

# **CHAPTER I**

## **INTRODUCTION**

This chapter is an introduction chapter. In here, contains a general description of the problem. This chapter contain of research context, research focus, research objective, significance of study, definition of keyterms and previous study.

### **A. Research Contex**

English as a foreign language has many word. Sometimes, the student difficult to express the word using voice. Its mean that the students has different character, and the students who are shy and affraid to express their idea or argument can write down what they will say. But the student can express that by the word or write the word in the sheet of paper. So, students know what to do when students cannot say the word.

Teaching English expecially in Madurese more patience. What's more, if there are students who have difficulty in expressing ideas in English. This may be due to the difficulty of students' understanding of English, which makes some students unhappy with learning English.

Teaching writing to the student is very important to the know the student skill in writing. Teaching writing can make the student more active in class. The student can write what's on their mind. Because that the student can show their ability in writing. Writing in here not only writing

the text or other. But writing in here is a form of conveying ideas in written form.

The teacher facilitates by providing media or tools as a form of eliminating embarrassment towards students. Therefore students can express their ideas in written form. In *Teaching Writing* book that is explain about the different abilities of student, and each establishes the goals for student project.<sup>1</sup>

Teaching writing is more important in senior high school. Because the student can think broadly and understand what the teacher means. The student know what the teacher say, but sometimes the student don't has respons to the teacher. Therefore, it takes a lot of patience to teach English to students.

The teacher must can make students who previously did not like writing become interested in writing activities and make writing an important thing in teaching. Apart from being a media for communication, teaching writing can make the student think clearly. The teacher will give the student time to think and write the idea in the paper. Through writing, they discover the channels of logic and the pitfalls of fallacies. They begin to rely on cognitive reasoning instead of impromptu thought. In turn,

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<sup>1</sup> Christina Kriklighter, Diana Cardenas and Susan Wolff Murphy, "*Teaching Writing With Latino/ A Student*", New York: Sunny Press 2007, 140

writing makes students responsible for their learning: they cannot sit passively in the classroom. they must engage.<sup>2</sup>

Among writing students, and particularly among basic writers, the drive is to develop writing skills on a par with those of other students.<sup>3</sup> According to Qin opinion in *Teaching Writing In English as a Foreign Language* book, there is a statement that the best way to improve English writing was to combine three aspects including reading, writing and correcting together. "Reading, as the input, is crucial in improving writing skills. Writing practice is an essential part, too. Lastly, teachers' correction, also known as providing feedback to students, is indispensable. All are important." She recalled in the interview. Teachers should assist students in learning English writing. Students needed to practice by themselves, and teachers should point out their mistakes. Students were the main body in improving their own writing instead of teachers.<sup>4</sup>

In world of education, the use of paper that is very easy to get, very easy to use and the price is affordable. Paper can be given an image or can be blank paper. So paper is a tool that can move the minds of children. In other study, paper can made origami or paper crafts. Because that paper is something that is commonly used by people.

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<sup>2</sup> Roger Caswell and Brenda Mahler, "*Strategis for Teaching Writing* ", Virginia: Association for Supervision and cutom Development, 3

<sup>3</sup> Chyntia L.Caywood and Gillian R.Overing, "*Teaching Writing: Pedagogy, Gender and Equity*", United States: New York Press 1987, 75

<sup>4</sup> Huan Zhao and Lawrence Jun Zhang, "*Teaching Writing in English as a Foreign Language Teachers' Cognition Formation and Reformation*", Switzerland: Springer Nature Switzerland, 131

In this case, paper has various types, for example sticky notes. Sticky notes themselves are a type of paper that is widely used by people. such as writing memos, writing material summaries and other. Apart from having various shapes, namely rectangular and square, sticky notes also have attractive colors and can be used as a tool to improve students' writing skills.

Based on interview when the researcher do the pre-survey in April 2023 at MA Matsaratul Huda Panempan. The English teacher from MA Matsaratul Huda Panempan especially in XII grades IPA and IPS, the student accept and do what the teacher said although the student don't know about English language. The teacher also explain the use of sticky note as media in teaching writing.<sup>5</sup>

Based the explanation, the researcher would like to research about teaching writing student by using sticky note as media in learning. By using that technique, the teacher an able to motivate the learners for researcher is interested in doing research.

In here the researcher will explain and will give more information to the readers how the teacher use sticky note when teach the students. So, the readers can use or practice that when the readers teach. And its will make the students more interested to follow the class.

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<sup>5</sup> Mr. Mamang, English Teacher in MA Matsaratul Huda Panempan, online Interview (11 April 2023)

Based the statement above, the researcher would like to conduct the research about **“The Use of Sticky Note as Media in Teaching Writing The Student in XII Grades at MA Matsaratul Huda Panempan”**.

## **B. Research Focus**

In this case, determining the focus in proposal based more on the level of novelty of information to be obtained from social situation. The research focus is things that can be studied.<sup>6</sup>

1. How does the teacher use sticky note in teaching writing student in MA Matsaratul Huda Panempan?

## **C. Research Objective**

In PPKI the research aims to solve the problem. Therefore, this section contains a description of the objective to be achieved in the research. The content is closely related to the research problem that has been formulated. The function of providing research objective is to find out problem solving research. It will be answer to the research question.<sup>7</sup>

Based on the research problem above, the researcher can determine the research objective of the study, namely:

1. To describe the use of sticky note as media in teaching writing student in MA Matsaratul Huda Panempan.

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<sup>6</sup> *Pedoman Penulisan Karya Tulis Ilmiah (PPKI)*, IAIN Madura, 29

<sup>7</sup> *Ibid*, 31

#### **D. Significance of Study**

Significance of study in here explain about the purpose of the problem that the researcher research. In other meaning significance of study is the result of the promblem that being studied.<sup>8</sup>

The research purpose that can be taken from this research are:

##### 1. Theoretical study

The result of this study are expected to add the knowledgement about the use sticky note in teaching writing to increase the learning quality in teaching writing class.

##### 2. Practical study

###### 1) To the Teacher

To the reference if the teacher need other media to know student skill, expecially in writing.

###### 2) To the Student

To increase the skill of student expecially in teaching writing by using sticky note. So, the student is more enthusiastic in follow the learning process.

###### 3) For School

To give the constibute to make the student more active in teaching writing class by using sticky note as media in teaching writing.

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<sup>8</sup> *Ibid*, 31

#### 4) Next Researcher

It can be the reference if the next researcher will research about the same topic there is the use of sticky note as media in teaching writing student.

#### 5) Researcher

To know why the teacher use sticky note as media in teaching writing, because there are so many media can use in teaching learning.

#### 6) IAIN Madura

To adding literature to the IAIN Madura library.

### **E. Definition of Keyterm**

In here explain the meaning or part of the meaning (terms) of the main concepts contained in the thesis.<sup>9</sup>

#### 1. Sticky Note

Sticky notes are small pieces of paper with an adhesive layer on the back so it can be temporarily stuck somewhere. This often makes people use sticky notes to make short notes, remember important things, or also as bookmarks for reading.

#### 2. Media

Media means a tools that make easier to do something. Any means of transmitting information.<sup>10</sup>

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<sup>9</sup> *Pedoman Penulisan Karya Tulis Ilmiah (PPKI)*, IAIN Madura, 31

<sup>10</sup> Marcel Danesi, “*Dictionary of Media and Communications*”, New York: M.E. Sharpe 2015, 192

### 3. Writing

Writing means giving an information to the readers.

#### **F. Previous Study**

Previous study is very important, because the researcher can know about the previous research from the other author. In here, the researcher can find the lack of the literature from other author.

The first is on the journal by Muhammad Sofyan Hadi, Lidiyatul Izzah and Qondila Paulia with the title “ *Teaching Writing Through Canva Application To Enhance Student Writing Performance*” in April 2021. The researcher focus on the effectiveness of using canva application media to enhance student writing skill. The use of canva application make easier for teachers to design learning media focusing on writing correction or grammatical checkers.<sup>11</sup> The similarity between Muhammad Sofyan Hadi, Lidiyatul Izzah and Qondila Paulia research with the researcher it have similarity in variable that is about teaching writing of the student. And the difference with Muhammad Sofyan Hadi, Lidiyatul Izzah and Qondila Paulia research is on the object namely in class IX-1 MTs Al-Islamiyah Ciledug as research samples and the media is Canva application, while in this case the researcher take the sample in XII grades namely IPA and IPS at MA Matsaratul Huda Panempan and the media is sticky note.

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<sup>11</sup> Muhammad Sofyan Hadi, Lidiyatul Izzah and Qondila Paulia, “*Teaching Writing Through Canva Application To Enhance Student Writing Performance*”, 2021

In Muhammad Sofyan Hadi, Lidiyatul Izzah and Qondila Paulia research is using quantitative research method which is pre-experimental research design by applying pre-test and post-test. And the writing test is for employed in collecting students' achievement as instruments of this study. While in researcher using qualitative research method and the researcher take the random sampling from the student in XII grades namely IPA and IPS at MA Matsaratul Huda Panempan.

The second is from the article, especially from the Iranada Laraswati and Suhartono journal research entitled "*The Use of Visual Media in Teaching Writing*". The similarity between Iranada Laraswati and Suhartono research is on variable namely in teaching writing.<sup>12</sup> And the difference between Iranada Laraswati and Suhartono research with the researcher is in object there is the media is used in teaching writing. Iranada Laraswati and Suhartono using visual media in that case, but the researcher using sticky note as media for the research. In Iranada Laraswati and Suhartono research take place on SMA Muhammadiyah Kediri in Eleventh grade student, and the researcher take place on MA Matsaratul Huda Panempan in XII grades namely IPA and IPS student.

The result of that research because teaching writing on student is not easy and writing is difficult skill in learning English. So, to make the student have an idea in writing. Because that visual media is used in this

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<sup>12</sup> Iranada Laraswati and Suhartono, "*The Use of Visual Media in Teaching Writing*", ENGLISH EDU Journal of English Teaching and Research vol.1, no.1, 37-43, <http://ojs.unpkediri.ac.id/index.php/inggris/article/view/274>

learning to make student get the idea with easily. And the use of visual media is to help student writing easily and to help student to write a good sentence.

The third is in article by Mustafa Haidari and Rahmatullah Katawazai with the title “*The Use of Social Media and Wikis in Teaching Writing Skill*”.<sup>13</sup> The similarity between Mustafa Haidari and Rahmatullah Katawazai and the researcher is using media in teaching writing, but the different in focus on the use of social media and wiki, while the researcher is focus on the use of sticky note as media in teaching writing in XII grades namely IPA and IPS at MA Matsaratul Huda Panempan.

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<sup>13</sup> Mustafa Haidari and Rahmatullah Katawazai, “*The Use of Social Media and Wikis in Teaching Writing Skill*”, iJIM vol. 14, no. 16 2020, <https://online-journals.org/index.php/i-jim/article/view/15531/7877>

