

IMPROVING STUDENTS' READING COMPREHENSION BY USING LOOK AND SAY METHOD AT SMP TRI SAKTI 1 MEDAN IN THE ACADEMIC YEAR 2021/2022

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ABSTRACT

This research was conducted in order to improve students' Reading Comprehension on Descriptive Texts through Look and Say method and to know the students' responses towards the learning reading comprehension through Look and Say method at SMP Tri Sakti 1 Medan. In conducting this research, the writer used Classroom Action Research (CAR). This research showed that teaching reading comprehension through Look and Say method at SMP Tri Sakti 1 Medan could improve their reading comprehension. The result of the test showed that the students' mean score in pre-test is 76.75, in formative test the mean score is 80.90, and in post-test the mean score is 85.62. The writer concluded that Look and Say method could improve the seventh grade students' reading comprehension on descriptive texts of SMP Tri Sakti 1 Medan. On the other hand, the students' responses towards the method of the teaching sound good because above 90% of the students are interested, motivated and understand the lesson with the Look and Say method.

Keywords: *Look and Say Method, Reading Comprehension*

INTRODUCTION

English is a West Germanic language first spoken in early medieval England, which has eventually become the leading language of International discourse in the 21st century. English as an International language has been widely spoken as a means of communication. In school, English becomes an obligatory subject starting from junior high school until university level. But in some private school, English has been taught at the early age, the kindergarten. It is true that when language is taught at the early age, it is much easier for the children to understand.

English as an International language takes an important role in communication along nations in the world (Wahyuwidiati, 2015). As an International language, it has long been learned by many people from various countries and cultural backgrounds. It has been a means of communication for many people in the world and used in various fields such as politics, sciences, and technologies, businesses, and commerces, etc. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). So, English as an Internasional language takes an important in

communication for many people in the world. For example in a politics, sciences, businesses, and educations.

English as the language has four basic skills namely listening, speaking, reading and writing. People learn English because they have their own motivation that depends on their needs, interest, and sensitivity values. In order to master English, people should sharpen those four basic skills. One of those skills that hard to master is reading skill. It is not simply identifying and translating written words but also understanding and acquiring.

Reading is an important skill that student should have in learning English as a foreign language. 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) states 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 life and working.

Reading comprehension is not an easy text especially for students of Junior High School. Many students have troubles when they get task related to the reading material. The cause of this matter is the lack of reading comprehension. The important thing in reading comprehension is the ability to arrange the reading material, its element, and understand the interrelationship between its parts. Through reading, they can enrich their vocabulary to access knowledge.

To improve the student's reading comprehension, the teacher has to use a teaching method. The methods have an important role in the teaching and learning process which is used by the teachers who would like to be successful, especially English teacher in teaching English as a foreign language. The effective method creates a good result in the teaching and learning process and absolutely we can attract the students' motivation.

Reading is not easy task, the problem also mostly occur to students when reading a book, they feel it difficult either in mentioning the simbol (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 the methods to improve student's reading skill is Look Say method. By using this method, students can look and say what a teacher read, and directly the students can memorize the word because every word will be read several time. 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.

The writers chose Look Say method because some researcher have shown good result of teaching English reading comprehension through Look Say method. The first research was carried out by Nofiandari, Ngafif (2016) entitled “*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*”. Based on the findings, the writer concluded that significant differences between the result of students achievement before and after they are taught using look and say method in pretest and posttest score. The mean of posttest scores (90.4) was larger than the mean of pre-test scores (66.7).

The second one was carried out by Endriani with the title “*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*”. Based on the findings, the writer concluded that the use of look-say method is effective in teaching reading at the first grade students of SMPN 1 Keruak, by 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.

Considering the result of the research above, the writer is interested to conduct the same method of teaching to improve students’ reading comprehension of SMP Tri Sakti 1 Medan in the Academic Year 2021/2022. Based on the background of the study, the writer decides to conduct a research entitled “*Look Say Method to Improve Students’ Reading Comprehension at SMP Tri Sakti 1 Medan in the Academic Year 2021/2022*”.

REVIEW OF LITERATURE

Reading

Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning. Afflerbach (2018:25) states that reading is a dynamic and complex process that involves strategy, skill, and prior knowledge. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading is an important skill that students should have in learning English as a foreign language. According to Beare (2013), reading is important part of learning English. It is important because students always deal with the texts that they have to understand. In order to achieve an understanding of reading, students should have the ability of reading comprehension. Pardo (2004:272-280) says comprehension is a process of construct meaning by interacting with a text through

the combination of prior knowledge, information of the text and attitude of the reader toward the text. Without comprehension, reading is simply following words on a page from left to right while sounding them out.

In addition, Grabe and Stoller (2020:5) state that reading is the ability to draw information from the text and interpret that information coherently. In other words, reading is the ability to comprehend the text. From the explanations above, it can be concluded that reading is a dynamic and complex process in which interaction between a reader and a text is occurred in order to extract information from the text, and in the process of extracting information, the reader needs to make use of their prior knowledge and they relate it to the content of text to form an interpretation of information from the text.

From the explanation above, it can be concluded that reading is a dynamic and complex process in which interaction between a reader and a text is occurred in order to extract information from the text, and in the process of extracting information, the reader needs to make use of their prior knowledge and they relate it to the content of text to form an interpretation of information from the text.

Types of Reading

According to Patel and Jain (2008: 117-123) and Brown (2004:23) there are four types of reading, those are as follows:

a. Intensive Reading

Intensive reading does not allow the students to find a topic they like. The topic is given by the teacher and related to further in language learning under the teacher's guidance. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basic for writing exercised. In this reading, the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure with the intention of. It means that students are given freedom to choose their own topic.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. Reading aloud by the teacher can help the students in the improvement of their ability. In reading aloud, the students are confronted with written sentences which have not spoken before.

d. Silent Reading

Silent reading means reading something without producing sound audible to other. This reading should be employed to increase reading ability among learners. In silent reading the students can more easily work at their own material pace or speed. It helps them read with speed, ease and fluency.

From those statements, it can be concluded that there are four types in reading. They are intensive, extensive, aloud, and silent reading. Based on those types of reading, the writer knows that intensive, extensive, aloud, and silent reading have different meaning. She will choose intensive reading in reading comprehension because she gave the longer texts to the students.

The Processes of Reading

Patel and Jain (2008:114) state that the process of reading may be broadly classified into three stages, those are the recognition stage, structuring stage, interpretation stage. The detail explanation about the process of reading as follows:

- a. The first stage is the recognition stage. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- b. The second stage is the structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The third stage is the interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion.

However Grabe and Stoller (2020:27) state that reading comprehension is an extraordinary feat of balancing and coordinating many abilities within a very complex and rapid set of processes, allowing us to think that comprehension is an effortless and enjoyable activity for fluent readers. Reading processes occurring every two seconds we read. Roughly, in any two seconds of reading, fluent readers:

1. Focus on and access eight to ten word meanings.
2. Use the grammar context to identify the right word meanings when words have multiple meanings.
3. Parse a clause for information and form a meaning unit.
4. Figure out how to connect a new meaning unit into the growing text model
5. Identify main ideas that emerge from text structure and word signals, or from consistently repeated ideas and information.
6. Use background knowledge, as appropriate, for greater comprehension.
7. Monitor comprehension, recognize instances of non-comprehension, make appropriate inferences as needed, shift strategies and repair misunderstandings, as needed.

From the explanation above, it can be concluded that the processes of reading are started from recognition stage, for instance the students recognizes the spoken words in its written form. In the second stage the students understands the structural meaning of the syntactical units, and in the third stage the students

comprehends the significance of a word, a phrase, or a sentence in the overall context.

The Purposes of Reading

Reading helps students to build their vocabulary, improves students for understanding on written work. By reading, students, will have more experience to elevate their knowledge and their ability in English. Grabe and Stoller (2020:8) state that the purposes of reading are classified into:

1. Reading to Search for Simple Information and Reading to Skim

Most people say that reading search for simple information is a kind of common reading ability in which reader typically scans the text for a specific word. While skimming is reading which is directly go through the reading material quickly in order to get the gist of the text and to get a purpose of the writer.

2. Reading to Learn from Texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from the text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge.

3. Reading to Integrate Information, Write, and Critique Texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique text requires abilities to compose, select and critique information from a text.

4. Reading for General Comprehension

Reading for general comprehension is the most basic purpose for reading. requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

From the explanation above, it can be concluded that people read something because they have a desire to do or a purpose to achieve. They may read a text to search for simple information and to skim, reading to learn from texts, reading for general comprehension, reading to integrate information, write, and critique texts.

Reading Comprehension

The goal of reading is comprehension. Klingner et al. (2007:8) state that reading comprehension is a complex process involving interaction of many components. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage.

Snow (2002:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draws the meaning of words, and they connect it to reach the clear understanding of the written text.

Pang et al. (2003:14) state that reading comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge.

From the definitions above, it can be concluded that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draws the meaning of words, and they connect it to reach the clear understanding of the written text.

The Levels of Reading Comprehension

Reading comprehension is concered to occur at four levels of complexity. According to Bilbao, Donguilla, & Vasay (2016:342) levels of comprehension are literal level, inferential or interpretive level, evaluative or critical level, and creative level. Consider the following brief passage:

1) Literal Level

Literal is also called as factual level. It refers to the readers' ability to decode words, give meaning in a context, and determine word relationship. Learners are as well expected to identify fundamental information and follow basic instructions.

2) Interpretive Level

Interpretive level, on the other hand, is higher order thinking as it requires the application and analysis process. Readers are expected to look into the relationships among statements in the given text, understand the implications of the reading segment through inferencing as well as determine implicit or explicit ideas contained in the reading material.

3) Evaluative or Critical Level

The evaluative or critical level requires the readers to render "their" judgments of the reading material which, in turn, make them evaluate the texts being read.

4) Creative Level

This is regarded as transcendental reading as it compels the readers to go beyond the intention of the writer such as applying gained insights to a new situation and merging the author's ideas to generate new thoughts, ideas, and concepts. As such, this level challenges the readers to create or produce novel materials as evidence of their comprehension or understanding of the reading materials.

Based on the levels of reading above, literal level, interpretive level, evaluative or critical level, and creative level are interconnected. It means, in reading comprehension students must be able master the first level until the fourth level. In this study the writer will choose interpretive level in reading comprehension.

Teaching Reading Comprehension

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching is a complex processes, it doesn't only give the information from the teacher to the students. Brown (2000:7) states that teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning. Guidance is done by leading the students to do activities in the effort of getting knowledge.

The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way he or she manages the class.

In addition, Linse (2005:71) states that teaching reading comprehension is teaching students how to derive meaning as well as analyze and synthesize what they have read. It means that teaching reading comprehension is a complex activity to make the students comprehend and deepen understanding from what they read on the text.

Based on the definition above, it is concluded that teaching reading comprehension is a complex activity in which the teacher guides the learners on reading comprehension. Guidance is done by the teacher to make the learners reach their reading comprehension on the text using a certain method.

Genres of the Text

Gerot and Wignell (1994:190) state that genre can be defined as a culturally specific text-type which results from using language (reading or spoken) to help in accomplish something. There are 13 (thirteen) genres of the text, namely: spoof, recount, narrative, procedure, narrative, description, news item, report, analytical exposition, hortatory, explanation, discussion, review and anecdote.

Based on the explanation above, it can be concluded that texts are classified into several types. This study is focused on descriptive text in improving students' reading comprehension as stated in the scope of the study.

Descriptive Text

Descriptive text is one of English text type. Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Wardiman et. al. (2008:122) state that descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words.

Wren and Watts (2002:33) state that descriptive text is painting pictures with a words. By reading a descriptive text, readers feel that they see the description just like they see the pictures. The descriptive text has purpose to describe an object or a person that the writer is interested in. The generic structure of descriptive text consist of:

- 1) Identification : this section in the first paragraph. The goal is to identify something to be describe or depicted. Explanation easy, identification serves to introduce the reader about the object or something that we have described before we tell about its properties. The function is to identifies phenomenon to be describe.
- 2) Description : This section in the second paragraph and so on - contains the properties inherent in something that you already introduced to the reader in the first paragraph. Describe part, qualities, characteristics.

From the statement above, it is concluded that descriptive text is a text which say what a person or a thing is like. By reading a descriptive text, readers feel that they see the description just like they see the pictures. The descriptive text has purpose to describe an object or a person that the writer is interested in.

Characteristics of Descriptive Text

1. Using the Simple Present Tense : to illustrate a fact or truth.
2. Using attribute verb (e.g is, am, are).
3. Just focus on one object that being described.
4. Using connecting word (then, next, finally).

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 method is basically teaching children to recognize words in isolation from stories. Doman (1989:75) state that Look and say method has been known for a very long time. Doman suggest to use this method of teaching.

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. According to Maulizan (2015) Look and say method is a method of teaching learner to read by memorizing and recognizing whole words. 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.

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 students recognize full short sentences. This is done through flash cards with pictures, where teacher can read each word on the card while the child repeats it. If a picture card is not used the students 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 teacher reads the sentences, students will start to learn each word.

Teaching English by Look and Say Method

Teacher often use 'Look and Say' as part of reading teaching. When children learn to say a new word they learn to read it (Slattery and Willis 2001: 67). The teacher can help children with whole word recognition by using printed material as much as she can in her classroom. 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. The introduction of the word only takes a short time, and goes quickly, so the teacher may spend five minutes of a thirty minute lesson on 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.

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, classroom, etc.
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 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 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.

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.

The Advantages of Using Look and Say Method

As reported by Children's Books and Reading blog (n.d), there are some advantages of Look and Say method:

1. 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 words.
2. 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.
3. 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.
4. This method particularly lends itself to teaching infants and young toddlers to read. They have been seen to enjoy such activities.
5. 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 word.

RESEARCH METHOD

This research was Classroom Action Research (henceforth, CAR) in which the writer will apply Look and Say Method in teaching reading comprehension. Winter and Giddings (2001:8) state that action research is the study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding. It means that in teaching learning, they need socialization each other to develop their knowledge through practice.

Burns (2010:5) states, “Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process”. It means that the writer must be have the solution to solve the students’ problem and gave the improvement in the teaching process in the classroom.

In the classroom action research the teacher applied a method or technique in teaching and learning process to improve students’ achievement. Mettetal (2001:8) states that CAR is a method of finding out what works best in teacher own classroom so that she or he can improve student learning. It means classroom action research is the method or way of teacher to solve the problem of students when they follow teaching learning.

From the definition above, it could be concluded that CAR is an action research in a classroom which can be done by teachers, researchers, and etc, which involves a group of students. Mainly with the purpose of solving students’ problem

by applying a method or technique to improve teaching and learning process or to enhance the understanding of the students to the lesson.

The Procedures of Classroom Action Research

The writers used CAR in conducting the research. Action research is a the most familiar research used in educational world. The CAR model used by the writer was developed by Kemmis and Mc. Taggart. This CAR is arranged into two cycles. They are cycle one and cycle two. Kemmis and McTaggart in Burns (2010: 7) state that action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection. It can be seen in the figure 3.1

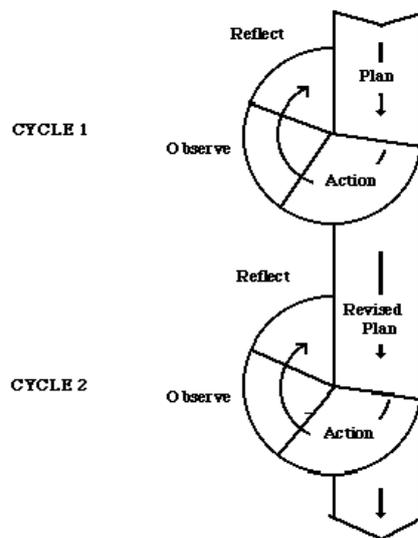


Figure 1 Cyclical Classroom Action Research Model based on Kemmis and McTaggart (in Burns, 2010:9)

Cycle I

Cycle 1 consist of four steps: planning, acting, observing, reflecting. They are described as the following.

1. Planning

In the planning, the writer was prepared to do action. In the first step the writer prepared the teaching strategy and the procedure that will be implemented in the research. The writer set the proposed solution and the criteria of success, and then she prepared everything needed to conduct the research, such as the instructional materials, media, and the instruments used to collect and analyze the data. Based on the result of preliminary study, the writer tried to improve students' reading skill using Look and Say method.

a. Providing the Strategy

The writer provided a strategy that is used to solve the students' problem by using Look and Say method. The steps in providing this Look and Say method will be explained as follows:

1. Choosing the Subject Material

The writer chooses the material which is suitable to be used. In this research, the writer chose descriptive text to be the subject material. The writer made a lesson plan as preparation. So the plan would be oriented. The lesson plan was consist of instructional media, teaching procedure and assessment.

2. Making Lesson Plan

Lesson plan is the teacher's guide for running a particular lesson and it includes the goal what the students are supposed to learn. In order to make the teaching and learning process easier, it was needed to made the lesson plan. In making the lesson plan, the writer shared with the English teacher.

3. Preparing Research Instrument

Arikunto (2002: 126) says, "There are many techniques that are able to use to collect data. They are test, interview, observation, questionnaire, field notes, and documentation". In this study, the researcher used four instruments that was be used to collect data. They are field notes, questionnaire, observation sheet and test.

b. Designing a lesson plan

A lesson plan is consisting of the objectives, the teaching method, the detailed teaching procedure and the assessment procedure is very important to prepare before the teacher enters the classroom. The lesson plan for this study was designed based on instructional objectives, materials and media, procedures of the implementation, and procedures of assessment.

2. Action

In this step researcher applied the planning actions to solve the problem. Teaching and learning reading activities will be applied through applying Look and Say method. Teacher divides students into six heterogeneous team members. Then teacher will gave the example of descriptive text as the topic, and students have to identify the topic, and examine it carefully with their teams. Students will determine and discuss together about the characteristic and the feature of the object in the descriptive text. After that, they have to present it in front of the class. Other teams should gave the opinion or feedback to another teams.

3. Observation

Observation is done at the same time with action. The researcher observed the students' activities and took noted of the situation in class, including the students' activeness when the activity is in progress. The researcher was also note problems arised during the Look and Say method. All the notes was used as a consideration for the next cycle. The researcher, as a facilitator, will also gave help if the students face problems during the activity. And while the learning process, collaborator observe by using check list.

4. Reflecting

Reflecting is the final phase. Reflection is the activity of critically evaluating the change of the students, teacher and class situation after conducting the actions. After observed the researcher made a reflection to know what happen during the research and evaluates the result of the action so the researcher makes the decision whether to stop the research or to continue with the next cycle. If the result of the first cycle was unsuccessful the research will be continued to the second cycle, with the same procedures and some adaptations.

Cycle II

After conducted all the phases in cycle one, the writer conducted cycle two to make some better improvement of result. This cycle focused in solving the problems that was found in cycle one. The second cycle also has four steps they are: planning, action, observation, reflecting. The second cycle was revised from the first cycle.

RESEARCH FINDING

The finding of this research showed that Look and Say method could improve students' reading comprehension. The improvement could be seen from the students' mean score from the pre-test until post-test. The students' mean score in pre-test is 76.75, the mean score of formative test is 80.90 and the mean score of post-test 85.62. The qualitative data also showed that students became more active, enthusiastic, and eager in reading comprehension in the English language.

DISCUSSION

Look and Say method was applied to improve students' reading comprehension to the seventh grade students of SMP Tri Sakti 1 Medan. Before applying Look and Say method in teaching reading the writer analyzed the most of the students did not pay attention to their teacher. The result of the pre-test also showed that the students' score were not satisfying. Only 24 students of 32 students passed the Minimum Mastery Criteria (*Kriteria Ketuntasan Minimum/KKM*).

The research has proved that Look and Say method is effective to improve students' reading comprehension. It is shown in the students' score from pre-test, formative test until post-test. The students' reading comprehension on descriptive text improved after Look and Say method was applied in learning teaching processes. It happens because this method activate students' prior knowledge, so that they are easier to learn descriptive text.

CONCLUSIONS

After analyzing and discussing the data, the writer made the following conclusions.

- 1) Look and Say method can improve students' reading comprehension. It was found that the students' achievement of reading improved from Pre-Test to Post-

Test after Look and Say method is applied. The students' total mean score in Pre-Test is 76,75, the Formative Test is 80,90, and Post-Test is 85,62. Meanwhile, the students' score percentage who passed Minimum Mastery Criteria (*Kriteria Ketuntasan Minimum*) from Pre-Test is 62,50%, the Formative Test is 87,50%, and Post-Test 96,87% the students' score percentage continuously increased in each test. Therefore, it is concluded that Look and Say method can improve students' reading comprehension successfully.

- 2) Based on the analysis of qualitative data, it was found that the students' responses towards the learning-teaching process was good and positive. It is proved by question number 1 answered by 32 students (100%) were interested and no one students (0%) were not interested in teaching process by using Look and Say method. There are 31 students (97%) who understand and 1 students (3%) did not understand the material that is taught by the teacher easily. There are 32 students (100%) said that the teacher comprehended the learning material and no one students (0%) said that the teacher did not comprehend the learning material which is taught by the teacher. There are 26 students (81%) who were motivated in reading using Look and Say method and 6 students (19%) were not motivated in reading by using Look and Say method. There are 31 students (97%) said that they like Look and Say method and 1 students (3%) said that they did not like the method after they were taught by the teacher with Look and Say method.

SUGGESTIONS

Based on the research findings, the writer would like to give some suggestions to be considered as follows:

1. For the students
Students should be more active in learning-teaching process and not afraid to make a mistakes during doing Look and Say method. The students should also have high motivation and desire in improving their reading. They should have a good self-confidence to improve reading during learning-teaching process. Then, they can improve their reading skill.
2. For the teachers
In order to make English language teaching and learning as joyful, fun, and interesting as possible, a teacher must be able to create many enjoyable, fun, and interesting situations. The most important goal should be fun which should ideally have a positive impact on education. On the other hand, the teacher must make learning as appealing as possible to the students.
3. For the writer
This study will be published in every media which is often to be searched, may this study could be useful for the writer herself and for her further study.
4. For the readers

Hope for the readers, may this study would be useful for their academic needs for their further study, and for everything to be concern from the writer herself.

5. For the other researcher

The result of this study is expected to be able to provide valuable information how to improve students' reading comprehension through Look and Say method.

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