THE EFFECTIVENESS OF *LOOK-SAY* METHOD IN TEACHING READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 6 PALEMBANG

THESIS

BY
KIKI ZAKIYAH NURHAYATI
372017043

UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
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By

Kiki Zakiyah Nurhayati

NIM. 372017043

UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
2021

The thesis is written by Kiki Zakiyah Nurhayati has been certified to be examined

Palembang, August 2ⁿᵈ 2021
Advisor I,

Sri Yuliani, S.Pd., M.Pd.

Palembang, August 2ⁿᵈ 2021
Advisor II,

Finza Larasati, S.Pd., M.Pd.

This is to certify that sarjana's thesis of Kiki Zakiyah Nurhayati has been approved by the board of examiners as, one of the requirements for the *sarjana* degree in English education

Sri Yuliani, S.Pd., M.Pd.   **Chairperson**

Finza Larasati, S.Pd., M.Pd.   **Member**

Prof. Dr. Indawan, M.Pd.   **Member**

Acknowledged by   **Approved by**
The Head of English   **The Dean of FKIP UMP,**
Education Study Program,

Sri Yuliani, S.Pd., M.Pd.   Dr. Rusdy A. Siroj, M.Pd.
NIDN. 0217077105   NIDN. 0007095908

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan di bawah ini:

Nama	: Kiki Zakiyah Nurhayati
NIM	: 372017043
Program Studi	: Pendidikan Bahasa Inggris
Telp/Hp	: 082272896712

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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 2 Agustus 2021

Yang menyatakan,

Kiki Zakiyah Nurhayati

NIM. 372017043

iv

"Do not forget to *Sholawat* you can feel the power of it."

This thesis is dedicated to:

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The Effectiveness of *Look-Say* Method in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang

Abstract

This thesis is entitled "The Effectiveness of *Look-Say* Method in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang." The limitation of the problem was focused on teaching reading comprehension of recount text by using *look-say* method to the eighth grade students of SMP Muhammadiyah 6 Palembang. The objective of the research was to find out whether or not it is effective to use *look-say* method in teaching reading comprehension to the eighth grade students of SMP Muhammadiyah 6 Palembang. The method of the research was quantitative with quasi experimental design. The population was 51 students. The sample were 51 students which where taken from two classes (VIII 1 as experimental class and VIII 2 as control class). The sample was taken through total sampling. The test consisted 30 items which where multiple choice questions. The data were analyzed by using t-test. The results of the data showed that the t-obtained was 16.308 at the significant level $p<0.05$ for two tailed and degree of freedom was 49, t-table was 2.010. It was clear that t-obtained (16.308) was higher than t-table (2.010). The alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that it was effective to teach reading comprehension by using *look-say* method to the eighth grade students of SMP Muhammadiyah 6 Palembang.

Key Words: *Look-Say* Method, Teaching, Reading Comprehension.

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Palembang, August 2021
The researcher

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problem of the research, (3) objective of the research, (4) signification of the research, and (5) hypothesis of the research.

A. Background

English is an international language in the world that has an important role and influence for life. In some countries, English becomes the second language used in daily communication, but in some countries such as In Indonesia, English also becomes as a foreign language. According to Gunantar (2016), unlike other countries, Indonesia took a different stance by putting English as its foreign language while neighbor countries such as Filipina, Singapore, and Malaysia view English as the second language. In Indonesia, English is only utilized in several fields for example in foreign companies, educational institutions, and foreign offices. It is hard to find the use of English in daily conversation in Indonesia (p.143).

There are four language skills in English teaching namely listening, speaking, reading, and writing. Reading is one of the most important skills to be able to get information from the text of the writing read by the students. A good student will understand the meaning of word or sentence contained in the text. Reading is not only just looking at the text but also must be able to understand the meaning of the text. Teaching reading comprehension by using good methods to support the students more interested in reading learning activities.

According to Dean (as cited in Muslaini, 2017), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text (p.67).

In fact Progress in International Reading Literacy Study (PIRLS) on the world wide standard for mentoring reading comprehension achievement scale. Indonesian students fail to make gains considerably in the PIRLS reading achievement score in 2011. Indonesia average significantly lower than the centre point of the PIRLS scale score. The reading score was 428 bring a concern in which the mean score is below the PIRLS average scale score 500.

Furthermore, the result of the Programme for International Student Assesment (PISA) to reading students in Indonesia is still low. The last PISA in 2018, Indonesia is currenltly ranked 72 out of 77 countries, with the score 371 at the level 1a from 334.75 to less than 407.47 score points. On the other hand based on OECD's average is 487. Indicating that the educational system in Indonesia is still low.

In addition, Ariandika and Kartikawati (2018) state that English is one of the most difficult subjects, especially in school. Students usually get trouble to remember the vocabulary which had been stated by the teacher at school. Students usually forget the material which had been given by the teacher after they come into their home because they do not ever learn again about the material which had been given by the teacher at school (p.276).

According to Thresia (as cited in Sudarmi, 2012), which focused on junior high school students in Palembang showed that there were over 20 students (6.11%) obtained excellent score, 46 students (14.06%) obtained good score, 65 students (19.87%) had average score and 196 students (59.93%) had poor score. The researcher see that most of junior high school students had poor score in reading (p.25).

Based on the researcher's observation at SMP Muhammadiyah 6 Palembang on January 11th 2021, the researcher found the main problems in teaching and learning reading comprehension. The problem as follows: method which was used monotonous. Another problem, the students had limited vocabulary, therefore, they did not comprehend the reading text. Furthermore, 75% of the students had the low reading scores, less than 75 minimum mastery criteria (KKM). Finally, many students were bored learning reading. To solve the problems, the researcher believes that an effective teaching method is needed. One

of them is look say method to teach reading comprehension to the students. The benefit of using this method is that students are more active and more enthusiastic in learning.

SMP Muhammadiyah 6 Palembang is one of the private schools in Palembang. Based on the observation above, SMP Muhammadiyah 6 Palembang has 51 students from two classes especially at the eighth grade students.

In this research, the researcher focused on reading comprehension. One way of learning reading comprehension for students is by using *look-say* method. *Look-say* method teaches students to read words as a whole words, students are easily understand reading because the teacher read the reading text and students look the text then repeat by saying what the teacher had read. Students can remember the words or sentences. With *look-say* method, students are more interested in understanding the reading. The *look-say* method is a good method to increase students reading activeness and creativeness because students not only read words but also produce the sound of words as best as possible.

According to Aisyah (2019), look and say method is a method that is used for teaching reading to students 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 (p.100). Based on the explanation stated, the researcher is interested in conducting a research entitled **"The Effectiveness of *Look-Say* Method in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang."**

B. Problem of the Research

Based on the general background stated, the problems of the research has something to do with the effectiveness of *look-say* method in teaching reading comprehension to the eighth grade students of SMP Muhammadiyah 6 Palembang.

1. Limitation of the Problem

In this research, the researcher was limited the problem on teaching reading comprehension of recount text by using *look-say* method to the eighth grade students of SMP Muhammadiyah 6 Palembang.

2. Formulation of the Problem

Based on the limitation of the problem above, the problem of the research was formulated in the following question: "is it effective to teach reading comprehension by using *look-say* method to the eighth grade students of SMP Muhammadiyah 6 Palembang?

C. Objective of the Research

Based on formulation of the problem above, objective of the research was to find out whether or not it is effective to use *look-say* method in teaching reading comprehension to the eighth grade students of SMP Muhammadiyah 6 Palembang.

D. Signification of Research

The significance of the research may be useful for the following parties:

1. To the researcher

   This research can give valuable information and knowledge about teaching reading comprehension especially using *look-say* method that can improve the students reading achievement

2. To the teacher of English

    Hopefully, this research could be a good reference for the teachers of English to improve their teaching skills on reading text to the students in the classroom activity.

3. To the students

    Hopefully this research can make the students interested in learning reading text with the teacher in the classroom.

4. To the other researcher

    Hopefully, this research could be the references to the other researcher who will do the research with the same case.

E.   Hypothesis of the Research

The hypotheses of this research are:

1. The null hypotheses (Ho): it is not effective to teach reading comprehension by using *look-say* method to the eighth grade students of SMP Muhammadiyah 6 Palembang.

2. The alternative hypotheses (Ha): it is effective to teach reading comprehension by using *look-say* method to the eighth grade students of SMP Muhammadiyah 6 Palembang.

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