

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Problem

Language is an instrument to convey information which is used to express ideas, feeling, purposes, thoughts, and opinions in writing or spoken way. There are many languages that human beings produced in communicating with their societies. One kind of languages that they learn is English. Nowadays, English becomes more important in many fields, particularly in transferring science, technology, trades, politics, businesses, etc. It is used not only by native speakers but also by non-native speakers to communicate each other. Many experts divided language into four forms of language skills. Speaking and writing refer to productive skills while reading and listening refers to receptive skills (Harmer, 2007).

English consists of four skills that should be mastered by students, namely reading, writing, listening, and speaking. These four skills are related to another so that they cannot be mastered separately. Writing is one of the four English language skills that should be mastered by students because it improves communication skills, creative thinking and creativity. Students need to know how to write letters, how to put written reports together, etc. It is a language ability used to communicate in written form. It means that it is not only speaking ability to communicate, but also writing ability too. Writing is one of the English basic skills which is important to be learned. EFL learners' success in English writing brings them benefits not solely in their English learning but also in their life-long careers as Glazier (1994: 3) contends,

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“Being able to write in English is essential in college, and it probably will be an asset in your career.” For numerous EFL learners, nonetheless, English writing appears to be challenging (Harmer, 1992: 53) in (Tuan, Vol.3, No.3; September 2010: 1). So, mastery of writing is necessary, because writing is needed for fulfilling part of our job. Students need to know how to write letters, how to put written reports together, etc.

Beside writing, reading takes an important part of mastering English, especially in writing. The only and most important skill required to access professional information in various subject fields is reading comprehension (Richards, 1976). Especially for students in an academic setting to make use of materials in different domains of science and technology, reading ability has been found to be the most required skill. Parallel to this, Beasley (1990) maintained that acquiring the ability to read academic texts is of paramount importance for university students of English as a second language and as a foreign language. This awareness has been pointed out by such scholars as Johns and Dudley-Evans (1991), Jordan (1997), and Hudson (1991). According to Nunan (2003) in Syahputra (2014: 96), reading is a set of skills that involves making sense and deriving meaning from printed words. In other to read, readers must be able to decode (sound out) the printed words and also comprehend what they read. Reading comprehension is one of the basic skills to be acquired during a language course. It may be the least teachable of the four language skills. In teaching and learning language in schools, reading must be used as a basic skill to help students catch knowledge. As teachers, they should be



able to understand students' ability about reading comprehension. Teachers should have an appropriate strategy in teaching reading. According to Kalayo (2007:115), reading comprehension results when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose. Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading text. A critical thinking will create the active learning, because the students not only learn by themselves but also discuss or share what they learn with their friends or their teacher. The experience and knowledge that is shared between reading and writing can strengthen a writer's ability to read and a reader's ability to write (Blatt & Rosen, 1987). Furthermore, Reading affects writing and writing affects reading. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn. Especially while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore reading plays a major role in writing.

From the explanation above, it is clear that the process of writing English can not be separated with the term of reading. At the same time practice in writing helps children build their reading skills. This is especially true for younger children who are

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working to develop phonemic awareness and phonics skills. Phonemic awareness (the understanding that words are developed from sound “chunks”) develops as children read and write new words. Similarly, phonics skills or the ability to link sounds together to construct words are reinforced when children read and write the same words. For older children practice in the process of writing their own texts helps them analyze the pieces that they read. They can apply their knowledge about the ways that they chose to use particular language, text structure or content to better understand a professional author’s construction of his or her texts.

The instruction of English language course within all Faculty Departments of the Islamic State University of SUSKA Riau has been centralized and managed by the Language Development Center (LDC). The Language Development Center is responsible for its curriculum, syllabuses, instructors, materials, assessment and evaluation. The course implemented in the curriculum/syllabus for English language has been designed to focus on language functions and communicative competence based on the topics which are developed through practices to acquire the four language skills; reading, listening, speaking, and writing supported by language components (vocabulary, pronunciation, structure and grammar) and relevant to the topics in context for Survival English Levels (Basic, Intermediate and Advanced).

Teaching languages like English are administered 3 levels at Language Development Center (LDC Website). Level 1 is the basic level and the goal is the mastery of 4 language skills and language components, its material and objectives

still focus on listening, speaking skills, vocabulary and basic grammar. Level 2 is intermediate level and the goal is also the mastery of 4 language skills and language components, its material and objectives focus on reading, writing skill, vocabulary and grammar. Level 3 is an advance level and the objectives are focused on listening, speaking, reading, writing and language components like grammar and vocabulary. All of the students at the Language Center of UIN SUSKA RIAU should pass all levels.

Based on preliminary study at Language Development Center of UIN SUSKA Riau, conducted on Tuesday 25 October 2016, the teacher explained about writing and reading materials in teaching and learning process. In learning English, two of the skills taught are writing and reading. The kind of texts is applicable at the second semester, such as, narrative, descriptive, expository, and argumentative/ persuasive text. Many students are still difficult to comprehend the descriptive texts, it is the reason why the descriptive texts are chosen in this research. It helps students in a variety of classroom situation and must prepare to continue this practice in the workplace and in the real life decision making situation. In the classroom, students are required to write and read descriptive texts to complete class assignment. Given the importance of description comprehension, it is essential that all students become proficient text-based reasoning and an important toward this goal is to access university students' ability to read and write description texts (LDC Syllabus).

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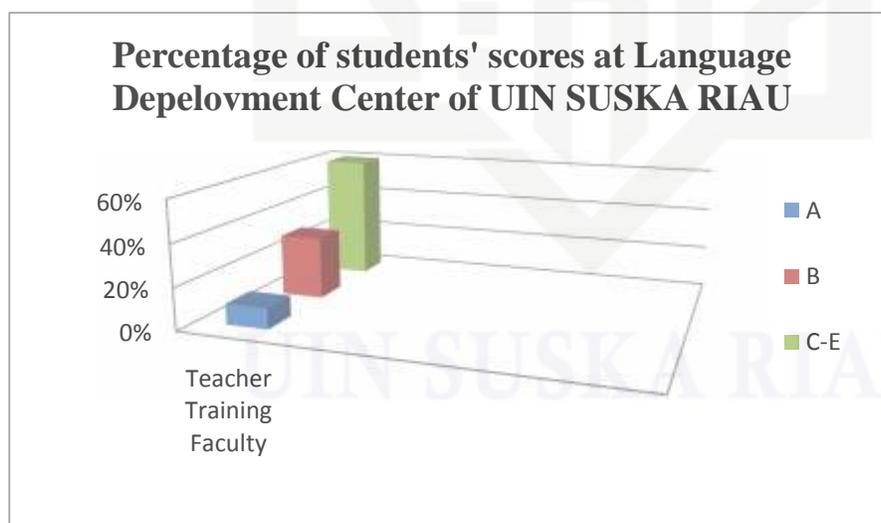
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Dealing with the students' achievement and some factors, the teacher looked at the students' condition in teaching and learning processes were insufficient. The Minimum Completeness Criteria (MCC) of English at Language Development Center of UIN SUSKA Riau was B, but still more students obtained low English scores are lower than MCC. In reading comprehension of descriptive text, the students were not able to identify the main idea of the text, the detail information of the text, to find the meaning of vocabulary in context, identify the word reference, and make inferences about the text. The students also had lack of writing, especially in writing descriptive texts. They were not able to develop ideas in the process of writing itself, they were not able to write in good grammar and punctuation, and make coherence sentences so that they can not describe people, things and places with correct sentence structures. The percentage of students' scores at Language Development Center of UIN SUSKA RIAU as follows:



Adopted from Language Development Center (2015/2016)

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Fisher & Frey (2011) in Leigh (2012:190) stated that the Exit-Slip strategy requires students to write responses to questions you pose at the end of class. Exit Slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit Slips easily incorporate writing into your content area classroom and require students to think critically. By knowing the Exit Slips strategy, some benefits by using Exit Slips strategy in teaching reading comprehension.

Based on these problems, it is assumed that language learning strategies give significant influence toward the students' English reading comprehension. So it was necessary to conduct a research entitled **“The Effect of Using Exit Slips strategy on Students' Writing Ability and Reading Comprehension at Language Development Centre of State Islamic university of SUSKA Riau.”**

### 1.2.Statement of the Problem

Related to the background above, writing and reading is an important skill and should be mastered by the students in learning English. By writing and reading, students can get information and knowledge. In teaching learning process of English in Indonesian schools, especially for every educational level, writing is categorized as the last language skill that should be mastered by all students because having good writing skill will help them in their academic success and their future.



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Based on the background of the problem above, there were some problems in teaching-learning of writing and reading. The problems might come from students and teachers. However, those problems that considered to be solved immediately. The students comprehended by guessing and their feeling from a few words that they have read. Consequently, they cannot apply their ideas in writing, good grammar in writing, choose vocabulary appropriately, interest in writing, identify the main idea of the text, the detail information of the text, to find the meaning of vocabulary in context, identify the word reference, and make inferences about the text.

Some questions are needed to address concerns with these problems. Why are the students not able to apply their ideas in writing a descriptive text? What are the factors that make the students are not able to use good grammar in writing a descriptive text? Why do the students get difficulties to choose vocabulary appropriately in? What make the students do not have interest in writing? Why do the students get difficulties in identifying the main idea of the text? What makes the student get difficulties to find the detail information of the text? Why can the students not identify the meaning of vocabulary in context? What do the students get difficulties to identify the word reference? Why do the students also get difficulties to make inferences of the text? Why is Exit Slips strategy able to solve the students' problems in writing skill and reading comprehension?

The Exit-Slips strategy requires students to write responses to question the pose at the end of class. According to Ann and Thomas (2014), Exit Slips help



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students reflect on what they have learned and express what or how they are thinking about the new information. The Exit Slips strategy is used to help students process new concepts, reflect on information learned, and express their thoughts about new information. This strategy requires students to respond to a prompt given by the teacher, and is an easy way to incorporate writing into many different content areas. Furthermore, the Exit Slips strategy is an informal assessment that will allow educators to adapt and differentiate their planning and instruction.

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The Exit Slips strategy (Fisher & Frey 2004) help students to summarize and reflect on information learned. It can be recognized that Exit Slips Strategy is intended to enhance students' writing skill and reading comprehension. Exit Slips strategy can be considered as a strategy that can solve the problems above. Exit Slips strategy is chosen from the previous studies that many researchers have investigated.



### 1.3. Limitation of the Problem

By considering time, facilities and funding needed, it is necessary to limit the problems. This research focuses on investigating the effect of using exit slips strategy on students' writing skill and reading comprehension in descriptive text of the second level students at Language Development Centre of UIN SUSKA RIAU Pekanbaru. The subjects of the participants are the administration public major on the second semester students at Language Development Centre of UIN SUSKA RIAU Pekanbaru.

In this case, two classes have different names and treatment specifically, one class is an experimental group and another class is control group. Experimental class gets the Exit Slips Strategy treatment, while control has discussion method.

### 1.4. Purpose and Objectives of the study

The purpose of this study was to find out the effect of using Exit Slips Strategy on students' writing ability and reading comprehension at Language Development Centre of UIN SUSKA RIAU Pekanbaru. Specifically, the study was done to fulfil the objectives that can be stated as follows:

1. To find out the difference on students' writing ability pre-test mean score between an experimental group and a control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.



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2. To find out out the difference on students' writing ability post-test mean score between an experimental group and a control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.
3. To find out out the difference on students' writing ability between pre-test and post-test mean score of using Exit Slips strategy in an experimental group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.
4. To find out out the difference on students' writing ability between pre-test and post-test mean score without using Exit Slips strategy in a control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.
5. To find out out the difference on students' reading comprehension pre-test mean score between an experimental group and a control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.
6. To find out out the difference on students' reading comprehension post-test mean score between an experimental group and a control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.
7. To find out out the difference on students' reading comprehension between pre-test and post-test mean score of using Exit Slips Strategy in an experimental group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.
8. To find out out the difference on students' reading comprehension between pre-test and post-test mean score without using Exit Slips strategy in a

control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.

### 1.5. Research Questions

Based on the limitation of the problem above, the research questions were formulated as the following questions:

1. Is there any difference on students' writing ability pre-test mean score between an experimental group and a control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru?
2. Is there any difference on students' writing ability post-test mean score between experimental group and control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru?
3. Is there any difference on students' writing ability between pre-test and post-test mean score of Exit Slips strategy in experimental group at Language Development Centre of UIN SUSKA RIAU Pekanbaru?
4. Is there any difference on students' writing ability between pre-test and post-test mean score without Exit Slips strategy in control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru?
5. Is there any difference on students' reading comprehension pre-test mean score between experimental group and control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.?

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6. Is there any difference on students' reading comprehension post-test mean score between experimental group and control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru?
7. Is there any difference on students' reading comprehension between pre-test and post-test mean score of using Exit Slips strategy in experimental group at Language Development Centre of UIN SUSKA RIAU Pekanbaru?
8. Is there any difference on students' reading comprehension between pre-test and post-test mean score without using Exit Slips strategy in control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru?

### 1.6. Significance of the Study

This study focuses on the effects of using exit slips strategy on the students' writing ability and reading comprehension. This study also contributes to the collaborative and cognitive strategy that using in the classroom. It is hoped that the use of those strategies will increase the second level on comprehending text, especially descriptive text.

This study could have significance to the students' writing ability and reading comprehension of on the second semester students at Language Development Centre of UIN SUSKA RIAU Pekanbaru and any universities with similar demographics implementing reading standards. The lecturer can determine which strategy is better to implement in teaching writing ability and reading comprehension using Exit Slip strategy.



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Jill in Nani (2014: 8) states, one of the easiest ways to involve students in assessing their own learning is through exit slip. Jill also said that the other name of exit slip is exit pass. That means students use exit slip to pass by their teacher and go outside from class. Fisher & Frey in Jill's book said that exit slip can effectively document of students' learning, give students opportunities to think about what they have learned and how it can be used in the real world, helps students reflect on their learning process, and enable teachers to evaluate the effectiveness of their instruction.

### **1.7.Rationale for the Study**

This study had been conducted to find out the effect of using Exit Slips strategy on students' writing ability and reading comprehension at Language Development Centre of UIN SUSKA RIAU Pekanbaru. This research is conducted on the consideration that writing is one of basic skills that should be mastered by students. The students can inform news, express feeling, give opinions, or share ideas through writing. Moreover, being able to write in English will also helps the students to develop listening, reading, and speaking skill. Beside writing, reading comprehension is one of the basic skills to be acquired during a language course. It may be the least teachable of the four language skills. In teaching and learning language in schools, reading must be used as a basic skill to help students catch knowledge. As teachers, they should be able to understand students' ability about reading comprehension. Teachers should have an appropriate strategy in teaching reading. According to Kalayo (2007:115), reading comprehension results when the reader knows which skills and strategies are appropriate for the type of the text, and

understand how to apply them to accomplish the reading purpose. Therefore, the teacher should find out the solutions related to students' problems in writing ability and reading comprehension. One of the solutions is encouraging the use of Exit Slips strategy in teaching and learning process in teaching writing and reading. The exit slip strategy involves using index cards or slips of paper to get the class' thoughts on a particular subject or to gauge student understanding of the day's lesson. This strategy is typically used during the last five to ten minutes of class time, with the exit slip being the student's ticket out of class (Moreillon & Fontichiaro, 2008). Exit slips can be used for various purposes. Moreillon and Fontichiaro (2008: 65) consider exit slips a powerful formative assessment that "helps measure students' progress against the standards and gauge student progress in dispositions, as well as in their academic skills." According to Wormeli (2001), exit slips can diagnose areas of need and provide feedback that can help guide where subsequent lessons should go. Because exit slip questions target the key understandings that students should be taking away from the lesson, it is easier for the teacher to see the natural progression that the unit of study should take (Wormeli, 2001). This strategy is extremely useful in the classroom because it takes just a few moments to do, and gives teachers an informal measure of the students' understanding of a new lesson or concept.

In conclusion, the teachers give many chances to the students as object of education to develop them in the learning process, including learning in the class and learning outclass. The teachers give students opportunities to analyze something that the teachers give to be solved. Then the teachers also give student chance to be

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creative in solving the problems about the taught subject. Therefore, that by knowing good strategy and high motivation through this study is very important not only to the students as object of education, but also for teachers and all stakeholders of the school to improve the students' achievement, especially in English achievement.

### 1.8. Definition of Key Terms

To avoid misunderstanding in reading this research, it is important to explain the terms used in this research. They are:

#### 1. Exit Slip Strategy

According to Felecia (2012), exit slips are used to help students reflect on their learning and express their ideas and learn about a topic. The Exit Slip strategy also provides the teacher with the opportunity to integrate writing into the classroom. In this research, exit slip was a strategy that used by the researcher in teaching writing and reading.

#### 2. Writing Ability

Writing ability is the ability of people to deliver ideas, thoughts and feeling to readers in a meaningful written language form. SIL International (1999: 8) stated that writing ability is a specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. Therefore, in writing we are trying to deliver our message, to share ideas and to express thoughts and feeling to the readers in a meaningful written language.

#### 3. Reading comprehension

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According to Scott G. Paris and Steven A. Stahl (2005:134) define that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge. In this study, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get information and the meaning of the texts at the second year students of Language Development Center of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.

#### 4. Descriptive text

According to Kane (2000: 352) descriptive is defined as a text which says what person or a thing as like. Its purpose is to describe and reveal a particular person, place, or thing. Furthermore, in writing descriptive texts students need to show up the physical characteristics and other related information as the description of the objects being discussed.

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.