

The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP

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ABSTRACT

The research aims at investigating whether the application of the Admit and Exit Slips teaching technique can improve the writing skill of the students of class BI 4.2 STKIP YPUP Makassar. The research used the pre-experimental method by performing a pre-test and post-test. The populations were the students of class BI 4.2 STKIP YPUP Makassar. The samples were as many as 20 students. The independent samples t-test indicates a significant improvement group after the treatment (the t-observed value and the sig.tailed are lower than 0.05 in the significance level of 2.093<12.22). this shows that the mean score of the post-test is greater than the pre-test (77.7>68.4). The improvement can also be seen in the five components in writing namely: the content, vocabulary, language use, organization, and mechanics. In which result of the post-test is greater than the pre-test. This implies that the students' writing skill gets better. It can be concluded that the Admit and Exit Slips teaching technique can improve the students' writing skill and this offers a significant pedagogical implication that needs to be empowered by Indonesian EFL teachers.

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1. Introduction

Language as a tool of communication consists of spoken and written form (Rahman & Weda, 2018), there are thousands of languages in this world and every country has its own languages (Aswad, et al., 2019). The function of language within a group of society plays a vital role because it bridges social recognition and strengthen cultural identity. Studying English language become a very important things, not only for student but also for professional and most of society around the world that English becomes an international language.

In English there are four skills area that need to be mastered, they are listening, speaking, reading and writing. Skills relate to different aspects of using language. In English there is receptive skill and productive skill (Pae, 2013; Junaidi, et al., 2020). The receptive skills are listening and reading, because the learners do not need to produce language to do these, they just receive and understand it. The productive skills are speaking and writing, because the learners need to produce language. They are also known as active skills. Among those skills, writing is still the most difficult skills to be mastered.

According to Widodo in Maneba (2015) writing is the most difficult language skill to be mastered due to the fact that the writers need to have enough knowledge and general intellectual skill to translate their ideas into readable text. So, in writing we have to pay attention with the grammar, vocabulary, and the punctuation and the difficulties are not only faced by English language students'.

Based on Plymouth Community School Corperation (2017) Admit Slips are exactly like Exit Slips, but they are done in the prior or at the beginning of the class. Students may be asked to reflect on their understanding of their previous night's homework, or they may reflect on the previous day's lesson if the question required a longer response time. Exit and Admit Slips can be used in all classes to integrate written communication into the content area. This encouraged the researcher to conduct the research under the title "The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP Makassar".

2. Previous Studies

The study of Admit and Exit Slips had been studied by many researchers. The findings from these studies have offered the benefit of the classroom instruction.

Asmaneli (2016) in her research she concluded that the writing achievement of the senior high school students' was good when teaching activities. The Admit and Exit Slips and combine with Target Text strategy is extremely useful in the classroom because can help students to be more interested, and enjoyable in writing. This strategy also is an informal assessment that will allow educators to adapt and differentiate their planning also the instruction and just takes a few moments to do it and can give teachers an informal measure of the students' understanding of a new lesson or concept.

The similar research by Putri in Permatasari (2018) entitled "Teaching Reading by Combining IEPC (Imagine, elaborate, predict, and confirmation) strategy and Exit Slips Strategy at Xth grade of senior high school". The result of this study these strategies can be applied in the 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 (Rahman, 2018)..

In her conclusion, Admit and Exit Slips teaching technique is a good strategy that the researcher can give the students instruction to express the students' thought what the students have learned about new information, and requires the students to respond.

3. Objectives of study

The Objectives of study are formulated as follows; 1) To investigate what writing skills can be improved from using Admit and Exit Slips Teaching techniques, and 2) to find a good strategy to help students to improve their writing skills ability. Theoretically, the significance of this research is expected to provide benefit to the English teacher. Practically, this research provided actual information to the English teachers in developing learning strategy in Indonesian secondary schools.

4. Conceptual Framework

4.1 Teaching Writing

Randal in Maneba (2015) stated that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

There are four components of writing based on Saputra (2014). Firstly, content is generate ideas and provide supporting details: knowledge, substantive, through development of thesis, relevant to assigned topic. Secondly, organization is express fluent expression: ideas clearly stated/supported, succinct, good organized, word order/function, articles, pronouns, prepositions. Thirdly, vocabulary is use effective words/idioms, sophisticated rage, effective word/idioms choice and usage, word form mastery, and appropriate register. Fourthly, mechanics is use correct English writing: demonstrating mastery of conventions, correct, spelling, punctuation, capitalization, paragraphing.

Based on the definitions above, the researchers took a conclusion that writing is a tool of communication to express the writer's thinking, feeling, or ideas in written form (Weda, et al., 2021). Writing starts with finding a topic and some supporting ideas, and produces them into a text with some additional information.

4.2 Admit and Exit Slips Strategy

According to Daniel in Asmaneli (2016), Admit and Exit Slips teaching technique is a written response to question the teacher poses at of the lesson or a class to assess students understanding of the key concepts. These activities typically are not graded, but simply put in place to provide a formative assessment of student understanding. This strategy requires students to respond to a prompt given by the teacher.

This teaching technique is used to assess what students know and to help guide instruction. They can be used either as an introduction to the content of the day's lesson to have students begin to think in a specific way or about a specific idea or as a method of review to determine how much information students know about a topic to be better decide on the direction instruction will take.

5. Method

About the research design, this study used a pre-experimental design which gave one group pre-test, treatment and post-test. Data were collected from the English students' of STKIP YPUP Makassar especially of B.I 4.2. The procedure of data collection, the researcher used three steps. They were pre-test, treatment and post-test. So the data in this study was quantitatively. The way of getting the score is determined based on the five components of writing (content, organization, language use, vocabulary and mechanic).

6. Finding and Discussion

The finding of the present study deals with the frequency and rate percentage of 20 students of B.I 4.2 in pre-test and post-test score.

Table 1. The Raw Data of Students' Pre-test

No	Name of Students	Pre-Test Score					
		Cont.	Organiz.	Voc.	L.use	Mech.	Final
	Total Score	367	320	310	325	47	1.3687
	Mean Score	18.3	16.0	15.5	16.2	2.3	68.4

Based on the raw data above, the students' score on five components in pre-test result, the researcher concluded that from 20 students of class BI 4.2 was in low score level. It can be proved that there was detail classification of content pre-test result, that there were no students' respondents whose skill that could be categorized as good and very good in their writing' content. There were 15 students (75%) who classified as poor and there were 5 students (25%) in the very poor category. From the result above, it could be seen and concluded that the majority of the students' writing skill in the content component was in the very poor category the students still felt difficult to write and express their ideas and seemed no ideas on how to begin their writing.

The students' writing in pre-test on component of organization, there were 5 students (25%) who categorized as very good score, there were 12 students (60%) got good score, there were 3 students (15%) who classified as poor score, and none of students who put into very poor score (0%). Based on the data below, it could be seen and concluded that most students in two levels, they were in good and very good category.

The result of the students' writing in this vocabulary component in pre-test, there were 2 students (10%) who could be categorized as very good score, also 17 students (85%) got good score and there was 1 student (5%) classified as poor score, while in very poor score none of students.

The table 4.5 above showed that students' writing in this language in use pre-test result, there was none student (0%) students who classified as very good and very poor score, there were 3 students (15%) who categorized as good score, and there were 17 students (85%) got poor score. Most of students in one level, there was the poor level, they were in 17 frequencies.

The result of the students' writing in this mechanic pre-test showed that there were none students (0%) got very good and good score, there were 7 students (35%) classified as poor score, and there were 13 students (65%) got very poor score. The table below showed that most students were categorized in one level. They were in very poor level with 13 frequencies.

Based on the raw data, students' scores in five components above, the researcher presented. The researcher concluded that in the following chart below from 20 students of class BI 4.2 was in low score level.

Table 2. The Raw Data of Students' Post-test

No	Name Of Students	Post-Test Score					
		Cont.	Organiz	Voc.	L.Use	Mech	Final
	Total Score	418	350	366	368	55	1,555
	Mean Score	20.9	17.5	18.3	18.4	2.7	77.7

Based on the raw data above, students' score on five components in the post-test result, the researcher concluded that from 20 students of class BI 4.2 categorized were improving their writing ability on five components. It can be proved that there was detail classification of content in the post-test result, none student (0%) got very good and very poor categorized, 4 students (20%) who classified as good score while there were 16 students (80%) who can be categorized as poor score in the result of the post-test in the component of content.

Classification of organization in detail, there were significance difference result of the students' work in the component of organization that there were 7 students (35%) got very good score, there were 13 students (65%) categorized as good score, while there were none (0%) student who can be classified as poor and very poor score.

The results of the students' writing in the vocabulary post-test are good. It can be proved that there were 17 students (85%) who got very good score, there were 3 students (15%) who categorized as good score, while there was none (0%) student got poor and very poor score. The table below showed that most students in one level. There was very good level with 17 frequencies.

Students' writing in this language in use post-test result there was 1 student (5%) got very good score, 15 students showed their improvement in writing at the classification as good, there were 4 students (20%) who categorized as poor score, there was none students (0%) got very poor score.

According to the classification of students' scores of mechanic in post-test, there was none student (0%) got good and very good score, there were 15 students (75%) who obtained poor score and there were 5 (25%) students identified in very poor category classification. It means that majority of the students showed their improvement in writing ability in component of mechanic after giving them treatments. The table below showed that most students in one level. There was poor level with 15 frequencies. It can be concluded that the students' writing ability was improved after giving the treatment using Admit and Exit Slips teaching technique.

Table 3. Comparing the mean score of the students' Pre-test and Post- test

Components	Mean Score of Pre-test	Mean Score of Post-Test
Content	18.3	20.9
Organization	16.0	17.5
Vocabulary	15.5	18.3
Language Use	16.2	18.4
Mechanic	2.3	2.7
Final Score	68.4	77.7

Based on the explanation above, it could be concluded that the ability of the students' writing in post-test was higher than the ability of the students' writing on pre-test. Based on the result of the t-test, the researcher found that there was significant difference between the results of pre-test after comparing it. The researcher concluded that the mean score of the students' writing based on the result on post-test 77.7 was greater than the mean score of pre-test 68.4. It means that there was an improvement between the students' writing descriptive text by using Admit and Exit Slips teaching technique.

The content of the mean score of the students' writing on post-test 20.9, on the content component was higher than the mean score of pre-test 18.3. It showed that in content there was an improvement between the students' writing descriptive text by using Admit and Exit Slips teaching technique.

The organization of mean score of the students' writing on post-test 17.5, on the organization component was higher than the mean score of pre-test 16.0, it showed that in organization there was an improvement between the students' writing descriptive text by using Admit and Exit Slips teaching technique.

The vocabulary of mean score of the students' writing on post-test 18.3 based on the vocabulary component was higher than the mean score of pre-test 15.5. It showed that in vocabulary there was an improvement between the students' writing descriptive text by using Admit and Exit Slips teaching technique.

The students score in language in use criteria of post-test 18.4 it was categorized as good because dominated by errors in grammar and the students' score classification of pre-test in language in use criteria was 16.2 it was categorized as poor score because fair many errors in tense, number, agreements, articles, pronouns, and preposition. The students' mean score in post-test greater than the mean score of pre-test especially in language in use component in writing descriptive text.

From the data analysis in mechanic criteria, the students score of pre-test 2.3, it was categorized as poor score because of the handwriting was eligible. The students score in mechanic criteria of post-test 2.7 it was categorized as poor score because some errors of spelling, capitalization, punctuation, and paragraphing but meaning confused or obscured. Based on the previous explanation the researcher concluded that the students' score of post-test was greater than mean score of pre-test before doing treatment using Admit and Exit Slips teaching technique and that the students' mean score of post-test was higher than mean score of pre-test concerning to score classification of five components namely, content, organization, vocabulary, language in use, and mechanic

7. Conclusion

The result of data analysis confirms an emerging issue regarding the positive effect of intervention using Admit and Exit Slip teaching technique. This can be warranted that productive skills such as writing needs special attention of professional teachers to inculcate values in order to make substantial changes in both knowledge and skills of writing. In other words, the application of Admit and Exit Slips helped the students in generating ideas, organizing texts and improving their writing besides inducing students' motivation. The current teaching innovation appears to generate total engagement of students in shaping ideas as well as highlighting concepts in order to produce piece of writing relevant to their level at secondary schools. This technique will in turn be able to engage the students' attention and interest during the teaching and learning process of writing. In short Admit and Exit Slip teaching technique provides vitality of the students' potential in resolving their problem of writing that has been neglected by many teachers ever since. The students became more confident to write and active in the classroom activities. Since the students were motivated and the writing class ran well, the students' writing skills were also improved.

Based on the conclusions above, the application of Admit and Exit Slips was successful to improve the writing ability of the fourth semester students of STKIP YPUP Makassar. Admit and Exit Slips teaching technique also helps the students improve their skill in organizing the text because it helped them remembering the elements in describe text. The Admit and Exit Slips teaching technique also made the students to focus on the lesson. Thus, it meant the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

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