

CHAPTER IV

RESEARCH FINDING

This chapter discusses the result of the research include all the findings data to answer the questions. In this case, it discusses the way to investigate the implementation of Exit Slip Strategy (ESS) in students' reading comprehension among seventh graders at MTs Al Ma'arif Tulungagung academic year 2017/2018.

A. Profile of MTs Al Ma'arif Tulungagung

Before presenting the data, the researcher would like to present the background of Madrasah Tsanawiyah Al Ma'arif Tulungagung as a research place.

1. History of MTs Al Ma'arif Tulungagung

MTs Al Ma'arif Tulungagung is under the care of Panggung Muslim Boarding School. Panggung Muslim Boarding School itself began from a little prayer house which was established by H. Ali located in Karangwaru, Tulungagung. Although it was just a little prayer house, everyday it was always crowded by the Muslim who want to prayer and did some religious activity. So some years later around 1955, it was became Panggung prayer house which was established by Kyai Ibrahim when his son came back from Mojosari Muslim Boarding School. Around 1958, Panggung prayer house became Panggung

Muslim Boarding School, Kyai Ibrahim with his son and helped by some Kyai from Magelang teach in this Muslim boarding school.

Some years later, there are so many students who studied in this Muslim boarding school. So in 1964, it was established a Diniyah Islam School start from Ibtida'iyah until Aliyah. Panggung Muslim Boarding School always gets good development in everyday. Because of the important of education, KH Syafi'I Abdurrahman established formal education. He established MTs Al Ma'arif Tulungagung on 1 July 1996 located in P. Diponegoro street No. 28, Tamanan village, Tulungagung and two years later this Muslim school was valid by the Decree of The Minister of Religious Affairs, dated July 1, 1998 with number Wm.06.03/PP.03.2/1992/SKP/1998.

MTs Al Ma'arif Tulungagung uses curriculum 2013 in teaching learning process and developing innovative learning patterns and scientific thinking tradition like Aswaja (Ahlu Sunnah Wal Jama'ah). This Muslim school has a headmaster, 39 teachers and employees, and 491 students. It has 3 English teachers, each of them teaches seventh until ninth graders. It has 110 students in seventh graders, 210 students in eighth graders and 171 students in ninth graders.

2. Geographic Condition of MTs Al Ma'arif Tulungagung

MTs Al Ma'arif Tulungagung is adjacent of Tulungagung's Apollo store in east side, Alon-alon Tulungagung in north side and BRI bank in south side.

3. Vision, Missions, and Purposes of MTs Al Ma'arif Tulungagung

a. Vision

Creative, Achieving and Berakhlakul Karimah

b. Missions

- 1) Establish behavior of achievement, have critical and creative mindset in students, 2) Developing innovative learning patterns and scientific thinking tradition like Aswaja, 3) Growing a disciplined and responsible attitude with appreciation and experience the values of Islamic religion to form students Berakhlakul Karimah, 4) Improve professional teachers

c. Purposes

- 1) At the end of religious studies all of students have a base belief and strong of faith, 2) At the end of the study all of students are fluent and skilled at reading the Qur'an, 3) At the end of the study all of students have been aware and willing to carry out their duties and obligations in worshiping because of Allah SWT, 4) 85% of graduates of MTs Al Ma'arif Tulungagung can be admitted to a public high school/vocational favorite school, 5) Achievement in all fields

B. Finding of Research

The researcher conduct two days to observe the class, it was on 5 and 12 March 2018. Basically on that two days the result of observe the class was same the different just in the text that be learnt by the students. The preparation before

teaching English using ESS the teacher has to prepare the material itself. The teacher had to consider the text before teaching using ESS so the students can make the summary of the text easily. This information is obtained by interview with English teacher (23rd March 2018),

“Menentukan dulu bacaan yang mereka bisa, memahami dulu maksud dari bacaan tersebut lalu saya jadi bisa menentukan apa saja informasi yang murid harus tahu dari bacaan tersebut”.

“Determine the text that easy to them, understand the meaning of the text first and then I can determine all of the information that they have to know from the text”.

After doing the observation in the VII A class and interviewed with English teacher of MTs Al Ma’arif Tulungagung, the researcher would answer the research questions below:

1. The Implementation of ESS in Reading Comprehension at Mts Al Ma’arif Tulungagung

MTs Al Ma’arif Tulungagung uses curriculum 2013 in teaching learning process so every students have to be active in the class. The teacher has an important role to make their students active in learning process. The teacher has to use an appropriate strategy in teaching process to make their students can understand the material easily and to be active in the class. One of any strategy that use by the teacher is ESS. The steps of implementing the strategy are as follows:

a. Teaching Procedures

In this part the researcher will describe how the teacher conducts this strategy in the class. Before the teacher started the lesson, in the first ten minutes

the students prayed and read the Qur'an together. And then the students studied about descriptive text, in the first meeting the students studied a text about "Food and Drink" and in the second meeting they studied "Ojek (Motorcycle Taxi)". Based on the observation in the class of VII A, the English teacher implement ESS by introducing the material first, introducing the strategy that would be conducted in the class, and then the teacher said that the students had to follow on teacher explanation and understood the text so they can make the summary in the end of the class. The teacher informed that she would give ten until fifteen minutes to make the summary. This information is obtained by observation (5th March 2018),

"Kalian harus mendengarkan dan mengikuti pembelajaran pada hari ini karena nanti di akhir kelas, saya menyuruh kalian untuk membuat ringkasan tentang bacaan yang akan kita diskusikan hari ini. Saya akan memberi waktu sekitar 15-20 menit untuk membuatnya".

"You have to listen and follow the lesson today because at the end of the class, I order you to make the summary of the text that we will discuss today. I will give 15-20 minutes to make it".

After that the teacher used some steps in discussing the text, the steps are:

1. Translating Words

In the first and second meeting the teacher asked the students to make line in some new vocabularies of the text first. After that the students had to translate the vocabularies into Indonesian meaning. In this stage, the students were very enthusiastic, they used dictionary to translate it, when they can't find the meaning they asked their friends or teacher about it. Sometimes the teacher checked the students' task and justified the students' wrongness when they were translated. The teacher also said

some vocabularies that related to the text like synonym or antonym of the words. It can increase the student's vocabularies too. This information is obtained by observation (5th and 12th March 2018),

This is the words which were translated by the students:

NO.	1st Meeting	2nd Meeting
1.	Need	Motorcycle taxi
2.	Food	Began
3.	Drink	Appearing
4.	Growth	After
5.	Supply	Banned
6.	Maintain	Provide
7.	Will	People
8.	Pale	Main
9.	Powerless	Housing
10.	Basic	Government
11.	Boiling	License
12.	Frying	Law
13.	Grilling	Passengers
14.	Roasting	Wear
15.	Baking	Spare
16.	Easiest	Congregate
17.	Pan	T-junctions
18.	Water	Smaller
19.	Different	Careful
20.	Way	Also

21.	Complex	Dress
22.	Equipment	Sit
23.	Such	Sidewise
24.	Processors	Back
25.	Tools	Bargain
26.	Save	Usual

2. Translating Texts

After a few minutes the teacher discussed the vocabularies and the text with the students. In the first meeting the text was “Food and Drink” containing 10 sentences. They discussed the text around fifteen minutes. In the second meeting the text was “Ojek ‘Motorcycle Taxi’” containing 8 sentences. They discussed around ten minutes. In every discussion the teacher translated sentence by sentence of the text so the students knew the overall meaning of the text. There is the different way in translating the text by the teacher in the first and second meeting. In the first meeting the teacher translated every sentence directly after they were discussed the vocabularies. But in the second meeting the teacher asked the students to translate every sentence together. This information is obtained by observation (5th March 2018),

“Coba kita terjemahkan bersama-sama”.
“Let’s translate it together”.

These different ways that conducted by the teacher was to make their students more enthusiastic in learning process. In the first meeting the teacher just ordered the students to listen and understand every sentences that translated by the teacher. But in the second meeting the teacher also made their students more active in the class by asking them to translate the text together. It also makes their students more focus when they study in the class. Finally, the teacher wants to make their students easily in making a summary with their own words.

In the first and second meeting the teacher also repeated the Indonesian meaning of the text and asked the students if they were still didn't understand about it so the students can more understand the context of the text. This information is obtained by observation (5th and 12th March 2018),

“Saya akan mengulangi lagi, dengarkan baik-baik jika masih belum paham silahkan bertanya”.

“I will repeat again, listen carefully if you still don't understand please ask me”

In the first meeting when the teacher said the Indonesian meaning of every sentence the students just listened and wrote some new vocabularies meaning that didn't discussed yet. But in the second meeting some of the students also wrote the Indonesian meaning in every sentence that they were discussed with the teacher. It means that the students more enthusiastic in second meeting. By wrote the Indonesian meaning in every sentence it will helped them to make a summary in the end of class by their own words. It is conclude that in

the second meeting the teacher wants their students to be more active and focuses in learning process by making them to be more participate when translating the text.

3. Doing the Exercises

By the teacher's guidance the students did the tasks that related to the text. In the first meeting there were five essay questions about the text and the teacher asked the students to answer first and then they will discussed together. In the second meeting there were five multiple choice questions about the text and the teacher directly discussed the question with the students. The teacher asked some students to answer the questions by called the name, when the students can answered the question the teacher said 'Good' to them but if they got the wrong answer the teacher given the correct answer to them. By doing this the students can answer the questions well. It also makes them more understand about the text.

4. Making Summary of the Learnt Text

The process of making a summary in the first and second meeting was same. In fifteen minutes before the class will end, the teacher asked the students to prepare a sheet of paper and then they had to write a summary of the text that they have been learnt. This information is obtained by observation (5th March 2018),

“Apa yang kamu pelajari hari ini? Sekarang siapkan satu lembar kertas, tulis nama dan nomor absen lalu buat ringkasan dari bacaan yang sudah kita pelajari”.

“What do you get from today lesson? Now, prepare a sheet of paper, write your name and number and then make a summary from the text that we learnt”

The teacher also said that they could use English or Indonesian language in made a summary. The teacher wanted their students to make a summary based on their own words and their understanding of the text. They had to close the book when they wrote the summary so the students really wrote all the information that they learnt. This information is obtained by observation (5th March 2018),

“Kalian tidak harus menggunakan bahasa inggris untuk menulis rangkuman, kalian bisa menggunakan bahasa Indonesia atau mencampurnya juga boleh. Saat membuat rangkuman jangan lihat buku ya? Tulis saja yang kalian pahami”.

“You haven’t to use English to write the summary, you can use Indonesian language or mix them. Don’t see your book when you making the summary. Just write what is your understand about”.

In the first meeting the teacher still gave the basic information in every paragraph by writing it on the whiteboard. The teacher wrote the first sentence in every paragraph so the students could continue the sentences. This information is obtained by observation (5th March 2018),

The teacher writes the first sentences in every paragraph on the white board:

- 1) *The function of food and drink...*
- 2) *The cooking ways...*
- 3) *Modern instruments...*

By giving the basic information in every paragraph it helps the students more easy in making a summary. The result of the students' summary will arrange in orderly too. The teacher also gave a little explanation about the contents of every paragraph to the students. In this step the students more focused on the teacher. They were listened every explanation from the teacher and some of them write down in their paper.

In the second meeting the teacher doesn't give more explanation of each paragraph to the students again. The teacher just said the basic information of every paragraph and doesn't write down the first sentence on the white board again. In the translating text section the teacher asked the students to say the meaning of every sentence first before the teacher said the correct meaning to them. And most all of the students could translate each of sentences very well. Because of that the teacher doesn't write down the basic information in every paragraph to the students. The teacher also wanted to know the result of their summary without giving the basic information to them. That was became an important point that even though in second meeting the teacher doesn't write down the basic information to the students but they can make a summary well.

When the students wrote the summary, some of them talked each other so the teacher admonished them and said that they had to do the summary first because the time will be end. After the students finished

made the summary they gave it to the teacher and the class closed by the teacher giving information about the next schedule.

In conclusion, the teacher's implementation in using ESS had to prepare the material first, choose the text that easily to be understood by the students. The teacher said how to conduct the class by informing the students to focuses on the lesson because at the end of the class they will make a summary's lesson. Before the students make a summary the teacher discusses the text with them by translating it so they can understand the overall meaning of the text.

2. The Evaluation in ESS at MTs Al Ma'arif Tulungagung

The teacher conducted evaluation basically to know was the students can understand the material that have been learned and to scoring the students' summary. Here there are some steps to evaluate the students' understanding:

a. Making Summary

This is the step to evaluate the students' understanding in teaching reading. The evaluation of ESS that conducted by English teacher at MTs Al Ma'arif Tulungagung was made a summary of the lesson. According to the teacher the definition of ESS itself was the students could explain again or reveal what they have been learnt. This information is obtained by interview with English teacher (23rd March 2018),

“Pada akhir pembelajaran siswa itu mampu mengungkapkan kembali apa yang mereka pelajari dari apa yang mereka baca, inti dari bacaan itu apa. Karena disini mereka sedang mempelajari teks deskriptif jadi ya..mereka harus bisa membuat ringkasan dari teks yang mereka baca”.

“At the end of the class the students can reveal again what they have been learnt, what the content of the text. Because they are studying descriptive text so, they have to make a summary of the text that they have been read”.

The teacher wanted to know the students understanding after explained a text to the students. After the teacher discussed the text with the students the teacher asked the students to make a summary of the text at the end of the class. The teacher would give them ten until fifteen minutes to make the summary. The result of the students' summary is in the appendix.

This strategy is very effective for the students. It can increase the students' attention in learning process. The students had to make a summary of the text at the end of the class so they had to follow and focus on the teacher's explanation from the beginning until at the end of the class. This information is obtained by interview with English teacher (23rd March 2018),

“Strategi ini sangat efektif untuk membantu mereka fokus dari awal karena diakhir mereka harus membuat ringkasan jadi mereka harus memahami atau tahu dari apa yang mereka baca”.

“This strategy is effective to help them focus on the lesson because they have to make a summary so they have to understand or know the text that they have read”.

This strategy is not only asks the students to make a summary but it makes the students to produce something in the form of a summary's lesson. In here, after the students get the new information or knowledge from the teacher in the class they make a summary from that or write down the important lesson that they have been learnt. By reading the material and listening from the teacher's explanation the students will understand the lesson well. They will more

understand if they want to write down the important knowledge that they get from the class lesson. By write down again the important information it will make the students understand easily and remember it well.

b. Scoring the Students' Summary

After the students made a summary and submit it, the teacher would check the result. The teacher would know the students' ability in understanding the lesson. Some of the students had different celerity in catching the material so by ask them to make a summary the teacher would know their students who were fast or slow in catching the material. This information is obtained by interview with English teacher (23rd March 2018),

“Kepemahan dari materi itu tergantung dari kecepatan anak dalam memahami pelajaran, jika anak cepat memahami ya..tidak terlalu ada masalah waktu merangkum tetapi jika mereka agak lambat dalam memahami, dari awal motivasinya kurang atau kurang antusias itu akan mempersulit mereka”.

“The understanding of the material is depends on the celerity of the students to understand the lesson, if they can understand quickly so there is no problem when making the summary but if they slowly in understanding, less in motivation or less in enthusiastic that cause difficulties for themselves”.

The result of scoring the students' summary by the teacher is in the appendix. Based on the summary result, some of the students can write the summary very well and use English language. Although their writing skill is not good enough but the teacher can understand it and gives appreciate to them. This information is obtained by interview with English teacher (23rd March 2018),

“Saya lihat dari hasil rangkuman mereka. Mereka merangkum sesuai dengan bacaan, malahan ada beberapa anak yang merangkumnya itu

bagus. Dan juga ada dari mereka yang menggunakan bahasa inggris. Meskipun masih banyak kesalahan dalam grammar, penulisan tetapi itu sudah bagus”.

“I check their summary’s result. They make a summary appropriate like the text, there are some student make a good summary. Also, there are some of them who can use English in writing. Even though there are some fault in grammar, words but that is good”.

The teacher can use the result of the summary to make reference how to teach their students in next meeting. The teacher will know how to teach the students that have a low or high celerity in catching the material. So all of their students can understand the lesson that they learnt and also they can answer the questions well. And finally they can get the good score in English especially for reading. This information is obtained by interview with English teacher (23rd March 2018),

“Strategi ini membantu anak untuk memahami materi atau bacaan yang mereka baca, dari rangkumannya saya tahu ada beberapa anak yang perlu mendapat perhatian lebih dari guru agar mempermudah mereka untuk menangkap isi bacaan”.

“This strategy helps the students to understand the material or the text that they have been read, from the result of their summary I know that some of them need get more attention from the teacher in order to make them more easily to catch the meaning of the text”.

In conclusion, to know the students’ understanding or to know how far they can catch the material the teacher have to conducted the evaluation after teaching learning process. In implementing the ESS there are two steps of evaluation, firstly is making a summary and secondly is scoring the students’ summary.