Received: 14 May 2025
Revised: 10 June 2026
Accepted: 15 July 2026

The Study of Speaking Ability and Satisfaction on Basic English using TGT Cooperative Learning Technique for Grade Four Students

Xueying he [1] Padung Petsuk [2]

Abstract

The objectives of this research were to (1) compare the post-test and the pre-test scores of speaking ability on English, (2) compare the post-test score and 75 percent of full score criterion of speaking ability on English, and 3) study the students' satisfaction level by using TGT cooperative learning technique for grade four student. The research design was the pre-experimental research, one-group pre-test post-test design. The samples was 44 students of class 1 grade 4 in Primary School Affiliated to Mingyang Middle School from Guangxi Zhuang Autonomous Region in academic year 2024, which were obtained by cluster random sampling. The research instruments consisted of 4 learning management plans, a learning achievement test of english speaking abilities, and a satisfaction questionnaire. The statistics used for data analysis were percentage, mean, standard deviation, and t-test (dependent sample and on sample).

The results of the research found that: (1) the post-test score of speaking abilities on English ($\overline{X}$ = 26.77, S.D. = 2.37) was higher than pre-test scores ($\overline{X}$ = 17.95, S.D. = 3.06) with statistically significant at the 0.05 level, (2) the post-test score of speaking ability on English (89.24% of full score) was higher than 75% criteria of full score at the 0.05 statistically significant level, and 3) the students' satisfaction levels by using TGT cooperative learning technique which totally at highest level ($\overline{X}$ = 4.71).

Keywords: TGT Cooperative Learning Technique, English Speaking Ability and Satisfaction, Grade four Students

[1]A master degree student in curriculum and instruction, Faculty of education, Nakhonratchasima College
E-Mail: alice0912@qq.com

[2]A lecturer in curriculum and instruction, Faculty of education, Nakhonratchasima College

Introduction

With the passage of time and the continuous influence of national educational reform and development, people's attention to English language learning has steadily increased. Speaking is an essential component of English language teaching, and many English educators believe that students should actively participate in speaking activities while teachers explain relevant language knowledge in order to avoid becoming "English mute" learners who possess knowledge of English but lack communicative competence (Brown, 2014; Richards, 2008). The schools studied by the researcher are located in urban fringe areas, where most students demonstrate only moderate speaking ability. Students' interest in practicing oral English is relatively low, and many lack enthusiasm for learning. Consequently, English teaching has encountered the dilemma of emphasizing linguistic knowledge while neglecting oral expression and communicative application. Therefore, teachers should actively adopt diversified teaching approaches, continuously optimize oral English teaching strategies, provide students with more opportunities for authentic communication, and ultimately achieve the goal of applying what they have learned in real-life situations (Nunan, 2015).

The current English Curriculum Standards for Compulsory Education (2022 Edition) issued by the Ministry of Education of the People's Republic of China emphasize student-centered learning and encourage learners to take an active role in the learning process, thereby improving both teaching effectiveness and learning efficiency (Ministry of Education of the People's Republic of China, 2022). The new curriculum standards aim to cultivate students' core competencies, including language ability, cultural awareness, thinking quality, and learning ability. They require the implementation of practical learning activities that enhance students' comprehensive competencies and their ability to transfer knowledge into authentic contexts. Compared with traditional teaching approaches, the new curriculum standards emphasize that English is fundamentally a language for communication rather than merely a subject for knowledge acquisition. Therefore, greater attention should be given to oral English instruction to improve students' communicative competence and overall English literacy (Ministry of Education of the People's Republic of China, 2022).

Objectively speaking, because the school under investigation is located on the outskirts of the city, there remains a gap in teaching quality and professional development opportunities compared with schools in urban areas. Many teachers continue to employ traditional teaching methods in which teachers explain pronunciation, vocabulary, and grammar while students memorize the content. This teacher-centered instructional approach often reduces students' classroom participation and causes them to become passive recipients of knowledge, thereby decreasing their motivation to learn spoken English (Richards & Rodgers, 2014). Although students may acquire basic English knowledge, they rarely have opportunities to use English in authentic communicative situations. As a result, traditional teaching methods exhibit several limitations, including excessive reliance on memorization, restricted opportunities for independent thinking, insufficient stimulation of creativity, and inadequate support for the development of speaking skills. Contemporary language teaching theories suggest that meaningful interaction and active language use are essential for developing communicative competence (Littlewood, 2007; Savignon, 2018).

In response to these challenges, educational reform in China has continuously promoted innovation in teaching and learning. Under the requirements of the *English Curriculum Standards for Compulsory Education (2022 Edition)*, educators are encouraged to adopt learner-centered approaches and explore effective instructional models from both domestic and international contexts. Among the various innovative approaches, cooperative learning has been recognized as an effective teaching method that enhances not only students' academic achievement but also their communication, collaboration, and interpersonal skills (Johnson & Johnson, 2009; Slavin, 2014). Compared with traditional teaching methods, cooperative learning fosters positive interdependence among students, promotes peer support, and creates opportunities for meaningful interaction. It also contributes to a more active classroom atmosphere where students can communicate, assist one another, and develop teamwork skills and social responsibility (Gillies, 2016).

Numerous studies have demonstrated the effectiveness of the Teams-Games-Tournament (TGT) cooperative learning model in improving students' academic achievement, learning motivation, and communication skills. Slavin (2014) reported that

TGT promotes active participation and positive interdependence among learners through structured team cooperation and academic competition. Students are motivated to contribute to their teams because individual performance directly influences group success. As a result, learners become more engaged in classroom activities and demonstrate higher levels of responsibility for their own learning.

Several empirical studies have also confirmed the effectiveness of TGT in language learning contexts. For example, research conducted by Hidayati and Pardjono (2018) found that students who learned through the TGT model achieved significantly higher English learning outcomes than those who learned through conventional instructional methods. Similarly, Lestari and Widodo (2019) reported that TGT enhanced students' classroom participation, confidence, and willingness to communicate in English because the game-based activities created a supportive and enjoyable learning environment.

Furthermore, studies have shown that TGT is particularly beneficial for developing speaking skills. Through team discussions, peer tutoring, and tournament activities, students are provided with frequent opportunities to practice speaking in meaningful communicative situations. Such interactions help learners improve pronunciation, vocabulary usage, fluency, and confidence in oral communication (Gillies, 2016). In addition, cooperative learning environments reduce speaking anxiety because students receive encouragement and support from their peers rather than relying solely on teacher feedback (Johnson & Johnson, 2009).

Recent studies conducted in Asian educational contexts have also reported positive effects of TGT on students' learning motivation and social skills. Learners participating in TGT activities tend to demonstrate higher levels of cooperation, mutual respect, responsibility, and teamwork than those in traditional classrooms. These outcomes are consistent with the goals of twenty-first-century education, which emphasize collaboration, communication, critical thinking, and lifelong learning competencies (Gillies, 2016).

Despite the growing body of evidence supporting the effectiveness of TGT, research focusing on its application in primary school English speaking instruction remains limited, particularly within the Chinese educational context. Most existing studies have

concentrated on general English achievement or have employed other cooperative learning models such as STAD and Jigsaw. Therefore, further investigation is needed to examine the effectiveness of the TGT cooperative learning model in enhancing English speaking skills among primary school students. The findings of this study are expected to contribute to both theory and practice by providing empirical evidence regarding the use of TGT in primary school English oral instruction under the framework of the new curriculum standards.

Research Objective

1. To compare the post-test and the pre-test of speaking ability by using TGT cooperative learning technique for grade four student.

2. To compare the post-test and 75 percent of full score criterion of speaking ability by using TGT cooperative learning technique for grade four student.

3. To study the students' satisfaction level by using TGT cooperative learning technique for grade four student.

Research Hypothesis

1. The post-test higher than the pre-test of speaking ability by using TGT cooperative learning technique for grade four student at 0.05 statistical significance level.

2. The post-test higher than 75 percent of full score criterion of speaking ability by using TGT cooperative learning technique for grade four student at 0.05 statistical significance level.

3. The satisfaction level by using TGT cooperative learning technique for grade four student at high level ($\overline{X}$ = 3.51).

Literature review

In this study, the TGT cooperative learning technique was used to study the grade four students' learning achievement and satisfaction in English class. The researcher studied the relevant literature to provide guidance for this study as follows:

1. China nine-year compulsory education primary school English curriculum standard requirements

2. Teaching content, theory and requirements of the grade four English textbook for people's education press

3. Cooperative Learning

4. The TGT cooperative learning technique

5. Learning Achievement

6. Satisfaction

7. Related Research

Conceptual framework

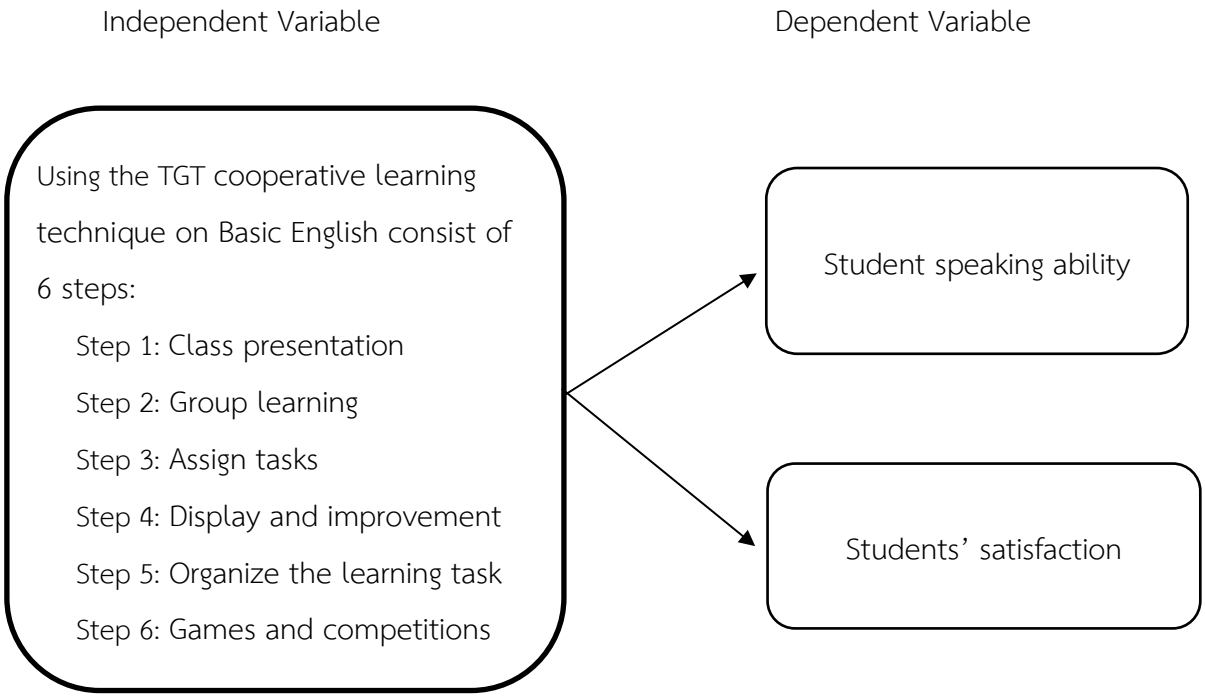

Figure 1 Conceptual Framework

Methodology

Research method

The study of learning achievement and satisfaction by using TGT cooperative learning technique on English of grade four students used the Pre-experimental research, the type of Pre-experimental design is the one-group pretest-posttest design (Cambell and Stanley, 1969).

Table 1 Research design: (the one-group pre-test and post-test design)

Group	Pre-test	Treatment	Post-test
Experimental Group	O_1	X	O_2

Meaning of symbols:

O_1 mean Pre-test

X mean Using TGT cooperative learning technique

O_2 mean Post-test and taking satisfaction questionnaire

Population and Sample

1. Population

The population were two classes (class 1 and class 2) of grade four students at Primary School Affiliated to Mingyang Middle School in the first semester of the academic year 2024**.** Total population is 88 students, with 44 students in each class.

2. Samples

The samples are 44 students of class 1, grade 4, Primary School Affiliated to Mingyang Middle School in the first semester of the academic year 2024, which were obtained through cluster random sampling using the classroom as the base for randomization.

Research Instruments

1. Instrument Development: Learning Management Plans

This study chose unit 3, unit 4, unit 5 and unit 6 of English textbook for grade four as experiments, consists of 4 plans, each plan have 4 components: learning objectives, contents, learning activities and learning materials. Among them, the learning activities consists of 6 steps: step 1 Class presentation, step 2 Group learning, step 3 Assign tasks, step 4 Display improvement, step 5 Organize the learning sheet, step 6 Games and competitions. Total 4 management plans, plan 1 learn Unit 3 weather, plan 2 learn Unit 4 at the farm, plan 3 learn Unit 5 my clothes and plan 4 learn Unit 6 shopping, each plan takes 3 hours to teach, total 12 hours.

2. Instruments Used for Data Collection

2.1 Learning Achievement Test.The learning achievement test of English

speaking ability by using TGT cooperative learning technique which are the pre-test and post-test, through 30 multiple-choice questions with 4 choices, 1 point in each item with a full score of 30 points.

2.2 Satisfaction Questionnaire. The satisfaction questionnaire with TGT cooperative learning technique on English is a rating scale questionnaire with 15 multiple-choice questions in total. The rating scale is divided into 5 levels, 5, 4, 3, 2 and 1, representing the highest, higher, moderate, less and the least respectively.

Data Collection

The researcher collects data from the sample group through the following steps:

1. The researcher explains the research objectives to the sample students and explains the roles and responsibilities of the students and researchers.

2. Pre-test by using test achievement, created by the researcher to test the student's basic knowledge before studying. This test 30 items, the test time was 60 minutes, and the data was further analyzed.

3. Learn and manage with the sample group by using TGT Cooperative Learning Technique. The steps are as follows: (12 hours)

Step 1: Class Presentation, teacher present the textbook content and explain key knowledge.

Step 2: Group Learning, divide students into several groups based on their different abilities to carry out learning.

Step 3: Assign Tasks, teacher assigns the content to be presented in the learning plan to each group, every group should collaborate to complete tasks.

Step 4: Display Improvement, each group will present the assigned tasks to the entire class, including understanding of the knowledge and expressing their own opinions.

Step 5: Organize the Learning Sheet, student correct the errors in the learning sheet, and the group members check each other in pairs to see if there are still problems.

Step 6: Games and Competitions, students participate in group to join the game competitions, when the competitions finish, teacher praise and reward the high-scoring groups according to the scores of each group.

4. After the completion of the learning management as planned, post-test by using test achievement about English textbook, total 30 items, the test time is 60

minutes.

5. Taking satisfaction questionnaire. Students complete a survey questionnaire with 15 questions after using TGT Cooperative Learning Technique to learn English. (15 minutes)

6. The researchers used data obtained from the English Learning Achievement Test and satisfaction questionnaire, and present data collection by using the table.

Data Analysis

The researcher uses a computer program to analyze the data in the following parts:

1. Analysis of Learning Achievement

1.1 Percentage, mean and standard deviation for pre-test and post-test

1.2 Analyze to compare between the post-test and the pre-test of students' English speaking ability by using the t-test (dependent sample), degree of freedom (df) n – 1 = 44 – 1 = 43, statistical significance level (α) at 0.05

1.3 Analyze to compare between the post-test of students' English speaking ability and criterion 75 percent of full score by using the t-test (one sample), degree of freedom (df) n – 1 = 44 – 1 = 43, statistical significance level (α) at 0.05

Results

1. The comparison between pre-test and post-test scores of English by using TGT cooperative learning technique for grade four students using t-test (dependent sample), it was found that the post-test score ($\overline{X}$ = 26.77, S.D. = 2.37) higher than the pre-test scores ($\overline{X}$ = 17.95, S.D. = 3.06) at the 0.05 statistically significant level. It was according to hypothesis number 1 which the post-test score higher than the pre-test score of English by using TGT cooperative learning technique for grade four students at 0.05 statistical significance level. As shown in table 2:

Table 2 The Comparison of pre-test and post-test scores by using TGT cooperative learning technique for grade four students at Primary School Affiliated to Mingyang Middle School

test score	n	$\overline{X}$	S.D.	df	t	sig.
Pre-test	44	17.95	3.06	43	33.57	0.0087*
Post-test	44	26.77	2.37			

* Statistical significance at the 0.05 level, t (0.05; 43) = 1.6811

2. The comparison between post-test scores of English by using TGT cooperative learning technique for grade four students (89.24% of full score) and criterion (75% of full score) using t-test (one sample), it was found that the post-test score higher than 75% criteria of full score at the 0.05 statistically significant level according to hypothesis number 2 which the post-test higher than the criterion 75 percent of full score of English by using TGT cooperative learning technique for grade four students at 0.05 statistical significance level. As shown in table 3:

Table 3 The comparison of post-test achievement and 75% criteria of full scores by using TGT cooperative learning technique for grade four students at Primary School Affiliated to Mingyang Middle School

Test score	n	full score	75% criterion	$\overline{X}$	S.D.	(%)	t	Sig.
post-test	44	30	22.50	26.77	2.37	89.24	24.54	0.0014*

* Statistical significance at the 0.05 level, t (0.05 ; 43) = 1.6811

3. The students' satisfaction levels were high on English by using TGT cooperative learning technique for grade four students which totally at highest level, the students' consistent satisfaction mean and standard deviation ($\overline{X}$ = 4.71, S.D. = 0.38) according to hypothesis number 3 which the satisfaction level by using TGT cooperative learning technique for grade four students at high level ($\overline{X}$ = 3.51). As shown in table 4:

Table 4 Results of the satisfaction assessment of students on English using TGT cooperative learning technique for grade four students at Primary School Affiliated to Mingyang Middle School

Article No.	list	satisfaction level		interpret
		$\bar{X}$	S.D.	
1	TGT cooperative learning technique makes learning English more fun.	4.64	0.33	highest
2	I think that using TGT cooperative learning technique in English classes can increase my interest in learning.	4.70	0.37	highest
3	Through cooperative learning, I was able to better remember the English vocabulary I had learned.	4.55	0.29	highest
4	The game competition has helped me improve my interaction with my classmates.	4.80	0.48	highest
5	The TGT cooperative learning technique has allowed me to participate more actively in the classroom.	4.75	0.40	highest
6	I enjoy learning English through games with my classmates.	4.73	0.39	highest

Table 4 Cons.

Article No.	list	satisfaction level		interpret
		$\overline{X}$	S.D.	
7	In class, cooperative learning has enabled me to better understand English content.	4.64	0.33	highest
8	The TGT cooperative learning technique has increased my confidence in learning English.	4.73	0.39	highest
9	The TGT cooperative learning technique has helped me improve my English speaking skills.	4.68	0.35	highest
10	I learned more about solving problems in the classroom through teamwork.	4.77	0.40	highest
11	The game competition has made me more active in reviewing and consolidating my English knowledge.	4.73	0.39	highest
12	The TGT cooperative learning technique makes me feel relaxed and enjoyable in class.	4.75	0.40	highest

Table 4 Cons.

Article No.	list	satisfaction level		interpret
		$\overline{X}$	S.D.	
13	The TGT cooperative learning technique helps to increase the frequency of communication and exchanges of ideas between students and teacher.	4.64	0.32	highest
14	I was able to gain new ways of learning from working with my classmates.	4.61	0.31	highest
15	I hope to use the TGT cooperative learning technique in more English classes in the future.	4.93	0.61	highest
	Total	4.71	0.38	highest

Discussion

1. Pre-test and post-test scores of English by using TGT cooperative learning technique for grade four students found that the post-test score ($\overline{X}$ = 26.77, S.D. = 2.37) higher than the pre-test scores ($\overline{X}$ = 17.95, S.D. = 3.06) which was statistically significance at the 0.05 level.

This may come from the TGT cooperative learning technique in classroom was usually more relaxed and interesting, which can attract students' attention and make them learn in a pleasant atmosphere. This teaching model breaks the single mode of traditional classroom teaching, and students can stimulate their interest in learning English by participating in the competition.

Corresponding to Tang Jiliang (2017), who used TGT cooperative learning technique in primary school, this research found that peer teaching is an effective way

to promote learning. TGT cooperative learning technique can emphasizes student-centeredness, allowing students to learn from the heart, giving students a sense of security, cultivating people who "integrate body, mind, emotion, spirit and heart", and advocating self-motivation, self-regulation learning, emotional education, and authenticity evaluation.

2. Post-test score and criterion of English by using TGT cooperative learning technique for grade four students found that the post-test score (89.24 percentage of full score) higher than the criterion (75 percentage of full score) which was statistically significance at the 0.05 level.

This may come from in the team competition, students usually need to communicate and express their ideas and opinions in English. TGT cooperative learning technique can increase their frequency of language use and practice opportunities, thus improving their language expression and practical application skills.

Corresponding to Wu Xinxing (2024), who explored the use of TGT cooperative learning technique in English classes, this research found that TGT cooperative learning technique will make arrangements in advance for the learning environment, course content design and student behavior management in its application, pay attention to changes in student behavior, attach importance to the teaching process, replace tests with competitions, reward correct answers, and not punish wrong answers, giving students sufficient sense of security and self-confidence. The role model effect in the learning process also enables students to actively participate in the classroom and help form a collective consciousness.

3. Satisfaction level by using TGT cooperative learning technique for grade four students found that the highest level ($\overline{X}$ = 4.71, S.D. = 0.38).

This may come from the practice of TGT cooperative learning technique, students' interactions within and outside the group increase their socialization with peers, which enhances their sense of belonging and teamwork. Also the team competition require students to work together in teams to complete tasks, which not only helps to develop students' teamwork skills, but also enhances their communication and collaboration skills. Students can help each other to solve problems together and enhance their interaction with each other.

Corresponding to Goh, C. C. M., & Burns, A. (2012), who discuss the speaking ability in language class, this research found that, according to the different needs of learners in language learning, an evaluation method for oral proficiency is proposed. interactive teaching methods such as team game competitions can stimulate students' interest and enhance their speaking skills. In particular, competition-based learning activities are effective in mobilizing students' sense of participation, enhancing their expressive and teamwork skills, and improving students' learning outcomes and classroom satisfaction.

Recommendations

Recommendations for Practical Application

1. Application of the TGT Cooperative Learning Technique

The findings revealed that the TGT cooperative learning technique effectively improved Grade Four students' English speaking ability. Students demonstrated significantly higher post-test scores than pre-test scores and showed greater participation and confidence in speaking activities. Therefore, English teachers are encouraged to apply the TGT technique in speaking lessons to create an engaging learning environment and provide students with more opportunities for meaningful communication.

2. Implementation of TGT-Based Learning Activities

To maximize the effectiveness of TGT activities, teachers should organize heterogeneous groups, design appropriate game-based tasks aligned with learning objectives, and establish clear rules and time management procedures. Teachers should also act as facilitators by monitoring group interactions, providing guidance when necessary, and giving constructive feedback to support students' learning.

3. Integration of TGT into English Language Instruction

The TGT technique should be integrated with English learning objectives and classroom activities. Learning tasks should encourage the development of listening, speaking, reading, and writing skills while maintaining a balance between language accuracy and communicative competence. Effective classroom management is also necessary to ensure active participation and productive learning environments.

Recommendations for Further Research

1. Application in Other Subjects

Future studies may investigate the effectiveness of the TGT cooperative learning technique in other subject areas, such as mathematics, science, social studies, or interdisciplinary learning, to examine its broader educational benefits.

2. Application at Different Educational Levels

Further research should explore the effectiveness of TGT with students at different educational levels, including lower primary, secondary, and higher education, to determine its suitability across age groups.

3. Investigation of Other Learning Outcomes

Future studies may examine the impact of TGT on other learning outcomes, such as learning motivation, communication skills, critical thinking, creativity, collaboration skills, and learning retention.

4. Comparative Studies of Cooperative Learning Models

Future researchers may compare TGT with other cooperative learning models, such as STAD, Jigsaw, or Team-Assisted Individualization (TAI), to identify the most effective approaches for enhancing English language learning and speaking performance.

References

Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson Education. Deutsch, M. (1949). A theory of cooperation and competition. *Human Relations, 2*(2), 129–152. https://doi.org/10.1177/001872674900200204

DeVries, D. L., & Edwards, K. J. (1972). Student teams and instructional games: Their effects on cross-race and cross-sex interaction. *Journal of Educational Psychology, 63*(2), 127–135.

Firman, F., Mirnawati, M., Sukirman, S., & Aswar, N. (2020). The relationship between student learning types and Indonesian language learning achievement in FTIK IAIN Palopo students. *Jurnal Konsepsi, 9*(1), 1–12.

Gillies, R. M. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education, 41*(3), 39–54. https://doi.org/10.14221/ajte.2016v41n3.3

Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

Hidayati, N., & Pardjono, P. (2018). The effectiveness of Teams Games Tournament (TGT) in improving students' English achievement. *International Journal of Instruction, 11*(3), 123–136.

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher, 38*(5), 365–379. https://doi.org/10.3102/0013189X09339057

Lestari, D., & Widodo, H. P. (2019). Cooperative learning and students' speaking performance in English classrooms. *Journal of Language Teaching and Research, 10*(4), 748–756.

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching, 40*(3), 243–249. https://doi.org/10.1017/S0261444807004363

Ministry of Education of the People's Republic of China. (2022). *English curriculum standards for compulsory education (2022 edition)*. Beijing Normal University Press.

Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.

Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Savignon, S. J. (2018). Communicative competence. In J. I. Liontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1–7). Wiley. https://doi.org/10.1002/9781118784235.eelt0047

Slavin, R. E. (1980). Cooperative learning. *Review of Educational Research, 50*(2), 315–342.

Slavin, R. E. (2014). *Cooperative learning: Theory, research, and practice* (2nd ed.). Allyn & Bacon.

Tohirin. (2015). *Analysis on the relationship between learning achievement and learning activity*. [Please verify publication source and publication details.]