

**THE EFFECT OF LOOK-SAY METHOD TO READING
COMPREHENSION OF DESCRIPTIVE TEXT
AT THE EIGHT GRADE STUDENTS
OF SMP N 4 PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate
Degree of Islamic Education (S. Pd) in English Department*

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SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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the Requirement for the Graduated Degree of Education (S.Pd) in English*

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LETTER OF AGREEMENT

Term: Thesis
a.n Dina Paujiah Siregar

Padangsidempuan, 12 August 2025

To:
**Dear Tarbiyah and Teacher
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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Dina Paujiah Siregar**, entitled “**The Effect of Look-Say Method to Students’ Reading Comprehension of Descriptive Text at Eight Grade SMP N 4 Padangsidempuan**”. We approved that the thesis has been acceptable to complete the requirement to fulfil for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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ABSTRACT

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The objectives of this research are to 1) to describe students' reading comprehension of descriptive text before using Look-Say method at the eight grade SMP N 4 Padangsidimpuan, 2) to describe students' reading comprehension of descriptive text after using Look-Say method at the eight grade SMP N4 Padangsidimpuan, and 3) to examine the significant effect of students' reading comprehension of descriptive text at the eight grade SMP N 4 Padangsidimpuan. This research is a quantitative with experimental method with a pre-test and post-test design, experimental and control class. The population of the study was all students of class VIII SMP N 4 Padangsidimpuan, with a sample of 62 students divided into an experimental group (VIII-9, n = 31) and a control group (VIII- 10, n = 31). The data were collected through pre-test and post-test and analyzed by using SPSS v.26. The result of this research showed that the mean score of experimental class was higher than the mean score of control class after learning by using Look-Say. In addition, after doing T-test this research found that mean score of pre-test before using Look-Say was 67.87. Then students' reading comprehension of descriptive text after using Look-Say method at the eight grade SMP N 4 Padangsidimpuan the mean score is 84.00. After calculated the t-test, the researcher found the result of this research that was the t-count t-table ($7.762 > 1.670$), which means H_a , is accepted. It can be concluded that there is significant effect of Look-Say Method on Students' Reading Comprehension of Descriptive Text at Eight Grade SMP N 4 Padangsidimpuan.

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

ABSTRAK

Name : Dina Paujiah Siregar
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Title of The Thesis : Pengaruh Model Lihat-Katakan Dalam Memahami Membaca Teks Deskriptif Siswa Pada kelas VIII SMP N 4 Padangsidimpuan

Tujuan dari penelitian ini adalah untuk 1) Mendeskripsikan kemampuan membaca teks deskriptif siswa sebelum menggunakan metode Look-Say di kelas delapan SMP N 4 Padangsidimpuan, 2) Mendeskripsikan kemampuan membaca teks deskriptif siswa setelah menggunakan metode Look-Say di kelas delapan SMP N 4 Padangsidimpuan, dan 3) Menguji pengaruh yang signifikan terhadap kemampuan membaca teks deskriptif siswa di kelas delapan SMP N 4 Padangsidimpuan. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen dengan desain pre-test dan post-test, kelas eksperimen dan kelas kontrol. Populasi penelitian adalah seluruh siswa kelas VIII SMP N 4 Padangsidimpuan, dengan sampel sebanyak 62 siswa yang dibagi menjadi kelompok eksperimen (VIII-9, n = 31) dan kelompok kontrol (VIII-10, n = 31). Data dikumpulkan melalui pre-test dan post-test dan dianalisis dengan menggunakan SPSS v.26. Hasil penelitian ini menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi daripada nilai rata-rata kelas kontrol setelah pembelajaran dengan menggunakan Look-Say. Selain itu, setelah melakukan uji-t penelitian ini menemukan nilai rata-rata pre-test sebelum menggunakan Look-Say adalah 67,87. Kemudian kemampuan membaca teks deskriptif siswa setelah menggunakan Look-Say di kelas delapan SMP N 4 Padangsidimpuan, nilai rata-ratanya adalah 84,00. Setelah menghitung uji-t, peneliti menemukan hasil penelitian ini yaitu $t\text{-hitung} > t\text{-tabel}$ ($7,762 > 1,670$), yang berarti H_0 diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari Metode Look-Say terhadap Memahami Membaca Teks Deskriptif Siswa di kelas delapan SMP N 4 Padangsidimpuan.

Kata kunci: Look-Say Model, Membaca, Deskriptif Text

ملخص البحث

الاسم :دينا بوجيا سيرغار
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عنوان البحث :تأثير طريقة "انظر وقل" على فهم الطلاب للقراءة في النصوص الوصفية في الصف
الثامن الإعدادي ٤ بادانجسديميوان

كانت أهداف هذه الدراسة هي ١ وصف مهارات الطلاب في قراءة النصوص الوصفية قبل استخدام طريقة انظر وقل في الصف الثامن من مدرسة ٤ بادانجسديميوان الإعدادية، ٢ وصف مهارات الطلاب في قراءة النصوص الوصفية بعد استخدام طريقة انظر وقل في الصف الثامن من مدرسة ٤ بادانجسديميوان الإعدادية، و ٣ اختبار التأثير الكبير على مهارات الطلاب في قراءة النصوص الوصفية في الصف الثامن من مدرسة ٤ بادانجسديميوان الإعدادية. كان هذا البحث بحثاً كمياً باستخدام طريقة تجريبية مع تصميم اختبار أولي واختبار نهائي، وفصل تجريبي وفصل مراقبة. كان مجتمع البحث هو جميع طلاب الصف الثامن في مدرسة بادانجسديميوان المدرسة الإعدادية ٤ ، مع عينة من ٦٢ طالباً مقسمة إلى مجموعة تجريبية ٨-٩، = ٣١ ومجموعة مراقبة ٨-١٠، = ٣١. تم جمع البيانات من خلال الاختبارات المسبقة والاختبارات اللاحقة وتحليلها باستخدام برنامج منتج إحصائي للعلوم الإصدار ٢٦. تشير نتائج هذه الدراسة إلى أن متوسط درجات الفصل التجريبي كان أعلى من متوسط درجات الفصل الضابط بعد التعلم باستخدام انظر وقل. بالإضافة إلى ذلك، بعد إجراء الاختبار اللاحق، وجدت هذه الدراسة أن متوسط درجات الاختبار المسبق قبل استخدام انظر وقل كان ٨٧,٦٧. ثم، بلغ متوسط درجة قدرة الطلاب على قراءة النصوص الوصفية بعد استخدام طريقة انظر وقل في الصف الثامن في مدرسة بادانجسديميوان الإعدادية ٨٤,٠٠. بعد حساب الاختبار المتزامن، وجد الباحث أن نتائج هذه الدراسة كانت اختبار جدول عدد الاختبارات (٧,٧٦٢ < ١,٦٧٠)، مما يعني أن فرضية ألفا مقبول. يمكن استنتاج أن هناك تأثيراً كبيراً لطريقة انظر وقل على فهم الطلاب للنصوص الوصفية في الصف الثامن من مدرسة بادانجسديميوان

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الكلمات المفتاحية: نموذج انظر وقل ، القراءة، النص الوصفي

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Reading is one of the four important basic language skills learned by the foreign language students. There are some reasons why it is very necessary; it can help the learners to enhance their knowledge because they can learn many things through reading. Reading can also entertain the learners because it is not only for academic purpose, but also it can help the learners to refresh their mind. In other words, reading is very crucial skill for the learners.

The four language skills are basically interrelated each other. Syamsul said the first two language skills, namely reading skills and listening skills are grouped into the receptive skills section, while the second skills, namely speaking and writing skills are grouped into productive skills.¹ It can be understood that the use of receptive language (listening and reading) and productive language (speaking and writing) can create a basis for integration. Listeners and readers carry out the activity of "receiving" signals from outside and responding to these signals. Likewise, writers and speakers carry out the same activity in finding symbols in the form of words, sentences, paragraphs, discourses to express their ideas, feelings, and experiences.

¹ Syamsul Rizal, "Reading Skill: Teori Dan Pengukurannya" (Yogyakarta: Samudra Biru (Anggota IKAPI), 2018), <https://kubuku.id/detail/reading-skill--teori-dan-praktik-pengukurannya/35180>.

Reading as an interactive process between a reader and a text to direct the reader become fluently in understanding the meaning of a passage². In this process, the reader interacts with the text when he or she tries to understand the meaning and in which various kinds of the text knowledge they have used. It means that the reader requires the interactive process to understand the text that they read, so that the reader understands the purpose of the text. Reading provides important information for the reader.

Reading comprehension is considered very important. However, in reality, students' reading comprehension need to be improved. That is why the quality in teaching English is very important to prepare the English Learners as a Foreign Language can be competitive as the human resource in their life. They need to improve their English. Actually, the condition which happens in class is the students think that English is not easy to be learnt by them. The students think that English is not easy, especially when they learn English as a foreign language. They need motivation in learning English to make them more excited to learn English language in the learning activities in classroom. Reading is also very necessary in English, especially in reading descriptive text.

Reading descriptive text is the activity of reading descriptive text is a text in English. Descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like,

² Aqib Batul Walad, Muhammad Sukirlan, and Gita Hilmi Prakoso, "The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension," *U-Jet Unila Journal of English Language Teaching* 11, no. 2 (2022): 95–99, <https://doi.org/10.23960/ujet.v11i2.202201>.

and what an object looks like³. It can be concluded that description paragraph is a paragraph that describes a particular person, place or event in great.

There are many problems for students in reading descriptive text. First, the students lacked of understanding descriptive text. Second, Students have difficulty in understanding the structure of descriptive text. Last, there is no method that they use to increase their knowledge in reading descriptive text, so students reading in descriptive text is still lacking.⁴ It is the problem that was the researcher found in this school.

Based on reading problem above, teachers should apply an approach to learning to know the problem of the students in reading descriptive text especially. the teacher needs to find an effective method to be applied. The name of the method is Look-Say method. This method is developing teaching reading descriptive text in the classroom. According to Scott “Look-Say method based on words and phrases, as well as the use of flashcard-words written on the card.⁵ Based on the definition Scott said the Look-Say method is a part of the teaching reading.

Look-Say is a good method of reading comprehension. According to Slattery “Look-Say method is the same recognition skills when they remember

³ Eva Saskia Rahma And Meisuri, “Improving Students’ Achievement in Writing Descriptive Text Through Questioning Technique,” *REGISTER Journal of English Language Teaching of FBS-Unimed 2*, no. 4 (2013): 30–43, <https://doi.org/10.24114/reg.v2i4.682>.

⁴ Ade Isnaini Harahap. *Private Interview*, Teacher of SMP N 4 Padangsidempuan (08 September 2024)

⁵ Sabrina Peck, Wendy A. Scott, and Lisbeth H. Ytreberg, *Teaching English to Children, TESOL Quarterly*, vol. 27, 1993, <https://doi.org/10.2307/3587163>.

words or short phrases.⁶ Supported the reason above the look-say method. However, limited researches are describing the strategy. This Look-Say method will be used effectively in the classroom to help primary school students improve their reading skills of teaching by using Look-Say⁷. An important feature of this method is described by Campbell as supporting the view that, this method can even be divided into two approaches; look and say approach as well as a look-say whole sentence approach.

By applying the Look-Say method, it is hoped that it can increase the students comprehension in reading descriptive texts. Students not only understand the content of the text, but can also identify the structure of descriptive texts better. Apart from that, this method can also improve social skills and cooperation between students.

Based on the description above, the researcher are interested in raised the title “The Effect of Look-Say Method to Reading Comprehension of Descriptive Text At The Eighth Grade Students of SMPN 4 Padangsidimpuan”.

⁶ Mary Slattery, *English for Primary Teachers*, vol. 56 (Inggris :Oxford University Press, 2018), <https://doi.org/10.1093/elt/56.4.429>.

⁷ Hasmirawati Injar Lasitiha, “The Effectiveness of Look-Say Method on Teaching Reading Comprhension on The Eighth Grade Students at SMPN 1 Konawe” 2 (2024), <https://journal.banjaresepacific.com/index.php/jimr>.

B. The Identification of the Problem

Based on the background of the problem above, the identification of the problem in this research is as follows:

1. The students lacked of understanding descriptive text
2. Students have difficulty in understanding the structure of descriptive text.
3. There is a need for learning method that can improve students' comprehension to read descriptive texts.

By identifying these problems, it is hoped that this research can provide solutions to improve students' comprehension to read descriptive texts through the application of the Look-Say method.

C. The Limitation of the Problem

The limitation of the research is based on the identification of problems, the study focused on understanding the structure of descriptive text. description can be about any topic. So, the researcher can conclude that gave description about people. There are various reading methods, such as intensive reading, reading aloud, and read-respond. The researcher chose the Look-Say method. Among the different reading methods, the Look-Say method is considered the most suitable to be applied in this study because it focuses on direct word recognition through contextual repetition. The problem is be solved by using Look-Say method.

D. The Definition of Operational Variables

The researcher has conveyed some theories of each variable. Therefore, the writer can conclude both variables as follows:

1. Look-Say Method

Look-Say Method is a method that teaches the students to work cooperatively on a reading assignment to promote better comprehension. Look-Say aim to provide instruction for the students and giving them an opportunity to learn something in new way.

2. Descriptive Text

Descriptive text is a kind of text in genre that gives description about thing, living thing or non-living thing (include sense, sight, sound, smell, taste, and touch) and have purpose to describe peoples, animals, places, and things itself.

E. The Formulations of the Problem

To clarify the problem of this study, the researcher formulated the problem as follows:

1. How is students' reading comprehension of descriptive text before learning by using Look-Say method at Eight Grade SMP N 4 Padangsidempuan?
2. How is students' reading comprehension of descriptive text after learning by using Look-Say method at Eight Grade SMP N 4 Padangsidempuan?
3. Is there any significant effect of Look-Say method to students reading comprehension of descriptive text at eight grade SMP N 4 Pangsidempuan?

F. The Objectives of the Research

The objectives of this research are

1. To examine students' reading comprehension of descriptive text before learning by using Look-Say at Eight Grade SMP N 4 Padangsidempuan
2. To examine students' reading comprehension of descriptive text after learning by using Look-Say at Eight Grade SMP N 4 Padangsidempuan
3. To examine whether there is a significant effect of using Look-Say method on students' reading comprehension of descriptive text at Eight Grade SMP N 4 Padangsidempuan or not.

G. The Significances of the Research

The researcher intended to be useful for:

- 1) For teacher, as an alternative for conventional learning, the Look-Say method can be used to enter teaching material especially in reading. Additionally, it improves teachers' comprehension to carry out the educational process in a way that is interesting.
- 2) For students, to improve student reading for classroom learning and support students in developing their language skills.
- 3) For the researcher as a reference, the result of this study have the potential to give new perspectives about how to conduct research on the use of Look-Say in reading teaching and learning.

H. The Outline of The Thesis

Chapter I is introduction, this chapter talks about the research background, identification of the problem, limitation of the problem, formulation of the

problem (research question), aims of the research, significance of the research, and writing system of the research.

Chapter II is Literature Review, this chapter presents the theoretical such as, definition of descriptive text, including the form of people and the structure of descriptive text and the understanding of Look-Say Method including components and procedures of Look-Say. This chapter also explains the preview study of the research and frame of thought.

Chapter III is The Method of The Research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

Chapter IV is The Research Findings and Discussion; this chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of Look-Say on Students' Reading Comprehension.

Chapter V is Conclusion, this chapter is presented to describe the last chapter of the research which includes conclusions, suggestions and implications. Conclusions are sample statements and provide direct answers to research questions. Suggestions are interpreted as submissions and recommendations related to research findings that need to be informed to the reader. Implications are explanations of research results.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Look-Say Method

a. Definition of Look-Say Method

Look-Say method is based on whole-word method, a method that teaches the word as a whole. This method requires the reading skills by reading words and phrases in the English language as well as introducing the meaning associated with the word. According to Slattery “Look-Say method is the same recognition skills when they remember words or short phrases.¹ It means Look-say method is the skills a child has to recognize new words or new phrases.

According to Scott “Look - Say method based on words and phrases, as well as the use of flashcard-words written on the card”.² It means using of cards containing words to be read. Maulizan said ”Look - Say method is a method of teaching learner to read by memorizing and recognizing whole words.³ The Look - Say method teaches learners to read by encouraging them to memorize and recognize entire words rather than sounding them out.

Based on the explanation Look - say is method teaches whole words so that they can be memorized so that learner understand the meaning of the

¹ Slattery, *English for Primary Teachers*.

² Peck, Scott, and Ytreberg, *Teaching English to Children*.P.50

³ Maulizan, “Teaching Reading Comprehension to EFL Junior High School Students. English Education Journal. [Http://www.jurnal.unsyiah.ac.id/EEJ/Article/View/2580](http://www.jurnal.unsyiah.ac.id/EEJ/Article/View/2580). Accessed on 14 April 2020.” *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14.

word, not the letters or groups of letters. According to John “Look - Say is that in which, after children have mastered the alphabet, all words are ready without spelling. attention is directed to each word as a whole and its sound associated with it as a whole”.⁴ In this case, the child is considered capable of mastering words without spelling and focuses on the whole word along with its sound.

With the definition of the Look-Say Method established, the following section will outline its advantages in teaching reading.

b. The Advantages of Look-Say Method

There are several of advantages when use Look-Say method. The Advantages are:

- a) Ultimately all children need to be able to recognize 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.
- b) A child can learn to recognize any word using the Look-Say method. In contrast, numerous words in the English language are not phonetically regular and cannot be learnt using a solely phonetic approach. These „tricky“ words are often also high frequency words which children encounter regularly when reading and writing.

⁴ John Gill, *Introductory Text Book to School Education, Method and School Management, Sustainability (Switzerland)*, vol. 11 (London: Nabu Press; Primary Source ed. edition, 2019).

- c) 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.
- d) This method particularly lends itself to teaching infants and young toddlers to read. They have been seen to enjoy such activities.
- e) Children taught with the Look-Say method initially show higher reading levels than children learning phonics, because they learn to automatically recognize a small selection of words. However, later tests demonstrate that the Look-Say method performs less well when children start to learn longer and more complex.

Based on the definition above "Look - Say" method has several advantages, such as helping children recognize words as a whole, suitable for phonetically irregular words, easy for parents to understand, interesting for children, and effective for teaching reading to toddlers. Children taught with this method tend to show higher reading levels initially, although their performance decreases when they start learning longer and more complex words.

After understanding the advantages of the Look-Say Method, it is essential to see how this method is applied specifically in the context of teaching reading.

c. Look-Say as a Method in Teaching Reading

In applying the Look-Say method, there are several steps that need to be followed. These are steps of teaching Look-Say method by Scott:

- a) The teacher shows the children the word and says it while pointing to the object.
- b) The students must repeat the word.
- c) This happens several times with each word.
- d) The introduction of the word only takes a short time, and goes quiet quickly, so the teacher may spend five minutes of a thirty minute lesson on four new words.
- e) There are a lot of word recognition games which can be done at this stage. Such as matching words and pictures, pointing to the object on the card, guessing which card.⁵ So, this method encourages recognition of a range of words and phrases before reading a text

As for several learning steps using the Look-Say method from Slattery, the steps in the Look-Say learning method are as follows:

- a) The teacher provides a descriptive text about the animal, things, and person.
- b) The teacher provides a flashcard related to the text and pictures of the difficult words.
- c) The teacher asks the students to read the text and find some difficult Words

⁵ Peck, Scott, and Ytreberg, *Teaching English to Children*.p.57

- d) 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.
- e) The teacher asks the students to answer questions of the text.⁶

In line with two method above, the researcher used the method by Slattery.

After examining how the Look-Say Method is applied in teaching reading, it is equally important to understand the underlying principles that guide its use.

d. The Principles of Look-Say Method

The Look-Say Method is an instructional approach used to teach children to read by recognizing whole words and associating them with their sounds and meanings⁷. Below are the core principles of this method by Smith

a) Whole Word Recognition

Emphasis is placed on recognizing entire words as single units, instead of breaking them down into letters or phonemes.

b) Visual and Auditory Association

Words are presented visually while being spoken aloud, helping children associate the written word with its pronunciation.

c) Repetition

Words are repeated in different contexts to ensure memorization and recognition.

⁶ Slattery, *English for Primary Teachers*.

⁷ Smith, F. “*Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*”, (New York: American Educational Research Association) vol. 06,2017 <http://www.jstor.org/stable/1162059>

d) Contextual Learning

Words are introduced within meaningful sentences or stories to enhance understanding.

e) Immediate Recognition

The method aims to develop the child's ability to recognize words instantly without decoding.

f) Multisensory Engagement

Activities often include seeing, hearing, and sometimes tracing or writing words to reinforce learning.

g) Positive Reinforcement

Children receive encouragement and praise to motivate learning and build confidence.

Based on the definition above the Look-Say Method is a comprehensive instructional approach designed to teach children how to read by focusing on the recognition of whole words.

2. Reading Comprehension of Descriptive Text

a. Definition Reading Comprehension of Descriptive Text

Descriptive Text is one text genres studied in junior high school based on curriculum. A descriptive text usually describes a single location, object, event, person, or place. According to Bartolic “Descriptive text is provide readers with descriptions of people, places, objects, and events through the

use of appropriate details”.⁸ Its mean descriptive text is describe something like people, places, objects and events that actually occur.

Based on Mursyid “Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance”.⁹ It means descriptive text is a type of text that provides information about people, objects and animals. Sanggam said “Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.¹⁰ The purpose of text is to describe particular person, place, or thing”.

Based on definition descriptive text is written text that describes an object. The object can be a person, animal, tree, house or garden. The description can be about any topic. So, the researcher concludes, that Description text is a kind of text in genre that gives description about thing, living thing or non-living thing (include sense, sight, sound, smell, taste, and touch) and have purpose to describe peoples, animals, places, and things itself. Descriptive describes much information about an object, where the

⁸ L Bartolic, *English for Comunication 1, Textbook* (Jakarta,indonesia: Yayasan Prima Agus Teknik, 2012), <https://asiemodel.net/wp-content/uploads/2022/08/23-DSKP-KSSM-Pendidikan-Khas-Tingkatan-1-English-for-Communication.pdf>.

⁹ Mursyid, *Learning Descriptive Text, English for Special Purposes*, vol. 3 (Jakarta,indonesia, 2018), <https://www.scribd.com/document/174622946/English-Learning-Handout-pdf>.

¹⁰ Sanggam Siahaan and Kisno Shinoda, “Generic Text Structure,” *Yogyakarta: Graha Ilmu*, 2017, 73, <https://elibrary.bsi.ac.id/readbook/221319/generic-text-structure#:~:text=Generic text structure · Siahaan%2C Sanggam dan, · Graha Ilmu · 2008 · 978-979-756-314-1>.

information is about the parts, or qualities, or characteristics of the object that is described.

b. Component of Descriptive Text

Descriptive text containing two components; identification and description by which a writer describes a person, or an animal.¹¹ According to Peter there are some component of descriptive text:

1) Identification

This section aims to introduce or identify the object to be described. Identification is usually in the opening paragraph and provides a general description of the subject.

2) Description

In this section, details about the subject are given in more detail.

From explanation above that a description of an object or subject can include aspects. The next section is explain the generic structure that typically forms of descriptive text.

c. Generic Structure of Descriptive Text

The generic structure of descriptive text is identification and description. Identification intended of the topic which is wanted to describe and description intended of writing that tries to put a picture in the reader's mind. Description tells how something look or sounds or taste or smell or feel.

¹¹ Knap peter, "*Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*" University of New South Wales (UNSW) Press, 2016 p.97

- 1) Identification: is writing the name of something, place, picture, city, and family with brief description, to identify the object to describe.
- 2) Description: describes parts, qualities, and characteristics of the parts of the object.

From explanation above that generic structure of descriptive text is identification and description. Identification talk about object identity that will describing. Description talk about describing an object it can be kinds of the object. the object.¹² explained about generic structure of descriptive text, it will easier for writer to make a descriptive text and easier a reader to know the kind of the text.

d. Characteristics and Language Features of Descriptive Text

There are some characteristics of descriptive text, here the characteristics of descriptive text, the researcher adopt from Chen in his book *Introduction to Academic Writing*.¹³ He states several characteristics, that will be explained as follow:

- 1) A description is a word picture. It tells the reader how something looks, feels, smells, tastes, and sound.
 - a) Use spatial order to organize the description. Spatial order is the arrangement of item in order by space.
 - b) Use spatial order expression to show the order. Examples of the spatial order; on the dashboard of my car; in the distance.

¹² Siahaan and Shinoda, "Generic Text Structure." *Generic Text Structure*....., p.89

¹³ Zu-yan Chen, *Introduction to Academic Writing, Reading to Write: A Textbook of Advanced Chinese*, 2018, <https://doi.org/10.4324/9781351005906-3>. P.74

- 2) Unity is an important element of a good paragraph. Unity means that a paragraph discusses one and only one main idea.
- 3) Supporting details are the “meat” of a paragraph. They prove the truth of the writer's topic sentence, and they make the writer rich and interesting.
- 4) Use of simple present tense.
- 5) Use of specific participants.
- 6) Dominant grammatical aspects.

Mursyid said “Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense.¹⁴ However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:

- a) Focus on specific participants
(My English teacher, Andini's cat, My favourite place)
- b) Use of Simple Present Tense
- c) Use of Simple Past Tense if Extinct.
- d) Verbs of being and having 'Relational Processes'.
(My mum is really cool, She has long black hair)
- e) Use of descriptive adjectives
(strong legs, white fangs)
- f) Use of detailed Noun Phrase to give information about the subject.
(a very beautiful scenery, a sweet young lady, very thick fur)
- g) Use of action verbs

¹⁴ Mursyid, *Learning Descriptive Text*. p.4-5

'Material Processes' (It eats grass, It runs fast)

h) Use of adverbials to give additional information about behaviour

(fast, at tree house)

i) Use of Figurative language

(John is as white as chalk.)

Based on the definition Mursyid said that significant grammar contains the use of simple descriptive text sentences, starting from the subject, tenses, descriptive adjectives, detailed noun phrases, and action verbs.

e. Purpose of Descriptive Text

There are many purposes of descriptive text which can help the writers how to make good descriptive text¹⁵. According to George the purposes are as follow:

a. To entertain.

b. To express feelings.

c. To relate experience.

d. To inform (for reader unfamiliar with the subject)

e. To inform (to create a fresh appreciation for familiar)

f. To persuade (to convince the reader that some music videos degrade women).

¹⁵ George P Sutton, *The Student Writer Editor and Critic* (New Work: McGraw-Hill, 2006), <https://www.scribd.com/document/340866749/The-Student-Writer-7th-edition-2006-pdf>. P.143

From explanation above that purpose of descriptive text serves a variety of purposes, guiding writers in crafting effective and engaging content. These purposes include entertaining the audience, expressing personal feelings, sharing experiences, providing information to educate or create new appreciation, and even persuading readers by presenting compelling arguments or perspectives.

To be more clearly, the example of text structure of descriptive text can be illustrated as follow:

Table II.1: The Example of descriptive text

My Brother Danny	
Identification	I have a brother. His name is Danny Irawan, usually called Danny. Danny is seventeen years old. He is tall and sturdy.
Description	Furthermore, he is energetic and friendly. He is also smart, but humble. No wonder, he becomes the top five at school and has many friends. Danny is keen on soccer. He is one of the best players in his school soccer team. He also becomes the captain due to his good leadership. Besides soccer, he likes to spend his spare time for cooking or improving his skills on computer. ¹⁶

¹⁶ Cicik Kurniawati, *English Starter, English For Junior High School Students Grade VIII*, (Intan Pariwira:2023) <https://intanpariwaraedukasi.com/buku-interaktif-english-starter-english-for-junior-high-school-students-grade-viii-smp-mts/> P.21

Table II.2: The Example of descriptive text

My Best Friends and Our Moments Together	
Identification	My name is Lily. I have three best friends. They are Arunika, Dara, and Jessie.
Description	Arunika is a friendly girl. She has a lot of friends and always brings happiness to people around her. Meanwhile, Dara likes cracking jokes, but Jessie is quiet. However, Jessie always ranks first in her class. We like to spend our free time together. Every year, Arunika celebrates her birthday. She invites me, Dara, and Jessie to her house. So, we decide to make a video together to congratulate her. We also prepare a present for her. At the party, we play the video and watch it together. Arunika likes the video very much. She feels even happier when she receives our present. She thanks everyone for the video and the present. We enjoy the party together afterwards. ¹⁷

f. Teaching Descriptive Text by Look-Say Method

Teaching Descriptive Text by Look and Say Method is consist to 4 stage there are class presentation, practice, guessing, and individual working, as the follow in table below.

¹⁷ Cicik Kurniawati, *English Starter, English For Junior High School Students Grade VIII*, (Intan Pariwira:2023) <https://intanpariwaraedukasi.com/buku-interaktif-english-starter-english-for-junior-high-school-students-grade-viii-smp-mts/> P.29

Table II.3: Teaching Descriptive Text by Look - Say Method¹⁸

Teacher Activity	Procedure	Students Activity
<p>Pre Teaching</p> <ol style="list-style-type: none"> 1. Teacher say greetings 2. Teacher say to pray together 3. Teacher checks attendance 	<p>Pre Teaching</p>	<p>Pre Teaching</p> <ol style="list-style-type: none"> 1. Students answer greetings 2. Students pray together 3. Students listen to their name
<p>While Teaching</p> <ol style="list-style-type: none"> 1. Teacher explains about descriptive text, focusing describing people. 2. Teacher gives a picture related to topic. 3.1 The teacher gives time to answer and tell based on the picture 3.2 When finished, teacher ask the students to answer the question from teacher and all of students should answer together 3.3 Teacher helps and add the correct story about the topic based on picture. 4. Teacher asks students will guess how the story about some next picture 	<p>While Teaching</p> <ol style="list-style-type: none"> 1. The teacher provides a descriptive text about animal, things and person. 2. The teacher provides a flashcard to the text. 3. The teacher asks the students to read the text and find some difficult words. 4. Teacher asks students will guess the meaning of the difficult word by 	<p>While Teaching</p> <ol style="list-style-type: none"> 1. Students listen to the teacher's explanation. 2. Students take the note book to write the explanation. 3. Students accept the picture. 4. Students look the Picture 5. Students listen the rule 6. Students answer as they know. 7. Students listen the question. 8. Students answer according to them. 9. Students listen the explanation by the teacher. 10. Students try to remember story based on the teacher. 11. Students look the picture 12. Students saying together

¹⁸ Slattery, *English for Primary Teachers*.

Teacher Activity	Procedure	Students Activity
<p>and students will be repeat it.</p> <p>5. The teacher asks the students to answer question of the text.</p>	<p>looking at the next flashcard. Then, the teacher read the word and repeat it.</p> <p>5. The teacher asks the students to answer question of the text</p>	<p>13. Students take the their a piece of paper.</p> <p>14. Students do the task.</p>
<p>Post Teaching</p>	<p>Post Teaching</p> <p>1. Students should collect the result about the task.</p> <p>2. The students discuss the task.</p> <p>3. Giving awards by teachers</p>	<p>Post Teaching</p> <p>1. Students collect the task.</p> <p>2. Students answer the result of their work.</p> <p>3. The students take awards</p>

g. Teaching Descriptive Text by Teachers' Method

1. Definition of Grammar Translation Method

The Grammar Translation Method is a teaching method used to improve students' abilities in speaking, reading, and writing Latin. Its main goal is for students to be able to read literature written in a foreign language, so the teaching process involves a lot of reading and writing practice in the foreign language. According to Amaniarsih and Nafisah Grammar Translation Method is The Grammar Translation Method is one of the most effective methods that can be used to read and translate sentences that demonstrate grammatical rules in order to acquire English

as a second language.¹⁹ Therefore, it can be concluded that the Grammar Translation Method (GTM) is a teaching and learning method that focuses on grammar rules and translation, and this is also the main purpose of the Grammar Translation Method.

2. Learning Procedures by Grammar Translation Method

A typical procedure of GTM presented by Larsen-Freeman is explained as follows:²⁰

- a) The class reads written text in the target language, each students can read aloud few lines of the passage.
- b) Students translate the passage from the target the language to their mother tongue from the few lines they have read, at this time be teacher help them with new vocabulary items.
- c) The teacher asked the students in their native language if they have any questions, students ask questions and the teacher answer the question in their native language.

¹⁹ Dwi Sycu Amaniarsih and Nafisah Nafisah, "Application of The Grammar Translation Learning Method In Improving English Language Skilss In Class V SMP Yabes Medan," *Jurnal Pengabdian Pada Masyarakat* 2, no. 1 (2023).

²⁰ Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford University Press, Oxford, 1986, p.117

Table II.4: Teaching Descriptive Text by Teachers' Method

Teacher Activity	Procedure	Students Activity
<p>Pre teaching</p> <ol style="list-style-type: none"> 1. Teacher say greetings. 2. Teacher say to pray together. 3. Teacher checks attendance. 	<p>Pre teaching</p>	<p>Pre teaching</p> <ol style="list-style-type: none"> 1. Students answer greetings. 2. Students pray together 3. Students listen to their name.
<p>While Teaching</p> <ol style="list-style-type: none"> 1. Teacher asks the students read the descriptive text in the target language. 2. Teacher asks the students to translate the story of the descriptive text to their mother tongue and teacher help students with the vocabulary items. 3. The teacher asked the students in their native language if they have any question. 	<p>While Teaching</p> <ol style="list-style-type: none"> 1. The class reads written text in the target language. 2. Students translate the passage from the target language to their mother tongue from the few lines they have read, at this time be teacher help them with new vocabulary items. 3. The teacher asked the students in their native language if they have any questions. 	<p>While Teaching</p> <ol style="list-style-type: none"> 1. Students looking the text before read the descriptive text. 2. Students translate the story descriptive text with the target language to their mother tongue and students ask the teacher to help them based on the difficult words. 3. Students continue the do translate the descriptive text. and ask to their teacher if any question.
<p>Post Teaching</p> <ol style="list-style-type: none"> 1. Students should collect the result about the task. 	<p>Post Teaching</p>	<p>Post Teaching</p> <ol style="list-style-type: none"> 1. Students collect the result task.

B. Review of Related Findings

Based on the title of this research there are some research which have done the research that related on this title follows:

The first Rahmawati who have done the research. This research method used is a type of quasi-experimental research. After the implementation of this research, 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 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.²¹

The second is the researcher of Fauziah used this action research was III A grade of SDIT AL MARJAN BEKASI with 27 children included the researcher. Each cycle was consisted of three meetings for the action and one meeting for the test. Quantitative data was implemented by t test with $\alpha = 0.05$ to find the difference in value between prior knowledge, the first cycle and the second cycle based on the data of test results obtained in the field. The research was analyzed with the results conducted by comparing achievement scores well with the comparison of the mean (average) as well

²¹ Winni Titis Rahmawati, "Improving Students' Reading Comprehension of Descriptive Text Through 'Look - Say Method' at The Seventh Grade of SMP N 28 Semarang," 2019. <http://lib.unnes.ac.id/id/eprint/34284>

as achievement scores each student on each test results conducted over several cycles.²²

The third is Haslina the results of the questionnaire analysis above, it can be seen that 16 people chose strongly disagree and 1 chose to disagree, and then 3 people were undecided, which means that 85% of the students disagreed with the statement above, 20% of the students were undecided and no one chooses to agree. From the results of the questionnaire above with 4 positive statements and 2 negative statements; 70% of students agree with the positive statement given by the researcher, then on the negative statement, 85% of the students disagree. No students have a bad problem with the look-say method that the researcher gave. In conclusion, the students' perceptions of the look-say method were positive (very good) perceptions.²³

The last is Yusnita et.al who have found that the students' achievement of reading improved from Pre-Test to Post-Test after Look - Say method is applied. Look-Say method was applied to improve students' reading comprehension to the seventh grade students of SMP Tri Sakti 1 Medan. The research has proved that Look-Say method is effective to improve students' reading comprehension. The students' reading comprehension on descriptive text improved after Look-Say method was applied in learning

²² Anna Fauziah, "Improving English Reading Ability Through Look and Say Technique," *Journal of English Language and Literature (JELL)* 4, no. 01 (2019): 51–58, <https://doi.org/10.37110/jell.v4i01.69>.

²³ Haslina Ipa et al, "The Effectiveness of Look-Say Method to Teaching Reading Comprehension" 2, no. 1 (2023): 123–29, <https://jurnal.fs.umi.ac.id/index.php/KIMA/issue/view/12>.

teaching processes. It happens because this method activate students' prior knowledge, so that they are easier to learn descriptive text.²⁴

From those four researchers that have been described using Look-Say method, can be prove students comprehension in reading descriptive Text. There are differences and similarities between previous researchers and current researchers. Previous researchers examined increasing students' reading competence in descriptive texts. Researchers are currently examining The Effect of Look - Say on Students Reading Comprehension Descriptive Text. The similarity is that researchers both use the Look-Say method.

C. The Conceptual Framework

The ability to read is a basic skill that is very important in the learning process. Students need to have good reads to be able to understand and absorb information from various texts, including descriptive texts. However, there are still many students who experience difficulties in understanding descriptive texts. One learning approach that can be prove to students' understanding of descriptive texts is Look-Say Method.

This research aims to determine the effect of using the Look-Say learning method on students' reading descriptive text at SMP N 4 Padangsidempuan. It is hope that this research can provide new insights foe

²⁴ Mei Yusnita et al., "Improving Students' Reading Comprehension By Using Look and Say Method At Smp Tri Sakti 1 Medan," *Kairos English Language Teaching Journal* 5, no. 3 (2022): 127–43. <https://ejournal.ust.ac.id/index.php/KAIROS/article/view/1744>

teachers in choosing effective learning approaches to improve students' understanding of descriptive texts. In experimental class the research taught Look-Say method using total physical response method, while in control class use teachers' method. So that in post-test it known whether this method has an effect or not on students' Look-Say method. Based on the above, conceptual framework can be see from the figure below:

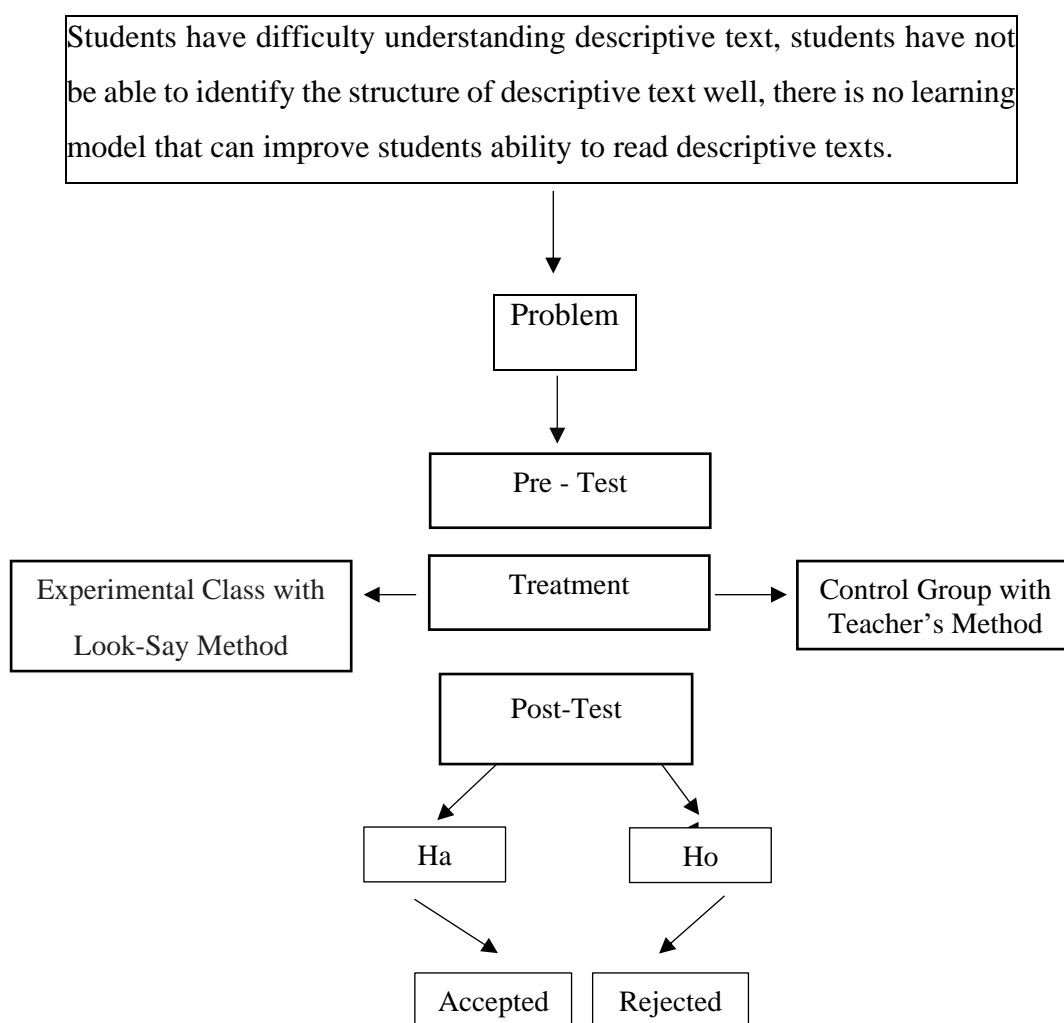


Figure II.1: The Diagram of the Conceptual Framework of the Research

D. The Hypothesis

This study formulates the hypothesis of the research state:

- a. Alternative hypothesis (H_a): There is a significant effect of Look-Say method on Students' Reading Comprehension of Descriptive Text at SMP N 4 Padangsidempuan.
- b. Null hypothesis (H_0): There is no significant effect of effect of Look-Say method on Students' Reading Comprehension of Text at SMP N 4 Padangsidempuan.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

The kind of this research is quantitative research with experimental method. This research use experimental design with Pre-Test and Post-Test control group design This research use two classes, which were experimental class and control class. The experimental class with the Look-Say method as a treatment and control class with a teacher technique. That means there are two classes have been selected, then gave Pre-Test to know the basic condition of the two classes. Next, the both of class gave Post-Test. The result of the test classes. Next, the both of class gave Post-Test. The result of the text compare to know the different effect of treatment to experimental class.

Table III.1
Quasi Experimental Research Design¹ (Non Equivalent Control Group)

Group	Pre-Test	Treatment	Post-Test
Experiment	O ₁	X	O ₁
Control	O ₂	-	O ₂

In Which: O₁ : Pre-test of experimental and control class

O₂: post-test of experimental and control class

X: Treatment using Look-Say Method

¹ Sugiyono, *Statistik Untuk Penelitian*, ed. Endang Mulyatiningsih, *Angewandte Chemie International Edition*, 6(11), 951–952. (Bandung: CV ALFABETA, 2019), <https://www.scribd.com/document/483432955/STATISTIKA-UNTUK-PENELITIAN-SUGIYONO-pdf>.

B. The Time and the Location of the Research

The research location is in SMP N 4 Padangsidimpuan. It is in Sutan Soripada Mulia Street No. 42, Padangsidimpuan city, North Sumatera. The research starts from Jan 2025 up to finish.

C. Population and Sample

a. Population

Population is the total number of individual units that are the characteristics or subjects of research. The population of this study are all VIII class students of SMP N 4 Padangsidimpuan. It consists of students 312 students in 10 classes. It can be seen in the table below:

Table III.2
The Population of Grade VIII SMP N 4 Padangsidimpuan

No.	Class	Total
1.	VIII-1	31
2.	VIII-2	32
3.	VIII-3	31
4.	VIII-4	31
5.	VIII-5	31
6.	VIII-6	32
7.	VIII-7	31
8.	VIII-8	31
9.	VIII-9	31
10.	VIII-10	31
Total		312

b. Sample

In this research, the researcher choose the Simple Random Sampling as a instrument to get the data collection. Based on the design above the researcher takes VII-8 as the sample. In this research the researcher choose VIII-9 as the experimental class and VIII-10 as a control class. the teacher

said that VIII-9 has a lower score on Reading Descriptive Text than VIII-10.

it can be seen from the table follow:

Table III.3 The Sample of Research

No	Grade	Number
1	VIII-9 (Experimental class)	31
2	VIII-10(Control class)	31
Total		62

D. The Instrument of Data Collection

a. Test

The test of this research is Multiple Choice. The researcher prepared 30 questions for the pre-test to be validated first. After validation, the researcher obtained result in the form 25 valid for Pre-Test questions and 25 valid for Post-Test questions.

From the result above, the researcher decided to create an instrument that consist 25 questions for Pre-Test and 25 question for Post-Test. This test is given to both the classes, experiment and control class and all the tests amounted to 64 tests for both class. To find out the scores of the students' answer. The researcher give 4 score for each item. So, the maximum score of test is 100.

Table III.4 Indicator of The Test²

Indicator	Sub Indicator	Number of Items	Total Items	Score	Total Score
Descriptive Text	The students are able to find the main idea	1,7,19,20	4	4	16
	The students are able to find the supporting details	5,6,14,15,12 21,22	7	4	28
	The students are able to differentiate the structure in Descriptive text				
	a. Identification	2,8,9,16,17,25	14	4	56
	b. Description	3,4,10,11,13,18 23,24			
	Total		25		100

$$\text{Final Score} = \frac{\text{Students Score}}{\text{Maximum score}} \times 100$$

From the table above, the maximum score is 100 and the final score examine by formula. The final score get by students' score divided by maximum score times 100

² Vira Fauziah and Rahma Dania, "An Analysis of Students' Difficulties in Reading Comprehension of Descriptive Text," *Journal of Research and Investigation in Education* 7, no. 2 (2024): 103–8, <https://doi.org/10.37034/residu.v2i3.183>.

E. The Validity and The Reliability of Instrument

a. Validity

Validity is important in all forms of research and all types of test and measurements and is best done in degrees. Validations begins with an understanding of the interpretation that will be made from the selected test or instrument. Then, it is necessary to collect sources of evidence to support the desired interpretation. A good test must have validity. So test can be uses construct validity is part the test as a totality for measuring test based on content. Question tested for class VIII-8 that is also important for a research is reliability. The result of research must reliable.

Before validation, the researcher prepared 30 multiple-choice questions, which were then tested for validity using the Pearson Product Moment cMorrelation formula.³

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Explanation:

r_{xy} = Coeficient of Validity

N = The Number of Students

$\sum x$ = The number of score item

$\sum y$ = The total of score

$\sum xy$ = The result of the number of score item X the total score

³ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Jakarta, indonesia: Perdana Publishing, 2015).

Table III.5
Question Validity and Invalid Test Results

Valid Question	Invalid Question
Q1. Q2. Q3. Q4. Q6. Q7. Q8. Q9. Q11. Q12. Q13. Q15. Q16. Q17. Q18. Q19. Q20. Q21. Q23. Q24. Q26. Q27. Q28. 30.	Q5. Q10. Q14. Q22. Q29.

After validation, the researcher obtained results in the form of 25 questions valid and 5 question invalid. From the result above, the research decided to create an instrument that consists 25 questions for pre-test and post-test. this test is give to both classes, experimental and control class.

b. Reliability

Reliability testing is carried out on statement items that are included in the valid category. Reliability testing is carried out by testing the instrument only once. then analyzed using the alpha cronbach method. The questionnaire is said to be reliable if the reliability coefficient is positive and greater than 0.7. The results of the reliability test are as follows:

Table III.6
Reliability Test Results of Questions

Variable	coefficient Reliability	r-table	Explanation
Questions	0.782	0.700	Reliable

Source: Processing Results from SPSS Version 26

The reliability value of the statement items in the questionnaire for each variable being studied is greater than 0.70. This result indicates that the statement items in the questionnaire are reliable for measuring the variables.

F. The Research Procedure

In collecting the data researcher use multiple choice, which were Pre-Test, Treatment and Post-Test. It will be included to the procedure:

1) Pre-Test

Pre-test is test that give before doing the treatment. Pre-test is give to experimental and control class. Pre-test means to see the students basic knowledge before using Look-Say method, specifically group and transfer information activities. The researcher do some steps for pre-test. The steps can be see below:

1. The researcher gave the test paper to experimental class and control class.
2. The researcher gave instruction to the students
3. The researcher gave time to the students to answer the question
4. The students answered the question
5. The students gave their paper test to the researcher
6. The researcher checked the answer of students and find the mean score of experimental and control class.

2) Treatment

Treatment is where the researcher do the learning model. Researcher carry out treatment in the experimental class once and the researcher give material to the students about descriptive text. The way of teaching for the two classes is different, in the experimental class the researcher taught using the Look and Say model. Meanwhile, the control class was taught by a teacher without learning models or media.

1. The researcher explained about the descriptive text focusing in people
2. The researcher gave a picture related to topic in the experiment class
3. The researcher gave the time to answer and tell based on the picture.
4. The researcher used the Look-Say to teach the material about descriptive text.

3) Post-Test

Post-test is a test that do after giving treatment. Post-test is the last test in this research. It means to see whether there is a significant effect or not in this test. The researcher follows a certain procedure. There are:

The researcher prepare 25 items test

1. The researcher gives the test paper to the experimental and control group students
2. The researcher explained what students do
3. The researcher gave student time to answer the question
4. The students gave respond to the question
5. The students gave their paper test to the researcher
6. The researcher checked the answer of students and finds the mean score of control and experimental class.

G. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

A normality test can determine whether research data are normal or not. Test of normality in this research used SPSS v.26 using the

Shapiro Wilk test with a significant level of 5% or 0.05 with criteria.

Kuadrat, where H_0 = normal distribution and H_1 = not normal distribution.

1. If x^2 table $< x^2$ count, therefore H_0 is accept and H_1 is reject. So, the data is normal distribution
2. If x^2 count $\leq x^2$ table therefore H_1 accept and H_0 is reject. So the data is not normal distribution

b. Homogeneity Test

Homogeneity test is used to see if two or more classes of sample data that have been taken come from populations that have the same variance, it is calculated by using SPSS v.26. Hypothesis is rejected if $F \leq F_{1-\alpha} (n_1-1, n_2-1)$, while if $F_{count} > F_{table}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk denominator is (n_2-1) .

c. Mean (Average)

The mean score is statistic measure that represents the average value of a set of numerical data points. This provides a central point that reflects the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable. identify the mean scores by the interpretation of mean score, as follows:

Table III.7 The Interpretation of Mean Score⁴

No	Interval	Predicate
1.	80-100	Very good
2.	60-79	Good
3.	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

2. Hypothesis Test

Research use T-test to investigate the hypothesis. The researcher use Independent Sample T-test with using SPSS v 26. The result can be see from the mean of score. The mean score would be show whether there is the difference between mean score of control class and mean score of experimental class that means the technique useful or not.

The researcher should make the hypothesis from the data that have been 40 analysed by looking at the t_{count} and compare it to t_{table} . If $t_{co} > t_{table}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{count} < t_{table}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

If $t_{count} > t_{table}$ so this accept and H_0 is reject which means there is influence of learning by using Look-Say trough learning English.

If $t_{count} \leq t_{table}$ so H_0 is accept and H_1 is reject which means there is no influence of learning by using Look -Say trough learning English.

⁴ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), p.117.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effect of Look-Say Method on Students' Reading Descriptive Text. The researcher has calculated the data using Pre-Test and Post-Test. This study applied Quantitative research by using formulation of T-test to test the hypothesis with using SPSS v.26.

A. The Description of Data

1. The Description of Data Before Using Look-Say Method

a. The Pre-Test Score of Experimental Class

The researcher took class VIII-9 as experimental class. Based on the test of students' in Pre-Test, the researcher has calculated the students' score as the table below:

Table IV.1
The Score of Experimental Class in Pre-Test

No	Descriptive	Statistics
1	Mean	67.87
2	Median	64.00
3	Mode	64
4	Std. Deviation	7.966
5	Variance	63.449
6	Range	28
7	Interval	5
8	Minimum	56
9	Maximum	84
10	Sum	2.104

Based on the table IV.1, the total score was 2.104, the highest score was 84, the lowest score was 56, mean was 67.87, median was 64.00, mode was 64, range was 28, interval was 5, standard deviation was 7.966, and variance was 63.449. The

calculation of the frequency distribution of the students' score is described in the table as follow:

**Table IV.2 Frequency Distribution of Students Score (Pre-test)
Experimental Class**

No	Interval	Mid-Point	Frequency	Percentage
1	55-59	57	3	9.68%
2	60-64	62	12	38.71%
3	65-69	67	2	6.45%
4	70-74	72	5	16.13%
5	75-79	77	4	12.90%
6	80-84	82	5	16.13%
<i>I=5</i>			31	100%

From table IV.2 the students' score in class interval between 55-59 was 3 students (9.68%), class interval between 60-64 was 12 students (38.71%), class interval between 65-69 was 2 students (6.45%), class interval between 70-74 was 5 students (16.13%), class interval between 75-79 was 4 students (12.90%), and class interval between 80-84 was 5 students (16.13%). A clear picture of the data is presented in the histogram below:

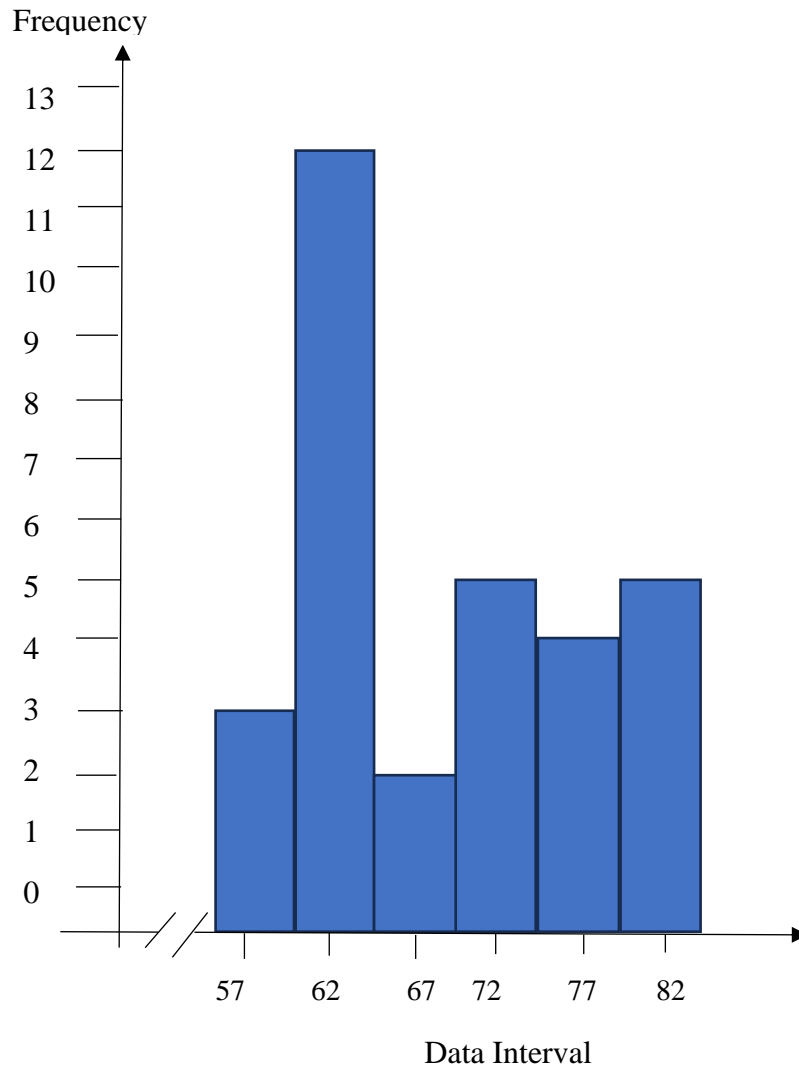


Figure: IV.1: Description Data Pre-test of Experimental Class

Based on histogram IV.1, there are 3 students who got a mid-point score of 57 in the class interval between 55-59, there are 12 students who got a mid-point score of 62 in the class interval between 60-64, there are 2 students who got a mid-point score of 67 in the class interval between 65-69, there are 5 students who got a mid-point score of 72 in the class interval between 70-74, there are 4 students who got a mid-point score of 77 in the class interval between 75-79, there are 5 students who got a mid-point score of 82 in the class interval between 80-84.

b. The Pre-Test Score of Control Class

In Pre-Test of VIII-10, the researcher calculated the result that has gotten from the students in answering the question. The score of Pre-Test control class could be seen in the following table:

Table IV.3
The Score of Control Class in Pre-Test

No	Descriptive	Statistics
1	Mean	44.65
2	Median	44.00
3	Mode	28
4	Std. Deviation	16.560
5	Variance	274.237
6	Range	68
7	Interval	12
8	Minimum	16
9	Maximum	84
10	Sum	1384

Based on the table VI.3, the total score was 1.384, the highest score was 84, the lowest score was 16, mean was 44.65, median was 44.00, mode was 28, range was 68, interval was 12, standard deviation was 16.560, and variance was 274.237. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.4 Frequency Distribution of Students Score (Pre-test)
Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	16-27	21	2	6.45%
2	28-39	33	10	32.26%
3	40-51	45	10	32.26%
4	52-63	57	6	19.35%
5	64-75	69	1	3.23%
6	76-87	81	2	6.45%
<i>I=12</i>			31	100%

From table IV.4 the students' score in class interval between 16-27 was 2 students (6.45%), class interval between 28-39 was 10 students (32.26%), class interval between 40-51 was 10 students (32.26%), class interval between 52-63 was 6 students (19.35%), class interval between 64-75 was 1 students (3.23%), and class interval between 76 - 87 was 2 students (45.9%). A clear picture of the data is presented in the histogram below:

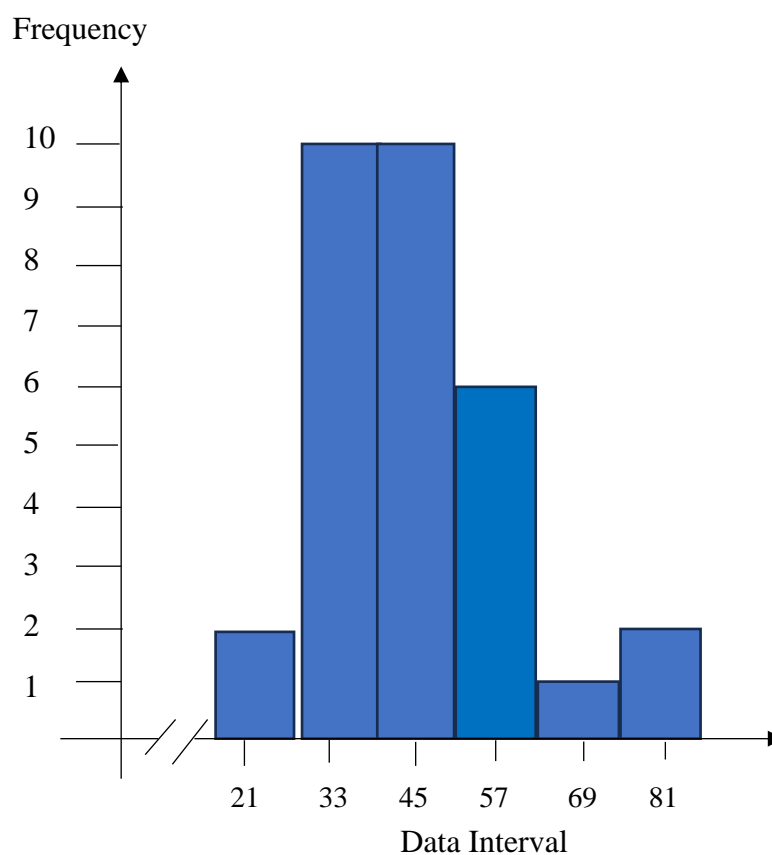


Figure: IV.2: Description Data Pre-test of Control Class

From of histogram IV.2, there are 2 students got mid-point 21 score in class interval between 16-27, there are 10 students got mid-point 33 score in class interval between 28-39, there are 10 students got mid-point 45 score in class interval between 40-51, there are 6 students got mid-point 57 score in class interval between

52-63, there is 1 students got mid-point 69 score in class interval between 64-75, there are 2 students got mid-point 81 score in class interval between 76-87.

2. Description of Data after Using Look-Say Method

After giving the Look-Say Method treatment, the students was given the post-test to both of class which is multiple choices with 25 questions. Based on students' answer in post-test, the researcher calculated the students' score and arranged it from low score until the high score in interval class form.

The explanation is as follows:

a. Score of Post-test in Experimental Class

The researcher took class VIII-9 as Experimental class. The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment by keyword method. Look at the following table.

Table IV.5
The Score of Experimental Class in Post-Test

No	Descriptive	Statistics
1	Mean	84.00
2	Median	84.00
3	Mode	88
4	Std. Deviation	8.390
5	Variance	70.400
6	Range	28
7	Interval	5
8	Minimum	72
9	Maximum	100
10	Sum	2.604

Based on the table IV.5, the total score was 2.604, the highest score was 100, the lowest score was 72, mean was 84.00, median was 84.00, mode

was 88, range was 28, interval was 5, standard deviation was 8.390, and variance was 70.400. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.6
Frequency Distribution of Students Score (Post-test)
Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	70 - 74	72	4	12.90%
2	75 - 79	77	6	19.35%
3	80 - 84	82	8	25.81%
4	85 - 89	87	7	22.58%
5	90 - 94	92	4	12.90%
6	95 - 99	97	2	6.45%
7	100- 104	102	0	0.00%
<i>I=5</i>			31	100%

From table IV.6 the students' score in class interval between 70-74 was 4 students (12.90%), class interval between 75-79 was 6 students (19.35%), class interval between 80-84 was 8 students (25.81%), class interval between 85-89 was 7 students (22.58%), class interval between 90-94 was 4 students (12.90%), class interval between 95- 99 was 2 students (6.45%) and class interval between 100-104 was 0 students (0.00%). A clear picture of the data is presented in the histogram below:

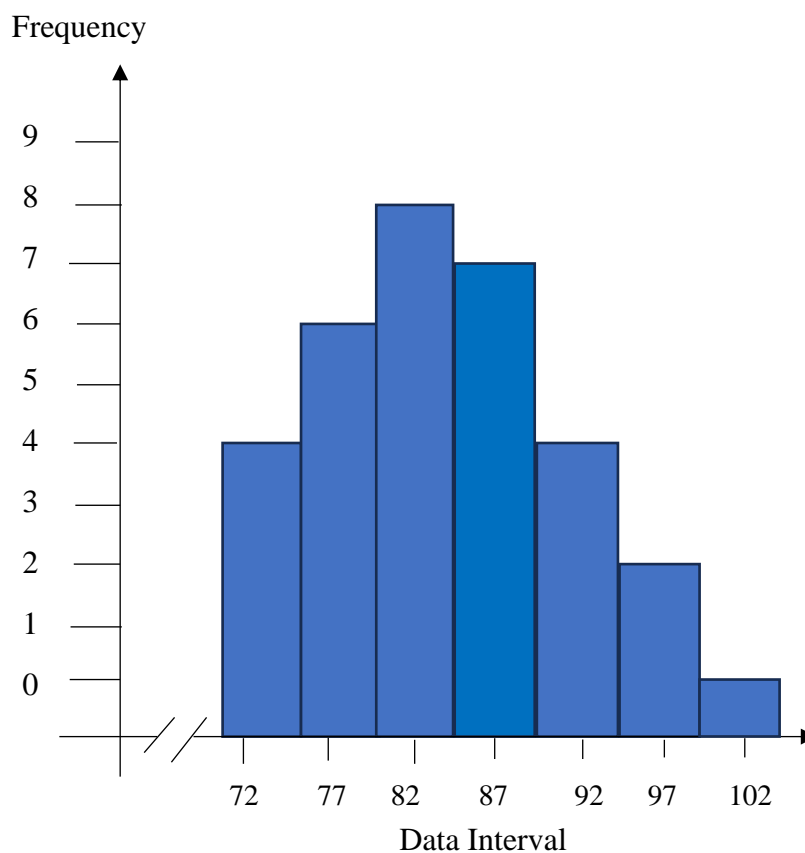


Figure: IV.3: Description Data Post-test of Experimental Class

From of histogram IV.3, there are 4 students got mid-point 72 score in class interval between 70-74, there are 6 students got mid-point 77 score in class interval between 75-79, there are 8 students got mid-point 82 score in class interval between 80-84, there are 7 students got mid-point 87 score in class interval between 85-89, there are 4 students got mid-point 92 score in class interval between 90-94, there is no students got mid-point 102 score in class interval between 100-104.

b. Score of Post-test in Control Class

In post-test on control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of Post-Test control class could be seen in the following table.

Table IV.7
The Score of Control Class in Post-Tes

No	Descriptive	Statistics
1	Mean	61.16
2	Median	60.00
3	Mode	56
4	Std. Deviation	12.272
5	Variance	150.606
6	Range	52
7	Interval	6
8	Minimum	36
9	Maximum	88
10	Sum	1896

From the table IV.7, the total score was 1.896, the highest score was 88, the lowest score was 36, mean was 61.16, median was 60.00, mode was 56, range was 52, interval was 6, standard deviation was 12.272, and variance was 150.606. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.8
Frequency Distribution of Students Score (Post-test)
Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	36 - 44	40	3	9.68%
2	45 - 53	49	4	12.90%
3	54 - 62	58	13	41.94%
4	63 - 71	67	7	22.58%
5	72- 80	76	4	12.90%
6	81 - 89	85	1	0.00%
<i>I=9</i>			31	100%

From table IV.8 the students' score in class interval between 36-44 was 3 students (9.68%), class interval between 45-53 was 4 students (12.90%), class interval between 54-62 was 13 students (41.94%), class interval between 63-71 was 7 students (22.58%), class interval between 72-80 was 4 students (12.90%), and class interval between 81-89 was 1 students (0.00%). A clear picture of the data is presented in the histogram below:

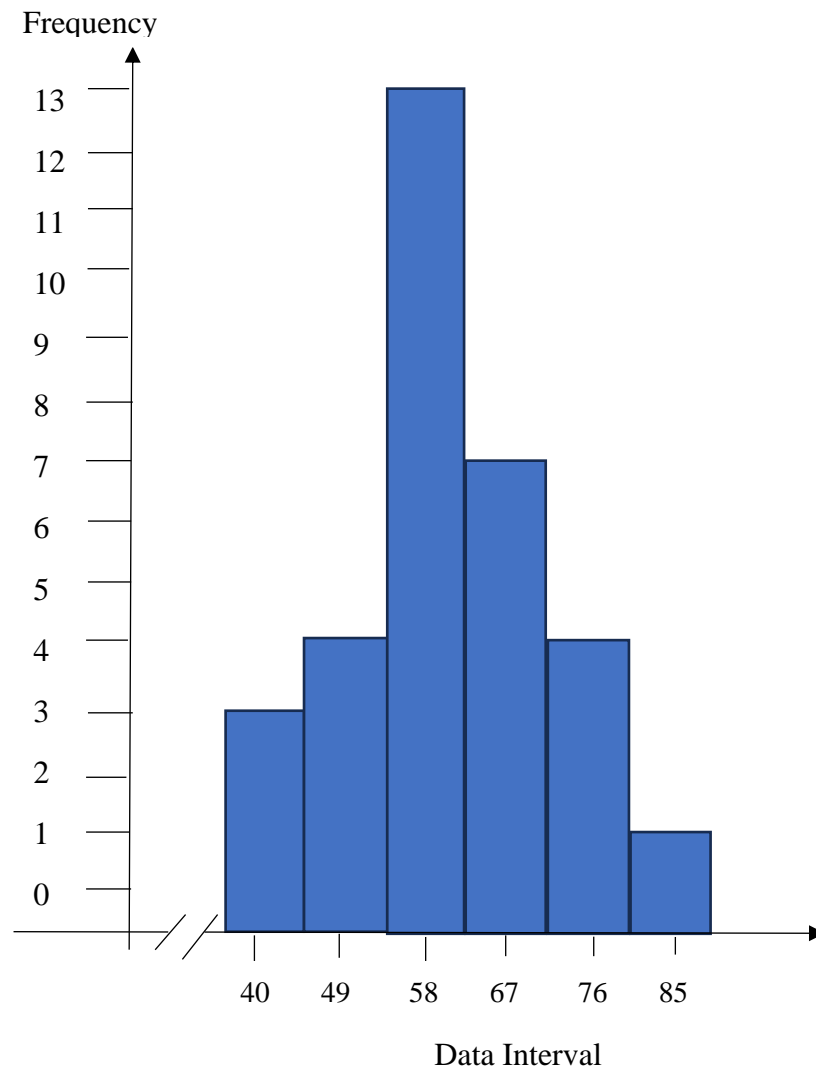


Figure: IV.3: Description Data Post-test of Control Class

3. Description of Comparison the Score of Pre-test and Post-test

a. Comparison Score of Pre-test and Post-test in Experimental Class

After getting the score of Pre-Test and Post-Test in Experimental class, the researcher made the comparison of score in form of table. The comparison of score Pre-Test and Post-Test in Experimental class can be seen in the table below.

Table IV.9

The Comparison of Pre-test and Post-test in experimental class

Description	Pre-Test	Post-Test
Total Score	2.076	2.790
The Highest Score	84	100
The Lowest Score	36	80
Mean	66.97	90.00
Median	68.00	92.00
Mode	60	92
Range	48	20
Interval	6	6
Standard Deviation	9.796	6.088
Variance	95.966	37.067

Based on the table IV.9, the researcher found the different between Pre-Test and Post-Test in experimental class, the most of students got the lowest score in Pre-Test, the score was 36, and in Post-Test was 80. The highest score in Pre-Test was 84 and in Post-Test was 100. It can be concluded the score of students' Reading Comprehension of Descriptive Text was higher in the Post-Test than the Pre-Test.

b. Comparison Score of Pre-test and Post-test in Control Class

After getting the score of Pre-Test and Post-Test Control class, the researcher made the comparison of score in form of table. The comparison

of score Pre-Test and Post-Test in Control class can be seen in the table below.

Table IV.10
The Comparison of Pre-test and Post-test in control class

Description	Pre-Test	Post-Test
Total Score	1.384	1.896
The Highest Score	84	88
The Lowest Score	16	36
Mean	44.65	61.16
Median	44.00	60.00
Mode	28	56
Range	68	52
Interval	6	6
Standard Deviation	16.560	12.272
Variance	274.237	150.606

Based on the table IV.10, the researcher found the different between Pre-Test and Post-Test in control class, the most of students got the lowest score in Pre-Test, the score was 16, and in Post-Test was 36. The highest score in Pre-Test was 84 and in Post-Test was 88. It can be concluded the score of students' Reading Comprehension of Descriptive Text was higher in the Post-Test than the Pre-Test.

4. The Requirement and Hypothesis Test

a. Requirement Test

1) Normality Test

After got the score of Pre-Test and Post-Test in Experimental class and control class, the researcher calculated the normality test. The normality test in this researcher used *Shapiro-Wilk*. The data was

calculated using SPSS v.26. The result of normality data can be seen in the table below.

Table IV.11 Table of Normality

Class	df	Sig.
Pre-Test Experimental	31	.064
Post-Test Experimental	31	.061
Pre-Test Control	31	.178
Post-Test Control	31	.317

In this research, the researcher used *Shapiro wilk* that the test used for small samples (less than 100). If the p-value is grater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances >0.05 .

2) Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS v.26. The result in calculating the data can be seen in the table below.

Table IV.12 Homogeneity Test of Variance

Result	Levene Statistic	df1	df2	.Sig
Based on Mean	.063	1	60	.085
Based on Median	.703	1	60	.105
Based on Median and with adjusted df	.703	1	50.535	.106
Based on trimmed Mean	.998	1	60	.088

From the table IV.12, based on mean of Post-Test Experimental class and Post-Test control class, sig is .085, where $.085 > 0.05$. It means that the variance are homogeneous.

b. Hypothesis Test

Based on the result of data analysis requirement test, it can be seen that both classes are normality distributed and have homogeneous variants. Therefore, to test the hypothesis can be done by using independents sample t-test, researcher used SPPSS v.26 application to calculate the hypothesis statistically. The researcher presented the data in the table below.

Table IV.13 Independent Samples Test

		F	Sig	t
Students Learning Outcomes	Equal Variances Assumed	.012	.912	7.762
	Equal Variances Not Assumed			7.762

To see whether a research is successful or not, it can look at the t_{count} and t_{table} , if $t_{\text{count}} > t_{\text{table}}$, then H_a is accepted and H_o is rejected. And if $t_{\text{count}} < t_{\text{table}}$, then H_a is rejected and H_o is accepted. For the hypothesis of this research can be seen from the table above, where t_{count} was 7.762 and t_{table} 1.670, So this accept and H_0 is reject which means there is influence of learning by using Look-Say trough learning English.

Table IV.14 Result of Hypothesis Test

t-count	t-table	Decision	Conclusion
7.762	1.670	$t_h > t_t \rightarrow \text{Reject } H_o$	There is a significant of the Look-Say Method on Students learning outcomes reading descriptive text

B. The Discussion of the Result

This study aimed to examine the effect of the Look-Say method to increase students' Reading Descriptive Text. This method requires the reading skills by reading words and phrases in the English language as well as introducing the meaning associated with the word. The findings confirm the theoretical by Slattery that Look -Say method is the same recognition skills when they remember words or short phrases.¹ By using Look-Say method students can improve their ability to recognize new words, train their thinking speed, and strengthen their spelling comprehension in a fun way. Through experimental research, this study provides empirical evidence supporting the significant impact of Look-Say method on student's Reading Descriptive Text.

The result of the data analysis revealed a notable examine in students' Reading Descriptive Text after implementing the Look-Say method. The Pre-Test and Post Test score in the experimental class showed a significant. Before the application of Look-Say Method, the mean Pre-Test score was 67.87, with the highest score being 84 and the lowest score being 56. However, after implementing of Look-Say Method, the mean Post-Test score increased to 84.00, with the highest score reaching 100 and the lowest score 72. The rise in students' Descriptive Text score suggest that

¹ Mary Slattery, *English for Primary Teachers*, vol. 56 (Ingggris :Oxford University Press, 2010), <https://doi.org/10.1093/elt/56.4.429>.

Look-Say effectively to make student increase their Reading especially in Descriptive Text.

This research also provided the similar cases with this research. The first research was conducted by Rahmawati stated that research conducted improving students' reading comprehension of the descriptive text through Look-Say Method at the grade SMP N 28 Semarang. This research method used is a type of quasi-experimental research. After the implementation of this research, 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.² 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 ($2.975 > 1.670$).

Based on the results of the research presented earlier, there are several similarities and differences between this study and the research conducted by Rahmawati. Both the current study and Rahmawati's research share a common objective: to investigate the effectiveness of the Look-Say method in improving students' reading comprehension, specifically in descriptive texts. Each study utilized a quasi-experimental design and involved the comparison of students' reading performance before and after the application of the Look-Say method. Moreover, both findings concluded

² Winni Titis Rahmawati, "Improving Students' Reading Comprehension of Descriptive Text Through 'Look - Say Method' At The Seventh Grade of Smp N 28 Semarang," 2019. <http://lib.unnes.ac.id/id/eprint/34284>

that the Look-Say method had a significant positive impact on students' reading abilities, showing measurable improvement through post-test results.

Despite the similarities, there are some notable differences between the two studies. Firstly, Rahmawati's research was conducted at SMP Negeri 28 Semarang, whereas the current study was carried out in a different educational context. Secondly, while both studies used quantitative analysis, Rahmawati's findings emphasized the statistical significance by comparing t-value and t-table ($2.975 > 1.670$), whereas the current study highlighted descriptive statistics, such as the increase in mean scores from 67.87 to 84.00. This shows a difference in how the effectiveness was interpreted and presented. Additionally, Rahmawati focused more on comparing the Look-Say method with conventional methods, while the current study mainly explored the improvement within the experimental group itself.

The second study was conducted by Mei's research with stated improving students reading comprehension by using Look-Say Method at SMP Tri Sakti 1 Medan the researcher gave a test after the treatment.³ from pre-test is 62.50%, the formative test is 87.50%, and post-test 96.87%.the

³ Mei Yusnita et al., "Improving Students' Reading Comprehension By Using Look and Say Method At Smp Tri Sakti 1 Medan," *Kairos English Language Teaching Journal* 5, no. 3 (2022): 127–43. <https://ejournal.ust.ac.id/index.php/KAIROS/article/view/1744>

research has proved that Look-Say method is effective to improve students' reading comprehension .

This study shares several similarities with the research conducted by Mei, as both aimed to improve students' reading comprehension using the Look-Say method. The findings from both studies indicated that the Look-Say method was effective in enhancing students' reading achievement, particularly in descriptive texts. Furthermore, both studies applied pre-test and post-test procedure.

The differences lie in the research setting and the way the data were presented. Mei's study was conducted at SMP Tri Sakti 1 Medan, while the current research was carried out in a different educational context. Moreover, Mei reported the results in percentages—pre-test at 62.50%, formative test at 87.50%, and post-test at 96.87%. In contrast, the current study used mean scores, which increased from 67.87 to 84.00. Mei's study also included a formative test as part of the data collection process, whereas the present study only used pre-test and post-test.

The discussion of findings above can support this research, where they have in common that Look-Say method in learning Descriptive Text can help students' increase their reading ability especially in descriptive text. Therefore, the research conducted by the researcher or another researcher who was referenced in a referenced in a related findings have been affected by Lok-Say method.

After looking the students' score in Experimental class after using the Look-Say method in learning Descriptive Text can help students' increase their reading ability. The theory from Mary Slattery that stated that the Look-Say method method is effective method for teaching Reading ability and this study has demonstrated its significant impact on students' Reading ability. This reseearch has similiarity with another research which this method is very useful to teach students'.

C. The Treats of the research

In this study, researchers found several challenges in efforts to improve students' Reading Comprehension at SMP N 4 Padangsidimpuan using the Look-Say Method. As there was a time constraint, the pupils required extra time to complete the test. Some pupils made noise during the instruction and learning process. Despite the fact that they didn't seem serious. It can make other students find it difficult to focus.

Even thought, Look-Say method can develpo students' reading and understanding in descriptive text. Additionally, by using Look-Say method the students' have opportunity to learn oe exchange information about knowledge with their friends. Therefore, the researcher hopes that the Look-Say can be applied in teaching students' at SMP N 4 Padangsidimpuan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of the research, the conclusions of this research are:

1. The students' Reading Descriptive Text before using Look-Say method at Eight Grade SMP N 4 Padangsidempuan was enough. Before using Look-Say method, the mean score of Experimental class was 67.87.
2. The students' Reading Descriptive Text before using Look-Say method at Eight Grade SMP N 4 Padangsidempuan was very good, the mean score of Experimental class was 84.00.
3. The result research showed that the students' score in the Experimental class was higher than the control class. The result proved that t_{count} was higher than t_{table} , t_{count} was 7.762 and t_{table} 1.670, ($7.762 > 1.670$). It means that there was a significant effect of Look-Say method on students' Reading Descriptive Text at Eight Grade SMP N 4 Padangsidempuan.

B. The Suggestions

After finishing the research, this research got many information in English teaching learning. Therefore, from that experience, the researcher saw some things need to be proven. It makes the researcher give some suggestion, as follow:

1. Suggestions for the Teacher of English

The teacher can use Look-Say as one of the alternative method from many methods in teaching and learning process. The teacher can use

many activities from this method especially use information-transfer activities in teaching reading ability. By using this method, the teacher makes the students more be active and be confident to expose what they know, they know how to transfer the information from own self to other people.

2. Suggestions for the next Researcher

This research is one of the ways to improve the students' reading ability. There are many approaches, methods, strategies, technique, that can be found and can be used to improve students' reading comprehension. For further studies, it is recommended to use Classroom Action Research (CAR) as an alternative method, as it allows researchers to directly observe, reflect, and enhance the teaching and learning process in real classroom setting.

C. The Implications

Based on the research on conducted on "The Effect of Look-Say Method to Students' Reading Comprehension Descriptiveive Text at Eight Grade SMP N 4 Padangsidimpuan". There are several implications obtained from the results of the study they are:

1. The result of this study, Look-Say Method can be a good method use to improve on students, reading Comprehension.
2. The result of this study, Look-Say Method can make students' more enthusiastic to learn English.

3. The result of this study, Look-Say Method can improve the quality of learning reading

In Summary, the effect of Look-Say Method during the research can affect on students' reading Comprehension. Therefore, the Look-Say Method needs to be applied continuously in teaching reading. It is because the Look-Say Method can be affective material to help the students' reading comprehension and create an enthusiastic learning process so that the standard of competence of learning process can be achieved

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APPENDIX 4

Validation Instrument

No	Nama	No Butir									
		1	2	3	4	5	6	7	8	9	10
1	Firza	0	1	0	1	1	1	1	1	1	1
2	Pahril	1	1	1	1	0	0	1	1	0	0
3	Anggita	1	1	1	1	1	1	1	1	1	1
4	Inayah	1	1	1	0	0	1	1	0	1	1
5	Arya	1	0	1	1	0	1	1	1	1	1
6	Athar	1	1	1	1	1	1	1	1	1	1
7	Ikhdavi	1	1	1	1	1	1	1	1	1	1
8	Rizqina	1	1	1	1	0	1	0	1	1	1
9	Ahda	1	1	1	1	1	1	1	1	1	1
10	Kasih	0	0	0	0	1	0	0	0	0	1
	r tabel	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632
	r hit	0,666667	0,666667	0,666667	0,666667	-0,27217	0,666667	0,666667	0,666667	0,666667	-0,11111
	Status	Valid	valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	0	1	1	1	1	0	0	1	0	1	1	0	0	1
1	1	1	0	0	1	1	1	1	1	0	1	1	1	1
1	1	1	0	1	1	1	1	0	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	1	0	0	0	0	0	0	0	0	1	0	0
0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632
1	0,666667	1	-0,16667	0,666667	1	0,666667	0,666667	0,666667	0,666667	0,666667	-0,16667	0,666667	0,666667	-0,11111
Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Invalid

26	27	28	29	30	Jumlah
0	0	1	1	1	20
1	1	1	1	1	23
1	1	1	1	1	27
1	1	1	1	1	26
1	1	1	1	1	25
1	1	1	1	1	27
1	1	1	1	1	25
1	1	1	1	1	27
1	1	1	0	1	26
0	0	0	0,632	0	20
0,632	0,632	0,632	0,666667	0,632	Jumlah Soal Valid 25
0,666667	0,666667	1	Valid	1	
Valid	Valid	Valid	Invalid	Valid	

APPENDIX 6**Students' Score in Experimental Class**

No	VIII-9	Experimental Class	
	Name	Pre-Test	Post-Test
1	Khadijah Sahila	64	84
2	Reinaldi Siregar	72	88
3	Vamela Sapdiana	64	84
4	Fitri Handayani	64	84
5	Andini Febriani	56	72
6	Nabila Amelia Putri	76	100
7	Honey Febryani	60	88
8	Nur Hidayah	60	76
9	Reina Siregar	72	80
10	Ilham Fikriansyah	80	84
11	Nayra Adelia	60	80
12	Adnan Syaputra	64	88
13	Rizki Ramadhani	56	72
14	Aurellina Syahwani	76	88
15	Ferdiansyah Harahap	80	96
16	Garhan Iddris Rambe	64	76
17	Rahma Dani Pasaribu	60	72
18	Riki Ananda	68	84
19	Dewi Syahfitri	72	92
20	Muammar Nabil	60	80
21	Perdian Hanif	64	76
22	Asran Riadi Harahap	68	76
23	Andre Sheva	64	80
24	Ahmad Syah Aditya	56	72
25	Naufal Alfareza Rambe	72	88
26	Amina Nasution	64	88
27	Darwin Syafutra	80	76
28	Janna Aulia	76	100
29	Romi Alpajri	84	88
30	Ricky Aditya	76	92
31	Mutiara Oktaviani	72	100
Jumlah		2.104	2.604

APPENDIX 7**Students' Score in Control Class**

No	VIII-10	Control Clas	
	Name	Pre-Test	Post-Test
1	Adip Daulay	60	64
2	Anggun Mutiyah	28	40
3	Ahmad Gojali	40	68
4	Aswin	36	64
5	Army Fauzan	16	60
6	Adelia Juni Annisa	40	52
7	Jihan Salsabila	20	56
8	Nadya Putri	40	72
9	Din Samsul	52	60
10	Nadia Raskia Nanda	84	88
11	Diah Putri Ramadani	48	64
12	Yuda	60	68
13	Sandi Maulana	68	72
14	Silvia Harahap	56	68
15	Wina Hannum	60	72
16	Nazwa Diandra	48	68
17	Rayhana Putri	44	56
18	Reyhan Saputra hrp	32	52
19	Roslina Harahap	48	52
20	Fitrian	28	56
21	Rio Sanjaya	28	56
22	Melda Afriani	48	72
23	Laina Tus Sipa	32	36
24	Silva Rabiul Husna	84	84
25	Inda Kirana	40	52
26	Yogi Ananda	48	56
27	Revy	28	56
28	Zulkia Ayatul Husna	28	36
29	Fitra Husein	52	60
30	Sipapadillah	56	56
31	Nur Khodija	32	80
Jumlah		1.384	1.886

APPENDIX 5

Result of Normality Test

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	kelas	N	Percent	N	Percent	N	Percent
Hasil belajar reading	Pre-test eksperiment	31	100,0%	0	0,0%	31	100,0%
	Post-test eksperiment	31	100,0%	0	0,0%	31	100,0%
	Pre-test control	31	100,0%	0	0,0%	31	100,0%
	Post-test control	31	100,0%	0	0,0%	31	100,0%

Descriptives

		Descriptives			
	kelas		Statistic	Std. Error	
Hasil belajar reading	Pre-test eksperiment	Mean	67,87	1,431	
		95% Confidence Interval for Mean	Lower Bound	64,95	
			Upper Bound	70,79	
		5% Trimmed Mean		67,71	
		Median		64,00	
		Variance		63,449	
		Std. Deviation		7,966	
		Minimum		56	
		Maximum		84	
		Range		28	
		Interquartile Range		16	
		Skewness		,291	,421
		Kurtosis		-,978	,821
		Post-test eksperiment	Mean	84,00	1,507
95% Confidence Interval for Mean	Lower Bound		80,92		
	Upper Bound		87,08		
5% Trimmed Mean			83,78		
Median			84,00		

	Variance	70,400	
	Std. Deviation	8,390	
	Minimum	72	
	Maximum	100	
	Range	28	
	Interquartile Range	12	
	Skewness	,347	,421
	Kurtosis	-,599	,821
Post-test control	Mean	44,65	2,974
	95% Confidence Interval for Lower Bound	38,57	
	Mean Upper Bound	50,72	
	5% Trimmed Mean	43,97	
	Median	44,00	
	Variance	274,237	
	Std. Deviation	16,560	
	Minimum	16	
	Maximum	84	
	Range	68	
	Interquartile Range	24	
	Skewness	,634	,421
	Kurtosis	,363	,821
Post-test control	Mean	61,16	2,204
	95% Confidence Interval for Lower Bound	56,66	
	Mean Upper Bound	65,66	
	5% Trimmed Mean	61,15	
	Median	60,00	
	Variance	150,606	
	Std. Deviation	12,272	
	Minimum	36	
	Maximum	88	
	Range	52	
	Interquartile Range	12	
	Skewness	-,019	,421
	Kurtosis	,295	,821

APPENDIX**Result Normality Test of Post-Test**

	kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar reading	Pre-test eksperiment	,203	31	,002	,936	31	,064
	Post-test eksperiment	,123	31	,200*	,935	31	,061
	Pre-test control	,100	31	,200*	,952	31	,178
	Post-test control	,131	31	,189	,961	31	,317

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil belajar siswa	Based on Mean	3,063	1	60	,085
	Based on Median	2,703	1	60	,105
	Based on Median and with adjusted df	2,703	1	50,535	,106
	Based on trimmed mean	2,998	1	60	,088

APPENDIX

HYPOTHESIS TEST

Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
hasil belajar reading	kelas post eksperimen	31	67,8710	7,96552	1,43065
	kelas post control	31	84,0000	8,39047	1,50697

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar reading	Equal variances assumed	,012	,912	-7,762	60	,000	-16,12903	2,07791	-20,28548	-11,97259
	Equal variances not assumed			-7,762	59,839	,000	-16,12903	2,07791	-20,28571	-11,97236

APPENDIX

T-Table

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX

Documentation of Research

A. Experimental Class

Pre-test



Treatment



Post-test



B. Control Class

Pre-test



Treatment



Post-test



APPENDIX

INSTRUMENT BEFORE VALIDITY

Pre-test and Post-test

Name:

Class:

Direction:

Read the story in the box carefully, this story will answer question from number 1-6

I have a brother. His name is Danny Irawan, usually called Danny. Danny is seventeen years old. He is tall and sturdy. Furthermore, he is energetic and friendly. He is also smart but humble. No wonder, he becomes the top five at school and has many friends. Danny is keen on soccer. He is one of the best players in his school soccer team. He also becomes the captain due to his good leadership. Besides soccer, he likes to spend his spare time for cooking or improving his skills on computer

1. What is the suitable title for the text?
 - a. My Brother Danny
 - b. Danny Irawan
 - c. My Brother
 - d. My Brothers'abilities
2. The identification of the text can be found in
 - a. 1st sentence of paragraph 1
 - b. 2nd sentence of paragraph 1
 - c. 1st sentence of paragraph 2
 - d. 2nd sentence paragraph 2
3. What is one of Danny's achievements in school?
 - a. He is the class president
 - b. He is in the top five at school
 - c. He is a music prodigy
 - d. He is the best writer.

4. Why did Danny become the captain of the soccer team?
 - a. Because he is the tallest player
 - b. Because of his leadership skills
 - c. Because he scored the most goals
 - d. Because he is the oldest player
5. Which of the following is NOT mentioned as a trait of Danny?
 - a. Energetic
 - b. Friendly
 - c. Arrogant
 - d. Humble
6. What is Danny's physical characteristic?
 - a. He is short and slim
 - b. He is tall and sturdy
 - c. He is average height and skinny
 - d. He is tall and thin

Direction

Read the story in the box carefully, this story will answer question from number 7-12

My name is Lily. I have three best friends. They are Arunika, Dara, and Jessie.

Arunika is a friendly girl. She has a lot of friends and always brings happiness to people around her. Meanwhile, Dara likes cracking jokes, but Jessie is quiet. However, Jessie always ranks first in her class. We like to spend our free time together. Every year, Arunika celebrates her birthday. She invites me, Dara, and Jessie to her house. So, we decide to make a video together to congratulate her. We also prepare a present for her. At the party, we play the video and watch it together. Arunika likes the video very much. She feels even happier when she receives our present. She thanks everyone for the video and the present. We enjoy the party together afterwards

7. What is the suitable title for the text?
- My Best Friends
 - Lily's Friends
 - Telling about my best friends .
 - Three my best friends
8. What is Jessie's personality like?
- Friendly
 - Quiet
 - Loud
 - Joking
9. What is mentioned about Arunika's behavior?
- She is quiet and reserved
 - She likes cracking jokes
 - She is friendly and brings happiness to people
 - She likes to spend time alone
10. How do the friends spend their time after the party?
- They go home early
 - They enjoy the party together
 - They leave without saying goodbye
 - They discuss their schoolwork
11. How does Arunika feel when she receives the video and present?
- She feels sad
 - She Feels disappointed
 - She is surprised and does not like it
 - She feels happy and thanks everyone
12. What do the friends decide to do for Arunika's birthday?
- Bake a cake
 - Make a video together
 - Buy a special outfit
 - Decorate her house

Direction

Read the story in the box carefully, this story will answer question from number 13-19

Prophet Muhammad Saw is born in Mecca around the year 570 CE. He is known for his honesty and kindness, earning the title Al-Amin (the trustworthy). At the age of 40, he begins receiving revelations from Allah through the angel Jibreel (Gabriel), which later become the Qur'an. He spreads the message of monotheism, calling people to worship only Allah. Despite facing persecution, he remains patient and strong. In 622 CE, he and his followers migrate to Medina, where they establish a peaceful community. After years of struggle, he returns to Mecca in 630 CE and forgives his enemies, dedicating the Kaaba to the worship of Allah.

13. The description of the text can be found in....
 - a. 1st sentence of paragraph 1
 - b. 2nd sentence of paragraph 1
 - c. Paragraph 1
 - d. Paragraph 2
14. Where was Prophet Muhammad Saw born?
 - a. Medina
 - b. Mecca
 - c. Jerusalem
 - d. Cairo
15. At what age did Prophet Muhammad Saw begin receiving revelations?
 - a. 30
 - b. 35
 - c. 40
 - d. 50
16. What is the title given to Prophet Muhammad Saw in the text?
 - a. Al-Mujahid
 - b. Al-Amin

- c. Al-Kamil
 - d. Al-Mustafa
17. What is the primary source of Prophet Muhammad's Saw teachings?
- a. His own words
 - b. The angel Jibreel (Gabriel)
 - c. The teachings of his companions
 - d. The Holy Bible
18. What is Prophet Muhammad Saw known for?
- a. His wealth
 - b. His leadership
 - c. His strength
 - d His honesty and kindness
19. What does the text mainly focus on?
- a. The wars Prophet Muhammad Saw fought in.
 - b. The early life of Prophet Muhammad Saw
 - c. The life and struggles of Prophet Muhammad Saw in spreading Islam.
 - d. The miracles of Prophet Muhammad Saw.

Direction

Read the story in the box carefully, this story will answer question from number 20-25

Hasan and Husayn were the grandsons of Prophet Muhammad (PBUH), the sons of Ali and Fatimah. Hasan was known for his wisdom and briefly became the leader of the Muslim community. However, he chose peace to avoid further conflict. Husayn, his younger brother, is famous for his bravery. He refused to pledge allegiance to the unjust ruler Yazid and fought against Yazid's army in the Battle of Karbala. Husayn and his followers were martyred, and their sacrifice is remembered by Muslims worldwide.

20. What is remembered about Hasan and Husayn by Muslims?
- a. Their contributions to the economy
 - b. Their bravery and sacrifices for the truth and justice

- c. Their military victories
 - d. Their diplomatic efforts with rulers
21. What is one of the key characteristics of Husayn that is highlighted in the story?
- a. His bravery and refusal to pledge allegiance to Yazid
 - b. His wealth
 - c. His interest in politics
 - d. His leadership in trade
22. What happened to Husayn and his followers in the Battle of Karbala?
- a. They were victorious
 - b. They made peace with yazid
 - c. They were martyred
 - d. They fled to Medina
23. How is Hasan described in the story?
- a. As a brave warrior who led many battles
 - b. As wise and known for his decision to seek peace
 - c. As a trader with great wealth
 - d. As the one who opposed Husayn
24. How is Husayn described in the story?
- a. As a ruler who enjoyed luxury
 - b. As a man of courage who refused to pledge allegiance to an unjust ruler
 - c. As a peaceful leader who avoided conflict
 - d. As a person focused only on personal success
25. Who was the older brother, Hasan or Husayn?
- a. Hasan
 - b. Husayn
 - c. Both were the same age
 - d. Neither was older

Direction

Read the story in the box carefully, this story will answer question from number 26-30

Maudy Ayunda, a Smart and Inspiring Artist
<p>Maudy Ayunda is a young Indonesian artist known for her intelligence and many talents. She was born on December 19, 1994, in Jakarta. Besides being an actress and singer, Maudy is also a writer and education activist. She has a graceful appearance and a friendly personality. Maudy graduated from Oxford University and continued her master's degree at Stanford University. She starred in movies like <i>Perahu Kertas</i> and <i>Habibie & Ainun 3</i>, and sings songs with meaningful lyrics. Maudy is also active in raising social issues, especially in education. She is a role model for many young people in Indonesia.</p>

26. What is Maudy Ayunda known for?
 - a. Being a professional chef
 - b. Being a smart and talented artist
 - c. Being a fashion designer
 - d. Being a doctor
27. When was Maudy Ayunda born?
 - a. December 19, 1995
 - b. January 19, 1993
 - c. December 19, 1994
 - d. November 29, 1994
28. What are the movies that Maudy Ayunda starred in?
 - a. Laskar Pelangi and Sang Pemimpi
 - b. Perahu Kertas and Habibie & Ainun 3
 - c. Ayat-Ayat Cinta and Ketika Cinta Bertasbih
 - d. Ada Apa dengan Cinta and Eiffel I'm in Love
29. What university did Maudy Ayunda attend for her master's degree?
 - a. Oxford University
 - b. Harvard University
 - c. University of Indonesia
 - d. Stanford University
30. What is one of Maudy Ayunda's roles outside the entertainment world?
 - a. A fashion blogger
 - b. A businesswoman

c. An education activist

d. A football coach

KEY ANSWERS

- | | | |
|-------|-------|-------|
| 1. A | 11. D | 21. A |
| 2. A | 12. B | 22. C |
| 3. B | 13. C | 23. B |
| 4. B | 14. B | 24. B |
| 5. C | 15. C | 25. A |
| 6. B | 16. B | 26. B |
| 7. A | 17. B | 27. C |
| 8. B | 18. D | 28. B |
| 9. C | 19. C | 29. D |
| 10. B | 20. B | 30. C |

APPENDIX

INSTRUMENT AFTER VALIDITY

Pre-test and Post-test

Name:

Class:

Direction:

Read the story in the box carefully, this story will answer question from number 1-6

I have a brother. His name is Danny Irawan, usually called Danny. Danny is seventeen years old. He is tall and sturdy. Furthermore, he is energetic and friendly. He is also smart but humble. No wonder, he becomes the top five at school and has many friends. Danny is keen on soccer. He is one of the best players in his school soccer team. He also becomes the captain due to his good leadership. Besides soccer, he likes to spend his spare time for cooking on improving his skills on computer

1. What is the suitable title for the text?
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 - f. Danny Irawan
 - g. My Brother
 - h. My Brothers'abilities
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 - f. 2nd sentence of paragraph 1
 - g. 1st sentence of paragraph 2
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 - a. He is the class president
 - b. He is in the top five at school

- c. He is a music prodigy
 - d. He is the best writer.
8. Why did Danny become the captain of the soccer team?
- a. Because he is the tallest player
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 - c. Because he scored the most goals
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9. Which of the following is NOT mentioned as a trait of Danny?
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10. What is Danny's physical characteristic?
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 - b. He is tall and sturdy
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Direction

Read the story in the box carefully, this story will answer question from number 7-12

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Arunika is a friendly girl. She has a lot of friends and always brings happiness to people around her. Meanwhile, Dara likes cracking jokes, but Jessie is quiet. However, Jessie always ranks first in her class. We like to spend our free time together. Every year, Arunika celebrates her birthday. She invites me, Dara, and Jessie to her house. So, we decide to make a video together to congratulate her. We also prepare a present for her. At the party, we play the video and watch it together. Arunika likes the video very much. She feels even happier when she receives our present. She thanks everyone for the video and the present. We enjoy the party together afterwards

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 - c. Telling about my best friends .
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- d. Decorate her house

Direction

Read the story in the box carefully, this story will answer question from number 13-19

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 - b. 2nd sentence of paragraph 1
 - c. Paragraph 1
 - d. Paragraph 2
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 - b. Mecca
 - c. Jerusalem
 - d. Cairo
- 15. At what age did Prophet Muhammad Saw begin receiving revelations?
 - a. 30
 - b. 35
 - c. 40
 - d. 50

16. What is the title given to Prophet Muhammad Saw in the text?
- a. Al-Mujahid
 - b. Al-Amin
 - c. Al-Kamil
 - d. Al-Mustafa
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 - c. His strength
 - d His honesty and kindness
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- a. The wars Prophet Muhammad Saw fought in.
 - b. The early life of Prophet Muhammad Saw
 - c. The life and struggles of Prophet Muhammad Saw in spreading Islam.
 - d. The miracles of Prophet Muhammad Saw.

Direction

Read the story in the box carefully, this story will answer question from number 20-25

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 - As a peaceful leader who avoided conflict
 - As a person focused only on personal success
25. Who was the older brother, Hasan or Husayn?
- Hasan
 - Husayn
 - Both were the same age
 - Neither was older

KEY ANSWERS

- | | | |
|-------|-------|-------|
| 1. A | 11. D | 21. A |
| 2. A | 12. B | 22. C |
| 3. B | 13. C | 23. B |
| 4. B | 14. B | 24. B |
| 5. C | 15. C | 25. A |
| 6. B | 16. B | |
| 7. A | 17. B | |
| 8. B | 18. D | |
| 9. C | 19. C | |
| 10. B | 20. B | |

Question	t-count	t-table	Explanation
Q1	0.666	0.632	Valid
Q2	0.666	0.632	Valid
Q3	0.666	0.632	Valid
Q4	0.666	0.632	Valid
Q5	-0.272	0.632	Invalid
Q6	0.666	0.632	Valid
Q7	0.666	0.632	Valid
Q8	0.666	0.632	Valid
Q9	0.666	0.632	Valid
Q10	-0.111	0.632	Invalid
Q11	1	0.632	Valid
Q12	0.666	0.632	Valid
Q13	1	0.632	Valid
Q14	-0.166	0.632	Invalid
Q15	0.666	0.632	Valid
Q16	1	0.632	Valid
Q17	0.666	0.632	Valid
Q18	0.666	0.632	Valid
Q19	0.666	0.632	Valid
Q20	0.666	0.632	Valid
Q21	0.666	0.632	Valid
Q22	-0.166	0.632	Invalid
Q23	0.666	0.632	Valid
Q24	0.666	0.632	Valid
Q25	-0.111	0.632	Invalid
Q26	0.666	0.632	Valid
Q27	0.666	0.632	Valid
Q28	1	0.632	Valid
Q29	-0.111	0.632	Invalid
Q30	1	0.632	Valid

CURRICULUM VITAE



A. Identify

Name : Dina Paujiah Siregar
Nim : 2120300040
Place and Birthday : Hutaimbaru, 29 August 2004
Gender : Female
Religion : Islam
Address : Hutaimbaru, Padangsidimpuan
Phone Number : 0812-6475-8553
Email : siregardina75@gmail.com

B. Parents

Father Name : Pahrudin Siregar
Mother Name : Nurida Nasution

C. Educational Background

Elementary School : SD 200405 Hutaimbaru
Junior High School : SMP N 9 Hutaimbaru
Senior High School : SMA N 4 Padangsidimpuan
Collage : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMP NEGERI 4 PADANGSIDIMPUAN
Jalan Sutan Soripada Mulia No. 42 Telp. (0634) 22427
PADANGSIDIMPUAN UTARA



NSS : 201072001004 NPSN : 10212237 e-Mail : Smpnegeri4kotapasid@gmail.com KP.22715

Padangsidempuan, 16 JUNI 2025

Nomor : 421.3/249/SMP.4/2025
Sifat : Biasa
Lamp. : -
Perihal : **Balasan Surat Riset Penyelesaian Skripsi**

Dengan hormat,

Menindak lanjuti Surat Permohonan dan izin Melaksanakan Riset Penyelesaian Skripsi dengan nomor 2044/Un.28/E.1/TL.009/05/2025 bersama dengan surat ini kami **Bersedia** memberi kesempatan izin Riset Penyelesaian Skripsi kepada mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan di SMP Negeri 4 Padangsidempuan. Berikut ini nama mahasiswa melakukan Penelitian

Nama : DINA PAUJIAH SIREGAR
NIM : 2120300040
Fakultas : Fakultas Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Demikian surat ini kami sampaikan dan atas kerja samanya kami mengucapkan terimakasih.



Padangsidempuan, 16 JUNI 2025
Kepala Sekolah
ERYATI ZETKAS, M.Pd
NIP. 19670610 199412 2 001