

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

(A Thesis)

**By
Eva Mutiara Putri**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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ABSTRACT

IMPROVING STUDENTS' READING ABILITY THROUGH ART IN COOPERATIVE LEARNING

By
Eva Mutiara Putri

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 in improving students' reading ability, ART in cooperative learning or original ART, 3) to find out what aspect of reading improved better after being taught through ART in cooperative learning, 4) to describe the students' perception of ART in cooperative learning in improving students' reading ability. The research was conducted at SMKN 1 Kotabumi. The researcher took two classes at that school as the sample. The researcher used quantitative and qualitative approach. Pre – posttest design was used in this research. To get the perception of the students, the researcher used interview. To analyze the improvement of the students after being taught by ART in cooperative learning, the researcher used t-test. The results of the pretest and posttest were that there was different score after being taught by ART in cooperative learning. Significant improvement of the students' reading ability was seen from the experiment class. The aspect which was influenced the most was identifying main idea. Based on the interview, the researcher found that 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. It would help students to interact and share their ideas.

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

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**By
Eva Mutiara Putri**

A Thesis
Submitted in a Partial Fulfillment of
The Requirement for S-2 Degree



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
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Research Title : **IMPROVING STUDENTS' READING ABILITY THROUGH ASK, READ AND TELL (ART) IN COOPERATIVE LEARNING**

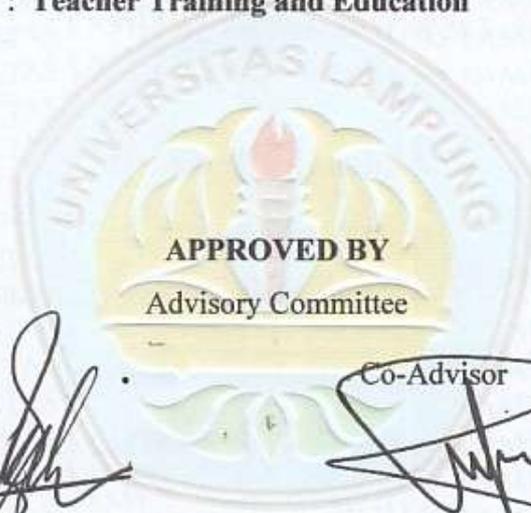
Student's Name : *Eva Mutiara Putri*

Student's Number : **1523042032**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Prof. Dr. Cucu Sutarsyah, M.A.
NIP 19570406 198603 1 002

Co-Advisor

Ujang Suparman, M.A., Ph.D.
NIP 19570608 198603 1 001

The Chairperson of Department
of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

The Chairperson of Master
in English Language Teaching

Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Dr. Cucu Sutarsyah, M.A.**

Secretary : **Ujang Suparman, M.A., Ph.D.**

Examiners : I. **Prof. Ag. Bambang Setiyadi, M.A. Ph.D.**

II. **Dr. Ari Nurweni, M.A.**

The Dean of Teacher Training and Education Faculty

Dr. Muhammad Fuad, M.Hum.
NIP 19590722 198603 1 003

Director of Postgraduate Program

Prof. Drs. Mustofa, M.A., Ph.D.
NIP 19570101 198403 1 020

4. Graduated on : **March 15th, 2018**

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Bandar Lampung, April 2018



Eva Mutiara Putri
NPM. 1523042032

CURRICULUM VITAE

Eva Mutiara Putri was born in Kotabumi on October 30th, 1985. She is the third daughter of a lovely couple H. Djohan Arifin and Hj. Murniyati. She has two brothers and two sisters, Achmad Fironi Suhardi, Akhmad Miryan Suharyadi, Ervia Safitri and Sebrina.

She was registered at elementary school in SDN 4 Tanjung Aman in 1991 and graduated in 1997. After that, she continued her study at SMPN 1 Kotabumi in 1997 and graduated in 2000. For the next step, she continued her study at SMA YP Unila and graduated in 2003. She continued her study and graduated from STKIP PGRI in 2009.

DEDICATION

All praises and gratitude are only to Alloh SWT, for the abundant mercy and blessing to the writer,

I'd proudly dedicate this thesis to:

1. My beloved parents, Mr. Djohan Arifin and Mrs. Murniyati
2. My beloved husband, Arizal Sricahyadi, S.H
3. My beloved child, Haziyah Keinarra
4. My beloved brothers and sisters, Yai Oni, Miryan, Atu Via and Sebrina
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Gratitude and honor are addressed to all people who have helped the writer to complete this research. Since it is necessary to be known that this research will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express her deep gratitude and respect to:

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Finally, the writer believes that this thesis might be still far from perfect. There may be weakness in this research. Therefore, comments and suggestions are always welcome for better research. The writer hopes that this research can contribute positively to the educational development, the readers and those who want to accomplish further research.

Bandar Lampung, April 2018

The writer,

Eva Mutiara Putri

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I. INTRODUCTION

This chapter discusses several points describing why this study should be conducted and how important it is. Particularly, this chapter is divided into sub-points; that is, background of the problems, identification of the problems, limitations of the problems, formulation of the research questions, objectives of the problem, significances of the research, and definition of terms.

1.1 Background

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 (2013) 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 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 (Almasi, 2003 and Brown, 2008 in Mc Callum 2010).

Cooperative learning according to the Johnson & Johnson (2000) 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, 2000 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 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 (2005) 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 (2003) 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.

1.2 Identification of the Problems

Based on the background of the problems the researcher could identify many problems of students of the eleventh grade of SMKN 1 Kotabumi in reading. They were as follows.

1. Students were lazy to read
2. Students' reading ability were low
3. Students were lack of vocabulary
4. The teacher used inappropriate method in teaching reading
5. Students were not feel enjoyed in reading
6. Students were not interested in the lesson
7. Students were lowly motivated

1.3 Limitation of the Problems

Based on all of the identified problems, this study limited the problems into those concerning to the students' reading ability for the eleventh grade students of

accounting program in SMKN 1 Kotabumi due to ART (*Ask, Read, and Tell*) in cooperative learning.

1.4 Formulation of the Research Questions

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?

1.5 Objectives of the Research

Based on the formulation of the research questions above, the researcher determines the following objectives of the research.

1. To find out whether there is difference of students' reading after being taught through ART in cooperative learning.
2. To find out which one is better students' reading ability after being taught through ART in cooperative learning or original ART.
3. To find out what aspect of reading improves better after being taught through ART in cooperative learning.

4. To describe the students' perception of ART in cooperative learning in improving students' reading ability.

1.6 Significances of the Research

It is expected that the findings of this research can have the following uses:

1. The use of ART (*Ask, Read and Tell*) in cooperative learning of the teaching and learning process might surely attract the students' attention to study. The students can use their cognitive strategy in their reading so they can improve their reading ability.
2. The benefits of the research is to explore and prove whether the use of ART (*Ask, Read and Tell*) in cooperative learning is effective to be applied in teaching reading so that the students can improve their english reading ability optimally. It can motivate teachers to find a new method or technique which is appropriate in teaching reading.
3. The benefits of the research for school are it can increase the students' achievement and it can develop learning strategies which stimulate students to read.

1.7 Definition of Terms

Reading

Reading is can be seen as an interactive process between a reader and a text which leads automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to licit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through

bottom-up processing) as well as schematic knowledge (through top-down processing) (Alyousef, 2006).

Cooperative Learning

Felder (2007) stated cooperative learning is an approach to groupwork that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team.

Ask Read and Tell Program

Ask Read and Tell was developed by Mc Callum in 2010. It is a simple procedure that prompts students to conduct pre-, during-, and postreading activities designed to enhance comprehension. 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.

Perception

According to Richard and Smith (1992) perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.).

In brief, those are several points explaining why this study should be conducted and how important it is. Additionally, this chapter has also explained background of the problems, identification of the problems, limitations of the problems,

formulation of the research questions, objectives of the problem, significances of the research, and definition of terms

II. LITERATURE REVIEW

This chapter discusses review of previous research and review of related literature. Particularly, this chapter is divided into sub-points; that are, the concept of reading , reading comprehension, reading aspect, reading process, cooperative learning, ART (*Ask, Read, and Tell*), the previous research, ART (*Ask, Read, and Tell*) in cooperative learning, the procedures of teaching reading by using ART (*Ask, Read, and Tell*) in cooperative learning, theoretical assumption, and hypotheses.

2.1 Reading

Reading is one of the most important skills for mastery of a foreign language (Khatib, 2012). Effective reading is essential factors of success in learning another language. Most learners in EFL context have little or no opportunity to contact with native speakers, so reading literary text will give them the opportunity to have better interaction with foreign culture and people.

Many people think that reading as an ability is taught once and for all in few years. They see that reading as a simple process. Actually, reading is a complex process as (Torres, 2009) stated that it is a complex problem-solving process in which the reader makes sense out of a text not just from the words and sentences on the page, but from ideas, memories, and knowledge evoked by those words and sentences as well as experience. Reading needs the interaction with print and

monitoring comprehension to establish the meaning. It means that the readers should be in active process to interact, monitor, and comprehend the text in order the readers can establish the meaning of the text and they can find the explicit and implicit information stated there.

Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Zare, 2013). Reading is kind of the process to look at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use 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.

To define what reading is, it is better not to merely observe what readers do while reading, but also what processes are used by fluent readers? What happens during and after they read? Grabe defines reading as follows:

Table 2.1 Processes that Define Reading

No	Process	Definition
1	A rapid and efficient process	Fluent readers read about 250-300 wpm. Besides, it is called rapid for various processing skills work together smoothly.
2	A comprehending process	People read to understand what the writer intended to convey in writing through word recognition and schemata activation.
3	An interactive Process	It is an interaction between the reader and the writer. The text provides information that the writer wants the reader to understand.
4	A strategic process	There are a number of skills and processes mixed together while reading, such as determining main ideas, making prediction and inferences, summarize information, and so on.

5	An evaluative process	It occurs when readers monitor their own reading skills and when they decide how they should respond to the text.
6	A learning process	The evaluation process while and after reading makes reading a learning process as readers make decisions about how to respond to the text.
7	A linguistic process	Readers should deal with graphemic-phonemic connections and must have linguistic knowledge (morphology, syntax, semantics) to process the text.

Grabe cited in Wijaya (2015)

From all these definitions, it can be concluded that reading although as a receptive skill is much more complex than it seems. Understanding a text or an author's message is the essence of reading, especially reading comprehension and it needs higher-order thinking. Readers should possess automatic word recognition skill, have vocabulary and grammatical knowledge, activate their schemata, place themselves in the text discourse, as well as recall and synthesis what they read.

Wijaya (2015) states that to develop expertise in reading comprehension, a good reader applies the following skills and technique: (1) identifying the purpose of reading; (2) reading silently for rapid processing; (3) activating background knowledge to make sense of new information; (4) questioning the text before, during, and after reading; (5) using various technique for various purposes (determining word meaning, finding main ideas through skimming, finding specific information through scanning, distinguishing literal and implied meaning); (6) recalling the information and synthesizing it if possible in his own words. Different kinds of text or as they read for different purposes.

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. Gupta (2014) also states that one's academic success has a strong correlation with reading. One who has a good achievement in classroom usually like to reading. It means that there is relationship between reading ability and educational success so, reading ability should be built as early as possible.

2.2 Reading Comprehension

Meneghetti (2006) states reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation. Current models of reading comprehension highlight the importance of considering the role of different cognitive processes during text comprehension. For example, memory both in its short and long term components is broadly considered to have fundamental role.

Reading comprehension means extracting the required information from the material as efficiently as possible (Liao, 2011). It means understanding, evaluating, and utilizing information and ideas gained through an interaction between readers and the author where in the reading process the readers are expected to be able to analyze all of the contents of the reading texts, understand them, and able to express them both orally or in written forms. Reading comprehension is a seriously process that is done by the reader to get information, messages, and meaning in the text. Efficient reading requires the use of the

various problem-solving skills such as holding the main idea of an article, understanding facts and details, guessing unknown words, making inference and so on.

Reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignment, reading comprehension skills also may affect one's interpretation of direction on examination, homework and completion of job applications or questionnaires (Phantharakphong, 2013). Reading comprehension was also seen as the construction of the meaning of a written text through an interaction between the reader and the text (Gupta,2014). Comprehension as processing words is a forming a representation of general main ideas and integrating it into a new understanding. It suggest that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own.

Schoot et al cited in Riani (2014) states that reading comprehension is an active process to construct the meaning and the understanding about the text. In this part, the readers have to be able to comprehend well what the message is sent by the writer in the text. It is supported by King and Stanley cited in Riani (2014) who explain that raeding comprehension skill has five components contained in reading text that may help the students in understanding the text. They are finding factual information, finding main idea, finding the meaning of vocabulary in the context, identifying reference and making inference. So that the readers for

instance can draw conclusion, recognize details from a selection and developing reading items in English.

2.3 Reading Aspects

As mentioned previously that reading comprehension has five aspects this clarify actually concerned with reading comprehension as they are elaborate like the following:

1. Finding Main Idea

Main idea is called the topic sentence. It tells the content of the paragraph. In other words, the main idea is the important ideas that are developed by the writer throughout the paragraph and sometimes are available in key words and explicit or implicit message.

2. Finding Factual Information

Factual information or supporting idea is developed from the main idea by giving the specific definitions such as examples, facts, comparison, cause and effect that is related to the topic sentence.

3. Reference

Reference is the kind of words or phrases that is used either before or after the reference in the reading a text. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronouns.

4. Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference. Making an inference is considered by

Wassman & Rinsky cited in Suparman (2001) similar to “detective thinking” because critical readers try to “uncover hidden or indirectly stated meaning” in much the same way as a detective looks for clues and evidence. In other words, the readers can make conclusion after reading the text.

5. Vocabulary

Some of stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

2.4 Reading Process

Reading involves the process of interaction. Sutarsyah (2010) states that reading actually involves the process of bottom-up and top-down which is called interaction (Sutarsyah, 2010). A number of discussions deal with different views on the process of reading. Goodman cited in Sutarsyah (2010) for example, mentions that it is widely found the view that (1) reading is matching sounds to letters, (2) no body knows how reading works; therefore, in instruction, whatever ‘works’ is its own justification. These views, according to him, can be considered as non-productive at best at the worst seriously impede progress.

2.4.1 Bottom up Process

Bottom up model was proposed by structural linguistics and behavioral psychologists. According to this theory reading entailed the application of automatic habit, induced response to written text. reading is considered essentially a mechanical decoding process. At this process, a reader is assumed to decode or

translate the printed symbol in the text by moving his eyes, recognizing letters, combining them to form words, then combining the words to form phrases, clauses, and sentences of the text. These words are identified and decoded into speech from which the reader derived meaning (Sutarsyah, 2010: 7)

In addition, in all reading processes, there are eight levels at which attention may be focused (Biggs and Telfer cited in Sutarsyah, 2010)

1. *Features*, such as the loops, lines and curves that make up letters;
2. *Letters* themselves;
3. *Sounds*, which are associated with letters and letter combinations;
4. *Words*, encoded both visually and phonemically (not one or the others)
5. *Chunks*, or combination of words into meaningful phrases which give a unit of sense.
6. *Ideas*, a statement of meaning at the sentence level. For the first time the level of meanings is not direct association of what is on the page, but an abstraction and synthesis.
7. *Main ideas*, which are a distinction of what the text has to say: the gist, which is constructed out of all the ideas in the passage;
8. *The theme*, which is inferred, going beyond the main ideas and generalizing them to a new level of the abstraction

2.4.2 Top-Down Process

Reading is then considered as an active process between the reader and the text. Contrary to the common sense explanation that have been instead years, reading is not considered as decoding and translating the printed symbol in the text where

the reader moves his eyes, recognize letters, combines them to form words, then combine s the words to form of phrases, clauses, and sentence of the text (Sutarsyah, 2010 : 8). The ability to construct meaning is based on reader's previous experience with a topic, familiarity with key concept, and knowledge how language works, even a fluent reader searches the page for cues to meaning. This is not a precise, letter by letter, or even word by word process but rather by predicting and anticipating meaning, Harris and Smith cited in Sutarsyah (2010).

Goodman cited in Sutarsyah (2010) viewed reading is "psycholinguistic guessing game" in which the reader reconstructs a message that has been encoded by a writer as a graphic display. He described it as a cyclical process of sampling, predicting, testing, and confirming. The reader does not need to use all of the textual cues. It is claimed that the reader reconstructs meaning from written language by using the graphophonic, syntatic, and semantic systems of the language. But he or she merely uses cues from these three levels of language to predict meaning, and most important, confirms those prediction by relating them to his or her past experiences and knowledge of the language.

These views have recently been characterized by several reading experts as a concept-driven, top-down pattern in which higher level process interact with and direct the flow information processor who predicts while sampling only parts of actual text (Widdowson cited in Sutarsyah, 2010). In this model, the reader is not only an active participant in the reading process, making predictions and processing information, but everything in the reader's prior experience or

background knowledge plays significant role in the process of reading (Sutarsyah, 2010).

Based on the explanations above, background knowledge is essential needed in the process of reading comprehension. The reader who has much background knowledge will able to understand the text easier.

2.5 Cooperative Learning

Felder (2007) stated cooperative learning is an approach to groupwork that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. It means that cooperative learning is one of appropriate method for silence students. Cooperative learning (CL) as one of the means of active learning might serve as an appropriate and promising strategy helping to increase learning effectiveness and providing students with the skills of collaborating, cooperating, sharing and socializing. (Gupta, 2014). Cooperative learning may be defined as any classroom learning situation in which students of all level performance work together in structured group toward a shared a common goal.

According to the Johnson & Johnson cited in Felder (2007), cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. Positive interdependence.

Team members are obliged to rely on one another to achieve the goal. Each students in same group has unique contribution in a group. Each group

members' effort is required and indispensable for group success. If any team members fail to do their part, everyone suffers consequences.

2. Individual accountability.

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. Face-to-face promotive interaction.

Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

4. Appropriate use of collaborative skills.

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group processing.

Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present. Olsen and Kagan (1992) cited in Gupta (2014) maintained that cooperative learning offers three major benefits relative to a) providing a richness of alternatives to structure interaction among students, (b) addressing content area learning and language development needs within the

same organizational framework, and (c) increasing opportunities for individualized instruction.

In cooperative learning method, the realization of individual objectives is dependent on the overall success of the group. Therefore, the ones who want to be successful are forced to help other group members. Marzban, (2013) states that the 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 other words, every learner struggles to develop both themselves and other group members because they are aware of the fact that the success of the group depends on the performance of each individual. As Gupta (2014) stated that cooperative learning requires that students work together to achieve goals which they could not achieve individually. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement.

2.6 Ask Read and Tell Technique

Ask, Read, and Tell (ART), a simple procedure that prompts students to conduct pre-, during-, and postreading activities designed to enhance comprehension, Mc Callum (2010). It is kind of technique to teach reading comprehension.

During the first step, *Ask*, students are prompted to read the title and ask themselves questions regarding the material (e.g., What does this material cover? How familiar is this material? What do I already know about the topic?). This

strategy assists readers to combine information, recognize main ideas, and summarize information(Gilakjani, 2016).

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. They also underlined unknown words and tried to figure out their meanings by using context clues. The goal of this stage was to enhance students' comprehension monitoring while reading.

In the third stage, *Tell*. Readers combine information in a text to elaborate in their own words what the text is about (Gilakjani, 2016). This process was made concrete by prompting students to answer the questions that they had posed to themselves in the prereading (*Ask*) step. 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.

Based on the explanations above, it can be concluded that ART technique can be used to teach reading comprehension.

2.7 Previous Research

Cooperative learning is one of the most remarkable areas of theory, research, and practice in education. Using cooperative learning with college students enhances their learning motivation, knowledge retention, and understanding (Law cited in Pan & Wu (2013). Students who fully participate in group activities, exhibit

collaborative behaviors, provide constructive feedback, and cooperate with their groups will get a higher likelihood of receiving higher test score.

Some research of cooperative learning proved that cooperative learning were 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, 2000 cited in Pan & Wu 2013).

Based the statements above, the researcher wants to take ART in cooperative learning technique to improve students' reading ability. It is because original ART did not make significance achievement in students' reading ability as stated by Mc Callum (2010) we found no differences in comprehension across passages assigned to the ART condition and to the control condition. This finding suggests that instructing and prompting students to complete ART did not enhance their comprehension. Although ART procedures did not result in greater comprehension than merely reading, there are several reasons why it would be premature to conclude that ART is ineffective. It is because many other

researchers have found evidence that similar procedures were effective (Almasi, Brown cited in Mc Callum et al (2010)).

2.8 ART in Cooperative Learning

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.

ART is consisted of three part *Ask, Read and Tell*. In cooperative learning, there is positive interdependence which can creates a situation in which individuals make a common effort for the reward and their common goal which can in fact be possible via positive dependence, positive product dependence, and positive process dependence. Then individual accountability which means that group success depends on the learning of each and every individual (Bolukbas et al, 2011). Every learner has the responsibility to answer the ART sheet and do whatever must be done.

Read is the second part of ART. In reading part, the researcher will put two elements of cooperative learning face-to-face promotive interaction and

appropriate use of collaborative skills. It means that group members motivate one another (Bolukbas et al, 2011). The students can make communication in order to answer the second part of ART. They can share their ideas about what they have read and their understanding about the reading passage.

The last part of ART is *Tell*. The researcher will take group processing as one of cooperative learning. Group processing has purpose to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals. The group will discuss and finish their final work. They will decide the result of their discussion and tell their work. Swain (1995) defined three function of output, noticing function, hypothesis-testing function and metalinguistic function. When second learners produced a language for communication, it would be effective for their acquisition. It was because comprehensible output facilitated second language learning in ways that differ from enhance input due to the mental processes connected with the production of language (Swain, 1995).

2.9 Perception

One of factors that plays on learning technique is students' perception. Their perception of learning technique can evaluate whether the learning technique has produced effective learning or not. Learning strategy also has correlation to the score of student after examination. When they get positive perception about learning technique, their score will also improve better. Centra & Gaubatz (2005) stated that another advantage of student perceptions of learning over final course examination scores is that the latter are limited to multisection courses that use a

common final exam . These are typically first year introductory courses. Student perceptions of learning can be studied across a wide variety of courses, thereby making the results more generalizable.

According to Puspitawati (2011), in general, there are two main approaches in explaining the process of perception, i.e.:

- **Bottom-Up Approach:** Perception is built from a set of primary features to a representation in our cognitive system without involving higher cognitive processes. It assumes a passive and automatic processing during perception.
- **Top-Down Approach:** Perception starts with a set of primary features but it is influenced by higher cognitive processes (such as knowledge, past experience and context). It assumes an active and volitional process at the basis of perception.

Chang, 2010 focused to examine students' perceptions of teaching strategy. The study enabled educators to be aware of students' perspectives and to recognize the need to make adjustments in teaching. Through students' perceptions, teacher is able to recognize the weaknesses or strengths. After knowing the weaknesses, the teacher can evaluate and make a decision about what should be improved, modified, or deleted.

2.10 Implementation of Teaching Reading Ability by Using ART in Cooperative Learning

a. The Procedure of Teaching Reading Ability by Using Original ART

Original ART was made by Mc Callum in 2010 which consist of three phase of reading. The procedures are:

1. The teacher give reading passage and ART sheet.
2. The students are asked to read the title of reading passage.
3. The student answer the first phase of ART sheet, Ask.
4. The students read the reading passage.
5. The students answer Read on ART sheet.
6. The students answer Tell on ART sheet.
7. The students discuss with their partner.

b. Justification

Ask, Read, and Tell (ART) by Mc Callum (2010) is a simple procedure that prompts students to conduct pre-, during-, and postreading activities designed to enhance comprehension,. It is kind of technique to teach reading comprehension. He found that there was not a significant improvement of student reading ability. However another researcher with similar procedure could improve students reading ability. It lead me to modify ART by inserting ART in cooperative learning. It was because 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, 2000 cited in Pan & Wu 2013).

Cooperative learning (CL) as one of the means of active learning might serve as an appropriate and promising strategy helping to increase learning effectiveness and providing students with the skills of collaborating, cooperating, sharing and

socializing. (Gupta, 2014). The idea is that lessons are created in such a way that students must cooperate in order to achieve their learning objectives. In other words, every learner struggles to develop both themselves and other group members because they are aware of the fact that the success of the group depends on the performance of each individual. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement.

c. The Procedures of Teaching Reading Ability by using ART in Cooperative Learning

The procedures of teaching reading comprehension by using ART in cooperative learning :

1. The teacher divides students into group.
2. The teacher hands out the reading passage and monitors the group
3. The students set group goals and work towards a reward or final learning outcome.
4. The students read the title of the reading passage independently. (Positive interdependence)
5. The students answer pre reading question on ART sheet. (Individual accountability)
6. The students read the reading passage independently.
7. Students are encouraged to use verbal and nonverbal communication to solve problems and explain learning material. (Face to face promotive interaction)

8. Students complete the reading, and post-reading sections of the *ASK-READ-TELL(ART): Student Worksheet* as part of the reading assignment.
9. Students are responsible for their tasks and for assisting the whole group meets learning goals.
10. The teacher need to establish rules so that all students are respectful, speak in a manner appropriate to the classroom setting, and utilize their time wisely during group interaction. (appropriate use of collaborative skill)
11. One of the students of each group come to in front of the class and tell their answer. (Group processing)
12. Students engage in reflection on how the group functioned during activity.
13. The teacher assess the groupwork and gives some feedback

2.11 Theoretical Assumption

Based on the explanation above, the researcher assumed that *Ask, Read, Tell* (ART) in cooperative learning would improve students' reading ability better than original ART. The components of cooperative learning could be effective for reading. The individual accountability made students aware and responsible to what they did. The appropriate use of collaborative skills also made students interact with other, they can share their ideas each other with a good manner. Some research of cooperative learning combined to reading strategy made students' reading ability improved better.

2.12 Hypotheses

Based on the theoretical assumption above, the researcher is going to formulate hypotheses as follows :

H₀: There is no difference of the students' reading ability after being taught by ART (*Ask, Read, and Tell*) in cooperative learning.

H_{1a}: There is difference of the students' reading ability after being taught by ART (*Ask, Read, and Tell*) in cooperative learning

Some theories that have been stated above will support the research. The procedure also stated it to make the reader know how to use ART in cooperative learning to teach reading.

III. METHODOLOGY

This chapter discusses the methodology adopted in the present study. It then describes the research setting, research design, participants, research tools, research procedures, and finally data analysis.

3.1 Research Setting

The research was conducted at SMKN 1 Kotabumi which is located at jalan Bougenvile no 48 North Lampung. The research was done for six meetings and conducted at second semester of academic years 2016-2017.

3.2 Research Design

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 independent variable was ART in cooperative learning. The dependent variables were the participants' reading achievement scores from their post-reading comprehension test, and the opinions of the experimental participants towards reading by using ART in cooperative learning.

The tools for collecting quantitative data used in this study included pre-and post reading comprehension tests. A semi-structured interview was used to collect the qualitative data.

3.3 Research Method

The participants of this study were assigned one of the study conditions: one represents the experimental group taught by the ART in cooperative learning the other represents the control group taught by the original ART. Both the pre- and post-tests were administered to the students in the two groups to measure their reading comprehension in English. Consequently, the following experimental, pre-test, post-test design was carried out in this study:

Experimental Group O1 X O2

Control Group O3 – O4

Where:

1. O1: represents the pre-test given to the students in the experimental class.
2. O2: represents the post-test given to the students in the experimental class
- 3.O3: Represents the pre-test given to the students in the control class
4. O4 : Represents the post-test given to the students in the control class.
5. X₁: represents the treatment of ART in cooperative learning.
6. X: represents teaching through original ART

3.4 Population and Sample

3.4.1 Population

Population is all the subject of the research. In other word, population is the big research group chosen to represent all members of group. The population of the study was the eleventh grade of SMKN 1 Kotabumi in the academic year of 2016/2017. The eleventh grade of SMKN 1 Kotabumi is divided into ten classes. There are class XI Accounting 1,2,3, XI Office Administration 1,2,3, XI Banking

1,2, XI TKJ and XI Marketing. There are 25-40 students in each class. The total number of the population is 390 students.

3.4.2. Sample

Sample is representative of population that will be observed. The writer took 60 samples in this research because the respondents are more than 100. The important thing in this study was the aim of sampling is to construct a sample that can represent the entire population. It was meant that sample must be able to represent the whole data of population. Sample in this research were class XI Banking 1 as control class, XI Accounting 1 as experimental class.

3.4.3. Sampling technique

In this research, the writer used purposive sampling technique. It was because based on preliminary research, students at SMKN 1 Kotabumi came from many places of Lampung Utara regency. The students at SMKN 1 were also homogeny in their knowledge of English. Then, the students of SMKN 1 Kotabumi also fulfill the criteria of this research because their reading ability was still low. The researcher choosed two classes as sample in this research, XI Banking 1 as control class, XI Accounting 1 as experimental class.

3.5 Data Collecting Technique

The researcher must use instrument to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result. In getting the accurate data, in this study the researcher chosed some instruments for collecting the data, they were:

1. Test

In simple terms, test is as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data. The instrument of the test in this research was objective test.

The researcher used multiple choice forms. The choice of the test type was based on the consideration that multiple choice test were:

- a. The technique of scoring was easy.
- b. It was impossible for students to avoid the grammar point being evaluated.
- c. This was sensitive measure of achievement multiple-choice language test; it allowed teachers to diagnose the students' problems.

In this research, the researcher conducted pre-test and post test. Pre-test was delivered before the teacher taught reading by using ART in cooperative learning in, the teacher asked students to do the test related in the materials that they were known by them before. Pre-test was given to the experimental and control classes in same way. This test was given before the experiment run.

Post-test was given to the experiment class and control class. It was given in order to know students' achievement after they were taught with ART in cooperative learning (experimental class) and original ART (control class). In this case, students were asked to do the objective test about reading text.

2. A Semi-Structured Interview

A semi-structured interview was conducted to collect the data on the participants'

opinions towards learning by using ART in cooperative learning. Some participants in the experimental group were interviewed on a ten participants. The interviews were audio-recorded. The interview guidelines were related with classroom teaching and learning activities.

3.6 Research Instrument

3.6.1. Try Out Test

The try out was done to determine the quality of the test that were used in taking the data. The result was used to make sure that the measuring instrument has such characteristics as validity and reliability of instrument test. The instrument to be tried out was the composition test. The result of test was used to find out the validity and reliability, difficulty level and also the discrimination power of each item.

The tryout was given to eleventh grade of SMKN 1 Kotabumi. After finishing the test, the answer sheets were collected in order to be scored. From 60 items test of tryout, 50 items were chosen as the instrument of the test. The choosing of the instrument was done by considering: validity, reliability, the degree of test difficulty and discriminating power.

A. Validity

A valid test is one that in fact measures what it claims to be measuring. It means that it relates directly to the purpose of the test. A test can be considered valid if it can precisely measure the quality of the test. There are several types of validity according to the different purpose of the test. In this research, content validity, face validity, and construct validity were used.

a. Face Validity

The instrument was in form of multiple choices question, and it contained of five aspects that became the aspects that are concerned in applying cooperative learning in ART program. Face validity focused on the layout or appearance of the test. It had purpose to measure the students' ability of five aspects of reading, such as determining main idea, references, finding factual information and inferences also comprehending vocabulary.

b. Content Validity

In getting the content validity of reading comprehension, the materials should be found based on the standard competence in syllabus for the eleventh grade of SMK. The objective of teaching reading is to make the students are able to find out the main idea, identifies the specific details or information, reveal the meaning of the words and determine the reference of words stated in the text.

c. Construct Validity

Construct validity means that the test items should really test the students or the test items should really measure the students' ability in reading comprehension. It means that when we want to test SMKs' students, the text of reading test must be appropriate for their level.

Regarding the construct validity, it measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the objectives of learning.

The researcher used content validity and construct validity in this research. The items on the test must represent the material that will be taught. In getting the content validity of reading comprehension test, the researcher arranged the materials based on the basic competence number 3.9 and 4.13 in syllabus taken from 2013 Curriculum for eleventh grade of vocational school students. The basic competence number 3.9 is analyzing social function, the structure of the text, in a simple report text, according to the users context. The basic competence number 4.13 is getting the meaning of report text in oral or written form. Then, the objectives were modified that the students are able to identify main idea, specific information, reference words, inference and find the vocabulary. The researcher used report text in making all the questions. Those objectives could imply that student had analyzed and also got the meaning of the report text. Moreover, the researcher also made a table of specification in order to judge whether the construct validity is good or not.

Table 3.1 Table Specification of Reading Comprehension Try-out Test

No	Reading Comprehension Test	Item Number	Total Items
1.	Determining main idea	1, 6,11, 16,21, 26,31, 36, 44, 46, 51,59	12
2.	Identifying specific Information	2, 7, 13,19, 24,27, 33, 37, 42, 47, 52, 57	12
3.	Reference words	4, 9, 14, 20, 25, 28, 33, 39, 45, 50, 54, 60	12
4.	Inference	3, 8, 12, 18, 23, 30, 34, 38, 41, 49, 53, 56	12
5.	Vocabulary	5,10,15,17, 22, 29, 32, 40, 43, 48, 55,58	12
	Total		60

To make sure the test reflect the theory on reading comprehension, the researcher examined whether the test questions actually reflect the means of reading

comprehension or not. After asking the try out instrument to some experts the researcher dropped 10 questions to make the instrument become valid. The researcher also revised some questions based on suggestions.

B. Reliability

Reliability means “consistent and dependent”. Besides validity, a good test should have reliability as well. Reliability is necessary characteristic of any good test. To measure the reliability of the test, the split-half method was used by researcher to find out the reliability of reading test by dividing the number of the test items into two groups for each test, odd and even. Based on *Pearson Product Moment* formula, the formula can be seen as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} : Correlation of coefficient of reliability between odd and even numbers

N : The number of students who take part in the test

X : The total number of odd number item

Y : The total number of even number item

X^2 : The square of X

Y^2 : The square of Y

$\sum X$: The total score of odd number

$\sum Y$: The total score of even number

(Hatch and Farhady, 1982:198)

After getting the reliability of half test, the researcher used Spearman Brown to determine the reliability of whole test, as follows:

$$R_k = \frac{2r_{xy}}{1+r_{xy}}$$

R_k = the reliability of the whole test

$2r_{xy}$ = the reliability of the half test

(Hatch and Farhady, 1982:247)

The criterias of reliability are:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20 up to 0.39 is low

0.00 up to 0.19 is very low

C. Level of Difficulty

The good test is the test that is not too easy and not too difficult (Arikunto: 2013).

Level of difficulty is generally expressed as the fraction (or percentage) of the students who answered the item correctly. It relates about how easy or difficult the item is from the point of view of the students who take the test. Besides that, the level of difficulty can be determined by dividing the number of students who get it right by the total number of students, it is calculated by the following formula:

$$LD = \frac{R}{N}$$

Notes :

LD : level of difficulty

R : The number of students who answer correctly

N : the total number of students in higher and lower group

(Arikunto : 2013)

The criteria of the difficulty level are:

1. 0.00 - 0.03 : Difficult
2. 0.30 - 0.70 : Average
3. 0.71 - 1.00 : Easy

The good items which are in average. The items that have difficulty index 0.30 until 0.70.

(Arikunto, 2013: 225)

D. Discriminating Power of the Test

Discrimination power was used to extent to which the item can discriminate between the more knowledgeable from the less knowledgeable students. It is proportion of the high group students getting the items correctly minus the proportion of the low-level students who get the items correctly. Then, the discrimination power of an item the extent to which the item discriminates between the test-taker from less able. To calculate the discrimination power (DP) of the test items, the researcher uses the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

In which,

DP = Discrimination Power

U = the total of correct answer of the higher group

L = the total of correct answer of the lower group

N = total number of students

(Shohamy, 1985)

Classification discrimination power:

D : 0.00 - 0.20 : Poor

D : 0.21 - 0.40 : Satisfactory

D : 0.41 - 0.70 : Good

D : 0.71 - 1.00 : Excelent

D : Negative : Should be dropped

(Arikunto, 2013: 232)

3.6.2 Reading Test

The writer measured the validity and reliability of the test. Validity was used to measure the test valid or not while, reliability was the consistency of the test. After conducting reliability and validity of the try out, the researcher decided to drop 10 questions. So, the reading test consisted of 50 items used in pre and post test. The reading test became such in the table below:

Table 3.2 Table Specification of Reading Comprehension Test

No	Reading Comprehension Test	Item Number	Total Items
1.	Determining main idea	7,11,15,19,23,27,35,41,49	9
2.	Identifying specific Information	3,8,14,20,25,28,33,37,42,47	10
3.	Reference words	5,9,18,26,30,36,40,44,50	9

4.	Inference	1,4,13,17,22,29,32,39,43,46	10
5.	Vocabulary	2,6,10,12,16,21,24,31,34,38,45,48	12
	Total		50

3.6.3 Interview Data

For the interview it was conducted after the use of ART in cooperative learning in teaching reading comprehension aspects. The interview was administered in order to know what their perceptions are after the teaching learning process using cooperative learning in ART program.

3.7 The Data Analysis

3.7.1 Reading Test

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. The researcher analyzed the data statistically as follows:

a. Normality Test

Normality test of the data was conducted to determine whether the sample in this research was normally distributed or not. The hypotheses for the normality are as follows:

H_0 = The data is not normal distribution

H_1 = The data is normal distribution

The data would be determined normal if it had the criterion for the hypotheses as:

The hypotheses will be accepted if $\text{sign} > \alpha$. In this research, the researcher used level of significance of 0,05

Table 3.3 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
ex	.177	26	.034	.948	26	.203
contrl	.162	26	.078	.928	26	.070

a. Lilliefors Significance Correction

Based on the data above, the sign of experiment class is 0.34, so, $0.34 > 0.05$, it meant that H_1 was accepted and the data of experiment class had normal distribution. The sign of control class is 0.78, or the researcher can draw $0.78 > 0.05$, so it meant that the data of control class had normal distribution.

b. Homogeneity Test

It was meant to get the assumption that sample of research came from a same condition or homogenous. It was used to know whether experiment class and control class, those are taken from population that have same variant or not.

Table 3.4 Test of Homogeneity

Test of Homogeneity of Variances

Homogeneity of Experiment and Control class

Levene Statistic	df1	df2	Sig.
1.009	6	15	.455

The researcher found that the result of homogeneity test was 0,455. It meant that the sample was homogen because $p\text{-value} = 0,455 > 0,05$.

c. Test of the Average

It was used to examine average whether experiment group and control group have been decided having different average. T-test was used to analyze the data of this research. A t-test compared the mean scores of the two groups.

3.7.2 Interview Data Analysis

The interview data are transcribed and consequently analyzed using two types of coding: (a) open coding, and (b) axial coding. Open coding is the identification of themes that emerge from the data. During open coding the researcher read and reread the entire interview transcripts to identify and tentatively name the salient themes which will be labeled or coded. These themes serve as the framework for analysis. Words or phrases that appeared to be similar are grouped into the same theme. These themes are gradually modified or replaced during the subsequent stages of analysis that followed.

The next stage is 'axial coding' or re-examination of the themes that have been identified in order to determine whether they are linked. The purpose of axial coding is not only to describe, but to acquire new understanding of the information of interest. The themes identify in open coding are compared and combined as the researcher begin to assemble the 'big picture. The researcher builds a conceptual model and determines whether sufficient data exist to support that interpretation. Original quotes from students are used as evidence to support

these themes. The data analysis from the semi-structured interview is finally presented.

The explanations above have stated about how to get sample and how to analyze the data. Next chapter will discuss about result and discussion.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions which are based on the results of the data analysis and discussions. Besides, some suggestions are put forward to the other researchers and English teachers who want to implement *Ask, Read and Tell* (ART) in cooperative learning to improve student' reading ability.

5.1 Conclusions

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. The students got better improvement on their score. In other words, the implementation of *Ask, Read and Tell* (ART) in cooperative learning can improve students reading ability at school. It happens because students are accustomed in answering the questions in reading test by using the technique of *Ask, Read and Tell* (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. It can be seen from the highest total of gain score that they got the most. It happened because the students used their prior knowledge by having some questions related to the text. It was one way to know what is the text about. That way could help them to identify especially 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. Students' reading ability also improved better. It was because they could do their tasks individually then discuss with other. In discussion they could share their ideas then the smarter students also help the other with a good manner. It would make the lower students are esteemed each other. This technique also made all the students want to participate on their task.

5.2 Suggestions

Based on the conclusions drawn and some problems found during the research, some suggestions are put forward for researchers and English teachers.

5.2.1 Suggestions for further research

Based on the conclusion, there are several suggestions for further researchers. Firstly, 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.

Secondly, further researchers are suggested to find out more about the students' reading aspect especially vocabularies. It was because identifying vocabulary was the lowest aspect improved on this research.

5.2.2 Suggestions for English teachers

For teacher, there are several suggestions related to teaching English. Firstly, the teacher should be creative in teaching reading. 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 because it has been proved in this research that there is significant improvement of students' reading ability after being taught by *Ask, Read and Tell* (ART) in cooperative learning. Secondly, it was found that the aspect of reading that could be improved the most is identifying main idea. So, the teacher should use this strategy to improve the students' reading ability especially to identify main idea. Finally, the English teacher should motivate the students to read many kinds of reading texts in English and apply good reading habit in their daily life to improve the students reading ability.

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