

## THE USE OF COLORFUL STICKY NOTES MEDIA IN TEACHING READING AT SEVENTH GRADE OF SMPN 03 SUNGGUMINASA

**Qori Azzahra Novianti Abubakar**

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

*qoriazzahranoviantiiii@gmail.com*

**Muhajir**

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

*muhajir.sastra@umi.ac.id*

**Rizkariani Sulaiman**

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

*rizka.sulaiman@umi.ac.id*

### Abstrak

*Tujuan dari penelitian ini adalah untuk mengetahui keefektifan dan hambatan penggunaan media Colorful Sticky Notes dalam mengajar membaca. Penelitian ini menggunakan metode kuantitatif dengan pendekatan classroom action research (CAR). Hasil penelitian ini menunjukkan adanya keefektifan penggunaan media Colorful Sticky Notes dalam mengajar membaca. Media Colorful Sticky Notes menjadi media efektif yang digunakan untuk membuat siswa semangat dalam pembelajaran membaca juga ditemukan beberapa alasan siswa termotivasi selama proses belajar. Nilai rata-rata kemampuan penggunaan media Colorful Sticky Notes siswa meningkat dari 58,82 menjadi 84,68, dan lulus kurikulum penguasaan minimum dimana 100% siswa mencapai nilai tersebut.*

*Kata kunci: Kertas tempel berwarna-warni, Media, Mengajar Membaca.*

### Abstract

*The purpose of this study was to determine the effectiveness and obstacles in using Colorful Sticky Notes media in teaching reading. This study uses a quantitative method with a class action research approach (CAR). The result of this research is the implementation of effectiveness and obstacles in using Colorful Sticky Notes media. The results of this study indicate the effectiveness of using Colorful Sticky Notes media in teaching reading. Colorful Sticky Notes media is an effective media used to get students excited about learning to read. There are also several reasons students are motivated during the learning process. The average score of students' ability to use Colorful Sticky Notes media increased from 58.82 to 84.68, and passed the minimum mastery curriculum where 100% of students achieved this score.*

*Keywords: Colorful Sticky Notes, Media, Teaching Reading.*

## INTRODUCTION

Reading is fundamental for someone to get other abilities. Being able to read in English is very important, because there are many books written in English. Reading becomes essentials for everyone in order to increase his or her knowledge. However, there are still areas that are still lacking in reading, especially in Indonesia. Students are given learning with Colorful Sticky Notes, where Colorful Sticky Notes are used as the media. Colorful Sticky Notes contain sentences written by students, namely the antonym of the verb and its meaning. From the description above, we use this approach to test the literature and theory to suit the circumstances of the location we are researching. This is why we use a quantitative approach. The quantitative approach in this study is to find out the extent to which the implementation of learning with Colorful Sticky Notes in increasing the reading interest at seventh grade of SMPN 03 Sungguminasa towards textbooks.

According to Nurgiyantoro (2010), most knowledge acquisition carried out by students and students through teaching reading. In this modern era, there is a lot of things that can be used in learning and teaching, we call it as media of learning. According to Syamsu, Awaluddin., Muhajir (2022); Syamsu, Awaluddin. (2021) media of learning is all of physical things which is designed consciously to give informations and get attention. Physical things here include actual thing, printed material, visual, audio, audio-visual, multimedia, and web. Sumiharsono and Hasanah (2017), Media can stimulate students anxiety of knowing and exploring deep into something and can give a better perception. An interesting strategy will bring student into a happy learning teaching process (Mansyur, Umar., Rahmawati, Sitti., Muhajir., 2023). That is why the researcher will to use Colorful Sticky Notes in teaching English reading, because the more interesting the class, the more students pay attention in learning process.

## METHOD

This research was a quantitative method with classroom action research (CAR) approach. Researcher applied classroom action research by Hopkins (2014), which consisted Cycle I and Cycle II, and each cycle is consist of four steps, those are plan, action, observation and reflection. The population of this research was the students at seventh grade of SMPN 03 Sungguminasa. The sample of this research was the seventh grade students of SMPN 03 Sungguminasa, spesifically class VII D which consist of 35 students. The instrument of this research was writing test to find out students' effectiveness using Colorful Sticky Notes media in teaching reading, questionnaire to find out students obstacle using Colorful Sticky Notes media in teaching reading and observation sheets. This research was done in 2 Cycle, it aims to know the students ability and to know the appropriate action in the next cycle. Researcher also did a pre-test in Cycle I and post-test in Cycle II to know if there was an increase in the effectiveness of using colorful sticky notes media in teaching reading.

## FINDINGS

In this section discusses the classification of student scores in the use of colorful sticky notes media in the post test (Cycle I) and post test (Cycle II) in the table below it is clear that the differences in the results of the post test (Cycle I) and post-test (Cycle II)), the following is the explanation through the table:

**Table 1.** Pre-Test Score in Cycle I

No	Classification	Total Students	Total Score
1	Excellent	-	-
2	Good	-	-
3	Average	-	-
4	Fair	35	2059
<b>Mean Score</b>			58.82

Based on the data above, all 35 students did not get scores above the average all students scored less than 74 so that the average score obtained in the pre-test in cycle I was 58.82.

**Table 2.** Post-Test Score in Cycle II

No	Classification	Total Students	Total Score
1	Excellent	7	685
2	Good	18	1514
3	Average	10	765
4	Fair	-	-
<b>Mean Score</b>			84.68

Based on the data in the table above, no students scored less than 74, 4 students scored 100, 3 students scored 95, 3 students scored 88, 10 students scored 85, 5 students scored 80, 5 students received score of 78, and there were 5 students who scored 75. The average score obtained in Cycle II was 84.68. In calculated the percentage of students' using Colorful Sticky Notes media in teaching reading, researcher used the formula by Gay, et al (2012), and the result of students' effectiveness using colorful sticky notes media was 43%.

**Table 3.** The Result of Questionnaire

No.	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
1	7 (20%)	18 (51,42%)	10 (28,75%)	0 (0%)	0 (0%)	35 (100%)
2	10 (28,75%)	15 (42,85%)	4 (11,42%)	3 (8,75%)	3 (8,57%)	35 (100%)
3	10 (28,75%)	13 (37,14%)	6 (17,14%)	3 (8,75%)	3 (8,57%)	35 (100%)
4	8 (22,85%)	11 (31,42%)	10 (28,75%)	3 (8,75%)	3 (8,57%)	35 (100%)
5	0 (0%)	0 (0%)	0 (0%)	10 (28,75%)	25 (71,42%)	35 (100%)
6	0 (0%)	0 (0%)	0 (0%)	0 (0%)	35 (100%)	35 (100%)
7	10 (28,75%)	15 (42,85%)	10 (28,75%)	0 (0%)	0 (0%)	35 (100%)
8	10 (28,75%)	15 (42,85%)	5 (14,28%)	3 (8,75%)	2 (5,71%)	35 (100%)
9	15 (42,85%)	10 (28,75%)	5 (14,28%)	3 (8,75%)	2 (5,71%)	35 (100%)
10	10 (28,75%)	10 (28,75%)	8 (22,85%)	5 (14,28%)	2 (5,71%)	35 (100%)

## DISCUSSION

Sulaiman, Rizkariani., Akidah, Ihramsari, (2021) classify the use of Colorful Sticky Notes media include effectiveness the use media students can complete a series of tests that achieve an

average success rate of 60%, and based on the data above 80% students passed and achieved the score. In research process it found out students can pass the basic competencies that set by curriculum where from 35 students, the all students passed, the result explained 100% students achieved the basic competencies. Several reasons were found that kept students enthusiastic during teaching reading through the use of Colorful Sticky Notes media such as the media used was attractive to students, the media used was not boring, the media used helped students in the process of learning to read, students also generally said that Colorful Sticky Notes media can improve their English, and the latter is due to personal preferences, where students prefer learning using media rather than general learning.

## CONCLUSION

Based on the results of data analysis and findings it was concluded that in the pre-test in Cycle I, the average score of students before treatment was 58,82. After being given treatment, in the post-test in Cycle II the average value of students was 84,68.

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