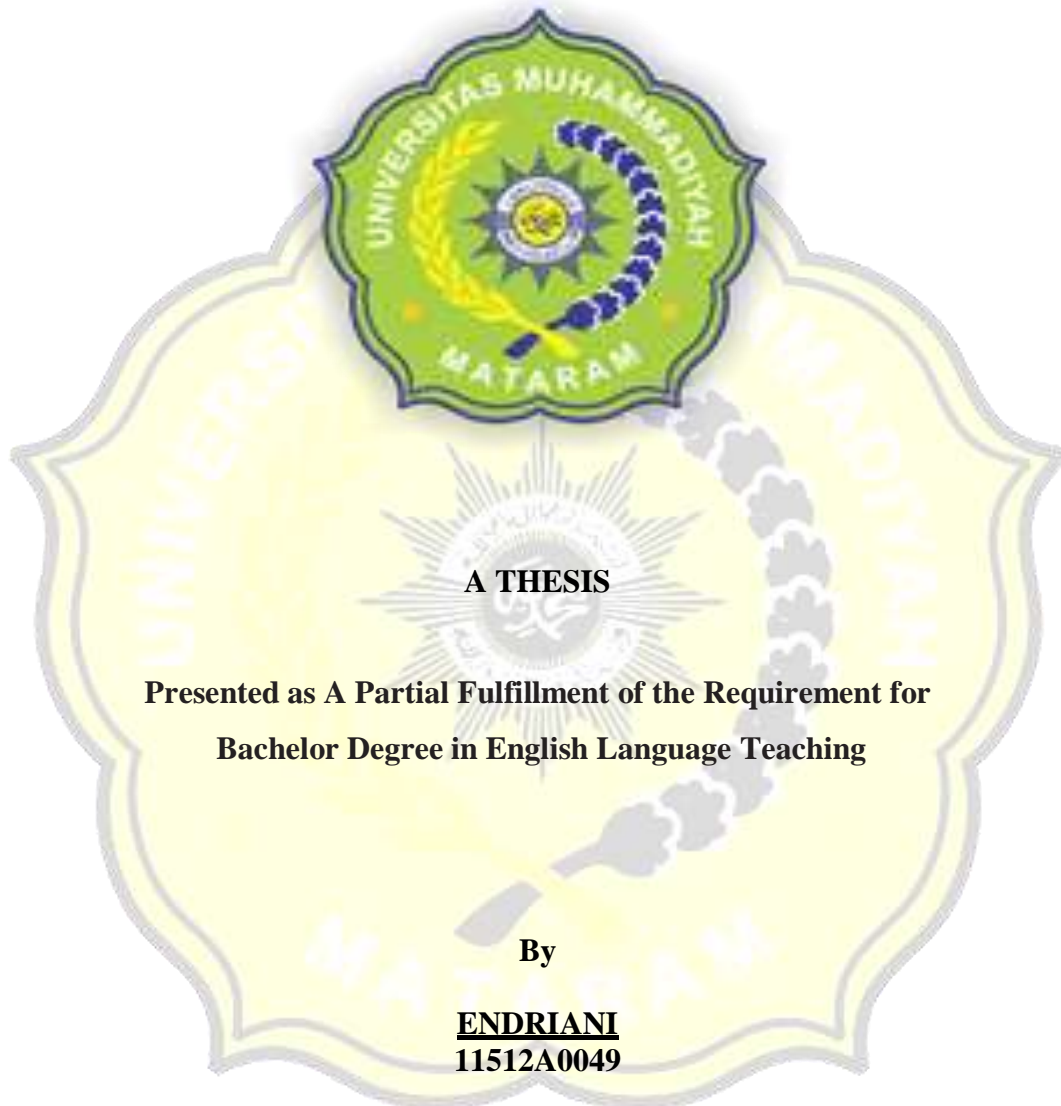


**THE EFFECTIVENESS OF LOOK-SAY METHOD IN TEACHING
READING COMPREHENSION FOR SEVENTH GRADE
STUDENTS OF SMPN 1 KERUAK LOMBOK TIMUR
IN ACADEMIC YEAR 2019/2020**



A THESIS

**Presented as A Partial Fulfillment of the Requirement for
Bachelor Degree in English Language Teaching**

By

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11512A0049**

**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2020**

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THE EFFECTIVENESS OF LOOK-SAY METHOD IN TEACHING
READING COMPREHENSION FOR SEVENTH GRADE
STUDENTS OF SMPN 1 KERUAK LOMBO TIMUR
IN ACADEMIC YEARS 2019/2020

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READING COMPREHENSION FOR SEVENTH GRADE
STUDENTS OF SMPN 1 KERUAK LOMBOK TIMUR
IN ACADEMIC YEAR 2019/2020.

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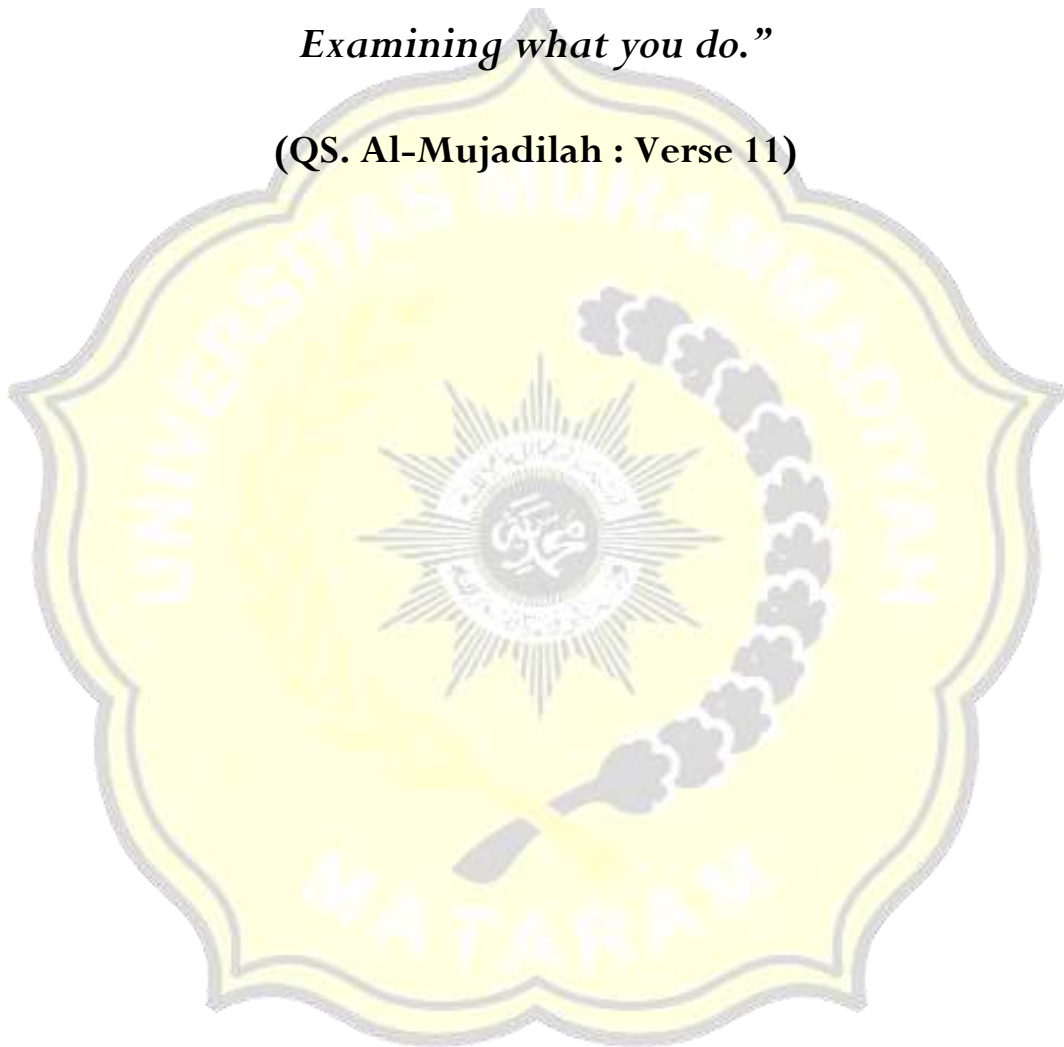
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MOTTO

“Allah will lift (degrees) those who believe and have knowledge among you to some degree. And Allah is

Examining what you do.”

(QS. Al-Mujadilah : Verse 11)



DECLARATION

The autographed below, I am the student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University Of Mataram stated that:

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Mataram, January 2020
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Alhammdulillahirobbilil'Alamin, the researcher would like to praise be to Allah SWT for his blessing, health, chance, and inspiration given to the researcher during the writing this thesis, Shalawat and salam to the prophed Muhammad S.A.W who has brought us from the darkness to the brightness.

In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to :

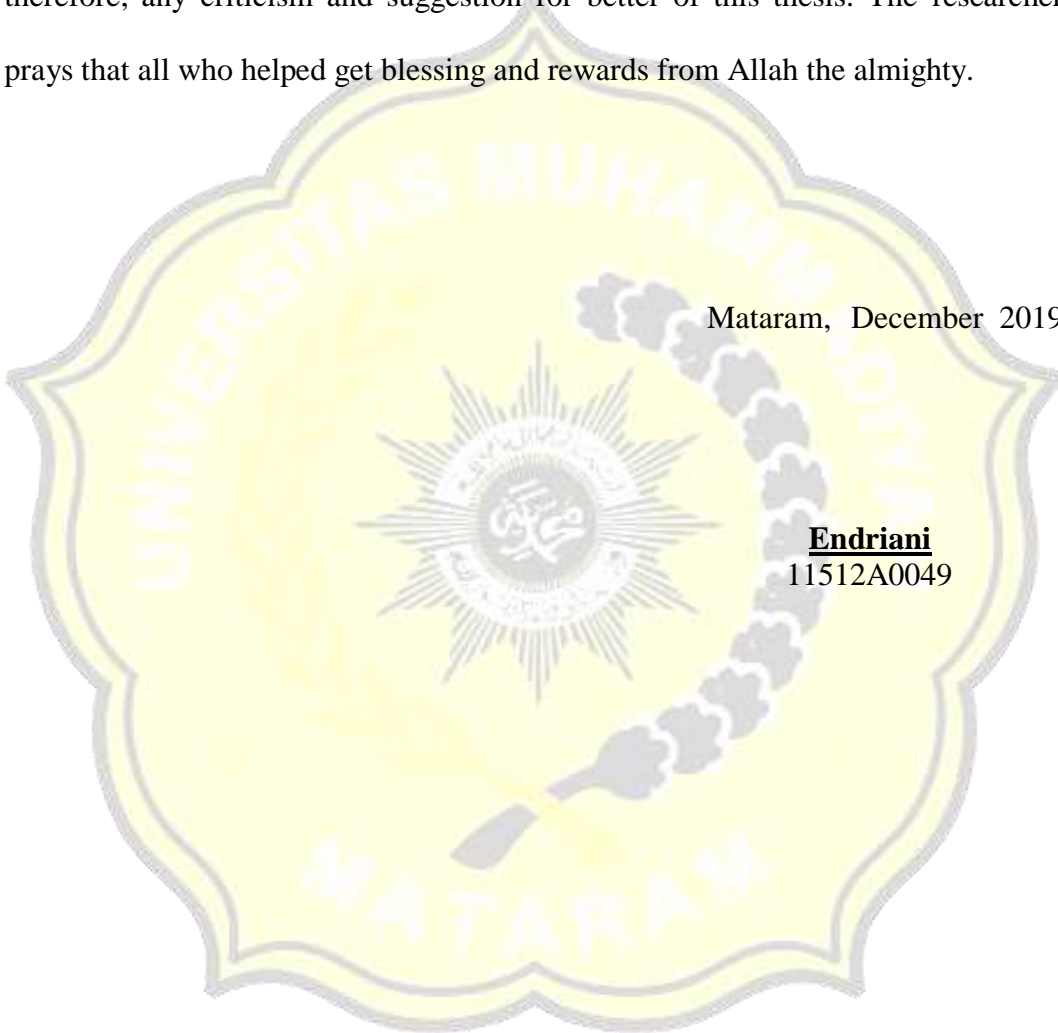
1. Dr. H. Arsyad Abdul Gani, M.Pd. As the Rector of Muhammadiyah University of Mataram.
2. Dra. Hj. Maemunah, S.Pd, M.H, as the Dean of Faculty of Teacher Training and Education.
3. Mrs. Hidayati, M.Hum as head of the English study program.
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Finally, the researcher realizes this thesis is far from being perfect therefore, any criticism and suggestion for better of this thesis. The researcher prays that all who helped get blessing and rewards from Allah the almighty.

Mataram, December 2019

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ABSTRACT

Endriani, 2020. A Thesis: *“The Effectiveness of Look-Say Method in Teaching Reading Comprehension for Seventh Grade Students of SMPN 1 Keruak Lombok Timur in Academic Years 2019/2020”*: English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. Advisors 1) Humaira, M.Pd 2): Rima Rahmaniah,, M.Pd.

The purpose of this research is to investigate the use of Look- Say method in teaching reading comprehension is effective or not for the seventh grade students of SMPN 1 Keruak Lombok Timur in academic year 2019/2020”. The population of this study was the first grade of SMPN 1 Keruak. With the total number of 256 students by using cluster sampling. The sample of this study were two classes, they were class VII A consist of 32 as an Experimental class and VII B consist of 32 as a Control class. To analyze the data the writer used SPSS 22.00. Based on the result of this study, the mean score of the students in experimental group before giving treatment was 28.91. After giving the students treatment by using look-say method it has improved with the total score 42.97. Then, the students who were not taught using look-say method in the control class got the pre-test score 23.13 and post-test score 33.13. Mean score of the post-test from experimental class was higher than the mean score of the control class. This implies that H_a was accepted and H_0 was rejected. Therefore, the writer concludes that the use of look-say method is effective in teaching reading at the first grade students of SMPN 1 Keruak.

Key Words: Look-Say method, Reading Comprehension

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACCEPTENCE	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
ABSTRACT	viii
CHAPTER I INTRODUCTION	
1.1 Background of Study	1
1.2 Research Question	5
1.3 Purpose of the Study	6
1.4 Scope of the Study	6
1.5 Significance of the Study	6
1.6 Hypothesis of the Study	7
1.7 Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATUR	
2.1 Reading	9
2.1.1 Definition of Reaing	9
2.1.2 The Purpose of Reading.....	10
2.2 Teaching Reading	10
2.3 Text	11
2.4 Look and Say Method	12
2.4.1 Definition of Look and Say Method	12
2.4.2 Technique to Teaching Lookand Say Method	14
2.4.3 Teaching Principles of Lookand Say Method.....	15
2.4.4 The Advantages Look and Say Method.....	16
2.5 Previous Studies.....	17
CHAPTER III RESEARCH METHOD	
3.1 Research Design	21
3.1.1 Population and Sample	22
3.2 Research Instruments	24
3.3 Technique of Data Collecting	25
3.4 Techniques of Data Analysis	27

CHAPTER IV FINDING AND DISCUSSION

4.1 Research Finding 30
 4.1.1 Data Descriptive 33
 4.1.2 Normality 34
 4.1.3 Paired Test 35
 4.1.4 Homogeneity Test..... 36
4.2 Discussion 37

CHAPTER V CONCLUSION AND SUGGESTION

5.1 CONCLUSION 39
5.2 SUGGESTION 40

BIBLIOGRAPHY

APPENDICES

APPENDICE 1

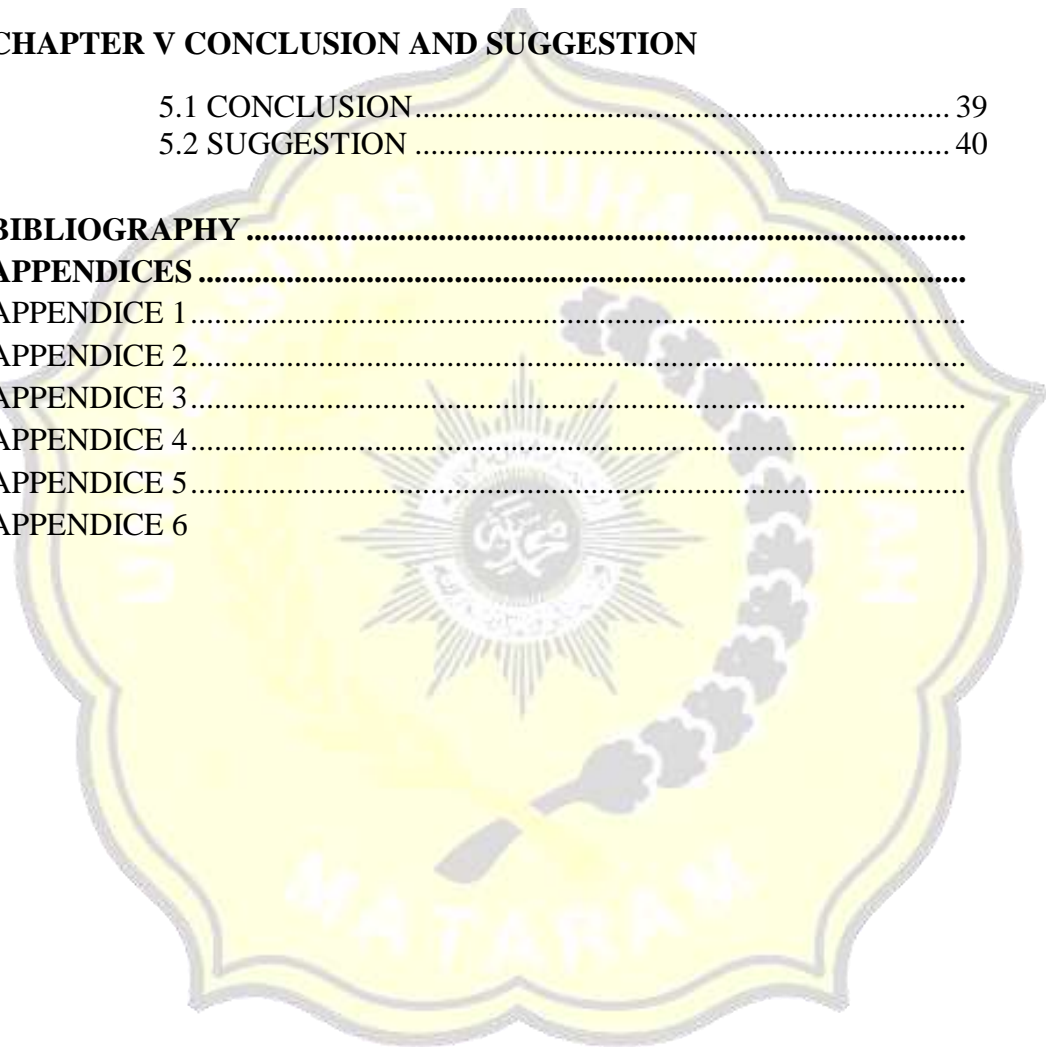
APPENDICE 2.....

APPENDICE 3.....

APPENDICE 4.....

APPENDICE 5.....

APPENDICE 6



CHAPTER I INTRODUCTION

1.1 Background of Study

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Snow (2004: 83) stated that “*reading is essential to success in our society*”. *The ability to read is highly valued and important for social and educational advancement*. Therefore, it can be concluded that people's daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life.

That is why developing strong reading skills in students is one of the main goals of every education program. Through reading students can expand their vocabulary and learn about the world. Reading is also the key to success in spelling and writing, (Chris Freeman, 2002). Being a fast and efficient reader is important for classroom based lessons, but also for satisfying homework requirements and performing well on standardized exams learn more about teaching children to read.

Reading is not an easy task, problem also mostly occurs to students when reading a book, they feel it difficult either in mentioning the symbol (word) and meaning of the text, so that is why the student should get the

best teaching from a teacher specially reading. Generally before mastering the reading skill the students need to learn how to read the words and phrases in English as a foundation to increase their reading skill, one of them through “look and say” method. By using this method, the students can look and say what a teacher read and directly the students can memorize the word because every word will be read several times.

The following problems are related to reading by middle school students: (1) Issues with decoding also known as sounding out words, decoding is when students are able to put sounds to letters in order to sound out written language. It’s common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a student’s continues to struggle, there may be a specific learning difficulty present, or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language, (2) Poor comprehension there’s a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead.

The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task

becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level, (3) Speed the more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives students all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. Students who continue to decode may benefit from over learning sight words such as those on the. If speed is still an issue, there may be an underlying problem, such as . Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust students with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

In this research the researcher tries to test a new way to teach reading for students. This researcher tries to apply look and say method to teaching reading. For the reason above, the research conduct a research entitled **“The Effectiveness of “Look and Say Method” in Teaching Reading To Comprehension For The Seventh Grade The Students Of SMPN 1 Keruak Academic Year 2019/2020.**

1.2 Research Question

Based the background of the study above, the Research Question as follow: ‘‘Is the Look Say method effectiveness in teaching reading comprehension for the seventh grade students of SMPN 1 Keruak Lombok Timur in academic year 2019/2020.

1.3 Purpose of The Study

The purpose of this research is to investigate the effectiveness of look-say method in teaching reading Comprehension is effective or not for the seventh grade students of SMPN 1 Keruak Lombok Timur in Academic Year 2019/2020.

1.4 Scope of Study

This research was conducted for two classes. The material used was reading comprehension using descriptive text, from the LKS of SMPN in first grade. The title is Pendamping Bahan Ajar Bahasa Inggris by Nurul Azizah Arifanti,S.S and Ummul Khoiriyah, S.S. limitation of this research is only for the seventh grade students in academic year 2019/2020.

1.5 Significance of the Study

The result of this study is expected to be useful theoretically and practically in developing teaching and learning process. There are two significance of the study:

1.5.1 The Theoretical Significance

The result of this study is expected to be able to provide information about the use of look-say method in teaching reading comprehension to improve the student ability in reading comprehension. For both reading and the next researcher.

1.5.2 The Practically Significance

1) The Students

To motivate and make the students enthusiasm in the learning process especially in reading teaching and helpful for students will be able to create more enjoyable and meaningful learning.

2) The Teacher

This method makes the teacher easy in teaching reading and this expect to give useful contribution in teaching reading and give another way for the teacher to develop student's reading.

3) The School

This research useful to improve the quality of education and develop English language teaching of the school

1.6 Hypothesis

Hypothesis is a tentative answer toward a watchfulness problem, until proved from data that gathered. The hypothesis of the study that the researcher intends to test are:

1.6.1 Alternative Hypothesis (Ha)

The alternative hypothesis as follows: The use of Look-Say Method is effective for reading comprehension at the seventh grade students of SMPN 1 Keruak Lombok timur.

1.6.2 Null Hypothesis (Ho)

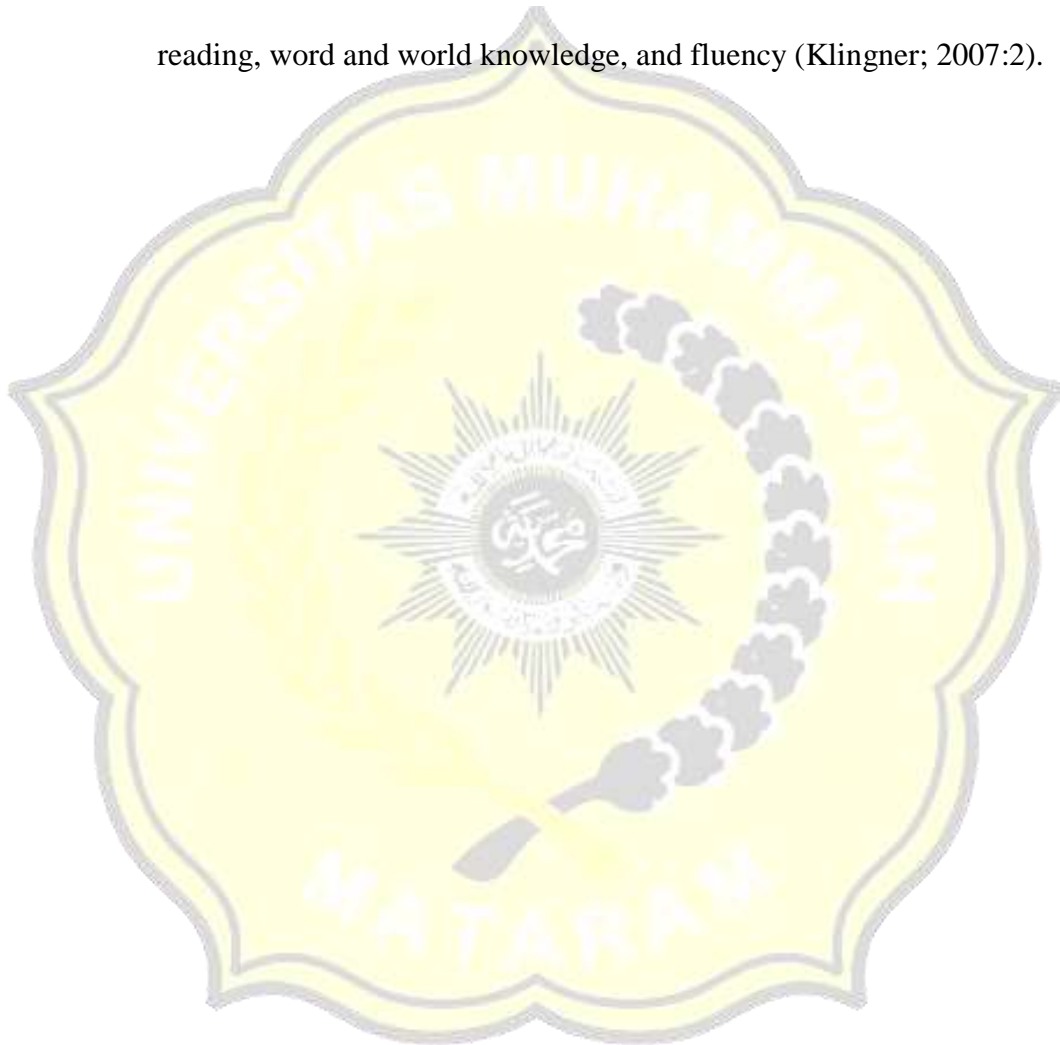
For the sake of statistical computation, the alternative hypothesis (Ha) above need to be changed into null hypothesis (Ho), which states that : The use of look-say method in reading comprehension is not effective at the seventh grade students of SMPN 1 Keruak Lombok Timur.

1.7 Definitions of Key Terms

To avoid mistakes and misunderstanding terms and content of the topic in this study, it is necessary to define the key-terms used in this study:

1. The method is often interpreted as a way or way that must be done or taken by someone to achieve the expected goals. The method comes from the Greek "Methodos" which means the way or path taken. The function of the method is as a means to an end or how to do and make something. (Mas Min 2016 : 16)

2. Look-Say Method is a method of teaching beginners to read by memorizing and recognizing whole word, rather than by associating letters with sounds (Scott and Yterberg 2001:50).
3. Reading Comprehension is the process of constructing meanings by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Klingner; 2007:2).



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important. Let's take a look at the components.

2.1.1 Definition of Reading

There are many definitions from the experts about reading. Reading is the process of constructing meaning from written text. Reading defines as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. Reading is very important skill that must be possessed by learners. It would help them in understanding the meaning of text learnt in the school, according to Tarigan (2008: 7), state that reading is a process to get message of the writer through written languages.

Reading is process of understanding the meaning implied in a text and looking at the ideas contained in the written word. (Anderson, 2003: 69) cited in Cahyani 2007: 99). The others definition also that reading is understands a meaning and its meaning contained in the written language (Finnochiaro, 1973: 199). Based on the definition above, it can be concluded that reading is an activity or a process to understand meaning, message, and purpose from printed or written material that connect reader to writer's idea.

2.1.2 The Purpose of Reading

There are four-primer skills in language learning. They are speaking, listening, writing, and reading. One of the skill is reading which reading its self has so many purposes. Everyone has their own reason when they read something. Experts differentiate the purpose of reading according to their own theory. Here, I share purpose of reading according to Grabe and Stoller. (2002:13) stated the purpose of reading as follow:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information, write and critiques texts.

2.2 Teaching Reading

Students should know what the purpose of reading is before they are taught reading lesson. So that is why before teaching reading, a teacher

should inform students about their purpose first. Knowing the purpose first is important for them since by understanding the purpose of reading, the students can focus on what they want so that they can read effectively. In the teaching of reading, the teacher should provide strategy and activity in which the students can identify the main and supporting ideas, rhetorical frames, and help the students activate their background knowledge.

- a. What are the principles behind the teaching of reading? According to Harmer (1998: 70) there are six principles in teaching reading.

There are:

Principle 1: Reading is not a passive skill.

Principle 2: Students need to be engaged with what they are reading.

Principle 3: Should be encouraged to respond to the content of a reading text, not just to language.

Principle 4: Prediction is the major factor in reading.

Principle 5: Match the task to the topic.

Principle 6: Good teachers exploit reading texts to the full.

2.3 Text

Text is the linguistic content : the stable semantic meanings of words, expressions, and sentences, but not the inferences available to hearers depending upon the contexts in which words, expressions, and sentences are used.

2.3.1 Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2.3.2 Narrative Text

Narrative text is a story with complication or problematic event and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

2.3.3 Recount Text

Recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

2.3.4 Analytical Exposition Text

Analytical exposition. Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

2.4 Definition of Method

The method in general in teaching skills is the study of ways to carry out activities that are included in the system of an environment consisting of educators and students. The aim is to strengthen the interactions that exist in one learning activity so that it can make the learning process run well and achieve the required teaching objectives.

2.4.1 Type of Method

For this reason, educators need to know and master at least some of the types of learning methods in order to formulate these methods and learning objectives

- a. Learning Method Through Lecture
- b. Learning Method Through Discussion
- c. Learning Method Through Demonstration
- d. Learning Methods Through Lectures Plus Questions and Answers and Tasks
- e. Learning Method Through Recitation
- f. Experiment Method
- g. Skill Training Method
- h. Design Method

2.4.1 Definition of Look and Say Method

Look and Say method is a method that be used for teaching reading to children about how to spell words in English” (Edhitin, 2000). Look and Say technique is basically teaching children to recognize words in isolation from stories. Children are taught to read words as a whole rather than as a part. More than three decades of research with both normal and brain damaged children have resulted in this method. The look and say teaching method, also known as the whole word method, was invented in the 1830s and soon became a popular method for teaching reading. By the 1930s and 1940s there was a very strong focus on teaching children to read by this method. In the 1950s, however, it was fiercely criticized in favor of phonics-based teaching. (Stephanie, 2009 : 1).

Look and Say method is considered as a highly successful method early childhood learning. It is found upon the conviction that learning is a natural instinctive urge in young children that is very often curbed either by neglect and lack of exposure by compulsory teaching. The look and say method teaches students to read words as whole units, rather than breaking the word down into individual letters or groups of letters. Children are repeatedly told the word name while being shown the printed word, perhaps accompanied by a picture or within a meaningful context.

Look and say method is a method of teaching beginners to read by memorizing and recognizing whole words, rather than by associating

letters with sounds. Look and Say Teaching Method is based on having children recognize full short sentences. This is done through flash cards with pictures, where parents can read each word on the card while the child repeats it. If a picture card is not used the child will guess what is on the card, which is not the idea, so picture cards must be used.

By pointing at each word as the parent reads the sentences, children will start to learn each word. Once having gone over many cards, and hopefully backed by other techniques like the Phonetics Method, children will eventually start understanding written language. Look and Say can be used during individual or group sessions or classes in pre-schools, special schools, integrated educational institutions or early years of primary school.

2.4.2 Teaching English by Look and Say Method

To teach look and say method in the school, the teacher shows the children the word and says it while pointing to the object. The students must repeat the word. This happens several times with each word, (Ingrid Griggs 2000) The introduction of the word only takes a short time, and goes quiet quickly, so the teacher may spend five minutes of a thirty minute lesson on four new words.

There are a lot of word recognition games which can be done at this stage. Such as matching words and pictures, pointing to the object on

the card, guessing which card. So, this method encourages recognition of a range of words and phrases before reading a text.

In this study the researcher choose matching word or sentences and picture as the method in look and say. There are many steps to apply in look and say:

1. First steps, provide material in the form of text with theme home.
 2. Second steps, provide flash card in the form of sentences and accompanied with picture, then stick it in the blackboard and arrange it randomly.
 3. Third steps, invite students to read the text accompanied with the meaning.
 4. The next steps, divided students into three groups and one member of every group to come in front of the class. Then the teacher read the text in randomly and the students must be looking which sentence that the teacher read. After that the students must be repeat the sentences with correct pronunciation and match the sentence with the picture.
 5. The last steps, students must be answer one question correctly based on the text. When the students can read the sentence correctly and answer the question, they will get a point.
- According to (Ingrid Griggs 2000)

“Look and say” is not the only method used to teach reading in a foreign language. Beginners can also be taught by a teacher reading sentence by sentence from a carefully selected passage, explaining its meanings wherever necessary.

2.4.3 Teaching Principles of Look and Say Method

New words are systematically introduced to the child by letting him see the word, (Edhitin, 2000) hear the word and see a picture or a sentence referring to the word. Flashcard is often used with individual words written on them, sometimes with an accompanying picture. They are shown repetitively to the child until he memorizes the pattern of the word.

Progressive texts are used with strictly controlled vocabularies containing just those words which have been learned. Initially the child may concentrate on learning a few hundred words. Once these are mastered new words are systematically added to the repertoire. Typically a child would learn to recognize 1.500 to 3.000 words in his first three or four years of school.

2.4.4 The Advantages of Look and Say Method

Ultimately all children need to be able to recognize whole words to become fluent readers, even those taught initially by phonics-based methods. Whole word recognition is used by literate adults to read all familiar word, (Nurnianti 2012).

1. A child can learn to recognize any word using the look and say method. In contrast, numerous words in the English language are not phonetically regular and cannot be learnt using a solely phonetic approach. These “tricky” words are often also high frequency words which children encounter regularly when reading and writing.
2. This teaching method is easy to grasp for the parent as it is based on words rather than individual sounds. It can also be more interesting for the child than learning sounds and their blends, as required in phonics-based methods.
3. This method particularly lends itself to teaching infants and young toddlers to read. They have been seen to enjoy such activities.
4. Children taught with the look and say method initially show higher reading levels than children learning phonics, because they learn to automatically recognize a small selection of words. However, later tests demonstrate that the look and say method performs less well when children start to learn longer and more complex words.

2.5 Previous Studies

There are two previous studies that use the same method to teaching reading for young learner. Three researchers they are Nurnianti

(2012) and Budiana (2011) have conducted their research on teaching reading by using Look and Say.

The first study was conducted by Agnes Arum Budiana in academic year 2011 entitled “The Use of Look and Say method in Teaching Reading to junior high school (the case of the seventh grade students of Smpn 1 keruak in the academic year of 2010/2011). The research used Classroom Action Research that had used two cycles. Each cycle consisted of teaching and learning process and a formative test. The difference between these cycles was on the materials used or given. There were four tests in this study: pre-test, formative test of cycle 1, formative test of cycle 2, and post-test. The result of the pre-test showed the average score was 58.10%. After having activities by using look and say, the students’ reading skill was improved. It was supported by the result of the formative tests. The average score of cycle 1 was 71.05% and the average score of cycle 2 was 82.36%. The result of the post-test indicated that the average score was 83.89%. It was higher than the average score of the pre-test. Based on the result of this study, the researcher assumed that learning English by using Look and Say technique it was very enjoyable and lively technique for the students to improve their reading skill. In this case the above research used classroom action research as the method in doing has research, But I use experimental for this research.

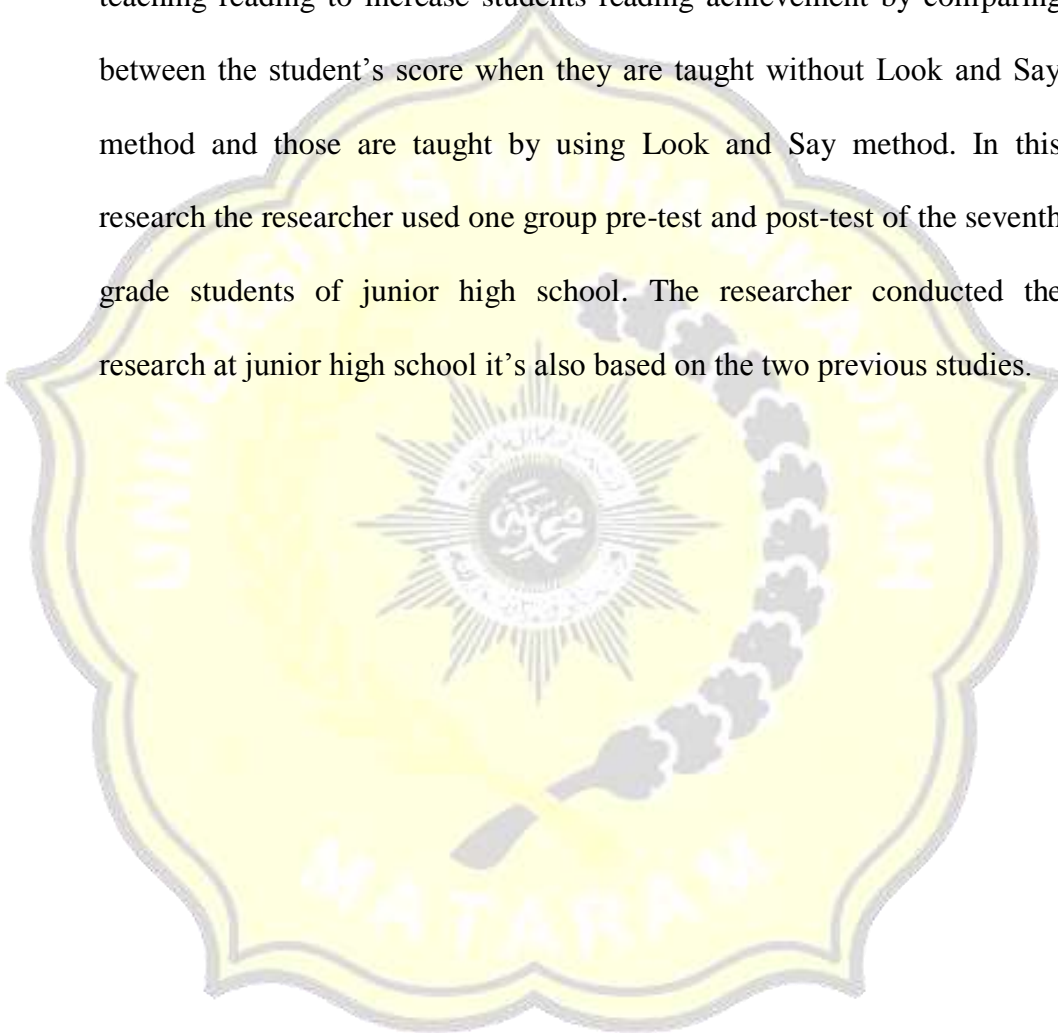
The second study was conducted by Siska Nurnianti in academic year 2012 entitled “Teaching Reading Using Look and Say method at the

Seventh Grade Pupils of SMPN Warung Bambu IV Karawang. The research used experimental with quantitative approach. The results of the data analysis that mean score of the pre test was 5 and score of the post test were 6.78. The t -observed was 4.657 and t -critical was 2.045 with degree of freedom was 29 and the level significant at 5% based on this data the teaching reading using “look and say” technique was effective and it also meant that the alternative hypothesis was accepted because of the t -observed was greater than t -critical ($4.657 > 2.045$). Based on the result of the research showed that by using this technique students are more interested to doing reading and they also easier to memorize word by word. The researcher stated that look and say technique is concerned having a good memory can be predictor for better reading performance in the future. Look and Say technique also the best technique used to read words that cannot be read phonetically. Siska Nurnianti conducted her research in SMPN warung bambu to impestigate used look and say technique, But in this i use the look and say method research will be conducted in SMPN 1 Keruak.

According two researches above, those were showed that Look and Say method can improve students reading comprehension for young learner. Based on some previous study above there were some different with the researcher research. In previous study the researcher teach look and say method at Junior High School and use classroom action as the

research design. In this study, the researcher conducted research in teaching reading by using Look and Say method.

The researcher used experimental research design with quantitative approach, and described the effectiveness of Look and Say method in teaching reading to increase students reading achievement by comparing between the student's score when they are taught without Look and Say method and those are taught by using Look and Say method. In this research the researcher used one group pre-test and post-test of the seventh grade students of junior high school. The researcher conducted the research at junior high school it's also based on the two previous studies.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Cresswell, 2008:3). In the design of this study the researcher used pre-experimental with quantitative approach. Pre-experimental is to know or to test the effectiveness of using Look and Say Method in teaching reading for the seventh grade students of SMPN 1 KERUAK in academic year 2019/2020.

This study conducted in pre-experimental design using quantitative approach with one group pre-test and post-test design. This study uses pre-experimental because it does not have random assignment of subject to group or other strategy to control extraneous variable. That is why in this study the researcher just takes one group or class and uses pretest and posttest to see the result of the treatment.

This design of this study used pre-experimental research design (*one group pretest-posttest design*) that consists of pre-test, treatment and post-test. The pre-test and post-test are given to take the student's score before and after being taught by using "*Look and Say method*". Then both of the score were computed by using t-test to find out if there is significant influence of teaching reading by using "*Look and Say method*".

Note:

Y1 : Pre-test

X : Independent variable

Y2 : Post-test

The procedures of the pre-experimental research with two group pretest-posttest design in this research were described as follows:

1. Administering a pre-test (Y1) which propos to measure students' mastery in reading before given a treatment.
2. Applying an experimental that were used look-say (X) to teach reading.
3. Administering post-test (Y2) which propos to measure students' mastery in reading after given a treatment.

Applying two group pre-test post-test, the researcher want to find out whether there is any significant of students' mastery before and after being taught using look-say at SMPN 1 Keruak in academic year 2018/2019.

3.1.1 Population and Sample

1. Population

A population is defined as all members off any well-defined class of people, event or object. A population is whole element of the object as a data source with a certain characteristic in a researcher

(Tanzeh, 2009:91). It means that population is all subject of the researcher.

The population of this study were the student of SMPN 1 KERUAK that consists of eight classes. Each class consists of 32 students. The total number of them is 256 students. According to Ary (2002:163) population is all members of any well define class of people, events of objects. A population is a set (or collection) of all elements possessing one or more attribute of interest stat by Arikunto (2006:108).

2. Sample

Doing selecting sample is very important step in conducting a researcher study. Sample is part of population of the object researcher (Arikunto, 2006:118). Sample is also as a way the researcher selects number of individuals as a sample which represents the population. According to Ary (2006:163) a sample is a person of population. It means that a good sample must be representative of the entire as possible, so that the generalization of the sample as true as population. Based on the statement above, the writer used cluster sampling technique. From the first graders of SMPN 1 Keruak consist eight classes, the writer took two classes namely class VII A and VII B. The class VII A consists of 32

students as the experimental group, and the class VII B consists of 32 students as control class.

3.2 Research Instrument

Fraenkel (1996) state that instrument is the device of the researcher used to collect data. Researcher instrument is the tool of collecting data that should be valid and reliable. Researcher instrument can be valid if the instrument can measure what were be measured, and the instrument of this research is test.

Test is a series question, exercise or other means which were to measure the skill, knowledge, intelligent, ability or talent that have by individual or group. Thus a test is a method to gain the data by giving some question to the respondent Arikunto (2006:127).

Test is test that is used to measure the process that students making after learn something Isnawati (2011:14). This test used to measure the students achievement in reading before and after they taught by using “Look and Say method” in SMPN 1 Keruak in academic year 2018/2019.

Descriptive Text is a writing that tells an object by mentioning its characteristics in its description (description). The characteristics of objects, animals, humans and others that are told can be the size, color, taste, location, price, age, hobbies or anything that can be used as a depiction of the object. The test world be in multiple choice form, with 20 questions, the total number of question is 20.

3.3 Technique of Data Collection

The data collecting method is the method to the data in the researcher. The aim of the data collecting in conducting scientific researcher were get material that need by the researcher. In this study, the data were collect through pre-test and post-test. The researcher before the researcher given treatment, in the first meeting the researcher conduct pre-test. The researcher given pre-test to know the students' reading ability before the researcher given treatment. And the researcher give post-test to the students' after the researcher finish given treatment. After the data were collect, the results of pre-test and post-test the researcher then compare them. The technique of collecting data were clarify as follow:

1. Pre-test

The next step is treatment. In this step, the researcher gave the students descriptive text in teaching reading. first step, provide material in the form of text with theme home, and

Pre-test were given to the students in the first meeting before treatment. It was conducted to know the students score in reading. Purpose of the test is given to know how far the students ability in reading comprehension. Pre-test comprise 20 items, if one is true then the value is five, if wrong means the value is zero.

2. Treatment

The next step is treatment. In this step, the researcher provide material in the form of text with theme home. The researcher provide flash card in the form of sentences and accompanied with picture. Look and say method this applies to both the experiment class and the control class.

3. Post-test

Post test provide a measure on some attribute or characteristic that someone assesses for participant after a treatment (Wiersama, 1911: 106). After gaining score in pre-test and conducting treatment, the research administer post-test to know how effective the treatment and to measure their ability after treatment process. Post-test were conduct to know the final score and to know the students' difference competence before and after they get treatment.

Post test were given in order to know the scores of the students after they were taught by using Look and Say method. Time allocation is 50 minutes and conduct on February 29, 2016. This test were used to measure the students' achievement after they were given treatment.

3.4 Techniques of Data Analysis

Data quantitative is the technique to analysis and count the data. According Suharsimi (2010: 274) and (Arikunto (1996: 148) It means that

the technique of quantitative data analysis is the process of data is shape by number.

To investigate the effectiveness of using Look and Say method in this research, the data were analyzed from students score in pre-test and post-test. The data which were gained from those two classes, then, were analyzed by using Paired Samples Test in IBM SPSS Statistics 22. If the result of t_{table} were bigger than $t_{obtained}$ at the level of significance 0.05, the null hypothesis could not be reject indicating that Look and Say method were not effective to increase students' reading skill. By contrast, if $t_{obtained}$ were bigger than t_{table} at the level of significance 0.05, the null hypothesis could be reject indicating that Look and Say method were effective to increase students' reading skill.

a. The researcher used experimental research that described a quantitative degree. The data collecting from the result of pre-test and post-test. In calculating the students mean score of experimental group and control group, the researcher used the following formula: To find the students mean score of experimental and control group, used the following formula:

To find out the standard deviation of experimental group and control group. The formula of standard devotion as follow:

1. Find out the standard deviation of experimental group. The formula as follows:

$$\sum x = \sum x^2 - \frac{(x)^2}{N_x}$$

Where:

X :The students standard deviation for experimental

N: Number of sample

2. Find out the standard deviation of control group, the formula as follow:

$$\sum y = \sum y^2 - \frac{(y)^2}{N_y}$$

Where:

Y: the student's standard deviation for control group

N: the number of sample

a. The last in the testing the significance of two variables standard deviation by using the following formula:

$$T = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y} - \left(\frac{1}{N_x} + \frac{1}{N_y}\right)\right)}}$$

Where:

My : mean score of control group

Mx : mean score of experimental group

N : total number of subject

The deviation of experimental group

Y : the deviation of control group

The degree of freedom:

df: (Ne + Nc - 2)

df: degree of freedom

: the number of experimental group

N_c : The number of control class

With the hypothesis statistic as follows:

If $t_{\text{calculation}} > t_{\text{table}}$: H_0 rejected and H_a accepted

If $t_{\text{calculation}} < t_{\text{table}}$: H_0 accepted and H_a rejected

(Arikunto, 2013:321-326)

