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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Definition of Exit Slips Strategy

According to Jill (2009: 19), 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.

Based on explanation, it is seen the benefits of exit slip strategy is to help students to understand about the topic or lesson. In doing processing of the strategy, students could be easier to get information that would be loaded in their writing. According to Katherine (2010: 174), Exit slip also makes students accountable for what they have learned. In other words, exit slip strategy is a good strategy for helping students to improve their writing ability.

According to Fisher & Frey in Jewilson, there are three categories of exit slips:

Prompts that document learning, (Example: Write one thing you learned today, Discuss how today's lesson could be used in the real world.)



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Prompts that emphasize the process of learning (Example: I didn't understand..., Write one question you have about today's lesson.)

Prompts to evaluate the effectiveness of instruction (Example: Did you enjoy working in small groups today?)

Other exit prompts include:

- a. I would like to learn more about...
- b. Please explain more about...
- c. The most important thing I learned today is...
- d. The thing that surprised me the most today was...
- e. I wish...

2.1.1. The Benefits of Using Exit Slips Strategy

1. *For students to express their thoughts on new concepts.* The exit slips can be an opportunity for students to ask questions that they may have about the concept, or express their confidence in how well they know a concept.
2. *A way to informally assess students' understanding on new concepts.* The teacher can use the exit slip as a way to ask a few questions on the concept. This could be a few math problem or open ended questions on content or vocabulary.
3. *For students to reflect on what was learned.* Exit slips can also be used almost in as a journal, where students are writing what they learned from the lesson.



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4. *Opportunity to challenge students to think critically about concepts.*
Teachers can also use exit slips as an opportunity for higher order thinking. For example, if a concept is taught in math, the teacher may give students a harder problem for the exit slip. The exit slip will informally assess whether the students can apply the skills they learned to a harder problem.
5. *For lesson planning.* The responses from exit slips should be used by teachers to plan out future lesson plans. Students' responses will inform a teacher whether students are ready to move on or need to review a concept.

2.1.2. The Procedures of Using Exit Slips Strategy.

Exit slips should be given to students at the end of a lesson. The lesson can be new, or a review. The exit slip is used as a students' ticket out the door at the end of class. Exit slips can be administered for students to complete individually or in small groups. The teacher can also choose to review answers as a class or after students have left.

Katherine said that For a closure activity, distribute the exit slips and instruct students to think about what they have learned and why it is important. Exit slips are one of the most commonly used content literacy strategies and an effective means of assessment. Many teachers use exit slips to determine how well students understand course content. Exit slips also make students accountable for what they have learned. That means exit slip is



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helping students in their studies during class period and the easiest ways to understand the materials.

2.1.3. The Examples of Exit Slips Strategy

According to Fuch, et al. (2013), an exit slip can be as simple as a note card for students to write on or a piece of scratch paper. They can also look like

<p>Name: Olivia Doe</p> <p>Date: 15-mar-09</p> <p>What did you learn today and why is it important?</p> <p style="padding-left: 40px;">Today I learned how volcanic islands were formed. They are formed when volcano explodes. The lava cools on the water and hardens to form island.</p> <p style="padding-left: 40px;">This is important because I have a better understanding of how some islands are made and world geology.</p>
--

The Steps of Exit Slip Strategy

According to Jill, the steps of exit slip are: at the end of class period, exit slips strategy used after reading, ask students to write on an exit slips one or two pieces of information that they have learned during class time, as well as any question they may have about the subject discussed. They might also note any ideas about the topic that occurred to them and then they did not get to mention during class time, an idea that was particularly interesting to them, or something related to the topic they would like to explore further. It means



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that exit slip can help students understand about the material that they learn that day and also help teacher to know students' difficulties during classroom. In other meeting in class, teacher can explain about material that students have difficulties. Because students ask what they do not understand about exit slip pieces.

The researcher concludes that the steps of exit slip strategy are in the following:

- a. Before using exit slips strategy, students have to read their note book about the material that they have learned today.
- b. A few minutes before the end (or beginning) of a lesson ask students to respond to a question/prompt that you pose to the class related to the day's lesson concept or information or activity e.g. Today I learned.../I don't understand.../Please explain more about.../Three things I learned/ I need help with.../My favorite activity was.../The most important thing I learned.../The three reasons why.../The four causes/effects of.
- c. The teacher asks students to write on exit slip one or two pieces of information that they have learned during the class at the end of the class period (5-10 minutes before class ending).
- d. The teacher gives questions to the students about topic what they learned during class period.



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2.2. Definition of Writing.

Writing is one of the language skills in English categorized as productive skill. According to Urquhart and Monnete (2005: 26), writing is an exploration and teachers write to make their ideas clear and comprehensible, so they will experience the fun of discovery. Mohini (2014: 1) states writing is encoding a message of some kinds that we translate our thoughts and ideas into language. So, in a way, writing represents our thoughts and ideas. What one thinks leads to one's writing in the form of sentences by organizing the sentences into a cohesive text in which we are able to communicate with our readers successfully.

According to Judie and Debbie (2010: 90-91), learning to write in English is a developmental process that involves being able to:

- 1) Communicate meaningfully through writing,
- 2) Write for a range of purposes,
- 3) Use culturally appropriate terms, and
- 4) Use correct form and grammar

Of course Learning to write involves being able to communicate and convey ideas meaningfully, that can make connection between the writer and the reader.

2.2.1. The Steps of Writing.

Writing is a progressive activity. It means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you finished writing, you read over what you have



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written and makes changes and correction. Therefore, writing is never a one step action, it is a process that has several steps.

According to Dorothy and Lisa, There are some steps of writing process, the steps are in the following:

1) Pre Writing: getting ready to write

Step 1: Choose a topic. Before writing, teacher gives specific assignment or some idea of what to write about. If not, choose topic by yourself.

Step 2: Gather idea. When you have a topic, think about what you will write about that topic.

Step 3: Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about next.

2) Drafting

Step 4: Write. Write your paragraph from to start to finish. Use notes of your ideas and organisation.

3) Review and Revising

Step 5: review structure and content. Check what you have written, read then look for place where you can add more information and check if there are unnecessary information.

4) Rewriting

Steps 6:



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Revise structure and content. Rewrite text, making improvements to the structure and content. Explain something more clearly and add more details. Steps 5 and 6 can be called *editing*.

Proofreading. Read the text again, this time check the spelling and grammar, and think about the words that have been chosen to use.

Make final correction. Check that you have corrected the errors and make any other changes if needed. And the text is finished.

In addition, Judie and Debbie (2010 : 93) claim that there are four phases of the writing process: prewriting, writing, editing, and revising. We can see the writing process by Dorothy are longer than Judie, but both of them have the same meaning.

Ogden and Debra et al (2010: 106) describe three levels of writers: reluctant, developing, and independent. And Debra explains (2010: 107) about each point as in the following:

- a) *Reluctant writers* often write in the first person, have a great deal of difficulty with content and organization, and barely write in complete sentences, much less coherent paragraphs. Most of the students we work with would most likely fall into the reluctant writers' category.
- b) *Developing writers* have the ability to organize an essay properly, use the appropriate conventions, use concrete evidence, and vary their sentence structure.
- c) We seldom see *independent writers* at the high school level, but there are some. These writers are well read and advanced in their use of



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conventions, organization, evidence, and sentence structure. Writing skillfully includes the ability to competently address proper language conventions (as well as more complex syntax and sentence structure), use appropriate organization in the text, and reference detailed evidence to reinforce the topic.

Based on explanation above, writing is viewed as a process, when a writer writes something down, and after finishing writing, writer can makes changes and correction.

2.2.2. The Way to Measure Writing Ability

In measuring writing, Hughes (1989:100-102) says that there are some aspects or components that should be considered, the writing aspect or component are:

The aspect of writing	Score	Description
Grammar	1	Errors of grammar or word order as severe as to make comprehension virtually impossible
	2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
	3	Errors of grammar or word order frequent;



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		effort of interpretation sometimes required on reader's part.
	4	Errors of grammar or word order fairly frequent; occasional re-writing necessary for full comprehension.
	5	Some errors of grammar or word order which do not, however, interfere with comprehension.
	6	Few (if any) noticeable errors of grammar or word order
Vocabulary	1	Vocabulary so extreme as to make writing virtually impossible.
	2	Vocabulary so limited and frequent misused that reader must often rely on own interpretation
	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	4	Using wrong and appropriate word fairly frequent; expression of ideas may be limited because of ideas inadequate vocabulary.

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	5	Occasionally uses inappropriate term relies circumlocutions, expression of ideas hardly impaired.
	6	Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer.
Mechanic	1	Error in spelling or punctuation so severe to make comprehension virtually impossible.
	2	Errors in spelling or punctuation so frequent that reader must often rarely on own interpretation.
	3	Frequent errors in spelling or punctuation, lead sometimes to obscurity.
	4	Errors in punctuation or spelling fairly frequency; occasional re-writing necessary for full comprehension.
	5	Occasional lapses in punctuation or spelling which do not, however, infer with comprehension.
	6	Natural English, minimal errors, few (if any) noticeable lapses in punctuation or



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		spelling.
Form / organization	1	Lack of communication so serve that communication is seriously impaired.
	2	Individual ideal may be clear, but very difficult to deduce connection between them.
	3	Little or attempt at connectivity through writer can deduce some organization.
	4	Some lack of organization; re-writing required for classification ideas.
	5	Material well organized; links could occasionally be clearer but communication not impaired.
	6	Highly organized; clear progression of ideas of liked; like educated native writer.
Fluency style	1	A “hotch-patch” of half learned misused structure and vocabulary item rendering communication almost.
	2	Communication of impaired by completely inappropriate of misused structure and

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	vocabulary.
3	Structure and vocabulary items sometimes not only appropriate but also misused; little sense of ease communication.
4	“patch”, with some structure and vocabulary items noticeable inappropriate to general style.
5	Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair ease of communication.
6	Choice of structure and vocabulary consistently appropriate; like that educate native writer.



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To measure the student’s ability in writing procedure text, the writer adapted the standard scoring to persuasive writing from Hughes (1974) as seen in table below:

No	Score	Level Ability
1.	80-100	Good to Excellent
2.	60-79	Average to Good
3.	50-59	Poor to Average
4.	0-49	Poor

2.3. The Nature of Writing Ability.

2.3.1 The Definition of Writing Ability.

Writing ability is equal parts natural ability and practice. Writing ability in this process/cognitive-oriented approach is, therefore, defined as the ability to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context. Various definitions of writing ability have been formulated according to the three main approaches to the teaching of writing. The next three sections will investigate the definitions of writing ability according to teaching approaches.

Table 1. Pedagogical Approaches to the Teaching of Writing, Jyi-yeon Yi (2009: 56)

Author	Classification of approaches
Raimes (1983)	Controlled-to-free approach



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Silva (1990)

Johns (1990)

Tribble (1996)

Nunan (1999)

Hyland (2002)

Free-writing approach

Paragraph-pattern approach

Grammar-syntax-organization approach

Communicative approach

Process approach

Controlled composition approach

Current-traditional rhetoric

Process approach

Academic-purposed writing approach

Process approach

Interactive approach

Social constructionist view

Traditional text-based approach

Process approach

Genre approach

Product-based approach

Process-based approach

Discourse-based approach

Reader-based approach

Text-oriented approach



Writer-oriented approach

Reader-oriented approach

2.4. The Nature of Reading

There are four skills in English which should be mastered, they are reading, speaking, writing and listening. In this case, we can see that reading is very important skill that we have to learn it. We can enlarge our knowledge by reading. In this case, Kalayo states that reading is an activity with a purpose. A person may read in order to gain the information for enjoyment to enhance knowledge of the language being read. According to Kalayo (2007: 114), the purpose of reading also determines an appropriate approach to reading comprehension. While, Nunan also says that reading is essential skill for learners of English as a second language. According to Nunan, with strengthened reading skills, learners will make greater progress and development in all other areas of learning.

Reading can help students much more if they can read well, because reading is very important. According to River and Temperly in Nunan(1999: 251), one of the main purposes of reading is knowing what is happening or has happened. So students have to improve their reading skill. In this case, According to Mikulecky and Jeffries(1996: 2), how good the student in their reading is depending on their reading. Then Kalayo(2007: 123) also states some steps that help students in their reading comprehension, they are as follows:

- a. Figure out the purpose of reading

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- b. Attend the parts of the text that are relevant to identify purpose and ignore the rest.
- c. Select the appropriate strategy for reading task.
- d. Check comprehension while reading.

Leedy (1956: 1) states that improvement in reading is the result of improvement in a number of areas, all of them more or less directly related to the specific act of reading itself. When the readers read something, of course they have to understand what the writer said. To understand and remember what the readers read, they need to be involved with what they are reading. In other words, the readers need to be an active reader. People often think of reading passive activity. However, when they read, they should actually be interacting with the text.

In addition, Chesla (2001: 3) states that five specific strategies will help students become an active reader:

- a. Skimming ahead and jumping back
- b. Highlighting or underlining key words and ideas
- c. Looking up unfamiliar vocabulary words
- d. Recording your questions and comments
- e. Looking for clues throughout the text.

Leedy (1956: 3) points out that reading is knowing what to do with a page of print. Reading is knowing where to look to discover main ideas and supporting details. In this case, main idea is the chief point of an author in expressing about a topic. It sums up the author's primary message. According to Kalayo (2007: 114),



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Reading is an activity with purposes. The purpose is such as for pleasure, getting the information not only for enjoyment. Nunan says that if the students can get pleasure when they are reading, they may be able to make connection that reading in general can provide pleasure. All of these purposes will make students read as much as possible. The more students read the better they will read, Mikulecky and Jeffrles (1996:1).

Grabe (2009: 15) also states that reading is a central comprehension of thinking process. Reading is also a cognitive process that consists of reader and the text. This statement is supported by Kalayo who has said that reading is letters, words, sentences, and paragraph that encode meaning

In conclusion, we can see that reading is very important skill that we have to learn. Reading is knowing how to appreciate the organization of thought and how to interpret and evaluate that thought as it lies open upon the page before us. Reading can be called as a complex process in which reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and the author.

2.5. The Nature of Reading Comprehension

Reading is a process to connect between the readers' knowledge and the text in order to get the real meaning from the text and also to understand its content. In many second or foreign languages teaching situation, reading receives a special focus. According to Richards (2002: 273), there are two reasons two supported. The first,



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many foreign language students recognize that reading as one of their most important goals. The goals are like information and pleasure. The second, reading text provide good models for writing and provide opportunities to introduce new topic, to stimulate discussion and to study language.

Then, Sadoski(2004: 67) also says that comprehension is understands something, getting its meaning. Reading comprehension for adolescents is strongly influenced by the content of the texts being read (Anderson & Pearson, 1984; Hirsch, 2006). That is, students who have extensive knowledge of the topic they are reading about typically comprehend the material more efficiently than students who have less knowledge in that domain, Torgessen (2009:8). Concerning this, it can be seen that comprehension is very important in reading.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encode in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reading should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Language learners also should know the characteristics of efficient reading. According to Ur when someone needs a success in reading she/he must know well about the characteristics of efficient reading.They are as follows:



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1. Language, the language of the text is comprehensible to the learner.
2. Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
3. Speed, the reading progresses fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time working about each group of new words.
4. Attention, the reader concentrates on the significant bits, and skim the rest, may even skip part he or she knows to be significant.
5. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.
6. Prediction, the reader thinks ahead, hypothesizes and predict.
7. Background information, the reader has and uses background information to help understand the text.
8. Motivation, the reader is motivated to read: by interesting content or a challenging task.
9. Purpose, the reader is aware of a clear purpose in reading for example, to find out something, or to get pleasure.
10. Strategies, the reader uses different strategies for a different kind of reading.

Snow (2002: 11) states that comprehension entails three elements, such as:



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- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

Snow (2002: 13) then mentions that to comprehend a text, a reader must have a wide range of capacities and abilities. These include:

- 1.) Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- 2.) Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).
- 3.) Various types of knowledge (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

Kligner, Vaughn, and Boardman state that the reading comprehension involves much more than reader's responses to text. They also say reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text. Nunan also states that the goal of reading is comprehension. Further, Tranklerley states comprehension is the center of reading. Based on these experts' opinions, it is clear enough that reading comprehension is very complex and it has important role in reading.



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King and Stanly in Darlis (2004) argued that reading has 5 components contained in reading texts, which appropriate with senior high school curriculum, they are:

a. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer.

b. Finding the detail information

Detail information requires readers to scan specific details. The detailed information question is generally prepared for students and those, which appear with WH question. There are many types of question: reason, purpose, result, time, comparison, and more in which of the answer can be found in the texts.

c. Finding meaning of vocabulary in context

It means that the reader could develop his/her guessing ability to the word, which is not familiar with him/her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying reference



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In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it, moreover for native English, they hate redundancy so much. Instead of repeating words or phrase several time, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. Recognizing reference word and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, he, she, they, this, etc.

e. Making interferences

Interference is a skill where the reader has to be able to read between lines. King and Stanly divided into two main attentions. Draw logical interferences and make accurate prediction. Prediction can be made by correctly interpreting the sig a writer's gives.

Transkerley (1952:108) claims that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that interaction will make the reader understand what the writer talks about or the writer messages. Futhermore, Transkerley also says that the reader filters new information against their own background storehouse of information and life experiences and identify and shift relevant from non-relevant information. Effective readers monitor when the text is



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or exit slip writing is typically not graded (unless to count as a homework completion grade) or subjected to scrutiny for appropriate grammar, as it is typically used as a formative assessment.

Exit slips are commonly used as one form of checking for understanding at the end of a lesson. Students are asked to write a brief, focused response to a prompt about the day's lesson before they leave. Since you should use students' exit slips as a way to assess the success of the lesson and decide what needs to be reviewed before moving on to the next objective, choose your exit slip prompt purposefully. In conclusion, Exit Slips strategy is the one of the strategy that can improve students' writing ability.

2.7. Relationship of Exit Slips Strategy and Reading Comprehension

Exit Slips strategy is one of the reading strategies. The exit slip after reading strategy is used to help students reflect what they have just learned. It helps them process concepts and express how or what they feel about the content learned. This strategy requires students to think critically (a skill that is essential in today's world). 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.

According to the cited relevant literature, teachers should always be looking for several ways to thoughtfully and accurately assess student knowledge and understandings. Tests, formal papers, and projects should not be the only means that



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teachers judge student understanding of subject matter. According to Formative assessments, such as exit slips, are simple and effective ways to assess students' understanding of a lesson. They ensure that students have taken away the key points from the lesson or from a text. Using exit slips to develop summarizing and paraphrasing skills can be extremely helpful for many reasons. Harris (2006) concluded that developing summarization skills can benefit both reading and writing skills; it makes reading material more memorable and clarifies important thoughts and ideas for later use. In conclusion, based on the statement above that Exit Slips strategy has relationship in reading comprehension

2.8.RELATED STUDIES

1. Andrea M. Hawn (2009), “The implementation of the exit slips strategy to examine the advancement of paraphrasing and summarizing Shakespearean text” action research study focused on the integration of a specific technique, exit slips to help students focus on the development of paraphrasing and summarization skills.

Similar to the present study, exit slips strategy and writing is investigated. The present study assumes that exit slips strategy have significance effect on students’ reading skill. The assumption of the present study is supported by the study of Andrea M. Hawn (2009). Students’ reading comprehension improvement is possible when the strategy used in teaching is fun a. However, the previous study did not specifically investigate the effect



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of using exit slips strategy on students' comprehension ability of writing and reading. Therefore, the present study aims to prove the assumption that has been made.

2. S. Rebecca Leigh, "The Classroom is Alive with the Sound of Thinking: The Power of the Exit Slip" This qualitative study investigated the use of exit slips in two literacy courses in the college of education at a public university in the Midwest of the United States. It is also contended that the positive effect of exit slips points to uses in higher education classrooms in general.

Similar to the present study, the previous study investigated exit slips strategy. The present study assumes that exit slips strategy have significance effect on students' writing. The assumption of the present study is supported by the study of. However, the previous study did not conduct an experimental research to specifically investigate the effect of exit slips strategy on students' writing ability and reading comprehension. Therefore, the quasi experimental research design applied aims to prove the assumption that has been suggested.

3. Angela Danley, EdD, Ann McCoy, PhD and Rahila Weed, PhD, "Exit Tickets Open the Door to University Learning" The four faculty members used each of the types of exit ticket prompts (Marzano, 2012) weekly for four weeks during the semester. The instructors followed a timeline set by the research team for distributing the exit ticket prompt types for each week.

Similar to the present study, the previous study investigated exit tickets same as exit slips strategy because a survey was completed by both



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instructors and university students to determine the benefits of the use of exit tickets as a formative assessment at the university. Exit tickets are a beneficial way of gathering student feedback, so the instructor can plan lessons and assignments based on the input provided by students. The faculty in this study encourages their colleagues to consider using exit tickets for formative assessment. However, the previous study did not conduct an experimental research to specifically investigate the effect of exit slips strategy on students' writing ability and reading comprehension. Therefore, the quasi experimental research design applied aims to prove the assumption that has been suggested.

4. Maya Hermayati (2014), "The Effect of Using Exit Slips Strategy on Students' Reading Comprehension," conducted an experimental study with pre-test and post-test procedure to find out the impact of exit slips strategy on reading comprehension. The findings showed that exit slips strategy had the most effect on young EFL learners' reading comprehension. Moreover, it was found out that using pre and post work activities can also help to improve learners' reading comprehension.

Similar to the present study, the previous study assumed that exit slips strategy would have significant difference on students' reading comprehension.

5. A research was conducted by Nani Sugiarti entitled (2014) "The Effect of Using Exit Slips Strategy on Writing Ability at Senior High School11 Batang Cenaku in Indragiri Hulu Regency". In this research she found there was



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significant effect of exit slips for writing, she concluded that teaching writing by using exit slips strategy at senior high school is suitable because it had advantages, students become critical to social life around them because by using the exit slips they were asked to choose one of the actual faced by the community around them for discussion in the classroom.

Similar to the present study, exit slips strategy is investigated. The present study assumes that exit slips strategy have significance effect on students' writing ability. The assumption of the present study is supported by the study of Nani Sugiarti (2014). Students' writing ability improvement is possible when the strategy used in teaching. However, the previous study did not specifically investigate the effect of exit slips strategy on students' comprehension ability of reading and writing. Therefore, the present study aims to prove the assumption that has been made.

6. A research was conducted by Jenna Budynsky (2012) entitled "Reading Comprehension Strategies in the English Classroom Art". In this research she found there was significant effect of exit slips for writing, she concluded that teaching writing by using exit slips strategy in the English Language Classroom Art, is suitable because Exit Slips Strategy was the most helpful in improving students reading comprehension, while these findings are an accurate reflection of the learning abilities and preferences of students in this particular class they do not speak for all students.



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7. Armila Riza, "Teaching Writing by Combining Journalist Questions and Exit Slips Strategies for Grade Eight of Junior High School" This qualitative study investigated the use of exit slips for Grade Eight of Junior High School. It is also contended that the positive effect of exit slips points to uses in higher education classrooms in general.

Similar to the present study, the previous study investigated exit slips strategy. The present study assumes that exit slips strategy have significance effect on students' writing. The assumption of the present study is supported by the study of. However, the previous study did not conduct an experimental research to specifically investigate the effect of exit slips strategy on students' writing ability and reading comprehension. Therefore, the qualitative research design applied aims to prove the assumption that has been suggested.

8. Inggrit McLaren, Dale Webber (2013), "The Use of Select Writing across the Curriculum Strategies and Their Impact on Science Students' Attitude to



Writing: A Comparison of Outcomes fir Two Undergraduate Biology Courses” Comparison research, exit slips to help students focus on writing Ability.

Similar to the present study, exit slips strategy and writing is investigated. The present study assumes that exit slips strategy have significance effect on students’ writing ability. The assumption of the present study is supported by the study of Inggrit McLaren, Dale Webber (2013). Students’ writing ability improvement is possible when the strategy used in teaching is fun a. However, the previous study did not specifically investigate the effect of using exit slips strategy on students’ comprehension ability of writing and reading. Therefore, the present study aims to prove the assumption that has been made.

9. A research was conducted by Suci Nadira Putri and M. Khairi Ihsan entitled (2014) “Teaching Reading by Combining IEPC and Confirmation Strategy and Exit Slips Strategy at Tenth Grade Senior High School”. In this research she found there was significant difference of exit slips for reading, she concluded that teaching reading by those strategies at senior high school is suitable because it had advantages, students become critical to social life around them because by using the exit slips they were asked to choose one of the actual faced by the community around them for discussion in the classroom.

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10. Acqueline Beliveua, et all (2001), “What strategies strengthen the Connections Between Literacy and Math Concepts for Higher Math Achievement with Culturally Diverse Students.” This qualitative study investigated the use of exit slips for Culturally Diverse Students. It is also contended that the positive effect of exit slips points to use.

Similar to the present study, the previous study investigated exit slips strategy. The present study assumes that exit slips strategy have significance effect on students’ writing. The assumption of the present study is supported by the study of. However, the previous study did not conduct an experimental research to specifically investigate the effect of exit slips strategy on students’ writing ability and reading comprehension. Therefore, the qualitative research design applied aims to prove the assumption that has been suggested.

Among 10 related studies, the similarities and differences of the designs and the variables of the researches which are applied in this research can be clearly seen. The researches were conducted to investigate the impact of independent variable exit slips strategy on several dependent variables such as, reading comprehension and writing ability. The studies proved that exit slips strategy have significance difference on students writing ability and reading comprehension. It can be assumed that exit slips an appropriate way to be used in teaching English.



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2.7 OPERATIONAL CONCEPT AND INDICATOR

Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It is necessary to clarify briefly the variables used in this research. The indicators are clues and strategies applied in the implementation of various methods or strategy. The indicators are listed below:

1. Indicators of Using exit slip strategy as the independent variable (variable X):

- a. The teacher asks students to write on exit slip one or two pieces of information that they have learned during the class at the end of the class period (5-10 minutes before class ending).
- b. The teacher gives questions to the students about topic what they have learned during class period.
- c. The teacher asks students to write what materials they were not understand that they have learned during their class period on exit slip.
- d. The teacher asks students to collect their exit slip before the students are out of the class.

2. Indicators of writing ability and reading comprehension as the dependent variable (variable Y)

- a. Students' writing ability



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The indicators of students' writing ability (writing descriptive texts) are as follow:

- 1) Students are able to use correct grammar (use imperative word, connective, simple present, action verbs and adverbial phrases).
- 2) Students are able to use appropriate vocabularies.
- 3) Students are able to use correct mechanic (spelling, punctuation, and capitalization).
- 4) Students are able to arrangement fluency or correct structure in order to make composition easy to understand and communication.
- 5) Students are able to use form organization of the texts.

b. Indicators of reading comprehension

The indicators of students' reading comprehension (reading procedure texts) are as follow:

- 1) Students are able to find main ideas.
- 2) Students are able to find supporting detail.
- 3) Students are able to identify reference.
- 4) Students are able to identify inference.
- 5) Students are able to find vocabulary in context.



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2.8 ASSUMPTION AND HYPOTHESIS

1. Assumption

Before formulating the hypothesis as temporary answer of problems, the researcher would like to present the researcher’s assumption as follows:

- a. The better exit slip strategy was applied, it is assumed that the students easier to write and read descriptive text.
- b. Descriptive text has been learned by the second level students. It is assumed that second level students at Language development Center UIN SUSKA RIAU Pekanbaru are able to write and read the descriptive text well.

2. Hypotheses

“Hypothesis is researcher’s tentative prediction of the results of the research findings” (Gay, 2009: 71). It means hypothesis states researchers’ anticipation which concerns on the relationship between two variables in the research problem. Therefore, the hypotheses are formulated as below:

- H₀1= There is no significant difference on students’ writing ability pre-test mean score between an experimental group and a control group at Language Development Center of UIN SUSKA RIAU Pekanbaru.
- H₂= There is a significant difference on students’ writing ability post-test mean score between an experimental group and a control group at Language



Development Center of UIN SUSKA RIAU Pekanbaru.

H₃= There is a significant difference between pre-test and post-test writing ability in an experimental group at Language Development Center of UIN SUSKA RIAU Pekanbaru.

H₃= There is no significant difference between pre-test and post-test writing ability in a control group at Language Development Center of UIN SUSKA RIAU Pekanbaru.

H₄= There is no significant 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.

H₄= There is a significant 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.

H₅= There is no significant difference on students' reading comprehension pre-test mean score between an experimental group and a control group at Language Development Center of UIN SUSKA RIAU Pekanbaru.

H₆= There is a significant difference between pre-test and post-test reading comprehension mean score of an experimental group at Language Development Center of UIN SUSKA RIAU Pekanbaru.

H₇= There is no significant difference between pre-test and post-test reading comprehension mean score in an control group at Language Development

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Center of UIN SUSKA RIAU Pekanbaru.

H₇= There is a significant difference between pre-test and post-test reading comprehension mean score of the control group at Language Development Center of UIN SUSKA RIAU Pekanbaru.

H₈= There is no significant difference on students' writing ability post-test mean score between in an experimental group and a control group at Language Development Centre of UIN SUSKA RIAU Pekanbaru.

H₈= There is a significant 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.