

**TEACHING READING COMPREHENSION BY USING STICKY NOTE  
TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 SEKAYU**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PALEMBANG  
AUGUST 2019**

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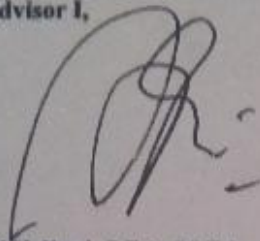
**Presented to  
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In Partial Fulfilment of the Requirements  
For the Degree of Sarjana in English Language Education**

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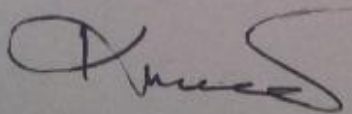
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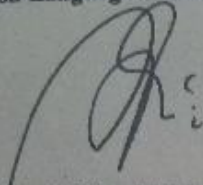
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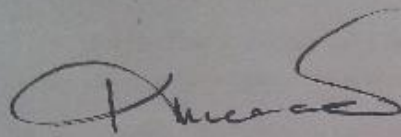
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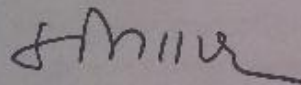
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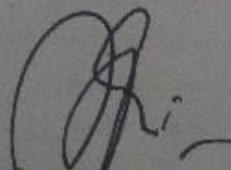


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## ABSTRACT

*Selistiana. 2019. Teaching Reading Comprehension by using Sticky Note to the Eight Grade Students of SMP Negeri 4 Sekayu, Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang, Advisors: (I) Sri Yuliani, S.Pd, M.Pd. (II) Indah Windra Dwie Agustiani, S.Pd, M.Pd.*

**Key words:** Sticky Note, Reading Comprehension

This study entitled “Teaching Reading Comprehension *by using Sticky Note* to the Eight Grade Students of SMP Negeri 4 Sekayu”. The Problem of this study is it effective to teach reading comprehens *by using Sticky Note* to the eight grade students of SMP Negeri 4 Sekayu?”. The objective of this study was to find out whether or not it is effective to teach reading comprehension *by using Sticky Note to the Eight Grade Students of SMP Negeri 4 Sekayu*. this method was used a quasy-experimental design. The population of this study was all the Eight Grade Students of SMP Negeri 4 Sekayu in the academic 2018-2019, consisted of 109 students from five classes, The samples were 43 students which were divided into two groups; experimental group and control group. The instrument used to collect the data were the pre-test and post-test. The data was written test which is multiple choice it consisted 30 questions. The data were analyzed by using by using SPSS Software 21. the data obtained were analyzed by using t-test. they are Paired Samples t-Test and Independent sample t-Test. The result of data analysis revealed that t-obtained was 3.980 with the critical value 1.671, at the significance level of 5% and df 41. Since t-obtained was higher than critical value, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) it was accepted. It could be concluded that was effective to teach reading comprehension *by using Sticky Note* to the Eight Grade Students of SMP Negeri 4 Sekayu.

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Palembang, 2019

The Writer

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## LIST OF CONTENTS

	<b>Pages</b>
<b>TITLE PAGE.....</b>	<b>i</b>
<b>AGREEMENT PAGE.....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>LIST OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES.....</b>	<b>ix</b>
<b>LIST OF APPENDICES .....</b>	<b>x</b>
<b>CHAPTER I. INTRODUCTION</b>	
1.1 Background.....	1
1.2 Problem of the Study.....	4
1.2.1 Limitation of the Problem .....	4
1.2.2 Formulation of the Problem .....	4
1.3 Objective of the Study .....	4
1.4 Significance of the Study .....	4
1.5 Hypothesis of the Study .....	5
1.6 Criteria for testing the Hypothesis.....	5
<b>CHAPTER II. LITERARTURE REVIEW</b>	
2.1 Teaching .....	6
2.2 Reading .....	7
2.3 Reading Comprehension .....	8
2.4 Descriptive Text .....	9
2.5 Sticky Note.....	12
2.5.1 The Benefits of Sticky Note.....	16

2.5.2 Teaching and learning Procedure by using Sticky Note .....	17
2.6 Previous Related Studies .....	19

**CHAPTER III RESEARCH METHODOLOGY**

3.1 Method of the Research.....	22
3.2 Variable of the Research.....	22
3.3 Operation Definition .....	23
3.3.1 Teaching.....	23
3.3.2 Reading Comprehension .....	23
3.3.3 Descriptive text .....	23
3.3.4 Sticky Note .....	23
3.4 Population and Sample .....	24
3.4.1 Population .....	24
3.4.2 Sample .....	25
3.5 Technique for Collecting the Data .....	25
3.5.1 Test .....	25
3.5.2 Pretest .....	26
3.5.3 Posttest .....	26
3.5.2 Research Instrument.....	26
3.5.2.1 Validity of the test .....	27
3.5.2.2 Reliability of the test .....	27
3.5.3 Hypothesis Testing .....	27
3.6 Technique for Collecting the Data .....	27
3.6.1 Paired Sample T-test.....	27
3.6.2 Independent Sample T-test.....	28

**CHAPTER IV FINDINGS AND INTERPRETATION**

4.1 Findings .....	29
4.1.1 The Result of students Pretest Score in Experimental.....	30
4.1.2 The Result of students Posttest Score	

in Experimental .....	31
4.1.3 The Result of students Pretest Score in the Control Group.....	33
4.1.4 The Result of students Posttest Score in the Control Group.....	34
4.1.5 The differences between Pretest and posttest of Experimental Group .....	36
4.1.6 The differences between Pretest and posttest score in Control Group .....	37
4.17 Comparison of Posttest Between Experimental group Control group .....	38
4.2 Interpretation .....	40
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion.....	42
5.2 Suggestion .....	42
5.2.1 Teacher .....	42
5.2.2 Student.....	43
5.2.3 School.....	43
<b>REFERENCES .....</b>	<b>44</b>
<b>APPENDICES.....</b>	<b>46</b>

## LIST OF TABLE

<b>Tables</b>	<b>Pages</b>
3.4.1 Population of the Study .....	24
3.4.2 Sample of the study .....	25
4.1 The Frequency of Pretest in Experimental Group .....	30
4.2 Statistic Data of Pretest in Experimental Group .....	31
4.3 The Frequency of Posttest in Experimental Group .....	31
4.4 Statistic Data of Posttest in Experimental Group .....	32
4.5 The Frequency of Pretest in Control Group .....	33
4.6 Statistic Data of Posttest in Experimental Group .....	34
4.7 The Frequency of Posttest in Control Group .....	34
4.8 Statistic Data of Posttest in Control Group .....	35
4.9 Paired Sample t-test Pretest and Posttest in Experimental group.....	36
4.10 The Result of Paired Sample Statistic t-test Pretest and Posttest Experimental Group .....	36
4.11 Paired Sample Statistic t-test Pretest and Posttest Control Group .....	37
4.12 The Result of Paired Sample Statistic t-test Pretest and Posttest Control Group .....	38
4.13 Independent Sample test.....	39

## LIST OF APPENDICES

<b>Appendixes</b>	<b>Pages</b>
1. Test of Items .....	46
2. Test Answer Key of test.....	47
3. Hasil nilai Siswa.....	48
4. Rencana Pelaksana Pembelajaran .....	49
5. Surat Keputusan Dosen Pembimbing Skripsi .....	50
6. Surat Undangan Seminar Proposal.....	51
7. Daftar Hadir Seminar Proposal.....	52
8. Daftar Hadir Dosen Penguji Seminar Proposal .....	53
9. Surat Permohonan Riset dari Kampus.....	54
10. Surat Keterangan telah Melaksanakan Penelitian .....	55
11. Persetujuan Ujian Skripsi .....	56
12. Surat Keterangan Prodi.....	57
13. Permohonan Ujian Skripsi.....	58
14. Surat Pernyataan.....	59
15. Undagana Ujian Skripsi .....	60
16. Daftar hadir dosen Penguji .....	61
17. Bukti telah memperbaiki Skripsi Hasil Ujian .....	62
18. Kartu Bimbingan Kemajuan Skripsi .....	63
19. Curriculum Vitae .....	64
20. Documentation .....	65

# CHAPTER I

## INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses of the study, (6) criteria of testing the hypotheses.

### 1.1 Background of the Study

English has an important position in the world because English is the International language. English has become one of the most important academic subjects. According to Novita (2014), the students should achieve four language skills namely listening, reading, speaking and writing. Besides to support the language skills the students should also study language components such as pronouncation, grammar, and vocabulary.

One of the skill become very important in Education is Reading. reading should be an active, bring up process that involves the reader and the reading materials in building meaning. Comprehension means to understand what someone has written it is an active thinking process not only comprehension skill but also the students experience and knowledge. According to Duke and Pearson (2002), comprehension is a continuous, and complex activity, but one that, for good readers, is both satisfying and productive (p. 206)

Furthermore, According to Duke and Pearson (2001), reading comprehension is a process in which the reader constructs meaning using as the building material the information on the printed page and the knowledge stored in the reader's head. (p.

423). Most students still have reading problems such as difficulty to understand the texts, low mastery of vocabulary, low speed of reading, low habit of reading.

Based on the observation at SMP Negeri 4 Sekayu, the researcher found some problems in learning reading comprehension namely. They did not comprehend about the text. They got difficulties to find out the main idea of the text or paragraph, and the students did not know the meaning of new words, because the vocabulary of the students are very limited.

Actually, the teacher must have a media in teaching, so the students can understand and interested in teaching and learning reading process. The teacher of English must be creative to make the learners understand what do they read.

According to Zwiars (as in cited in Nopita 2014), sticky note is a visualizing activity for both fiction and nonfiction texts that use 3”x 3” sticky notes. Sticky note is a small sheet of paper from a padded stack. Each sheet of the pad has a strip of weak easy-release non-permanent adhesive on the reverse for temporary attachment to a document or to other materials. (p. 7)

Based on the statements above, the researcher is interested in conducting the research entitle “*Teaching Reading Comprehension by using Sticky Note To the Eighth Grade Students of SMP Negeri 4 Sekayu*” To find out whether or not this way can be applied in students of SMP Negeri 4 Sekayu.

## **1.2. Problem of the Study**

Based on the general background stated, the problem of the study had something to do with teaching reading descriptive text by using sticky note to the Eight Grade students at the SMP Negeri 4 Sekayu.

### **1.2.1. Limitation of the Problem**

This study would focus on teaching reading comprehension the researcher would limit the problem by applying the sticky note in teaching reading comprehension to the eighth grade students of SMP Negeri 4 Sekayu.

### **1.2.2. Formulation of the Problem**

The problem of this study would be formulated as follows “ Is it effective to teach reading comprehension by using sticky note to the eighth grade students of SMP Negeri 4 Sekayu.?”

## **1.3. Objective of the Study**

Based on problem, the formulation, above the objective of this study was to find out whether or not it is effective to teach reading comprehension by using sticky note to the eighth grade students of SMP Negeri 4 Sekayu.

## **1.4. Significance of the Study**

The significances of this study would be as follows :

### **1) To the teachers of English**

- a) The teachers would be useful information for them in process teaching reading comprehension using sticky note.
- b) The teachers do not only depend on the sourcebook to improve students's



reading comprehension, but they can use sticky note.

**2) To the students**

- a) This study would be helpful for student's reading comprehension.
- b) The students would be interesting with sticky note to increase their reading skill.

**3) To the writer herself**

The result study can develop the writer's knowledge as the writer's knowledge as well as the writer how to make to know about the sticky note of teaching reading comprehension of descriptive text.

**4) To others researchers**

This study would help other researchers to find out information about teaching reading comprehension in descriptive text by using Sticky Note

**1.5. Hypothesis of the study**

According to the Fraenkel and Wallen (2012) hypotheses is simply put a prediction of the possible outcomes of study. (p. 45). The research proposed two hypotheses in this study. They were alternative ( $H_a$ ) and the null hypotheses ( $H_o$ ).

( $H_a$ ) : It is effective to teach reading comprehension by using sticky note to the eighth grade students of SMP Negeri 4 Sekayu.

( $H_o$ ) : It is no effective to teach reading comprehension by using sticky note to the eighth grade students of SMP Negeri 4 Sekayu.

## 1.6 Criteria of Testing The Hypothesis

To prove the research, testing hypotheses were formulated as follows :

1. If the p-output (sig.2 tailed) was lower than 0.05 level and t-value was higher than t-table 1.671 (with df-60), the null hypothesis ( $H_0$ ) was rejected. and the alternative hypothesis ( $H_a$ ) was accepted
2. If the p-otput (sig.2-tailed) was higher than 0.05 level and t-value was lower than t-table 1.671 (with df-60), the null hypothesis was accepted, and the alternative hypothesis ( $H_a$ ) was rejected.

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