FOSTERING READING SKILL ON NARRATIVE TEXT BY USING STICKY NOTES: STUDENTS' EXPERIENCES IN THE INDONESIAN HIGHER EDUCATION CONTEXT

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ABSTRACT

The present study aims to find out how the use of sticky notes can help EFL students to improve their skills in reading narrative texts. Using a qualitative approach, data were collected through semi-structured interviews taking a sample of 7 third-semester EFL students at an Indonesian higher education. Interview data in the form of implementation patterns of using sticky notes in narrative texts were explored to determine recommendations and produce research. The findings of this study from qualitative research indicate that provocative language and plots are major contributors to EFL students' difficulties in reading narrative texts. In addition, it also shows that EFL students use various reading comprehension strategies. Based on the results of this study, a new approach was found using sticky notes to read narrative texts. Most of the participants considered the use of sticky notes to be effective in improving reading skills. Although there were, several participants, stated that their use was less effective for reasons of time efficiency. The impact of this research is that a new method, namely sticky notes which are considered commonplace, can provide benefits in improving students' reading skills in English.

Keywords: EFL Students, Indonesian Higher Education, Narrative Text, Reading Skills, Sticky Notes

INTRODUCTION

Reading is a complex process that requires the application skills of several types of knowledge. This requires a strategy through the use of visual information needed to extract information from the text being read (Vanova et al., 2021). The definition of written text with reading skills refers to one's self-ability. Skills are essential for effective communication, for disseminating and understanding information. Narrative

text reading ability is not a single skill that can be tested or targeted in a way that says: "Instruction is more effective when it adapts students' abilities to specific texts and tasks. Identification of pertinent reading comprehension exercises will form part of this lesson Actions that go hand in hand with them are needed for the evaluation of therapy that targets this particular comprehension activity (Clemens & Fuchs, 2021).

It is important for us to improve our reading skills. The many challenges related to difficulty understanding a text are crucial things that need to be studied more deeply. There is a need for action to improve reading skills, especially in narrative texts among this EFL student. When readers understand the text and relate their understanding to what they can know beforehand, they can increase reading interest (Padeliadu & Antoniou, 2014). There needs to be a new method that is needed to be able to help improve our reading skills. Understanding and knowledge of reading skills are interrelated and key to reading activities. In this situation, the writer uses sticky notes as a medium to develop reading skills, especially in narrative text.

Sticky notes are scraps of paper with adhesive tape on the back that you can stick to the surface of the paper or book you are reading. Sticky notes are used to highlight parts of the text that the reader considers important, there are sections in the text that need to be prepared or sections the author wants to share with others. According to the Journal of Consumptive Psychology (JCP), using something that seems insignificant, such as a reader's sticky note, has the potential to increase interest. This is in accordance with Supraningsih's statement that the use of sticky notes is a semantic technique in which students are given instructions one by one while carrying out a subject whose aim is to increase their understanding of everyday life. In his research, it was stated that 9 out of 22 observations experienced an increase in ability, which shows that this is the reason we are conducting research (Ardiana et al., 2021).

Leveraging the use of sticky notes can increase reader participation and improve reading skills. In the annotation strategy, readers are also instructed to highlight or highlight text to find important textual information (Zywica, 2010). In addition, the results of this study also show that readers will find it easier to communicate with

other people because they are already familiar with the use and function of sticky notes (Küçükoğlu, 2013).

Sticky notes are closely related to creative activity, and represent an as-yet-undiscovered window in the practice of creative interaction and cognition design. In improving reading skills, students prefer reading comprehension in narrative text types. We need to know that narrative text is text which is an imaginative story to entertain the reader. The narrative text is a story text with complications or problematic events and tries to find solutions to solve these problems. The readers must go through a number of difficult steps to understand literature in a way that is consistent with the author's intended message. Information from memory is continually triggered during the reading of narrative texts and is linked to the evolving reading model. (Cook & Brien, 2013). An important part of narrative text is the narrative mode, which is a set of methods used to communicate the narrative through the narrative process. The narrative text structure strategy can be used with other comprehension strategies in the reader's repertoire of reading comprehension strategies (Dymock, 2007).

Using sticky notes as a lens into the practice of human creatives and designers, we asked what sticky notes could tell us about creative cognition and design collaboration, and why they seemed difficult to replicate digitally. This can be developed by memorizing letters or vocabulary for the development of English literacy. We can also use sticky notes to help us in reading narrative text. Sticky notes have been a positive experience for many students. Students will feel like they are evaluating their thoughts while reading when using sticky notes (Davis-Wiley et al., 2015). Therefore, the purpose of this study is to elaborate on the use of sticky notes in developing narrative text reading skills in EFL students.

METHODOLOGY

The research method used in this study is a qualitative approach, where data were collected through semi-structured interviews through the WhatsApp application. This research focuses on increasing reading skills at public universities in Indonesia that involve EFL students. This study took a sample of 7 students EFL in semester 3 with 4

female students categorized as (student 1, student 2, student 3, and student 4) and 3 male students as a (student 5, student 6, and student 7) using the sticky notes method. In this study, the names of participants used pseudonyms which were intended to maintain confidentiality. The seven students are around 19-20 years old. The data collection was carried out in the period 22-24 December 2022, using interviews and documentation. During the interview, the researcher confirmed the identity of the participants by ensuring that all names were anonymized.

The existence of this research is to measure the level of English students' reading ability with interviews as a step to find out the extent to which students understand literacy and are able to practice it well. After that, the interview ended by including a topic discussion regarding the use of sticky notes in developing reading skills through narrative texts to track student progress. In this study, there are steps that we take to get answers from the hypotheses that have been designed before. The interview results were then transcribed for data reduction and coding. Then, the data will be analyzed qualitatively by finding sticky notes as a medium that can be used to develop reading skills in EFL students. They also use narrative texts as reading books in developing reading skills, because they are considered easier to understand, have unique plots and are full of imaginative ideas. Patterns in the implementation of the use of sticky notes in narrative texts are abstracted to determine recommendations to produce research to develop reading skills in EFL students.

DISCUSSION

The data from this research study came from interviews about Improving Narrative Text Reading Skills Using Sticky Notes to EFL (English Foreign Learners) Students and were analyzed qualitatively. There are several findings that we can formulate and discuss related to the discussion regarding the sticky note method for improving English skills. We have processed the data from the participants according to the results of the interviews we have conducted.

The Sticky Note as a Media to improve reading skills on Narrative Text

Based on the analysis of EFL student interview data, 5 out of 7 participants stated that the use of sticky notes could help develop their reading skills in narrative texts. They claim that sticky notes can be used to mark or highlight and make short summaries of vocabulary or sentences in narrative texts., while the other 2 participants stated that sticky notes were not effective enough in improving reading skills. The participants presented two outlines of the reasons for using sticky notes in improving the ability to read narrative texts: their effectiveness and benefits.

The Implementation of Using Sticky Notes

In its application, sticky notes have benefits that can be used in activities to develop reading skills. Its unique shape and color make it attractive to readers. Our research revealed to the participants about the use of sticky notes in their reading habits. The data shows that 4 out of 7 participants have used this sticky note in their reading activities. The difficulties they experience when reading, make them use this sticky note to help understand it. Some of them use sticky notes with various uses, not only to record vocab, text adaptation, but also to make a consignment result framework from the text for later agreed upon by the buyer, for ease of reading. Some excerpts from the interviews are presented below:

Student 4:

The use of sticky notes that I can feel is as bookmarked as well as to make small notes in the book that is being read. notes become more interesting and easier to find the list you are looking for (Student 3, 2022).

Student 5:

I usually use sticky notes as material that can make writing more organized because there is already a keyword guide written on the sticky note (Student 5, 2022).

Student 6:
The application of using sticky notes for me can help make a short main mapping of the reading text that I read. Besides that, I also usually use it to write vocab or beautiful words in books (Student 6, 2022).

The application of sticky notes in developing reading skills has been around for a long time. However, research related to its utilization for development is relatively small, and none has even been studied in detail. The sticky note method turned out to have a good impact on its application. Positive responses from participants showed evidence of the use of sticky notes in developing reading skills. Colorful paper, with an adhesive easy for their eyes to underline sentences you find difficult. As we know, the difficulty in reading narrative texts lies in mastering vocab, and imaginative and provocative plots. If we don't use a strategy, we will find it difficult to understand it.

According to one study, the benefits of reading can be accentuated by recording a summary of participants' reactions to the author's intent in the text. Applying sticky notes by annotating difficult text can be a powerful tool for EFL students to keep them engaged and improve their skills and understanding of what they have read, especially reading comprehension (Lloyd et al., 2022). The five participants agreed that using sticky notes to annotate is simple, encourages engagement with the author's intent, and can improve readability based on our data findings. As a result, students are ready to start using annotations on sticky notes as a method of increasing reading comprehension of narrative texts.

The effectiveness of Sticky Notes in Increasing Reading Skills on Narrative Text

The sticky note technique that developed during this research was effective at involving EFL students in honing their reading comprehension abilities of narrative texts, particularly during the qualitative research analysis stage. The findings from interviews with EFL student participants demonstrate how qualitative analytical processes might provide newer methodologies. Researchers make question about the effectiveness that can be obtained from using this sticky note.

The use of sticky notes plays a significant role in the development of reading skills. The data we got from interviews has shown the effectiveness of sticky notes. The participants showed an advantage in the effectiveness gained from using this sticky note in developing reading skills. Some excerpts from the interviews are presented below:

Student 6:

I think it can be said to be effective because we can focus on the important parts of the essay in the sticker note so that the narrative text can be structured (Student 6, 2022).

Student 2:
Sticky note to use when annotating books. For some people annotating activities are very useful for remembering and making important points in reading and so for me (Student 2, 2022).

On the other hand, there were some participants who felt dissatisfied with the use of sticky notes, so they were considered less effective. The use of sticky notes has evolved over time. This research tries to further examine the effectiveness of sticky notes. The results of the interviews we obtained showed several negative responses. The effectiveness of sticky notes. The underlying causes include being messy, easily torn, easily wrinkled, and easily separated because the glue on the sticky note is not strong enough. Some excerpts from the interviews are presented below:

Student 2:
 Sometimes the material from the sticky note makes it less effective to use. Sticky notes can get tangled and over time they even tear, so we have to replace them with new sticky notes. Sticky notes don't stick to books for long. (Student 2, 2022).

Student 7:
 It is too time-consuming if you have to copy over and over from text to a sticky note that will be used in making an essay, besides that it is also complicated. (Student 7, 2022).

Sticky notes make it possible to visualize the relationship between the author's intent and the text read, offering an outline of the reading text by annotating in the sticky notes to identify and sort relevant data (Burgess et al., 2021). Based on the study above, we found the results of this study that sticky notes can be effective in several ways related to improving reading skills in narrative text, namely: giving an interesting impression to narrative texts because of their various colors, effective in annotating unknown vocab, effective for make a short essay which will later be clarified again to find relevant data from the text. However, this research is still not perfect because there is a need for new discoveries using the sticky

notes method which discusses its effectiveness in reading. There are still very few studies that discuss this matter, making us challenged to get the results of the effectiveness of these sticky notes for reading skills. Generally, using sticky notes is used to record important points from a reading or write pearls of wisdom. However, over time it turned out that sticky notes can also be used effectively in improving reading skills

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The Strategies of Narrative Text to Increasing Reading Skills

We can measure language skills, one of which is reading comprehension of narrative texts. To measure students' reading comprehension of narrative texts, several methods can be used, such as recognizing the parts of fairy tales, sequencing, concluding, knowing the structure of the story, as well as semantics and syntax, and retelling tasks. There is evidence that story comprehension and inference abilities, as measured by storytelling tasks, are interconnected. Based on our findings, some of the participants developed text narrative skills with this in mind, through several assignments from the lecturer, one of them is storytelling, reading legend books, and fables or composing narrative stories. They begin to develop this by choosing the type of genre they like best in order to develop their skills (Babayiğit et al., 2021). Some excerpts from the interviews are presented below:

Student 1:

"The narrative genre that I have read is legend stories. At that time, I was assigned to make a storytelling video and I was interested in telling legends. At that time, I was also looking for references by reading several narrative texts until I chose to tell the story of "Roro Jonggrang". (student 1, 2022).

Student 3:

"I usually read narrative texts in the form of fables, because the language is easy to understand and the grammatical structures are still simple and easy to understand, fables also contain moral messages that can be applied in everyday life" (Student 3, 2022).

Student 6:

"The strategy that I usually use in reading narrative texts is intensive reading. Intensive reading can be done slowly so that you can capture information properly" (students 6, 2022).

Student 7:

"I use skimming reading techniques to finish reading quickly. Like reading only the beginning of the paragraph and the quotation section" (Student 7, 2022).

Many companies that include English Reading Comprehension as one of their entrance exams, especially multinational companies, also include reading comprehension as a component of the English test. This shows how important it is for us to learn and perfect Reading Comprehension, one of which is narrative text. However, not a few find it difficult to learn and master it because of a number of challenges. As said before, this can be caused by limited vocabulary, difficulty focusing when reading English texts, lack of understanding of proper grammar, etc. These findings provide a number of ways that EFL students can enhance their reading comprehension of narrative texts by selecting a favorite genre of text, investigating it, and reading using skimming techniques, which are based on the findings of qualitative interview analysis. When reading while skimming, the procedure is performed by rapidly scanning the reading material while keeping an eye on the important themes (Lubis & Usman, 2021).

This research creates a strategy that can make it easier for readers of narrative texts to improve their skills through the use of sticky notes. Based on the results of the interview data, some of the participants have implemented several strategies that can

improve their reading skills, such as reading with skimming techniques, underlining vocabulary, and so on. This strategy is certainly not wrong, but it will be even easier by using a sticky note.

To improve reading skills requires strong effort. Reading comprehension, such as narrative text, requires a strategy to understand it. Some of the strategies that can be used are: using skimming reading techniques, underlining sentences that are difficult to understand, annotating unknown vocabulary, and focusing on understanding the plot.

CONCLUSION

This study concludes that the findings from the qualitative research suggest that language and inventive plots are the main contributors to EFL students' difficulty reading narrative texts. The findings of this study also indicate that EFL students use a variety of reading comprehension strategies. Based on the findings of this study, a new approach was found using sticky notes to read narrative texts. According to interview data, the use of sticky notes is considered to be effective in improving reading skills. However, some participants argued that sticky notes were less effective for several reasons that we could conclude, namely the effectiveness of copying vocabulary onto sticky notes compared to the inconvenience of writing them on paper. The time effectiveness of transcribing vocabulary onto sticky notes compared to the inconvenience of writing them down on paper, some participants argued, rendered the study worthless. The implication of this study is that there is a new method, namely sticky notes, which at first were considered normal, in fact, they can provide benefits in improving reading skills. There needs to be more development on the use of this sticky note in reading skills. Therefore, to be able to improve reading comprehension in narrative texts, especially for EFL students, there should be willingness and habit.

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