

The Effectiveness of Look-Say Method on Teaching Reading Comprhension on The Eighth Grade Students at SMPN 1 Konawe

Hasmirawati Injar Lasitiha

Universitas Lakidende

hasmirawatiinjar@gmail.com

Informasi Artikel	Abstract
E-ISSN : 3026-6874, Vol: 2,No: 1 Januari 2024 Halaman : 536-541	This research aims to determine how the effect of using the look and say method on learning acheivemnt reading comprehension for class VIII D students of SMPN 1 Konawe. The researcher problems were "Is there any significant effect on students' English reading comprehension before and after taught by using look and say strategy? And Is there any significant difference on students' English reading comprehension taught by using look and say strategy and those are not?". This research uses a type of pre-experimental design research with One Group Pretest-Posttest Design. The subjects of this study were students of class VIII D SMPN 1 Konawe totally was 22 students. Data collection techniques were carried out using tests those are pretest, treatment, and posttest. The data collected were analyzed quantitatively using descriptive statistics and inferential statistics. The researcher used theory of Edhitin (2000) to analyzed the data. The results of quantitative analysis show that the results of descriptive statistical data shows that there are differences in the learning acheivement of students' reading comprehension which are marked by the mean score of students who are in the implementation the pretest was 56,59 while in the posttest the students' average score was 70,91. The results of inferential statistical data show that $t \text{ test} > t \text{ table}$ or $6,539 > t \text{ table} = 2,086$ if viewed from the results of the pretest and posttest hypothesis tests it is known that $t \text{ test} > t \text{ table}$ or $7,936 > 2.086$, it can be concluded that H_0 is rejected and H_a is accepted. This means that there is an influence of look and say methode on the reading comprehension learning achievement of class VIII D students of SMPN 1 Konawe.
Keywords: <i>Reading comprehension</i> <i>Look</i> <i>say method</i>	

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh penggunaan metode metode look and say terhadap hasil belajar membaca pemahaman siswa kelas Siswa kelas VIII D SMPN 1 Konawe. Permasalahan peneliti adalah "Apakah ada pengaruh yang signifikan terhadap pemahaman membaca bahasa Inggris siswa sebelum dan setelah diajar dengan menggunakan strategi look and say? Dan Apakah ada perbedaan yang signifikan signifikan terhadap pemahaman membaca bahasa Inggris siswa yang diajar dengan menggunakan strategi look and say dan yang tidak diajar dengan menggunakan strategi look and say? dan mengatakan dan yang tidak?". Penelitian ini menggunakan jenis penelitian penelitian pre-experimental design dengan desain One Group Pretest-Posttest Design. Subjek dari penelitian ini adalah siswa kelas XI IPA 1 dan XI IPA 2. Subjek penelitian ini adalah siswa kelas VIII D SMPN 1 Konawe yang berjumlah 22 siswa. yang berjumlah 22 siswa. Teknik pengumpulan data dilakukan dengan menggunakan tes yaitu pretest, perlakuan, dan posttest. Data yang terkumpul dianalisis secara kuantitatif dengan menggunakan statistik deskriptif dan statistik inferensial. Dalam penelitian ini, Peneliti menggunakan teori dari Edhitin (2000) untuk menganalisis data. Hasil dari Hasil analisis kuantitatif menunjukkan bahwa hasil data statistik deskriptif menunjukkan bahwa terdapat perbedaan prestasi belajar siswa dalam membaca pemahaman siswa yang ditandai dengan nilai rata-rata siswa yang pada pelaksanaan pretest sebesar 56,59 sedangkan pada pelaksanaan posttest rata-rata siswa adalah 70,91. Hasil uji statistik inferensial menunjukkan bahwa $t \text{ hitung} > t \text{ tabel}$ atau $6,539 > t \text{ tabel} = 2,086$ jika dilihat dari hasil uji hipotesis pretest dan posttest diketahui bahwa $t \text{ hitung} > t \text{ tabel}$ atau $7,936 > 2,086$, maka dapat disimpulkan bahwa H_0 ditolak dan H_a diterima. Hal ini berarti terdapat pengaruh metode look dan metode say terhadap prestasi belajar membaca pemahaman siswa kelas siswa kelas VIII D SMPN 1 Konawe.

Kata Kunci : *Reading comprehension, Look, say method*

INTRODUCTION

There are four skills in language teaching and learning: speaking, writing, listening, and reading. Reading is one of the most important language skills to be taught in English because it is a source of knowledge that students can use as an input to the learning process. Reading is an important part of learning English because it allows people to expand their vocabulary and improve their writing skills. Reading allows students to comprehend and comprehend what they have learned, so reading plays an important role in student achievement. Krashen and Terrel (2000: 131) who state that reading may be a source of comprehensible input and may contribute significantly to competence in a second language. The competence covers both oral and written performance.

Reading is regarded as an important skill to master because it has an impact on other language abilities. Students frequently come across a difficult word for which they have no definition. Before they can translate a word, they must know or understand it through comprehension, thus they can describe their ideas or draw conclusions from an English reading text. Increased comprehension of reading strategies is thought to be beneficial in the context of improving comprehension of the strategies employed by the look and say method to demonstrate reading. The look-say is a good method of reading ability. Supported the reason above the look-say method. However, limited researches are describing the strategy. This Look and Say method will be used effectively in the classroom to help primary school students improve their reading skills of teaching by using Look and Say. An important feature of this method is described by Campbell (1995: 161) as supporting the view that, This method can even be divided into two approaches; look and say approach as well as a look and say whole sentence approach.

Based on pre-observation and interview with their English teacher on eighth grade students of SMPN 1 Konawe, The learners had some difficulties learning to read, and there were some issues that caused the students' reading comprehension was get low score in comprehension of the text. The researchers inquired about some students' difficulties in comprehending reading material, such as their ability to identify the reading text's main idea, topic, factual information, and inference. As a result, they received a poor grade. this is seen from the average value of some students who do not meet the KKM standard (65 score) and must follow remedial.

They are also lazy and bored because English teachers only use the following strategy to teach reading like the teacher asks some students topic-related questions, the teacher gave the students a reading text, the teacher asked some students to read aloud, and the teacher gave the students a quiz.

The researcher must implemented a method that motivates students to learn, one of which is the "Look and Say" method. The Look and Say method is one of the classroom learning methods that can clearly be an alternative solution to the problem of English learning, particularly in vocabulary. Students look at and said what the teacher reads, and they memorized the words because they was read several times.

Based on the description above, the researchers are interested in raised the title "The Effectiveness of Look-Say Method on Teaching Reading Comprehension on The Eighth Grade Students at SMPN 1 Konawe"

Problem Statement

The formulation of the problem as follow:

1. Is there any significant effect on students' English reading comprehension before and after taught by using look and say strategy?
2. Is there any significant difference on students' English reading comprehension taught by using look and say strategy and those are not

METHOD

Design of the research

The method in this research used pre-experimental with a quantitative approach. According to Ary et al (2002:302). The experimental research design are classified into pre-experimental design, true experimental and quasi experimental. Pre-experimental research does not have random assignment of subject to groups or other strategies to control extraneous variables. The researcher chosen Pre-experimental research as design in this research.

Pre-experimental is to know or to test the effectiveness of using Look and Say Method in teaching reading for the eighth grade students of SMPN 1 Konawe. This research conducted in pre-experimental and used quantitative approach with one group pre-test and post-test design. The researcher just took one class and used pre-test and post-test to see the result of the treatment.

The research design conducts as follows:

Pre-test	Treatment	Post-test
O_1	X	O_2

Notes:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Arikunto, 2010: 77)

Population and Sample

1. Population

The population of this research used the students of SMPN 1 Konawe at the eight grade that consist of 98 students which has 4 classess.

2. Sample

In this research, the researcher used a random sampling technique to choose the sample. There choosen one class in eight to conduct the research. The number of samples took was only VIII D grade students of SMPN 1 Konawe 2022-2023 period that consist of 23 students. The researcher was conducted on 6 – 22 September 2022.

Research Variable

The variables in this experimental research were two classifications:

1. Independent variable

The independent variable is teaching reading by using “Look and Say method”.

2. Dependent variable

Besides, the dependent variable is students’ achievement in reading.

Research Instrument

The instrument of this research used in collecting data of the students, namely multiple choice tests. The multiple choice test was gave to the student’s to find out the students comprehension in reading before and after being taught using Look and Say Method. The researcher choosen the multiple choice test to make sure whether or not the students could understand the reading text. The researcher took 20 multiple choice as the pretest and posttest. For each correct answer get 1 score, and for incorrect answer got 0.

Technique of Data Analysis

The researcher used SPSS 16 (Statistical Product an Service Solution) program to analyzing the data. The researcher analyzed the data by using requirement test that consist normality test and T-test. The analyzed was used the statistically parametric T-test paired samples and nonparametric-Wilcoxon statistical tests

1. Normality test

The normality test used to know the data normal distribution or not. In this research, researcher used SPSS to test normality of test. The criteria for acceptance or rejection of hyphotesis for normality test are as follow :

H_0 : The data are normally distributed

H_a : The data are not normally distributed

H_0 is accepted if $\text{sig} > \alpha = 0,5$

Ha is accepted if $\text{sig} < \alpha = 0,5$

2. T-test

The researcher used SPSS program to analyze the data. The researcher applied the paired sample test to analysis the data. According to Widiyanto (2013), paired sample test one of the testing methode uses the affectiveness of the treatment.

FINDING AND DISCUSSION

1. Validity Test and Reliability Test

Validity is a measure that shows that the variable being measured is really the variable that the researcher wants to research. Meanwhile, reliability is a measure that shows that the measuring instrument used in behavioral research has reliability as a measuring tool, including being measured through the consistency of measurement results from time to time if the phenomenon being measured is not change (Harrison, in Zulganef). On finding, the Scale Corrected Item-Total Correlation value, this value is the Item Validity value. While the value of Cronbach's Alpha if Item Deleted is the Item Reliability value. From the data, it can be concluded that the instrument of the test in this research is valid.

Reliability testing is useful for determining whether the instruments in this study can be used and will produce consistent data. In other words, instrument reliability characterizes the level of consistency.

Based on finding showed that a research instrument indicates that it has adequate reliability if the Cronbach's alpha coefficient is greater than or equal to 0.70. While the test results showed the Cronbach alpha coefficient of 0.955, thus it can be concluded that this variable is reliable.

2. Descriptive Statistical Analysis results

Descriptive statistical analysis was used to determine the results of the study before using and after using the media.

a) Description of Pretest Results Before Using Look and Say Strategy on Reading Comprehension in English Learning Students of Class VIII D SMPN 1 Konawe.

The results of students' reading before the treatment for Class VIII D students of SMPN 1 Konawe found that data was carried out by conducting tests so that reading comprehension were known as seen through multiple choice pretests.

From the results of these calculations, the mean effect of using the look and say strategy on the reading comprehension of grade VIII D students of SMPN 1 Konawe is 56.59. If the score of the students' listening comprehension ability learning outcomes after gave treatment or pretest grouped into five categories, then the distribution of frequency and percentage scores is obtained which is shown in table 4.4 .

Based on the percentage above, it can be seen the learning acheivement before using the look and say strategy in class VIII D of SMPN 1 Konawe at this pretest stage can be categorized as very poor scores is 0, in the poor category there are 3 students (13,63%), in fair category there are 12 students (54,55%), good category there are 7 students (32.82%) and there si not student got the very good category. Thus, it can be concluded that students' reading comprehension is fair.

b) Description of Pretest Results Before Using Look and Say Strategy on Reading Comprehension in English Learning Students of Class VIII D SMPN 1 Konawe.

During this research, an explanation was given about whether there was an effect of using look and say strategy or no effect on the students after being given treatment.

3. The Score Of Students' Posttest

From the results of these calculations of posttest, the mean effect of using the look and say strategy on the reading comprehension of grade VIII D students of SMPN 1 Konawe is 70.91. If the score of the students' listening comprehension ability learning outcomes after gave treatment or pretest grouped into five categories, then the distribution of frequency and percentage scores is obtained which is shown in table 4.5 below:

4. The Distribution Percentages Of Students' Pretest

The learning achievement before using the look and say strategy in class VIII D of SMPN 1 Konawe at this pretest stage can be categorized as very poor scores is 0, in the poor category there is not students (0%), in fair category there are 2 students (9,1%), good category there are 19 students (86,36%) and very good category there is 1 student (4,45%).. Thus, it can be concluded that students' reading comprehension is good.

5. Descriptive of Completeness of Student Learning achievement for Class VIII D SMPN 1 Konawe

If the table is adjusted with the reference to the assessment that has been set by the previous researcher, that is, if the student has reached or exceeded the KKM (65), it can be concluded that the student's mastery in class VIII D SMPN 1 Konawe has been completed because the mastery result is said if the student exceeds KKM score is 65.

a. Inferential Statistical Results

Data Analysis In the analysis section, inferential statistical data is used to test the research hypotheses, in this case the SPSS for windows version 16 program is used. Before testing the hypothesis, normality and paired sample statistics are tested first. The treatment in question is the use of look and say strategies in learning activities. Subjects in class 22 students were treated by using the media picture. After the test results were collected, the data were analyzed statistically parametric T-test paired samples and nonparametric-Wilcoxon statistical tests because in this study using one group using two measurements with the same person, or can be called two correlated samples.

1. Normality test

Normality test is the first step in analyzing data systematically Specific. For this normality test, Testing with SPSS based on the Kolmogorov-Smirnov. One-Sample test with a significance level of 5% or 0.05. If $P_{value} \geq 0.05$ then the distribution normal while If $P_{value} < 0.05$ then the distribution is not normal. After the pretest and posttest learning achievement of the listen comprehension by using kids'song strategy are processed using the SPSS for windows version 16 program, then the following is the output normality test:

b. Normality Test Results Pretest and Posttest Values

The value of sig. on the pretest is 0.586 and on the posttest is 0.795. If it is seen from the results of the pretest normality test, it is known that that $0.795 > 0.05$ and the results of the posttest normality test are known that $0.586 > 0.05$, it can be concluded that the data obtained are normally distributed.

c. Hypothesis test

From the research hypothesis, it can be seen that there is an effect of using the look and say strategy on the reading comprehension of class VIII D students of SMPN 1 Konawe. To determine the hypothesis, the technique used is inferential statistical techniques using t-test. Test the hypothesis that used is the Paired Sample t-test which is a two-sample difference test Pairs are same subject but experience different treatments. The decision making criteria is If Sig. 0.05 then H1 is rejected while if Sig. < 0.05 then H1 is accepted.

d. Paired Sample Statistics

A statistical description of the pretest and posttest data, the researcher presents the average number (mean) the pretest being 56,59 and posttest 70,91. The number of respondents (N) is 22 and standart deviation are pretest 10.164 and posttest 7,964.

CONCLUSION

Based on the finding in the previous chapter it can be seen that the results of this research indicate that the use of the look and say strategy is suitable for use in learning English in class VIII D students of SMPN 1 Konawe. This researcher can also see the effect of using the look and say strategy which can be seen from the calculation of the pretest and posttest values namely before the treatment, there were 31,82% or 7 students who scored 65 above.

After being given a posttest or given treatment, almost all students are able to work and have good result. The students who get scores above 65 are 19 people. And more details can be seen in the calculation of the t test where it is known the comparison of the results of the pretest and posttest,

namely t test as much as $6,539 > t \text{ table} = 2,086$. So this has shown that the researcher's hypothesis has been accepted.

REFERENCES

- Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Ary, Donald and friends. 2002. *Introduction to research in education*. USA: Wadsworth Group.
- Brown.2004. *Principles Of Language Learning And Teaching*. (4 Ed.). Addison Wesley Longman, Inc.New york
- Edhitin, G. 2000. *Developing Reading Skill for EFL Students*. Jakarta: Departmen Pendidikan dan Kebudayaan Indonesia.
- Farida , R. 2008. *Teaching English as a Foreign Language (TEFL)*. Surakarta: Muhammadiyah Universiti Press.
- Gebhard. Grellet, F. (2010). *Developing Reading Skills*. Mexico: Cambridge University Press.
- Grabe, F. 2009. *Developing Reading Skills*. Mexico: Cambridge University Press.
- Griggs, Ingrid. 2000. *Four Main Methods Learning to Read*.
<http://www.teachingtreasures.com.au/homeschool/readingmethods/lookandsay.html>. Accessed 12 April 2022.
- Harmer, Jeremy. 1998. *How to Teach English; an introduction to the practice of English language teaching*. Malaysia: Addison Wesley Longman.
- Indriati, Astuti. 2002. *Metodologi Pengajaran Bahasa*. Jakarta: Gramedia Pustaka Utama
- Jefferi. M. Jasone. 2004. *Towards Multilingual Education: Basque Educational Research in International Perspective*.
- Karen and Tankersley. 2005. *Literacy Strategies for Grades 4-12*. New York : Literacy Development.
- Katherine P. 2001. *Simplified Paragraph Skills*. USA: NTC.
- Klingner, Janette K. 2007. *Teaching Reading Comprehension To Students With Learning Difficulties*. London: The Guilford Press.
- Knapp and Megan Watkins. 2005. *Genre, Text, Grammar*. Australia: University of New South Wales press.
- Krashen, S. D. and Terrell D. T. 2000. *The Natural Approach: Language Acquisition in the Classroom*. Malaysia: Pearson Education.
- Lems, Kristin, Miller, D. Leah And Soro, M. Tenena. 2010. *Teaching Reading To English Language Learners*. New York: The Guildford Press.
- McGuinness, Diane. 2004. *Early Reading Instruction*. London: The MIT Press
- McCarthy, Kathleen T. 1998. *Successful College Writing 4th Edition*. New York: Bedford/St. Martin's.
- Meynilda, Legina . 2011. *Look and Say Technique in Teaching Vocabulary for Improving Students Vocabulary Mastery*. Thesis. UIN Sunan Gunung Djati Badung.
- Moreillon And Chamot, Anna Uhl. 2007. *Learning Strategies In Second Language Acquisition*. Cambridge: Cambridge University Press
- Noviandari, N. 2017. *The Effectiveness of Using "Look And Say Method" in Teaching Reading to Increase Students' Reading Achievement for the Fourth Grade The Students of MI Baiturrahman Suwaluh Academic Year 2015/2016*. State Islamic Institute of Tulungagung. <https://www.google.com/url?q=http://repo.iaintulungagung.ac.id/4640/&sa=U&ved=2ahUKEwiU->. Accessed on 12 April 2022
- Nurnianti, Siska. 2012. *Teaching Reading Using Look and Say Technique at the Fifth Grade Pupils of SDN Warung Bambu IV Karawang*. Bandung: Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung.
- Oshima, Alice and Hogue 2007. *Writing Academic English (fourth ed.)*. London: Longman
- Serravallo, Jennifer. 2010. *Teaching Reading in Small Groups*. Portsmouth : Heinemann
- Snow. Catherine, E. 2002. *Reading For Understanding Toward An R&D Program In Reading Comprehension*. Us Department Of Education: Rand Education.
- Stephanie. Scott, W. A. (2007). *Teaching English to Children*. New York: Longman, Inc.

Widdowson, Harris. 2006. Aspects of language teaching. Oxford: Oxford University Press.