

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents about literature review. It discusses Exit Slip Strategy, Reading Comprehension, and Previous Studies.

#### **A. Reading Comprehension**

Reading is communication process in which the writer transfer a message in written text then the reader should construct the meaning while reading. Therefore reading comprehension requires the use of strategy before, during, and after reading. The teacher should help the students to be good readers by providing systematical instruction including strategies for understand, remember and communicate what has been read.

There are three stages of reading activities which should be consider by the teacher when teaching reading, namely pre-reading, whilst reading, and post-reading activities (Alyousef: 2006):

- a. Zhang (1993) states “Comprehension is facilitated by explicitly introducing schemata through pre-reading activities”. Pre-reading activities is to activate students’ background knowledge and to motivate students before the actual reading takes place.
- b. Whilst-reading activity refers to activity which intended to help students to understand the specific content and to perceive the rhetorical structure of the text. The aim is to develop students’ ability in tackling texts by developing their linguistics and schematic knowledge.

- c. Post-reading activity traditionally refers to activities consist of questions which follow a text which offer the chance to evaluate students' understanding of text. Haller (2000) modeled a number of school-based post-reading activities which enhance learning comprehension through the use of matching exercises, cloze exercises, cut-up sentences, and comprehension questions. For the cloze activity, the teacher puts blank in the story in place of some the words in the middle of a sentence. A cut-up sentence activity uses sentences from the given text and help learners to gain confidence by manipulating the text in various ways. The use of lines in matching asked the students to match the concerned words or sentences in line. Later students can work in pairs as they understand the concept of matching and, finally, the teacher can introduce matching through lines.

Comprehension is one of the characteristics of reading, According to Mikulecky and Jeffries (2007) comprehension is the understanding of the text by connecting the reader's background knowledge. According to Smith (2008) states as follows (Ningtyas: 2015):

Comprehension may be regarded as relating aspects of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.

There are six types of comprehension can be used to help students become more interactive readers (Day R.: 2005):

- a. Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.
- b. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.
- c. Inference involves students combining their literal understanding of the text with their own knowledge and intuitions.
- d. Prediction involves students using both their understanding the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.
- e. Evaluation requires the learners to give a global or comprehensive judgment about some aspect of the text.
- f. Personal reponse requires readers to respond with their feelings for the text and subject.

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained. Suggestions for teachers include: explaining fully what it is they are teaching; what to do, why, how, and when; modeling their own thinking

process; encouraging students to ask questions and discuss possible answers among themselves; and keeping students engaged in their reading via providing tasks that demand active involvement. Explicit, normal instruction in comprehension strategies is believed to improve text understanding and use (Healy: 2002). According to Grellet (1981: 3) reading comprehension is understand a written text means extracting the required information from it as possible. The readers expected to be able extract information by using comprehension skills.

Based on the definition above, reading comprehension is the process of reading a written word, understand and construct the content to know the overall meaning of the text. Sometimes to understand the meaning, the readers have to repeat read the text more than twice when they got the difficult one. It will happen on the student in reading class. The students have difficult to understand the English written text. One of any ways to solve this problem is the teacher can use a suitable teaching strategy to make the students more easy to understand the text.

## **B. Exit Slip Strategy**

### **1. Definition Of Exit Slip Strategy**

According to Daniel (2013) “Admit and Exit Slip is a written response to questions the teacher poses at the end of a lesson or a class to assess student understanding of key concepts”. The teacher can quickly determine which students have it, which ones need a little help, and which ones are going to require much more instruction on the concept. By assessing the responses on the Exit

Slips the teacher can better differentiate the instruction in order to accommodate students' needs for the next class (Asmaneli: 2015).

According to Moreillon and Fontichiaro (2008) exit slip strategy is using index cards or slips of paper to make a summary 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. Exit slips can be used for various purposes. It is 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" (Hawn: 2009).

The Exit-Slip strategy requires students to write responses to teacher's question pose at the end of the 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 teacher's content area classroom and require students to think critically. Exit Slips are great because they take just a few minutes and provide teacher with an informal measure of how well the students have understood a topic or lesson (<http://www.adlit.org/strategies/19805/>).

The Exit Slip strategy is used to help student 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 Slip strategy is an informal assessment that will allow educators to adapt and differentiate their planning and instruction (<http://www.readwritethink.org/>).

In conclusion, exit slips strategy is making summary of the day's lesson in a paper. The teacher gives at least five minutes to the student in making their summary at the end of class. The students can make new concepts and express their new information to make them easily to understand the lesson. By doing this strategy, the teacher will know how far their student understand the material and by assessing the responses on the exit slips the teacher will know the different better instruction in order to accommodate students' needs for the next class.

## **2. Types Of Prompt In Exit Slips Strategy**

There are at least four types of prompts that teachers can use with exit slips, each of them having a different intended outcome (Marzano: 2012).

### **a. Prompts That Provide Formative Assessment Data**

Exit slips are one of the easiest ways to obtain information about students' current levels of understanding. When used this way, exit slips are a type of formative feedback. For example, a teacher might give students the following prompt: How would you rate your current level of understanding of what we did today? Score yourself a 3 if you understand everything we did and can even think of ways to use this learning. Score yourself a 2 if you understand everything we did but can't think of how you would use this information right now. Score yourself a 1 if you understand some of what we did today but are confused about some important parts. Put a 0 if you understand very little of what we did today or are completely lost.

Although the prompt itself is long, student responses are short and easy to read. The teacher can obtain a quick perspective on how well students understood the content of the lesson.

More specifically, the teacher might ask, "What are you most confused about regarding what we did in class today?" Answers can provide the teacher with clear guidance for future instruction. If the majority of the class identified a specific topic as an area of confusion, the teacher might re-teach that content the following day. For example, a mathematics teacher might find it necessary to re-teach the general concept of transformations so that students better understand the various types. If different students identified different topics, the teacher might offer small-group instruction that targets specific concepts and provide activities for each group to help clear up students' confusions. Students who understood the content of the lesson well might be assigned to each group as topic-specific experts.

b. Prompts That Stimulate Student Self-Analysis

Teachers might also give prompts that ask students to think about their effort or their use of learning strategies. For example, the following prompt asks students to examine their level of effort: "How hard did you work today? Explain why you think you worked at the level you did."

On the basis of the responses the teacher receives, he or she might decide to devote one or more classes to the importance of effort and students' responsibilities in monitoring their effort. The teacher might also devise

ways to routinely monitor the class's level of energy and effort in view of adjusting instruction.

Another self-analytic prompt might be, "What could you have done today to help yourself learn better?" One student might determine that she should have taken notes, whereas another student might realize that he shouldn't have been reading e-mails on his cell phone. An analysis of student responses might cue the teacher to present students with specific learning strategies or remind them of behaviors that can impede their learning.

c. Prompts That Focus on Instructional Strategies

These types of prompts require students to reflect on the effectiveness of various instructional strategies as well as on their own behavior during the execution of the strategy. For example, a teacher might ask, "How did the group work today help you understand the content? What are some things you'd like to see during group work in the future?"

A teacher might select one instructional strategy each week on which to receive student feedback. If a majority of students say that a given strategy didn't enhance their learning, the teacher might try out alternate ways to execute the strategy.

d. Prompts That Are Open Communications to the Teacher

This is the least common type of prompt. For example, a teacher might ask students, "What is something I should be doing to improve your understanding of the content?" Of course, such prompts invite criticism



and therefore require a fair amount of courage to employ. However, the risk might be worth the potential rewards.

Teachers have told me that this kind of prompt sends a powerful message to students—that everyone is a learner, even the teacher—and that there's no shame in admitting you're not doing well at something and seeking help.

### **3. Procedures In Conducting Exit Slips Strategy**

There are also some procedures in conducting Exit Slips strategy (Susanti: 2014).

According to Brunner (2012) stated that the steps are:

- a. Direct students to write definition in the own words using individual index cards for each word.
- b. Ask students to draw a non-linguistic representation for all terms and words on the backside of the note card.
- c. Repeat this activity daily during the instructional unit until all words are included.
- d. Instruct students to turn in words at end of designated class (exit slips at the conclusion of class)
- e. Encourage students to use cards as a study guide.

Furthermore, Marzano (2009) stated that the other steps are:

- a. Teacher asks the students to respond a specific reflective question that the teacher feels is particularly relevant to that lesson.
- b. Teacher give exit slips cards before students to leave the class.

- c. Students respond variety of question in exit slips cards such as “What do you consider the main ideas of today’s lesson? Do you have a specific question about our lesson today?”

According to Antonacci (2012) the other steps are (Putri: 2014):

- a. Bring the lesson and reading to a close with a discussion. Engage students in a brief discussion that summarizes the readings and related topics. The teacher may decide to have a large- group discussion.
- b. Distribute the exit slips. The teacher distributes the exit slips which were prepared in advance with appropriate prompts that require students to write about the content they learned, areas for further learning and how the instructional activities have facilitated their learning.
- c. Provide a brief explanation of the task. The teacher may decide to demonstrate how to use the exit slips. Students should understand that the purpose of “writing to learn” is to help them recall and clarify the information they have learned.
- d. Allow approximately 5 to 7 for writing. Tell the students to complete the prompts within the give time. When students have finished writing, collect the exit slips.

### **C. Previous Studies**

Previous study is the result of research from the researcher before. The writer found two previous study of Exit Slip Strategy in Reading Comprehension.

1. “The implementation of the exit slip strategy to examine the advancement of paraphrasing and summarizing of Shakespearian text” by Andrea M. Hawn from Rowan University.

In this study the researcher focused on the integration of a specific technique, exit slips, to help students focus on the development of paraphrasing and summarization skills of freshman Honors' students. The findings in this action research study highlighted the importance of implementing and equipping students with specific writing strategies to interpret and make meaning from new and unfamiliar texts. The findings supported that when students are taught a specific strategy to interpret new text through the use of paraphrasing and summarization, the students' skill levels are increased, as well as their level of understanding of the text. The results of the study suggest that the exit slip strategy was an effective method to help students rehearse their skills during controlled amounts of class time. The findings of this study also indicated that when the students were able to make their own meaning from the text, draw their own relevant conclusions, and then articulate those understandings into their own words, their level of engagement increased on tasks and assessments that were associated with text being studied.

2. “Teaching reading by combining IEPC (imagine, elaborate, predict, and confirmation) strategy and Exit Slips strategy at X<sup>th</sup> grade senior high school” by Suci Nadia Putri from STKIP PGRI Sumatera Barat.

In this study the researcher focused on the strategy that can be choose by teacher in teaching reading. The researcher discussed about teaching reading by combining IEPC (imagine, elaborate, predict, and confirmation) strategy and Exit Slips strategy at tenth grade senior high school PGRI 2 Padang. 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.

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

1. “The Effect Of Using Grasp (Guided Reading And Summarizing Procedure) Toward Reading Comprehension Of Second Year Students At SMAN 2 Singingi Kuantan Singingi” by Labib Syauqi from UIN Sultan Syarif Kasim (SUSKA) Riau.

Based on preliminary study at SMAN 2 Singingi, the writer found some difficulties faced by the students in comprehending reading text. Some of them could not comprehend the reading materials well. Therefore, they got difficulty to answer reading exercise given by their teacher. In addition, their reading comprehension was still far from the expectation of curriculum. This research focused on the effect of using GRASP toward reading comprehension of second year students at SMAN 2 Singingi. The

writer used quasi-experimental research with non equivalent control group design. In conclusion, the writer found the 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.

2. “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” by Eni Susilowati from Sebelas Maret University.

This study is aimed at finding out whether: (1) GRASP method is more effective than Direct Instruction method to teach reading, (2) the students who have high self-esteem have better reading comprehension than who have low self-esteem, and (3) there is an interaction between teaching methods and student self-esteem in teaching reading. The writer using experimental study, in taking the samples, a cluster random sampling was used. Based on the results, there are some research findings; (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.