

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some aspects that are important to the topic of the research. They are background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definitions of key terms.

A. Background of the Research

English as a foreign language in Indonesia, it will more difficult to teach English rather than teach Indonesian language as mother tongue. There is four certain major language skills should be mastered by a language learner (*Speaking, Listening, Reading and Writing*). In Indonesia, the use of English has unquestionably become progressively dominant. When coming to public places such as restaurants, airports or tourist resorts, people can easily notice signs containing pieces of information written in English.

As one of the language skills, reading plays an important role because it helps students to be able to read English articles, magazines, newspapers, and nonfiction books, it also could be the only way to use and to practice English in non-English speaking countries. In addition, English is needed as an international language, so it can also be argued that English is a minimum requirement in facing the global era. Therefore, the ability to read the text in any form will contribute a great advantage for English learners, for instance gaining success at school.

In relation to English teaching learning processes at schools, reading is one of the essential skills for students. Reading is also one of the important ways, which can improve the students' general language skills in English, those are, reading can enlarge the students' vocabulary mastery, improve writing skill, improve speaking skill and find out new ideas, facts and experiences. Nowadays, there are many course books for students, which are written in English. That is why students are to have a good reading skill. Additionally, reading skill is also used in the national examination, so that students must have a good reading comprehension if they want to pass the exam successfully.

According to Padma (2008) reading is more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing the meaning of individual words. Reading requires one to think, feel, and use one's imagination. The objectives of reading are to increase vocabulary and word perception skills, to improve word study skills, to evaluate what is read, to improve basic comprehension skills, and to develop more natural reading interests (Susilowati: 2011).

According to Nunan (2003), reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that by reading students can increase their background knowledge and get a comprehension about what they read. The students can explore what they have known about world and get information that will be useful for them (Putri: 2014).

Based on the definitions above reading is not just seeing the words clearly but understand the whole meaning of the text. Reading is the important skill to improve students' ability in gaining some information to add their knowledge. It is the ability to draw and interpret the meaning in written text to get the messages. The readers have to combine their background knowledge to build the meaning. They will get the purpose of reading and get new information if they understand and comprehend the text that they read.

Defrioka (2013:74) stated that reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. To teach comprehension effectively, we need to understand what the process involves. Based on the ideas above, it is clear that reading involves comprehension, and successful comprehension depends on the reader, the text and the reading context.

According to Van Dijk and Kintsch (1983) reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developing mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be (Woolley: 2011, 15-16).

Based on explanations above reading comprehension usually refers to the amount of understanding reader have when they read the text. The readers have to combine the information of the text and the reader's mind to get the meaning. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text that they have been read. The readers have to read many kinds of text, it can easily train them to understand the meaning and get the information of the text.

There are many strategies in reading comprehension the one of them is using Exit Slips strategy. According to Moreillon & Fontichiaro (2008), exit slips is an index card or slip of paper that is used to have the students record their thoughts on a particular subject or to gauge their understanding of a 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 (Hawn: 2009).

Kruse (2012) stated that exit slips is strategy called "ticket out the door", exit slips are short written or diagrammatic responses to questions posed at the end of a lesson. The Exit-Slip strategy requires students to write responses to questions from the teacher 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. It means that students can summarize the material with answer the question that teacher gives in teaching reading. In addition Elabsy (2013:112) states exit slip is a strategy which the students write their responses to teachers' questions. It means that exit slips also teachers the opportunity to keep in touch

with their students and check their understanding. It helps students to conclude their material based on the teacher taught (Susanti: 2014).

The Exit/Entry Slip strategy (Fisher & Frey 2004) helps students summarize and reflect on information learned. Exit slips give students an opportunity to review key ideas, consider essential details and summarize their thinking. Students respond to a teacher question that focuses on the learning target of the lesson. Exit slip questions can also focus on the process of learning or on the effectiveness of a teaching methodology. Student response to these questions also allows the teacher to plan for the next lesson as the responses give an informal measure of each student understanding of the lesson or concept (<https://www.nbss.ie/>).

In conclusion, exit slip strategy is a card (paper) that given by the teacher at the end of the class to help students summarize and reflect on information learned. This strategy can be used in the reading and writing class. In the reading class, the teacher use the strategy after reading section, it can be used individually, with small group, or whole class setting.

There are two previous studies about Exit Slip strategy that found by the researcher. First, Andrea M. Hawn was conducted a study on title “*The implementation of the exit slip strategy to examine the advancement of paraphrasing and summarizing of Shakespearian text*”. The result from research was found that using this strategy is useful for the students, they can practice summarizing and paraphrasing through the use of the exit slip strategy, the more comfortable they became with the skills and the more familiar they became with

the text. They were then able to transfer these skills and understandings into their written work that called for the use of paraphrasing and summarization skills.

Second, Suci nadia Putri was conducted a study on title “*Teaching reading by combining IEPC (imagine, elaborate, predict, and confirmation) strategy and Exit Slips strategy at Xth grade senior high school*”. The result of this study is these strategies can be applied in classroom in order to make learning process efficient and effective. By using these strategies the students reading comprehension can be increased. Furthermore, students can read well and they will be feeling more interested and more motivated, and also students can answer the question in examination.

There is the other strategy that similar with Exit Slips strategy, it is GRASP (Guided Reading and Summarizing Procedure) strategy. Lenski et.al stated that GRASP is enable students to summarize independently when they try to understand what they are reading. This strategy can improve students’ reading comprehension, it helped to increase students’ abilities to recall information, self-correct, and organize materials. It means that GRASP is a good model of summary that appropriate to applied by the students in comprehending reading material (Labib: 2014).

There are two previous studies about GRASP strategy that found by the researcher. First, Labib Syauqi was conducted a study 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 result of this study is there is significant 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 than without implementing GRASP.

Second, Eni Susilowati was conducted a study too about using GRASP in teaching reading. The title of this research is *“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.* The result of this study said that GRASP method is proved as a method which is effective to teach reading and the level of the students’ self-esteem that also influences the effectiveness of GRASP method in teaching reading of the first grade students at SMK Negeri 1 Mlarak, Ponorogo in the academic year of 2011/2012 (Susilowati: 2012).

Based on the study of Exit Slip and GRASP strategy above, the researcher can conclude that the two strategies have similar method to teach reading. These strategies explain about make summarize of the reading material in the end of the class. The different of these strategies is, in exit slip strategy after the teacher explains the material to the students and then they make a summary at the end of the class directly. In GRASP strategy before the students make summarize about the material, they have to mention all of the information that they got and the teacher write down the information on the whiteboard. After that they discuss the information and then the students make summarize about the material.

All those several studies show positive impact of using exit slip and GRASP in teaching reading. Based on the previous studies of exit slip strategy, it is an effective strategy to teach English, especially in reading. The researcher is interested in conducting a research the use of ESS in students' reading comprehension among seventh graders at MTs Al Ma'arif Tulungagung. MTs Al Ma'arif Tulungagung is one of any junior Muslim high school in Tulungagung who has an English teacher who uses ESS in teaching English, especially in reading class. Considering of previous studies above that concerned superiority of ESS and the gap, the researcher is very motivated and interested to conduct a research on title *"The Use of Exit Slip Strategy (ESS) in Students' Reading Comprehension Among Seventh Graders at MTs Al Ma'arif Tulungagung"*

B. Statement of Research Problems

Based on the background of the research, problems of the research are:

1. How does the English teacher implement the Exit Slip strategy at MTs Al Ma'arif Tulungagung?
2. How does the English teacher evaluate students by using Exit Slip strategy at MTs Al Ma'arif Tulungagung?

C. Objectives of the Research

Based on the problems of research, the objectives of research are:

1. To investigate how the English teacher implement the Exit Slip strategy at MTs Al Ma'arif Tulungagung

2. To investigate how the English teacher evaluate students by using Exit Slip strategy at MTs Al Ma'arif Tulungagung

D. Significance of the Research

The significance of this research is addressed for:

1. Teacher

The result of this research can be used by teacher in conducting reading class to know the implementation of Exit Slips strategy in students reading comprehension. The teacher can use this strategy because this strategy is suitable for any age and level.

2. Students

The result of this research can help students' reading comprehension in learning process. The students can try to use this strategy if they feel that this strategy is useful and have some benefits for them.

3. Future researcher

The finding result of this research may help them to study related with this topic by more interesting strategy and result. The researchers can also apply this strategy in any age and level of the students.

E. Scope and limitation of the Research

To simplify the research, the resercher focused on the implementation of Exit Slips strategy in reading comprehension to the students. This research

conducted on seventh graders year 2017/2018 at MTs Al Ma'arif Tulungagung.

F. Definition of Key Terms

1. Exit Slips strategy

A strategy which the students write their responses to teachers' questions of their understanding in learning by using index cards or slips of paper at the end of the class.

2. Implementation of Exit Slip strategy

Implementation means the act of putting a plan into action or of starting to use something. Implementation of Exit Slip strategy is the process used by the teacher in conducting Exit Slip strategy in teaching reading class.

3. Evaluation using Exit Slip strategy

Evaluation is making of a judgment about the amount, number, or value of something. Evaluation using Exit Slip strategy is the process used by the teacher to assess the students after conducting Exit Slip strategy in teaching reading class.

4. Reading Comprehension

Reading Comprehension is the ability to read text, proces it, and understand its meaning. It represents how well the readers understand the meaning of the text.