Ask, Reflect And Text (Art) Strategy As An Innovative Teaching Strategy To Enhance The Learners' Narrative Writing Skills

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Abstract: *This study focused on the development of the learners' narrative writing skills under the implementation of Ask, Reflect and Text Strategy. This study sought to examine ask, reflect and text strategy to enhance the learners' narrative writing skills among thirty purposefully selected student enrolled at San Jose del Monte Heights Elementary School. The narrative writing skills survey was employed to determine the level of learners in narrative writing. The purpose of this action research is to determine the effectiveness. The research revealed a variety of examples of how innovation might help the learners to improve their narrative writing skills. The purpose of this action research is to see if employing Ask, Reflect and Text Strategy can enhance the learners' narrative writing skill. Various test and data collection techniques revealed positive data on the performance of the aforementioned teaching strategy's implementation, with thirty (30) purposefully selected learners assessed in an online learning mode under the supervision of the researchers and grade IV teachers. The statistics provided by this study in terms of the success it demonstrated over the learners' development were important in terms of their level of writing skills. Additionally, the findings of this study will aid benefit the English teachers by providing data on the materials to enhance the learners' narrative writing skills.*

Keywords— Ask, Reflect and Text Strategy; narrative; innovation; scaffolding theory; social constructivism

Introduction

In today's society, having good writing skills is more vital than ever. To paraphrase Deborah Brandt (2015), "writing appears to be surpassing reading as the literate experience of consequences for possibly the first time in the history of mass literacy". Writing ability is not only a prerequisite for academic accomplishment, but also for career and social success. As a result, early writing skill training, as well as the creation of effective strategies for enhancing writing abilities for kids at various levels in the educational system, are essential. Language learning and language acquisition are two areas in the discipline of linguistics that describe how humans learn to understand a language. Listening, speaking, reading, and writing, sometimes known as the four macro abilities of communication, are the four ways in which language can be communicated. These abilities are ranked in order of their acquisition and learning procedures.

Writing is regarded as the most difficult of the four macro talents to teach and develop, according to Gepila (2017). It's difficult because it's like teaching a child to swim. A child learning how to swim should be exposed to a variety of swimming exercises. As a result, it is necessary to consider a variety of ideas, beliefs, and practices. Similarly, a child must be exposed to a variety-related activities in order to learn how to write successfully. Writing teacher must recognize the learning context, which encompasses culture, literature and identity.

Students learn about the writing process in early elementary school. Students in third and fourth grades will have a better understanding of narrative writing and will be able to write their own stories. While students in fifth and above grades should be able to compose a story. They should now learn how to use evidence to reinforce and develop their narratives, as well as advanced narrative abilities such as how to present stories from many perspectives.

Furthermore, according to Purba (2018) students were unable to express their thoughts in written language. It has been established that the majority of students are unable to create a simple paragraph in narrative text, resulting in a low writing score. It was due to the fact that those students had poor grammar skills and limited vocabulary. Purba (2018) also observed the teacher's approach to teaching writing to students. The teacher read the material only from the textbook about narrative text to the students and then asked them to do some exercises without clearly explaining what they were doing. Finally asked them to write narrative text with a title of their choice. In addition, Al-Gharabally (2015) claims that when the students asked to perform a writing work, students are frequently overwhelmed. Some students will struggle to get started even from the beginning. To aid learners who are struggling to find their way and find writing enjoyable, as well as to give them a sense of success so that they will be more motivated for the next writing activity the following suggestions are helpful.

Writing narrative text was the most difficult of the four macro skills for the students. They thought that creating narrative material was difficult, convoluted, and a tedious task. The challenges of narrative text writing were not only generic framework, but also in the language feature. The student had to exhibit a variety of skills while producing narrative prose, including topic control, format, sentence structure, spelling, vocabulary, punctuation, and tense. Furthermore, a lack of experience

and originality in the teaching process, unmotivated students in the learning process, and poor classroom management to teach the target language have all contributed to poor teaching and learning outcomes.

To assist students, improve their narrative writing skills, teachers must use an effective teaching technique and devote more time and attention to teaching writing skills, so that this skill can help students gain competency they need to create essays and stories.

With all this information, we hope to assist learners and teachers in developing an effective teaching plan for increasing narrative writing skills, specifically the Ask, Reflect, and Text strategy. ART is regarded as one of the most effective instructional strategies for addressing learners' difficulties in generating narrative text.

Action Research Question:

The study determines Ask, Reflect, and Text (A.R.T) as an innovative teaching strategy for improving learners' narrative skills in English 4 from School Year 2021-2022. Specifically, this research tries to answer the following question:

1. What are the level of learners' narrative writing skills in terms of:

1.1 focus

1.2 content

1.3 organization

1.4 style

1.5 convention

2. How effective is the Ask, Reflect, and Text (A.R.T) as an innovative teaching strategy for improving learners' narrative writing skills based on the pre-test and post-test means scores?

3. Is there a significant difference between the pretest and posttest mean scores?

4. What lesson exemplar in English 4 may be developed based on the findings of the study?

Methods

This study examines the effectiveness of using Ask, Reflect and Text (ART) as an innovative writing strategy to enhance the learner's narrative writing skills in English IV. The purpose of this research is to see how this innovation can help students improve their writing skills in English IV. This study looked into whether there was a significant difference between the pretest and posttest on the implementation of ART. This research was conducted on thirty (30) Grade IV students in San Jose del Monte Heights Elementary School in the City School Division of San Jose del Monte City, Bulacan during the school year 2021-2022.

Type of Research

The study utilized pretest-posttest true-control group design to determine the effectiveness of Ask, Reflect and Text as an innovative teaching strategy to enhance the learners' narrative writing skills. Conforming to Samosa (2020), the treatment group needs to be measured before and after the utilization of the strategy or program implementation.

The dependent variable was defined by gain scores, the difference in scores between the pretest and posttest scores of the treatment group is assessed. These structures potentially offer control overall possible extraneous variables since the treatment group consist of subjects purposively assigned from the selected group. A pre-test and a post-test were utilized as a measure of the performance of the treatment groups.

In this study, there were one section used as part of the treatment group that received ask, reflect and text (ART) as an immediate intervention among the Grade VI learners who encountered difficulties in writing narratives in English IV in the San Jose del Monte Heights Elementary School in the City Schools Division of San Jose del Monte City, Bulacan.

The first day of the implementation was focused on the pre-test, which was given by the researcher. After the administration of the pre-test to members of the treatment group, the researcher immediately conducted the classes using the Ask, Reflect and Text (ART) in the treatment group where the teacher ignited the critical and creative thinking skills of the learners. Further, the researcher tested the hypothesis to determine the significant difference between the scores of the pretest and posttest of the members of the experimental group in the achievement test.

Respondents of the study

The research implied two online class of Grade IV-Silang students and Grade IV-Mabini enrolled at San Jose del Monte Heights Elementary School, School Year 2021-2022, Division of San Jose del Monte City, Bulacan were purposefully chosen as research respondents.

The study's respondents were purposefully chosen as participants in the study. In this study, researchers used targeted sampling techniques. It is a method of sampling in `which the researcher looks for common traits or characteristics among the participants.

Proposed Innovation, intervention and strategy

Ask, Reflect, Text (ART) is a six-step evidence-based mnemonic story development strategy that encourages students to write, stimulates more elaborate story content, improves students' knowledge of the writing process, and promotes their abilities as writers, even for students with learning disabilities (LDs). For children who

struggle with writing skills, the technique focuses on mnemonic strategy education, which will provide experience in creating text while also increasing planning, organization, and composition abilities. Students in ART follow a clear form of action that is supported by clear and convincing teacher examples. ART students take a specific course of action that is backed up by clear and convincing teacher examples and feedback.

In writing narrative text, ask, reflect, and text are used Students' questions about character motivation or how setting influences the plot are raised when they are asked content-related questions and part boundaries, for example, and they are encouraged to convey that information to the reader around their own voice, Encourages students to develop their vision as they tried to acknowledge what they are reading by relating reading material to prior knowledge, linking sub-topics to concepts, and relating reading material to previously learned information and lastly Students write things down for their essays that are related to their topic. This can be done with the help of a sketch. Students then write the material, continuing to generate ideas and make plans as they do so. The students write and expand on the outline.

Instrument

The researcher utilizes teacher made test as a form of pretest and posttest.

The use of scoring rubrics was necessary to ensure its reliability and validity aligned to curriculum guidelines given by the Department of Education. Where the narratives of the learners should have structure, development and language convention.

According to (Samosa 2020), the purpose of the content validity procedure is to determine whether the test content accurately reflects the subject's content.

In this study, the researchers used a narrative writing test that was subjected to content and face validation by experts in the field of education, such as master's teachers. The validators were tasked with making constructive suggestions and recommendations for the instrument's improvement, and they analyzed the congruence of learning competency test items.

Data Collection Procedure

In order to collect data, the researcher wrote a request letter to conduct the study, which was signed by the school principal and research coordinator to conduct the study in San Jose del Monte Heights Elementary School in the city school division of San Jose del Monte City, Bulacan.

After approval has been made, the researcher will send the consent form to the learners' parents/guardians in order to conduct the study. They will be informed of the study's main goal and role in achieving necessary skills through the use of ask, reflect, and text (a.r.t) as an innovative teaching strategy for improving learners' narrative writing skills. The researcher will personally administer the narrative writing test to the study respondents after retrieving the consent form.

Another letter of request will be personally delivered by the researcher to the principal of the said school in order to officially carry out the study. The researcher will follow ethical guidelines and issues related to data collection procedures to ensure the confidentiality of the results. The researcher will manually check the teacher's test in the form of a pretest and posttest after the respondent had completed the relevant data.

Ethical Consideration

In order to ensure the respondents' safety, data privacy and proper consent will be taken into account. Data will be kept in strict confidence and used solely to ensure the study's validity. It will be possible to communicate properly with the authorized person and ensure document transparency.

Data Analysis

Pre-test scores of experimental groups were compared using the t-test of independence means when analyzing data on subject achievement. The invention was distributed to the experimental group following the pretest. A posttest was given after the intervention to see if the pretest and posttest results of the experimental group differed significantly.

The weighted mean was used. To determine the academic achievements of the learner respondents, the critical value and computed t value, as well as the p value and alpha level of 0.05, were statistically considered.

Plan for Dissemination Utilization

To ensure that the research's output will be used and therefore maximize the benefit of the results, it could be posted online for other researchers to view and test its effectiveness. Furthermore, any changes to the intervention and strategy will be no problem. It can be revised to fit the level and needs of the students.

4.2 Results and Discussion

To ensure the transparency and accuracy, the data obtained in this analysis was thoroughly analyzed and interpreted.

Table 1: **The level of writing skills of the Grade IV learners who are exposed to Ask, Reflect and Text Strategy.**

	Weighted mean	Standard Deviation	Verbal Interpretation
Focus	3.47	1.008	Very satisfied
Content	3.4	0.932	Very satisfied
Organization	3.5	0.9	Very satisfied
Style	3.4	0.894	Very satisfied
Convention	3.17	0.834	satisfied
Overall	3.39	0.914	Very satisfied

Legend: very satisfied (3.26-4.00), satisfied (2.51-3.25), dissatisfied (1.76-2.50), very dissatisfied (1.00-1.75)

The tabulated data revealed the level of learners' narrative writing skill using Ask, Reflect and Text strategy. Data showed that the A.R.T strategy assessed on the learners' narrative writing skills was very satisfied based on the overall computed weighted mean of 3.39 and SD = 0.919. In addition, the A.R.T strategy help learners in terms of focus was WM = 3.47; SD= 1.008, content was WM=3.4; SD=0.932, organization was WM= 3.5; SD=0.9, style was WM=3.4; SD=0.894 which denotes as very satisfied level of narrative writing skills. Also convention was WM=3.17; SD=0.834 which denoted as satisfied.

The use of A.R.T strategy with scaffolding theory and social constructivism really helps the student to enhance their narrative writing skills. In addition, at the first meeting or pre-test, the choice of words of the learners was still relatively limited. There still a lot of word and conjunction repetition that isn't exactly acceptable. In their narrative works, several learners truncated words. The learners' choice of words improved after utilizing A.R.T strategy with scaffolding theory and social constructivism. The words have a few additional versions. There have been no abbreviated used. The conjunction is also correct. Also at the first meeting, the average value of spelling found many errors such as capital letters, punctuation commas and periods. The learners' spelling improved after receiving treatment at the second meeting. The first word in the sentence has been written in capital letters by the learners. A period was used at conclusion of the sentence by the learners and also correctly used of commas.

Table 2: **Pretest and Posttest of Grade IV learners in Narrative writing skill**

This part discusses the data obtained based on the research instruments employed in the study. Furthermore, this part interprets and analyses data gathered to describe the effectiveness of A.R.T Strategy as innovation to enhance learners' narrative writing skills in Grade IV Learners of San Jose Del Monte Heights Elementary School.

	Pre-test score	Posttest Score	Gain Score
Mean	58.13	84.57	26.44

Presented on table 1 was the pretest-posttest of Grade IV learners on narrative writing skills. As gleaned on the tabulated data, it indicates that before the utilization of the A.R.T Strategy, learners' achievement in pretest were 58.13, then in posttest were 84.57. Hence, the learners' gain mean score of 26.44%. In addition, it can be concluded that A.R.T Strategy as innovation had a positive effect on the learners' achievement, as evidenced by the significantly greater mean in the posttest than in the pretest.

In aligned with the interpretation above, Nebukad (2016) stated that students can employ ask, reflect, and text strategy to help them improve their narrative writing skills. The ART strategy has some advantages for both students and teachers. Students believed that by using ART strategy, they would be able to achieve their goals. They improved their writing abilities.

Furthermore, the students thought that this strategy helped them a lot to develop their ability to write stories. According to the author, Dunn (2011) the A.R.T strategy aids student who have difficulty writing narratives. It also aids students in writing longer, more complex texts. Strengthening their ability to write stories. In addition, this strategy aided the teachers to create direct process for learners in making narrative.

Table 3: Test of significant difference between the pretest and posttest on narrative writing skills

df	t-test value	t-test (critical value)	Probability	Decision	Interpretation
29	53.75	2.0025	P > 0.05	Ho is rejected	Highly significant

Upon computing the data, it was revealed that the t-value of 53.75 surpasses the t-test critical value of 2.0025 at 29 degrees of freedom. The result are highly significant at 0.05. As a result, the null hypothesis is found false and rejected. Therefore, learners in ART strategy, which was used as an innovative teaching strategy to improve learners' narrative writing skills, had a significant difference between their pretest and posttest scores.

In providing learners with a strategy like this, going through the Ask, Reflect and Text. When working with the learners, you can assist them build a thought process that will allow them to master the activity on their own. Struggling

readers and writers frequently don't know how to accomplish something because they've never done it before. Or they believe they're incapable since they've failed at it in the past. Learners will begin to see that they can manage the steps of strategy like Ask, Reflect and Text and improve their writing skills after initial cooperative practice and then waning teacher involvement. Given the multidimensional nature of talents that encourage successful writing, a jump in skill level from below grade level to benchmark would be too much to anticipate for many struggling writers

Conclusion

From the findings and interpretation of the data gathered, researchers therefore conclude that:

1. The level of acceptability of the Ask, Reflect and Text as an innovative teaching strategy to enhance the learners' narrative writing skill material that was assessed by the researcher to the grade IV learners was very satisfied.

2. The level of the learners' narrative writing skills during pretest and posttest have significant difference when assessed by the researcher.

3. There was a high level of significance between the pretest and posttest scores of the learners based on the data gathered by the researcher.

Recommendations

The following are the recommendation for the different sectors in the society drawn based on the findings of the study.

a. 1. Further research is needed on Ask, Reflect and Text Strategy as an innovative teaching strategy to enhance the learners' narrative writing skills. This study be replicated and conducted in public and private school to improve the narrative writing skills of the learners.

b. 2. Let the learners know the value of learning narrative writing skill. A teacher must have mastery in teaching writing skills and improve the classroom management.

c. 3. For more comprehensive finding, further studies on the same area of concentration may be conducted for the improvement of education where the learners will benefit.

4. For College of Education students, they should value their learning and make sure to apply what they've learned on the field of teaching.

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