

## The Effectiveness of What's The Number Method in Students Reading Ability

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### Abstrak

Penelitian ini membahas tentang keefektifan metode bilangan apa dalam kemampuan membaca siswa. Tujuan dari penelitian ini adalah untuk mengetahui metode "what's the number" dalam kemampuan membaca siswa. Rumusan masalah penelitian ini adalah apakah siswa mencapai lebih baik dalam kemampuan membaca setelah diajar menggunakan metode bilangan apa ?. Penelitian ini menggunakan penelitian kuantitatif. Peneliti menggunakan desain pra eksperimental untuk desain penelitian. Metode pengumpulan data adalah pretest, treatment, dan posttest. Subjek penelitian ini adalah mahasiswa jurusan Bahasa Inggris semester IV Universitas Bhinneka PGRI. Pelaksanaannya di kelas A semester empat siswa dengan jumlah sampel 15 siswa. Ini menggunakan cluster sampling. Peneliti memberi siswa pretest, setelah itu diberikan perlakuan kemudian peneliti memberikan posttest kepada siswa. Hasilnya nilai siswa meningkat setelah perlakuan. Rerata posttest lebih tinggi dari pretest yaitu  $7,27 > 4,33$  dan signifikansinya  $0,000 < 0,05$ . Dapat disimpulkan bahwa metode "What's the number method" secara signifikan efektif untuk kemampuan membaca siswa. Oleh karena itu dapat menjawab rumusan masalah penelitian. Dapat disimpulkan bahwa metode "What's the number method" efektif secara signifikan untuk kemampuan membaca mahasiswa semester empat Jurusan Bahasa Inggris Universitas Bhinneka PGRI. Jadi, metode bilangan apa itu merupakan metode yang efektif untuk meningkatkan kemampuan membaca siswa dan metode ini dapat diterapkan di kelas.

**Kata kunci:** Efektivitas, Berapa angka, kemampuan membaca.

### Abstract

This research discusses about the effectiveness of what's the number method in students' reading ability. The objective of this research is to know "what's the number" method in students reading ability. The statement of research problem is Do students achieve better in reading ability after being taught using what's the number method? This research uses quantitative research. The researcher uses pre-experimental design for research design. The data collecting method are pretest, treatment, and posttest. The subject of the research is students fourth semester of English department at Bhinneka PGRI University. It is conducted in students' fourth semester class A with the sample is 15 students. This is using cluster sampling. The researcher gives students pretest, after that they are given treatment then the researcher gives posttest for the students. The result is students' score have increased after the treatment. The mean of posttest is higher than pretest which is  $7.27 > 4.33$ , and the significant is  $0.000 < 0.05$ . It can be concluded that "What's

the number method” is significantly effective for students reading ability. Therefore, it can answer the statement of research problem. In conclusion that “What’s the number method” is significantly effective for students reading ability at fourth semester English department of Bhinneka PGRI University. So, what’s the number method was effective method to improve students reading ability and this method can be applied in the classroom.

**Keywords:** *Effectiveness, What’s the number, reading ability*

## INTRODUCTION

People not only need communication in daily life, they also need to do some business. In business process, people need to understand other language, especially English. English has used in the many sectors. There are sciences, education, business, work and other. English that needs to be learned by people. Because English is international language that used by several country as a second language. Everyone including teacher need to increase their awareness to importance of language. Several research suggest that teaching language awareness have a potential to give a powerful influence to teaching effectiveness (Andrews, 2007).

In English language, there are four skills that need to be learned such as speaking, listening, writing and reading. The important skill to be mastered is speaking because people need to communication. Honestly all of the skills have important things that needs to be mastered. But not just speaking, reading skill also needs to be mastered. People need to read some books to increase their knowledge. People also need to read some information that their want. Therefore, reading skill need to be applied to children from childhood (Roberts, 1999).

Reading is the ability to drag of the meaning from the text and interpret this information appropriately (Grabe & Stoller, 2011). Reading is a process where someone try to looking for some information from text or other. Reading ability gives many advantages. In reading activity, readers can get some knowledge and some important information.

One of method that can be used in teaching of reading is ‘**what’s the number**’ method. What’s the number is activity that can use to teaching learning in the classroom (Lindstromberg, 2004). This activity is stated in the learner-based teaching book by Collin Champbell and Hanna Kryszewska. The activity named dictionary of

and this activity is developed by Seth Lindstromberg in Language Activities for Teenagers with the name what's the number. Actually, this activity is used to writing ability in teaching learning process in the classroom. The differences of the first activity with the next activity is that in dictionary of activity teachers use alphabet to help the teaching learning process in the classroom (Champbell & Kryszewska, n.d.).

The purpose of reading not only in the sense that readers read in different ways based on different reading purposes, but also in the sense that any motivation to read the text is triggered by several individual purpose or task, both internally or externally imposed (Grabe & Stoller, 2011).

Six component elements in the fluent reading process purposed by Grabe 1991 such as: (1) Automatic recognition skills; (2) Vocabulary and structural knowledge; (3) Formal discourse structure knowledge; (4) Content/world background knowledge; (5) Synthesis and evaluation skills; (6) Metacognitive knowledge and skill monitoring (Alderson, 2000).

Reading is the best activity that should be done for the students to enlarge their knowledge, information, and science (Ariandika & Kartikawati, 2018). Therefore students will have wide perspective and they will have critical thinking. Students who are accustomed to reading will easier to understand the meaning of the text. Reading is process which someone to understanding the meaning of the piece that written in the form of text, paragraph, or book.

Reading is an activity where the use of dictionary is most often done by language learner. The learner can determine the meaning of unfamiliar words and multiple meaning words by using context clues, glossaries and dictionaries (Hamilton, 2012). From the theory above, the researcher can determine statement of the research problem is "Do students achieve better in reading ability after being taught using what's the number method?"

In addition the aims of the research is to find the effectiveness of what's the number method in students reading ability applied at fourth semester of English department Universitas Bhinneka PGRI Tulungagung.

## RESEARCH METHOD

This research uses quantitative research. Quantitative research is the one types of research design that use to approach for testing objective theories by examining the relationship among variables (Creswell, 2017). This research uses quantitative research with pre-experimental design. Pre experimental design does not uses random assignment of subjects to groups or other strategies to control extraneous variables (Donald, Jacobs, Sorensen, & Razavich, 2010). The respondent of the research is fourth semester of English department. All students are divided into two classes A and B. The 18 researchers will observe in fourth semester class A. The number of the students is 15 people.

In this research, the researcher used research instruments consist of pretest, treatment and posttest to collect the data. The researcher gave question sheets to pretest and posttest then the researcher used what's the number method to treatment. The technique of data analysis are first, the students did the pretest and the researcher determined the result from the pretest. Second, the researcher gave students treatment used what's the number method. In the treatment process is needed good cooperation between students and teacher. Third, the researcher gave students posttest and determined the result of posttest. After collect the data from pretest and posttest, the researcher analyzed them used SPSS 2.3.

## FINDINGS AND DISCUSSION

The data analysis used reading test to collect the data. The reading test consists of pre-test and post-test. The pre-test was given to find out the students' ability in reading ability before presenting "What's the number" method, and the post-test was given to find out the improvement of the students' reading ability after giving the treatment. Before the treatment, the researcher conducted the pre-test. The result of the pre-test was acquired to know the students' level in reading ability. Several students had enough ability but some of them still had under level in reading ability.

**Table 1. The rate score of students' pretests**

No	Classification	Score	Frequency
1	Very good	9-10	-
2	Good	7-8	2
3	Fair	5-6	4
4	Poor	3-4	6
5	Very poor	1-2	3

The table show the rate of students' score in pretest. There are 2 students get good rate. Then 4 students get fair rate in the pretest. After that there are 6 students get poor rate. This is the highest number compared to the others. The last, there are 3 students get very poor rate.

**Table 2. The rate score of students' posttests**

No	Classification	Score	Frequency
1	Very good	9-10	2
2	Good	7-8	10
3	Fair	5-6	3
4	Poor	3-4	-
5	Very poor	1-2	-

After the students are given pretest, they will be given a treatment. Then they will do posttest. The table above show the rate of students' score in posttest. There was development that occur in the posttest after treatment. There are 2 students get very good rate and 10 students get good rate. Then there are 3 students who get fair rate.

The data that has been obtained by the researcher then it will be processed using SPSS. From all the process is known that the mean of pretest is 4.33. The mean of posttest is 7.27 after the treatment. So, it means that the mean of posttest was higher than pretest. It was concluded that what's the number method was effective method. The researcher has been processed the data to find the paired of t-test data. The result found that the significant value was less than significant level ( $0.000 < 0.05$ ).

**Table 3. Paired sample test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-2.933	2.404	.621	-4.265	-1.602	-4.725	14	.000

Ha: The use of what's the number is significantly effective in students reading ability at Universitas Bhinneka PGRI Tulungagung.

H0: The use of what's the number is not significantly effective in students reading ability at Universitas Bhinneka PGRI Tulungagung

The hypothesis above has been tested using SPSS. The researcher has been processed the data to find the paired of t-test data. The result of the paired t-test data is less 0.05. So, the result of sig (2 tailed) is significant. It can be concluded that what's the number method is significantly effective in students' reading ability.

### CONCLUSION AND SUGGESTION

The conclusion is found from the process of data. It can be found that any difference from pretest and posttest score. The students' posttest score was higher than pretest score. It was mean that students reading ability increase after treatment.

Through what's the number method, students can do more reading comprehension. Students will naturally read and try to understanding the text. They also build their teamwork and increase their ability in reading. From all the process is known that the mean of pretest is 4.33. The mean of posttest is 7.27 after the treatment. So, it means that the mean of posttest was higher than pretest. It was concluded that what's the number method was effective method. From the paired of t-test data also found that the significant value was less than significant level ( $0.000 < 0.05$ ). It was concluded that what's the number method was effective method.

In conclusion that what's the number method was significantly effective in students reading ability at fourth semester English department of Bhinneka PGRI University Tulungagung. This conclusion has been answered the statement of



research problem. So, what's the number method was effective method to improve students reading ability and this method can be applied in the classroom.

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