30	7.95 2.48	20	50.98*
posttest	30	25.24 2.00		

\*\* Statistical significance at the .01 level ,  $t(0.01; 20) = 2.5280$ .

From Table 1. shows that comparison students' Chinese reading achievement Students in at Guangxi Chongzuo Primary School Grade 3 Chinese students by using the cooperative learning techniques together with the activity series on reading Comprehension have learning achievement. Pre- test with an average of 7.95 and standard deviation of 2.48 and an achievement post-test has averaged 25.24 standard deviation equal to 2.00 test differences. achievement pre-test and pre-test using the T- value formula (t- test), it was found that the t- value was\*\* 50.98, indicating that the learning achievement of Grade 3 Chinese students who received the cooperative learning techniques together with A series of activities on reading Comprehension with learning achievement Post-test than pretest at the statistical level of significance .01, which is based on the hypothesis.

**Table 2** The comparison of student achievement in reading of Grade 3 Chinese students, using cooperative learning techniques with a series of activities. reading Comprehension between Post-test and 75% of the criteria.

test	n	full	Threshold	$\bar{x}$	S.D.	%	t-test
post- test	30	30	22.50	25.24	2.00	84.13	16.45*

\*\* Statistical significance at the .01 level,  $t(0.01; 20) = 2.5280$ .

Table 2 Shows a comparison of achievement after learning the threshold of 75 reading of students in the third through the use of cooperative learning techniques with a series of activities on reading comprehension, standard deviation equal to 2.00 test differences. The learning achievement by using the t- value formula (t-test) showed that the t- value was 16.45, indicating that the learning achievement of the Grade 3 Chinese students who received the cooperative learning techniques together with the activity set titled reading Comprehension with achievement post-test higher than the threshold of 75, a significant level of .01, which is based on the hypothesis. 3.The results of the satisfaction of students in the third, with the use of cooperative learning techniques with a series of activities. reading Comprehension.

**Table 3** Results of Satisfaction Assessment of at Guangxi Chongzuo Primary School Grade 3 Chinese Students with the Use of cooperative learning techniques with the Activity Set reading Comprehension

Article No	List	Satisfaction level		interpret
		$\bar{x}$	S.D.	
1	Teachers have the ability to transfer knowledge.	4.89	0.4	The most
2	Teachers organize learning activities to do at the fun.	4.92	0.40	The most
3	Teachers have the ability to transfer knowledge.	4.81	0.40	The most
4	Teachers give students the opportunity to ask questions.	4.95	0.22	The most

Article No	List	Satisfaction level		
		$\bar{x}$	S.D.	interpret
5	Teachers suggested making the practice less activity at the close.	4.95	0.22	The most
6	Students use the learning materials in learning activities to do at the performance.	4.86	0.36	The most
7	Learning materials encourage students to understand the content and learn faster.	4.81	0.40	The most
8	Learning materials help students to be able to learn on their own.	4.81	0.40	The most
9	Learning materials are appropriate to the Company 's treatment bring the hire of directors learned.	4.81	0.40	The most
10	Teachers use the learning materials that fit the Company 's this you find you leave teaching.	5.00	0.36	The most
11	Learning activities by making the students have fun.	4.90	0.30	The most
12	The students participate in learning activities to do at the time.	4.90	0.30	The most
13	The content included in the learning activities is interesting.	4.71	0.46	The most
14	Learning opportunities for students to express their opinions during the course of the study.	4.95	0.22	The most
15	The duration of the learning activities for each content is appropriate.	4.67	0.66	The most
Total		4.84	0.38	The most



From table 3 shows that students are satisfied. Using cooperative learning techniques in conjunction with a series of activities reading comprehension overall in all aspects is the teacher teaching media learning activities0. The mean was 4.84 standard deviation was 0.38 which resulted in the satisfaction level at the highest level.

### Discuss the Results

1. Academic achievement on reading comprehension of the target population group who learned with the Cooperative learning technique to develop the learning achievement on Chinese reading found that the effectiveness between learning after and before learning had an efficiency. It can be concluded that the Cooperative learning technique to develop the academic achievement in reading comprehension resulted in the target group students having academic achievement in reading on the topic of reading comprehension of the target group students higher than the specified criteria. Learning activities, in which there are both individual assistance activities as and group, which can be applied together effectively and efficiently as can be seen from the results that occur. Learning achievement in the topic of reading comprehension after studying with collaborative learning management technique by using reading comprehension exercises higher than before studying at the level. Learning behavior in group work behavior During the cooperative learning technique to develop Chinese reading achievement, it was found that students had group work behavior learning at a good level, which was in accordance with the results.

2. Student satisfaction with Cooperative learning technique to develop the learning achievement on Chinese reading, it was at the highest level, with an average value of 4.84.

Cooperative learning technique helps students learn quickly and easily, and the technique is an interesting learning method. It also showed that organizing a variety of activities and allowing students to participate in organizing learning activities. It was found that students liked to work together, were happy, and had fun because cooperative learning teaching gave students the opportunity to think together and do activities together. All students have equal roles and opportunities to make the group successful, and the students agreed lastly that cooperative learning technique helps

create motivation in learning. Their participation in learning, group work and group interaction can make the group successful. It makes weaker students have more motivation to learn and have more intention to do various activities.

1. Grade 3 Chinese Students who have been cooperative learning techniques Post-test achievement was significantly higher than before at the .01 level and the post-test achievement was 75% higher than the threshold at the .01 level.

2. Grade 3 Chinese Students are satisfied with the use of collaborative learning. cooperative learning techniques Technique in conjunction with the subject activity series The reading comprehension in all aspects, namely teachers, teaching media, and learning activities, had an average of 4.84, which had the highest level of satisfaction.

This study implemented collaborative learning with the aim of developing students' reading learning skills. This study used a collaborative research method. By creating a learning plan. The pre- and post-achievement test and the satisfaction of cooperative learning on the learning of Grade 3 students at Guangxi Chongzuo Primary School are the subjects of this research

## **Recommendations**

From this research, the researcher has recommendations that are seen as beneficial for future learning and study, which consist of general recommendations for implementing collaborative learning methods and recommendations for future research.

## **Recommendations from this Research**

From the research results, it was found that the average score after learning with cooperative learning techniques, was higher than before learning, indicating that cooperative learning techniques can develop learning outcomes on Chinese reading to be higher. Therefore, educational institutions should encourage teachers to use cooperative learning techniques in teaching in other subjects that require reading skills, such as reading and analysis. Critical Reading to Develop Students' Reading Skills

### Recommendations for Future Research

1. Collaborative learning should be organized in other subjects by using various techniques such as collaborative thinking (NHT), group competition (TGT), CIRC, Jigsaw, and Team Achievement (GI), etc.
2. cooperative learning techniques should be organized in other contents such as types of words, composition, essay writing, creative writing, and compound words, etc.

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