

**THE EFFECT OF APPLYING EXIT SLIPS STRATEGY
ON STUDENTS' WRITING SKILL**

SKRIPSI

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ABSTRACT

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This study dealt with the effect of applying exit slips strategy on the tenth grade students' writing skill at SMA Al - Ulum Medan. The objective of the study was to investigate the effect of applying exit slips strategy on the tenth grade students' writing skill at SMA Al - Ulum Medan. The study applied the experimental research method. The population of this research was the tenth grade of SMA Al - Ulum Medan at academic year 2016/2017. The total number of population was 60 students, consisted of two classes. They are X IS 1 and X IS 2. the sample was taken two classes. The research is divided into two classes for Experimental Class 30 students and for Control Class 30 students. The instrument of collecting data was written test which administrated to the students. The teachis gave the writing test. The essay test was made by the teachis. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (3,6709) which was greater that t-table (1,99) with the level significant = 0,05 and the degree of freedom (df) =58. The finding showed that the hypothesis of the study is accepted. It meant that using Exit Slips strategy was significantly effective to the students' achievement in writing recount text.

Keyword: Exit Slips, Recount Text

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In teaching and learning processes, learners had different abilities in mastering the four skills of English. This was due to the fact that different learners had different capabilities as well as incapability in learning language, including English. According to River (1981:291), many students who had studied for six or more years of second or foreign language was still unable to express themselves in a clear, correct and comprehensible manner in the target language through the four skills, including writing skill.

The competency standard of writing for Senior High School at grade tenth of curriculum 2013 expected that the students were able to comprehend the short functional texts such as discussion, narrative, description, recount, analytical exposition and procedure text in the daily context. It meant that after learning writing, the students were expected to comprehend writing text easily including the meaning, the generic structure and the language features of those texts.

In reality, students' ability in writing was relatively low. Based on researcher experiences in SMA Al – Ulum Medan grade X English students' ability of such skill was quite low, especially in writing Recount Text. Students often failed in writing because they faced some difficulties such as they had less of vocabulary, they had less grammar. They did not give much attention and

enthusiasm on writing especially in writing Recount Text. A teacher as instructor (Hamaalik, 2001: 123) means that teacher played the important role in structuring the type of environment that was promoted effective oral language development for the students. And the teacher as the principal agency for implementing educational program in teaching. A teacher supposed to be professional person and as a motivator for the students in the class. Therefore, a professional teacher with a consideration about his duty was needed to make the students can write English well. Because most of students in Indonesia can not write English well.

They were many strategies, models and methods in writing, one of them was exit slips strategy. The Exit Slip strategy was used to help students process new concepts, reflected on information learn, and expressed their thoughts about new information. In this study researcher used exit slips to integrate two specific strategies, paraphrasing and summarization, tried to help students identified and understood key facts, themes, and ideas in texts and put them into their own words. Moreillon and Fontichiaro (2008) considered exit slips a powerful formative assessment that "helped measure students' progress against the standards and gauge student progress in dispositions, as well as in their academic skills". Researcher would see if by putting text into their own words and crafting understandings in their own terms, students would feel more connected to the text.

Therefore, based on the explanation above the researcher would like to conduct research about "The Effect of applying dialogue learning log strategy on

the tenth grade students' writing skill at SMA Al - Ulum Medan". Hopefully it can improved the students' writing skill.

B. The Identification of the Problem

The problem of this research would be stated as follows:

1. Students got difficulties to find out the ideas what they write.
2. Many students at senior high school found difficulties encouraging to learn to think more about the knowledge they had.
3. The teacher still used a conventional teaching strategy for the students.

C. The Scope and Limitation of the Study

The scope of the study was focused on writingskill and it was limited on writing recount text.

D. The Formulation of the Problem

Referring to the background of the study, the problem of this research was formulated as follow: Was there any effect of exit slips strategy on the tenth grade students in writing skill at SMA Al - Ulum Medan?

E. The Objectives of the Study

The objective of the study was to investigate the significant theeffect of exit slips strategy on the tenth grade students' writing skill at SMA Al - Ulum Medan.

F. The Significances of the Study

Theoretically, the result of this study was expected to be useful references for the researcher and the readers in exploring writing skill. Practically by using exit slips strategy on writing recount text was expected to be useful for:

a. For the teacher

Teacher can used the material easier and teacher would had a new strategy to teach writing by using exit slips strategy and teacher can made this strategy to be an interesting strategy in other students easy to understand in learning English writing.

b. For the students

The students wouldbe easy in increasing their ability in writing and students can wrote English well, they can wrote so well and found the meaning of the text.

c. For the researchers

They can used the result of this study to be references in doing the further researches, especially on writing skill.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, there some theories were needed to explain some concept and term to be apply in the research. The teoritical elaboration on the concept and terms used was be presented in the following part.

1. Writing

Carrol, et.al (2003: 3) said that “Writing was one of the most powerful communication tolls we would use today and for the rest of our life. We would use it to share our thoughts and ideas with others and even to communicate with ourselves”. Writing was a form of manifestation of linguistic competence that was expressed in the form the use of written language, other than in the form of oral language. In addition to the use of language activity in the form of speaking and reading, the activity of writing was one of the manifestation of the use of language as a communication media. The use of English as a foreign language, such as the Indonesian people, will always find that the writing was not easy as speaking, althought both were considered a form of active manifestation of language (encoding).

Ken Hyland (2002: 7) stated that “Writing was disembodied”. It was removed from contextual and the personal experience of the writer because meaning can be encoded in text and recovered by anyone with the night decoding skills.

Writing was the fore treat like an object and its rules impose on passive user. This view of writing I alive and kicking in much teaching of business writing and, indeed is implicit in some notion of learning in western education system. CadricCullingford (1995: 60) asserts that writing was an instrument to help thought as well as being the final form of that thought. When pupil starts to see that they can wrote more than one draft and that their first draft did not had to be perfect, they began to understand two things. First, they understood the utility of writing, that it can helped them. Secondly, they realizedthat even if the final product wasn't perfect, they had improved what they were doing by thinking about it.

Harris (1968: 68) stated that "Writing process was a sophisticated skill combining five general components: contents, organization, grammar, vocabulary and mechanics". Heaton (1998: 135) stated that "Writing was the ability to use structure. Writing refers to the skill of using graphic symbols which had to be arranged to certain convention". It meant writing was the act of skill in forming graphic symbol and combining a number a of drivers elements. It also one's ability in using grammar to express one's ideas in the form of written communications. In other words it can be said that writing was expressing ideas, feeling and desires through graphic symbol. Daniel J. Moran (2004) stated that "Traditionally, instruction in the proceed of writing and instruction in grammar and punctuation proceed as two separate activities". Because the writing activity was a management nightmare, however, teacher tend to make few writing assignments. When students did write original

compositions, teacher ,might covered the papers in jumble of red. Since they generally did not return the correction until many days later, writers might not learn how well they had done until it was too late to matter. In some programs, students learned to use copy editing marks: with the teacher guidance, the edit writing and applied the change in their rewrites. But, even those students did not write or edit their own work themselves nearly often enough those students did not write or edit own work themselves nearly often enough to learn how to write effectively.

1.1. The Processes of Writing

According to Carrol, et.al (2001: 15), these were the stages of writing process:

- a. Prewriting was a freely exploring topics, choosing a topic, and beginning to gather an organize details before you wrote.
- b. Drafting was getting your ideas down on paper in roughly the format you intended.
- c. Revising was correcting any major errors and improving the writings form and content.
- d. Editing and prop freading was polishing the writing and fixing errors in grammar, spelling and mechanics.
- e. Publishing and presenting was sharing your writing.

1.2. The Rules of a Good Writing

Siagian (2008: 11) said that to “write a good writing in that writing must had grammar paragraph and accuracy”. And Joyce (2001:32) stated “if someone wanted to write , he should pay these supporting detail, coherence, main idea topic sentence, unity and coherence to write good writing there were some rules,especially in writing past experience, they were grammar and paragraph where supporting detail, coherence, main idea topicsentence, unity and coherence, were included in part of paragraph.

2. Recount Text

According to Hyland (2004: 29), recount text was a kind of genre that has socialfunction to retell event for the purpose of informing of entertaining. The tense that used in recount text is past tense. Social purpose of recount was to reconstruct past experiences by retelling events in original sequence. We can looked at the simple of recount in personal letters,police report, insurance claims, and incident reports.

2.1. Types of Recount

In exploring how text work (Derewinka, 1990: 15-17) thereare three types of recount. They were:

a. Personal Recount

Personal recount was a recount that retelling of an activity that writer or speaker had been personally involved in (e.g. oral anecdote, diary entry).

Language features of personal recount were:

- 1) Used of first pronoun (I, we).
- 2) Personal responses to the events could be included, particularly at the end.
- 3) Details were often chosen to add interest or humor.

b. Factual Recount Text

Factual recount was a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount were:

- 1) Used of third person pronouns (he, she, it, they).
- 2) Details are usually selected to help the reader reconstructed the activity or incident accurately.
- 3) Sometimes the ending described the outcome of the activity (e.g. in a science experiment).
- 4) Mentioned of personal feelings in probably not appropriate.
- 5) Details of time, place, and manner might be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the mandrove at 80 kbp).
- 6) Descriptive details might also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).

- 7) The passive voice might be used (e.g. the breaker was filled with water).
- 8) It might be appropriate to include explanations and satisfactions.

c. Imaginative recount

Imaginative recount was a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

2.2. Generic Structure of Recount Text

In addition Setiawan(2007:44) that recounts text generally had structure. The students should be guided by the purpose for an audience of their text in their use of the following structure.

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. Usually introduce time, place, and the figure in story.

2. Series of Events

In series of events the writer wrote the events chronologically or sequence of story.

3. Re-Orientation

The final section concluded the recount by summarizing outcomes or results and expression what showed the story is end.

2.3. Language Features of Recount Text

Board of studies (1998b:287) the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals, things involved
- b. Use of actions verbs to refer to evenngts
- c. Use of past tense to locate events in relation to speaker's or writer's time
- d. Use of conjunctions and time connectives to sequence of events
- e. Use of adverb and adverbial phrase to indicate place and time
- f. Use of adjective to describe nouns.

2.4. Example Recount Text

My Holiday

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court. → Orientation

On Saturday we saw the three Sisters and went on the scenic Railway. It was scary. The, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. → Event

In the afternoon we went home. → Reorientaion

3. Exit Slips Strategy

The exit slip strategy involved using index cards or slips of paper to get the class to think on a particular subject or to gauge student understanding of the day's lesson. This strategy was typically used during the last five to ten minutes of class time, with the exit slip being the student's ticket out of class (Moreillon & Fontichiaro, 2008). Exit slips could be used for various purposes. Moreillon and Fontichiaro (2008) considered exit slips a powerful formative assessment that "helped measure students' progress against the standards and gauge student progress in dispositions, as well as in their academic skills". The exit slip provided first hand information about what students had synthesized from the lesson and whether the desired outcome was achieved in respect to learning goals. Exit slips can also be used to help plan future lessons. According to Wormeli (2001), exit slips can diagnose areas of need and provide feedback that can help guide where subsequent lessons should go. Because exit slip questions target the key understandings that students must be taking away from the lesson, it is easier for the teacher to see the natural progression that the unit of study must take (Wormeli, 2001).

In addition to being a valuable tool to assess student understanding, exit slips could also give closure to a lesson. The exit slip allowed the students to reflect on what had been discussed during class time and leave the class with a sense of fulfillment in the value of seeing what had been learned (Gere, 1985). Gere (1985) suggests keeping exit slip anonymous for any questions that were of an opinionated or sensitive nature, or for material that might have been difficult for

the students to grasp. Keeping the exit slip anonymous reduced student anxiety in respect to whether their response was perceived as relevant or correct. Another powerful use for exit slips is to promote writing fluency. Marchisan and Alber (2001) suggested having a controlled time each day when students were asked to write. This makes writing seem less tedious for reluctant writers. By requiring repeated writings and timing, fluency is thus increased. It might also be helpful to keep exit slips filed in a writing folder so students could see their improvement over time, which could serve as motivation (Marchisan & Alber, 2001).

Encouraging teachers to engage in reflective practice was not, of course, new. Dewey (1904, 1938) had long noted the importance of the professional pupil in becoming a student of education; that was, to reflect on learning experiences. Reflection, he argued, is possible when engaged in meaningful activity, where learning is an open, generative, meaning making process.

In teacher education, reflection was critical (Howard, 2003; Larrivee, 2000) because reflective practice encourages students to build and extend their knowing. For Dewey (1904, 1938), reflective practice involves identifying problems, contemplating solutions, analyzing possible solutions as an opportunity to construct meaning, and developing understanding. For McGarr and Moody (2010), reflective practice also involves broadening perspectives by challenging the status quo. Moon's (1999) work echoes Dewey's (1904, 1938) claim that without reflection, one could not be

moved or changed. For shifts in thinking to occur, students needed authentic opportunities to call and reflect on their own lived experiences and used this information to develop professional knowledge (Fund, 2010). It occurred best when opportunities to reflect in the classroom were nurtured or coached (Moon, 1999); then can students discover core qualities in themselves as teachers and as learners (Geursen et al., 2010) and became aware of their beliefs so that they can act on making informed decisions about best practice (Loughran, 2008).

However, a reflective student was one who did more than read or talk about a method or practice; the student also thinks about and considers the theoretical implications of that practice and tried to implement the practice as a way of testing out ideas and theories. When reflective practice was couched from a critical perspective, Jay and Johnson (2002) argued that students may also examine moral, ethical, and historical perspectives of education. In *Educating the Reflective Practitioner*, Schön (1987) emphasized two main processes: reflection in action and reflection on action. Both of these processes were crucial to teacher development in exit slips. Reflection in action could be seen in slips where students made connections, asked questions, and ponder their own theories. Reflection on action, in contrast, is more retrospective because students in field placements and practicing teachers reflect on and wrote about curricular ideas after having experienced them in the classroom. Students might also experience what Moon (1999) called reflection for action which emphasizes future courses of

action. Both Schön (1987) and Moon (1999) challenge the image of teacher as moderator who merely transmits knowledge with the notion of teacher as inquirer who actively investigates his own questions as a process of outgrowing ideas.

This study was also informed by the role of talk in learning. Perhaps our greatest tool (Luria, 1982; Vygotsky, 1978) talked encourages learners to engage in social activity and to construct meaning through personal experience (Dewey, 1938). It was also a vehicle for nurturing critical thinking and using language to express ideas, a vehicle for discovering the self as well as understanding the world (Vygotsky, 1978). Through critical dialogue, learners mediated, constructed, and shared meaning. Ideas were slippery; securing them through writing allows students to see the power of their own words and how those words reflect their growth as teachers and learners. Vygotsky (1978) argued that knowledge is socially constructed when mediated through others. With the support of peers, students share their thoughts aloud making public their ideas—some tentative, some secure—about how best to engage learners in literacy practices. As well, students write down their peers' ideas as a way of addressing and reflecting on their own beliefs, taking wing in the thought collective of others (Paley, 1999).

3.1. The Steps of Exit Slips

According to Fisher and Frey (2004), the steps how to use the exit slips :

1. At the end of your lesson asked students to respond to a question or prompt.

2. You might state the prompt orally to your students or project it visually on an overhead or blackboard.
3. You might want to distribute 3 x 5 cards for students to write down their responses.
4. Reviewed the exit slips to determine how you might need to alter your instruction to better meet the needs of all your students.
5. Collected the exit slips as a part of an assessment portfolio for each student.

3.2. Advantages and Disadvantages of Exit Slips Strategy

a. Advantages

The advantages from exit slip strategy were students were more likely to do a better job in all aspects of the lesson. Over time, if students weren't given feedback in some fashion, students might stop taking them seriously. Grading them took effort and time on the part of the teacher. Some teachers said, "If we were all going to take time and effort on this, then students needed a grade."

b. Disadvantages

The disadvantages from exit slips strategy were grading them turns them into part of the evaluation (summative) and not part of the learning process (formative). Assigning a grade to these kinds of quick-think activities might be difficult to provide a quantitative value for. Some teachers see them as "extra" grading tasks that had no valid purpose.

B. Related Study

There were some research had been conducted related this study. The first research was in journal of S. Rebecca Leigh (2012) vol 24 No. 2 entitled :*The Classroom is Alive with the Sound of Thinking: The Power of the Exit Slip*. This qualitative study investigate 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. A group of 44 undergraduate and graduate students participated. These students included pre-service teachers who are developing their understanding of what counts as effective literacy practice and in-service teachers who are interested in improving their existing practices. The main focus of this study is to examine how exit slips support students in two teacher education courses. Data include 608 exit slips and student feedback share in class about exit slip use. This paper reports on how exit slip writing during class encourage reflective thinking about teaching as a profession. Specifically, this paper examines eight different reflections students make that point to growth in content knowledge and a sense of self as practitioner and learner. It is contended that exit slips can help students identify, develop, and articulate their beliefs about teaching and learning, resulting in giving pre-service and practicing teachers an edge in improving their curricular practices. It is also contend that the positive effect of exit slips points to uses in higher education classrooms in general.

The second research was in journal of Selvia (2014) vol 1 No. 1 entitled :*Teaching Reading Comprehension by Using Combining of Listen Read Discuss (LRD) and Exit Slips Strategies for Junior High School*. In this case

researchers suggested to the reader to use a combination of two strategies, namely Listen Read Discuss (LRD) and Exit Slips strategies in teaching and learning activities in class. The reason the authors suggested that both strategies were because the two strategies are mutually supporting each other, first the students were told to listen to the teacher's explanation of the text to be read, while listening to the teacher students were asked to find the main idea and information from text that reads the teachers and hear the students, then the teacher to the students to share text read back the funds having students compare the idea that they can while listening to the teacher and when they themselves who read the text. After the teachers divide the students into groups to discuss the text is read and do some tasks based on text you've read. In the final step to determine the extent of student understanding in reading and understanding the text the teacher gave a small card and asking the students to answer the questions that they find inside the card.

So, the differences among previous research above with this research was in this research, the researcher just focused on the effect of applying exit slips in students' writing skill in recount text.

C. Conceptual Framework

The students' ability was very important to purpose the aim of education, the term in this grammar was the power of the students to understand the material that was given by the teacher in classroom. The ability of the students

to learn about the materials especially in learning by using Exit Slips strategy and of course there must be in behavior and knowledge from did not know from knew it.

Writing was a process of transferring ideas into symbols such as letters, words, phrases, sentences and paragraph. Involving certain rules of grammar, spelling, and other elements in the language. Writing was very crucial human's life. People wrote through out their life. A researcher should be using Exit Slips in teaching writing.

This research focused on the effect of applying Exit Slips strategy in students' writing skill. Exit Slips was strongly tied to problem solving (or learning how to solve problems under a more meta-cognitive perspective).

The goal of writing was to express ideas or thought, so the students should be able to express their ideas or thoughts in writing form. So, that was why this study using Exit Slips strategy in writing because by using Exit Slips the students would be easy to express, generate, and organize their ideas or thoughts and the students result in writing more systematically and structurally.

D. Hypothesis

The hypothesis of the study was as follow :

Ha : there was an effect of applying exit slips strategy on the tenth grade students' writing skill.

Ho : there was no an effect of applying exit slips strategy on the tenth grade students' writing skill.

CHAPTER III

METHODE OF RESEARCH

A. Location of Research

This research was conducted at X grade of SMA Al – Ulum Medan, Jl. Cemara Medan at Academic Year 2016/2017. The reason of choosing this school was the researcher had taught in that school. The researcher saw that some students in that school still didn't understand about recount text.

B. Population and Sample

The population of this research was the tenth grade student year of academic 2016/ 2017 of SMA Al – UlumMedan which consist 2 classes. There are two classes for the sample of this research.

Based on Arikunto (2006: 131) says that “if the population of the research are less than 100, it is better to include all of them as the sample. However, if they are more than 100 they are taken out 10-15% and 20-25%. Because the population is less than 100, so the researcher took all population as the sample of the research.

The total number of the students are:

Table 3.1
Population And Sample In SMA Al – Ulum Medan

No	Class	Population	Sample
1	X – IS 1	30	30
2	X – IS 2	30	30
Total		60	60

C. Research Design

Experimental research was used as a research design, which consist of pre-test, treatment, and post-test in order to know the effect of applying exit slips strategy in students' writing. In conducting the experimental research, the sample divided into 2 groups, they are experimental group and control group. The experimental group teach exit slips strategy and the control group taught by using conventional strategy. The design of this research could be seen as follows:

Table 3.2

Research Design

Group	Class	Pre-test	Treatment	Post-test
Experimental	X – IS 1	✓	✓	✓
Control	X – IS 2	✓	-	✓

X : The experimental group, where the sample was taught by using Exit Slips strategy.

Y : The control group, where the sample was taught without using Exit Slips strategy.

D. Instrument of the Research

The instrument for collecting the data of this research was written test. In this case, students wrote a recount text based on topic given. The test was given a score which was focused on testing the students ability in writing recount text.

The text was given a score which was focus to testing the students ability in writing.

This part was defined into three steeps, namely pre-test, treatment, and post-test.

1. Pre-test

Pre-test was the test which is give before treatment process began. The test was aim to find out the students writing skill before having treatment. The pre-test gave to the groups and their works is score. The result of the pre-test was consider as the preliminary data.

2. Treatment

The treatment gave to the experimental group. In experimental group, the students were taught by Exit Slips strategy. In control group was not treatment for control group the students were taught without free writing model but used conventional model.

3. Post-test

The post-test was administrate after the treatment. The post-test was conduct to measure the competence of the students, then found out the difference in mean score of both experimental group and control group. It also used to find out the students ability in writing recount text after the treatment.

E. Technique For Collecting the Data

In collecting the data, some steps are applied as follows:

1. Giving the same pre-test to both of the groups.

2. Applying the treatment by using Dialogue Learning Log strategy to the experimental group and traditional strategy will be give to the control group.
3. Giving post-test with the same test to both of the groups.

To know the students' ability in writing there were some scoring the test.

According to brown & bailey (2003 : 243-245) states that there were five scoring components scales namely :

A. content	27-30	Excellent to very Good : knowledge, substantive development of thesis, relevant to assigned topic
	22-26	Good to Average :some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	17-21	Adequate to fair : Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	13-16	Unacceptable-not : Ideas incomplete essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
B. Organization	20-18	Excellent to Good : Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Good to Adequate : Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully developed; sequence is logical but transition expressions may be absent or misused.
	14-12	Adequate to fair : Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the

		generalizations may not be fully supported by the evidence given; problem of organization interfere.
	9-7	Unacceptable-not : Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
C. Vocabulary	20-18	Excellent to Good : Precise vocabulary usage; use of parallel structures; concise; register good.
	17-15	Good to Adequate : Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Adequate to fair : Some vocabulary misused; lacks awareness of register; may be too wordy.
	11-6	Unacceptable-not : Poor expression of ideas; problems in vocabulary; lacks variety of structure.
D. Language use	22-25	Excellent to Good : Native-like fluency in English grammar; correct use of relative clauses, preposition, modal, articles, verb forms, and tense sequencing; no fragments or run-on sentences.
	18-21	Good to Adequate : Advanced proficiency in English grammar; some grammar problem don't influence communication, although the reader is aware of them; no fragments or run-on sentences.
	11-17	Adequate to fair : Ideas are getting through to the reader, but grammar, problems are apparent and have a negative effect on communication; run-on sentences or fragments present.
	5-10	Unacceptable-not : Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
	5	Excellent to Good : Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.

E. Mechanic	4	Good to Adequate : Some problems with writing convention or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	3	Adequate to fair : Uses general writing conversations but has errors spelling problems distract reader; punctuation errors interfere with ideas.
	2	Unacceptable-not : Serious problems with format of paper; part of essay not legible; error in sentences punctuation; unacceptable to educated readers.

Based on these indicators, then the students ability in writing their daily activity using chronological order is classified in quantitative and qualitative systems. The scales were as follows :

Table 3.3
Skill in Qualitative and Quantitative form

Qualitative form	Quantitative form
Excellent to Good	90 – 100
Good to Adequate	70 – 89
Adequate to fair	30 – 69
Unacceptable-not	0 – 29

F. Technique for Analysis for the Data

Arikunto (2010: 354) said, “the t-test is probably the most widely used in statistical test for the comparison of two means”.

In this research, descriptive quantitative technique will be applied to Analyzethe data, and the steps were :

- a. Read the students’ answer.
- b. Giving score in two score table, first for the experimental group scores and second for the control group scores.

- c. Listing score in two score table, first for the experimental group as X variable and second for the control group scores Y variable.
- d. Measuring the deviation standard of variable X and Y by using the following :

$$M_X = \sum \frac{X}{N_1} \quad \text{For variable x and}$$

$$M_Y = \sum \frac{X}{N_2} \quad \text{For variable y}$$

- e. Measuring the correlation between both variable by the formula :

$$DS_X = \sqrt{\frac{\sum X^2}{N_1}}$$

$$DS_Y = \sqrt{\frac{\sum X^2}{N_2}}$$

$$ESm_X = \frac{DSx}{\sqrt{N_1-1}}$$

$$ESm_X = \frac{DSx}{\sqrt{N_2-1}}$$

- f. Finding out the error standard deviation between M_1 and M_2 by using the following formula :

$$ESm_1 - m_2 = \sqrt{ESm_1^2 + ESm_2^2}$$

- g. Testing the hypothesis by applied T-test

$$T_o = \frac{M1 - M2}{ESm1 - M2}$$

Where :

M_x = Mean of the experimental group

M_y = Mean of the mean group

DS_x = Deviation Standard of the experimental group

DS_y = Deviation Standard of the control group

ES_{mx} = Error standard mean of experimental group

ES_{my} = Error standard mean of control group

$ES_{mx} - ES_{my}$ = Error standard mean of experimental group - Error standard mean of control group

T_o = observation t

X = Experimental group

Y = Control group

CHAPTER IV

DATA AND ANALYSIS

A. The Data Collection

The data of the research from the students' skill in writing recount text by exit slips writing in experimental group and using conventional method in control group. The table shows of experimental and control group.

Table 4.1
The score of pre-test of experimental group

No	Initial	Indicators					Pre-test
		Cont	Org	Voc	Lu	Mech	
1	ANE	18	10	11	13	3	55
2	CN	20	12	12	12	3	59
3	DR	18	12	13	13	3	59
4	FA	17	14	15	14	3	63
5	FN	20	11	18	10	3	62
6	IM	16	12	12	10	2	52
7	IM	18	10	11	10	2	51
8	IYU	16	10	10	11	3	50
9	LA	15	13	13	12	3	54
10	LT	17	10	11	10	2	50
11	MAA	17	12	10	10	3	52
12	MAG	20	13	10	10	3	56
13	MAR	18	14	13	13	3	61
14	MDA	20	17	11	14	3	60
15	MFL	16	12	10	10	3	51
16	MRM	18	12	15	14	3	62
17	MM	18	9	10	11	3	52
18	NH	18	10	10	10	2	50
19	NSE	20	13	13	14	3	63
20	PU	20	13	12	14	3	61
21	RZ	18	12	14	15	3	62
22	RP	15	10	11	10	2	48
23	RP	16	9	10	10	2	47
24	RR	18	12	12	10	3	55
25	SU	17	14	15	12	3	61
26	TF	15	11	15	14	4	59

27	TNA	17	12	12	14	2	57
28	TS	17	10	13	15	3	57
29	RHD	20	15	13	11	3	62
30	RA	18	15	14	15	2	64
Total							1598

From the table above, it was known that the lowest score of experimental group was 47 and the highest score was 64. The total score of pre-test of each student obtained from the sum of the content, organization, vocabulary, language use and mechanic score. And the score of pre-test of control group can be seen in table 4.2

Table 4.2
The score of pre-test of control group

No	Initial	Indicators					Pre-test
		Cont	Org	Voc	Lu	Mech	
1	AF	19	12	14	15	4	64
2	CAL	20	15	15	15	3	68
3	CS	18	11	10	11	3	53
4	DR	20	15	15	15	4	69
5	ET	15	10	11	10	3	49
6	FA	20	11	12	12	4	59
7	FG	18	10	12	12	2	64
8	FK	16	12	12	12	3	55
9	LLA	13	8	10	8	2	41
10	MDD	20	15	15	10	3	63
11	MR	16	12	12	11	3	54
12	MC	15	10	12	12	2	51
13	MS	18	15	12	14	3	62
14	MAR	20	14	10	10	3	57
15	MF	15	11	12	12	3	53
16	MN	18	10	14	10	3	55
17	NR	15	10	11	10	2	48
18	NP	15	12	12	12	4	55
19	NZ	18	13	12	15	3	61
20	NIC	15	14	12	10	3	54
21	NA	20	15	15	15	4	69
22	NIM	17	13	12	12	3	57

23	OK	24	15	15	15	4	73
24	RP	13	10	10	9	2	45
25	RK	15	11	11	12	3	52
26	SD	20	14	12	10	3	59
27	SP	19	12	12	12	4	59
28	SF	22	15	12	10	3	62
29	TA	24	15	12	15	4	70
30	WP	20	10	12	15	3	60
Total							1741

From the table above, it was known that the lowest score of control group was 41 and the highest score was 73. The total score of pre-test of each student obtained from content, organization, vocabulary, language use and mechanic score

Table 4.3
The score of post-test of experimental group

No	Initial	Indicators					Post-test
		Cont	Org	Voc	Lu	Mech	
1	ANE	24	16	17	17	4	77
2	CN	25	16	17	18	4	79
3	DR	26	17	18	18	3	81
4	FA	26	18	18	18	4	84
5	FN	27	18	16	17	4	83
6	IM	24	18	15	16	4	78
7	IM	24	18	17	18	3	79
8	IYU	25	15	17	17	4	80
9	LA	24	16	15	16	4	76
10	LT	26	18	18	18	4	83
11	MAA	28	16	18	18	4	83
12	MAG	25	16	18	18	4	80
13	MAR	25	16	17	18	4	81
14	MDA	24	16	17	16	3	76
15	MFL	24	16	16	16	4	77
16	MRM	25	17	18	18	4	82
17	MM	25	18	16	18	3	80
18	NH	27	18	18	17	4	83
19	NSE	26	18	17	17	3	82

20	PU	28	17	18	18	4	85
21	RZ	24	16	16	17	4	78
22	RP	22	18	18	16	3	79
23	RP	26	17	18	18	4	84
24	RR	23	16	17	18	4	77
25	SU	24	16	18	16	3	78
26	TF	25	18	18	16	4	82
27	TNA	25	16	17	18	3	78
28	TS	23	17	17	16	3	77
29	RHD	24	18	18	16	4	81
30	RA	26	18	18	18	4	84
Total							2407

From the table above, it was known that the lowest score of experimental group was 76 and the highest score was 85. The total score of pre-test of each student obtained from the sum of the content, organization, vocabulary, language use and mechanic score. The score of post-test of control group can be seen in table 4.4

Table 4.4
The score of post-test of control group

No	Initial	Indicators					Post-test
		Cont	Org	Voc	Lu	Mech	
1	AF	21	18	18	17	4	75
2	CAL	20	17	18	16	4	76
3	CS	20	12	12	14	3	64
4	DR	19	18	18	18	4	76
5	ET	19	14	14	13	3	64
6	FA	19	14	14	12	4	63
7	FG	20	16	15	14	3	74
8	FK	18	13	12	12	3	58
9	LLA	18	12	13	14	3	59
10	MDD	20	15	15	14	3	67
11	MR	17	13	14	13	3	60
12	MC	18	12	14	14	2	59
13	MS	20	16	15	15	3	69
14	MAR	20	15	15	14	3	67

15	MF	20	15	16	14	3	69
16	MN	18	12	15	12	3	62
17	NR	16	15	15	11	2	61
18	NP	20	13	12	14	4	63
19	NZ	22	15	15	15	3	69
20	NIC	18	14	15	15	3	63
21	NA	20	18	18	18	4	78
22	NIM	18	14	15	14	3	65
23	OK	22	17	17	17	4	78
24	RP	18	15	15	14	3	65
25	RK	19	14	15	14	3	64
26	SD	22	15	18	15	4	74
27	SP	19	15	17	16	3	69
28	SF	22	14	16	14	3	68
29	TA	24	16	16	16	4	76
30	WP	20	14	14	15	3	67
Total							2022

From the table above, it was known that the lowest score of control group was 60 and the highest score was 78. The total score of pre-test of each student obtained from the sum of the content, organization, vocabulary, language use and mechanic score.

B. Data Analysis

1. The Effect of Exit Slips

After the data collected, it was continue in analyzing the data in order to know the differences score of pre-test and post-test of experimental group.

Table 4.5
The differences score of pre-test and post-test of the Experimental Class

No	Initial	Pre-test (X1)	Post-test (X2)	X (X2-X1)
1	ANE	55	77	22
2	CN	59	79	20
3	DR	59	81	22
4	FA	63	84	21
5	FN	62	83	21

6	IM	52	78	26
7	IM	51	79	28
8	IYU	50	80	30
9	LA	54	76	22
10	LT	50	83	33
11	MAA	52	83	31
12	MAG	56	80	24
13	MAR	61	81	20
14	MDA	60	76	16
15	MFL	51	77	26
16	MRM	62	82	20
17	MM	52	80	28
18	NH	50	83	33
19	NSE	63	82	19
20	PU	61	85	24
21	RZ	62	78	16
22	RP	48	79	31
23	RP	47	84	37
24	RR	55	77	22
25	SU	61	78	17
26	TF	59	82	23
27	TNA	57	78	21
28	TS	57	77	20
29	RHD	62	81	19
30	RA	64	84	20
	Total	1598	2407	712

Based on the table above, the mean score of experimental class was calculated as follows:

$$M_x = \frac{\sum X}{N} = \frac{712}{30} = 23.73$$

The Mean score of Experimental Class = 23.73

Which :

M_x : The mean scores of Experimental Class

$\sum X$:The scores of $X_2 - X_1$

N : Sample of Experimental Group

Table 4.6
The differences score of pre-test and post-test of the Control Class

No	Initial	Pre-test (Y1)	Post-test (Y2)	Y (Y2-Y1)
1	AF	64	75	11
2	CAL	68	76	8
3	CS	53	64	11
4	DR	69	76	7
5	ET	49	64	15
6	FA	59	63	3
7	FG	64	74	10
8	FK	55	58	3
9	LLA	41	59	19
10	MDD	63	67	4
11	MR	54	60	6
12	MC	51	59	8
13	MS	62	69	7
14	MAR	57	67	10
15	MF	53	69	6
16	MN	55	62	7
17	NR	48	61	13
18	NP	55	63	8
19	NZ	61	69	8
20	NIC	54	63	9
21	NA	69	78	9
22	NIM	57	65	8
23	OK	73	78	5
24	RP	45	65	20
25	RK	52	64	12
26	SD	59	74	15
27	SP	59	69	10
28	SF	62	68	6
29	TA	70	76	6
30	WP	60	67	7
	Total	1741	2022	301

Based on the table above, the mean score of control class was calculated as follows:

$$M_y = \frac{\sum y}{N_2} = \frac{301}{30} = 10.03$$

The Mean score of Control Class = 10.03

Which :

M_y : The mean scores of Control Class

$\sum y$: The scores of $X_2 - X_1$

N : Sample of Control Group

Table 4.7
The calculating of Mean and Deviation Standard in Experimental Class

No	X	$X - (X - M_x)$	$(X - M_x)^2$
1	22	-1.73	2.9929
2	20	-3.73	13.9129
3	22	-1.73	2.9929
4	21	-2.73	7.4529
5	21	-2.73	7.4529
6	26	2.27	5.1529
7	28	4.27	18.2329
8	30	6.27	39.3129
9	22	-1.73	2.9929
10	33	9.27	85.9329
11	31	7.27	52.8529
12	24	0.27	0.0729
13	20	-3.73	13.9129
14	16	-7.73	59.7529
15	26	2.27	5.1529
16	20	-3.73	13.9129
17	28	4.27	18.2329
18	33	9.27	85.9329
19	19	-4.73	22.3729
20	24	0.27	0.0729
21	16	-7.73	59.7529
22	31	7.27	52.8529
23	37	13.27	176.0929
24	22	-1.73	2.9929

25	17	-6.73	45.2929
26	23	-0.73	0.5329
27	21	-2.73	7.4529
28	20	-3.73	13.9129
29	19	-4.73	22.3729
30	20	-3.73	13.9129
SUM	712	0.1	853.867

Table 4.8

The calculating of Mean and Deviation Standard in Control Class

No	Y	$Y - (Y - M_y)$	$(Y - M_y)^2$
1	11	0.97	0.9409
2	8	-2.03	4.1209
3	11	0.97	0.9409
4	7	-3.03	9.1809
5	15	4.97	24.7009
6	3	-7.03	49.4209
7	10	-0.03	0.0009
8	3	-7.03	49.4209
9	19	8.97	80.4609
10	4	-6.03	36.3609
11	6	-4.03	16.2409
12	8	-2.03	4.1209
13	7	-3.03	9.1809
14	10	-0.03	0.0009
15	6	-4.03	16.2409
16	7	-3.03	9.1809
17	13	2.97	8.8209
18	8	-2.03	4.1209
19	8	-2.03	4.1209
20	9	-1.03	1.0609
21	9	-1.03	1.0609
22	8	-2.03	4.1209
23	5	-5.03	25.3009
24	20	9.97	99.4009
25	12	1.97	3.8809
26	15	4.97	24.7009
27	10	-0.03	0.0009
28	6	-4.03	16.2409
29	6	-4.03	16.2409
30	7	-3.03	9.1809
SUM	301	-29.9	525.4454

Based on the tables the calculation of tables above, the following formula t-test was implemented to find out the critical value of both classes as the basis to test the hypothesis of this research.

Measuring the deviation standard of variable by using the following formula :

1. DS Variable X

$$\begin{aligned}
 DS_x \text{Or} DS_1 &= \sqrt{\frac{\sum x^2}{N}} \\
 &= \sqrt{\frac{\sum 712^2}{30}} \\
 &= \sqrt{\frac{506944}{30}} \\
 &= \sqrt{16898.1} \\
 &= 130
 \end{aligned}$$

2. DS Variable Y

$$\begin{aligned}
 DS_y \text{Or} DS_2 &= \sqrt{\frac{\sum y^2}{N}} \\
 &= \sqrt{\frac{\sum 301^2}{30}} \\
 &= \sqrt{\frac{90601}{30}} \\
 &= \sqrt{3020} \\
 &= 55
 \end{aligned}$$

The calculating above showed the following facts:

$$DS_x \text{ Or } DS_1 = 130$$

$$DS_y \text{ Or } DS_2 = 55$$

$$N_1 = 30$$

$$N_2 = 30$$

$$\Sigma^x = 712$$

$$\Sigma^y = 301$$

Measuring the mean of error standard between both variable. Therefore, the following formula was implemented :

$$ESm_1 = \sqrt{\frac{SDx}{\sqrt{N1-1}}}$$

$$= \sqrt{\frac{130}{\sqrt{30-1}}}$$

$$= \sqrt{\frac{130}{\sqrt{29}}}$$

$$= \sqrt{\frac{130}{5.385}}$$

$$= \sqrt{24.141}$$

$$= 4.913$$

$$ESm_2 = \sqrt{\frac{SDy}{\sqrt{N2-1}}}$$

$$= \sqrt{\frac{55}{\sqrt{30-1}}}$$

$$= \sqrt{\frac{55}{\sqrt{29}}}$$

$$= \sqrt{\frac{55}{5.385}}$$

$$= \sqrt{10.213}$$

$$= 3.195$$

Next, the following formula to find out the differences of the error standard od deviation between M_x or M_1 and M_y or M_2

$$ESm_1 - m_2 = \sqrt{SE m_1^2 - SE m_2^2}$$

$$= \sqrt{4.913^2 - 3.195^2}$$

$$= \sqrt{24.137 - 10.208}$$

$$= \sqrt{13.929}$$

$$= 3.732$$

The result above then was applied to test the hypothesis :

$$\begin{aligned} T_o &= \frac{M1-M2}{SEm1-M2} \\ &= \frac{23.73 - 10.03}{3.732} \\ &= 3.6709 \end{aligned}$$

C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found the result that observed was 3.6709. Then after seeking the table of distribution of t-observed as the basic of counting critical in certain of degree of freedom (df), the calculation showed that df were 58 (N_1+N_2-2) or ($30+30-2=58$). It was taken from the table of distribution was got pride t-table, for 0.05. the facts showed t-observed > t-table, $3.6709 > 1.99$

D. Research Finding and Discussion

The effect of applying Exit Slips strategy gave a significant effect in writing skill. It means that the students who were taught by applying Exit Slips strategy got higher score than without Exit Slips strategy. It was proved from the result of the test, in which the score of t_o was higher t_t . So, by this study it was hoped that using Exit Slips strategy could bring better result than without it, in order to improve students' skill in writing recount text using Exit Slips strategy enable the students to apply knowledge in their context real-life and not just to

memorize it. It could be said thought students developed their ideas by connecting academic subject with the context were able to express their easily.

So, the researcher concluded the alternative hypothesis was accepted that “there was a significant effect of using Exit Slips strategy on the students’ skill in writing recount text”. In other words, the students who were taught by using Exit Slips strategy got better than those who were taught by conventional method in writing recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the data analysis, the finding can be drawn as follow:

1. There was effect of applying Exit Slips strategy on the students' skill in writing recount text that they could be find easier to express their ideas and thoughts to write texts especially recount text. There were effect of applying Exit Slips strategy in writing recount text. It showed the final result was $t_{obs} > t_{table}(p=0.05) df = 58$, or $3.6709 > 1.99$. It meant that there was significant effect toward the students' achievement in writing recount text.

2. The students who were taught by using exit slip strategy got better achievement than the students who were taught by using traditional strategy

B. Suggestion

From the conclusion above, the suggestion were advisable to improving the teaching of English writing in particularly writing recount text, the suggestion are staged as the following:

1. The students should increase their knowledge skill about recount text and to assist them to construct the information that they will get in the real life into a good writing; especially in writing recount text.

2. The English teachers should apply Exit Slips strategy as one alternative way of teaching writing of text and beside that the teachers have to do more

active to give them assignment to make them get used to write and also more creative to make the learning situation is comfort because it will influence to the students' motivation in writing.

3. As an input for other researcher to make education policy that can be developed by the next researcher in different skill and also it is expected to the reader that can find out very interesting strategy in teaching writing especially to the students of University of Muhammadiyah Sumatera Utara.

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APPENDIX 1

LESSON PLAN (EXPERIMENTAL)

Schools : SMA AL – ULUM MEDAN
Subject : English
Class / Semester : X / 2
Topic : Recount Text
Time Allocation : 10 meetings (2 x 40 minutes/ meeting)

A. Core Competencies

1. Living and practice the teachings of their religion.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social and natural environment and put themselves as a reflection of the nation in the association world.
3. Understanding, implementing, analyzing factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with the insight of humanity, nationality, state, and civilization-related phenomena and events, as well as apply the knowledge procedural in specific fields of study according to their talents and interests to solve the problem.
4. Rework, in the realm of reason and cover concrete and abstract domains associated with the development of the independently learned in school, and was able to use the method according to the rules of science.

B. Basic Competence and Indicators

- 1.1. Grateful for the opportunity to learn the language in the English language international communication embodied in the spirit of learning
- 2.1 Demonstrate polite behavior and care in carrying out the interpersonal communication with teachers and friends
- 2.2. Shows honest behavior, discipline, confidence, and are responsible for implementing transactional communications with teachers and friends
- 2.3. Indicating behavioral responsibility, caring, cooperation, and peaceful, in implementing functional Communication
- 3.9. Analyze social function, the structure of the text, and linguistic elements in a simple recount text about the experience / event / events, according to the context of use.
- 4:13 capture the meaning of the text and write simple oral recount of experiences, events, and events.
- 4:14 compose texts and write simple oral recount on experience / activities/ events / events, taking into account the functions social, text structure and language elements, correctly and in accordance with the context.

Indicator:

1. Students can identify the sequence of events from a recount text
2. Students can identify settings (background) events.
3. Students can identify the use of special words in text recount
4. Students can create related to the material

C. Learning Objectives

After learning activities, students are expected to:

1. Indicate the seriousness learn English related simple recount text about the experience / incident / event.
2. Demonstrate caring behavior, confidence and responsibility in carrying out related communication texts oral recount on experience / incident / event.

3. Identify the social function, the structure of the text, and elements of the language of the text simple recount text about the experience / event / events
4. Respond to the meaning of a simple recount text about the experience / event / events
5. Develop a simple recount text about the experience / incident / event.

D. Learning Materials

Shaped recount written text.

The social function: Tells about experience in writing

Structure Text:

- (1) Introductions of paragraph
- (2) The sequence of events (series of events)
- (3) Conclusion

Linguistic element:

- (1) The words related activities, events, and places
- (2) Simple Past Tense.
- (3) Speech, the word tense, intonation, when presented orally
- (4) Reference words

E. Learning Method

Strategy: Exit slips

F. Media, Equipment, and Sources of Learning

1. Media

- Power point presentation
- Film
- Picture

2. Tools / Materials

- Loud speaker laptop
- Computer

- LCD

3. Learning Resources

- Audio CD / VCD / DVD

- Voice teacher

- [Www. dailyenglish.com](http://www.dailyenglish.com)

- <http://learnenglish.britishcouncil.org/en>

G. Learning Activities

Pre - test

1) Opening

- Teacher checks student's readiness to learn, both physically and psychologically.
- Teacher asks students experience in English
- The teacher explains the purpose of learning or competence to be achieved;
- Teachers outlining the range of material and the explanation of the activities to be undertaken students to complete exercises and tasks in learning.

2) Main Activities

Viewing

- Students listened example recount text that is played teacher
- Students discuss the events presented teachers
- Students learn to identify the main idea, details and specific information from a text
- Students create a list of daily activities ever experienced.

Asking

- Students questioned the content of the text read recount teachers.

Collecting Information / Exploring

- Students fill what they understand and what they don't understand in exit slips form about several to the teaching and learning process

3) Closing

- Students and teacher doing a reflection and concluding the material
- Teachers provide learning feedback

Post - test

1) Opening

- Teacher checks student's readiness to learn, both physically and psychologically.
- Teacher asks students experience in English

2) Main Activities

Viewing

- Teacher explain about recount text deeply.
- Students discuss the events presented teachers
- Students learn to identify the main idea, details and specific information from a text
- Students create a list of daily activities ever experienced.

Asking

- Students questioned the content of the text read recount teachers.

3) Closing

- Students and teacher doing a reflection and concluding the material
- Teachers provide learning feedback
- The teacher presents a lesson plan for the next meeting

H. Assessment

1. Type / Mechanical Ratings

- Attitude (through the observation of attitudes during the learning section)
- Knowledge: writing test
- Skills: writing, develop skills drafts, project.

2. Form of the instrument

Attitude assessment instruments

NO	NAME	ATTITUDE			INFO
		RESPONSIBILITIES	CARING	LOVE PEACE	
1					
2					
3					
4					
30					

Information:

Scale, the assessment made by the range between 1 - 5

1 = very poor;

2 = less consistent;

3 = start consistently;

4 = consistent;

5 = always consistent

Assessment Project

Project Name :

Time Allocation :

Supervisor :

Name : (group / private)

Class : _____

NO	ASPECT	SCORE (1 - 5)					INFO
		1	2	3	4	5	
1	PLANNING Making diary or journal						
2	IMPLEMENTATION						
	a. contents						
	b. Text structure						
	c. Vocabulary						
	d. Sentence						
	e. mechanics						
3	REPORT PROJECT						
	a. performance						
	b. Mastery of project						

Rubric *writing recount text*

Approved by
English Teacher

.....,

The Researcher

(**Arilianti, S.Pd, M.Si**)

(**Erida Tiara Susanti**)

Known By,

SMA AL - ULUM MEDAN

(**Sofyan Siregar, S.Ag**)

APPENDIX 2

LESSON PLAN

(CONTROL)

Schools : SMA AL – ULUM MEDAN
Subject : English
Class / Semester : X / 2
Topic : Recount Text
Time Allocation : 10 meetings (2 x 40 minutes/ meeting)

A. Core Competencies

1. Living and practice the teachings of their religion.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to various problems in interacting effectively with the social and natural environment and put themselves as a reflection of the nation in the association world.
3. Understanding, implementing, analyzing factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with the insight of humanity, nationality, state, and civilization-related phenomena and events, as well as apply the knowledge procedural in specific fields of study according to their talents and interests to solve the problem.
4. Rework, in the realm of reason and cover concrete and abstract domains associated with the development of the independently learned in school, and was able to use the method according to the rules of science.

B. Basic Competence and Indicators

- 1.1. Grateful for the opportunity to learn the language in the English language international communication embodied in the spirit of learning
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- 2.3. Indicating behavioral responsibility, caring, cooperation, and peaceful, in implementing functional Communication
- 3.9. Analyze social function, the structure of the text, and linguistic elements in a simple recount text about the experience / event / events, according to the context of use.
- 4:13 Capture the meaning of the text and write simple oral recount of experiences, events, and events.
- 4:14 Compose texts and write simple oral recount on experience / activities/ events / events, taking into account the functions sodial, text structure and language elements, correctly and in accordance with the context.

Indicator:

1. Students can identify the sequence of events from a recount text
2. Students can identify settings (background) events.
3. Students can identify the use of special words in recount text
4. Students can analyze the use of certain forms of the verb in the recount text

C. Learning Objectives

After learning activities, students are expected to:

1. Indicate the seriousness learn English related simple recount text about the experience / incident / event.
2. Demonstrate caring behavior, confidence and responsibility in carrying out related communication texts oral recount on experience / incident / event.

3. Identify the social function, the structure of the text, and elements of the language of the text simple recount text about the experience / event / events
4. Respond to the meaning of a simple recount text about the experience / event / events
5. Develop a simple recount text about the experience / incident / event.

D. Learning Materials

Shaped recount text.

The social function: Tells about experiences in writing Text structure:

- (1) Paragraph introductions
- (2) The sequence of events (series of events)
- (3) Conclusion

Linguistic element:

- (1) The words related activities, events, and places
- (2) Simple Past Tense.
- (3) Speech, the word pressure, intonation, when presented orally
- (4) Reference words

E. Method of Learning

The scientific approach

Strategy: Lecture, group discussions, individual and group assignments (projects)

F. Media, Equipment, and Sources of Learning

1. Media
 - Power point presentation
 - Film
 - Picture
2. Tools / Materials
 - Loud speaker laptop

- Computer
 - LCD
3. Learning Resources
- Audio CD / VCD / DVD
 - Voice teacher
 - [Www. dailyenglish.com](http://www.dailyenglish.com)
 - <http://learnenglish.britishcouncil.org/en>

G. Learning Activities

1) Opening

- Teacher checking student's readiness to learn, both physically and psychologically.
- Teacher asks students experience in English (social chat);
- The teacher explains the purpose of learning or competence to be achieved;
- Teachers outlining the range of material and the explanation of the activities to be undertaken students to complete exercises and tasks in learning.

2) Main Activities

Viewing

- Students listened example recount text form that is played by teacher
- Students discuss the events presented teachers
- Students learn to identify the main idea, details and specific information from a text
- Students create a list of daily activities ever experienced.

Asking

- Students questioned the content of the text read recount teachers.

Collecting Information / Exploring

- Students match the sequence of events and weave of images and text snippets supplied

3) Closing

- Students with a teacher's guidance concluded that the learning day
- Teachers provide learning feedback
- The teacher presents a lesson plan for the next meeting

H. Assessment

1. Type / Mechanical Ratings

- Attitude (through the observation of attitudes during the learning section)
- Knowledge: written test
- Skills: writing, develop skills drafts, project.

2. Form of the instrument

Attitude assessment instruments

NO	NAME	ATTITUDE			INFO
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Project Name :

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NO	ASPECT	SCORE (1 - 5)					INFO
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	a. contents						
	b. Text structure						
	c. Vocabulary						
	d. Sentence						
	e. mechanics						
3	REPORT PROJECT						
	a. performance						
	b. Mastery of project						

Rubric *writing diary* (file attached)

Approved by
English Teacher

.....,

The Researcher

(**Arilianti, S.Pd., M.Si**)

(**Erida Tiara Susanti**)

Known By,

SMA AL - ULUM MEDAN

(**Sofyan Siregar, S.Ag**)

APPENDIX 3

Instrument of Research

Name :

Class :

Things I learn today :

Things I find interesting :

Questions I still have :

APPENDIX 4

Answer Key

Exit Slips

Things I learn today:

I learn about recount text. Recount text is about our experience. I understand about this study and I love it. I just need to write what I want and I have. Before recount text I also learn about simple past tense. I think that's why I understand recount text because I know already about past tense. So I don't get difficulty about that.

Things I find Interesting:

I loved this class because it was like my second home. Usually I spent my day in school, so this class made me comfortable. Because this class was so big with complete furniture and good facilities. In this class, we had radio, tv and instrument music. And most important was my friends. They were so friendly and easy going. When had break time, we played it while singing together. It was so fun.

Questions I still have:

Even this class almost perfect for me, but I still had annoyed with them. Especially friends here. When we had class, they often made noisy. It so annoyed. I couldn't focused and concentrated about my study. I also had some problem with the teachers. Some teacher did not made me interested to material. We were too seriously. I didn't like it. But not at all. I think that's it.