IMPROVING READING SKILL THROUGH LOOK AND SAY METHOD

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ABSTRACT

This Research aimed to find the students' reading skill achievement after teaching them through look and say method. The questions posed in this research are "how is the first-year students' ability of SMAN 1 Tanralili Maros in reading English?" and "How is the improvement of the students' reading skill through look and say method?". The method applied in this study was pre-experimental which applied pre-test and post-test. The population of this research was the first-year students of SMAN 1 Tanralili Maros. The writer applied the purposive sampling technique, so the number of the sample was 30 students. The research of data analysis indicated that there some a significant increase in the students' achievement in reading skill after teaching them through look and say method. It was proved by the result of the statistical analysis of the level significant 0,05 with the degree of freedom (df = n-1 = 29) indicated that t-test value was 10,57. While t-table was 2,120 where 10,57 > 2,045.Based on the fact the writer concluded that the reading skill of the first-year students of SMAN 1 Tanralili Maros that had got treatment by teaching them through look and say was significantly different before they got treatment.

Keywords: Reading, Skill, Look, Say Method

INTRODUCTION

Nowadays, in the era of information, the progress of knowledge, science and technology requires us to absorb information. Information is merely the most important aspect of our life. Book, magazine, newspaper, bulletin, internet, are the source of information and that information we get not only reading but other sources. Thus we must read thousands of books to avoid ourselves from out of the date. Reading is one process of getting information by print.

English has been taught in elementary school, junior high school and senior high school. They have to master four English skills included reading skill. The people who always read book written in English will be easier to do the other skills. Achsin, (1985:2) states "reading skill involves the three skills namely listening, speaking and writing."

According to Astrowiak (2004:4) Mullti skill is achieved through the teaching of reading like writing, spelling, comprehension, pronunciation, vocabulary practice and memory training." Problems mostly occur to students when reading a book they feel difficult to mention the symbol (word). That is why the students should get the best teaching from the teacher especially about reading. Generally before mastering the reading skill the students need to learn how to read the words and sentences in English as foundation to improve their reading skills. There are many delightful ways to increase the student's reading skills. One of the good methods is "look and say method".

"Look and say method" is a method that is used for teaching reading to children about how to spell or read the words in English. By using this method, the students will look and say what the teacher reads and directly the students memorize the words because every word will be read several times. In addition, 'look and say method' gives students ability to sound out words, even if they do not always understand the meaning all of the words. Finally, the students not only can read but also can produce the sound of the word as good as possible. By 'look and say method' as foundation, they can read any word, even the words they never hear before.Based on explanation above, the writer is interested to carry out a research with the title Improving Reading Skill through 'look and say' Method at the first year students of SMAN 1 Tanralili Maros

Problem Statement

Based on the background above, the writer formulates research questions:

1. How is the first year students' ability of SMAN 1 TANRALILI MAROS in reading English?

2. How is the improvement of the students' reading skill through

Objective Of The Research

1. To find out the first year students' ability of SMAN 1 TANRALILI MAROS in reading English.

2. To find out the improvement of the students in reading skill through 'Look and say method'.

Significance of the Research

The result of this research is expected to be useful information for the English teacher and it is expected that they can apply it in teaching and learning process.

Scope the Research

The scope of the research is restricted to teach reading skill by using 'look and say method' where this method improves reading skill at the first year students of SMAN 1 TANRALILI MAROS.

There are some researches who have conducted studies relating to the students reading skill. They are as follows:

Hamriati, (2005) had researched with the title the Effectiveness of Amplification of Active process in improving the Students' achievement in reading class. She confirmed that active process in teaching reading is very active and helpful to the students' achievement in reading class.

Hasnawati, (2000) had researched with the title Using Authentic Materials to improve Reading Comprehension. Conclusion in her research that there are three factors causing students difficulty in reading comprehension. They are: the reading materials are difficulties for the students, the teacher seldom gives reading comprehension homework and structure materials to the students, the students have low frequency in memorizing the English words.

Iskandar, (1991) had researched with the title Improving students Reading Comprehension through Reciprocal Technique. The research showed that the score of the students in reading comprehension achievement is fair classification level, it means that the English curriculum is appropriate to improve the students' English knowledge and mastery.

Aminah, (1993) had researched with the title Factors Affecting the Reading Comprehension Achievement of the Six Semester Students D3 of English Education. It can be concluded in her research that the causing of the poor achievement of the students in reading comprehension are as follows: the students are lacking of learning motivation, the students have insufficient knowledge of both structure and vocabulary, the students are lacking of practice reading, the unsuitability of reading material to the students' talents and interest.

All findings of the research above discuss about reading with different method, the first researcher used phonic method, the second used active process, and the third used authentic materials and the fourth used reciprocal technique. In this case, the writer can conclude that the teaching of reading can be increased by different methods,' look and say method' is one of them.

METHODS

Research Design

This research employed the pre-experimental method with one group pre-test and post-test designed. The students were given pre-test and then were exposed to the treatment, and finally they were given post-test.

Variable of the Research

There were two variables in the research namely independent variable and dependent variable.

1. Independent variable

    The independent variable in this research was the use of 'look and say method' in teaching reading comprehension. The students were involved in some activities dealing with comprehending text.

2. Dependent Variable

    The dependent variable in this research was the development of the students reading skill.

Population and Sample

    The population of the research was the first year students of SMAN I TANRALILI MAROS in academic year 2009-2010 which consisted of two class was namely X1 class consisted of 30 students and X2 class consisted of 30 students, so the total number of the population was 60 students.

    In taking sample the writer used random sampling technique. In which one class was taken sample. The sample namely X1 class which consisted of 30 students.

Instrument of the Research

    In this research, the researcher used the simple forms of passages comprehension called fill in the blank and test answer the question text, to know the ability of the students to comprehend the reading text. The material consisted of 30 items; 10 items fill in the blank, 10 items answer the questions and 10 items true false test.

    The test applied twice, called pre-test and post-test. Pre-test was given to measure the prior ability of the students, while post-test was used to find out the achievement of the students after giving treatment.

The Procedures of Collecting the Data

    The procedure of data collection was presented in chronological order as follows:

1. Pre-test

    The Pre-test was given to the students' before doing the treatment. All the students given pre-test, it was purposed to know their basic knowledge about reading

2. Treatment

    a. The first meeting:

    ▪ The researcher gave a text with the title 'batik" and asked the students to mention some difficult words from the text. The research then wrote the words on the blackboard. After the words had been orally (pronounce) explained by the researcher the students repeated it.

    ▪ A short discussion was held by the researcher. The researcher asked question which was related with the difficult words in the blackboard.

    ▪ The researcher asked the students to use the difficult words in a sentence or think of the synonym for the world.

    ▪ The researcher gave the definition of words on the blackboard and asked the

students to think of the synonym of the definition.

b. The second meeting:

- The researcher gave a text with the title 'making plans" and asked the students to mention some difficult words from the text. The research then wrote the words on the blackboard. After the words has been orally (pronounce) explained by the researcher the students repeated it.

- A short discussion was held by the researcher. The researcher asked question which was related with the difficult words in the blackboard.

- The researcher asked the students to use the difficult words in a sentence or think of the synonym for the world.

- The researcher gave the definition of words on the blackboard and asked the students to think of the synonym of the definition.

c. The third meeting:

- The researcher gave a text with the title 'going abroad" and asked the students to mention some difficult words from the text. The research then writes the words on the blackboard. After the words had been orally (pronounce) explained by the researcher the students repeated it.

- A short discussion was held by the researcher. The researcher asked

question which was related with the difficult words in the blackboard.

- The researcher asked the students to use the difficult words in a sentence or think of the synonym for the world.

- The researcher gave the definition of words on the blackboard and asked the students to think of the synonym of the definition.

d. The fourth meeting:

- The researcher gave a text with the title 'making decision" and asked the students to mention some difficult words from the text. The research then wrote the words on the blackboard. After the words had been orally (pronounce) explained by the researcher the students repeated it.

- A short discussion was held by the researcher. The researcher asked question which was related with the difficult words in the blackboard.

- The researcher asked the students to use the difficult words in a sentence or think of the synonym for the world.

- The researcher gave the definition of words on the blackboard and asked the students to think of the synonym of the definition.

e. The fifth meeting:

- The researcher gave a text with the title 'the examination" and asked the students to mention some difficult words from the text. The research then

wrote the words on the blackboard. After the words had been orally (pronounce) explained by the researcher the students repeated it.

- A short discussion was held by the researcher. The researcher asked question which was related with the difficult words in the blackboard.

- The researcher asked the students to use the difficult words in a sentence or think of the synonym for the world.

- The researcher gave the definition of words on the blackboard and asked the students to think of the synonym of the definition.

3. Post-test

The post test was given to know the significance differences between the students' achievement before and after the application of look and say method.

Technique of Analysis Data

The data was collected through quantitative analysis.

FINDINGS

The Mean Score of Pre-test and Post-test

To find out the answer of the problem statements in the previous chapter, the researcher conduct a test which was given twice. A pre-test was given before the treatments to know the students basic knowledge about reading while a post-test was given after the treatment which aimed to know

the significance differences between the students' achievement before and after the application of look and say. Both pre–test and post–test then compare to see whether or not there was significant difference the achievement of the students' reading comprehension.

The data of the table above shows that before giving treatment the mean score of the pre–test was 5. 57, it means that the students' reading comprehension was 'fairly good' while after teaching them by using look and say in the treatment, their comprehension was 'good'. There was improvement, the mean score of the post – test was 7.66. The mean score of the post–test was higher than mean score of the pre–test, this means that using look and say can improve the students' reading skill.

The Rate Percentage of the Pre-test and Post-test

The data of table 2 above indicates that there was three (10 %) students got 'fairly good' score, 21 (70 %) students got 'fair' score, 5 (16.7%) students got 'poor' score and only 1 (3.3 %) student got 'very poor' in the pre–test. In the post-test 18 (60%) students got 'good' score, 11 (36. 7 %) students got 'fairly good' score and only 1 (3.3%) student get 'fair' score. It can be said that the rate percentage in the post–test was greater than the rate percentage in the pre–test**.**

T-test Value

In order to know whether or not the mean difference between pre–test and post–test is statically different at level of significance 0.05 with the degree (df)= n-1, where n = number of students (30), t-test statically analysis for sample was applied. The following table shows the result of calclation.

The table above indicates that the t-table (2. 045) is smaller than t- test value (10.57) of students' reading comprehension improvement. It can be concluded that there is significant differences between the result of students' pre–test and post–test.

Hypothesis Testing

The result os statistical analysis at level of significance 0.05 with degrees of freedom (df) = n − 1, where n = 30 indicated that the result of post-test was better than result of pre-test. The value of t-test is 10.57, while the t-table is 2. 045, where 10. 57 > 2.045.

By seeing the result above, it is concluded that H0 is rejected while H1 is acceptable. In fact the students' reading skill is improved after giving treatment through look and say method.

DISCUSSION

The reseracher findings proved that using look and say method successfully improved the students' reading skill. The interpretation of findings are presented as follows:

1. Before being given treatment, almost the students got 'fair' score. It proved that there were three students (10%) got 'fairly good' score, twenty one students (70%) got 'fair' score, five students (16.7 %) got 'poor' score and there was only one (3.3%) student got 'very poor' score.

2. After being given treatment the students' reading skill in the post-test was improved than in the pre-test. It indicates by looking at the result of the students' score which eighteen students (60%) got 'good' score, eleven students (36.7%) got 'fairly good' score, one student (3.3%) got 'poor' score.

Based on the result of the t-test, the writer found that there was significant difference result of the test before and after teaching and learning process through look and say method. Viewing the discussion above, it can be argued that the first year students of SMAN 1 TANRALILI MAROS have improved their reading skill through look and say method. Further the reseracher concludes that the using look and say can help the students to improve their reading skill.

CONCLUSION

After conducting the research about teaching reading skill through look and say method, and based on the research findings in the previous chapter, the resercher put forward the following conclusion. (1) Using look and say method when teaching reading was significantly improved. The data indicates that teaching reading skill through look and say can improve the students' reading skill on the first year

students of SMAN 1 Tanralili Maros. (2) As the result of the resarch, before given treatment, the students' achievement in reading skill got mean score 5.77. After giving treatment the students' achievement in reading skill became increase. The students' mean score in the post-test was 7.66. (3) Teaching reading comprehension through look and say method can improve the students reading skill. It is analyzed from the hypothetical testing in which shows that t-value is greater than the t-table, (10.57>2.045)

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Table 1
The mean score of the pre-test and post-test

Test	Mean Score	Progress
Pre- test	5. 77	32. 7 %
Post- test	7. 66	

Table 2
The Rate Percentage of the Pre-test and Post-test

No	Classification	Score	Pre- Test		Post-Test	
			Freq.	%	Freq.	%
1	Excellent	9.6 – 10	-	-	-	-
2	Very Good	8.6 – 9.5	-	-	-	-
3	Good	7.6 – 8.5	-	-	18	60
4	Fairly Good	6.6 – 7.5	3	10	11	36. 7
5	Fair	5.6 – 6.5	21	70	1	3.3
6	Poor	3.6 – 5.5	5	16.7	-	-
7	Very Poor	0.0 – 3.5	1	3.3	-	-
	Total		30	100	30	100

Table 3
The t- test of students' reading skill achievement

Variable	t- test value	t- table
X1-X2	10.57	2.045