

Enhancing Student's Speaking Skill Through Look And Say Method To The Seven Grade At SMP Swasta Sinar Husni Medan

Enhancing Student's Speaking Skill through Look and Say Method to the Seven Grade at SMP Swasta Sinar Husni Medan

Ribby Thazuid^{a,1}, Risa Anggraini^{b,2}

^{a,b}Program Studi Pendidikan Bahasa Inggris UPU, Jl. K.L. Yos Sudarso KM 6.5 Tj. Mulia, Medan, 20241, Indonesia

ribbythazuid21@gmail.com¹, risaanggraini@potensiutama.ac.id²

ABSTRACT

The aim of this research was to determine the improvement of student's speaking skill through Look and Say method. This research used a Classroom Action Research (CAR). The subjects of this research were students of VII-2 class of SMP Swasta Sinar Husni Medan. In collecting data, researchers used both quantitative and qualitative data. Researchers used speaking test in quantitative data. Meanwhile, research used observation, documentation, and interview in qualitative data. Based on the results, students learning outcomes in each cycle had increased. This can be seen from the post-test results in cycle I that there were 15 students (46.8%) out of 32 students who completed and categorized as very poor and it increased in the post-test of cycle II where there were 28 students (87.5%) out of 32 students who completed and categorized as very good. The results showed that the student's speaking skill improved significantly. This was proven by significant difference between students' mean scores on the pre-test and post-test activities in Cycle I and Cycle II. Furthermore, it was also strengthened by the results of qualitative data where the researchers found that the students were interested and active in speaking class. Therefore, it can be concluded that the use of Look and Say method was effective to enhance student's speaking skill at VII-2 class of SMP Swasta Sinar Husni Medan.

Keywords: Speaking Skill, Look and Say Method

Info Artikel :

Disubmit: 02 Maret 2023

Direview: 05 April 2023

Diterima : 10 Mei 2023

Copyright © 2023 - MELT Journal. All rights reserved.

1. INTRODUCTION

Language is a means of communication and interaction between individuals and groups. It plays a central role for people's intellectual, social, and emotional development and a support for successful learned. Through language, people were able to convey their ideas and feelings and take part within the society. Language also enables people to understand what the speakers wants to tell. Therefore, learning a language especially English is expecting to helped students to be able to using it as a means of communicate. In short, English is very important to be mastered by students because English is an internasional language through out the world including indonesia. Speaking is one of the skills in English. Speaking is how the way humans communicating with other. By speaking, people can also convey information about something or express themselves. Nunan (2004, p.48) said that speaking involves producing systematic verbal utterances to convey meaning. Besides, speaking is useful to communicating to other people to share information. So that speaking is a basic thing in teaching English.

Furthermore, Darsiana (2018) explains that there are some factors that faced by students in speaking, they are; 1) Students are not confident with themselves, 2) Students have lack of vocabulary, 3) Students have not partners to practice their english, 4) Students are afraid of made mistakes and 5) students have lack of interested in speak english. In short, students do not have motivation to learning english especially speaking skill, this is a big duty for the teacher to encourage the students to love english. Based on researchers experience during previous teaching practice, students were difficult to learn English because their English teacher used inappropriate teaching method so students got bored and confused. Therefore students could not comprehend the material. They also got difficult in speaking. Since the teachers themselves speak bahasa not English during the teaching and learning process. This was in line with the problem faced by students in SMP Swasta Sinar Husni Medan. During the observation at SMP Swasta Sinar Husni Medan, the students' there mentioned that their English teachers taught English monotonously. Next, another reason why researchers wanted to conduct a research in SMP Swasta Sinar Husni Medan was that close accessed to the school so it was easier for the researchers to do the research. Considering all these reasons and problems, it of course needed appropriate teaching method for teaching speaking. Teacher had selected the method. One of teaching methods that could be implemented by teacher was look and say method.

2. LITERATURE REVIEW

- *Theoretical Description*

Speaking is one of productive skills used by many people to process for building and sharing information each other. Speaking skill is different from other skills in English language because it is one of the abilities to carry out conversation. According to Hardiyanto (2018, p.106), speaking is an important part of learning process in teaching English as foreign language. Meanwhile, Meanwhile, Mc. Gra Kuning D.S (2020, p.78) states that speaking is the ability of people in talking English that using to delivered information with fluently good pronunciation. As that additional information, Brown (2004) states that there are many aspects involves in speaking, they are language users knowledge linguistics rule (usage) and his ability to use this knowledge in a true communication setting. According to Efrizal (2012), language learners need to recognize that speaking involves three area knowledge mechanics (pronunciation, grammar, and vocabulary). In general, there are some basic things in speaking skill that must be known, which include: 1) Fluency, 2) Vocabulary, 3) Grammar, 4) Pronunciation. he purpose of speaking is to request information, to express an opinion or feeling, and to influence or convince others. When speaking, speakers should consider their purpose and choose the right words. They can use polite or rude language, depending on the relationship or situation at hand. Through speaking, one can influence the emotions and actions of others. Therefore, speaking becomes a very important tool in social interaction. In language learning, speaking is also considered important. While there are some students who may not be comfortable speaking, most students feel the need to speak in order to understand and use language well. It is important for teachers to encourage and provide opportunities for students to speak in class so that they can develop language communication skills.

Basically the important aims of speaking, According to Tarigan (2008, p.30-36) that such as:a) Informing, b) Entertaining,c) Persuading, and d)Discussing are some of the communication purposes that a speaker can use. Informing means providing information and knowledge to the listener with a specific purpose. Entertaining aims to make the listener feel happy with the chosen material. Persuading means convincing the listener to do something, such as a teacher who gives examples to students so that they can understand the lesson better. Discussing means the speaker wants to create discussion and planning with the listener. Using the right communication objectives can help the speaker achieve the desired results in communication.

According to Maulizan (2015) Look and say method is a method of teaching learner to read by memorizing and recognizing whole words. To teach look and say methods in the school, the teacher shows the children the word and says it while pointing to the object. There are many steps to apply in look and say:

1. First step, provide material in the form of text with theme home activities.
2. Second step, provide flash card in the form of sentences and accompanied with picture, then stick it in the blackboard and arrange it randomly.
3. Third step, invite students to read the text accompanied with the meaning.
4. The next step, students into three groups and one member of every group to come in front of the class. Then the teacher read the text in 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 step, students 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 speaking in a foreign language. Beginners can also be taught by a teacher reading sentence by sentence from a carefully selected passage, explained it was meanings wherever necessary.

According to Suyanto (2007: 109), flashcards are cards have big size. Usually, it uses paper relatively thick stiff, and the size is A4. It contains pictures and words. According to Harmer (2002: 134), Flashcards are smallish cards that we can hold up for our students to see. According to Sarah Phillips (2001: 69), Flashcards are picture cards that an invaluable way of introducing and revising vocabulary, and they can use to drill simple structure and function. Based on the definition above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teachers and students that help learn and memorize new words. Besides it, a flashcard is one of the visual aids used to make the students more interested and enjoy the teaching learning process and improve students' understanding of the material given by the teacher.

3. RESEARCH METHOD

A. Research Design

Researchers conveyed Classroom Action Research (CAR). Classroom Action Research was a reflective research conducted in the classroom used an action to increase the quality of teaching and learning process to get the better result than before. It consisted of three words: 1) Research (examine the activity of an object), 2) Action (some activities that were deliberately made with spesific purpose), and 3) Classroom (a group of students who were in the same time received the same lesson from teacher). Suharsimi (2010, p.59) states that classroom action research contend the action researched refer to classroom investigation initiate by researchers, perhaps teacher, who look critical at their own practice with the purposed of understood and improved their taught and the quality of education.

B. Research Subjects

The subject of this research was conducted at SMP Sinar Husni Medan. It was located at Jl Veteran Main Gang, Jl. Ps. V, Helvetia, Kec. Labuhan Deli, Deli Serdang Regency, North Sumatra 20116. There were 32 students in the Academic year 2022/2023

C. Research Procedures

This research used a Classroom Action Research (CAR). The procedures of research were in two cycles. Each cycle contained four steps which were planning, action, observation and reflection. The figure is below:

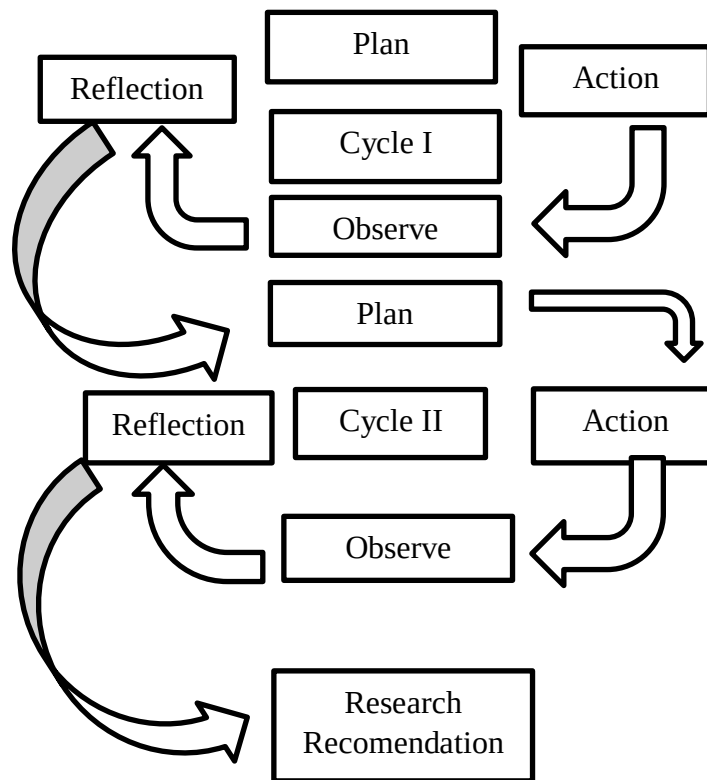


Figure 3.1 Flow in Classroom Action Research (Jatmiko, 2003)

D. Data Collecting Technique

This study used quantitative and qualitative data. Quantitative data was obtained through speaking tests given to students in two cycles. The research stages include planning, action, observation, and reflection. The data collection methods used were observation, tests, interviews, and documentation. Observation was conducted by the researcher to see the implementation of learning and students' participation without interrupting the learning process. Tests were used to measure students' English speaking ability using Look and Say method with picture card media. Interviews were conducted to find out the use of Look and Say method in improving students' English speaking ability. Documentation was obtained from observation sheets, interviews, field notes, student lists, and photographs during the programme. Quantitative data only included the speaking test, while qualitative data involved observation, documentation, and interviews.

E. Data Analysis Technique

Based on Williams and Sawyer (2007, p.25) data consists of facts and figures that were processed into information. The information consists of data that was been obtained, processed, or used for the purposed of explained, described, or as a basis for forecasting and decision-made and Laudon said that information was data that has been formed into a form, that is useful and beneficial to humans. Information from this study could be used for further research if the reader wishes. Collecting data from the variables in this studied, researchers collected data used observation sheets and interview. In this study, researchers collected data by using quantitative and qualitative method. The Data was collected form test result were analyzed and interprented by using qualitative scores to get summary (creswell, 2014; Silverman 2004) In thiscase, the researchers used 5 categories: Very good,

Good, Sufficient, Poor, Very poor. Then the data from interviews were transcribed and interpreted using Huberman theory (Matthew B.M., A.M Huberman, Saldana, 2014). The formula used to describe the data quantitatively as follows;

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Number of frequency

N = Number of respondents

Table 1. Guidelines for scoring Students' Speaking Skills.

Categories	Value Range
Very Good (A+)	80-100
Good (B+)	75-79
Sufficient (B)	60-74
Poor (C)	50-59
Very Poor (D)	0-49

4. RESEARCH FINDINGS AND DISCUSSIONS

A. The Preliminary Study

Preliminary study was conducted at SMP Sinar Husni Medan to obtain data on factual conditions in the problems faced by teachers and students in the process of teaching and learning English. In order to obtain action data carried out in class VII-2, there were several problems in the class that were found by the researcher. For the first problem was class situation, the class was very crowded, the class consisted of 32 students and the teacher had difficulty in managing the class. The second problem was the shortage students' interest in learning English. Researcher conducted research by assigning students to do tests to identify students' problems in speaking English. Before Class Action Research (CAR) activities begin, pre-test activities carried out on students who were given by researcher to find out the extent of their knowledge in understanding English and also to identify the problems faced by students when starting to spoke English, the test given was that the researcher gave questions to students in the form of text images to find out student's English speaking ability. The school made 75 as the Minimum Mastery Criterion – Kriteria Ketuntasan Minimum (KKM) – in that school.

Table 2. The result Pre Test Score:

Respondets	Pre Test Score
IR	84
SVN	62
RY	58
SW	0
AF	59
LA	0
LY	0
AM	48
MP	60
ADL	48
SWL	40
NY	46
RN	0

AY	48
DH	54
FK	80
DW	55
RP	0
KS	59
AR	57
SYN	80
PS	55
FZ	49
MF	72
AR	80
KA	49
MD	50
NS	65
RR	56
RP	75
FK	56
MA	48
Σtotal	1593
Mean score	49.8

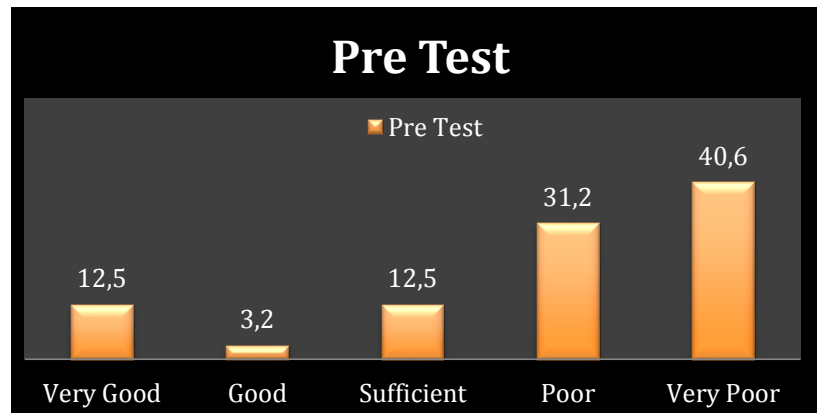
From the findings of the Pre Cycle, it can be seen that the English language proficiency of the students in Class VII SMP Swasta Sinar Husni Medan before the research was conducted can be seen in the following table:

Table 3. The Percentage of Student's Pre Test Score

No	Category	Value range	Frequency	%
1.	Very Good	80- 100	4	12.5%
2.	Good	75- 79	1	3.2%
3.	Sufficient	60- 74	4	12.5%
4.	Poor	50- 59	10	31.2%
5.	Very Poor	0- 49	13	40.6%
Total			32	100%

Based on table the percentage of Students' Pre Test Score above, it can be seen that from 32 students (12.5%) were in the very good category, 1 students (3.2%) had the ability to speaking test in the good category, 4 students (12.5%) were in the sufficient category, and in the poor category there were 10 students (31.2%). while 13 students (40.6%) in the very poor category. In the results of the initial test given, it appears that only 12.5% of students have completed, so researchers need to follow up in Cycle I, namely making efforts to increase students' ability to speaking test by applying look and say and with used text flash card picture.

Figure chart result of Pre test score in Cycle I



Based on the Figure chart result of Pre test in Cycle I result above, the result of pre test of the students' speaking ability used Flash of picture before application of Look and Say Method in cycle I, the result of pre test is of all students have not achieved a passing grade.

B. Description of Cycle I

In cycle I, the researcher made preparations for learning by analysing and conducting observations, conducting student tests, preparing materials used in English speaking techniques, and preparing lesson plans. The time allocated was 80 minutes per meeting. There were three stages of activities, namely introduction, core activities, and closing. In the introduction, the researcher explained the learning objectives and procedures, made apperception, and provided motivation about the benefits of English to the students. In the core activities, the researcher conducted an investigation by asking questions to the students, identifying objects in their homes and instructing the students to document their findings by conducting a speaking test. In the closing, the researcher gave appreciation and motivation to the students, and summarised the material that had been learnt. The results of this activity can be seen in the table provided.

Table 4. Result Post test score of Student's Speaking skills in Cycle I

Respondets	Post Test Score
IR	57
SVN	80
RY	77
SW	70
AF	78
LA	45
LY	72
AM	82
MP	0
ADL	80
SWL	67
NY	70
RN	82
AY	58
DH	40
FK	86
DW	61
RP	57
KS	85

AR	75
SYN	76
PS	45
FZ	57
MF	0
AR	57
KA	58
MD	53
NS	47
RR	54
RP	53
FK	54
MA	47
$\Sigma total$	1924
Mean score	60.1

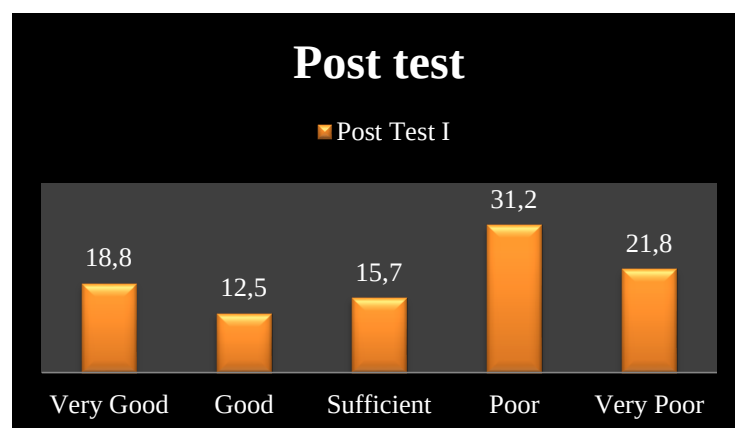
From the result Post test score of Student's Speaking skill in Cycle I, it could be seen that the English speaking ability of students in class VII-2 Smp Swasta Sinar Husni Medan before the researchers was carried out in the following table:

Table 5. The percentage Post Test Score Students' Speaking Skills in Cycle I

No	Category	Value Range	Frequency	%
1.	Very good	80-100	6	18.8%
2.	Good	75-79	4	12.5%
3.	Sufficient	60-74	5	15.7%
4.	Poor	50-59	10	31.2%
5.	Very poor	0-49	7	21.8%
Total			32	100%

From The percentage Post test score Student's Speaking skills above, it could be seen that 32 existing students in the very good category there 6 students (18.8%), and only 4 students (12.5%) Have the ability to speak English in the good category. While those in sufficient category amounted to 5 students (15.7%). While in the poor 10 category students, there were people (31.2%), and the very poor category amounted to 7 students (21.8%), These results also showed an increase in students speaking skill.

Figure Chart result of Post test score in Cycle I



From Figure Chart result of Post test in Cycle I above, the researchers assess the effectiveness of the teaching and learning process at the end of the meeting. Questions posed to students by the researchers focus on their experience with the "Look and Say" method of improving speaking ability, as well as the difficulties and challenges they faced during the learning process. The researchers ask these questions again at the conclusion of the meeting. By reflecting on the test, the researchers had identified the problems encountered by the students, as well as the outcomes achieved. Evidence of this could be found within the students' test results, observations, and daily notes in the appendix.

Based on the collected responses and results, the researchers decided to proceed to the second cycle in the aim of achieving improved outcomes. The second cycle was conducted to enhance the students' ability to speak English.

C. Description of Cycle II

The researchers continued the second stage of the study with the main objective of improving the students' scores in the post-test of students' speaking ability conducted in the initial stage. In addition, there was an improvement in the students' speaking ability, as evidenced by the researchers' observation of the students who were enthusiastic and excited when using the Look and Say method to speak English. During the core activities, several procedures were performed by the researcher. These included: (1) Administering a speaking test utilizing the look and say method with the aid of picture flashcards (2) Inquiring with students regarding classroom objects (3) Requiring students to write the names of objects they had observed. The researcher administered a speaking test to assess students' object pronunciation skills. Following this, the students responded.

Table 6. Results Post test score Student's Speaking skills in Cycle II

Respondets	Post test score
IR	85
SVN	78
RY	85
SW	75
AF	90
LA	78
LY	88
AM	86
MP	75
ADL	77
SWL	75
NY	78
RN	86
AY	88
DH	76
FK	75
DW	90
RP	90
KS	0
AR	80
SYN	89
PS	88
FZ	85
MF	59
AR	45
KA	86
MD	68
NS	85
RR	70

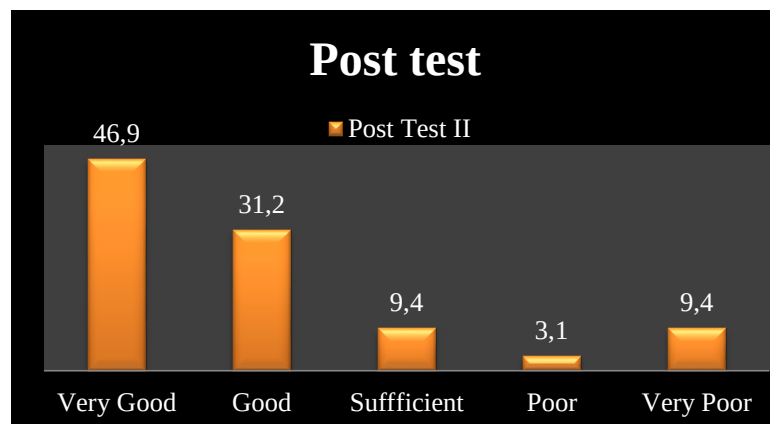
RP	48
FK	84
MA	60
$\Sigma total$	2412
Mean score	75.8

Table 7. The percentage of result Post test score of Student's Speaking skills in Cycle II

No	Category	Value Range	Frequency	%
1.	Very good	80-100	16	50%
2.	Good	75-79	9	28.12%
3.	Sufficient	60-74	3	9.38%
4.	Poor	50-59	1	3.12%
5.	Very poor	0-49	3	9.38%
Total			32	100%

From the result of Post test score student's in Cycle II above, that from 32 student's, 16 student's (50%) student's who were in the very good category, and the good category there were 9 student (28.12), While those in sufficient category amounted to 3 student's (9.38%). While in the poor category 1 students, there were people (3.12%), and the very poor category amounted to 3 students (9.38%).

Figure chart result of Post test score in Cycle II



From Figure chart result of Post test score in Cycle II above, it can be seen These results also showed an increase in students speaking skill. There are two kinds of tests, namely: pre-test and post test. From pre-test until post test II, the students gave the positive feedback. It could be seen from the score of students that increase in every test. Improving students' skills in students' ability to speak English in class VII-2 at SMP Sinar Husni Medan, students obtained a comparisons English speaking skills in the pre-cycle, cycle I and cycle II activities as following:

Table 8. Comparison result of Student's Speaking test score in Pre test in Cycle I, Post test in Cycle I, Post test in Cycle II

No	Research	Category	Frequency	%
1	Pre Test	Complete	9	28.2%
		Incomplete	23	71.8%
		Complete	15	46.8%

2	Post Test I	Incomplete	17	53%
3	Post Test II	Complete	28	87.5%
		Incomplete	4	12.5%

D. Discussion

The results of this study show that the use of Look and Say method can improve students' English speaking ability. Quantitative data showed an increase in students' scores from pre-test to post-test II. The students' average score also increased significantly. The application of this method also made the teacher more able to control the class well. In addition, qualitative data also showed that students were more enthusiastic in learning English and enjoyed the learning process. Progress was also seen in teacher and student engagement during the teaching and learning process. The results of this study conclude that Look and Say method is effective in improving students' English speaking ability. In addition to producing grade improvement, this method also motivates students to be more enthusiastic in learning. All in all, this study proves that the Look and Say method can be used as an effective alternative to teaching English.

5. CONCLUSION

Based on previous research, the Look and Say teaching method has been proven effective in improving students' English speaking skills at Smp Swasta Sinar Husni Medan. This study produced qualitative and quantitative data that showed the improvement of students' abilities. In this study, 90% of the students achieved the minimum completion criteria after following the Look and Say method. Data from cycle I and II showed that there was a significant improvement in students' speaking ability. In addition, the use of this method also makes English learning more interesting, activates students, and gets active participation in the class. This study also used observation, interview, and field notes to obtain qualitative data. Thus, this study concludes that Look and Say method is effective in improving students' English speaking ability in class VII-2 of Smp Swasta Sinar Husni Medan.

For English Teacher

For English teachers, it was suggested to English teachers to use Look and Say method in the learning process to enhance students' speaking ability because the use of the method is beneficial to the development of students' speaking ability. Besides, the use of this media also encourages students to be more Active, creative, smart, and interested in following the learning process in the classroom.

For the Researcher

It is hoped that the results of this research will be an encouragement for other researchers to do the same research in the future related to students' speaking skill or used Look and Say method for other skills. Further researchers are advised to use Look and Say method at various levels of education such as junior high school, school level to see the effectiveness of using the look and say method in its used.

ACKNOWLEDGEMENT

Thanks to Universitas Potensi Utama which has provided a place for me to do this scientific paper. And thanks to Ms. Risa Anggraini, S.Pd., M.Pd my advisor. And My beloved Father and Mother, who always pray, support, motivate, guide and always direct for my success. He loves you forever. His beloved sister who always accompanied, support and always make her happy everyday.

Finally he hopes this scientific papers can give a bit contribution to the language education especially English major and further pedagogical research and also she hopes it can be useful for researcher, readers and the next researchers.

REFERENCES

- [1] anggraini, R. (2021). Students' Perceptions on the Use of Bahasa and English in Classroom: A Case One Senior High School in Medan. MELT Journal, 6(2), 204–214. <http://dx.doi.org/10.22303/melt.6.2.2021>
- [2] Anggraini, R. (2022). EFL Teachers Teach Heterogeneous Classroom in One Junior High School in Medan: A Phenomenological Study. MELT Journal, 7(1), 83–94. <http://dx.doi.org/10.22303/melt.7.1.2022>.
- [3] Arikunto, Suharsimi. 2010. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: Rineka Cipta.
- [4] Brown, H. Douglas (2004). Language Assement: Principles and Classroom Practices. San Fransisco State University.
- [5] Creswell, John W. and J. David Creswell. 2018. Research Design. 5th ed. Thousand Oaks, CA: SAGE Publications.
- [6] Darsiana. (2018). Effort to Improve Speaking Ability in English subjects.
- [7] Efrizal, D. (2012). Imroving Students' Speaking Through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. Bengkulu.
- [8] Hanifah, N. (2014). Memahami penelitian tindakan kelas: teori dan aplikasinya. Upi press.
- [9] Hardianto. A. (2018). Cooperative Learning Method: How it does influence speaking skill at the Tertiary level?. Jurnal Elsa, 16(2), p.106-115.
- [10] Harmer, J. (2002). The Practice of English Language Teaching. London: Longman Group Ltd
- [11] H Maulizan, Z. A. (2015). Teaching Reading Comprehension to EFL Junior High School Students. University of Syiah Kuala, Banda Aceh, 370-382. arris, David (2017), Testing English as a second language: New York.
- [12] Nunan. D. (2004), Task Based Language Teaching, Cambridge.
- [13] Sarah Phillips. (2001). Young Learner Resource Books for Teacher. Hongkong: Oxford University Press.
- [14] Suharsimi, (2010), Research Procedures A Practice Approach, Jakarta: Rineka Cipta.
- [15] Suyanto & Kasihani K.E. (2007). English for Young Learners. Jakarta: Bumi Aksara
- [16] Tarigan, Henry Guntur. (2008). Menulis Sebagai Sesuatu Keterampilan Bahasa. Bandung: Angkasa Bandung. Arikunto, dkk. (2015).
- [17] Williams, B. K., & Sawyer, S. C. (2007). Using Information Technology: A Practica Introduction to Computers & Communications (7th ed.). New York: McGraw-Hill.