CHAPTER I
INTRODUCTION

1.1.Background

Language plays an important role in our daily life interactions. Language is also used by humans to communicate with others in conveying ideas, feelings, emotions, and information in both spoken and written form. Moreover, it serves human needs in their daily communication institution.

English as an international language too, takes an important role in communication along with nations in the world (Wahyuwidiyanti, 2015). As an international language, it has long been studied by people from various countries and cultural backgrounds. English has become a means of communication for many people in the world and is used in many fieldssuch as politics, sciences, and technology, business, and commerce, etc. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992, p. 3). People learn English because they have their motivation which depends on their needs, interests, and sensitivity values. According to Alexander (1975, p. 7), students must be trained adequately in all basic language skills, listening, speaking, reading, and writing. To master English, people should sharpen those four basic skills. One of the skills that are hard to master is reading skills. It not only simply identifying and translating the written word but also understandig and obtaining the information read.

Literal reading comprehension is efficient reading comprehension. Readers should know that when they are reading, what they are reading should make sense. So, they can understand the reading itself. However, sometimes students lose the meaning of what they read or they do not understand what is in the reading, because they do not choose what strategies to use in reading. When reading students may feel bored, because they do not know the meaning and are also less interested in reading, this is also due to difficult vocabulary and pronunciation. Therefore one of the ways to improve reading skills isbyusing the look and say technique.

According to Fauziah (2019), in this look and say technique students require to proceed the way to see and read what the teacher says and then the students memorize the words spoken several times with a help of pictures and written media (flashcard). This technique emphasizes the recognition of words that are commonly used so the words will often be heard, known, and understood in the context.

According to Aisyah (2019) "look and say method" is a method that is used for teaching reading to children about how to spell or read the words in English. By using this method, the students will look and say what the teacher reads and directly the students memorize the words because every word will be read several times. Also, the 'look and say method' gives students the ability to sound out words, even if they do not always understand the meaning of all of the words. Finally, the students not only can read but also can produce the sound of the word as well as possible. By 'look and say method' as a foundation, they can read any word, even the words they never heard before.

The two previous writers said the same opinion about the look and say technique. According to Fauziah (2019), students can repeat words that are usually used so that students can understand a reading. Meanwhile, according to Aisyah (2019) look and say method, students can memorize words they do not understand and also, students not only read but can produce good sounds too.

With the two arguments above, the look and say technique is a technique that can improve students' reading skills. So in this research, the researcher tried to test the look and say technique as a technique that can improve students' reading skills. And researcher, trying to apply the look and say technique in teaching reading. For this reason, the researcher conducted research entitled "Teaching literal reading comprehension by using look and say technique to seventh-grade students in East Adonara in the academic year 2020/2021".

1.2.Statement of problem

This study aims to address the following questions:

1. How are the students literal reading comprehension before being taught by using the look and say technique?
2. How are the students literal reading comprehension after being taught by using the look and say technique?
3. Are there any differences in the students level of literal reading comprehension ability before and after being taught by using the look and say technique?

1.3.The objectives of the study

Based on the formulation of the problem, the research objectives are as follows:

1. To know the student literal reading comprehension before being taught by using the look and say the technique.
2. To know the students literal reading comprehension after being taught by using thelook and say the technique.
3. To know the different level of literal reading comprehension ability of students before and after using the look and say technique.

1.4.Significance of research

To answer the first objective of this study was to know students' literal reading comprehension before being taught using the look and say technique. The results of this study will be beneficial for students, teachers, and researchers. Theoretically, this research can provide information about the benefits or impacts of using the technique. Practically, this study provides a reference for teachers and researchers in improving students' literal reading comprehension by creating comfortable classroom conditions. Pedagogically, this research is expected to provide new classroom conditions in learning English and its benefits for students. Because class conditions are very important in learning. If the class conditions are good, of course, students will also focus on what they are doing.

To answer the second objective of this study was to know students' literal reading comprehension after being taught using the look and say technique. Theoretically, this research is expected to provide information to teachers that the look-say technique might have a positive impact on their students. Practically, this research can be expected to also provide a reference to English teachers that the Look-Say technique can improve student achievement in literal reading comprehension, teachers can apply this technique in their teaching and learning process. Pedagogically, this research is expected to improve students' literal reading comprehension by using the look-say technique. The reason for using this technique is that learning English for reading is easier because it uses visual units. So that students can imagine the meaning of a word and it is easier to memorize it.

To answer the third objective of this study was to know the differences in students' literal reading comprehension levels before and after using the look and say technique. Theoretically, the look-say technique can be new for teachers who face students' literal reading comprehension. because teaching reading using display and speaking techniques will greatly help teachers to overcome these problems. Practically, this study can provide a reference for teachers and researchers that the look say technique can improve students' literal reading comprehension. Pedagogically, if this study has a significant difference before and after using the look say technique, especially in students' literal reading comprehension, the teacher can use this technique when teaching reading.