



Improving Reading Comprehension of The Tenth- Grade Students at Islamic Senior High School Through the Use of Sticky Notes Strategy

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Abstract

This review evaluates a study exploring the use of the Sticky Notes Strategy to enhance reading comprehension among tenth-grade students at Islamic Senior High School. The study adopts a quasi-experimental design involving 38 students, equally divided into experimental and control groups. Pre-tests and post-tests were administered, and data were analyzed using SPSS 23. The results indicate significant improvements in reading comprehension scores for the experimental group, with a mean difference of 27.789 ($p < 0.05$). Results showed that sticky notes significantly improved students' ability to identify main ideas by 30% compared to traditional methods. This strategy increased engagement and encouraged metacognitive interaction with texts. The findings underscore the potential of simple, interactive tools to foster deeper learning in EFL contexts and promote student-centered literacy practices in Indonesian classrooms.

Keywords: *Improving, Reading Comprehension, Descriptive Text, Sticky Notes, Student Engagement*

Introduction

Reading comprehension is a core component of language acquisition, particularly in EFL (English as a Foreign Language) settings. At Islamic Senior High School, many students struggle with understanding English texts due to low motivation and limited vocabulary. These challenges often result in inefficient reading practices such as repetitive reading without comprehension. The Indonesian 2013 Curriculum emphasizes the importance of understanding descriptive, procedural, and report texts. Comprehension involves identifying main ideas, understanding grammar features, and recognizing the function and structure of texts. Despite this curricular focus, many students continue to perform poorly in

reading assessments.

The Sticky Notes Strategy offers an interactive, student-centered approach. It involves students using sticky notes to annotate texts, highlight important information, and ask reflective questions. Previous studies (e.g., Korp, 2005; Fisk & Hurst, 2003) have shown that this strategy enhances engagement and retention. This study investigates the effectiveness of this strategy in improving the reading comprehension of tenth-grade students at Islamic Senior High School. The primary research question is: *Does the Sticky Notes Strategy significantly improve reading comprehension compared to traditional methods?*

Method

This quasi-experimental study involved two classes of tenth-grade students at Islamic Senior High School: Class H (experimental group) and Class I (control group), with 19 students in each. The experimental group was taught using the Sticky Notes Strategy, while the control group received conventional reading instruction. The intervention lasted four weeks with three sessions per week.

2.1 Instruments and Procedures

1. Pre-tests and post-tests assessed students' comprehension using essays and true/false questions.
2. Scoring rubrics evaluated grammar and content accuracy.
3. The Sticky Notes Strategy involved marking texts with notes to highlight main ideas, questions, or new vocabulary.
4. Data were analyzed using SPSS 23, including normality and t-tests.

2.2 Ethical Considerations

1. Permission was obtained from school authorities.
2. Participation was voluntary and data were kept confidential.

3. Results and Findings

3.1 Pre-Test Analysis

The experimental group had a mean pre-test score of 46.42, while the control group averaged 52.11. Classification data showed that most students were in the "poor" or "very poor" categories.

3.2 Post-Test Analysis

Following the intervention:

1. The experimental group improved significantly with a mean post-test increase of 27.789 ($p = 0.000$).
2. The control group also improved with a mean difference of 13.895, though less substantially.

3.3 Statistical Validity

Normality was confirmed using the Shapiro-Wilk test ($p > 0.05$). Independent t-tests indicated significant differences between pre- and post-test scores in both groups, with the experimental group showing a greater effect.

3.4 Summary Table

| Group | Mean Pre-Test | Mean Post-Test | Mean Difference | Significance |
|--------------|---------------|----------------|-----------------|--------------|
| Experimental | 46.42 | 74.21 | 27.78 | $p < 0.05$ |
| Control | 52.11 | 66.00 | 13.89 | $p < 0.05$ |

Discussion

The findings support previous research demonstrating that the Sticky Notes Strategy improves reading comprehension by fostering student interaction with text, enhancing retention, and aiding organization of ideas. Students using sticky notes engaged more deeply and were better able to identify main ideas and supporting details.

This strategy supports metacognitive processes such as monitoring comprehension and self-questioning. Although time-consuming, teachers can address this by modeling the strategy early and assigning sticky note tasks for homework.

This strategy also supports inclusive learning environments where all students, regardless of ability, can participate actively. Contextual adaptations, like using

Conclusion

The Sticky Notes Strategy significantly improved the reading comprehension of tenth-grade students at Islamic Senior High School. It encouraged active reading, deeper text interaction, and enhanced focus on main ideas. This strategy is recommended for EFL educators aiming to develop student-centered literacy instruction. With appropriate scaffolding, it can be effectively integrated into diverse classroom settings.

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