Journal of Linguistics, Literacy, and Pedagogy
Available online at https://jurnal.untirta.ac.id/index.php/JLLP
E-ISSN: 2964-6790
Journal of Linguistics, Literacy, and Pedagogy, 3(2), 102-107; 2024

Enhancing Students' Vocabulary Mastery through the Look-Say Method in Junior High School

Serina[a], Aisyah Hamidiyah[b], Dhafid Wahyu Utomo[c]

[a,b,c] Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

Article Info

Article history
Submission Date:
Acceptance Date:

Keywords:
Enhancing, the Look-Say Method, Vocabulary Mastery

***Corresponding author:**
2223190029@untirta.ac.id

Abstract

This study was aimed to investigate students' English vocabulary mastery improvement using the Look-Say method. The quasi-experimental was used as the research method and the sample was the seventh-grade students of the Islamic School in Dahu Banten. The instruments in this research were the pre-test and post-test. The content validity was used to test the item tests validity and the IBM SPSS Statistics 23 application with the Cronbach Alpa formula was used to test the reliability. The findings showed that there was an increase in mean scores from pre-test to post-test: the experimental class's average score increased from 38.97 to 91.03, while the control class's average score increased from 40.09 to 59.11. The Independent T-test from students' score of the post-test was 0.00, which indicates a significant difference between the experimental class and the control class. Therefore, it can be concluded that the Look-Say method can enhance the seventh-grade students at Islamic School in Dahu Banten.

INTRODUCTION

Vocabulary plays a vital role in language and greatly influences the development of language skills. It is fundamental to language skills and forms a crucial foundation for students' abilities in writing, reading, speaking, and listening (Richard, 2010). For many learners, the main goal of studying a language is to achieve effective communication. As it is said, vocabulary is essential words required for effective communication, encompassing both expressive vocabularies used in speaking and receptive vocabulary used in reading (Neuman & Dwyer, 2009). A thorough understanding of vocabulary is crucial for comprehending language and for effective communication. Vocabulary can be defined as words or terms that have inherent meaning, which the students must know to understand language meaning and to communicate effectively (Hiebert & Michael, 2005). Having an extensive vocabulary will enable students in enhancing their language proficiency.

In the classrooms, successful students typically possess a wide-ranging vocabulary (Decarrico, 2001). When it comes to vocabulary, students often struggle to remember the meanings of words they have previously been taught or practiced. Regrettably, in various professional fields, many students find it challenging to articulate their ideas and opinions effectively due to lack of speaking practice. This issue was due to a restricted vocabulary.

Some studies have indicated that Look-Say method reported as effective in improving students' vovabulary mastery (Maspa, 2011; Mutmainna, 2013; Meynilda, 2021). Look-Say method is an educational technique that emphasizes teaching individuals to read by memorizing and recognizing entire words (Maulizan, 2015). It is particularly effective for addressing words whose spellings do not correspond with their pronunciations, like 'the', 'said', or 'when' in English (Gallaudet, 2006). Lawrence (1976) cited by Kunnu (2014) stated that this method is widely used and easy to comprehend, making it enjoyable for students, motivates and challenges the students, simple and cost-effective to implement, affordable and readily accessible without requiring special equipment, encourages student interaction and communication, and can even be incorporated into games. Moreover, this method introduces severely selected vocabulary in progressive texts (Kunnu, 2014). By employing this method, students can observe and repeat what the teacher reads, and they can practice memorizing words directly, as each word is read multiple times. It encourages students to recognize and read words as complete units, rather than dissecting them into individual letters or letter groups. Therefore, the aim of this study is to investigate the improvement of students' English vocabulary mastery by using the Look-Say method.

METHOD

This research employs a quantitative approach with an experimental method. Specifically, the researcher utilized a quasi-experimental design. While quasi-experimental designs involve manipulating an independent variable similar to randomized experimental designs, the participants are not randomly assigned to treatment groups (Ary, 2010). The research utilizes a quasi-experimental design involving two classes. The study involved 50 students as the sample which was selected using the cluster random sampling, dividing them into the experimental group, receiving the treatment using Look-say method and the control group, receiving regular teaching method.

Pre-test and post-test were the instruments to gain the data. Data analysis involves conducting specific computations and assessments to derive meaningful insights from data (Ibrahim, 2015). The Normality Test, Homogeneity Test were used to ascertain the data suited to the study, and T-test was used to test the hypothesis.

RESULT

The results of the research are elaborated based on the normality and the homogeneity test of data. The calculation of the T-Test and the checking the hypothesis are done next.

Table Normality Test (Kolmogorov-Smirnov Test)

		Unstandardized Residual
N		70
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.48596028
Most Extreme Differences	Absolute	.134
	Positive	.134
	Negative	-.071
Test Statistic		.134
Asymp. Sig. (2-tailed)		.200[c,d]

Based on table, showed that "N" refers to the samples of the experimental and control class which was 70. "Std. Deviation" (Standard Deviation) measures the average values and standard deviations of the measured data. The mean value indicates the center of the distribution, while the standard deviation measures how spread out the data. Std. Deviation of both classes was 0.48596028. "Most Extreme Differences" describes extreme differences between values in a distribution. Both absolute and positive differences were 0.134, and the negative differences of the experimental and control classes were 0.071. The test statistic of both classes was 0.134. "Asymp sig (2-tailed)" refers to the asymptotic (approximate) probability value for a two-tailed statistical test. The result of the p-value of the pre-test and post-test of both classes was 0.200. Therefore, it can be concluded that the pre-test and post-test scores for both classes were normally distributed proven by the results were above 0.05.

Table Homogeneity Test
Homogeneity Test of Pre-Test

		Levene Statistic	df1	df2	Sig.
PreTest	Based on Mean	11.737	1	68	.067
	Based on Median	9.453	1	68	.216
	Based on Median and with adjusted df	9.453	1	65.247	.217
	Based on trimmed mean	12.444	1	68	.065

Based on the table above, the significant value for the pre-test scores of both the experimental and control classes was 0.067. Since this value is greater than 0.05, it indicates that the data are homogeneous (0.067 > 0.05).

Homogeneity Test of Post-Test

		Levene Statistic	df1	df2	Sig.
Post Test	Based on Mean	10.925	1	68	.109
	Based on Median	10.868	1	68	.155
	Based on Median and with adjusted df	10.868	1	60.396	.156
	Based on trimmed mean	11.125	1	68	.108

According to the table, the significant value for the post-test scores of both the experimental and control classes was 0.109. Since this value exceeds 0.05, it can be concluded that the data are homogeneous (0.109 > 0.05).

To prove the Look-Say Method is effective in enhancing the students' vocabulary mastery, a calculation should be done thoroughly. Therefore, the T-test was employed to gain the result as in the table below.

Result of T-Test
Group Statistics of Post-Test in Both Classes

C	Class	N	Mean	Std. Deviation	Std. Error Mean
	PostTest Experiment	35	91.03	10.013	1.693
	PostTest Control	35	59.11	13.987	2.364

According to the table above, there was a difference in the average post-test scores between the experimental and control classes. With each class consisting of 35 students, the experimental class achieved an average score of 91.03, while the control class had an average score of 59.11. This indicates that the experimental class, obtained a higher average score compared to the control class.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	2.015	.160	10.976	68	.000	31.914	2.908	40.334	55.986
Equal variances not assumed			10.976	61.601	.000	31.914	2.908	40.306	56.014

According to the independent t-test table above, the result indicated a significance value (2-tailed) of 0.000. This value is below the predetermined significance level of 0.05. Therefore, the data

clearly show that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected, as the p-value is less than the significance level (0.000 < 0.05).

The criteria used for hypothesis analysis tests are as follows:

a. Alternative Hypothesis (Ha) : Implementing the Look-Say method enhances the vocabulary proficiency of seventh-grade students.
b. Null Hypothesis (H0) : Implementing the Look-Say method does not enhance the vocabulary proficiency of seventh-grade student.

The hypothesis criteria above indicated that the Look-Say method improved the students' vocabulary mastery in the seventh grade at Islamic Junior High School in Dahu Banten.

DISCUSSION

Data from both the pre-test and post-test indicate that the seventh-grade students at this Islamic junior high school made notable improvements in vocabulary mastery. This improvement is reflected in their performance on the assessments. Following the intervention, students showed progress in their English vocabulary skills. The Look-Say method did not cause anxiety or boredom; instead, it made vocabulary learning enjoyable and helped students better appreciate the text. The Look-Say method was implemented in three phases: (a) displaying words on the board or using flashcards for students to observe and practice reading and spelling; (b) providing oral explanations and repetition of the words by the teacher, followed by a brief discussion to relate the words; and (c) encouraging students to use the words in sentences or find synonyms. This method proved effective, as evidenced by the improvement in students' mean scores from 38.97 in the pre-test to 91.03 in the post-test. This increase indicates a significant enhancement in vocabulary mastery with the application of the Look-Say method.

These findings are consistent with previous studies that used the Look-Say method for teaching reading (Maspa, 2011, Mutmaina, 2013). Not only could improve seventh-grade students' vocabulary mastery, but the Look-Say Method also made learning English enjoyable and engaging and gave impact to a good memory contributing to better outcomes.

CONCLUSION

The research results proved that the Look-Say method significantly enhanced vocabulary mastery among seventh-grade students at the Islamic junior high school in Banten. This is evidenced by the increase of the mean scores from pre-test to post-test: the experimental class's average score rose from 38.97 to 91.03, while the control class's average score increased from 40.09 to 59.11. The findings confirm a notable difference between students who were taught using the Look-Say method

and those who were not. The Independent T-test produced a significance value of 0.000 (2-tailed), which is below the 0.05 threshold, leading to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha).

Students' feedback indicated a high level of interest and enjoyment during the teaching process with the Look-Say method. It made English lessons, particularly vocabulary instruction, more engaging and motivated students to actively participate. The method also enhanced their pronunciation skills, facilitating their ability to read various texts more easily. Consequently, the Look-Say method proved effective in enhancing vocabulary mastery and is recommended to be applied in the teaching vocabulary to seventh-grade students.

REFERENCES

Ary, Donald, and Friends. (2002). *Introduction to Research in Education.* USA: Wadsworth Group.

Decarrico, J. s. et al. (2001). Teaching English as a Second or Foreign Language. *ELT Journal, 3(5),* 285-299. https://doi.org/10.1093/elt/III.5.113

Harmer, J. (1991). *The practice of English language teaching (*4th Ed.). New York: Longman. https://doi.org/10.1080/03636784.1987.11075294

Ibrahim, Muhammad. (2015). The art of Data Analysis. *Journal of Allied Health sciences Pakistan*. 1. 98-104.

Meynilda Legina. (2021). *Look-Say Technique in teaching vocabulary for improving student's vocabulary mastery (An Experimental Study at the six grade students of MI Al-Misbah Bandung).*

Mutmainna. (2013). The Application of Look and Say Technique in Teaching Vocabulary to the First Year Students at SMK 1 YP-PGRI Makassar (*Thesis, Fakultas Bahasa dan Sastra Inggris: Universitas Negeri Makassar).*

Neuman, S. B., & Dwyer, J. (2009). Missing in Action: Vocabulary Instruction in Pre-K. The Reading Teacher, 62(5). https://doi.org/10/1598/rt.62.5.2.

Starkweather, J. (2010). *Module 9.1 Handout: One-way ANOVA Examples.* University of North Texas.

Dörnyei, Z. (2007a). Creating a motivating classroom environment. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 719-731). New York, NY: Springer.

Dörnyei, Z. (2007b). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: Oxford University Press.

Halliday, M. A. (1976). *System and Function in Language*. Oxford: Oxford University Pers.

Kieffer, M. J., & Lesaux, N. K. (2009). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. In M. L. Graves (Ed.), *Essential readings in vocabulary instruction* (pp. 90-101). Newark, DE: International Reading Association.

Ozsoy, G., & Gunindi, Y. (2011). Prospective preschool teachers' metacognitive awareness. *Elementary Education Online*, 10(2), 430-440. Retrieved on May 6, 2013 from: http://ilkogretim-online.org.tr/vol10say2/v10s2m4.pdf

Samanhudi, U. (2021). Reflexive Account of an Indonesian International Student' s Challenges and Opportunities in a U. K. *University' s Doctoral Education Program*. 11(1), 144–155. https://doi.org/10.32674/jis.v11i1.1096