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The Impact of Sticky Note Strategy on Students' Vocabulary

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Abstract

The current study aims at investigating the effect of sticky note strategy in developing vocabulary at Al- Sulaymaniyah University. To achieve the aims of this study, a hypothesis is assumed to be that there is no statistically significant difference between the mean scores of experimental group in pre- and post-performance tests. A sample of sixty two students from the second stage at Al- Sulaymaniyah University were randomly selected to carry out the study's aims and validate its hypotheses. The two groups are divided evenly, with group (A) being the experimental group consisting of (31) students who have been instructed using sticky note strategy. Group (B) stands for the control group consisting of (31) students who have received traditional instruction. Making a pre and post achievement

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test, both groups have been equalized in such variables such as educational level of parents, English scores achievement in preceding year, and the pre-test of both groups. A posttest is made up of two oral questions and three written questions. The dependability coefficient has been validated using the Alpha-Cronbach method. A statistical study of the items has been done to determine the discrimination power and level of difficulty for each item. As a result, the post-test has been administered to the full sample. The formula for "the T-test of two independent and paired samples" has been employed to statistically analyze the data acquired from the post-test results. There is a statistically significant difference between the mean scores of the experimental group by using the sticky note strategy. Appropriate recommendations and suggestion for future research are made in light of the study's results and conclusions.

Key Words: Impact, Sticky Note, Strategy and Vocabulary

اثر استراتيجيات الملاحظات اللاصقة على مفردات الطلاب

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المستخلص

تهدف الدراسة الحالية إلى معرفة تأثير طريقة الملاحظات اللاصقة على أداء طلاب جامعة السليمانية دارسي اللغة الإنجليزية لغة أجنبية وكذلك تأثير طريقة الملاحظات اللاصقة على تعلم المفردات لدى الطلاب. من أجل تحقيق هدف الدراسة تم افتراض بعدم وجود فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية التي تدرس وفق استراتيجية الملاحظات اللاصقة وتلك الخاصة بالمجموعة الضابطة التي تدرس وفق الطريقة التقليدية في الاختبار البعدي التحصيلي. تم اختيار عينة عشوائية مكونة من اثنان وستون طالباً من المرحلتين الثانية في جامعة السليمانية لتنفيذ أهداف الدراسة والتحقق من صحة فرضياتها. يتم تقسيم المجموعتين بالتساوي، والمجموعة (أ) هي المجموعة التجريبية وتتكون من (31) طالباً تم تدريسهم باستخدام إجراءات الملاحظات اللاصقة. المجموعة (ب) تعني المجموعة الضابطة، والتي تتكون أيضاً من (31) طالباً تم تدريسهم باستخدام

الملاحظات اللاصقة. تمت مكافئة المجموعتين وفقاً للمستوى التعليمي للوالدين، العمر، حسب عدد الأشهر، درجات الطالبات قبل الاختبار ودرجات اللغة الإنكليزية في السنين الدراسية السابقة. تم تصميم اختبار موحد يحتوي على ستة أسئلة من أجل تجميع البيانات. تم التأكد من سلامة شكل ومضمون الأسئلة ومعامل الموثوقية من خلال استخدام طريقة الفا كرو نباخ (alpha Cronbach) تم تحليل البيانات المُستقاة من نتائج الاختبار والتي تم تحليلها إحصائياً باستخدام اختبار t -test لعينتين مستقلتين وصيغة العينات المقترنة. أظهرت النتائج وجود فروق ذات دالة إحصائية بين متوسطات درجات المجموعة التجريبية التي تدرس باستراتيجية الملاحظات اللاصقة، والمجموعة الضابطة التي تدرس بالطريقة التقليدية، وتأثيرها على تحصيل التلاميذ هو: لصالح استراتيجية الملاحظات اللاصقة. أخيراً، تم طرح بعض الاستنتاجات والتوصيات التربوية والاقتراحات لمزيد من الدراسات.

الكلمات الدالة: أثر، استراتيجية، الملاحظات اللاصقة، المفردات

1. Introduction

One of the techniques the researcher employs to assist students in creating their own learning systems is the sticky note technique. In this technique, short and long memories are key components, and students are used to develop techniques like non-linguistic guessing, expression analysis, and imagery analysis. Thinking helps students get a deeper knowledge of the cognitive processes involved in the learning process. Any student who is studying a foreign language must put in a lot of effort in relation to the interpretation of the material, (Staley, 2018).

The primary issues with this study are the students' lack of interest in reading passages, their poor motivation to participate in classroom activities, and the teachers' failure to offer fresh teaching methods, particularly when it comes to teaching reading passages. The main issue in Iraqi universities is that the substance of the lessons, which is what is used to present and practice language in EFL classrooms, is neglected in favor of the traditional teaching techniques that concentrate on grammar. Therefore, the sticky note technique aids in the classroom's effort to address the Trans language issue. The sticky note method is one of many language teaching techniques that encourage students to use English not just to comprehend the lecture but also to interact with the teacher.

Thus, providing a sticky note, instructors can assist students in connecting the classroom with the outside world.

1.1 Problem

The emphasis on performance in English learning and teaching is quite strong. If there is no strong performance and a large vocabulary, learning English might be very challenging. Vocabulary is therefore necessary for easy idea expression. Performance is a crucial component of learning English, bestowing to Flower (2002). Making grammar mistakes frequently may be wrong, yet most of the time, people will still understand it. However, the problem can be incredibly frustrating for both the speaker and the person whom one is speaking to if someone does not know the precise word that is required. Performing well and having a large vocabulary items are good qualities of good English.

1.2 Aim of the Study

This research aims at investigating the effect of sticky note strategy in developing vocabulary of students of Al- Sulaymaniyah University.

1.3 Hypothesis of the Study

It is hypothesized that there is no statistically significant difference between the mean score of experimental group who is taught by sticky notes strategy and control group who is taught by the prescribed strategy in performance test.

1.4 Limits of the Study

The limitation of this study is:

1. Second stage at Al- Sulaymaniyah University.
2. Comprehension select readings
3. 2022-2023 of the academic year
4. Model of the study is Davis-Wiley, P. & Wooten, D. (2015).

1.5 The Significance of Study

The current study is expected to be of valuable for:

1. Students who use it during reading a text or grammar that increase discussions and enhance writing as well, sticky notes are a great way to take some brief notes on a topic you study or work on.
2. Researchers and experts in EFL who are interested to develop students' performance.

1.6 Definitions of Basic Terms

1.6.1. Sticky Notes

Sticky note is a little sheet of paper with a sticky side on which students can make notes and temporarily glue them to a wall, a book, etc. Sticky notes are a great tool for memorizing things, especially terminology (Abbasian, 2016).

The operational definition of sticky notes in this study is a tactic that requires students to write down a term and its definition before pinning it in key locations throughout the classroom so that they can quickly see it and learn it.

1.6.2 Impact

Impact means something produced on action or cause which is produced usually more or less immediately. (Patric, 1971). It is the treatment or the effect of an experimental factor under controlled condition on the control variable (Good, 1973). It refers to a change that is caused in a person or a thing by another person or thing (Collins, 1987). Operational Definition: It means determining or analyzing the results of sticky note strategy on EFL Kurdish university students' performance 'achievement.

1.6.3 Strategy

Moyer (2001) states that strategy as a method can be utilized in all curricular areas to promote students' learning. Strategy is the art of planning or the skill of controlling any issue. The term "strategy" is used operationally to refer to a plan or a group of methods used in teaching the sticky note method.

1.6.4 The Sticky Note Technique

Reyes and Kleyn (2010) states that sticky note strategy enables students to develop a clear goal and context for their learning in the next lesson. Sticky note , as Moyer(2021)illustrates, is the best strategy to keep information from short memory term to long-term "Sticky note Strategy is a teaching strategy used to impart knowledge. Then, quick notes of the content in the form of a question can be followed.The operational definition of sticky note strategy in this study adopted from Reyes and Kleyn (2010).

2. Theoretical Background

2.1 Sticky Notes Strategy

Sticky notes are not as simple as they appear in using a pen or paper. However, sticking notes is a really valuable skill that is often overlooked. Additionally, using sticky notes is a typical technique that might improve your ability to focus, retain, and organize ideas. Sticky notes can be used as a drawing instead of words, which is one technique to prevent forgetting things. Additionally, sticky notes are 'a correlated skillfulness and a useful instrument in various scenarios' involving the communication of information, particularly at the university level which is the level we are interested in this study .

To help students memorize material from lectures, books, or any other situation so they can efficaciously end their academic program with a higher achievement, teachers should introduce the use of sticky notes. Additionally, different Sticky Note and storage techniques are used depending on the demands and learning preferences of the learners. This chapter's goal is to demonstrate the relevance of sticky notes, their impact on learners' skills, and a number of specific sticky note tactics that can be used by both teachers and students to improve performance .

Number of academics, including Peter and Turner (2004), offer comparable justifications for writing on sticky notes, taking notes, and making notes, all of which include writing or recording what you hear or read in a detailed manner. The process of writing effective notes begins with this step. As a result, it is a sophisticated process that entails going over,

synthesizing, and connecting ideas from reading while also presenting material in an engaging manner, as a result;

- Sticky notes are crucial for keeping track of the sources of information (for citation needs).

- Sticky notes can help people remember things. If the students summarize in their own words and this will help them to remember the subject better, particularly in exams.

- Sticky notes are useful for future revision needs, particularly in preparation for exams or writing tasks.

- Sticky notes can also help you focus on the lecture or reading; the act of taking notes can help you avoid distractions and can motivate learners to take an active role in their education as opposed to a passive one .

Parents can benefit from sticky note techniques as well. The use of sticky notes can occur at the conclusion of a class when the teacher provides a brief summary of the subsequent lesson and the student relays what he has learned to the parents. Thus, parents help their children prepare for the next lesson and also be aware of what their children will have lessons for the next day (Nottigham; 2013)".

Walking, Talking, and Writing Model is one of the sticky note techniques that both the teacher and the student can use. This indicates that the teacher begins by briefly discussing the topic's title before moving on to the topic's general information, headers, and important terms (Havery and Goudvis; 2000).

2.2 Other Steps of Sticky Notes

The steps of the adopted technique are:

- 1.Summarize the students' knowledge right away; if they make sticky notes about the subject as soon as they learn it, they won't have to learn it again when they go over it later. This method aids in determining if students understand a concept as they study it. When a student has finished studying a subject, they can utilize a sticky note to help them remember the headings, points, and significant information (Proctor, 2011).

2. The students must put in a lot of effort in the additional rewriting of the schedule in order to move the information from short memory to long memory. If sticky notes are not used frequently, the information will disappear with time. After the first week or two weeks a month of students making notes, the schedule will rise intermissions afterward (Klingner et al , 2001).

1-Teaching someone else (a sibling, sister, friend, or fellow student) while utilizing sticky notes to help information move from short-term memory to long-term memory. Benefits of doing it this way include:

2-Inspires students to identify what they don't know or remember.

3- Give students more assurance that they can put their knowledge to work.

4-Utilize sticky notes to provide the students more control over the subject matter. They have "total control over the content as long as they investigate its teaching and effectively convey the information" (Le 2015).

5.Understand when to take a break. Because they feel exhausted before the exam, students make care to take frequent breaks (Brooks and Straks, 2015). Sleeping is essential for improving long-term memory. The act of sleeping is a useful tool for learning. It supports the brain's ability to organize and move data from short-term to long-term memory (fienstien, 2014).

6.Students self-test at step six. By utilizing sticky notes to assist students retain knowledge, testing enables them to be certain that they are receiving accurate information and to determine when they have understood the subject. By being tested, students may identify their errors, fix them, and avoid repeating them in subsequent exams. Students use the aid of their friends in testing to discover how much of the content can be written from memory by simply hiding it from them (Mendler et al., 2008).

7.Revise your notes if students want to switch up the writing style, they first take handwritten notes before typing them up again. If not, rewrite them in the format they were originally given on sticky notes and enhance any pertinent information. Any sort of note-rewriting can improve memory and aid recall (Moraine 2012).

2.3 Basic Reasons of Using Sticky Notes Strategies

These details should mark the reasons why the teacher must be sure that sticky note is not waste of time.

1-Enhanced learning from prior knowledge, when a teacher introduces a new subject, they should make a sticky note to tie it to what the student currently knows. (Cowie,2013).

2-Sticky note boosts self-assurance. It gives students confidence that they can be excellent students when the teacher asks them a question about a previous lecture to which they already know the answer (since they have learned it).

This study demonstrates the practical session of the present study. It clarifies the procedures that are utilized to bring out samples and results to aid the hypothesis. It emphasizes on the subsequent features as based on Davis-Wiley& Wooten, (2015) model in which the students of the second stage participating in the research study were instructed that they would take notes in their textbooks by using sticky notes to record their comments and then adhere the sticky notes to the page which relates to their comments".

Students were informed that their sticky note comments would not necessarily be summaries about the text but would include questions, connections, thoughts, ideas, and reactions. "This method would be used in answering the questions of their typical manner of note-taking' (i.e., highlighting, writing in the page margins), when reading assigned articles and books. This interacting with text note-taking method will be referred to as the sticky note strategy (SNS). During each class period, students were asked to refer to their sticky notes when they were pertinent to discussions. As such, in answering the questions of the experimental test, they should follow the subsequent aspects;

1. The plan of the Experiment.
2. The population and the sample of the study.
3. Aligning between the experimental and control group.
4. Validating the test, determining its reliability, and analyzing its components.

5. Directing the constructed test. , and
6. Deploying the statistical procedures for the conducting of the study data.

3. Methodology

3.1 Experimental Design

According to Brown (2005) an experimental design that is selected for assessing the presumptive significance of their hypotheses before beginning a study. The aims and hypotheses of the current study required the use of a "Non-Randomize Pre-Post-test Design. The two groups of students are then chosen, as displayed in table (3.1).

Table (3-1)
The Experimental Design of the Study

Groups	Pre –test	Independent Variable	Dependent Variable	Post- test
E.G	Performance-test	Stickt Note Strategy	Performance- test	Performance-test
C.E	Performance-test	Prescribed Method	Performance- test	Performance-test

. In order to determine the impact of the independent variable the pre- and post-tests are given to both the experimental and control groups, the two groups are tested, and their test results are compared.

3.1.1Sample of the Study

According to Cummins (1979), the sample consists of students who are chosen for study and analysis. The sample, which consists of 62 students are chosen from the second year grade at collage of education Sulaymaniyah University, is a reasonable size for the current study in order to meet the study's aims and hypotheses. They are split into two groups, A and B, with 31 pupils for each group.

3.1.2 Equization

According to Good et al (1976), it is important to account for a wide range of potential confounding variables when analyzing test taker achievement. Before the experiment begins, it is important to ensure that the two groups are comparable in terms of demographics like mother and father education, pre-test results, and English achievement from the previous school year. If this is not done, the research's results could be affected.

3.1.3 The Age

It refers to the students' age as expressed in months. The data is gathered directly from the students in the two groups. The test formula has been applied to two independent samples to see if there is a discernible difference in the age variable between the two groups. The two groups' average ages are similar.

The experimental group's mean score is determined to be (166.19) and its standard deviation to be (4.39), whereas the control group's mean score is discovered to be (166.33) and its (3.82). The findings show that the two groups (experimental and control) are equal since the computed t-value (0.132) is smaller than the crucial t-value (2.000) at (59) degrees of freedom and (0.05) level of significance (See table 3.3).

Table 3.3

Equalization of the Two Groups in the Age Variable

Groups	No. of Subjects	(M)	(S.D)	(df)	"t" value		Significance Level at 0.05
Experimental	31	166.19	4.39	59	Computed t-Value	Critical t-Value	Not Significant
Control	31	166.33	3.82		0.132	2.00	

3.1.4 Father`s Academic Level

The stability of the sample in respect to the educational attainment of the fathers has been confirmed using the same statistical method (Chi-squared). At (5) degrees of freedom and (0.05) level of significance, the computed Chi-Square value is determined to

be (0.727), which is lower than the critical Chi-Square value of (7.82). (see Table 3.4). This shows that there is no statistically significant difference in this variable between the two groups.

Table 3.4

The Frequencies and the Chi-square Value for the Level of Fathers'

Education

Stages of Education	Frequency		Total	Degree of Freedom	Chi-square value	
	Exp.	Con.			Computed	Tabulated
Primary	3	4	7	0.05	0.727	7.82
Intermediate	5	5	10			
Preparatory	5	6	11			
Diploma	9	6	15			
B.A.	9	10	19			
Total	31	31	62			

4. Result Related to the Aim of the Study

To achieve the goal of this study, which is to determine how the use of sticky notes can improve vocabulary and English language proficiency among students at Al-Sulaymaniyah University. "All mean scores are acquired and compared to see if there is any statistically significant difference between the experimental group's and the control group's post-test mean scores". Rendering to statistics, the experimental "group's mean" scores is 36.3453, whereas the control group' "mean score" is 25.2867.

The computed "t-value is found to be 5.030 using the t-test formula for two independent samples, whereas the tabulated t-value is found to be 2.01 at the degree of freedom 57 and level of significance 0.05". "This shows that there was a significant difference between the two groups on the post-test, with the experimental group benefiting more". According to table (4.11), the first hypothesis, which asserts that "there is no statistically

significant difference between the mean scores of the experimental group, which is taught using the sticky notes technique, and the control group, which is taught using the prescribed method, is thus rejected".

Table (4.11)

"The Experimental and Control Groups in the Post Achievement Test"

Group	No.	Mean Scores	SD	T-values	DF	Level of Significance
Experimental	31	36.3453	10.05473	Calculated	Tabulated	L.S
Control	31	25.2867	5.030	2.01	57	0.05

4.1 "Comparison between Pre-Post Test of the Experimental Group"

"The subsequent table clarifies the variance in the chief scores between the pre post- test of the Experimental Group".

"Table (4.13)

The Mean Scores, Standard Deviations, and T. Values of students' Achievement" in Pre/Post-Test

Group	Test	Mean Scores	SD	MD	SDD	T-value		D.F	Level of Sig.
Exp.	Pre	61.7276	17.92060	15.82759	4.95163				
	Post	78.6432	15.07586			19.234	2.01	57	0.05

5. Discussion of the Results

This study aims to ascertain how the sticky note approach affects students' academic performance at Al- Sulaymaniyah University. Additionally, it makes an effort to demonstrate if the experimental group and the control group differ significantly from one

another. Sticky note strategy exposure helped the experimental group's students learn more effectively in the classroom .

1- The findings of the scores show that students who were taught using the sticky note strategy performed better than those who were taught using conventional methods. By strengthening the relationship between the student and the teacher, the usage of the sticky note approach motivates students to be more interested in studying EFL. When teaching English, teachers should employ a range of techniques, such as fostering an engaging environment that motivates students to participate in class. It is acknowledged that communication fosters fruitful interactions between students and professors, aids in students' overcoming shyness and reluctance, and boosts their confidence.

The most significant findings from the study are discussed in this chapter along with the researcher's recommendations for the study and the appropriate ideas for additional research that should be conducted .

6. Conclusions

The researcher's findings might be encapsulated as follows:

1-In their post-achievement test, experimental group students who used the sticky note technique performed better than the control group students who were taught using the recommended strategy as indicated in table (4.13).

2-Students pick up new ideas, evaluate them, and comprehend what they imply. The students' aptitude and capacity to relate new terminology to its meanings will grow as a result.

3-Using sticky note tactics to review the new lesson at the end of the lesson allowed the students an opportunity to grasp it for a student who did not understand and a chance to discuss what they had learned during the lesson" .

4-Collaborative learning will encourage students to review facts and work in pair groups with their friends .

5-Non-linguistic forms like diagrams and cards are used to increase students' interaction .

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