CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings which have been collected during research, hypothesis testing and discussion about the data of the research.

A. Data Presentation and Research Finding

In this research, the researcher wants to know the effectiveness of using Look and Say method in teaching reading to increase students' reading achievement for the fourth grade students. To know the effectiveness of this method, it can be seen from the significant different scores of the students' reading achievement before and after being taught by using Look and Say method. The presentation of the data is also to answer the research problems presented in chapter I.

To investigate students' reading competence before and after using Look and Say method, the researcher conducted pretest and posttest. As previously mentioned, the researcher used reading test as the instrument in collecting the data. The researcher conducted pre-test and post-test in one group of sample consist nine students of fourth grade students in MI Baiturrahman Suwaluh.

Pre-test and post-test also were followed by 9 students. The researcher was given 50 minutes for administering pre-test and post-test. In pre-test and

post-test the researcher given 20 questions. Pre-test and post-test were conducted on Tuesday, February 9th and Monday, February 29th 2016.

1. Data Presentations of the Students' Score Before Being Taught by Using Look and Say Method.

The pre-test was given by asking students to doing reading test as the instrument in collecting the data. The number of questions gave were 20 and the test were in the forms of multiple choice and short answer. The test was done before treatment process by giving Look and Say Method in teaching reading. This test was intended to know the students reading achievement before the students got treatment. The data of the students' achievement before being taught by using Look and Say method could be seen in the following table.

**Table 4.1 The Result Of Students' Reading Score Before Using Look and Say Method**

Number	Student	Pre-test
1	ACA	64
2	AG	36
3	GAH	54
4	GA	72
5	ISN	72
6	KNF	84
7	MNH	78
8	MLA	62
9	VKF	78

The students' score above then were computed by using SPSS. The result was

shown in the Table below:

Table 4.2 Frequency of Score in Pretest

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36.00	1	11.1	11.1	11.1
	54.00	1	11.1	11.1	22.2
	62.00	1	11.1	11.1	33.3
	64.00	1	11.1	11.1	44.4
	72.00	2	22.2	22.2	66.7
	78.00	2	22.2	22.2	88.9
	84.00	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Figure 4.1 The Percentage of Score in Pre-test
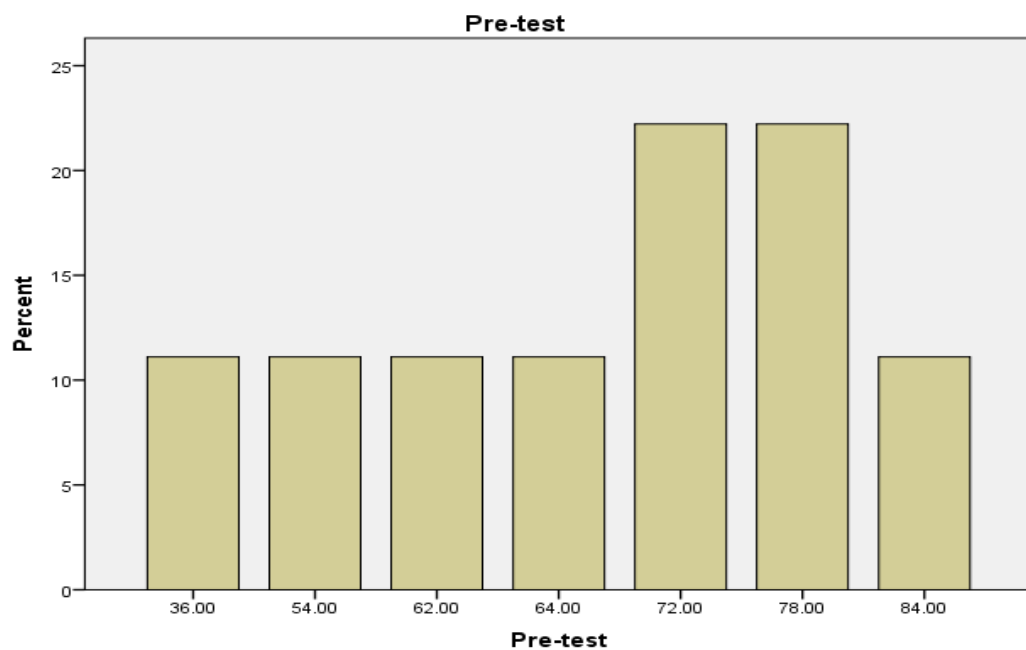
Based on the table 4.2 and also figure 4.1 above it can be seen that, 1 student (11.1%) got 36, 1 student (11.1%) got 54, 1 student (11.1%) got 62, 1 student (11.1%) got 64, 2 students (22.2%) got 72, 2 students (22.2%) got 78, and 1 student (11.1%) got 84. This indicates that most of students are poor and get difficulty in reading.

This is a common finding considering that students only hear and repeat the teacher without practicing one by one and got any corrections since practice in reading. The students seemed a bit difficult to read when they find new word and read with correct pronunciation in reading, and also understanding the information in the text. So, it could be indicated that students' achievement before being taught by using Look and Say Method are poor and low ability in reading.

2. **Data Presentations of the Students' Score After Being Taught by Using Look and Say Method.**

The post-test was given by asking students to doing reading test as the instrument in collecting the data. The number of questions gave were 20 and the test were in the forms of multiple choice and short answer. The test was done after treatment process by giving Look and Say Method in teaching reading. This test was intended to know the students reading achievement after the students got treatment. The data of the students' achievement after being taught by using Look and Say method could be seen in the following table:

Table 4.3 The Result Of Students' Reading Score After Using Look and

Say Method

Number	Student	Post-test
1	ACA	98
2	AG	72
3	GAH	98
4	GA	94
5	ISN	94
6	KNF	90
7	MNH	86
8	MLA	86
9	VKF	96

The students' score above then were computed by using SPSS. The result was

shown in the Table below:

Table 4.4 Frequency of Score in Post-test

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72.00	1	11.1	11.1	11.1
	86.00	2	22.2	22.2	33.3
	90.00	1	11.1	11.1	44.4
	94.00	2	22.2	22.2	66.7
	96.00	1	11.1	11.1	77.8
	98.00	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

Figure 4.2 The Percentage of Score in Post-test
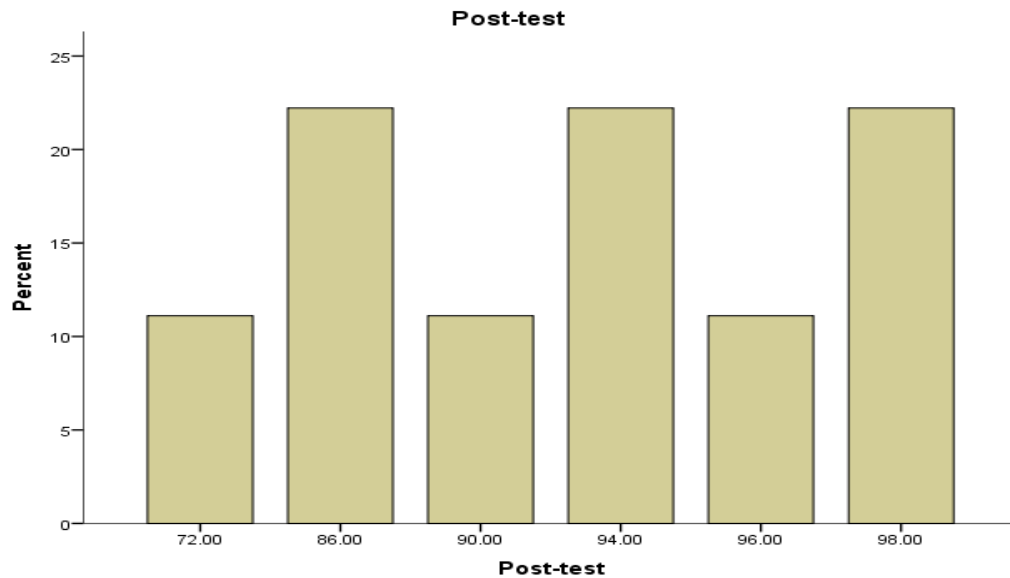
Then, after they got the treatment (using Look and Say method), the students showed good improvement in reading. As can be seen from the Table 4.4 and further explained by Figure 4.2, 1 student (11.1%) got 72, 2 students (22.2%) got 86, 1 student (11.1%) got 90, 2 students (22.2%) got 94, 1 student (11.1%) got 96, and 2 students (22.2%) got 98.

This finding from the data shows that after accepting the treatment student's score significantly increased. The differences between the result of pre-test and the result of post-test show a significant progress. In pre-test, there was no student who get >84 (0%), while in post-test, the percentage of sample who got >84 increased by 88.8% (0%-88.8%). Moreover, the lowest score in post-test (72) is large than pre-test (36), and the highest score in post-test (98) is also larger than pre-test (84). In finding can be indicates that after using Look

and Say method, the students' skill in reading significantly increased it proven by the progress of students score from pre-test to post-test.

So, there are differences data presentation between before being taught by using Look and Say Method and after being taught by using Look and Say Method. The data present that the score after being taught by using Look and Say Method better and higher than before using Look and Say Method.

After organizing the frequency and the percentage of score from pre-test and post-test, the means, the medians, the standard deviations, the minimum and the maximum of the reading pre-test and post-test scores of the sample were calculated respectively by using IBM SPSS Statistics 22. Table 4.5 represents the result.

Table 4.5 Descriptive Statistics for Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	9	36.00	84.00	66.6667	14.76482
Post-test	9	72.00	98.00	90.4444	8.29324
Valid N (listwise)	9				

In the Table 4.5 shows that, the mean of post-test scores (90.4) which is larger than the mean of pre-test scores (66.6). It indicates that on average, the use of Look and Say method has effect in improvement of students' scores, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tested about being meaningful progress.

B. Hypothesis Testing

The hypothesis of this research is follow:

1. If T-test score is bigger than T-table (0.05%), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is significant different score of the students' reading achievement before and after being taught by using Look and Say Method for the fourth grade students of MI Baiturrahman Suwaluh. The different is significant.

2. If T-test score is smaller than T-table, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significant different score of the students' reading achievement before and after being taught by using Look and Say Method for the fourth grade students of MI Baiturrahman Suwaluh. There is not significant.

To prove whether the used of Look and Say method is effective to increase students' skill in reading and also to know whether the significant level is bigger or smaller than T-table the researcher analyzed the data by using Paired Sample Test in IBM SPSS statistics 22. And the result shows in the following table.

Table 4.6 Paired Sample Test

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	-23.778	12.587	4.196	-33.453	-14.102	-5.667	8	.000

According to the Table 4.6 above, we can see that $t_{obtained}$ is -5.667. The way to test whether null hypothesis could be rejected was by comparing the result of $t_{obtained}$ and t_{table}. If the result of $t_{obtained}$ is larger than t_{table} at the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of $t_{obtained}$ is smaller than t_{table}, the null hypothesis cannot be rejected. In consulting to t_{table}, the researcher needed to find out the degree of freedom. As can be seen in Table 4.5 that (Degree of freedom) is 8, the researcher consulted to the t_{table}, and at the level of significance 0.05, the value of t_{table} is ±2.306. Comparing to the value of t_{table}, the value of $t_{obtained}$ is larger (-2306 <-5.667). Also, the way to test whether the null hypothesis can be rejected is by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001). As Table 4.5 shows, the p-value is less than 0.05 (0.000<0.05). Thus, there was enough evidence indicating that the null hypothesis could be rejected.

Because the t_{count} was bigger than t_{table} the alternative hypothesis (Ha) saying that there is significant different score of the students' reading achievement before and after being taught by using Look and Say Method for the fourth grade students of MI Baiturrahman Suwaluh was accepted and the null hypothesis (Ho) saying that there is no significant different score of the students' reading achievement before and after being taught by using Look and Say Method for the fourth grade students of MI Baiturrahman Suwaluh was rejected. It means that there was any significant different score before and after

being taught by using Look and Say method on students' reading achievement at the fourth grade students of MI Baiturrahman Suwaluh. It could be concluded that the Look and Say Method was effective used in teaching reading.

C. Discussion

The findings of this research were intended to answer the research problems stated in chapter I. And the objectives of this research are to find out the students' achievement in reading on the fourth grade students at MI Baiturrahman Suwaluh in the academic year of 2015/2016 before and after being taught by using Look and Say Method and to find out whether there is significant difference of students achievement in reading before and after being taught by using Look and Say method.

To reach the objectives of the research, the researcher conducted some steps. The researcher used test as instrument of the research to get the data and the method of collected the data by using administering test. The steps to collect the data there are administering pre-test, giving treatment for four times, and administering post-test in the last meeting in the class.

The form of data is students result (score) from pre-test and post-test. Then, the researcher analyzed the data by using paired sample t-test on SPSS 22.00. The output of paired sample statistic showed that the mean score of pre-test was 66.6667 and the mean score of post-test was 90.4444. It can be indicated that the reading achievement of the student had been increased after getting the treatment by using Look and Say method. On the output of paired

sample test shown that the score of t_{count} was 5.667 with the df 8, the score of level significance is 0.000 and the score of t_{table} for standard significant 5% (0.05) and df 8 is 2.306. Based the result of the data, the researcher knew that t_{count} higher than t_{table} (5.667 >2.306) it means that null hypothesis (Ho) was rejected, alternative hypothesis (Ha) was accepted, and the level of significance less than 0.05 (0.000 < 0.05) it means that the null hypothesis (Ho) was rejected, alternative hypothesis (Ha) was accepted. Based on the result it can be concluded that there was any significant difference of the students' reading achievement before and after being taught by using Look and Say method.

From the result of data analysis above, method or technique can be used to teach in increasing reading competence of the students like Look and Say method. According to Edhitin (as cited in Nurnianti 2012) "Look and Say Technique is a technique that be used for teaching reading to children about how to spell words in English". Look and Say technique is basically teaching children to recognize words in isolation from stories. Children are taught to read words as a whole rather than as a part. So, the researcher applied Look and Say method to teach reading in the elementary school. This Look and Say method can be used effectively in the classroom to increase reading achievement of students at elementary school.

This finding was supported by two previous studies that used Look and Say method in teaching reading. In the previous study, the used of Look and Say method was effective to improve the students' reading comprehension ability at the Fifth Grade Pupils of SDN Warung Bambu IV Karawang. The research used

one group pretest-posttest design with quantitative method and the instruments that used in this research is test were pretest and posttest (Nurnianti: 2012). From other previous study also showed that the use of Look and Say method also effective to improve students' reading ability for the Fourth Grade Students of SD Negeri Kambangan 1, Tegal by using classroom action research (CAR) with conducting two cycles (Budiana: 2011).

Based on the findings in the research, the result of post-test showed that Look and Say method is very influential and effective toward in teaching and learning reading process. According to Budiana (2011) the use of look and say was effective as a technique in teaching reading to elementary school students. During the research the researcher could also see some advantages of using Look and Say method for the students learning there are; the students looked enjoy, focus in reading, students interesting and fun with the method, and students also easily to understand the material about reading because the researcher as teacher used Look and Say method and used many kinds of flash card sentence with picture and collaborate with any games of Look and Say. By using all of them, the students were interested to join the teaching learning process in the classroom. So, the students reading achievement after being taught by using Look and Say method was increased.