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Using J Notes To Improve Writing Ability In Narrative Text At Second Semester Of Universitas Bhinneka PGRI

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Abstract

Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. Consequently, the concern of English learning is no longer on the acquisition of language components i.e. grammar, vocabulary, and sound system in isolation. The design of this research is a classroom action research with cycle model since this research is planned to improve the students' writing ability at the second semester of Universitas Bhinneka PGRI using J Notes Application. From first cycle, it is known that amount of the students who passed the writing test increased. The result of the study on this cycle was 16 students passed the writing test. 73% of the students were successful. The result of second cycle was 19 students passed the writing test. 86% of the students were successful

Keywords: *Improving, J Notes, Writing Ability*

Abstrak

Kemampuan membaca dalam bahasa Inggris sangatlah penting karena diketahui bahwa keberhasilan dalam membaca merupakan hal yang paling penting karena merupakan alat dasar pendidikan. Akibatnya, perhatian dalam pembelajaran bahasa Inggris tidak lagi pada perolehan komponen bahasa yaitu tata bahasa, kosakata, dan sistem bunyi secara terpisah. Desain penelitian ini adalah penelitian tindakan kelas dengan model siklus karena penelitian ini direncanakan untuk meningkatkan kemampuan menulis mahasiswa pada semester kedua Universitas Bhinneka PGRI menggunakan Aplikasi J Notes. Dari siklus pertama, diketahui bahwa jumlah mahasiswa yang lulus tes menulis meningkat. Hasil penelitian pada siklus ini adalah 16 mahasiswa lulus tes menulis. 73% mahasiswa berhasil. Hasil siklus kedua adalah 19 mahasiswa lulus tes menulis. 86% mahasiswa berhasil.

Kata Kunci: *Kemampuan Menulis, Peningkatan, Aplikasi J note*

INTRODUCTION

English plays a significant role in technological and scientific advancements in Indonesia; instruments such as computers and the internet use English. In the meantime, many textbooks, periodicals, and magazines are issued in English. English is also utilized as a language of communication in international trade and business. As a result, students who want to use them must have a strong command of English.

However, complications arise when pupils from diverse environments, ethnicities, and backgrounds interact and speak different languages. When they have to converse and cooperate, they run into a problem: they don't comprehend one another. As a result, they must learn a common language in order to communicate with one another. In this instance, they must grasp an international language.

Writing has an important thing and interrelated to produce the written text, but students usually find difficulties to develop their own written text. Based on Megaiab (2014:190) as cited Ni (Mustafa et al., 2016), revealed that students has producing many errors in their written text there are include in composition, grammatical found in spelling, plural, verb, tenses, preposition, articles, capitalization and punctuation.

To teach understanding means to teach intelligent literacy. Trehearne and Doctorow (2007: 99) define thoughtful literacy as the umbrella term for all literacy learning across the curriculum. Literacy entails much more than the ability to read a menu, complete a basic form, or recall facts from fiction or nonfiction work. It is about connecting with the text. Students who have mastered critical literacy can do more than just recite the text: they can read, write, listen, speak, view, and represent in complicated ways. Teachers that focus on deliberate literacy will undoubtedly assist their pupils become critically literate, which means questioning the attitudes, values, and beliefs that lie under the surface of written, spoken, and visual texts. As they read, listen, or watch, their pupils become aware that all texts are written with a specific perspective or bias in mind, and they study each book to see how it puts them.

Being able to read in English is critical because it is widely acknowledged that reading is the most significant tool of education. As a result, understanding the syntax, vocabulary, and sound system of the English language is no longer the primary concern in English learning. Instead, it focuses on how the text is constructed to accomplish its goal and how students learn and analyze the entire text (Carrell, 1996: 26).

Based on the statement above the writer decides to make a research with the title "Using J Notes Application To Improve Writing Ability In Narrative Text At Second Semester Students' Of Universitas Bhinneka PGRI" Considering the background of the study above,

the problem of the research is formulated as follows : "How can J Notes Application improve the Writing Ability In Narrative Text at the second Semester Students' At Universitas Bhinneka PGRI". In relation to the research problem, the objective of the study is to improve the students' Writing Ability In Narrative Text at the second Semester At Universitas Bhinneka PGRI through J Notes Application. Theoretically, the results of this study are expected to be useful, namely:

- a. Contribute ideas for curriculum reform in University, community and according to student needs.
- b. Providing scientific contributions in the science of education, namely making innovations using new methods in education improvement of student ability
- c. As a reference for further research related to increasing scientific ability in children at an early age and become the subject of further study.

Practical significant :

- a. for the students, the English teacher, and the future researchers. For the students it is expected to assist them to improve their Writing ability. So they never get difficulty to study English in the higher level.
- b. For the English lecturer the finding of the research offers the new technique to the teachers in teaching Writing .
- c. For Future researchers the finding of this research can be used for the next research as a reference.

RESEARCH METHOD

The design of this study is classroom action research. It is designed to improve the students' writing ability through the J Notes Application. The study is carried out in the from cycles using the procedure developed by Kemmis and Mc Taggart (in Nunan, 1989), which included : planning, implementing, observing and reflecting. The action procedure could be described in Figure 3.1. After identifying the problem and their characteristic, the process of carrying out the procedure followed those steps. In the planning stage, preparations are made concerning the procedures of carrying out the practice (lesson plan), media and the schedule of the practice, the criteria of success and the observation instruments. In the implementation stage, all the procedure of carrying out the practice is implemented. The observation stage is the data is collected for analysis. In the last stage, namely, the reflection stage, an activity of making sense of the data judging whether or not the study was successful was carried out.

The design of this research is a classroom action research with cycle model since this research is planned to improve the students' writing ability at the second semester of Universitas Bhinneka PGRI using J Notes Application. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007).

Action Research can be defined as a combination of the terms "action" and "research." Action research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching, and learning. The ultimate result is improvement in what happens in the classroom and school (Kemmis & McTaggart, 1982). The function of an action research is basically as a tool for improving the quality and efficiency of the application of educational activity.

Applying the principle of an action research design, this study involves the spiral of planning, acting, observing and reflecting. The actions will be continued to the next cycle if the result is not achieved the standard score based on the criteria of success. However, if in the first cycle the target can be fulfilled, it will not be necessary to continue the action. The researcher takes the model of an action research proposed by Kemmis and Targert in which each cycle consists of four steps. Those four main steps are preceded by preliminary study. Waters – Adams (2004) states, " For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change". The spirals of action can be seen below;

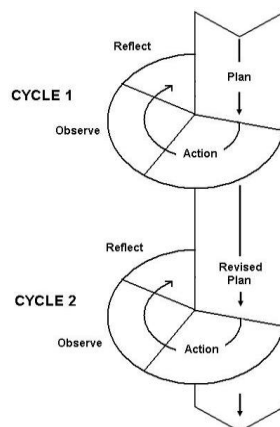


Figure Action Research Procedure (adapted from Maclsaac, 1995 (in O'Brien, 1998))

The spirals of the action starts after the problems have been found and defined in preliminary study. The second step is making a plan of the action based on the findings in preliminary study. The next step is implementing the action based on the planning and preparation which has been made before. The observation is done during the action. To

apply this step, the researcher needs collaborator to help him. Based on the observation, the researcher makes reflection to improve the action in the next cycle based on the reflection he has made. Hopefully, the students will get a significance improvement than the previous cycle.

Setting and Subject of the Research

This study is conducted at the second semester of students English Department in the academic year of 2023/2024. Located at jalan Mayor Sujadi Timur no 7 Tulungagung. There are 22 students in the class.

Research Procedures

In this session, the researcher describes preliminary study, planning, implementing, observing, reflecting and data analysis. Planning consist of preparation of the strategy, preparation of the lesson design, research instruments and criteria of success.

Preliminary Study

Preliminary study is done to prove and find the real problems in writing ability. It has been done before the researcher starts the action research.

In this step, the researcher will conduct the test to measure the students' writing ability about narrative text . The researcher will check to what extent the students were familiar with the topics that would be presented in action research and will observe the previous students' score of writing.

Planning

Planning means preparation all of the steps that should be done by the researcher in implementing the action of research in order to get the best result. The researcher determines the points that she is going to observe, and then she designs research instruments to record the process during the action done. In this steps researcher prepares strategy, lesson design, Instrument and criteria of success.

Preparation of the Strategy

The researcher will provide the J Notes Application to solve the practical problems that occurred in the English class especially in writing ability. First, the researcher as instructor explains the definition of narrative text and how to write it. She explains about J Notes Application and prepares tools of J Notes Application. She guides the students how to practice this method. The next, students practice this method. She writes score of the students. After that, she gives question to the player who gets star. Finally, she gives a feed back to the students and closes the teaching learning process.

Preparation of the Lesson Plan

This lesson design is important as the guidance for the researcher to do the teaching process. She makes lesson plan to manage the classroom situation while the action is implemented.

Research Instruments

To get data as complete as possible, the researcher used some instruments to help her. Instrument is a device for recording, measuring, or controlling, especially such a device functioning as part of a control system (The American Heritage, 2009). In this research, the researcher uses observation sheet to observe the process happened during the action, test to measure the students' writing ability, questionnaire form to know the students' opinion about J Notes Application, and field notes to know the situation and the activities during the teaching and learning process.

1. Observation Guide in Learning Process

Observation involves recording the behavioral pattern of people, objects, and events in a systematic manner (Thames Valley University, 2008). In this research, the other lecture is the observer and the researcher as the practitioner. The teacher uses observation guide in learning process to watch closely and note the classroom events. It is intended to know whether the action is in line with the planning that has been made before or not.

2. Test

Test is a series of questions, problems, or physical responses designed to determine knowledge, intelligence, or ability (The American Heritage, 2003). The researcher gives writing test about narrative text on preliminary study and test on each cycle for the students. The results of tests are compared with the criteria of success to know whether the students have got improvement in writing ability or not.

3. Questionnaire

Questionnaires is a popular means of collecting data, but are difficult to design and often require many rewrites before an acceptable questionnaire is produced (Thames Valley University, 2008). Through questionnaire, the researcher gets all information that she wants to know. The researcher uses questionnaire in order to know the students' opinion related to the learning reading through J Notes Application. To obtain the data, the researcher uses the questionnaire items of himself. She uses closed questionnaire. It has a list of possible options or answers from which the respondents must choose. The options are "Yes" and "No". The researcher analyzes it by using Guttman Scale. "Yes" answer scored 1 and "No" answer scored 0 (Riduwan, 2005:17).

4. Field Notes

In this research, field notes are used to observe and to know the situation and the activities during the teaching and learning process. In this study, there are two components that the observer will observe, they are as follows;

a. The Class Situation

If the implementation of J Notes Application makes the situation of the class alive and more joyful, it can be concluded that the students give much attention to learning process.

b. The Participation of the Students

If J Notes Application motivates each student to have active participation in getting success in teaching learning process, it will be concluded that they are motivated to be active.

Criteria of Success

The criteria are set up in order to judge whether the implementation of the action is effective or not (Mc Niff, at.al. 1996:93). Thus, the criteria are used to see whether the implementation of J notes Application in teaching narrative text successful or failed in order to decide whether another cycle of the action is needed or not. There are criteria used in this research to measure the success of the action:

- a. On the first cycle 80% student must be has score more than 80, if they are not get more than 80 so we have to go on cycle 2.
- b. All of 80% students reached the reading test score above 80 (minimum mastery learning score) in 0-100 scale
- c. The students are actively involved during the teaching and learning process.

The criteria are identified and analyzed based on the result from the preliminary study.

Implementing

The implementing stage is planning. In this research, the teacher acts as the observer, and the researcher as practitioner conducting the action in the class. The action should be in line with the planning that has been made before.

Cycle I will be conducted in two meetings. They are:

1. First Meeting

In the first meeting, the researcher as instructor explains reading about main idea. She explains about J Notes Application and prepares tools of J Notes Application. She guides the students how to practice this method. The students practice this method. She writes score of the students. She gives a feed back to the students and closes the teaching learning process.

2. Second Meeting

In the second meeting, the researcher focuses to get score by evaluation. In the beginning of meeting, the researcher reviews about J Notes Application. The students continue to practice this method. The researcher writes score of the players. Then, she gives evaluation about main idea. The researcher gives a feed back to the students and closes the teaching learning process.

3.3.2 Observing

Observing is very important to do. The researcher uses instruments of the research. They are: (1) Observation guide in learning process. It is used to know whether the action is in line with the planning that has been made before. (2) test. It is used to measure the students' achievement in reading item. The test consist of multiple choice and fill in the blank. (3) Field notes. It is used to know the class situation and the students' participation during the teaching and learning process.

3.3.3 Reflecting

After analyzing the action, the researcher will do the reflection activity. In this step, the researcher compares the test score with criteria of success. If a class has passed the test less than 80 %, she makes reflection from the previous cycle to decide and plan the next cycle. She tries to prepare the second cycle to reach the criteria of success. The researcher will stop the action if the class passes the criteria of success. Following this activity, the researcher asks the students to fill the form of questionnaire to get information from the students after implementing J Notes Application.

3.4 Data Analysis

Data analysis is an important aspect in action research. Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions (Wikipedia, 2008).

The researcher uses statistical analysis method to analyze the data. She uses Guttman Scale to analyze questionnaire's answers. "Yes" answer scored 1 and "No" answer scored 0 (Riduwan, 2005:17). She analyzes in every item. She finds the percentage of score by using the formula as follows:

$$\%S = \frac{1xY}{1xN} X 100\%$$

$\% S$ = percentage of score

Y = number of students who answer "Yes"

N = total of students

Then she compares the percentage with the criteria of interpretation score. It is shown as follows:

0% - 20% is very weak

21% - 40% is weak

41% - 60% is average

61% - 80% is strong

81% - 100% is very strong

To analyze the result of test, the researcher uses the formula of the percentage of success. The formula is:

$$\% X = \frac{X_1}{N} \times 100\% \quad (\text{Agustina, 1999:32})$$

% X = percentage of success

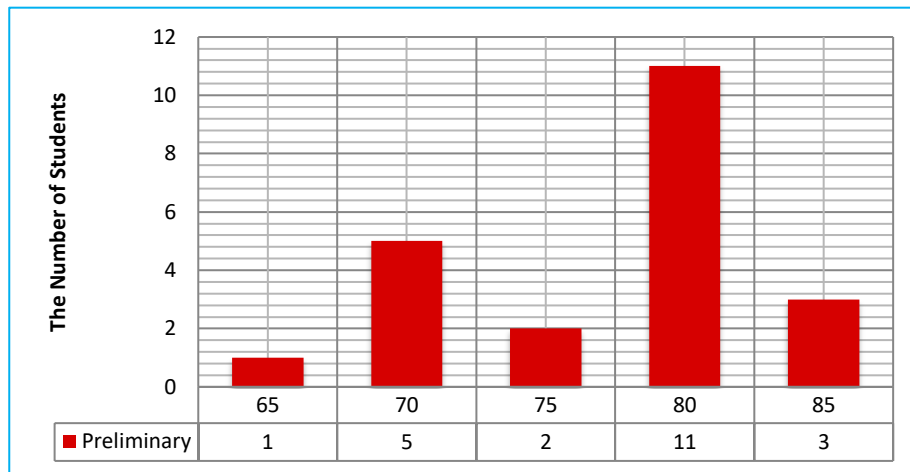
X_1 = number of students who passed the test

N = total of the students

RESULTS AND DISCUSSION

The preliminary study was done before the researcher began the action research that was during the teaching and learning process to get the real condition about the students' problem in writing ability. In this preliminary study, the researcher observed the teaching and learning process and interview and giving questionnaire to collect the data. Based on the interview to the researcher, the students got some problems in learning writing ability. Most of the students said that learning writing ability was difficult. They were difficult to understanding the main idea and find it . The English became the most difficult subject. In addition, the researcher giving questionnaire to the students to get some information, the researcher concluded that the students felt bored in teaching and learning process. They had not motivation in learning writing ability. Most of them had negative response in learning writing ability. As the result, they had low motivation and the class became bored.

After getting qualitative data above, the researcher got the quantitative data through preliminary test. It was done on May 3th, 2024. In doing preliminary test, some students got difficulties to do test. In a great measure of the students were not pass the test. It was shown in the students' score on preliminary test, which presents in the graphic 5.1 below:



Graphic 1. The Result of Students' Score in Preliminary Test

Percentage of Passed (x1) = 59 %

Percentage of Failed (x2) = 41%

The Implementation of the Action in Cycle I

The Implementation of the Action in Cycle I was carried out by the researcher with the help from his collaborator who acted as an observer in teaching and learning activities. The cycle was accomplished in two meeting.

Planning

Before doing the action, the researcher designed the lesson plan. It was used by the researcher to guide the students to implement the strategy. The plan on the first meeting was planning a lesson design, the teaching media, the materials students' worksheet, the observation sheet, and the questionnaire. The researcher also made some instruments to record the process during the action done and get data in cycle I. The researcher chose the theme and arranged the time. The theme was about "main idea", which this theme is commonly given and easy to learn.

Acting

This section presented the description of activities during the researcher in each meeting. There were two meetings conducted in cycle I including first meeting for teaching and learning process and second meeting to give a test. According to the plan in cycle I, the researcher as the researcher implemented the teaching learning process in writing ability.

The First Meeting

The first meeting was done on June 11, 2024. There were some activities in the first meeting. The first meeting of cycle I in teaching learning process was divided into two phases, namely, main activity and post activity.

In the main activity, the researcher explained about main idea. Then the researcher explained the students about Babble Application. It contained the rules and implementation of the method. After explaining the material, the researcher asked the students to get pair-work with their friends. After the students got their pairs, the researcher gave some instruction about implementation about J Note Application. Then the researcher asked the students whether they were ready or not to practice this game. After students were ready, the researcher started the method. The researcher gave some question and then students answered the question. After finishing the practice the method, the researcher and students discussed the students' work together. Then the researcher decided the winner and the loser.

In the post activity, the researcher checked the students' understanding about material of the topic. The researcher asked the difficulties about the material. After that, the researcher concluded the material that had explained. Finally, the researcher closed the teaching and learning process in first meeting.

The Second Meeting

The second meeting of cycle I was done on June 18, 2024. In this meeting was focused in giving a test to the students. In the beginning of meeting, the researcher opened the lesson by greeting and checking the students' attendance list. No one was absent that day. And then the researcher reviewed the last material.

Finally, the researcher gave assessment (Test Cycle I), the students submitted their work to the researcher. After that, the researcher checked students' understanding about material and asked about difficulties of material. Then the researcher concluded material in this meeting. And then the researcher closed the class.

The Result of Observation in Cycle I

Observing was done at the same time with the acting. In this stage, the observer observed the researcher and the students' performance during the teaching and learning process. In the cycle I, the researcher carried out the action based on the lesson design that had been made. The observer observed all the researcher and the students' activities in J Note Application based on the observation sheet.

According to the observation, it was concluded that the researcher has done and implemented the teaching learning process well (100%) based on prepared planning. Based

on the observation done by the observer in cycle I, it was found that the students had no problems in practicing of J Note Application.

The Result of Students' Questionnaire in Cycle I

This data was taken from questionnaire sheet that was given to the students as the respondent after cycle I. The researcher gave some items in questionnaire to know the students' response of J Note Application. She made closed question with 2 options; "Yes" and "No". Then he analyzed every item by using Likert Scale. "Yes" answer scored 1 and "No" answer scored 0 (Riduwan, 2005: 17). The percentage of each item is analyzed by using the formula as follows:

$$\%S = \frac{1xY}{1xN} X100\%$$

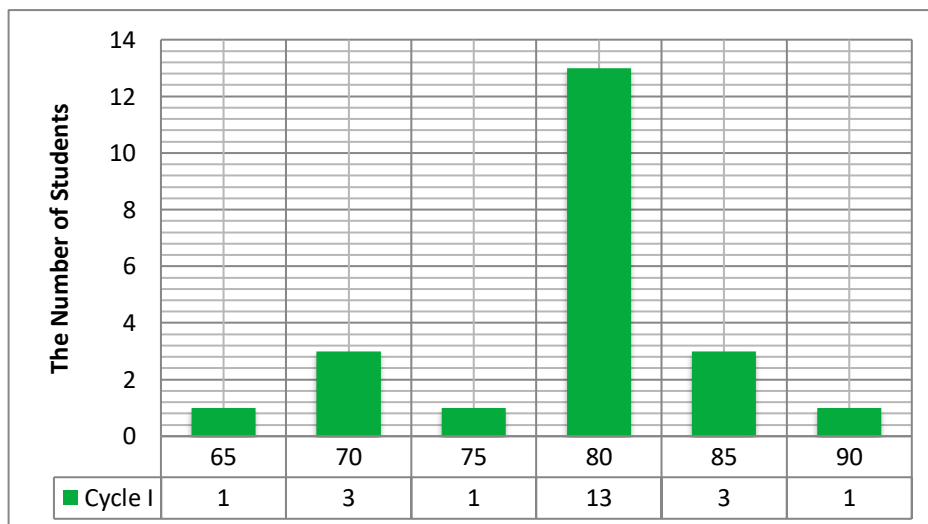
% S = percentage of score

Y = number of students who answer "Yes"

N = total of students

From the result, whole of questions shown that are very strong. It can be concluded that the students are interested and excited to follow this activity. Consequently, their writing ability can be improved and developed.

According to the result of Test Cycle I was done in cycle I, it was found that the students who could reach the passing grade were 16 students (73%) and 6 students (27%) were failed. The criteria of success which had been determined was 80% of the students and the standard value was 80. So, the action in cycle 1 was not successful.



Graphic 2. The Students' Writing Test Score in Cycle I

Percentage of Passed (x1) = 73%, Percentage of Failed (x2) = 27%

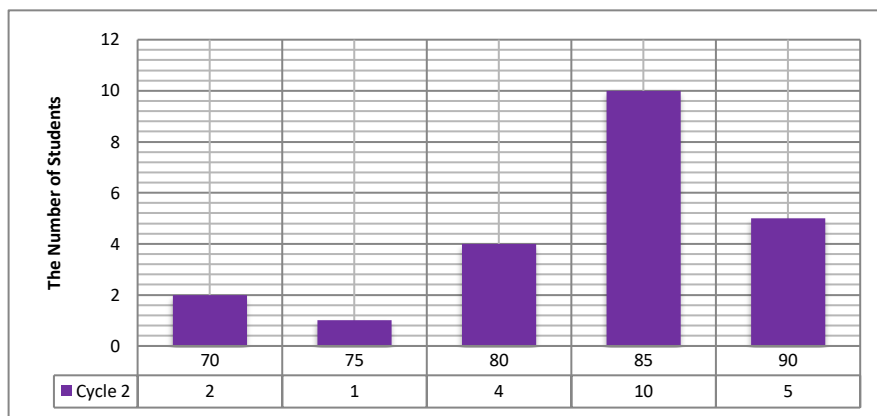
According to the result of Test Cycle I, it was found that students who could reach the passing grade were 16 students (73%) and 6 students (27%) were failed. So the action in cycle I was not successful.

Reflection Cycle 1

The results of the writing test from the cycle 1 was not successful or under criteria of success, then it will be continued to cycle 2.

Cycle II

From the results of the first cycle which is still below the criteria of success, it will be continued in the second cycle, namely starting from re-planning related to writing, continued by providing an explanation of the j note application again with the practice of making more interesting writing with colorful and accompanied by interesting pictures, then a test is given. from the test in the second cycle, 86% of students got scores according to the minimum standard, meaning that it can be interpreted that the second cycle has been successful.



Graphic 3 . The Students' Writing Test Score in Cycle II

Percentage of Passed (x1) = 86%, Percentage of Failed (x2) = 14%

Reflection in Cycle II

The reflection was done after analyzing the results of the observation and the writing test in cycle II. The reflection evaluated the researcher and the students' activities based on observation sheet.

Based on the observation sheet, the activities of the students and the researcher were success. The aim of the study was achieved. The researcher and the observer also made some note. The note was as follow:

1. The students had anthusiasm and active in practicing J Note Application.
2. The students look fun and enjoy with this method.
3. The students can easy to write their daily activity.
4. Only a little of students did not active in teaching and learning process.

Based on the writing test, the researcher compare the result of test on cycle II to the criteria of success. There was 86% of the students who passed the writing test. It means that the test was successful. It can be concluded that the students' writing ability has improved and the result of test could reach the criteria of success. So, the cycle stopped.

Discussion of the Findings

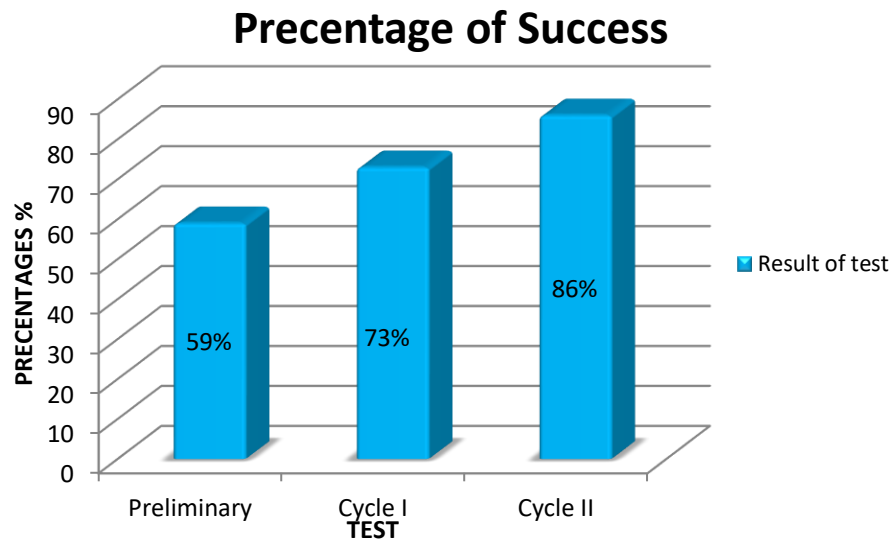
Based on the result of the observation on the researcher and the students' performance during the teaching learning process, questionnaire and the result of the students' test in preliminary study, cycle 1 and cycle II it can be explained as follows :

Teaching Learning Process

Based on the implementation J Note Application in the teaching and learning process of writing ability, the researcher found that the students had anthusiasm and active to follow the activity. Beside that, the students look fun and enjoy. In this research, the pair work was effective in implementing J Note Application. So, pair work will be effective. The researcher also found that during the explanation the material, the researcher should be clearly and carefully to explain the material. It could be done loudly when the researcher explained so the students could pay attention to the researcher explanation. The researcher also gave suitable assignment to the students. That had to support about writing ability.

Students' Writing Score

Related to the application of J Note Application in teaching and learning process of writing, it could be seen that teaching writing by using J Note Application helped the students to memorize the words easily. By observing the students' writing ability from preliminary study, improving writing from the first and second cycle there was significance development of the success.



Graphic 4. The Percentage of Success Test of Preliminary, Cycle 1 and Cycle 2 .

From the diagram above, it is clear that there is improvement of the students' writing ability from preliminary study to cycle II. It means that the test was successful.

CONCLUSION

The Classroom Action Research (CAR) was done to improve the second semester students' writing ability through J Note Application of Universitas Bhinneka PGRI. Based on the results of the research, the researcher finds that after the implementation of the strategy, the students' writing ability can be developed. So, it means that implementation of J Note Application can improve the second semester students' writing ability of Universitas Bhinneka PGRI in the academic years 2023-2024. It can be know from the students' result in preliminary study, cycle I and cycle II had increased. Based on the students' score on preliminary study, it is shown that the students' writing ability needed improvement caused their scores were low. There were 59% of 22 students who passed the writing ability test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' writing ability before the implementation of the strategy is quite weak. To improve the students' writing, the researcher did this classroom action research. From first cycle, it is known that amount of the students who passed the writing test increased. The result of the study on this cycle was 16 students passed the writing test. 73% of the students were successful. The result of second cycle was 19 students passed the writing test. 86% of the students were successful

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