

**THE APPLICATION OF ADMIT AND EXIT SLIPS TEACHING
TECHNIQUE IN IMPROVING THE STUDENTS' WRITING SKILL AT
STKIP YPUP MAKASSAR**



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**POST GRADUATE PROGRAM
ENGLISH LANGUAGE STUDIES
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HASANUDDIN UNIVERSITY
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TECHNIQUE IN IMPROVING THE STUDENTS' WRITING SKILL AT
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Written and Proposed by

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THESIS

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Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain. Apabila kemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 7 Desember 2021

Yang Menyatakan



Sulfaedah Lestari

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ABSTRAK

Sulfaedah Lestari. 2021. *Pengaplikasian teknik mengajar Admit dan Exit Slips dalam Meningkatkan Kemampuan Menulis mahasiswa kelas BI 4.2 STKIP YPUP Makassar. Di Bimbing Oleh Abidin Pammu dan Nasmilah Imran.*

Penelitian ini bertujuan untuk menginvestigasi apakah penggunaan teknik mengajar Admit dan Exit Slips dapat meningkatkan kemampuan menulis mahasiswa kelas BI 4.2 STKIP YPUP Makassar. Penelitian ini menggunakan metode pre-experimental dalam bentuk satu kelas yang diberikan tes awal dan tes akhir. Populasinya adalah mahasiswa kelas BI 4.2 STKIP YPUP Makassar. Jumlah sampel adalah 20 mahasiswa.

Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan mengenai kemampuan menulis mahasiswa pada kelompok eksperimen setelah perlakuan (nilai t dan nilai Sig.2 *tailed* lebih rendah dari pada taraf kesalahan 0,05 pada level signifikan $2.093 < 12.22$). Nilai rata-rata pada tes akhir lebih besar dari pada nilai rata-rata tes awal ($77.7 > 68.4$). Peningkatan tersebut juga dapat terlihat dari lima komponen dalam menulis yaitu isi, kosa kata, penggunaan bahasa, organisasi dan mekanik yang dimana hasil post-test lebih besar dari pre-test. Berdasarkan hasil analisis data, dapat disimpulkan bahwa penggunaan teknik mengajar Admit dan Exit Slips dapat meningkatkan kemampuan menulis mahasiswa.

Kata kunci: Admit dan Exit Slips, Kemampuan Menulis Mahasiswa.

ABSTRACT

SULFAEDAH LESTARI. 2021. *The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at students' class BI 4.2 of STKIP YPUP Makassar.* Supervised by Abidin Pammu and Nasmilah.

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 result of the independent samples t-test indicates that there is the 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.

Keywords: Admit and Exit Slips strategy, the Students' Writing Ability.

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CHAPTER I

INTRODUCTION

A. Background of Study

Language as a tool of communication consists of spoken and written form which bridges the people to establish social and political communication within the groups of people that belongs to particular context of culture. There are thousands of languages in this world and every country has its own unique languages. The function of language within a group of society play a vital role because it brings 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. Since it becomes the most needed of foreign language in Indonesia, the government puts in the curriculum to help young generations learn English from the primary school until the university.

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. 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 also known as active skills. Among those skills, writing is still the most difficult skills to be mastered. It is given the example, writing needs reading, but reading can be

done without writing. Although writing will provide shortcut to understand aspects of reading.

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’.

There are some reasons why the students find the difficult to write. This is because they have to struggle to organize and use mechanics of writing. Many students say that they do not have idea to write because they still lack of vocabulary. It seems like they do not know what they should write. If they have ideas they cannot express their ideas in a good sentence and form it into a good paragraph or correct patterns. It takes long time for them to think. The students are difficulty with the meaning, the sounds and the spelling of the words. They do not know how to write sentence correctly, how to choose suitable words and how to organize ideas well. In the other way, the students did not know how to start writing as well as, they did not enough ideas to compose writing. Many students became anxious when they attempted to write. The students are difficult to make a short paragraph, and even sentences. Most of the students are not interested in writing.

Moreover, these difficulties are also shown by the students of STKIP (Sekolah Tinggi Keguruan dan Ilmu Pendidikan) YPUP Makassar. The students of this campus especially the students in the fourth semester indicated that they

have experienced difficulties in learning English writing. Some of the students did not study English in their previous school. Either, many researchers have done to help the teachers of English in teaching writing by offering the methods or strategies and one of them is Admit and Exit Slips teaching technique. This strategy is an interesting strategy and it compounds the students' writing to write well and less stress. It guide students by giving instructions and it is easy to conduct in the classroom. It also said enables the students to organize their idea. Teacher guides the students to construct information in written form the teacher should provide appropriate models or techniques, because an appropriate technique will help teacher to guide students to think aloud, discover or find the main point of a writing process.

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".

B. Research Questions

Based on the explanation above, the researcher formulates research questions as follows:

1. How does the Admit and Exit Slips teaching technique improve the students' writing skill?
2. What writing skills can be improved with reference in using Admit and Exit Slips teaching techniques?

C. The Objective of The Research

In relation to the problem statement above, the objective of the research:

1. To describe how the Admit and Exit Slips teaching technique improve the students' writing skill.
2. To investigate what writing skills can be improved from using Admit and Exit Slips Teaching techniques?

D. The Significance of the Research

Theoretically, the significance of this research is expected to provide benefit to the English teacher. Practically, this research will provide actual information to the English teachers in developing teaching learning strategy in Indonesian secondary schools.

E. The Scope of the Research

The scope of the research is directed to provide pedagogical benefit mainly to the teaching of productive skills in secondary school education by introducing Admit and Exit Slips teaching technique. The students' writing will be assessed under the five components of writing that concerns content, organization, vocabulary, language use and mechanics.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There have been an overwhelming of studies that have ever been undertaken in relation to implementation of Admit and Exit Slip teaching technique in various context of ELT including ESL and EFL context. The studies revolve around investigating the effectiveness of Admit and Exit Slip strategy in EFL settings. The findings from these studies have offered benefit classroom instruction that have been applicable for both novice and experienced teachers.

The first important research is from Rowan University (2009) entitled “The Implementation of the Exit Slip Strategy to Examine the Advancement of Paraphrasing and Summarizing of Shakesperian Text”. In this study, the researcher focused on the integration of a specific technique. The Exit slips strategy helps the students focus on the development of paraphrasing and summarization skills of freshman Honors' students. In this action research study highlighted the importance of implementing and equipping students with specific writing strategies to interpret and make meaning from new and unfamiliar texts. When students are taught a specific strategy to interpret new text through the use of paraphrasing and summarization, the students' skill levels are increased, as well as their level of understanding of the text. The results of the study suggest that the exit slip strategy was an effective method to help students rehearse their skills during controlled amounts of class time.

Another investigation was conducted by S. Rebecca Leigh (2012) from

Oakland University “The Classroom is Alive with the Sound of Thinking: The Power of the Exit Slip” she stated that Exit slips strategy have significance effect on students’ writing. The assumption of the present study is supported by the study of. However, the previous study did not conduct an experimental research to specifically investigate the effect of exit slips strategy on students’ writing ability and reading comprehension.

The differences between this research and the previous one is Jenna Budynsky (2012) entitled “Read Write Pair Share,” “Student Questioning for Purposeful Learning” “Reciprocal Teaching,” “Dialectical Journals,” and “Exit Slips.” Stated that the students were completed the designated reading comprehension for the particular lesson. Based on data from both student assessment scores and survey answers, “Exit Slips” seemed to be the most helpful strategy in improving reading comprehension.

Sugiarti (2014) in entitled “*The Effect of Using Exit Slips Strategy on Writing Ability at Senior High School1 Batang Cenaku in Indragiri Hulu Regency*”. She found there was significant effect of exit slips for writing, she concluded that teaching writing by using exit slips strategy at senior high school is suitable because gives advantages for students become critical to social life around them because by using the exit slips they were asked to choose one of the actual faced by the community around them for discussion in the classroom

It similarity with the previous research by Humairah (2014) “Teaching Writing by Combining Journalist's questions and Exit Slips Strategies at Eight

Grade Student of Junior High School”. Based on her research this strategy is appropriate to help students improve their writing skills by developing ideas from students.

Similarly, Angela Danley, EdD, Ann McCoy, PhD and Rahila Weed, PhD, (2016) “Exit Tickets Open the Door to University Learning”. This study did not conduct an experimental research to specifically investigate the effect of exit slips strategy on students’ writing ability and reading comprehension. Exit tickets are a beneficial way of gathering student feedback, so the instructor can plan lessons and assignments based on the input provided by students. The faculty in this study encourages their colleagues to consider using exit tickets for formative assessment.

Furthermore, Asmaneli (2016) in her research “Teaching Writing by Combining Admit and Exit Slips Strategy and Targed Text Strategy”, she concluded that the writing achievement of the senior high school students’ was good when teaching activities. This strategy is extremely useful in the classroom because can help students to be more interested, and enjoyable in writing.

Based on the points of view above, InggritMclaren, Dale Webber in Kalisah (2017) “The Effect of Using Exit Slips Strategy on Students’ Writing Ability and Reading Comprehension at Language Development Center of UIN SUSKA Riau”. The thesis from Islamic University of Negeri Sultan Syarif Kasim Riau. She said that students’ writing ability improvement is possible when the strategy used in teaching is fun.

In a similar study by Hermayati in Kalisah (2017) “The Effect of Using

Exit Slips Strategy on Students' Writing Ability and Reading Comprehension at Language Development Center of UIN SUSKA Riau". The thesis from Islamic University of Negeri Sultan Syarif Kasim Riau. She stated that exit slips strategy had the most effect on young EFL learners' reading comprehension.

The similar research by Putri in Permatasari (2018) "*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.

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

B. Some Partinents Ideas

1. Writing

a) The Definitions of 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.

Bram in Sepianita (2010) defined that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what the writer shall have something meaningful to convey.

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

b) The Qualities of Good Writing

The qualities of good writing based on Hunter College (2021) stated that there are five qualities of good writing there are:

1. Focus: An essay should have a single clear central idea. Each paragraph should have a clear main point or topic sentence
2. Development: Each paragraph should support or expand the central idea of the paper. The idea of each paragraph should be explained and illustrated through examples, details, and descriptions.
3. Unity: Every paragraph in an essay should be related to the main idea. Each paragraph should stick to its main point.
4. Coherence: An essay or paper should be organized logically, flow smoothly, and "stick" together. In other words, everything in the writing should make sense to a reader.
5. Correctness: A paper should be written in generally correct standard of English, with complete sentences, and be relatively error-free.

c) Components of 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 range, effective word/idioms choice and usage, word form mastery, appropriate register. Fourthly, mechanics is use correct English writing: demonstrating mastery of conventions, correct, spelling, punctuation, capitalization, paragraphing.

d) The Forms of Writing

There are four main types of writing according to Meer (2016) they are: expository, persuasive, narrative, and descriptive. Each of them will be describe below:

- 1) Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

❖ The example of expository writing:

“How to Make Fried Rice”

Fried rice is certainly recipe that must be mastered. It is because cooking cooking fried rice is the best way to cook the leftover rice into a delicious recipe. Here’s how to make it:

Ingredients:

- Rice 600 gram
- Chicken meat 125 g. Finely chopped
- Eggs 1 grain. Shake it
- Red onion 5 cloves
- Garlic 3 cloves
- Red chili 3 pieces
- Leaves 1 stalk. Fine slice
- Sweet soy sauce 2 tbsp
- Salt 1 tsp
- Pepper tsp
- Oil

How to make:

- Add the onion, garlic, and red chili into the mortar then puree.
- Then, fry the eggs into scrambles and set aside.
- Saute the mashed spices with oil to taste. Stir-fry until fragrant.
- Add the minced chicken, eggs and leeks to the sautee. Saute again until all ingredients are evenly distributed.

- Add soy sauce, salt and pepper. Mix well.
- After that, add the rice and stir until smooth.
- Finally, the fried rice can be served on a serving plate.

2) Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

❖ The example of descriptive writing:

Borobudur Temple

Borobudur temple, which is located in Central Java, is one of the seven wonders of the world and is one of the most beautiful tourist resorts in Indonesia. The people all over the world know that Borobudur is one of the greatest art works that has ever been known for a long time. Borobudur temple was built by the Sailendra Dynasty during the eighth century which needed more than 2 million river stones, thus It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more tourists, both domestic and foreign tourists, who admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join the travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes it easier for the tourists to change

their money. But some of them like to bring credit cards and checks.

- 3) Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

❖ The example of persuasive writing:

Sumsang Meteorid S12

Sumsang, your number one gadget developer is releasing the newest smartphone. In this series, you can get low price smartphone but on the Highly Quality.

Specification:

- GHz Quad-Core SnapMonster
- 6,4-inch screen
- 8GB RAM with 256GB Memory Internal
- Triple Camera, 32MP, 12MP, 8MP and one Selfie Camera 16MP
- SIM card

- 4) Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative

writing answers the question: “What happened then?”

❖ The example of narrative writing:

Surabaya

At one time there lived two strong animals. They were Sura the shark and Baya the crocodile. The two lived together in a river in a dense forest. These two animals had an equation that was to eat greedily. Due to their gluttony, various foods such as small fishes, crabs and shrimps continued to decrease. Finally, Sura and Baya lacked food.

Once upon a time, Baya went down to the river in search of food close to Sura. Sura got angry, and finally there was a fierce fight. Since they were equally strong then no one won. Finally, they both decided to divide the river into two, upstream for Baya while downstream for Sura. Some time later there was a prolonged dry season.

The water downstream was getting less and less which made Sura difficult to get food. Finally, Sura went downstream to look for the food. This was known to Baya and in the end there was a violent fight between the two. This caught the attention of many people and watched the fight.

Baya and Sura are both strong and this causes both animals to die. An old man then said “from today I call this place Surabaya, in memory of this unusual event”. People who witnessed this accepted the old man’s statement. From then on it was known as the Surabaya area.

e) The Process of Writing

According to Harmer (2004:4) offered simple process of writing. It consists of four stages. There will be planning, drafting, editing, and final draft.

The first stage that will be discussed is planning. According to Harmer, there must be three considerations in this stage. The first one is thinking the purpose of writing. It will influence other features, like text type, language use, and information or content of the text. The second one is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments in the best way.

After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form.

The third stage is editing. Here, students are checking the drafts have been written by students. After they are checked and edited, students will start to write in the best form of writing based on their own text type.

This is the fourth or the last stage of writing process. Harmer assumes final draft as finished product. It is considered as best writing after passing checking and editing. In this stage, students are allowed to publish their writing to

the readers.

f) The Purpose of Writing

According to The Common Core Writing Handbook (2012) the purpose of writing consists of four categories namely to inform, to explain, to narrate and to persuade the readers.

a) To inform

The purpose for writing to inform is to share facts and other information. Informational texts such as reports make statements that are supported by facts and truthful evidence.

b) To explain

The purpose for writing to explain is to tell what, how, and why about a topic. An example is to explain in writing how to do or make something.

c) To narrate

The purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle, and the end. examples are fictional stories and personal narratives.

d) To persuade

Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details in order to get the audience to agree, take action, or both. At Grade 6, the emphasis shifts to argument.

g) The Importance of Writing

According to Rae (2020) the importance of writing are:

a. Improves Communication Skills

Communication (oral and non-verbal), is one essential skill that every student must master to be able to succeed not only in their academics but in life as a whole. Because, to be honest, without communication, the real essence of life would be lost, which is why writing has been deeply integrated into the school curricular as a way to significantly improve the communication skills of students. Grammar, spelling, and punctuation, gestures, paralinguistic and so on, which are major parts of communication, can also be improved upon when we learn how to use writing as means of expressing our ideas and messages clearly and directly to our listeners.

b. Creativity and Imagination Levels

Research confirms all of us are naturally creative. When you write, certain areas of your brain are activated, especially what is referred to as the “frontal cortex”; the part of the brain popularly known to be the seat of creativity. By producing ideas, reflecting on, and juxtaposing them, you can also form free and productive ways of extensively exploring the world around you and also improving every situation you may find yourself in.

c. Widens Knowledge Base

Writing can also widen your knowledge capacity, and significantly, too. You will also be able to learn about things that happened in the past, events that are currently happening, and the possible ways you can actively influence future situations with your present actions, in the process.

d. Vital to Academic Success

Writing is vital to your academic success, in that it is identified as one of

the most important requirements a student must satisfy to be able to earn excellent grades and also a good degree, at the end of it all. This is why students make use of good essay writing services, they must have been able to confirm on review sites, for their essay assignments and other important academic responsibilities they have to fulfill.

e. Increases the Level of Confidence

One of the least important reasons writing is important to students is because it can increase their level of confidence and even their sense of achievement, too. You can't deny it, completing your essays and the other writing tasks you have gave a strange feeling of fulfillment that you have been able to successfully exploit your literary skills.

h) The Difficulties of Writing

Most people believe that writing is difficult, some difficulties in writing according to All Kinds of Mind Article (2020) are :

a. Graphomotor Difficulties

Children with graphomotor weaknesses struggle to coordinate the small muscles of the fingers in order to maneuver a pen or pencil, especially as assignment length increases. A child with a graphomotor weakness might: find it hard to form letters, lack fluidity in cursive writing, write exceptionally slowly and with great effort, use an awkward pencil grip, and write only very short passages.

b. Attention Difficulties

Children who struggle with attention may have difficulties with writing,

such as: difficulty getting started on writing assignments, distractibility, during writing tasks, mental fatigue or tiredness while writing, inconsistent, legibility in writing, uneven writing tempo, many careless errors, poorly planned papers and reports.

c. Language Difficulties

Good writing relies on a child's language abilities improving steadily over time. A language weakness may manifest itself in a child's writing as: difficulty with word sounds, spelling, and meanings, poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial language, difficulty with sentence structure and word order, trouble reading back what is written.

d. Memory Difficulties

Because so many writing processes need to be automatic, active working memory (i.e., the part of memory where information is suspended while you use it) is critical. Children may have difficulty recalling spelling, grammar, and punctuation rules, accessing prior knowledge while writing, or organizing ideas. A memory problem may manifest itself in a child's writing as: poor vocabulary, many misspelled words, frequent capitalization, punctuation, and grammar errors.

e. Higher-order Thinking Difficulties

Children who have difficulty with higher-order thinking are often unable to use writing to present a sound argument or to convey sophisticated or abstract ideas. A higher-order thinking weakness might manifest itself in a child's: trouble generating ideas or elaborating on them, difficulty developing and organizing

ideas, lack of opinion or sense of audience, difficulty with writing tasks that require creativity and/or critical thinking.

f. Cognitive problem

We grow up learning to speak and in normal circumstances spend much of our time doing it. We also appear to speak without much conscious effort or thought and generally we talk because we want to, about matters which are of interest or relevant to use socially or professionally. Writing on the other hand is learned through a process of instruction. We have to master the written form of the language and to learn certain structures which are less used in speech or perhaps not used at all, but which are important for effective communication in writing. We have to learn how to organize our ideas in such a way that they can be understood by the reader who is not present perhaps by a reader who does not know us.

i) The Principles of Writing

According to Shani Raja (2020) a former editor for the Wall Street Journal. There are a few practical techniques writers can use to write better, they are:

a. Simplicity

Simplicity is a key ingredient to make your prose impactful, and there are many things you can do to simplify your language and create writing that is tight in other words, writing in which all points are expressed efficiently. First, avoid using fancy language, at least without a purpose. If your word choice is purposeful and clear, using colorful language is not a problem. However,

pointlessly using big words just to impress your readers makes your writing slow and heavy. Try to simplify your sentences and to express yourself plainly. If your writing is plain, you will get your message across in the shortest time possible.

b. Clarity

Clarity is probably the most important ingredient. As a writer you cannot get away with it: clarity must come first. Through simplicity, you can remove the heaviness; through clarity, you make sure that your message gets across beautifully. If the reader does not understand what you are saying it's your fault, not theirs. How do you achieve clarity? First, you need to ask yourself: What am I trying to say? Get your idea down on paper and polish it until you have a meaningful point, otherwise, you may leave a fuzzy idea in your writing. Second, make sure the causal elements in your sentences line up properly: the logical connection between your ideas should be as clear as possible, enabling the reader to get the meaning of the sentence instantly, without having to make inferences.

c. Elegancy

Elegance is what makes your writing flow. It's the ingredient that gives your prose order and grace. Compared to simplicity and clarity, elegance is a more difficult concept to understand, but I will try to explain what I have learned about this powerful tool so you can experiment with it.

d. Evocativeness

Evocativeness is the piece that completes the puzzle: evocative writing is writing that has the power to move you emotionally and to fire up your imagination. As a writer, you do not always need evocativeness, but this

ingredient can add something to your prose if you know how to use it properly.

2. Definition of Descriptive Text

Based on Abisamra in Jayanti (2019) gives opinion that descriptive text is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is describe. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that they can imagine the object which is described clearly like the real one.

According to Gerod and Wignell in Asmaneli (2016) the social function of descriptive text is to describe a particular person, place, and thing. There are three the characteristics of descriptive text, they are communicative purpose, generic structure, and grammatical features.

First, communicative purpose of descriptive text is to describe a particular person, place or thing in general. Try to avoid using familiar words in awkward ways.

Second, the generic structure of descriptive text are identification (identifying phenomenon of the subject that will be describe) and description (describe the parts, qualities, features, behavior and the character of the subject).

Third, grammatical features of descriptive text are: firstly, it has certain noun/clear noun, for example: my car, my new house, and so on. Secondly, the describing subject is unique and when describing is sticks the difference or unique out of the others, for example: my dog doesn't like bones and use the simple

present, for example: I live in a simple house, the house is very beautiful it has wonderful park. Third, is detailed noun phrase to inform about the subject, for example: “I have a white skinned girlfriend”. Fourth, use some kinds of adjectives that have describing, numbering, and classifying something, for example: “Two strong legs”. Then, use thinking verbs and feeling verbs. Using action verbs, for example: “My cat eats mouse” and the last is figurative language is like simile or metaphor. For example “John is white as chalk”.

3. Admit and Exit Slips Teaching Technique

a. Definition of Admit and Exit Slips Teaching Technique

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.

Admit and Exit Slips teaching technique guide introduces the concept of using Admit and Exit Slips teaching technique in the classroom to help students reflect on what they have learned and express what or how they are thinking about the new information. Admit and Exit slips teaching technique, also known as bell ringers, are used as a means of gauging student understanding about a given topic before beginning instruction. 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.

b. Procedures of Admit and Exit Slips Teaching Technique

Gabbard in Asmaneli (2016) said that there are five steps in admit slips strategy. The first is assign a topic. Second, forms up groups of four members. Third, give each group a piece of chart paper. Fourth, divide the paper into parts based on the groups. Fifth, have students to write their ideas about the topic. After sharing their ideas, they write common ideas in the center of the paper.

In summary, this strategy helps the students express their ideas to the other through their own writing. The teacher gives the paper of picture to make review materials related to the content being studied and teacher asking students to make question and answer related to the text and picture. This enables students to provide the teacher with feedback about the teaching, a summary of ideas and skills learned, or a demonstration of their comprehension.

c. Advantage of Admit and Exit Slips Teaching Technique

Khalisah (2017) stated that there are some advantages of using Admit and Exit Slips teaching technique and will be explained below:

1) For students to express their thoughts on new concepts. The exit slips can be an opportunity for students to ask questions that they may have about the concept, or express their confidence in how well they know a concept.

2) A way to informally assess students' understanding on new concepts.

The teacher can use the exit slip as a way to ask a few questions on the

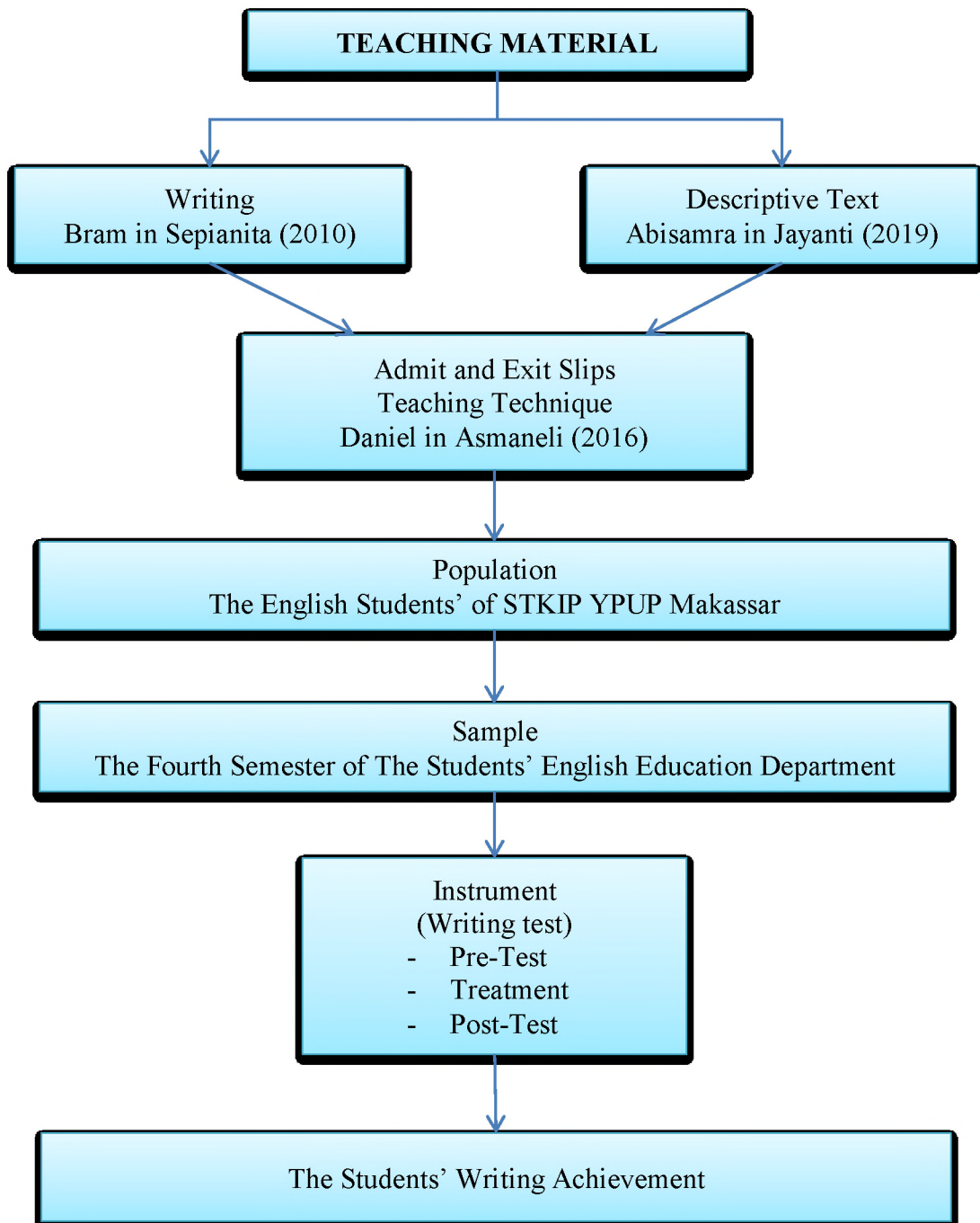
concept. This could be a few math problem or open ended questions on content or vocabulary.

- 3) For students to reflect on what was learned. Exit slips can also be used almost in as a journal, where students are writing what they learned from the lesson.
- 4) Opportunity to challenge students to think critically about concepts. Teachers can also use exit slips as an opportunity for higher order thinking. For example, if a concept is taught in math, the teacher may give students a harder problem for the exit slip. The exit slip will informally assess whether the students can apply the skills they learned to a harder problem.
- 5) For lesson planning. The responses from exit slips should be used by teachers to plan out future lesson plans. Students' responses will inform a teacher whether students are ready to move on or need to review a concept.

The using of Admit and Exit Slips teaching technique in the classroom will help students reflect on what they have learned and express what or how they are thinking about the new information. This teaching technique helps and stimulate the students to think critically. Admit and Exit Slips teaching technique is effective way to informally assess students understanding of new or old concepts and determine where students need additional clarification or assistance. The use of Admit and Exit Slips teaching technique in the classroom will help students reflect on what they have learned and express what or how they are thinking about the new information.

C. Theoretical Framework

The theoretical framework of this research is presented below:



D. Hypothesis

There are two hypothesis on this research. There are Null Hypothesis (H_0) and Alternative Hypothesis (H_1) :

1. The Null Hypothesis (H_0): There was no significant difference between the students' writing ability before and after treatment using Admit and Exit Slips teaching technique.
2. The Alternative Hypothesis (H_1): There was a significant difference between the students' writing skill before and after treatment by using Admit and Exit Slips teaching technique.