
The Effort Of Using Look And Say Method Teaching Childern With Special Need
Autism Disorder At Sekolah Kebun Al-Qalam Jonggol

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ABSTRACT

Data was gathered through observation, interviews, and documentation as part of a qualitative research approach. One fourth-grade student with ASD participated in the study, which focused on language related to fruits and vegetables and lasted five sessions. Three primary strategies were used to apply the Look and Say Method: question-and-answer drills, repetition drills, and repetition by pointing, all of which were backed up with flashcards and actual objects. Results show that the approach successfully enhanced students' word recognition, pronunciation, and memorization skills in English. Instead of using written assessments for evaluation, quizzes, interactive questioning, and oral review were used, which allowed for precise comprehension measurement without putting the student under undue stress. The findings imply that the Look and Say Method is appropriate for kids with special needs, especially those with ASD, since it offers an organized, entertaining, and visually stimulating learning environment. In order to promote inclusive education, this study emphasizes the value of visual aids, repetition, and customized approaches.

Keywords: *Look and Say Method, Autism Spectrum Disorder, Repetition Drill.*

INTRODUCTION

In an effort to provide the best possible educational services for children with exceptional needs, such as those who have autism spectrum disorder (ASD), inclusive education is increasingly receiving increased attention. Particularly when it comes to language understanding and communication, children with ASD have distinct learning traits.

According to studies (Ioannis Vogindroukas et al., 2022) A lot of children with ASD experience communication challenges and strengths across all language sub-systems including pragmatics, grammar, semantics, syntax, phonology, and morphology in both oral and written language, while some children with autism demonstrate exceptional language abilities incl. linguistic creativity. These language strengths and limitations show up in both written and spoken communication, impacting how kids with ASD interact with adults and peers, communicate their ideas, and comprehend instructions.

Some children on the spectrum have exceptional linguistic abilities, but many struggle with things like starting discussions, keeping topics coherent, or understanding figurative language. Advanced vocabulary, creative language use, and remarkable narrative or writing skills often referred to as linguistic creativity – are some examples of these skills. Such abilities highlight the remarkable diversity

within the autism spectrum and underscore the necessity for personalized educational approaches that recognize and cultivate each child's unique potential.

The recognition of these diverse communication profiles is critical for educators, speech-language pathologists, and caregivers. It informs the development of tailored instructional strategies and therapeutic interventions designed to support both the communicative challenges and strengths of children with ASD. By fostering an inclusive educational environment that values and adapts to these differences, schools can promote not only academic achievement but also social integration and emotional well-being for children with autism. This holistic approach ultimately contributes to building more compassionate, understanding, and effective educational systems that empower all learners to succeed.

Communication issues vary on a continuum of severity so that some children may be verbal, whereas others remain non-verbal or minimally-verbal. This poses a challenge for people to communicate with autistic children, depending on the severity of their condition. Some children with autism can only repeat words or phrases asked by their conversation partner, which is usually referred to as echolalia.

Echolalia is a linguistic phenomenon that involves the repetition of words or phrases that a person has heard, either directly or indirectly. This occurs frequently in children, particularly during the stages of language development, and can also occur in people with certain communication disorders, such as autism, autism spectrum disorder (ASD), and language development disorders (Mohammad Nova Kurniawan et al., 2025). It is not uncommon for many children with autism to not understand at all when someone tries to communicate with them.

Some of them even fail to understand the body language of the person communicating with them. Many have problems with the meaning and rhythm of words and sentences. They also may be unable to understand body language and the meanings of different vocal tones. Taken together, these difficulties affect the ability of children with ASD to interact with others, especially people their own age (National Institute on Deafness and Other Communication Disorder, 2020).

One of the main challenges in teaching children with ASD is their difficulty in understanding and remembering words in the conventional way. Therefore, teaching methods that utilize visual aids and repetition are needed to help them recognize words and improve their reading skills. The Look and Say method is an approach that emphasizes visual word recognition and repetition, so that children can remember and recognize words directly without having to spell them letter by letter. This method is considered relevant for children with ASD because it suits their visual learning style and can increase their motivation to learn. According to research (Teacher education in Sub-sahara Africa, n.d.) The look-and-say method of teaching reading links whole words with their meanings without breaking them down into sounds first. The meaning of the word and how it can be used in different contexts is very important. Children need to remember the shape and look of the word so that they recognize it when they see it again – in other words, it relies on a child's visual memory.

The look-say method is one of the most suitable methods for teaching children with special needs, especially children with autism who have difficulty understanding what their conversation partners are saying. This method relies

heavily on visual memory in the form of pictures or concrete objects. In this case, teachers usually use learning media such as flash cards as the main support for visually learning in the Look and Say method.

The author uses the look and say method to teach children with autism at her school, because children with autism disorders at her school have an interest in pictures or photos (flashcards). This is related to the look and say method because this method is directly related to providing direct media such as photos or real objects.

(Sonya, 2020) Look and say method is a method of teaching beginners to read by memorizing and recognizing whole words, rather than by associating letters with sounds. Look and Say Teaching Method is based on having children recognize full short sentences. This is done through flash cards with pictures, where parents can read each word on the card while the child repeats it.

In this method, the main focus is on teaching reading or vocabulary to children with special needs. Before they learn to develop reading skills, students need to learn to read English words and phrases as a foundation for improving their reading skills. The look and say method teach students to read words as whole units, rather than breaking the word down into individual letters or groups of letters. Children are repeatedly told the word name while being shown the printed word, perhaps accompanied by a picture or within a meaningful context (Yusnita et al., 2021). The look-and-say method teaches reading by allowing children to recognize words as a whole based on their visual form and related meaning, rather than breaking them down into individual sounds.

This strategy relies on children's visual memory and their understanding of how words function in different contexts. Recent phenomena show an increase in the use of technology and visual media in education, which supports the effectiveness of the Look and Say method. The use of this method is expected to help children with ASD develop their reading and communication skills more optimally.

This study aims to examine the use of the Look and Say method in teaching children with Autism Spectrum Disorder, with the hope of providing practical contributions to teachers, parents, and educators in developing effective learning strategies that are tailored to the needs of children with special needs in this modern era.

Based on the comprehensive background outlined above, this research endeavor aims to rigorously evaluate the efficacy and practical impact of employing the "Look and Say" instructional method in enhancing the English vocabulary comprehension skills of students diagnosed with Autism Spectrum Disorder (ASD) at Al-Qalam Jonggol School. The overarching goal is to create and facilitate meaningful, accessible, and inclusive learning opportunities tailored specifically for children with special educational needs, particularly those on the autism spectrum, who frequently encounter substantial challenges in communication, language acquisition, and social interaction.

Children with ASD often exhibit significant difficulties in processing and engaging in reciprocal, two-way communication, which can severely impede their academic progress, social integration, and overall developmental trajectory. This communication barrier is poignantly illustrated by a particular case observed at

Kebun Al-Qalam Elementary School, where an autistic child demonstrates a markedly limited capacity to comprehend and participate in interactive verbal exchanges. Such limitations underscore the urgent need for specialized pedagogical approaches that accommodate the unique learning profiles of these children.

The “Look and Say” method, characterized by its emphasis on visual recognition, repetitive exposure, and contextual learning of vocabulary, is hypothesized to be an effective and adaptive teaching strategy for this population. By leveraging the strengths of visual learning and pattern recognition, this method aims to facilitate the acquisition and retention of English vocabulary, thereby fostering improved language comprehension and communication skills.

This study endeavors to systematically investigate whether the implementation of the “Look and Say” approach can significantly enhance the ability of children with ASD to identify, understand, and use English words within meaningful contexts. The anticipated outcomes of this research are expected to contribute valuable empirical evidence to the field of special education, offering practical insights and recommendations for educators, therapists, and caregivers. Ultimately, the findings aspire to inform and enrich inclusive educational practices, promoting not only academic achievement but also social inclusion and emotional well-being for children with autism spectrum disorder within the school environment.

METHOD

This chapter discusses the purpose, setting, time and location, research method and procedure, data and data sources, data collection techniques, data analysis procedures, and data validity checking techniques. The purpose of this research is to describe the application and evaluation of the Look and Say Method in teaching English vocabulary to children with Autism Spectrum Disorder (ASD) at Kebun Al-Qalam Elementary School.

This research was conducted at Kebun Al-Qalam Elementary School, located in Citra Indah City, Jonggol District, Bogor Regency, West Java. The research activities included preliminary observation on March 15, 2024, five observations conducted from April 22–26, 2024, and an interview with the curriculum head on April 22, 2024. The school was selected because it is an inclusive school with a Nature School curriculum that provides learning opportunities for children with special needs, including children with ASD.

A qualitative research approach was employed because the study aims to describe the implementation and evaluation of the Look and Say Method naturally without manipulating the research setting. The research followed the stages of formulating the research problem, collecting data, analyzing data, formulating findings, and preparing recommendations.

The data sources were selected through purposive sampling and consisted of primary and secondary data. Primary data were obtained from the curriculum head, who is also a sixth-grade teacher, and one sixth-grade student with ASD. Secondary data included field notes, lesson plans, student comprehension data, and photographs.

Data were collected through participatory observation, structured interviews, and documentation. The researcher participated in English teaching activities and observed the use of flashcards and pictures in implementing the Look and Say Method. Interviews were conducted to obtain supporting information about teaching methods, learning media, problems, evaluation, effectiveness, and learning outcomes.

Data analysis used the Miles and Huberman model, consisting of data reduction, data display, and drawing conclusions. Data validity was ensured through source and technical triangulation by comparing information obtained through observations, interviews, and documentation.

RESULT

Research needs to be equipped by data which is the essence from the research, where these data will be analyzed. Following the research design in Chapter III, researcher used interview, observation, and document review techniques presented to collect data. The researcher describes, elaborates, and interprets the data that has been collected so that it becomes a complete description. The researcher describes the research findings from the results of interviews, document reviews, and observations as follows:

1. Implementation of Look and Say Method Teaching Children with Special Need Autism Disorder

The goal of Kebun Al-Qalam Elementary School's English instruction and learning

From the researcher's experience while working at Kebun Al-Qalam Elementary School and from the results of the researcher's interview with curriculum head of Kebun Al-Qalam Elementary School, it is known that Kebun Al-Qalam Elementary School conducts English learning activities once a week on a flexible schedule according to each class.

"In the nature school curriculum, learning and subjects are free to adjust according to the needs of the classroom and the class teacher. Usually, English is conducted once a week or even just once every two weeks". (Interview with curriculum head, April 22, 2024).

The objective of English teaching and learning activities at Kebun Al-Qalam Elementary School for children with special needs aims to introduce and broaden the vocabulary and basic English conversational understanding of children with intellectual disabilities.

"It aims to familiarize and broaden the children's knowledge in vocabulary and simple English conversation". (Interview with curriculum head, April 22, 2024).

Based on the researcher's experience while teaching at Kebun Al-Qalam Elementary School, English is not only used once a week, but also on regular school days. As is often done by every teacher at Kebun Al-Qalam Elementary School during their morning routine, they sing songs such as Head, Shoulders, Knees and Toes twice. Before entering the classroom, several English songs are sung, such as "One Finger, One Finger Tab Tab Tab, Put Your Finger Up, Put Your Finger Down, Put It on Your Cheeks," and so on.

During the opening of classroom learning activities, several English songs were sung, such as "Good morning everybody how are you 2x, Good Morning teacher, Good morning my friends good morning everybody how are you?", and "One and

one I love my father, two and two I love my mother also, three and three I love brother and sister, one two three I love everyone," and "Anjing dog, kucing cat, kupu-kupu butterfly, ikan fish, bebek duck, and gajah elephant" are also included. In addition, the teacher also says command sentences in English, like "Please sit down in your chair!", "Look at the whiteboard", "Silent please!". The teacher also says greetings using English, such as "Good morning friends", "How are you today?", "Are you ready?", "Good by students" and "See you tomorrow".

Researchers concluded from their teaching experience that Kebun Al-Qalam Elementary School indirectly introduces English vocabulary for everyday use. Additionally, English songs, dialogues or discussions, instructions, prayers, and greetings are used to introduce English vocabulary in everyday learning activities.

Procedures of Teaching English Children with Special Need Autism Disorder using Look and Say Method

From the results of the researcher's interview with the curriculum head of Kebun Al-Qalam Elementary School, It was found that one of the methods used in teaching and learning English for children with special needs at Al-Qalam Elementary School was the Look and Say method, which uses pictures or concrete objects.

" Children with special needs usually require pictures or even concrete objects for each subject, one of which is English language learning". (Interview with curriculum head, April 22, 2024).

In learning English for children with special needs, there are several things that must be prepared. Before entering the classroom and starting learning activities, classroom teachers usually prepare English materials that will be taught to children. The material taught usually follows the learning theme for each learning outcome. Teachers usually use pictures or concrete objects so that children know and understand what they are learning by looking at the pictures and concrete objects. For example, when learning about healthy foods, the teacher prepares a chart of healthy foods or directly presents types of healthy foods in the classroom. For children with special needs, pictures are usually also provided to facilitate repetition of the material.

Based on observations, the teacher conducted the following introductory learning exercises:



Figure 1 Students Morning Routine

1) Students morning routine

Before starting classes, Kebun Al-Qalam Jonggol Elementary School usually holds a morning routine activity where students gather in the school field or mosque hall to pray together, do ice breaking activities, and even play games. During ice-breaking activities, teachers usually use English phrases such as, "How are you today?" or "Have you had breakfast today?". Or they usually clap their hands and say, "Good morning, everybody, how are you?" and the students respond, "Just fine, good morning teacher, good morning my friends, good morning, everybody, how are you?" and the students say, "Just fine".

2) Pray

After ice breaking activities and playing together, the students will pray, led by students from other classes or teachers. After praying, the students will enter their respective recitation classes.

3) Quran recitation class

During these Quran recitation classes, the researcher also conducted English learning activities for children with special needs using the Look and Say method. This allowed the researcher to interact directly with children with special needs, as the researcher was responsible for the Quran recitation classes for children with special needs, including students with autism spectrum disorder.

4) Greetings and check the attendance list for students with special needs

The teacher welcomes the students in English, saying "Good morning, children." In response, the students said, "Good morning, ma'am." "How are you today?" the teacher inquired. "I am fine thank you, teacher, and you?" was the response from the students. After saying, "I am fine too, thank you," the teacher started going through each student's attendance one by one. There are a total of 9 students with special needs in the Quran recitation class, but the focus of this research is only on a student named Magenta Teca Dandiansyah Zuber (a student with autism spectrum disorder).

After the teacher opened the Quran recitation class, the next step was the core Quran recitation activity. When the Quran recitation class was over, the researcher began teaching English to Genta, a student with autism spectrum disorder. The following are the core learning activities carried out by the teacher based on the researcher's direct observation on Monday, April 22, 2024:



Figure 2 Explaining Materials

1) Explaining Materials

The researcher began by showing Genta (a child with autism) pictures of fruits one by one. During this session, the student was interested in the cards brought by the researcher. The cards featured the following fruits: Mango, Strawberry, Avocado, Apple, Watermelon, Dragon fruit, Orange, Lemon.

2) Teaching English Vocabulary

The researcher taught Genta English vocabulary related to this week's theme for children with special needs, Healthy Food. The vocabulary taught was Mango, Strawberry, Avocado, Apple, Watermelon, Dragon fruit, Orange, Lemon. The researcher guided Genta to look at the pictures and words on the cards and guided Genta to repeat the vocabulary that was spoken. The researcher tried to repeat the words so that Genta would focus on looking at the vocabulary cards. The researcher also introduced the Indonesian names of the fruits that were introduced, and the researcher tried to ask questions in Indonesian, and Genta tried to answer in English.

3) Review the material

Before the Quran recitation class ends, the teacher will call Genta back to review the material using the Look and Say method by asking Genta, "Genta, what fruit is this?" and "What color is a mango?" Through this review activity, the teacher evaluates and records Genta's progress in each meeting in terms of the development and understanding of children with special needs.

The last activity was the closing of the Quran recitation class. The following are the learning activities that were closed, as observed by the researcher on Tuesday, April 23, 2024.



Figure 3 The students prepare to pray and enter their respective classrooms

4) Ice Breaking before pray

In Quran recitation classes for children with special needs, researchers and class leaders always give attention to children with special needs to help them refocus and follow the teacher's instructions. This activity is commonly referred to as ice breaking, where researchers and students sing and clap their hands together. Once the students with special needs are refocused, researchers invite them to pray.

5) Pray

The researcher led the prayer by reciting hamdallah and prayers after studying, and the students followed the researcher's instructions.

6) Return to your respective classes

Once the Quran recitation class is over, the students of Kebun Al-Qalam Elementary School will return to their respective classrooms to continue their learning activities according to their respective grades.

Researchers concluded from the results of observations of activities conducted by researchers themselves in special needs children's Quran recitation classes and incorporating English learning with Genta (a student with autism) that the method used in English teaching and learning activities at Kebun Al School - Qalam School is the Look and Say Method because it is considered more suitable for children with special needs such as those with autism spectrum disorder, as students only need to look, repeat what the researcher says, and memorize it. Before the Quran recitation class begins, the researcher must prepare teaching materials such as flashcards and charts showing the development and understanding of children with special needs.

There are three steps in teaching English to children with special needs using the Look and Say Method, namely opening, core, and closing. In the opening, there are activities such as lining up, praying, ice breaking, playing games, reciting the Quran, and taking attendance. In the core activity, there is an explanation of the material and teaching of English vocabulary. Finally, in the closing, the researcher reviews the material with Genta, then the class ends with ice breaking, prayer, and the students returning to their respective classes.

Techniques of Look and Say Method in Teaching English Childern with Special Need Autism Disorder

There are ten techniques from the look and say method. However, based on the researcher's observations regarding the needs of children with Autism Spectrum Disorder, three techniques were used: Repetition Drill, Question and Answer Drill, and Repetition by pointing. The results of these observations are in line with the interviews conducted with the curriculum head regarding the techniques used during English language learning activities for children with special needs:

"Genta will learn themes with English vocabulary through images, we will conduct dialogues, Q&A, repetition, and assessment exercises with Genta pointing to cards according to what the teacher says." (Interview with the Curriculum Head, April 22, 2024).

1) Repetition Drill



Figure 4 Researchers teach fruit vocabulary

Repetition exercises are the most frequently used technique in the Look and Say Method for teaching English to children with special needs at Kebun Al-Qalam Elementary School. This technique is done in the opening, in the core of learning activities and during closing. During the opening, the researcher attracts the attention of students with special needs by inviting them to sing and clap their hands in English. In addition, the teacher also talks to children with special needs by asking them how they are doing, whether they have taken a bath, and whether they have eaten, all in English.

During the main learning exercises, the researcher helps the students repeat the teacher's words according to the week's theme, such the theme of fruits. The researcher will show each card with the theme of fruits and then pronounce the word fruit loudly. In addition, the researcher will also inform the word in Indonesian as well as in English. Students will repeat the vocabulary that the researcher says. Like the example:

The researcher shows a card with a picture of a dragon fruit, then the researcher calls the name of the child with special needs to get their attention. Genta, "Buah Naga in English is Dragon Fruit" repeat after me. "Buah Naga is Dragon Fruit". For each word, the researcher must repeat the pronunciation 2 to 3 times until the child with autism focuses on the image being shown. After one image is shown, the researcher will ask the students with autism to focus on looking at the image and to say the word that has been displayed. For example: 'Genta look at the card, "Buah Naga is Dragon Fruit". After that, the teacher tried to reverse the question like: "Genta, what is Buah Naga?". When students with autism successfully answer correctly, the researcher can replace the card with a different image. For example, the image of a watermelon, the researcher will first mention the fruit in Indonesian and then in English. For the example: "Genta, Semangka in English is Watermelon."

The researcher must repeat the pronunciation 2 to 3 times until the child with autism focuses on the image being shown. After that, the teacher tried to reverse the question like: "Genta, what is Semangka?". When students with autism successfully answer correctly, the researcher can replace the card with a different image. For the example, the image of Mango, the researcher will first mention the fruit in Indonesian and then in English. For the example: "Genta, Mangga in English is Mango". The researcher must repeat the pronunciation 2 to 3 times until the child with autism focuses on the image being shown. After that, the teacher tried to reverse the question like: "Genta, what is Mangga?". When students with autism answered correctly, researchers could replace the cards with different images until the cards targeted for that day were used up.

At the end, the researcher used a repetition technique when praying before the Quranic class was over, the researcher recited the prayer in English and the students repeated it. In the learning evaluation, Genta will be called back to the front as a review since Genta has memorized the vocabulary taught today, the researcher repeated the words using the repetition technique that was carried out during the core learning activity.

2) Question and Answer Drill



Figure 5 Researcher's ask questions

In this question-and-answer exercise that can be done on the following day, the researcher will review the material from yesterday and ask Genta to answer the cards shown by the researcher. The researcher will show one card and Genta will try to answer the card shown in English. For Example:

(Fruits theme)

Researcher: Genta what is this?

Genta: Mango

Researcher: What color of mango, Genta?

Genta: Orange

3) Repetition by pointing



Figure 6 Researcher dialog with Genta

Repetition by pointing becomes one of the assessment methods for children with special needs in this Look and Say method. After all the material has been delivered over 5 to 6 meetings, the understanding level of the children with special needs can be observed during this repetition by pointing. The researcher will show 2 to 3 or even more cards and Genta will try to answer by pointing to the correct card.

For Example:

Researcher: Genta, what is this?

Genta: Banana

Researcher: Genta, points to Mango, where is mango?

Genta: Mango (while Genta points into Mango picture)

Researcher: Genta, what is this?

Genta: Dragon fruit.

Researcher: Good job, so points to Banana, where is banana?

Genta: Banana (while Genta points into Banana picture)

Do this technique until all the cards are indicated with the correct answers by the child with special needs.

The researchers concluded from the results of the interviews with the curriculum head and also the observations of children with special needs in the Autism Spectrum Disorder, that there are three techniques of the Look and Say method used by the researchers in teaching English vocabulary at Al-Qalam Garden Elementary School, which are repetition drills, question and answer drills, and repetition by pointing.

Advantages and Disadvantages of Look and Say Method

Every learning method has its advantages and disadvantages. The results of the researcher's direct practice regarding the advantages of Look and Say for children with special needs are as follow:

Its ability to build a visual vocabulary of whole words and improve comprehension in students with special needs by focusing on single-word vocabulary. This method helps student with special needs recognize and memorize whole words in visual form, such as pictures of concrete objects. It strengthens the focus of children with special needs because it is presented in the form of activities that they enjoy, such as flash cards.

It can be concluded that the advantage of applying the Look and Say Method is that it saves time because the activity only involves repeating and memorizing what the teacher says. With this method, students with special needs, such as Autism Spectrum Disorder (ASD) can memorize vocabulary with the help of pictures and real objects around them. Pictures can also help attract the attention of children with special needs.

The Evaluation of Look and Say Method Teaching Children with Special Need Autisms Disorder

A student evaluation must be conducted at the conclusion of the learning process. This is crucial because it allows us to determine the strengths and weaknesses of the teacher's chosen learning model. A teacher who does not conduct an evaluation means that the teacher has not made progress in designing the learning model.

From the researcher's interview with the head of the curriculum, there are three evaluation methods used by teachers in English learning activities for children with special needs, namely material review, question and answer, and quizzes. As stated by the head of the curriculum at Kebun Al-Qalam Elementary School in Jonggol.

"Usually at the end of the lesson for special needs children, there will be a review, questions and answers, and then a quiz, to determine the level of understanding of the students.". (Interview with the Curriculum Head, April 22, 2024).



Figure 7 Researcher review

a. Review

After the class, the teacher will go over the vocabulary that was covered. At this point, the teacher asks each student with special needs to say aloud the words they have learnt. It indicates that the students have comprehended and retained the teacher's lesson if they are able to pronounce every word they have studied.

b. Questions and Answers

During question-and-answer sessions, the teacher evaluates the students by asking them questions like "What is the name of this fruit?" and "What color is this fruit?" Students have listened to and comprehended the teacher's explanations if they are able to respond to her inquiries.

a. Quiz

After learning exercises, the teacher administers a quiz, and students with special needs are allowed to leave if they successfully complete it. For example, the teacher asks, "What is this fruit (showing a mango)?", if the student answers "Mango". At this stage, the teacher will understand that if the student's answer is correct, it means the student has memorized the English vocabulary through the images provided.

From the results of the researcher's interview with the head of the curriculum and also from observations of students with autism spectrum disorder regarding the activities carried out in teaching English vocabulary, it was found that in addition to using three techniques of the Look and Say Method, special needs students such as those with autism do not need to take written tests; simply providing an assessment from the evaluations that have been conducted is sufficient to indicate the students' ability to understand the lessons that have been given.

"Children with special needs do not need to be given written tests simply provide assessments at the evaluation stage to measure students' understanding of the material that has been taught." (Interview with the Curriculum Head, April 22, 2024).

The researcher concluded that the evaluation of Look and Say The method used in teaching English vocabulary to children with special needs at Kebun Al-Qalam Elementary School uses three evaluation methods, namely material review, question and answer, and quizzes. Students with special

needs do not need written tests to measure their understanding of the material; it is sufficient to assess them based on the results of the evaluations that have been carried out. If students can answer all questions correctly, it means that they have achieved the target level of understanding of the material provided. Additionally, the replies from the students serve as an indicator of their accomplishment. A learning exercise is considered successful if students are able to retain and repeat the material presented by the teacher and then respond appropriately to questions.

CONCLUSION

Based on the findings of this study on the use of the *Look and Say* method in teaching English vocabulary to a child with Autism Spectrum Disorder (ASD) at Kebun Al-Qalam Elementary School, Jonggol, it can be concluded that the method is an appropriate and practical approach for supporting English language learning among children with special educational needs. The findings indicate that the use of visual materials, such as flashcards, pictures, and concrete objects, helped the student recognize, understand, remember, and pronounce English vocabulary more effectively. This approach was considered suitable for the learning characteristics of children with ASD, who may benefit from visual stimulation, structured activities, and consistent repetition.

The implementation of the *Look and Say* method consisted of opening, core, and closing activities. During the core learning activities, the teacher introduced English vocabulary by presenting pictures while clearly pronouncing the corresponding words. The student was then encouraged to observe the pictures and repeat the words presented by the teacher. The vocabulary focused primarily on fruits within the theme of *Healthy Food*, including *mango, strawberry, avocado, apple, watermelon, dragon fruit, orange, and lemon*. Rather than relying solely on verbal memorization, the learning process connected spoken words with visual representations, enabling the student to associate the vocabulary with meaningful visual contexts.

Three techniques were primarily employed in implementing the *Look and Say* method: *Repetition Drill*, *Question and Answer Drill*, and *Repetition by Pointing*. Among these techniques, *Repetition Drill* was used most frequently because it provided repeated opportunities for the student to hear and reproduce the target vocabulary. The words were repeated several times until the student was able to focus on the visual material and produce the corresponding vocabulary. The *Question and Answer Drill* was subsequently used to examine the student's ability to recall previously introduced vocabulary through simple questions. Meanwhile, *Repetition by Pointing* enabled the student to demonstrate understanding by pointing to the appropriate picture in response to the teacher's questions or instructions. These techniques demonstrate that the learning process was conducted progressively and interactively while taking the student's individual learning needs into consideration.

The findings further indicate several benefits of applying the *Look and Say* method. The use of pictures and concrete objects supported visual vocabulary development, maintained the student's attention, and facilitated vocabulary retention. Flashcards also made the learning activities more engaging and provided visual stimuli that were relevant to the student's interests. Consequently, the

learning process was not merely focused on delivering vocabulary but also on creating learning experiences that accommodated the student's abilities and characteristics.

The evaluation of learning was conducted through material review, question-and-answer activities, and quizzes. These forms of assessment were used to determine the student's ability to recall and demonstrate understanding of the vocabulary that had been introduced. The study also found that oral and interactive assessments were more appropriate for the student than written tests. The student's ability to pronounce vocabulary, respond to questions, and identify the correct pictures served as indicators of learning progress. This suggests that assessment for children with ASD can be adapted to their communication abilities and learning characteristics rather than relying exclusively on conventional written assessments.

Overall, this study demonstrates that the *Look and Say* method can serve as a relevant alternative for teaching English vocabulary to children with ASD. Its effectiveness is supported not only by the method itself but also by the integration of visual media, systematic repetition, direct interaction, and individualized learning activities. Therefore, teachers working with children with ASD are encouraged to adopt flexible and learner-centered approaches that accommodate individual abilities and learning needs. More broadly, the findings highlight the importance of inclusive education that provides children with special educational needs with meaningful opportunities to develop their language skills through structured, visual, interactive, and engaging learning experiences.

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