



**IMPROVING STUDENTS' READING COMPREHENSION
OF DESCRIPTIVE TEXT THROUGH "LOOK-SAY METHOD"**

A Quasi-Experimental Study at the Seventh Grade of SMP N 28 Semarang
in the Academic 2018/2019

a Final Project

submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

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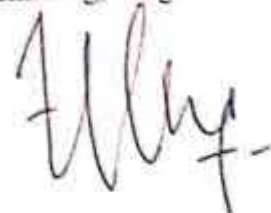
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IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH "LOOK-SAY METHOD"

A quasi-experimental study at the seventh Grade of SMP N 28 Semarang in
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I write in order to accomplish the requirement for the degree of Sarjana Pendidikan is absolutely my own work and has not been submitted in any form for another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in bibliography.

Semarang, August 2019



Winni Titis Rahmawati

MOTTO AND DEDICATIONS

“Life is like riding a bicycle.
To keep your balance, you must keep moving.”
(Albert Einstein)

“Love yourself first and everything else falls into line. You really have to love
yourself to get anything done in this world.”
(Lucille Ball)

“Think like a queen. A queen is not afraid to fail. Failure is another steppingstone
to greatness.”
(Oprah Winfrey)

Special Thanks to:

My Lovely Parents

My beloved brother and sisters

My beloved friends

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Semarang, August 2019

Winni Titis Rahmawati

ABSTRACT

Rahmawati, Winni Titis. 2019. *Improving Students' Reading Comprehension of Descriptive Text Through "Look-Say Method" (A Quasi-Experimental Study at The Seventh Grade of SMP N 28 Semarang In Academic Year 2018/2019)*. Final Project English Department Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Prof. Dr. Abdurrachman Faridi, M.Pd.

Keywords: *Descriptive Text, Look-Say, Reading Comprehension*

This reseach aimed to describe the classroom condition before being taught by Look-Say method, to find out the students' reading skill after being taught by using Look-Say metod, and to identify whether there is significant difference of the reading skill of the students before and after being taught by using Look-Say method.

To gain the objectives, the writer did a quasi experimental research. The subjects of this reseach were the students in class VII A and VII D of SMP N 28 Semarang. VII A was the experimental group and VII D was the control group. In this research, the writer gave the students pre-test, treatments, and post-test.

Based on the result of the analysis, it is shown that the the experimental group got better score than the control group. in the pre-test, the mean score of the experimental group was 66.00 and the control group was 65.63. In the post-test, the mean score of experimental group was 78.55 and the control group was 71.63. The result of t-test was 2.975 and t-table was. It means that the t-value was higher than t-table 1.670 ($2.975 > 1.670$).

In conclusion, look-say method was effective to improve students' reading comprehension of descriptive text. Moreover, the writer hopes that the other English teachers would use look-say method as one of method in teaching reading.

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CHAPTER I

INTRODUCTION

This chapter deals with background of the study, reasons for choosing the topic, statement of the problem, purpose of the study, hypotheses, significance of the study, definition of key terms, and outline of the report.

1.1 Background of the Study

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 technology, business, and commerce, etc. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3).

English as the language has four basic skills which are listening, speaking, reading and writing. People learn English because they have their own motivation that depends on their needs, interest, and sensitivity values. According to Alexander (1975: vii), students must be trained adequately in all basic language skills, listening, speaking, reading and writing. 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 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) 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. Dekkers (2014) states that the consequence is the words on the page become meaningless.

Comprehension of reading text is something that hard to do. According to Anderson (1984:34) comprehension is also influenced by the ability to connect prior knowledge with new knowledge in order to create meaning. Students who succeed in comprehending text are actively involved in the reading processes that require the ability to make predictions, to confirm or disaffirm those predictions, to ask questions, to infer and visualize, and to monitor understanding as they read.

Reading is also viewed as a highly effective means of extending command of language so, it plays an important role in the classroom where language is the main purpose (Nuttal, 2000:30). Since reading is important, teaching reading allocates much time in the school context and the demand for it receives more priority (Budiharso, 2004:50). Knowing that reading is the most important, it becomes a challenge for the English teacher to improve students' motivation and students' reading skill.

Reading for comprehension is not an easy text especially for Junior High School students. Many students have troubles when they get task related to the reading material. The cause of this matter is the lack of reading comprehension ability. The important thing that can help the students to explore their 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.

In the second year of Junior High School, one of the material that should be achieved in reading English subject is Descriptive text. Descriptive text is one of the functional texts which is difficult enough to be learned by the students. According to Wardiman (2008:115), descriptive text is a text that describes the features of someone, something, or a certain place. The descriptive text consists of an introduction and description.

Nowadays, many junior high school teachers in Indonesia are still using conventional methods, media, and techniques to teach students. They need exciting learning to learn reading easily because many students face problems in learning reading. If teachers use some unique methods, media, or techniques in learning, it goes without saying that children will pay more attention to learning.

To improve the students' reading comprehension ability, the teacher has to use a method to teach. 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 student's motivation.

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 good one to increase the students' reading skill because the students not just can read the words but also they can produce the sound of the word as good as possible using "look and say". They can read any words, even the words they never heard before.

1.2 Reasons for Choosing the Topic

From the classroom observation and the interview with the English teacher in SMP N 28 Semarang, the researcher found some problems related to the students' low proficiency level in reading comprehension. The problems are related to the students, the learning materials, and the teaching technique.

The first problem is related to the students. From the observation in the seventh grade, the researcher found some problems related to the students. First, the students have low vocabulary mastery. When they are given a text to read, they do not know the meanings of most words in the text. They have to use their dictionaries to find the meaning of the words. They tend to translate every single word in the text. Second, the students are not interested in reading a text. They find that reading an English text is boring and stressful. This condition made the students find difficulties in understanding the text.

The second problem is related to the teacher. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process. The teacher does not give a chance to the students to share knowledge. Besides, the teacher never models how to use efficient reading comprehension strategies. The teacher just lets the students read the text and then do the task by themselves. Sometimes, the teacher just asks the students to submit the work without giving feedback to the students so that the students do not really know how to comprehend the text.

The third problem is related to the media used in the teaching of reading. There are no media used in the classroom. The students are only given a long text to read in a textbook. The teacher said that it is difficult for her to find some related pictures for the students, whereas the use of pictures can stimulate the students to recall their prior knowledge related to the topic of the text.

The fourth problem is related to the teaching technique in the teaching of reading comprehension. The teacher only focuses on testing students' ability to translate the text and answer the questions based on the text. It can be seen from the monotonous activities which consists of reading aloud, looking for the meaning of English words in the dictionaries, and finally answering the questions based on the text.

1.3 Research Problem

- 1) Is there any significant difference of the reading skill of the students before and after being taught by using "Look-Say Method"?

1.4 Objective of the Study

- 1) To identify whether there is significant difference of the reading skill of the students before and after being taught by using “Look-Say Method”.

1.5 Hypothesis

In a research, there are two kinds of hypothesis. They are working hypothesis and null hypothesis. Based on the problem on this study, the following working hypothesis can be drawn as follow:

Ha : Look Say method are effective for teaching reading to seventh grade of SMP N 28 Semarang.

1.6 Significance of the Study

To answer first objective of this study that the classroom condition before being taught by using Look-Say method. The result of this study are useful for students, teachers and researcher. Theoretically, this study expected to give a new classroom condition of learning English and advantages to the students. The reasons is the classroom condition is one of important things in learning media. When the classroom condition is good, the students will focus only on the subject what they learn. Practically, the research give references for teacher and researcher in improving students’ reading comprehension by making a good classroom condition for the students. Pedagogically, this study can give information of the advantages or the impact by using Look-Say method.

To answer second objective of the research that the students’ reading skill after being taught by using Look-Say method. Theoretically, the research

expected the students can improve their reading skill by using Look-Say method. The reason is using this method, learning English especially reading is more easier because using visual units. So the students can imagine the meaning of word and they can memorize more easier. Practically, this study give reference to the English teacher thta Look-Say method can improve students' archievement in reading skills. The teacher can apply this method in their teaching-learning process. Pedagogically, the research give information to the teacher that Look-Say method have a positive impact to their students.

To answer third objective this study that there is significant different of the reading skill of the students before and after being taught by using Look-Say method. Theoritically, there is significant different by using Look-Say method, especially in reading skills. The teacher can use this method when they teaching reading. Practically, the research give references for teacher and researcher that Look-Say method can give significant improvement of reading skill. pedagogically, look-Say method can be reference to the teacher who faced problem in reading skill.

1.7 Definition of Key Terms

In order to make this research clearer, the writer will explain the definition of key terms that might help the readers understand this research.

1) Teaching media

Based on Jacobs et al (2002:240) media can be seen as a medium, broadly conceived, any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes.

According to Dewdney. & Ride (2006) media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.

Based on Oxford Advanced Learners's Dictionary, media is the main ways that large numbers of people receive information and entertainment, that is television, radio, newspapers and the internet.

It can be concluded that media is as a tool for teacher for delivering information to learners.

2) Reading Comprehension

Bojovic, M. (2010) says that reading comprehension is a process of getting meaning from and bringing meaning to a text.

According to Woolley, G. (2011:15) reading comprehension is the process of making meaning from the text.

Reading means the particular way in which you understand a book, situation, etc. Then comprehension is the ability to understand.(Advanced Learners's Dictionary).

It can be concluded, reading comprehension is the ability of understanding a text.

3) Descriptive text

According to Wijayanti (2016), descriptive text is a kind of genre used to explain person, place, or thing in general.

Pardiyono (2007:33-34) states that description is a type of written text which has the specific function to give description about an object (human or non human).

Based on Oxford Advanced Learners's Dictionary, saying what somebody/something is like; describing something.

It can be concluded, descriptive text is a type of genre text that describe object in general.

4) Look-Say method

Based on Chall in Downing (1979:43), look-say methods emphasize getting the meaning from the print while phonic methods emphasize the mechanics of decoding the written or printed symbols into their corresponding spoken language units.

Ott (1997:51) states that the look and say method encourages the pupil to recognize words immediately as visual units.

Edhithin (2000) says that Look and Say method is a method that be used for teaching reading to children about how to spell words in English.

Look and Say method is a method of teaching people to read based on the recognition of whole words, rather than on the association of letters with sounds. (Advanced Learners's Dictionary).

It can be concluded that Look-Say method is one of teaching method that focuses to recognize words as visual units and how to spell words in English.

1.8 Outline of the Report

This research is organized within five chapters as follows:

Chapter 1 deals with the introduction of the study. It consists of background of the study which discusses about the brief explanation of teaching english in general, teaching English in SMP, reading comprehension, problems in reading, look-say method, the reason for choosing the topic which discusses the reasons why the writer choose the topic, objective the study which talks about the purpose of this study, hypohtheses, significant of the study which talks the expectation after the research done, definition of key term and outline of the report.

Chapter II discusses the review of related literature. This chapters consist of the review of previous study which discusses the summary of some journals related to the topic, review of the theoritical study which discusses about general concept of reading skill, reading comprehension, strategies of reading comprehensio, teaching reading, purposes of reading, descriptive text, look-say method, technique to teaching look say method, teaching principle of look say method, the advantages and disvantages of look-say method.theoritical framework.

Chapter III discusses the method research methodologies. It consists of research approach which tells in this research, the writer used a quasi experimental study. Therefore, the result were analyzed in form of number, population is students seven grade of SMP N 28 Semarang, sample are VII A

class as experimental group and VII D class as control group , data collection method.

Chapter IV presents the finding and discussion of the research. The finding consist of the result of pretest, the mean score of the experimental group was 66.00 and the control group was 65,63, treatment, posttest, the mean score of experimental group was 78.55 and the control group was 71.63, t-test, the result of t-value was 2.97 and t-table was 1.670. It means that the t-value was higher than t-table and questionnaire. The discussion consist of pretest analysis, treatment analysis, posttest analysis, t-test analysis, and questionnaire analysis.

Chapter V presents the conclusion and suggestion. This chapter shows the conclusion, look-say method was effective to improve students' reading comprehension of descriptive text. and suggestion based on the data analysis and research finding.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents review of related literature which discusses the ideas and theories underlying the subject of the research as the result of library activities. It consists of previous studies, of theoretical study, and theoretical framework.

2.1 Previous Study

The writer is going to discuss the teaching English especially in Indonesia, reading skill, reading comprehension, problems in reading comprehension, and Look-Say method.

English is one of languages in the world that has an important role in communication. It has become international language and is almost used in all part of life, especially in education which is used as one of compulsory subjects taught in some education institutes. The goal of learning English in education institutes is to develop students' communication competence and improve their skills both in spoken and written forms. In Indonesia, English is considered as a foreign language. English has four language skills, they are: listening, speaking, reading, writing. It means students also should be able to master all of them. (Nurbiata&Sarlina,2018; Pang. et al, 2003;Wijayanti, 2016)

The students are supposed to master the four skills in learning English, one of them is reading. Reading is one of the important skills that should be mastered because students could develop their English vocabulary, get much knowledge, and learn many things by reading. There are two main reasons for

reading: reading for pleasure and reading for information (in order to find out something or in order to do something with the information the readers get). Following this statement, the students will get much information about everything that they do not know or see before by reading. The information that the students will get is more details rather than they just listen the radio, or watch the television. By reading, the students can find some specific information, understand the whole stories, and the students also can be entertained by reading especially when the students read folktales, comics, novel, short story, and etc. (Beare 2013;Grellet,1999;Patel 2008;Puspita, 2017)

In the curriculum, the students are required to comprehend English reading text. They are not required to understand each individual part of the sentence or paragraph, but they should understand the message the writer is trying to convey. Furthermore, understanding what we are reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading. Not only to understand but also the students should comprehend the text that they read and use their background knowledge; means the students bring their knowledge, emotion, experience, and culture to what they read. Comprehend means that the students should fully understand of all the aspect of the text (Chastain, 1976; Oberholzer, 2005; Puspita,2017; Townend, 2003; Ur,1996).

Indonesian students may get difficulties in comprehending English reading text because English is not their first language. There are many students

who feel affraid and worried how to understand the material given in fully English and without translation in the written form. However, this is not only the single problem faced by the student in acquiring the English language skill, particularly reading skill. There is also another significant obstacle they faced in understanding the reading passage; it is the speed and comprehension of the student. They always trying to find out the meaning of every word, so they are difficult to understand the meaning of the text. The average students are still poor in reading especially in comprehending the passage. This statement is supported by the result of some researchers who found out that the students' ability in reading especially in speed and comprehension is very low. Yet, like any other skill, the ability to read efficiently can be developed with training. (Aliah, 2010; Nuttal, 1996; Ratna, 1995; Pardo, 2004; Puspita, 2017).

In the Junior High School, there are some materials that should be achieved in reading English subject, one of them is descriptive text. Descriptive text means that the text to describe what things are as they are or what things do as they do. In other words, descriptive text is description of things as it is. The students often find descriptive text in their daily life. Many text such as text book, magazines, newspapers and bulletin are served as descriptive text within. It gives the descriptions of information that readers need clearly. The descriptive text serves the readers vivid details of how someone or something task. Understandig descriptive text is not easy, so the students need a method to help them in understanding the text. (Araini, 2017; Ismiyastuti, 2017; Maemun et al, 2019)

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.. In the look and say technique, it is based on words and phrases, and makes a lot of use of flashcards. It is usual started by teaching words which are already familiar to the children. The teacher shows the children the word and says it while pointing to the object. The students repeat the word. This happens several times with each word. The introduction of the words only take a short time, and goes quite quickly, so the teacher may spend five minutes of a thirty minute lesson on four new words. It could be proved from some research mentioned that look-say method can improve students' skill in reading, vocabulary and writing. (Budiana, 2011; Fisher et al, 2007, McDowell et al, 1969; Mosher&Newball, 1930)

This research is different from the previous study because the previous research use common method that using only pictures and sounds. Thus, in this research, the research not only use pictures but also sounds. Using it, the students can understand not only reading skill but also how to pronounce the word correctly. Then, using look-say method can improve students' skill of vocabulary. By improving students' skill vocabulary, it makes students easy to understand the all type of text. Besides, it also can improve students writing and speaking skill.

2.2 Theoretical Study

The writer is going to discusses about reading skill, reading comprehension, strategies for reading comprehension, teaching reading, purposes of reading, descriptive text, look-say method, technique to teaching look say method,

teaching principle of look say method, the advantages and disadvantages of look-say method

2.2.1 Reading skill

Reading is one of the skills that one must master in every language. There are various definitions of reading skill since people use the term 'reading' in a different way. Reading skill is an ability that involves understanding the reading material and interpret it in particular ways. It is vital in the language classroom because it provides input for readers, students in this case. Without understanding input at the right level, any reader simply cannot begin. According to Widdowson (1990:114) reading skills are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension, fluency and to mentally interact with the message.

Further, Harmer (2001:69) says that there are three reading skills that should be acquired by students:

1) Scan

Successful readers can scan things they read to locate facts or specific information. To scan is to read quickly in order to locate specific information.

2) Skim

Skim is to read quickly in order to get a general idea of a passage. They can skim a text to get the general idea on a passage.

3) Reading for Detailed Comprehension

It means that they read to understand and in detail the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary.

2.2.2 Reading Comprehension

Reading a text is not only reading the whole sentences in it, but also getting information from it. In order to give a description of what comprehension is, the writer showed some definitions of comprehension according to experts. “It is important to bear in mind that reading is not an invariant skill. There are different types of reading skill which correspond to the many different purposes we have for reading” (Nunan 1989:32). Because of this fact, comprehending the text becomes a very important thing for readers. Moreover, Anderson, Hiebert, Scott, & Wilkinson (1985:65-67) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word, and world knowledge, and fluency.

Reading comprehension is the ability to understand the information in a text and interpret it appropriately. Getting information from a reading material can be very difficult if readers cannot comprehend what they read. “Comprehension is a special kind of thinking process that actively constructs meaning internally from interacting with the material that is read” Alexander, (1988:160). Reading comprehension is the ability to understand what has been read. Furthermore, (Carnine, et al, 1990:40) state that comprehension involves almost every type of “understanding” or “thinking”.

Comprehension is also called as a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. "Comprehension means the power of understanding. The important thing that should be noticed is do not just look for the information from a passage, but how the process of comprehension happens" (Hornby 1995:235).

2.2.3 Strategies for Reading Comprehension

There are many strategies that students can use to comprehend their reading skill. Brown (2001:306) offers ten strategies:

- 1) Identify the purpose of reading. The goal is to make the reader know what they look for and discard useless information.
- 2) Use graphemic rules or also called a phonics approach where readers learn English spelling convention, the purpose is that the reader is able to sound out the word.
- 3) Use efficient silent reading techniques. It is used for global understanding. By applying the strategy, a reader is able to skip over the text and inferring its meaning from its context.
- 4) Skim the text for main ideas. It is a strategy to find the gist of a paragraph or a text. Readers quickly read across a whole text to find the main topic, message/ideas, and the purpose of the passage.
- 5) Scan the text for specific information. It is the strategy of grouping ideas into a meaningful cluster.

- 6) Use semantic mapping or clustering. It is the strategy of grouping ideas into meaningful cluster.
- 7) Guess when the readers are not certain. The goal is to make the readers easy to understand the text. The readers can guess from the meaning of a word, a grammatical relationship, a discourse relationship, a culture reference, and content message.
- 8) Analyze the vocabulary. The aim to make the reader easy to understand the word. It can be analyzed from the prefixes, suffixes, roots that familiar and grammatical context.
- 9) Distinguish between literal and implied meaning. The purpose is to make the readers know the meaning of the word.
- 10) Capitalize on discourse makers to process relationships. It is a strategy to know the relationship between the previous idea and the next idea.

2.2.4 Teaching Reading

Students should know what the purpose of reading is before they are taught the 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.

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.

2.2.5 The Purposes of Reading

Similar to other skills, reading have purposes and strategies to develop the reading skill. Rivers and Temperly (1978) suggest there are seven main purposes of reading:

- 1) To obtain information for some purpose or because we are curious about some topic.
- 2) To obtain instruction on how to perform some task for our work or daily life.
- 3) To act in playing, playing a game, doing a puzzle.
- 4) To keep in touch with friends by correspondence or to understand the business letter.
- 5) To know where or when something will take place or available.
- 6) To know what is happening or has happened (as reported in newspaper, magazine, reports).

7) For enjoyment or excitement.

It can conclude that reading has purposed to get information and knowledge, everything that read, and to provide some information, whether it was novel, magazine, textbook, story or other sources.

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

The generic structure of descriptive text consists of:

- 1) Identification: identifies a phenomenon to be described.
- 2) Description: describe parts, qualities, characteristics.

The description has four significant lexicogrammatical feature:

- 1) The focus of specific participants.

In the descriptive text, the participant involved in the text is described in detail and in order of sequence.

- 2) Use of attributive and identifying process,

This means in a descriptive text, to describe something have through the identification process of what to be described including the sequence time.

- 3) Use of Simple Present Tense

The tense used in a descriptive text is simple present tense with the use of the third-person singular pronoun.

2.2.7 *The Purpose of Descriptive text*

According to Fine in Araini (2017), the purpose are as follow:

- 1) To entertain
- 2) To express feelings
- 3) To relate experience
- 4) To inform (for reader unfamiliar with the subject)
- 5) To inform (to create a fresh appreciation for familiar)
- 6) To persuade.

2.2.8 *Look-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. Students 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. Doman (1989:75) in an advocate of this method of teaching, he sets up “the first baby hot-housing program in USA in the 1960s”. Hence, “Look and Say method has been in existence for a very long time.”

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. Scott (1965:48) who suggests that

“learning of reading be incorporated with learning of writing also claims that teaching reading below the age of six years could be both damaging and futile”. That is why she suggests that parents play an important role in developing reading in children by reading to them bedtime stories.

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. Once having gone over many cards, and hopefully backed by other techniques like the Phonetics Method, students 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.

2.2.9 Look and Say as a Technique in Teaching Reading

Teachers often use ‘look and say’ as part of vocabulary teaching. So 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. Of course, the new words are learned in context. This can also be done with phrases. Children use the same recognition skills when they are remembering a word or short phrase. There are a

lot of word recognition games which can be done at this stage: matching words and pictures, recognizing the correct word, guessing the word by looking at the picture, and reading words. Teachers could use these activities before children read a story or say a rhyme which includes these words

In this research, the writer chooses to guess the word by looking at the picture as the method in the look-say method. There are steps to apply in the look-say method:

- 1) First, the writer provides a descriptive text about the animal, things, and person.
- 2) Second, the writer provides a flashcard related to the text. The writer gives some picture of the difficult words.
- 3) Third, the writer asks the students to read the text and find some difficult words.
- 4) Next, students will guess the meaning of the difficult word by looking at the flashcard. Then, the teacher read the word and the students repeat it.
- 5) Last, the writer asks the students to answer questions of the text.

2.2.10 Teaching Principles of Look-Say Method

New words are systematically introduced to the student by letting them see a word, see a picture, and hear the word. Usually, flashcard is accompanied by a word, or it is just only a picture. It will show to the students until they memorizes the word.

2.2.11 The Advantages of Look-Say Method

- 1) Ultimately all children need to be able to recognise 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 recognise 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.
- 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 recognise 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.

2.2.12 The Disadvantages of Look-Say Method

- 1) In many cases if a child is faced with a word he has not already been taught, he will not be able to read it.
- 2) The child is limited to reading books which contain words he has already memorised. If he wants to read even a simple book, he could be disappointed because it could contain many words he has not yet been taught.

2.3 Theoretical Framework

In conducting the present study entitled improving students' reading comprehension of descriptive text through look-say method, the writer concerned in reading skill, especially students' reading comprehension. In this study, she used a quasi experimental design. She divided the subject of the study into two groups, experimental and control group. In the experimental group, she taught students by look-say method, while the control group, she taught the students by a conventional method/lecturing.

When conducting the study, the writer designed a reading test to collect the data between both of groups and compared the effectiveness of look-say method and conventional method/lecturing in improving students' reading comprehension.

Before the writer gave a treatment, the pre-test was given for both of groups to measure the students' basic ability in reading. After giving the treatment, the writer gave a post-test to both of groups to measure the significant difference of students' reading achievement between experimental group and control group.

After giving the post-test, the writer got the results of the test. The writer calculated the result with t-test formula. The results of the test were compared in order to know whether there is a significant difference between pre-test and post-test between both of groups or not.

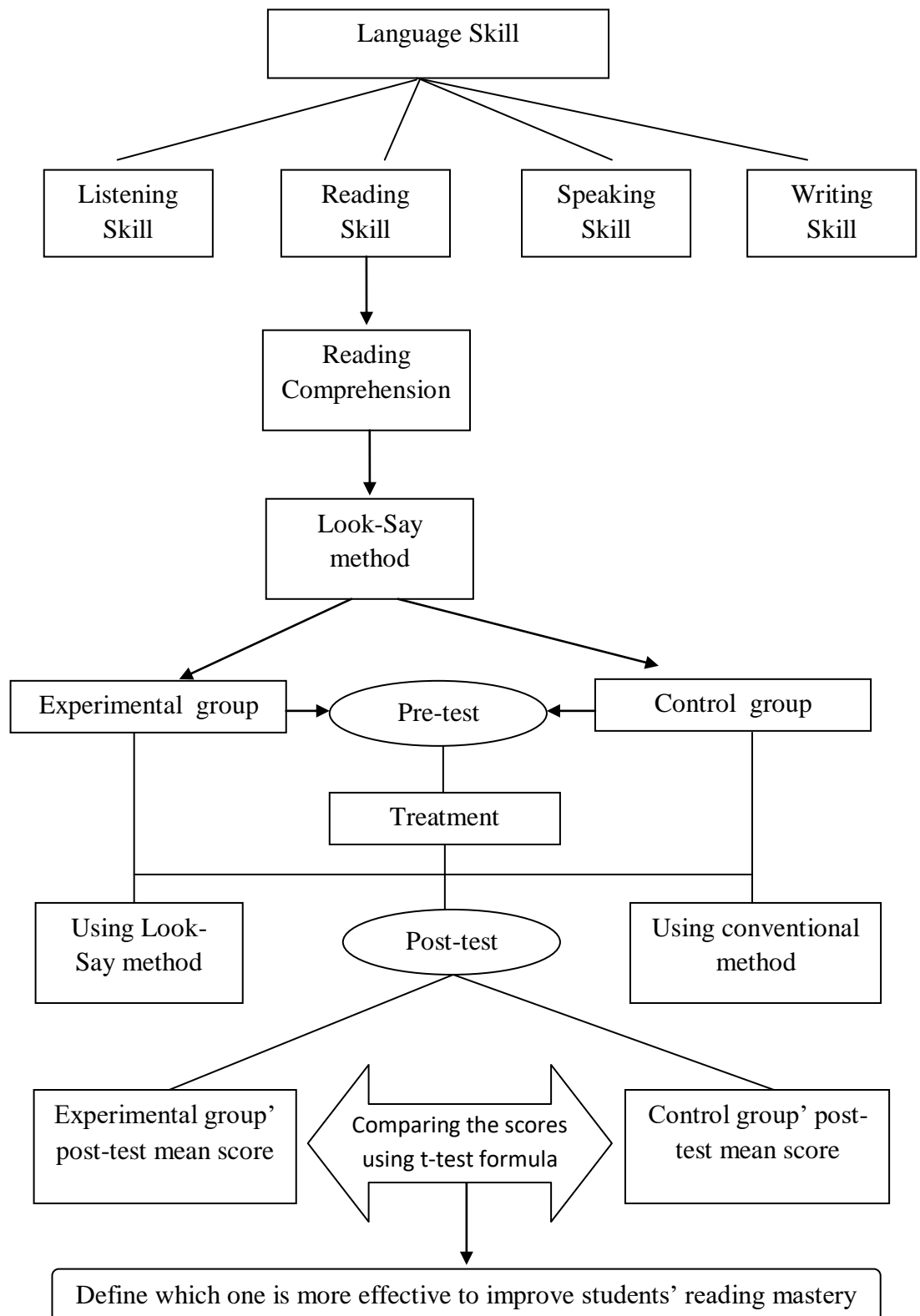


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of overall view of what had been discussed in the previous chapters and some suggestion that hopefully be useful and give additional input in the teaching and learning English, especially reading.

5.1. Conclusion

This research was conducted on the purpose to identify whether there is significantly different of the reading skill of the students before and after being taught by using Look-Say method.

Based on the result, the conclusion could be stated that the use of Look-Say method is more effective in improving students' reading comprehension compared to the conventional method. It could be seen from the computation on the previous chapter which showed that the t-value is higher than t-table on the 5% alpha of education and 62 degrees of freedom ($2.975 > 1.670$). It means that the students' reading skill on the experimental group is better than the control group which shows the effectiveness of the treatments are given to the experimental group compared to the treatments are given to the control group.

5.2. Suggestions

Referring to the conclusions above, some suggestions are offered as follows:

Theoretically, this study is expected to be able to give advantages for students, teachers, and other researchers and to be one of the references in supporting other studies.

Pedagogically, the result of this study is useful to inform the readers about Look-Say method to improve students' reading comprehension.

Practically, the English teacher is expected to implement look-say method as a method for teaching reading. The look-say method are easy to use because both English teacher and students can use look-say by searching a picture of words from some resources. The look-say method also help teachers to know the students' skill of reading. It is hopefully for teacher to apply look-say method in their teaching and learning to help their students in memorizing and understanding English words.

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