CHAPTER I

INTRODUCTION

This chapter presents background of study, research question of study, objective of study, hypothesis, significance of study, scope and limitation of study and definition and key terms of study.

A. Background of Study

One of basic skills that people use in everyday activity is reading. Cook (1989) as cited by Harmer (2001) stated that reading begins with decoding words, sentences, symbol and the other in order to know what exactly the meaning of what people read. It is important skill to learn, people will read something in every single day and should know how to read, then can get the meaning of it. After people know how to read properly they will easily process the meaning. Harmer (2001) said that, reading is as same as listening because they are receptive skill. Receptive skill is when people hear or see something and process the meaning from it. So, reading is a receptive skill that put in seeing written form of something and then process to gain the meaning at the end. According to Hermida (2009), activity that is influenced by the text, the reader prior knowledge, and the circumstance when the reader read something called reading process. In educational way, there is two types of reading. Extensive and intensive reading are types of reading. Students need to be involved in extensive and intensive reading in order to develop their reading skill.

Kucukoglu (2013) stated that reading skill has increasing demand in order to improve the literacy that makes this skill very important and challenging in education scope. After the students read the text the next important point is they also should know what the text is about. Reading needs students' vocabulary knowledge to understand what the read about. Davidheirser (2001) as cited by Muzammil and Andy (2017) stated that students' vocabulary knowledge and comprehend grammar structure can makes them be a good reader for their level or even able to read the more difficult level of the text. Reading is not only read but also readers or students should comprehend the text they read and if they are able to understand the text students will get more information from the text. Reading skill seems as an easy skill to master but in the fact not only read but also the readers should know what they read about. As well as the other skill in learning English, reading also needs effort for the students to master it.

Based on my observation in Middle School, the students sometimes get difficulties or even stuck in reading process because they cannot get the main idea of the text. It also based on students' has less vocabulary. In order to bridge the gap, between students' difficulties in reading process and become students can comprehend inside reading process needs some reading strategy. According to Richards (2003) strategy is a way to develop a skill, so reading strategy means that a way to develop reading skill, it can be development in vocabulary building, critical thinking and the other.

In teaching reading, the teacher needs some strategy in order to make the teachers success in reading learning process. The teachers can try other strategy in their class. There a lot of reading strategies that can help the reader to take more information efficiently. There are many reading strategy outside there in order to make reading process run more effective and interesting. In deliver reading strategy to the students, teacher could use media or tool. Teacher could try to use note taking or sticky notes instrument in their reading process in order to develop students reading skill.

Sticky notes is one of many teaching media that the teachers can use in their teaching process. Sticky notes is a media or tool in reading that can make the students easier to know what the read are about. It works when the students are or was reading the text and continue to write what they get from the text by using their own words and sometimes in a short sentence. So when they read their sticky notes, it will make them easier to recall their memory of the text because their own writing are easier to comprehend. Boch and Piolat (2005) as cited by Wiley and Wooten (2015) stated that the teacher cannot teach the students same as the way we teach them, teachers needs a tool that can help the students easier the to visualize what they already get from the text and one of the tool that they can use is sticky notes.

Based on Rosenblatt (1938) cited by Wiley and Wooten (2015), the reader should create the meaning of what they are read because it is not written on the book. According to Bahrami and Nosratzadeh (2017) taking notes by using sticky notes is necessary because it can help the students to

save and memorize the important information from the text that they are read because students will need it next time, it could be for middle test, final test and so on. Wiley and Wooten (2015) stated that note taking needs the readers' memory about the text and also allow the reader to express their opinion, question, thought, concern and the others to be written on their sticky notes. Reading using sticky notes needs the reader prior knowledge, so after the reader read the text they will get information or knowledge and also it need the reader thought about something important can be in opinion or question or something else that written by using their own words and should be fit in their sticky notes.

This study has two previous study, the first previous study in sticky notes conducted by Wiley and Wooten (2015) "*Enhancing Metacognitive Literacy: A Research Study Using Sticky Notes in the Classroom*". This study confirmed that by using sticky notes in reading textbook is an effective strategy that be able to implement easily in all level such as content areas, profiency levels and cognitive ability. The second study of reading by using note taking conducted by Bahrami and Nosratzadeh (2017) "*The Effectiveness of Note-Taking on Reading Comprehension of Iranian EFL Learners*". This study confirmed that note taking strategy is effective in reading comprehension. In addition this study revealed that note taking strategy could help the students to remember the important information from what they read.

Based on the explanation above the researcher would like to observe by using sticky notes instrument to teach reading, and the tittle of the study is

"The Effectiveness of Sticky Notes on Students' Reading Skill At MTsN 2 Nganjuk". Sticky notes can help the students to remember the important part or information, also it help the students easily recall their memory about the text.

B.   Research Question

Based on the background of the study stated above, the researcher knows the students' difficulty in reading. The study answers the following question "Is there any significant difference of the students' reading skill between those students who are taught by using sticky notes and those students who are taught by using cloze procedure?"

C.   Objective of the Study

Based on the statement of the research question above, the objective of this study is to find out the significant difference of the students' reading skill between those students who are taught by using sticky notes and those students who are taught by using cloze procedureat MTsN 2 Nganjuk.

D.   Hypothesis

Hypothesis is proposed explanation about what you expect to happen in a study. This study wants to know the effectiveness of using Sticky Notes on Students' Reading Skill at MTsN 2 Nganjuk. Researcher's hypothesis are:

1.   The null hypothesis (Ho)

There is no significant difference of the students' reading skill between the students who are taught by using Sticky Notes and the students who are taught by using Cloze Procedure.

2.   The alternative hypothesis (H1)

There is significant difference of the students' reading skill between the students who are taught by using Sticky Notes and the students who are taught by using Cloze Procedure.

E.   Significance of the Study

The researcher hopes that this research can give good contribution to the teacher who wants to teachthe students to use sticky notes in teaching reading. The result of this research hopefully is able to make learning reading by using sticky notes are able to give good effect for the students. By using sticky notes in learning reading hopefully the students can easily memorize what the text about because they will read their own writing that can makes them to recall the main idea or the important thing of the text in their mind.

F.   Scope and Limitation of Study

The scope of this research is eighth grade of class VIII 1 and VIII 2 at MTsN 2 Nganjuk students. The researcher chooses this school because the material of the research using "recount text" which is a competency that should be learnt and mastered in middle school and it was revealed in K13. The limitation of the study, the researcher cannot request to choose the group of sample and population because she did not have authority to do that.

G.   Definition of Key Terms

The researcher defines the key term of this research as read skill, sticky notes and note taking in order to avoid misunderstanding of this research.

1.   Reading skill

Harmer (2001) said that, reading is as same as listening because they are receptive skill. Receptive skill is when people hear or see something and process the meaning from it. So, reading is a receptive skill that put in seeing written form of something and then process to gain the meaning at the end. Based on Hermida (2009) statement that activity which influences by the text, the reader prior knowledge, and the circumstance when the reader read something called reading process. Bojovic (2010) explained that reading is activity which is interactive, purposeful, and complex as well as takes time and resource to expand. Reading is an activity that the reader should be able to make connection and inference to get understanding.

2.   Sticky notes

According to Yin (2017), sticky notes as well as small book and each page of it are easy to peel off. Also it is has not only square shape but also in many other different shape and the color usually yellow. Tool that can help the students easier to visualize what they already get from the text and one of the tools that they can use is sticky notes.