



THE USE OF STICKY NOTES IN READING MATERIALS TO IMPROVE ESP LEARNERS' VOCABULARIES

Nur Laili Indasari

Sekolah Tinggi Agama Islam Daruttaqwa Gresik, Indonesia
indah.staida9@gmail.com

Nor Mubin

Sekolah Tinggi Agama Islam Daruttaqwa Gresik, Indonesia
normubin@staidagresik.ac.id

Abstract: The aims of this study are to describe the implementation of Sticky Notes (SN) in details, to reveal the improved aspects on English skill, and to express English for a Specific Purpose (ESP) learners' experience after the use of SN. To explain the improvements, it was used classroom action research (CAR) design which was conducted in two cycles. The participants were eleven ESP students who took Early Childhood Islamic Education department. The data were obtained through observation, students' test, and interview. The results of study showed that 8 of 9 students gave positive response toward the implementation of SN in reading materials. It was also revealed that applying SN in reading materials had advantages and disadvantages. The advantages from the side of English aspects were the enhancement of students' memory, vocabulary, pronunciation, and reading comprehension. Meanwhile, the disadvantages from the side of medium (SN) itself were appearance and durability. However, all students agreed that the use of SN can enhance their English skills. These findings can be used as an input for lecturer in teaching.

Keywords: *Sticky notes, reading, ESP learners, vocabularies*

ABSTRAK. Tujuan dari penelitian ini adalah untuk menggambarkan secara detail penerapan Sticky Notes (SN), untuk menunjukkan aspek-aspek dari kemampuan Bahasa Inggris yang meningkat, dan untuk mengungkap pengalaman pelajar Bahasa Inggris untuk tujuan khusus setelah penggunaan SN. Untuk menjelaskan peningkatan-peningkatan, dilakukan penelitian tindakan kelas (PTK) yang dijalankan dalam dua siklus. Ada 11 peserta mahasiswa Bahasa Inggris untuk tujuan khusus yang mengambil jurusan Pendidikan Islam Anak Usia Dini. Data diperoleh melalui pengamatan, uji mahasiswa, dan wawancara. Hasil penelitian menunjukkan 8 dari 9 mahasiswa memberikan respon positif terhadap penerapan SN di materi membaca. Hal ini juga menunjukkan bahwa penerapan SN di materi membaca memiliki kelebihan dan kekurangan. Kelebihan dari segi aspek Bahasa Inggris adalah meningkatnya memori mahasiswa, kosakata, pengucapan, dan pemahaman membaca. Sementara itu, kekurangan dari segi alat itu sendiri (SN) adalah penampilan dan daya tahan. Bagaimanapun juga, semua mahasiswa setuju bahwa penggunaan SN mampu meningkatkan kemampuan Bahasa Inggris mereka. Temuan-temuan ini dapat digunakan sebagai masukan bagi dosen dalam pengajaran.

Kata Kunci: *Sticky notes, membaca, pelajar ESP, kosakata*

INTRODUCTION

Reading is one of English skills which has to be taught to young until adult learners. It becomes basic skill for everyone to achieve other competences.¹ It involves many activities such as reciting visually, thinking, psycholinguistics, and meta-cognitive activities.² It is also defined as the activity of translating written symbols or letters into verbalized words. Students who are active in reading will conduct several activities such as analyzing, questioning, drawing conclusions, and making beneficial connections to get a great understanding and application.³ In this competence, there are several aspects which have to be paid attention such as fluency of reading, understanding the meaning, and others. These become challenges for those who learn English as a foreign language (EFL). Therefore, as a teacher, she or he has to think what kind of media or ways to make students capable in this competence.

In a university, teaching English for a specific purpose (ESP) students requires hard efforts to make them master skills of English since their main focus is not English subject such as teaching in early childhood education program. ESP is a concept of teaching a language having proper command on syllabus, methods and activities used for studying it on the basis of the students necessities and for their previous knowledge on their research area.⁴ ESP course motivates the students through a field that is already known and relevant to them.⁵ It means that ESP assesses needs and combines motivation, subject matter and content for the teaching of relevant competences.

In reading course, ESP learners require mastering of many vocabularies to get a great understanding of reading text. The educators of ESP class should prepare the material and media to make students capable in mastering the course of study. In addition, the teacher has to prepare skills and vocabularies which are related to their studies and professions.⁶ To enhance these aspects of language, it is required learning media. One of them is the use of sticky notes (SN). Sticky note is “the ability to attach annotations anywhere and to anything”.⁷ It means that SN is a tool for taking notes or writing comments which can be conducted anytime and anywhere.. It can be applied in the teaching and learning process to increase students’ memory.⁸ In reading skills, It also can be used for practicing vocabulary. The learners write down the vocabulary on SN and translate it.

Related to the use of sticky notes in learning, several researchers conducted studies on it. Firstly, Ardiana et al. in their study implemented SN in the fifth grade to increase reading interest. They found that SN could help students remember words easily.⁹ Secondly, Lestyowati and Rahmi compared the use of SN and virtual whiteboard in communication skill training. The results

¹ Aditia Ardiana, et al. “Implementation of Sticky Note Learning Media to Increase Reading Interest in 5th-Grade Students towards Lesson Books in The Pandemic of Covid 19.” *Indonesian Journal of Multidisciplinary Research* 2, no. 2 (September 2021): 266.

² Winarti, W., and Dadan, S. “Pengaruh Permainan Wayang terhadap Kemampuan Membaca Anak Usia Dini.” *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4, no. 2, (February 2020): 873- 882.

³ Stephanie, H. and Anne, G. “Comprehension at the Core.” *International Literacy Association*, 66 no. 6 (March 2013): 432-439.

⁴ Miranda, E., et al. “Challenges of Teaching and Learning English Language for Esp Courses.” *Journal of Educational and Social Research* 11 no. 4 (July 2021): 215.

⁵ Betaria, Sohnata H. *Teaching Module for English for Specific Purpose*. (Medan-Pematagsiantar: FKIP UHN, 2015), 1-200.

⁶ Miranda, op.cit., 213.

⁷ David, R. K. et al. Sticky notes for the semantic web. *In Proceedings of the 8th international conference on Intelligent user interfaces* (January 2003): 254.

⁸ Patricia, D. W., & D. A. Wooten. Enhancing Metacognitive Literacy: A Research Using Sticky Notes in the Classroom. *American International Journal of Contemporary Research* 5 no. 4 (August 2015): 6.

⁹ Aditia Ardiana et al., op.cit., 265-270.



revealed that all respondents like these media because they could create interactive atmosphere.¹⁰ Thirdly, Deese et al. compared the use of Post - It Note strategy which also called SN and Think Aloud Strategy (TAS) among eighth grade students with learning disabilities. The result stated that Post-It Note had more positive effect than TAS.¹¹ Then, Wiley and Wooten analyzed the use of SN in the classroom and students' perspective toward it.¹² The results showed the advantages of SN in enhancing meta-cognitive literacy and positive responses from students. Ball et al. also conducted a research on the use of SN as a design material to support cognition and collaboration. They found that sticky notes facilitate design collaboration by enabling shared attention through material anchors and the modulation of turn-taking.¹³

Based on previous studies above, most of researchers investigated the students' perspective toward the use of SN in the teaching and learning process and compared it with other media. The results revealed that the use of SN contributed positive effect to the students in learning. However, only few researchers described and investigated the impact of using SN on English skills in details. Moreover, only few researchers conducted that kind of research in ESP class. Therefore, the current study observed the implementation of SN in ESP class, investigated in details what aspects are improved after using SN in reading materials, and acquired ESP learners' experience. The aims of this study were to describe the use of SN in reading materials, revealed the aspects of English skills which were improved after implementing SN in learning, and expressed learners' experience toward the use of SN.

METHODS

This research was qualitative research by using Classroom Action Research (CAR) design. It can be conducted by one or more individuals and the aim is to solve the problem.¹⁴ According to Cresswell, action research designs are systematic procedures which are conducted by teachers (or other individuals in educational setting) to gather information and improvements in the teaching and learning process.¹⁵ Based on those definitions, CAR can be conducted by the teachers to examine their own practice. This research was to describe the implementation of SN in the teaching and learning process and to reveal the improvements and learner's experience and understand something behind the use of sticky notes.

This study was conducted at a city in East Java. The participants were eleven ESP students who were in the third semester of 2022/2023 academic year. They were from Early Childhood Islamic Education department. It meant that they took that program because their planning in the future was to be able to be a teacher for early childhood or kindergarten students. Based on curriculum of kindergarten school (2021), there is a development program that is language in which the students are expected to be able to listen, read, and retell about the story. Therefore, as teacher candidates, they should master receptive skills first such as reading. In this semester, they got English course for early childhood. Because they were ESP learners, they learned English for their needs that was they had to be able to use English for teaching early childhood in the future or after

¹⁰ Jamila, L. & Rahmi, I. Analysis of Learning Media in Training: A Case Study of the Use of Sticky Notes and Virtual Whiteboards in Communication Skills Training at Ministry of Finance. *Advances in Social Science, Education and Humanities Research*, 640 (2022): 74-79.

¹¹ Rachel, D., et al. Effects of the Post-It Note Strategy on Reading Achievement among Eighth Grade Students with Learning Disabilities. *Becoming Journal of the Georgia Association for Middle Level Education*, 30 no. 1 (January 2019): 1-37.

¹² Patricia, D. W., & D. A. Wooten, op.cit, 1-9.

¹³ Linden J. Ball, et al., Sticky Notes as a Kind of Design Material: How Sticky Notes Support Design Cognition and Design Collaboration. *Design Studies*, 76 no. C (2021): 1-31.

¹⁴ Jack R. Fraenkel, et al. (2012). *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill).

¹⁵ John, W. C. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Boston, MA: Pearson).



graduation. There were fourteen meetings in a semester; seven meetings before mid-term test and seven meetings before final test.

According to Arikunto, there are four procedures in conducting CAR. They are planning, implementing or acting, observing, and reflecting.¹⁶ These could be conducted in two or more cycles. In the first cycle, before conducting planning, the researcher conducted the preliminary study to investigate the problem faced by the students in the classroom. In this cycle, the researchers prepared the lesson plan, criteria for success and observation sheet to collect data during teaching and learning process. The second stage was implementing or acting. In this stage, the researcher implemented the prepared planning. Related to the present study, this stage dealt with the implementation of sticky notes in reading materials to improve the learners' vocabularies. During the implementation, observation was also conducted to acquire the data needed. The last stage was reflecting. Reflecting dealt with the process of analyzing the collected data. By conducting this stage, the researcher could determine whether the cycle could be stopped or not. The cycle could be stopped if the criteria of success achieved. However, the cycle should be revised if the criteria of success were not achieved yet.

Related to data collection techniques, for the first research question, the researcher collected the data through observation of the use of SN in reading materials. In this case, several indicators were observed. The next research question was gained from the results of test to acknowledge the improvement aspects while using SN in teaching and learning process. The test was in the form of essay and was calculated based on maximum score. The last research question was from the result of interview related to ESP learners' experience toward the use of SN in learning process. Their responses would be categorized into several aspects. It was used acronyms to write students' names.

RESULT

This study was conducted in two cycles. Each cycle had two meetings. Before describing each cycle, it was gained that the result of preliminary study found that 8 of 11 students had difficulties in expressing their idea in written text. It was caused by lack of vocabularies. When they were asked to make a mini worksheet for children with certain theme such as *environment*, they were able to make the exercise with the pictures. However, they had difficulties in writing the instruction of work. Therefore, in present study, the lecturer utilized a medium to enhance their vocabularies by implementing SN in reading materials. The results of study for each cycle were described as below:

a. Cycle 1

The first meeting was conducted on November, 14 2022. The lecturer had plan that SN should be applied while teaching reading to enhance learners' vocabularies. The criteria for success that were the students were able to memorize many vocabularies, used them in sentences, understood reading text, and retold the story. To begin the teaching and learning process, the lecturer greeted students and gave stimulus related to the learning material. Then, she asked them whether they brought sticky notes (SN) or not because she asked them to bring it since the previous meeting. In fact, all students brought it. After that, she explained the rules about the use of SN in reading materials. Those were the students had to read one of fairy tales entitled *The boasting wolf* (silent reading). The next, they wrote difficult words (words that they did not know the meaning) and gave the meaning. After that, they had to memorize the difficult words.

The second meeting was on November, 21 2022. It was continuation of previous meeting. In this meeting, the lecturer asked several students to come forward and to read the story of *The*

¹⁶ Suharsimi, A. (2012: 17). *Penelitian Tindakan Kelas*. (Jakarta: PT. Bumi Aksara).



boasting wolf. From this activity, it was found that there were many mistakes on students' pronunciation. Then, she proposed several questions related to the story such as what is the story about? What is the moral value of the story? And others. Some of students could not answer the questions because they did not understand it. After that, she asked the meaning of several words. Some of students could not answer it. Even though some of them could answer the meaning but it was not related to the context of story. In this meeting, the lecturer also asked them to come forward and to memorize difficult words with meaning. Then, she asked them to make a sentence from difficult words.

From the cycle 1, it could be analyzed that the planning and criteria for success had not been achieved yet. The students did not use the SN maximally. They still had difficulties in answering the questions and had many mistakes in pronunciation. There were many unknown words but they only wrote few words on sticky notes. In addition, the proposed questions were not structured well to measure their comprehending of the text. Based on the result of cycle 1, it was required the revised plan or next cycle.

b. Cycle 2

Before conducting cycle 2, the plan was revised. It was about the implementation of SN in the teaching and learning process. The third meeting was conducted on November, 28 2022. Firstly, the lecturer explained rules of using SN. The students should find the difficult words (unknown meaning words) in each paragraph. They were given thirty minutes to do it. "Little red riding hood" was used as a reading material. After searching meaning of difficult words, they had to look at the dictionary to check the pronunciation of them. They could also discuss with their friends. After that, they came forward one by one to read the story. After reading the story, the lecturer looked at students' SN to check whether they wrote the words and meanings correctly or not. Then, they were asked to memorize them and to make a sentence by using one of words. The results showed that they could memorize all difficult words with meaning and could make sentences from those words.

The fourth meeting was conducted on December, 5 2023. the lecturer gave written test such as writing a dialogue, making sentence based on given words, and answering questions based on reading text (moral value of story and reference). The results revealed that there was improvement on their vocabularies. There were 9 of 11 who got high score. Only two of them got low score (under 80). After analyzing the results of test, the students' understanding about the story was achieved. Related to the success of writing a dialogue or sentence, it could be caused by enhancement of their vocabularies. However, it was still found minor spelling errors in their writing. The results of test were presented in Table 1.

Table 1 The students' score

No.	Name	Score
1.	MZ	60
2.	WDC	90
3.	WE	90
4.	NA	95
5.	NAFR	95
6.	HI	90
7.	DRA	100
8.	SFM	95
9.	IU	80
10.	YS	80
11.	NH	75



The fifth meeting was conducted on December, 12 2023. it was conducted interviewing students. From eleven students, it was gained nine students because two students were absent at that time. The researcher proposed five questions. They were the students' opinion about the use of SN in reading material, the advantages and disadvantages of using SN, improved aspects after using SN, number of memorized words for each meeting, confirmation from students about the enhancement of English skills after using SN. The results of interview were presented in Table 2.

Table 2 The Results of Interview

No.	Name	Q1	Q2	Q3	Q4	Q5
1.	MZ	-	-	-	-	-
2.	WDC	Positive	Advantages: simple Disadvantages: time limitation	Vocabularies	15 words	Yes
3.	WE	Positive	Advantages: reading Disadvantages: -	Vocabularies	30-35 words	Yes
4.	NA	-	-	-	-	-
5.	NAFR	Positive	Advantages: flexible Disadvantages: small writing	Pronunciation vocabularies	20 words	Yes
6.	HI	Positive	Advantages: easy to memorize Disadvantages: meaning	Pronunciation Meaning Vocabularies	6 words	Yes
7.	DRA	Positive	Advantages: easy to memorize Disadvantages: difficulty in pronouncing	Pronunciation memorizing	45 words	Yes
8.	SFM	Positive	Advantages: understanding the story, pronunciation Disadvantages: durability	Pronunciation vocabularies	27 words	Yes
9.	IU	Positive	Advantages: note taking, Disadvantages: -	Vocabularies Memorizing	7 words	yes
10.	YS	Negative	Advantages: understanding the story, Disadvantages: difficulties in vocabularies, pronunciation	Vocabularies	10 words	Yes
11.	NH	Positive	Advantages: uncomplicated Disadvantages: efficiency	Pronunciation	30 words	Yes

Based on Table 2, related to students' opinion about the use of SN in teaching and learning process, eight students gave positive responses and one student gave negative response. In this



case, positive response meant that the use of SN in English learning provided useful learning mainly in reading materials. They stated that by using SN, they could understand the story well, gave meaning, and memorized the words well. Meanwhile, negative response meant that the use of SN was lack of efficiency from the side of level of student. Then, the advantages of using SN were simple, flexible, uncomplicated. Those meant that the use of SN could easily make the students take notes. However, it was also found that SN had several disadvantages such as the efficiency and the size of SN. SN has different size. At that time, they selected the size 3X2 inch. Therefore, one student stated that the weakness of SN was small writing. One student also stated that the time given by the lecturer was limited because they had to search the meaning of difficult words and also memorized the words.

From the side of improved aspects after using SN in learning, 7 of 9 students revealed that their vocabularies enhanced. Two students admitted that their memorizing also increased. Four students also agreed that their pronunciation was improved after following the procedural of implementing SN in reading materials. These expressed that the use of SN had positive impacts in learning. The students could memorize 6 up to 45 words for each meeting. For those who got few words because in the second meeting they were absent. For the last question of interview. All students confirmed that the use of SN enhanced their English skills.

DISCUSSION

In this case, the researcher would discuss the results of study by comparing them with previous studies or related theories. Firstly, it was about the implementation of SN in reading materials. The results revealed that by writing difficult words on SN, the students could memorize those words easily. It was in line with Wiley and Wooten who stated that the use of SN in learning could increase students' memory.¹⁷ It was also strengthened with the result of interview. The students expressed that the use of SN made them easier in memorizing words. It was supported by Ardiana et al. who stated in their study that the use of SN could make students easier in remembering things.¹⁸

Secondly, it was found in this study that students' responses toward the implementation of SN in reading materials were positive. They said that by using SN, they could understand the meaning of story well. It was proved by the results of students' test in reading comprehension. It was in line with Deese et al. who stated that the use of SN had positive impact on students' attitude in comprehending reading text.¹⁹

Thirdly, it was revealed that one of the improved aspects after using SN in learning was from the side of vocabulary. The students' vocabulary enhanced after using it. It was in line with study conducted by Utomo.²⁰ He stated that the use of SN could improve the students' vocabulary mastery. Besides the advantages, it was also revealed that the disadvantages of using SN in learning which the students' writing was small because of the size of SN. It was in line with Lestyowati and Rahmi.²¹ They stated that the place to write was narrow so that the students' writing was too small.

CONCLUSION

It requires clear procedures to implement Sticky Notes (SN) in learning so that students can conduct the steps correctly. The lecturer can be director in teaching and learning process. Management of time is also important in learning. Applying SN in reading materials has advantages

¹⁷ Patricia, D. W., & D. A. Wooten, op.cit, 7.

¹⁸ Aditia Ardiana et al., op.cit., 269.

¹⁹ Rachel, D., et al., op. cit., 18.

²⁰ Nurhamdy S., U. *The Use of Sticky Notes towards The Improvement of Students' English Vocabulary Mastery at SMPN 11 Maros Baru. UIN Alauddin Makassar. (May, 2019).*

²¹ Jamila, L. & Rahmi, I., op.cit., 75.



and disadvantages. From the side of learning medium, SN is a simple and flexible tool. Students can take notes difficult words from a text and give meaning. It can also be used as pocket dictionary so that the students can memorize the words anywhere and anytime. For ESP learners, it is a useful medium to enhance their vocabulary mastery, pronunciation, and comprehension of the text. The results of students' test are improved because of the enhancement of their vocabularies. So, they understand the meaning of the story and able to answer the question. However, this medium has several disadvantages such as appearance and durability.

REFERENCES

- Ardiana, A., Dani Nandiyanto, A. B., Kurniawan, T., & Bilad, M. R. (2021). Implementation of sticky note learning media to increase reading interest in 5th-grade students towards lesson books in the pandemic of covid 19. *Indonesian Journal of Multidisciplinary Research* 2(2), 265-270.
- Arikunto, S. (2012). *Penelitian tindakan kelas*. Jakarta: PT. Bumi Aksara. <https://doi.org/10.1362/026725701323366836>
- Ball, Linden J., Christensen, Bo T., Halskove, K. (2021). Sticky notes as a kind of design material: How sticky notes support design cognition and design collaboration. *Design Studies* 76©. <https://doi.org/10.1016/j.destud.2021.101034>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson.
- Deese, R., Spires, R., Paine, D., & Cox, JT. (2019). Effects of the post-it note strategy on reading achievement among eighth grade students with learning disabilities. *Becoming Journal of the Georgia Association for Middle Level Education*. DOI: 10.20429/becoming.2019.300102
- Enesi, M., Vrapı, F., Trifoni, A. (2021). Challenges of teaching and learning English language for esp courses. *Journal of Educational and Social Research* 11(4), 213-226.
- Fraenkel, Jack R., Wallen, Norman E., Hyun, Helen H. (2012). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Harvey, S. & Goudvis, A. (2013). Comprehension core. *International Literacy Association*. Retrieved January, 3, 2023 from <https://doi.org/10.1002/TRTR.1145>
- Hutauruk, B. S. (2015). *Teaching module for English for specific purpose*. FKIP UHN Pematangsiantar.
- Karger, D.R., Lin, J., Katz, B., & Quan, D. (2003). Sticky notes for the semantic web. In Proceedings of the 8th international conference on Intelligent user interfaces (pp. 254-256). ACM.
- Lestyowati, J. & Rahmi, I. (2021). Analysis of learning media in training: A case study of the use of sticky notes and virtual whiteboards in communication skills training at ministry of finance. *Advances in Social Science, Education and Humanities Research, volume 640*.
- Utomo, Nurhamdy Satrio (2019) *The Use of Sticky Notes towards The Improvement of Students' English Vocabulary Mastery at SMPN 11 Maros Baru*. Undergraduate (S1) thesis, Universitas Islam Negeri Alauddin Makassar.
- Wiley, P. D. & Wooten, D. A. (2015). Enhancing metacognitive literacy: A research using sticky notes in the classroom. *American International Journal of Contemporary Research* 5(4), 1-10.
- Winarti, W., & Suryana, D. (2020). Pengaruh permainan wayang terhadap kemampuan membaca anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 873- 882.

