

LOOK AND SAY METHOD FOR IMPROVING READING COMPREHENSION OF THE TWELFTH GRADE STUDENTS

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ABSTRACT

Based on the initial observation, many Senior High School students are lack of motivation in reading English texts. One of the reasons is because the students do not understand the vocabulary use in the text, particularly when the text is a bit long. This study aims to improve students' reading comprehension skills through the Look and Say method. This study uses the Classroom Action Research (CAR) approach consisting of four stages: planning, implementing, observation, and reflection. Participants in this study were grade XII students of SMA N 5 Purworejo. The subjects of this study were twelfth-grade students which consisted of 35 students, 10 of them are male and 15 students are female. Data were collected through observation and tests, then analyzed using descriptive analysis techniques. The results showed a significant increase in students' reading skills after the application of the Look and Say method. The increase was seen from the pre-cycle stage to cycle 1, and from cycle 1 to cycle 2. The average score increased from 63.52 in the pre-cycle, to 68.28 in cycle 1, and 71.42 in cycle 2. This indicates that the Look and Say method is effective in improving students' reading skills.

Keywords: *Reading, Look and Say Method, CAR.*

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INTRODUCTION

Reading is a crucial ability that aids in learning many subjects also in everyday life. Fauziah (2019) states that reading skill is one of the key competencies that each learner of English needs to possess. Reading is also important for boosting other skills such as writing and speaking (Sukarni, 2019). By reading learners can gain knowledge, they can enrich their vocabulary.

However, many students still find reading difficult, especially when they are just starting to learn (Westwood, 2008). Although in Indonesia, English has been taught since Elementary school, they students at Senior High school still find difficulties in reading texts. It is because they do not master large vocabulary. There are some reasons contributed to the kids' reading comprehension scores being below par. First, many of the vocabulary used in the book were unfamiliar to the majority of students. Second, pupils struggled to understand the books' content. Third, pupils lacked reading comprehension skills. Fourth, the educator continued to employ a traditional teaching approach (Olbata et al., 2023).

There are many definitions of reading. In general, reading can be defined as a process of constructing the meaning from the text. However, this process requires a complex skill related to the reader's knowledge. Anderson and Pearson (1984) state that reading is the process of constructing meaning through dynamic interactions between several aspects, including: knowledge already possessed by the reader, the information conveyed by the text being read, and the context of the situation when the reading activity takes place (Sulistiani, 2014). From this definition, reading is not only how the reader gets the message from the text, but also a complex process that is related to the problem of extracting meaning from the text, so that the reader can get a maximum understanding of the author's message.

Reading enables the reader to communicate with the text in order to find out the information among the text. Grabe and Stoller (2019) defines reading as an ability to draw information from the text and interpret the information coherently. It means that reading is related to an ability to comprehend the text. Without comprehension, reading is as simple as reading a group of words on a page from left to right while sounding them out. Pardo (as cited in (Batu et al., 2021) stated that comprehension is a process of constructing the meaning by interacting with a text through the combination of reader's prior knowledge, the information from the text, and reader's attitude towards the text.

Look and say method is popular in teaching young learners to read by memorizing and recognizing the whole words. This method is commonly used in teaching young learners. Nofiandari (2016) states that the Look and Say method is based on guiding the children to recognize a full sentence. In teaching young learners, it is done through the picture. The teacher reads each word on the card then the child will repeat. However, this method can also be applied for adults. According to Indrawan (2021), the Look and Say method enables to increase the students' language ability in vocabulary mastery. It is taught to memorize and learn keywords from context.

In reading the text, the readers should get the meaning of the text. In reading as foreign language, the reader may get challenged to know the meaning for each word. In the Look and Say method, the teacher uses flashcards accompanied by pictures then shown to the children repetitively until they memorize the pattern of the word. Meanwhile, in adult learners, the teacher will make the word familiar by discussing the unfamiliar words from the text. The teacher then wrote the unfamiliar words on the board. After the teacher orally pronounced the words, then the students repeated it. A short discussion to discuss the unfamiliar words was held and the teacher asked some questions related to the unfamiliar words written on the blackboard. The teacher can also give the synonym or antonym of the words. This discussion was held until the students got the meaning without opening any dictionary and comprehending the text that they read.

Teaching using the Look and Say method has many advantages. Some studies have been conducted to find out the effectiveness of this method. Aisyah (2019) found that the Look and Say method can improve students' achievement in teaching reading. She also added that this method can help improve students' pronunciation since they try to pronounce even if they do not know the exact

meaning of the words. In addition, the Look and Say method also can improve a student's vocabulary. Moreover, Lasitiha (2024) also finds out from her research that there is an improvement in the students' vocabulary after giving the treatment using the Look and Say method.

Teachers are always looking for ways to make reading easier and more enjoyable for their students (Borowska, 2017). One of the effective methods to help students improve their reading skills is the "*Look and Say*" method. Serina et al. (2024) state that Look and Say method does not cause anxiety and boredom, on the contrary, it makes learning vocabulary more enjoyable and helps students understand the text better.

The Look and Say method focuses on helping students recognize and remember words by looking at them as a whole, instead of sounding them out letter by letter. In this approach, students are encouraged to memorize words and connect them with their meanings or pictures. Instead of focusing on letter-by-letter sounds, students learn to recognize words quickly. This helps them read more easily and understand what they read better. Junipisa (2024) states that the Look and Say method allows students to identify the structure of passages and conclude the text. One of the main benefits of Look and Say method is that it helps students read more fluently and quickly. Since they don't have to sound out every word, students can read without stopping to figure out each word. This makes reading more enjoyable and helps them understand the text better. As students become more familiar with the words, they will be more confident in reading.

The Look and Say method is especially helpful for children who are still learning to read. For these students, seeing familiar pictures or words can make reading less stressful and help them remember words more easily. By connecting words with pictures or real objects, students can better understand and remember the words they see. This method can also be useful for older students who may struggle with reading. Teachers can use the Look and Say method in different ways, such as using flashcards with words and pictures, labeling objects in the classroom, or doing fun matching activities. These activities make reading more interactive and fun, thus encouraging students to practice and improve their skills (Ipa et al., 2023). stated that the Look and Say method makes students understand the material well, makes learning English more fun, increases students' interest in learning English, and motivates students to learn English. In this article, the authors will discuss the Look and Say method in more detail. The authors will look at how it works, its benefits, and how teachers can use it in the classroom. By understanding this method, teachers can help students become more confident and skilled readers.

The researchers are interested in choosing the Look and Say method because some previous studies have shown good results in applying the Look and Say method in improving reading skills. The first study was conducted by Fauziah (2019) entitled Improving English Reading Ability through Look and Say Technique. Students in grade 27 at SDIT AL MARJAN were the subject of this study. The findings demonstrated that following multiple cycles of treatment (planning, acting, observing, and reflecting), students' reading skills improved. The qualitative data of this study shows that the students were excited, engaged, and actively participated in the process and students read better after treatment.

The second research was conducted by Aisyah (2019) entitled *Improving Reading Skill through Look and Say Method*. This study was carried out at SMAN 1 Tanralili Maros, and the research object was 30 first-year students at the school. The results of this study showed that apparently after the researcher taught students using the Look and Say method, there were some notable gains in the students' reading proficiency. The researcher concluded that thirty first-year students at SMAN 1 Tanralili Maros who received instruction utilizing the look-and-say method had significant improvement compared to before they got the treatment.

By reviewing the previous studies there are similarities among the previous studies and the current research, that is the Look and Say method to teach English. However, there are some differences, namely the research design, the students' grade, the English skill, even the text that is being taught. The current research uses Action Research design with the twelfth-grade students as the participants and hortatory exposition is the material taught during the action research. Based on the study's background, the writers chose to carry out research called "Look and Say Method to improve English Reading Comprehension of Hortatory Exposition Text on the Twelfth Grade SMA N 5 Purworejo Year 2024/2025".

RESEARCH METHOD

Design

This research employed a Classroom Action Research (CAR) in which the researchers applied the Look and Say method in teaching English, especially reading. CAR is research carried out in the classroom by the teacher in order to solve a problem that occurred in the class or improve the teaching and learning process (Burns, 2005). It implies that this research was held based on the problem identified in the classroom and the researchers would try a treatment as a solution to solve the students' problem as well as improve their learning achievement. In this research method, researchers will identify a problem in the class then they have intention to improve and based on a theory or as an intervention. Then, they record the intervention and results of the treatment. If the results show a positive impact, then they could continue the dissemination of the information. If not, then the cycle may start again or repeat with improvement.

There are four steps in action research including planning, action, observation, and reflection as it is explained by Nazari (2022) and Sagor (2011). In this study, the researchers decided to conduct two cycles which each cycle contains those four components. The researchers started to identify the problem by doing some observations in the school. The data from observation were followed by interviewing with the teacher, interviewing the students, and pre-test. In the first step which is planning, the researchers identified a problem or issue then developed a plan of an action to improve a specific area. Then the researchers conducted as planned by implementing Look and Say method. The researchers also observed the effect of using Look and Say method in improving students' reading comprehension. The last step is reflection. In this step, the researchers made note and review on the changes during the implementation of the Look and Say method. The reflection would show whether the actions would be successful or not to

improve in the next cycle. Then the step of planning was conducted by planning a strategy of gathering the data.

Subject

This research took place at SMA Negeri 5 Purworejo. The subjects of this study were twelfth-grade students. The research employed the XII.2 students which consisted of 35 students, 10 of them are male and 15 students are female.

Data Collecting Technique

The data collection technique is presented chronologically as follows.

Observation

The observation gave the researchers the opportunity to see the situation in the class. It allowed me to gather the data. The data of observation was followed by an interview to gain more data.

Interview

The researchers interviewed the English teacher regarding students' skill, their needs, and participation in the class. The observation was conducted to gather the responses, opinions, suggestions, and expectations of the students about the implementation of the Look and Say method.

Reading Test

Reading test of the pre-cycle was carried out before cycle 1 and all students who became the object of research were given a test. This pre-cycle assessment aims to determine the initial ability of students, especially in the field of reading.

Cycle 1

Cycle 1 was conducted on the 21st October to 1st November 2024 in two meetings.

In the first meeting of cycle 1 the researcher gave a text entitled "Be Careful about What You Post" then asked students to read the text and look for unfamiliar words from the text. Then the researcher appointed learners to write the words on the board. The researcher then modeled how to pronounce the words. The students repeated it. The researchers discussed those words with the students. The researchers also stimulated the students by asking a question which was related to the unfamiliar words in the whiteboard. The researchers could also give the example of sentences containing those words to help the students build the context then give the synonym for the words. At the end, the researcher gave the correct definition of words on the whiteboard then discussed the text to improve their reading skills.

In the second meeting, the researchers gave a text entitled "Never Believe Everything on Social Media" then asked students to read the text and look for unfamiliar words from the text. Then the researcher appointed learners to write the words on the board. The researcher then modeled how to pronounce the words. The researcher then conducted a short discussion, and asked questions related to the difficult words they found and wrote on the board. The researcher gave sentences to the students using the unfamiliar words in a sentence or think of synonyms for the difficult words. The researcher then gave the definitions of the words that had been written on the board and asked the students to think about and find synonyms for the definitions. The researchers gave the definition of words on the whiteboard.

The second assessment was given after the entire series of actions carried out in cycle 1.

Cycle 2

Cycle 2 was conducted on 11th – 22nd November 2024 in two meetings. In the first meeting of cycle 2 the researchers gave a text entitled “Creating Positive Internet Environment Everyone's Job” then asked students to read the text and look for unfamiliar words from the text. Then the researchers appointed learners to write the words on the board. The researcher then modeled how to pronounce the words. In the second meeting, the researchers conducted a short discussion and asked questions related to the difficult words they found and wrote on the board. The researcher gave sentences to the students using unfamiliar words in a sentence or instructed them to think of synonyms for the difficult words. or think of synonyms for the difficult words. The researcher then gave the definitions of the words that had been written on the board and asked the students to think about and find synonyms for the definitions. Then, the students were asked to make the sentences in a Padlet using new vocabulary that they got. The third assessment was given after completing the entire series of teaching in cycle 2.

Data Analysis Technique

There are two types of data, namely quantitative and qualitative data. The quantitative data were analyzed quantitatively with descriptive analysis. The average was obtained by adding up the data in a group, then dividing it by the number of individuals in the group. Whereas the qualitative data the researcher used three steps, namely data reduction, data presentation, and drawing conclusions. The researcher made a summary from the observation, selected the main points, focused on important information, and looked for themes and patterns as part of data reduction. After that, the researcher analyzed and presented the data in the form of a narrative description.

FINDING AND DISCUSSION

Finding

The researchers had two months doing this research in SMA Negeri 5 Purworejo. Researchers observed students' reading skills. Firstly, the researchers got a chance to observe the classroom situation for two weeks in September 2024. During those weeks, an initial assessment was conducted to determine the students' reading skill. Then, the students' results from the pre-cycle, cycle 1, and cycle 2 were identified and analyzed the mean or average of the score to monitor the progress. The researchers implemented Look and Say method in teaching reading comprehension. The assessments were held in pre-cycle and both in cycle 1 and cycle 2. Assessment scores were taken from 35 students in twelfth grade. Then the data were calculated and displayed in the table below.

The pre-cycle test was conducted in September 2024. One student was sick and didn't go to school. The results of the observation and pre-cycle showed that their reading skills in the XII.2 is still low. The highest score on the pre-cycle was 80, and the lowest score was 40. It can be seen from the table above that the average score of the pre-cycle is 63.52 of 34 students. It shows that students' reading skills are still low and need to improve. It is also identified from the pretest that the main

problem in reading is the students do not know the meaning or certain words, so that they cannot comprehend the text to find specific information. Therefore, the researchers conducted the first cycle of classroom action research using *the Look and Say* method with the topic hortatory exposition. The first cycle was held on 21 October 2024. In this first cycle the researchers gave a text with the title "*Be careful on what you post*" and asked the students to look for and mention some unfamiliar words from the text. The researchers then asked one of the students to write the words on the whiteboard. Then those words were orally pronounced and explained by the researchers. The students repeated it. The researchers discussed those words with the students. The researchers also stimulated the students by asking a question which was related to the unfamiliar words in the whiteboard. The researchers could also give the example of sentences containing those words to help the students build the context then give the synonym for the words. At the end, the researcher gave the correct definition of words on the whiteboard then discussed the text to improve their reading skills.

After two meetings of implementing Look and Say method were completed, the researchers gave an assessment to 35 students. They had to answer 10 questions regarding reading text. Then, the researchers held an assessment to compare the students' reading skill during the pre-cycle and post-test in cycle 1. However, the researchers were not satisfied with the assessment result because they were still low.

Table 1. The Score of Pre-cycle and Cycle 1

	Pre-cycle	Cycle 1
Mean	63.52	68.28
Highest score	80	100
Lowest score	40	40

Table 1 above shows that the average score obtained from the pre-cycle assessment is 63.52 and the assessment cycle 1 the average score is 68.28. The data shows that after giving the treatment, there is improvement in students' average score. However, the results of the mean or average score of the assessment in cycle 1 was still below the Minimum Completeness Criteria (KKM) of the school which is 70.

Therefore, the researchers decided to continue with cycle 2 by applying *the Look and Say* method. The goal was to improve the learning result of Hortatory exposition text. Based on the observation, the students already enlarged their vocabulary and knew how to guess the meaning when reading the text. However, they could easily forget the vocabulary and did not know the context of the word. One of techniques to develop vocabulary mastery is using words in sentences (Marashi & Kangani, 2018). It means that in order to help the students get better understanding and the know how to use new or unfamiliar new vocabulary, they can make sentences using new or unfamiliar words that they got. Therefore, the researchers decided to modify the step in cycle 2. The result of students' reading comprehension in cycle 2 can be seen in the table below.

LOOK AND SAY METHOD FOR IMPROVING READING COMPREHENSION
OF THE TWELFTH GRADE STUDENTS**Table 2. The table score of cycle 1 and cycle 2**

	Pre-cycle	Cycle 1	Cycle 2
Mean	63.52	68.28	71.42
Highest score	80	100	90
Lowest score	40	40	50

According to the table 2 above, it is evident that the students' average score improved from post-test 1 to post-test 2. In the post-test administered following the first cycle, the average score obtained by students was 68.28. Although this score shows quite good results than the pre-test score, there are still some aspects that need to be improved so that students' reading skills develop further. For this reason, the actions taken in the second cycle were almost the same as the first cycle, namely providing more practice, holding class discussions, and enhancing comprehension of the material. However, in the second cycle, there were some adjustments made, such as asking students to create sentences using the new vocabulary, providing clearer feedback to students and involving them more actively in discussions and question and answer. In addition, the learning approach used was also made more varied to make students more interested and focused. In the second cycle, the average score of the students increased to 71.42. This shows that the action taken in the second cycle improves students' reading skills. This score is above the Minimum Completeness Criteria (KKM) of the school. With the increase in the average score, it can be concluded that the second cycle gave better results in helping students understand the material and improve their reading skills.

The researcher provided the definitions of the words on the whiteboard and instructed the students to create sentences in a padlet using new vocabulary that they got. This activity aims to help the students memorize and get better understanding related to the new vocabulary and the context of it.

Discussion

This study examines the use of Look and Say method to enhance students' reading comprehension. The method was chosen as it was able to increase the students' reading comprehension and students' motivation in reading class. The description of the previous section shows students' reading comprehension was supported by the lowest score and highest, and the average scores of students before and after applying Look and Say method. According to the results presented above, the students' reading comprehension increased after being taught with Look and Say method in two cycles. The pre-cycle assessment results indicate an average score of 63.52, while the mean score for cycle 1 was 68.28. This shows that there was an improvement in the students' reading comprehension. However, the average score results from the assessment indicate that in cycle 1 were still below the school's Minimum Completeness Criteria (KKM) which is 70. This happens because in the first cycle, the researchers only discussed the new vocabulary with the students taken from the reading text. The researchers did not provide more contexts where the target words are used. So, the students got easily forget the word meaning. With some improvement on the method, the reserachers planned for cycle 2 to improve the teaching pratice in the cycle 1.

In cycle 2, however, the average increases to 71.42 which is above the KKM. Regarding the cycle 2 there is an increase of the mean score eventhough the

increase is not too significant. . The researchers decided to make improvements in the steps of is not implementing the Look and Say method. The implementation of the second cycle was adjusted. Then the researchers decided to add the step after discussing the unfamiliar word based on Freeman's statement regarding vocabulary mastery. During the second meeting, the researcher provided a text titled “Never Believe Everything on Social Media”.

This result of the study is supported by some previous studies. For instance, Junipisa (2024) found that the Look and Say method enhanced students' reading comprehension. This method enabled the students to recognize the vocabulary in the text. A similar result was also found by Lasitiha (2024b) that Look and Say is suitable for use in learning English for EFL context. The Look and Say method that implemented in this research focused on improving students reading comprehension by enlarging their vocabulary. The main problem of low score on reading pre-test was the students did not get the meaning to comprehend the text. Arcos (2013) states in reading, the effective reader knows the language of the text he is reading and knows what they mean (though perhaps not all of them). It shows that in the context of learning English as a foreign language, the students need to know the language as well as the meaning. Therefore, Look and Say method focuses on improving their reading comprehension. The researchers had modified the Look and Say method with the teen learners which was adjusted for senior high school students instructed the students to read the text and identify any unfamiliar words. Then the researcher appointed learners to write the words on the board. The researcher then modeled how to pronounce the words. The researcher then conducted a short discussion and asked questions related to the difficult words they found and wrote on the board. The researcher instructed the students to use the difficult words in sentences or to find synonyms for those words. The researchers then gave the definitions of the unfamiliar words that had been displayed on the board and asked the students to think about and find synonyms for the definitions.

This result of the study is supported by some previous studies. For instance, Junipisa (2024) found that the Look and Say method enhanced students' reading comprehension. This method enabled the students to recognize the vocabulary in the text. However, Junipisa applied action research with three cycles that made the improvement from pre-cycle to cycle 3 was very significant. A similar result was also found by Lasitiha (2024) that *Look and Say* is suitable for use in learning English for EFL context. The method that implemented in this research focused on improving students' reading comprehension by increasing their vocabulary. The main problem of low score in reading pre-test was the students did not get the meaning to comprehend the text. The slight difference from Lasitiha (2024) is that she applied a pre-experimental design with one group pretest-posttest. The increase of reading comprehension was shown from the t-test score, while the current study the reading improvement was shown from the increase mean from cycle 1 to cycle 2. Arcos (2013) states in reading, the effective reader knows the language of the text he is reading and knows what they mean (though perhaps not all of them). It shows that in the context of learning English as a foreign language, the students need to know the language as well as the meaning. Therefore, Look and Say method

focuses on improving their reading comprehension. The researchers had modified Look and Say method with the teen learners which was adjusted for senior high school students.

CONCLUSION AND SUGGESTION

The study's results indicate that Look and Say method had enhanced the students' reading skills in English. The method has been proven to improve students' vocabulary in reading texts, so that they can find specific information and understand the contents of the text better. According to the study's results, there was a notable improvement in the outcomes from the pre-cycle, cycle 1, and cycle 2.

The use of Look and Say method to enhance students' reading skills is highly recommended for teachers. Therefore, we suggest several steps that can be taken in implementing this method effectively. First, teachers are advised to choose texts with interesting topics that are in accordance with students' interests. Choosing relevant topics will make students more involved and motivated to read. Second, teachers need to design fun and interactive activities during discussions, such as providing open-ended questions, facilitating small group discussions, or inviting students to summarize the text together. This will encourage students to participate more actively and deepen their understanding of the material being read. In addition, teachers must also prepare clear assessment procedures and objectives to spread students' understanding of the text, such as comprehension tests, individual assignments, or group presentations. This step is important to maintain students' progress in mastering reading skills. Finally, it is highly recommended to conduct further research on the implementation of the Look and Say method across different topics, in order to find out other benefits of this method, especially in the context of learning for adult learners. By conducting this research, we can explore the extent to which this method can be applied to a wider group of students. We also suggest that future researchers try to implement Look and Say method with students with different ability levels or classes, to see whether this method is effective and can be used to improve reading skills in students at different levels of education.

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