

## **IMPROVING STUDENTS' READING ABILITY THROUGH ASK, READ AND TELL (ART) IN COOPERATIVE LEARNING**

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**Abstract :** The objectives of this research were : 1) to find out whether there is any difference of students' reading ability after being taught through ART in cooperative learning, 2) to find out which one is better, ART in cooperative learning or original ART, 3) to find out what aspect of reading improved better, 4) to describe the students' perception of ART in cooperative learning. Two classes were used as the sample of this study. The instruments of this study were reading test and interview. The instruments were valid and reliable based on content validity, construct validity, split half and interrater. T-test was used to analyze the data. The results of the pretest and posttest were that there was different score after being taught by ART in cooperative learning. Significant improvement was seen from the experiment class. The aspect which was influenced the most was identifying main idea. Based on the interview, ART in cooperative learning made students enjoyable because they could share their ideas with their friends. The researcher suggests the teacher should use ART in cooperative learning in teaching reading.

**Key words :** ART (Ask, Read, and Tell), Cooperative Learning, Reading.

**Abstrak :** Tujuan penelitian ini adalah untuk mencari tahu 1) Adakah perbedaan pada kemampuan membaca siswa setelah di ajar menggunakan ART in cooperative learning, 2) Manakah yang lebih baik antara ART in cooperative learning atau ART saja, 3) Aspek membaca manakah yang meningkat lebih baik dan 4) Bagaimana persepsi siswa tentang ART in cooperative learning. Dua kelas digunakan sebagai sample penelitian ini. Instrumen yang digunakan adalah tes membaca dan wawancara. Instrumen yang digunakan valid reliabel berdasarkan validitas isi, validitas konstruk, split half dan antar rater. T-test digunakan untuk menganalisa data. Hasil pretest dan posttest menunjukkan bahwa ada perbedaan antara kemampuan membaca siswa sebelum dan sesudah diajar menggunakan ART in cooperative learning. Peningkatan yang signifikan terlihat pada kelas eksperimen. Aspek membaca yang paling berkembang adalah mengidentifikasi ide pokok. Berdasarkan interview, ART in cooperative membuat siswa senang dalam membaca karena mereka dapat bertukar pikiran dengan teman mereka. Guru disarankan menggunakan ART in cooperative learning dalam mengajarkan membaca.

## INTRODUCTION

Reading is kind of the process to look at a series of written symbols and getting meaning from them. When we read, we used our eyes to receive written symbols (letters, punctuation marks and spaces) and our brain to convert them into words, sentences and paragraphs that communicate something to us. As Torres (2009) stated that reading is the process of identification, interpretation and perception of written or printed material.

Reading is very useful in education. We can get a lot of information by reading. We can develop our knowledge through reading. By strengthened reading skills, EFL/ESL readers will make greater development in all academic areas. Ahmadian (2013) stated that learning to read is particularly important for several purposes ranging from general learning to academic achievements. It means that there is relationship between reading ability and educational success.

However reading is essential in learning English language, the researcher found that students of SMKN 1 Kotabumi were very weak in reading. It was because reading is not an easy ability to be mastered. Reading is a complex process. Phantharakphong (2014) stated that many students still have problems with their reading comprehension because they are unable to accurately understand written materials. That is, they cannot interpret what they read and make the connection between what they read and what they have already known. The complex

interaction between the text and the reader is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

The researcher also found that the students of SMKN 1 Kotabumi were not interested to read. It was happened when they have to read especially English text, they felt lazy to do that. The researcher then found the students were lazy to read an English text because of their lack vocabularies. They thought that eventhough they read the text they could not understand the text.

The teacher can use some strategy or technique to make students comprehend the reading text. In this research, the researcher used ART or Ask Read and Tell to improve students ability in reading. ART was made by Mc Callum et al in 2010. During the first step, *Ask*, students were prompted to read the title and ask themselves questions regarding the material. During the second step, *Read*, students were taught to stop at the end of each paragraph and determine if the passage continued to make sense to them. In the third stage, *Tell*, students were taught to tell themselves what they read.

Unfortunately, original ART did not make significance achievement in students' reading ability as stated by Mc Callum et al (2010) we found no differences in comprehension across passages assigned to the ART condition and to the control condition. On other hand, many other researchers have found

evidence that similar procedures were effective (Mc Callum, 2010).

Cooperative learning according to the Johnson & Johnson cited in Felder (2007), is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements: positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills, and group processing. Those five elements of cooperative learning can be useful for ART. Cooperative learning is different to the learners who just study in group. (Bolukbas et al, 2011) small study groups cannot affect each other positively. That's why, their communication can be considered to be individual learning. Then, in cooperative learning, learners' efforts are rewarded as a group. It would make students felt enjoy to share their ideas and opinions.

It leads the researcher to take cooperative learning to modify ART. It is because some research of cooperative learning proved that cooperative learning is effective for reading. Marzban (2014) stated the experimental group who experienced cooperative learning showed superiority over control group and achieved better results in reading test. Phiwpong (2016) also found that using five lesson plans which were constructed by using cooperative learning activities were each group had improved reading comprehension because the score were passed in the exercise. The components of cooperative learning could help students to improve their reading. Certain studies have shown

that combining cooperative learning with English reading instruction creates student opportunities to interact with peers, increase peer communication and support, encourage reading-comprehension development, and lower anxiety (Gillies & Ashman cited in Pan & Wu 2013).

The researcher put *Ask* in individual accountability and positive interdependence, the two components of cooperative learning. Putting *Ask* in individual accountability and positive interdependence components would make the students responsible and do their task as good as possible. It would activate their background knowledge and increase their motivation to read as stated by Daly et al in Mc Callum et al (2010) prereading procedures were designed to activate appropriate schema and increase students' motivation to read for comprehension.

*Read* is included in face to face promotive interaction and appropriate collaborative skill. The goal of this stage was to enhance students' comprehension monitoring while reading. In this stage, they would read the text. It would improve their comprehension, Duke in Gilakjani (2016) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. They also underlined unknown words and tried to figure out their meanings by using context clues. When they did not understand about the word, they also could ask

the other member about that word. It would increase their vocabulary.

The last, *Tell* is inserted into group processing. In this stage, one of the member of each group would come in front of the class and tell about the result of their group. They would tell their work with their own words. It had benefit for learning second language. Swain (1995) stated that learning took place when a learner encounters a gap his or her linguistic knowledge of the second language (L2). Production of language for communication in a meaningful way is hypothesized to help its acquisition.

In reference to the background of the problem, the formulation of research questions is as follows, 1) Is there any difference of students' reading ability after being taught through ART in cooperative learning? 2) Which one is better between students' reading ability after being taught through ART in cooperative learning and original ART? 3) What aspect of reading improves better after being taught through ART in cooperative learning? 4) What is the students' perception of ART in cooperative learning in improving students' reading ability?

## **METHODS**

The research was conducted at SMKN 1 Kotabumi. The researcher choosed two classes as sample in this research, XI Banking 1 as control class, XI Accounting 1 as experimental class. In the present study, both quantitative and qualitative approach are used to investigate the effects of ART in cooperative learning on the

participants' reading comprehension, and to explore their opinions towards the method and its usefulness.

The instruments of this study were valid and reliable. To answer the research problems of this study, two instruments were used, reading test and interview. The instruments were valid based on content validity, construct validity. To get the content validity the reasearcher arranged the instrument based on 2013 curriculum for XI grade. Then the object were modified that the students are able to determine and indentify main idea, specific information, reference, inference and vocabulary. Furthermore, construct validity was used as the measurement which had some indicators in measuring certain aspect or the construction of the theory of the instruments developed in the story (Setiyadi, 2006). The writer asked the expert to get the validity of the instrument. The reliability of the instrument was measured by split half and level of difficulty. After tabulating the score of of try out, the reseracher found that the reliability of the instrument was 0.91. Based on the criteria of reliability, the instruments had very high reliability. After getting the validity and reliability of the the instruments, the writer used valid and reliable intruments of this study.

In analyzing the data the researcher used Statistical Package for Social Science (SPSS) program. The researcher got the data from using reading comprehension test after teaching by ART in cooperative learning strategy. Reading test was calculated before and after treatment. T-test was used to compare mean score from the result of pretest and

posttest of experiment and control class. To analyze the aspect of reading, the researcher used ANOVA.

## RESULTS AND DISCUSSION

### Results

The mean of pre-test at the experimental class was 62.26. After the treatment, the mean of the post test was 76.67. To determine whether or not there is difference or similarity between two data, the hypothesis test was needed to be done. To determine whether or not there is difference or similarity between two data, the hypothesis test was needed to be done. The hypotheses that would be tested were as follows:

$H_0$  = there is no significant difference of students' reading ability after being taught through ART in cooperative learning.

$H_1$  = there is a significant difference of students' reading ability after being taught through ART in cooperative learning.

In doing hypothesis testing, the researcher employed t-test testing. The t-test testing was computed by using SPSS 17. The researcher used gain score to know the difference of students' reading comprehension between pre test and post test. The significant level used by the researcher was 0.05. The following table is the summary of hypothesis testing through t-test.

**Table 1. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	76.6667	27	5.68399	1.09388
	Pretest	62.2593	27	5.55803	1.06964

**Table 2. Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	14.40741	3.04150	.58534	15.61058	13.20423	24.614	26	.000

From Table above, the pretest that consisted of 27 students, has mean score 62.26 for the pretest and the posttest has mean score 76.67. Table shows that sig (2 tailed) is 0.000. It means that  $\text{sig} < \alpha$  ( $p < 0.05$ ;  $p = 0.000$ ). It can be said that there was different of students' reading ability before being taught through ART (*Ask, Read, and Tell*)

in cooperative learning and after being taught by ART (*Ask, Read, and Tell*) in cooperative learning. Based on the result  $H_1$  has been accepted and  $H_0$  has been rejected. It had answered question number one that there was difference of students' reading ability after being taught through ART (*Ask, Read, and Tell*) in cooperative learning. Based on

the result of pre and post test in experiment class, students' reading ability also improved better.

In answering the second research question, the researcher compared the result of post test between

experimental and control class. The result of post test at experimental was higher than the control class. The researcher used independent T-test of SPSS 17 and the result was in the table below :

**Table 3. Group Statistics**

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1.00	27	76.6667	5.68399	1.09388
	2.00	28	71.6429	6.75615	1.27679

**Table 4. Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Nilai Equal variances assumed	.482	.491	2.979	53	.004	5.02381	1.68664	1.64084	8.40678	
Equal variances not assumed			2.988	52.058	.004	5.02381	1.68130	1.65012	8.39750	

By seeing the table above that sig (2 tailed) is 0.004. It means that  $\text{sig} < \alpha$  ( $p < 0.05$ ;  $p = 0.004$ ). It can be said that there was difference of students reading ability after being taught through ART (*Ask, Read and Tell*) in cooperative learning and original ART. By seeing the result of post test between experiment and control class, experiment class got better score. It indicated that ART in cooperative learning improved students' reading ability better than original ART.

To know the aspects of reading skill which is the best after being taught by ART (*Ask, Read, and Tell*) in cooperative learning, the researcher analyzed each aspect and identified by using Anova in SPSS 17 such as finding main idea, identifying factual details, finding reference, finding inference, and vocabulary from pre and post test of experiment class. To find out which aspect of reading mostly influenced of the implementation of ART (*Ask, Read, and Tell*) in cooperative learning, the result will be shown below:

**Table 5. Descriptives**

Gain								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
main idea	9	9.78	4.206	1.402	6.54	13.01	5	16
specific details	10	6.40	2.757	.872	4.43	8.37	2	11
Inference	10	5.00	3.055	.966	2.81	7.19	0	9
Reference	9	6.22	3.734	1.245	3.35	9.09	0	11
Vocabulary	12	4.67	2.015	.582	3.39	5.95	2	8
Total	50	6.28	3.523	.498	5.28	7.28	0	16

**Table 6. Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
2.179	4	45	.087

**Table 7. ANOVA of Gain**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	157.902	4	39.476	3.946	.008
Within Groups	450.178	45	10.004		
Total	608.080	49			

To answer research question number 3, “what aspect of reading skills mostly influenced after being taught by the ART (*Ask, Read, and Tell*) in cooperative learning?”, the researcher analyzed the result of five reading aspects. The most influenced one after being taught by the implementation of ART (*Ask, Read, and Tell*) in cooperative learning is Identifying main idea. It can be seen from the gain that is got by main idea which is 9.78, meanwhile the gain that is got by factual details is 6.40, reference is 6.22, inference is 5.00 and identifying vocabularies is 4.67.

Based on the interview, many students agreed that *Ask, Read and*

*Tell* (ART) in cooperative learning attracted them to learn reading.

- S1 : I think this method is more enjoyable. We predict first then share our idea with others.
- S6 : ART miss. This method can provide many ideas and suggestions when we do the task.
- S7 : ART miss. We predict first individually then we answer the task individually too. After that we share our idea and make conclusion.
- S8 : Yes, it is. We are more excited to answer some reading questions.
- S9 : Yes, I do. I enjoy to read and i can answer my

own question about the text.

It was because they could do their work individually then asked their friend to make sure about their answer. *Ask, Read and Tell* (ART) in cooperative learning also made students not to depend on dictionary while they read.

### **Discussion**

The finding was *Ask, Read and Tell* (ART) could improve the students reading ability. However, experiment class improved their reading ability better than control class. This research was not in line with Mc Callum (2010) who stated that original ART did not make significance achievement in students' reading ability. This result also supports some research which had the similar procedure such as, Dewi (2014) and Fengjuan (2010). Those studies had same results. Combining *Ask, Read and Tell* in cooperative learning could help the students better in comprehending reading material.

The researcher found that *Ask, Read and Tell* (ART) in cooperative learning made good atmosphere on the class. Students interacted with other positively as Orprayoon (2014) said that cooperative learning created positive social skills among the students who would learn from each other and encouraged each other through group working. There was difference of student after being taught through ART in cooperative learning. The enjoyed in learning reading then their reading abilities improved better.

The highest improvement was identifying main idea because when

the students read about the title, they took their previous knowledge and could predict what was the text about. It is because one strategy for improving comprehension is predicting (Küçükoğlu, 2013). In *Ask, Read and Tell* (ART) in cooperative learning, the student took their prior knowledge by having some questions about the title related to the knowledge on their own. It could help them got the ideas about the text, in line to Küçükoğlu (2013) who stated by making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. It is also supported by Setiyadi (2006) that the new materials have to have a relationship with the previous one so that they can easily make associations since the associations process is necessary part of learning.

Many students chosen *Ask, Read and Tell* (ART) in cooperative learning than the technique that usually used by their teacher. When the researcher asked why, the students said that they like discussion when doing their task. In *Ask, Read and Tell* (ART) in cooperative learning model, after doing the task individually they had to work and discuss with their group to make the conclusion. In line to Marzban and Alinejad (2014) cooperative learning model requires student cooperation and interdependence in its task, goal, and reward structures. The idea is that lessons are created in such a way that students must cooperate in order to achieve their learning objectives. In this method they discussed and explored their ability in their own group through the action such as sharing idea, giving more explanation to their group member



when they had difficulty, even giving rejection to their friends' idea before reporting their group discussion result to the class. It made all the students feel enjoyable and happy to do their task because they are esteemed by the others.

## CONCLUSION AND SUGGESTIONS

Based on the results of the data analysis, the researcher draws conclusions as follows:

1. There was difference of students' reading ability after being taught through ART in cooperative learning.
2. Comparing ART in cooperative learning and original ART in improving students' reading ability, the students who are taught by ART in cooperative learning improved better than students who are taught by original ART.
3. Based on the result of each aspect in reading, *Ask, Read and Tell* (ART) in cooperative learning, the aspect which improved the most is identifying main idea.
4. In line with the interview based data, it was found that many students agreed that *Ask, Read and Tell* (ART) in cooperative learning made them enjoyable in reading.

Based on the result of the research and the conclusion stated previously, the researcher would like to propose some suggestions as follows:

1. Teacher should not depend on one method for students in order to increase students' reading ability. *Ask, Read and Tell* (ART) in

cooperative learning is recommended for the teacher.

2. It was found that *Ask, Read and Tell* (ART) in cooperative learning is suitable strategy for improving students' reading ability. Therefore, it is suggested for further study to employ different skills such as listening, speaking, and writing.

Those are some suggestions for teacher related to the research. Hopefully, this research would be useful for teaching English.

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