THE EFFECTIVENESS OF LOOK-SAY METHOD TO TEACHING READING COMPREHENSION

Haslina Ipa
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
haslinaipa04@gmail.com

Muhammad Yunus
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
muhammad.yunus@umi.ac.id

Hadijah
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
hadijah.hadijah@umi.ac.id

Abstrak

Penelitian ini mengkaji tentang efektivitas metode look-say dalam meningkatkan kemampuan pemahamaan membaca siswa. Tujuan penelitian ini adalah untuk mengetahui kemampuan pemahaman membaca siswa sebelum dan sesudah pembelajaran dengan menggunakan metode look-say serta untuk menguji apakah ada pengaruh yang signifikan antara metode look-say terhadap kemampuuan membaca pemahamaan siswa. Desain penelitian ini adalah ekperimental berupa pre-test dan post-test dengan pendekatan kuantitatif. Populasi dalam penelitian ini yaitu kelas VII SMP Kartika Wirabuana XX-2 Makassar yang terdiri dari 2 kelas dengan jumlah siswa sebanyak 68 siswa. Sample dalam penelitian ini 20 siswa. 10 siswa dari kelas VII A dan 10 siswa dari kelas VII B. Instrument yang digunakan dalam penelitian ini berupa test dan kuesioner. Instrument tes untuk mengukur efektifitas metode look- say sedangkan instrument kuesioner untuk mengukur presepsi siswa tentang pengunaan metode look-say? Hasil penelitian menunjukan bahwa nilai rata-rata pemahamaan membaca siswa pada pre-test sebesar 53,75 sedangkan pada post-test setelah penerapan metode look-say 78,30. Hal ini menunjukan bahwa terdapat peningkatan yang signifikan sebelum dan sesudah penerapan metode look-say sehingga metode ini efektif dalam meningkatkan pemahaman membaca siswa. Untuk respon siswa terhadap pengunaan metode ini yaitu menyankut beberapa hal di antaranya membuat siswa lebih aktif dalam belajar membaca bahasa inggris, lebih memahami isi materi yang diajarkan, dan membuat siswa lebih minat belajar. Kesimpulan penelitian ini adalah efektif untuk digunakan dalam meningkatkan pemahamaan membaca siswa.

Kata Kunci: efektifitas metode look say, mengajar pemahamaan membaca

Abstract

This study examines the effectiveness of the look-say method in improving students' reading comprehension skills. The purpose of this study was to determine students' reading comprehension skills before and after learning by using the look-say method and to test whether there is a significant effect of the look-say method on students' reading comprehension ability. The research design is experimental in thform of pre-test and post-test with a quantitative approach. The population in this study was class VII SMP Kartika Wirabuana XX-2 Makassar,

which consisted of 2 classes with a total of 68 students. The sample in this study was 20 students, 10 students from class VII A and 10 students from class VII B. The instruments used in this study were tests and questionnaires. The test instruments is to measure the effectiveness of the look-say method while the questionnaire instrument is to measure students' perceptions of using the look- say method. The results showed that the average score of students' reading comprehension in the pre-test was 53,75 while in the post-test after applying the look-say method was 78,30. This shows that there is a significant increase before and after the application of the look-say method so that this method is effective in improving students' reading comprehension. For student responses to the use of this method, it concerns a number of things including making students more active in learning to read English, better understanding the content of the material being taught, and making students more active in learning to reading English, better understanding the content of the material being taught, and make students more interested in learning. The conclusion of this study is that it is effective for use in improving students' reading comprehension.

Keywords: effectiveness look-say method, teaching reading comprehension

INTRODUCTION

Reading is one of the four skills taught in the process of learning English, in addition to listening, speaking, and writing. However, all the English skills, reading is considered the most important one. That is why, developing strong reading skill in students is one of the main goals of any English education program. Through reading, students can expand their reading comprehension (Setiyadi et al., 2019; Yunus, M. 2019). Reading is not an easy text, but "reading is as important as the success in our society". The ability to read is highly appreciated and important as social progress and education. Therefore, it can be concluded that daily activities and daily reading activities are closely related because reading is not only useful in the world of education but also in life, social, and work. Reading is also the key to success in spelling or writing. Being a fast and efficient reader is important for classroom-based learning especially for meeting homework requirements and doing well in standardized exams (Saraswati et al., 2021; Sulaiman, R., Muhajir. 2019). Modern experts argue that reading is an absolute skill that a child must have early on. By reading, then a child can take school lessons. Children can also open the window of knowledge and the world that provides for their success, modern expert assume that is permissible to teach reading children under the age to five. Even in babies infants and toddlers can be introduced to the words written on a card known as a 'flash card' of one card, one word (Yusmalinda & Astuti, 2020; Syamsu, A. 2021). One card is only shown for a second before being replaced with another by using the *flash card method,* meaning that it opens the opportunity for children to start recognizing or reading. This principle is following the Gestalt theory which views the whole as more meaningful than the parts of recognize the importance of reading early by stating "*Readiness is the meaningful interpretation of symbols".* Reading involves the ability to connect the meaning of symbols and interpret what is read (Rombot et al., 2020; Syarifuddin, S., Hasyim, I., Majid, A. 2023).

Reading is an interactive activity to strum and understand the meaning or meaning contained in the writing material. In addition, reading is also a process that is done and used by readers to obtain the message to be conveyed by the author through the medium of words or material. Reading is an indicative communication activity that allows readers and writers to

bring a background of define (Fatimah, 2020; Syamsidar., *et al.* 2023). Reading is a complex and complex process. Complex means in the process of reading involved various internal factors of the reader on begin a fast and efficient reader is important for classroom-based learning but, also for meeting homework requirements and doing well in standardized exams. Internal factors are in the form of intelligence factors, interests, talent attitudes, motivation, reading goals, and so on. Internal factors can be in the form of reading facilities, reading texts, environmental factors or socioeconomic background factors, habits, and reading traditions (Bintoro & Winarsih, 2022; Sulaiman, R., Ermianti, E. 2021). A problem faced by students during the teaching reading process at the SMP Kartika Wirabuana XX-2 Makassar secondary school. Researchers teaching reading using traditional reading methods in general, after reading students are asked to understand the material's content using methods such as the lecture method based on these previous research results are less effective in improving students reading comprehension. Thus the writer chose the vocational method to see how effective this method is toward improving reading pf students' understanding. Based on these problems, the purpose on this study was to determine the effectiveness of the look-say method in improving students and to determine students' responses to using the method.

METHOD

The method is a process of collecting data to find out whether the method used is effective or not. The research design is quantitative while the response is qualitative, so that the research design is a mixed method (sugiyono, 2016). The quantitative was to measure the effectiveness of the look-say method and the qualitative was to measure the responses. The population in this study was the class VII SMP Kartika Wirabuana XX-2 Makassar, which consisted of 2 classes with a total of 68 students. The sample in this study was 20 students, 10 students from class VII A and 10 students from class VII B. The instrument used in this study were tests and questionnaires. The test instruments is to measure the effectiveness of the look-say method while the questionnaire instrument is to measure students' perceptions of using the look-say method.

FINDINGS AND DISCUSSION

The parts of the findings presented the answers to the questions at the problem statements that focused on the effectiveness of look-say method in improving reading comprehension and the students' perceptions of teaching English using the look-say method?

Table 1. Descriptive statistic score students'

N		Sum	Mean	Std. Deviation	Variance
Pre-test	20	1075	53.75	6.859	47.039
Post-test	20	1566	78.30	3.988	15.905
Valid N (listwise)	20				

Source: IBM SPSS 26

The table above shows that the total score of students is 1075 in the pre-test and the average value in the pre-test is 53.75 with a standard deviation of 6859 and a variance of 47.039. Then the post-test score is 1566 and the average value is 78.3 with a standard deviation of 3.988 and variance of 15.905. It can be seen that there is an average increase from pre-test to

post-test of students shown in the formula below:
The improvement of the score of the students.

$$\% = \frac{x2 - x1}{x1} \text{ x } 100\%$$

$$\% = \frac{78.3 - 53.75}{53.75} \text{ x } 100\%$$

$$\% = \frac{24.55}{53.75} \text{ x } 100\%$$

$$\% = 0.456 \text{ x } 100\%$$

$$= 45.67\%$$

The students' perceptions of teaching English using using the look-say method In this section there are several statements related to student perceptions of the use ofthe look-say method.

Table 2. Learning English using the look-say method made meunderstand the material better

	Frequency		Percent	Valid Percent	CumulativePercent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	1	5.0	5.0	10.0
	Undecided	4	20.0	20.0	30.0
	Agree	10	50.0	50.0	80.0
	Strongly Agree	4	20.0	20.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: IBM SPSS 26

From the results of the questionnaire analysis above, it can be seen that 4 people chose strongly agree and 10 chose agree, then 4 people chose undecided, and the remaining 2 people chose disagree, which means 70% of the students agreed with the statement above, 20% of the students were hesitant to determine then 10% of students did not.

Table 3. Use the Look-say method made students more fun inlearning English

	Frequency		Percent	Valid Percent	CumulativePercent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	1	5.0	5.0	10.0
	Undecided	4	20.0	20.0	30.0
	Agree	10	50.0	50.0	80.0
	Strongly Agree	4	20.0	20.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: IBM SPSS 26

From the results of the questionnaire analysis above, it can be seen that 4 people chose strongly agree and 10 chose agree then 4 people were undecided, and the remaining 2 people chose to disagree, which means 70% of students agreed with the statement above, 20% of students were hesitant to determine then 10% of the students did not.

Table 4. Using the Look-say method can increase interest instudents in learning English

Frequency			Percent	Valid Percent	CumulativePercent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	1	5.0	5.0	10.0
	Undecided	4	20.0	20.0	30.0
	Agree	9	45.0	45.0	75.0
	Strongly Agree	5	25.0	25.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: IBM SPSS 26

From the results of the questionnaire analysis above, it can be seen that 5 people chose strongly agree and 9 chose agree then 4 people are undecided, and the remaining 2 people chose disagree, which means 70% of the students agreed with the statement above, 20% of students were unsure then 10% of the students disagree.

Table 5. Using the Look-say method made students motivated forlearning English

Frequency			Percent	Valid Percent	CumulativePercent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	1	5.0	5.0	10.0
	Undecided	4	20.0	20.0	30.0
	Agree	9	45.0	45.0	75.0
	Strongly Agree	5	25.0	25.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: IBM SPSS 26

From the results of the questionnaire analysis above, it can be seen that 5 people chose strongly agree and 9 choose agree then 4 people were undecided, and the remaining 2 people chose to disagree, which means 70% of the students agreed with the statement above, 20% of thestudents were unsure then 10% of the students disagree.

Table 6. Learning to use the Look-say method made studentssleepy

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	15	75.0	75.0	80.0
	Undecided	4	20.0	20.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: IBM SPSS 26

From the results of the questionnaire analysis above, it can be seen that 15 people strongly disagree and 1 choses disagree and then 4 people were undecided, which means that 80% of the students disagree with the statement above, 20% of students were undecided and no one chooses to agree.

Table 7. I can't use my opinion learn English using the look-say method

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	16	80.0	80.0	85.0
	Undecided	3	15.0	15.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: IBM SPSS 26

From the results of the questionnaire analysis above, it can be seen that 16 people chose strongly disagree and 1 chose to disagree, and then 3 people were undecided, which means that 85% of the students disagreed with the statement above, 20% of the students were undecided and no one choses to agree. From the results of the questionnaire above with 4 positive statements and 2 negative statements; 70% of students agree with the positive statement given by the researcher, then on the negative statement, 85% of the students disagree. No students have a bad problem with the look-say method that the researcher gave. In conclusion, the students' perceptions of the look-saymethod were positive (very good) perceptions.

DISCUSSIONS

The description of the previous section shows students' reading comprehension was supported by the frequency, rate percentage, and students' mean score before and after treatment using the look-say method. Based on the finding above, students reading comprehension in terms of understanding the task significantly increased after getting the treatment by using the look-say method. After the test, the result showed that the mean score of the pre-test was 53.75 and the mean score of the post-test was 78.30 it can be indicated that the reading comprehension of the student in terms of understanding the text had increased 45.67% after getting the treatment. Linardi & Syakurah, (2022) said that reading is also viewed as a highly effective means of extending command of language. the increases are caused by factors: The second research questionnaire is to respond students the students perceptions of the use of the look-say method. There are four students responders namely the first learning English using the look-say method made me understand the material better, using the look-say method for more fun in learning english, using the look-say method can increase interest in students in learning english, use the look-say method to made students motivated for learning english.

CONCLUSION

Based on these findings, the result of the post-test showed that the look-say method is very effective in the teaching and learning reading process. It can the seen form the increase of the students achievement after providing the treatment. While the students responses related to the students perceptions of the use of the look-say method, most of which showed several positive effects such as understanding well materials, make students more fun in learning english, increasing students interest in learning english, and motivated students to learn english.

REFERENCE

Bintoro, T., & Winarsih, M. (2022). *Identifying Language Learning Strategies for Children with Communication Disorder in New Normal Era*. *6*, 305–316.

Fatimah, A. N. (2020). Reading in Communication Perspective. *Jurnal Komunikasi Indonesia*, *9*(1).

Linardi, V., & Syakurah, R. A. (2022). Journal Reading Task: Method for Medical Students To Learn Health Communication. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, *11*(2), 171.

Rombot, O., Boeriswati, E., & Suparman, M. A. (2020). Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning. *Al Ibtida: Jurnal PendidikanGuru MI*, *7*(1), 56.

Saraswati, N., Dambayana, P., & Pratiwi, N. (2021). *Jurnal IKA Undiksha | 34 An Analysis Of Students ofStudy Reading*. *19*(1), 1829–5282.

Setiyadi, R., Kuswendi, U., & Ristiana, M. G. (2019). Learning of Reading Comprehension throughReading Workshop in the Industry 4.0. *Mimbar Sekolah Dasar*, *6*(2), 160.

Sulaiman, Rizkariani., Muhajir. (2019) The difficulties of writing scientific work at the English education students. Journal of English Education. Vol. 4, No. 1, p.54-60.

Sulaiman, Rizkariani., Ermianti, Ery. (2021) The Effectiveness of Online Learning at English Education Students. Didaktika: Jurnal Kependidikan. Vol. 10, No. 4, p. 259-265.

Syamsidar., Parlindungan, Silalahi, Ronald, Maraden., Rusmardiana, Ana., Febriningsih, Fida., Taha, Mujahid., Erniwati (2023) Wordwall on Mastery of Vocabulary in English Learning. Al-Ishlah: Jurnal Pendidikan. Vol. 15, No. 2, p. 1801-1806.

Syarifuddin, Salmia., Hasyim, I., Majid, Abd. (2023) Studi Literasi Digital Melalui Pembelajaran Bahasa Pada LMS Kalam UMI. Jurnal Edukasi. Vol. 10, No. 1, p. 18-32.

Syamsu, Awaluddin. (2021) A Study of Noun Phrase Awareness at the Eighth Graders of Two Islamic Junior High Schools in Makassar. J-Lalite: Journal of English Studies. Vol. 2, No. 2, p.18-28.

Sugiyono. (2016). Metode penelitian kuantitatif, kualitatif, dan r & d. *Bandung: Alfabeta*.

Yusmalinda, A., & Astuti, P. (2020). English teachers' methods in teaching reading comprehension ofprocedure text. *ELT Forum: Journal of English Language Teaching*, *9*(1), 75–84.

Yunus, Muhammad. (2019) The Use of Task-Based Reading Method in Improving Student Reading Fluency in Learning Teaching Processes. 2nd Workshop on Language, Literature and Society for Education, Wol2SED.