

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the ideas of the researcher in interpreting the research findings. It discusses the findings from observation and interview that has been described in previous chapters concerning the implementation of Exit Slip Strategy (ESS) in students' reading comprehension among seventh graders at MTs Al Ma'arif Tulungagung. Here, the researcher will discuss three matters; firstly about the implementation of ESS in reading comprehension, secondly about the evaluation of ESS and the last about previous studies. The three matters are discussed as follows:

#### **A. The Implementation of ESS**

In teaching learning process at MTs Al Ma'arif Tulungagung, the teacher uses curriculum 2013 in which the students have to be active in the classroom. The teacher has to use an appropriate strategy to make students be active in learning process, especially in teaching reading. One of any strategies that conducted by the teacher in VII A class at MTs Al Ma'arif Tulungagung was Exit Slip Strategy (ESS).

Based on the observation in VII A class, the teacher did some teaching procedures. The teacher prepared the material first before teaching English by using ESS in the reading class. The teacher had to choose the text and adjust it to their students so they can understand the text easily. After that the teacher introduced a strategy that would be conducted in the class. And then the

students had to follow on teacher's explanation and focused on translating the text so they could make a summary at the end of the class. The steps of teaching procedures are as follow:

1. Translating Words

In this part the researcher will describe how the teacher discusses the text with the students by learning the vocabularies first. By translating the words or vocabularies first it makes the students easily to understand the meaning of each sentence. According to Shea and Roberts (2016: 74) authors use precise words to make their message clear. Some words may be new or unfamiliar to readers as found in a new context. However, readers need to understand the words, terminology, and expressions used by authors for full comprehension. Students who have limited vocabularies struggle to understand text if they don't know the meaning of each words in a sentence.

Learning vocabulary is one of any important part for the students in learning a language. If the students know more of words they will be able to understand what they hear or read and the better they will be able to say what they want in speaking and writing. Reading is a good way for students in increasing their vocabularies. Meeting the words again and again in reading will help them in gaining some new vocabularies.

Based on the observation in the class of VII A in the first and second meeting, the students learned some vocabularies first before

translated the text. In here, the teacher asked their students to write down some new vocabularies from the text into their own book. And then, they had to translate the words and understand the meaning before they translated in a full sentence. By doing this, the teacher made their students more easily to translate the text. It was also increased the students' focusing when they look for the meaning in study the descriptive text. In addition, the students would know and remember the new vocabularies that they found by themselves.

## 2. Translating Texts

This is the part that will describe about translating the text by the students in the first and second meeting. Generally, translation is a process of rendering meaning, ideas, or messages of a text from one language to other language. In this case, translators are faced with text as unit of meaning in the form of sets of words or sentences (Nugroho, 2010). After the students finished to translate the words at given time and then they were translated and understood the text with the teacher. As students progress through school, they are asked to read increasingly complex informational and graphical texts in their course. The ability to understand and use the information in the texts that they learnt is a key to a students' success in learning.

In here, the teacher discussed the text with the students. Based on the observation, the teacher translated sentence by sentence directly after discussed the vocabularies with the students in the first meeting.

But in the second meeting, the teacher asked the students to translate the text together. The different ways when translating the text was to make the students more enthusiastic in learning process. Also, the teacher wanted their students more participate in learning process in the second meeting. Translate every sentence in a text is very useful for the students to understand the overall meaning of the text itself. If they understand every sentence in a text it will make them more easily to make a summary of it.

### 3. Doing the Exercises

This is the part that will discuss about how the students doing the tasks that related to the text. After the students translated words, translated every sentence and also understand the meaning and then they did the following exercises. Based on the observation in the class, the students did the following exercise by the teacher's guidance. In the first meeting there were five essay questions and in the second meeting there were five multiple choice questions. The teacher asked every student to answer the questions. The teacher also gave the appreciation to the students that can answer the questions well.

By doing the following exercise it can make the students more understand about the content of the text. Based on the observation, most of the students could answer the questions well. It means that they could understand the content of the text well. And then, they could make a good summary by themselves.

#### 4. Making Summary of the Learnt Text

This is the last part of implementing the ESS in teaching reading. After did the exercise, the teacher asked the students to make a summary about the text that they have been learnt. According to Shea and Roberts (2016: 117) summaries reflect the accuracy, extent, and depth of readers' comprehension, their ability to identify main ideas and significant details, and the clarity with which they express ideas.

Summarizing is a significant strategy that allows readers to remember text rapidly. In here, readers can be aware of a text structure, of what is significant in a text, and of how opinions are related to each other. The students had to combine information in a text to elaborate in their own words what the text is about (P. Abbas, 2016).

In here, the teacher wanted to know their students' understanding about the text that they have been learnt. The teacher used ESS in teaching reading to check their understanding by making a summary about a descriptive text at the end of the class. The students can easily produce a summary if the teacher uses good teaching procedures and suitable strategy when teaching. By using ESS in teaching reading, the teacher conducted some teaching procedures. First, the students translated the words. By translated the words first the students would easily in understanding the meaning of every sentence. Second, the students read and translated the text. Third, did the exercises that

related to the text. Lastly, write down the summary of the text at the end of the class.

Graham and Harris (Hawn, 2009) highlight the benefits of using summary techniques. Learning to write good summaries enables students to write more precisely; they learn how to eliminate extraneous details that may clutter their writing. Having relevant points condensed into small, manageable pieces also makes summarizing a useful study strategy.

## **B. The Evaluation of ESS**

The evaluation that conducted by the teacher was to know if the students can understand or not about the material that they have been learnt and to scoring the students' summary. There are two steps to evaluate the students' understanding:

### **1. Making Summary**

In this part will describe about how the teacher evaluate the students' understanding of the text that they have been learnt. Based on the interview in VII A class at MTs Al Ma'arif Tulungagung, the evaluation of ESS that conducted by the teacher was made a summary from the learnt text.

Summary reflect the accuracy, extent, and depth of readers' comprehension, their ability to identify main ideas and significant details, and the clarity with which they express ideas. Effective summaries include important idea, set aside unimportant and

redundant details, rephrase information, report information in an appropriate sequence, and construct a topic sentence when the author does not provide or explicitly state one (Shea & Roberts, 2016).

After the teacher asked the students to discuss the text together and then the teacher asked them to make a summary of the text at the end of the class. It was same in the first and second meeting. The teacher would give ten until fifteen minutes to make the summary. By making the summary the students will get the important information from the text and will more easily if they reread a shorter text from their summary's result.

According to Kane (Hawn, 2009) summarizing is an excellent way for students to separate main ideas and important details from less crucial information and to show that they understand a text. The act of condensing a longer piece of text into a shorter one gets students to think actively and synthesize main ideas.

Based on the interviewed with the teacher, ESS is very effective strategy for the students. They were more focused in learning process, more attention on teacher's explanation, and also more enthusiastic when study the text. This strategy also teaches the students to produce something in the form of summary's lesson. After the students read the text and got the information and then they write down the important knowledge that they got from the text. They will more understand and

remember the lesson that they have been learnt by making a summary of it.

The point of difference between making summary in implementation and evaluation lies in the goal. In implementation, the step of making a summary was to describe about how the teacher asked the students to make a summary or the processed when the teacher conducted the strategy in the class. In evaluation, the step of making a summary was to describe about how the teacher evaluate the students when they made a summary at the end of the class.

## 2. Scoring the Students' Summary

This part will describe about how the teacher scoring the students' summary. After the students made a summary and submitted to the teacher then the teacher would check the result. By checking the students' summary the teacher will know the students' ability in understanding the material. Based on the interviewed with English teacher, every student could make a summary very well. There were some students used English in making a summary. Even though there were some mistakes in writing process but it was very good for seven graders students. Some of them also mix in English and Indonesian language.

Based on checking the students' summary, the teacher knew that every student had celerity in catching the material. By ask them to make a summary it can help the teacher know their students' ability.



The other advantages for the teacher from the summary was to make reference how to teach their students in next meeting or in another schedule in teaching reading.

### **C. Previous Studies**

In this part the researcher will discuss about the finding by comparing with the previous studies. There are two previous studies that have found by the researcher.

First, the research about ESS was conducted by Andrea M. Hawn from Rowan University on title “*The Implementation of the Exit Slip Strategy to Examine the Advancement of Paraphrasing and Summarizing of Shakespearian Text*”. The participants are from freshman Honors’ English 1 at Prosperous Point Regional High School. The researcher used action research to conduct the research. In this research the researcher focused on the integration of a specific technique, exit slip, to help students focus on the development of paraphrasing and summarizations skill of freshman Honors’ students. The results of this research suggest that the exit slip strategy was an effective method to help students rehearse their skills during controlled amounts of class time. When the students were able to make their own meaning from the text, draw their own summary, and then articulate those understandings into their own words, their level of involvement increased on tasks and assessments that were concerned with text being studied.

Second, a research conducted by Suci Nadia Putri from STKIP PGRI Sumatera Barat on title *“Teaching Reading by Combining IEPC (Imagine, Elaborate, Predict and Confirmation) Strategy and Exit Slip Strategy at X<sup>th</sup> Grade Senior High School”*. The researcher conducted the research at tenth grade senior high school PGRI 2 Padang. The result of this research is these strategies are efficient and effective to be conducted in the class. The students’ reading comprehension can be increased, they can read well and more motivated and also the students can answer the question in examination.

The researcher also found two previous studies that similar with ESS, it is GRASP (Guided Reading and Summarizing Procedure) strategy.

First, a research conducted by Labib Syauqi from UIN Sultan Syarif Kasim (SUSKA) Riau on title *“The Effect of Using GRASP (Guided Reading And Summarizing Procedure) Toward Reading Comprehension of Second Year Students at SMAN 2 Singingi Kuantan Singingi”*. The researcher used quasi-experimental research design with non equivalent control group design. The result of this research is the researcher found the significance effect of using GRASP toward reading comprehension on analytical exposition text of the second year students of SMAN 2 Singingi Kuantan Singingi in which it is better that without implementing GRASP.

Second, a research conducted by Eni Susilowati from Sebelas Maret University on title *“The Effectiveness of Guided Reading and Summarizing Procedure (GRASP) Method to Teach Reading Viewed from The Students’ Self-esteem: An Experimental Study at the First Grade Students of SMK Negeri 1 Mlarak,*

*Ponorogo in the Academic Year of 2011/2012* ". There are some results in this research; (1) there's a significance different on the students' reading comprehension between who are taught using GRASP method is more effective than using Direct Instruction method to teach reading comprehension, (2) there's a significance different on the students' reading comprehension between those who have high and low self-esteem, and the students who have high self-esteem have better reading comprehension than who have low self-esteem, and (3) there's an interaction between the teaching methods and the students' self-esteem in teaching reading, in which GRASP method is more effective for the students who have high self-esteem and Direct Instruction method is more effective for the students who have low self-esteem. In conclusion, using GRASP method is effective for teaching reading comprehension and the level of the students' self-esteem also influences it.