



**TEACHING WRITING BY USING ADMIT SLIPS STRATEGY IN
WRITING DESCRIPTIVE TEXT AT SMKN 3 MAKASSAR
SULAWESI SELATAN**

Sulfaedah Lestari
STKIP YPUP MAKASSAR

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Abstrak

The objective of this research was to find out whether the implementation of Admit Slip strategy increases students' writing ability at the second grade students of SMKN 3 Makassar. This research employed a pre-experimental method with one class pre-test and post-test design. The population of this research was the second grade students of SMKN 3 Makassar. The total sample was 20 students and it used purposive sampling. The result of the data showed that the mean score of post-test was greater than the pre-test ($78.7 > 71.1$) and the t-test value was greater than the t-table value ($14.83 > 2.093$) at the level of significant 0.05. It can also prove by the result of the five components of writing, where the post-test result was higher than the pre-test. Therefore, it can be concluded that from the score of the five components of writing on post-test (content, vocabulary, language use, organization and mechanic) was greater than the score of the five components of writing on pre-test. So it can be concluded that Admit Slips strategy increases the students' writing ability at the second grade students of SMKN 3 Makassar

Keywords:

Admit Slips Strategy,
the students' writing
ability.

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INTRODUCTION

Nowadays English has been an important role in our daily life. It is clear that English language has become more dominant around the world. In some countries it use as the mother tongue and other countries learn it as second language in their schools.

In English there are four skills namely: listening, speaking, reading and writing. Many students say that they do not have idea to write because they still lack of vocabulary. It seems that 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. Other students say that writing is a complex skill, because it consists of some aspects that should be considered for instance, how to write sentence correctly, how to choose suitable words and how to organize ideas well. These are some of the general problems found by the students not only by the English students.

Moreover, these difficulties also shown of the students of SMKN 3 Makassar. The students of this school, especially the students of the second-grade indicate they have experienced difficulties in learning English writing. 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 Slips strategy. This strategy is an interesting strategy and it compounds the students' writing to write well and less stress. It guide students by giving istructions and it is easy to conduct in the classroom. It also said enables the students to organize their idea.

So that, the researcher is interested in conducting a research under the title "Teaching Writing by Using Admit Slips Strategy in Writing Descriptive Text" at the second year students at SMKN 3 Makassar.

The Problem Statement

Based on the explanation above, the researcher formulates the problem statement for this research:

Does the use of Admit Slips Strategy improve teaching writing descriptive text at the second-grade students at SMKN 3?

The Objective of the Research

In relating to the problem statement above, the objective of the research is to find out whether the use of Admit Slips Strategy improveteaching writing descriptive text at the second-grade students at SMKN 3 Makassar.

The Significance of the Research

Theoretically, the significance of this research is expected to give benefit to the English teacher. Practically, the researcher give the information to the English teachers in developing teaching learning strategy in the school.

The Scope of the Research

The scope of the research focuses on teaching writing descriptive text by using Admit Slips strategy at second-grade students at SMKN 3 Makassar. The students' writing will be measure under the five components of writing they are content, language use, vocabulary, organization, and mechanics.

REVIEW OF RELATED LITERATURE

Previous Research Findings

Some previous research findings which related to this research that similar from Admit and Exit Slips strategy are:

Putri in Permatasari(2018) in her research "*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.

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.

In conclusion, Admit Slips strategy is a good strategy that the researcher can accomodate the students and requires students to respond. This strategy is an easy way to incorporate writing into many different content areas.

Concept of Writing

a. Definition of Writing

Egawa in Lewar (2016) explained that writing is an activity process of creativity, discovery, reflection, and reinforcement. Based on this statement, the process of writing is an active process in creating composition of writing. Where the students develop their ideas, make reflection of them and then make changes and reinforcement. Also, providing an approach to each steps of writing process is very important, because it helps students avoid developing miscinception about writing.

b. 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.

- 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.
- 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.
- 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?”

Concept of Admit Slips Strategy

a. Definition of Admit Slips Strategy

According to Daniel in Asmaneli (2016), Admit Slips strategy 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 slips, also known as bell ringers, are used as a means of gauging student understanding about a given topic before beginning instruction. This strategy is used to assess what students know and to help guide instruction.

b. Procedures of Admit Slips Strategy

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 write their ideas about the topic is assigned topic in the designated spaces. 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 control being studied and teacher asking students for 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.

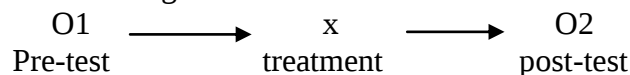
c. Advantage of Admit Slips Strategy

The using of Admit Slips strategy 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 strategy helps and stimulates the students to think critically. The use of Admit Slips strategy in the classroom will help students reflect on what they have learned and express what or how they are thinking about the new information.

Research Method and Design

The method that the researcher used in this research is Pre Experimental design method. This method involved one group that will be given pre-test, treatment, and post-test. A pre-test is used to measure the students' prior ability in writing. Treatment referred to the using of Admit Slips strategy in writing process and post-test aims to find out the usefulness the using of admit slips strategy in writing as a teaching technique to improve students' ability in writing descriptive text. The success of the treatment would be determined by complementing the pre-test and post-test score.

The design was describe as follows :



Where:

O1 = The result of the students' Pre-test

X = The treatment by using Admit Slips Strategy.

O2 = The result of the students' Post-test

(Gay in Gatung: 2015)

Variables of the Research

There were two variables in this research, namely dependent variable and independent variable.

1. The Independent Variables

The independent variable was the using of Admit Slips strategy in teaching writing descriptive text.

2. The Dependent Variables

The dependent variables was the achievement of writing descriptive text.

Population and Sample

1. Population

The population of the research was the second-grade students' at senior high school of SMKN 3 MAKASSAR in the academic year 2019/2020. They were ten classes (XI-DP&IB, XI-TKRO₁, XI-TKRO₂, XI-TKJ₁, XI-TKJ₂, XI-TL, XI-TESHA, XI-TITL₁, XI-TITL₂) that consisted of 207 students.

2. Sample

The researcher has applied purposive sampling technique, where the researcher chose one class to represent the others, and the class was Teknik

Komputer dan Jaringan. The class which consisted of 25 students. The researcher chooses this class, because the ability of the students in writing were low especially in writing descriptive text.

Instrument of the Research

In this research, the researcher used writing test as the instrument of the research. These tests is using to describe the students writing achievement. The researcher gave the students a pre-test to know the students' prior skill in writing and a post-test to know the students' achievement after treatment.

A. Procedure of Collecting Data

In collecting data, the researcher used three steps. They were pre-test, treatment and post-test.

a. Pre-test

Pre-test is given before treatment. In the pre-test, the researcher gave an instruction to the students to write descriptive text in order to measure the students' basic ability in writing descriptive text, before the Admit Slips strategy was given. In the pre-test in this step the topics were about people, for example famous person or familiar people with students that they have studied and known about that person. And the students had to do individually.

b. Treatment

Treatment is one of the steps in this research. In the treatment, the researcher taught the students in writing descriptive text by using Admit Slips strategy in writing. This treatment done in four meetings and the topic was about place, animal, and person. One of the example of the topic that the researcher taught in the treatment by following the procedures of Admit Slips strategy in writing, such as Sultan Hasanuddin, pantai losari, their principles, my pet, and their school.

The procedures gave for students as follows:

- a. The researcher prepared teaching material.
 - b. The researcher prepared students' attendance list.
 - c. The researcher explained about descriptive text.
 - d. The researcher gave introduction and explain about the Admit Slips strategy in writing and how to apply.
 - e. The researcher gave time for the students to ask.
 - f. The researcher assigned a topic
 - g. The researcher divided the students four until five groups. And each groups consisted of four members.
 - h. The researcher gave a pieces of chart paper to the students. And each groups have the different topic.
 - i. The researcher asked the students to write the descriptive text based on the topic that have been given. The students had to do individually.
 - j. The researcher told the students to share their idea.
- c. Post-test

Post-test gave after treatment. In the post-test the researcher gave in the last test for the students. The students were free to choose the descriptive text they

want to write, but in this step the topics were still about place. Most of the students wrote the stories of themselves. This test used to know the result of the using admit slips strategy in writing can improve the students' ability in writing descriptive text or not. It is done individually.

The researcher gave the test to the students by following the steps below:

- a. The researcher prepared the writing test and the same topic for the students, and the topic it is about themselves.
- b. The researcher asked the students to write descriptive text on the paper by using Admit Slips strategy in writing. The students had to do individually.
- c. The researcher collected the paper test.
- d. The data collected through the test quantitatively which included descriptive statistic. These steps have taken by the quantitative analysis as followed :

Technique of Data Analysis

There were five writing components. They were content, organization, vocabulary, language use, and mechanic. In order to have a clear concept about the scoring classification the researcher formulated as followed:

1. Scoring the students' score :

a. Content

Evaluated the score of the content component, the researcher used the following scale

Table 3.1:
Content Criteria:

Score	Classification	Criteria
27-30	Very Good	Knowledgesubstantive.
23-26	Good	Some knowledge of subject adequate range.
20-22	Fairly	Lacks of logical sequencing and developments ideas confusing or disconnected.
17-19	Poor	Non-fluent, not communicated.
13-16	Very Poor	Non-organization, not enough to evaluate.

b. Organization

Evaluated the score of the organization component, the researcher used the following scale :

Table 3.2:
Organization Criteria:

Score	Classification	Criteria
18-20	Very Good	Fluent expression, ideas clearly stated.
16-17	Good	Somewhat copy loosely organized but main idea stand out logical and incomplete sequencing.
12-15	Fairly	Lack logical sequencing and development.
9-14	Poor	Non-fluent, not communicated.
5-8	Very Poor	No organization.

c. Language Use

Evaluated the score of the language use component, the researcher used the following scale:

Table 3.3:
Language Use Criteria:

Score	Classification	Criteria
23-25	VeryGood	Very good, effective complex construction, few errors of agreement, tense, number, word order/function, pronunciation, and preposition.
20-22	Good	Good effective but simple construction minor problem in complex construction several errors of tense, word order/function.
16-19	Fairly	Fair many errors in articles, pronunciation, preposition and fragments.
9-15	Poor	Dominated by errors of grammar.
5-8	Very Poor	Virtually not mastery of sentence construction roles.

d. Vocabulary

Evaluated the score of the vocabulary component, the researcher used the following scale:

Table 3.4:
Vocabulary Criteria:

Score	Classification	Criteria
18-20	Very Good	Sophisticated range effective word, choice, and usage.
15-17	Good	Adequate range occasional errors of work/idioms, choice and usage, but meaning not obsurbed.
12-14	Fairly	Limited range some work used are confusing or obscured.
9-11	Poor	Many errors of word/idioms, choice and usage.
5-8	Very Poor	Almost the words used are wrong and not enough to evaluate.

e. Mechanic

Evaluated the score of the mechanic component, the researcher used the following scale:

Table 3.5:
Mechanic Criteria:

SCORE	Classification	Criteria
5	Very Good	Demonstration mastery of convention no problems of spelling, punctuation, capitulation, paragraphs.
4	Good	Few errors spelling, capitalization, paragraphing, but meaning not obscured.
3	Fairly	Some errors of spelling, capitalization, and paragraphing.
2	Poor	Poor many errors of spelling, punctuation, capitalization, paragraphing.
1	Very Poor	Hand writing eligible

(Jacobs in Gatung:2015)

2. Classfying the students' score of pre-test and post-test as followed:

Level A scores 88-100 qualified as very good.

Level B scores 74-84 qualified as good.

Level C scores 65-74 qualified as fair.

Level D scores 55-64 qualified as poor.

Level E scores 00-54 qualified as very poor.

(Gatung:2015)

3. Computing the frequency and rate percentage of the students score by using formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total number of sample

At the level of significance 0,05 degree of freedom (DF) N-1

(Gay,2012)

4. Calculating the mean score by applying the formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{X}$: Mean score

$\sum X$: The sum of all score

N : The total of sample

(Gay, 2012)

5. Finding the mean score of the difference score by using formula:

$$\bar{D} = \frac{\sum D}{N}$$

Where:

$\bar{D}$: the mean score

$\sum D$: the sum of difference

N : the total number of sample

(Gay, 2012)

6. Finding the significance different between the score pre-test and post-test by calculating the value of t-test by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T : test of significance

$\bar{D}$: the score of the different score

$\sum D$: the mean different score

$\sum D^2$: the some of the different score

N : the total number of the sample

(Gay,2012)

FINDINGS

a. Raw Data of Students' Pre-Test

Table 4.1
The raw data of students' pre-test

No	Name of Students	Pre-Test Score					
		Cont.	Organiz	Luse	Voc	Mech	Final
TOTAL SCORE		370	339	351	329	55	1422
MEAN SCORE		18.5	17.0	18,0	16,5	2.7	71.1

Based on the raw data above, students' scores in five components in pre-test, the researcher described in the following below. The researcher concluded that the students' in class XI TKJ 2 were in low. There classification of content in the pre-test, there were 2 students or 10,0% classified as very poor, 14 students or 70,0% classified as poor, 4 students got fairly or 20,0% and none of them classified as good and very good classification.

Classification of organization in the pre-test, there were 5 students or 25,0% classified as fairly, 5 students or 25,0% classified as good, 10 students or 50,0% classified as very good score and none of students classified as poor and very poor classification.

In the pre-test the classification of language us it showed that the result of the students' writing ability, it can be proved that there were 16 students or 80,0% classified as poor, 4 students or 20,0% classified as fairly and none (0%) of them classified as very poor, good and very good classification.

The vocabulary classification in the pre-test there were 3 students or 15,0% classified as very good or in the pre-test, 14 students or 70,0 % classified as good, 3 students or 15,0% classified as fairly classification.

Classification of mechanic in the pre-test result, there were none student (0%) got very poor, good and very good, there were 10 students 50.0% got fair score and there were 10 students got 50.0% got poor classification.

Table 4.8
The Raw Data of Students' Post-test

No	Name of Students	Post-Test Score					
		Cont	Organiz	Luse	Voc.	Mech.	Final
TOTAL SCORE		394	366	376	361	76	1573
MEAN SCORE		20.0	18.3	19.0	18.1	3.9	78.7

According to the classification of students' scores on the five components in post-test, the researcher concluded that from 20 students of class XI TKJ 2 was categorized improving their writing ability. There was detail classification of content, there were 9 students or 45,0% classified as poor. Only

10 students or 50,0% classified as fairly. Also 1 student or 5,0% classified as good and none students classified as very poor, and very good classification.

On the organization component, only one student or 5,0% classified as fairly, 3 students or 15,0% classified as good. Also 16 students or 80,0% classified as very good and none students classified as very poor and poor classification.

The result of the students' writing ability in language use in post-test. It can be proved that there was 1 student or 5,0% classified as poor. Only 15 students or 75,0% classified as fairly, 3 students or 15,0% classified as good. Also 1 student or 5,0% classified as very good and none students classified as very poor.

Classification of vocabulary in post-test, there were 6 students or 30,0% classified as good. There were 14 students or 70,0% classified as very good, and none of them classified as very poor, poor and fairly classification.

Meanwhile, the score of mechanic in post-test result, there were 4 students or 20,0% got fairly. Only 16 students or 80,0% got good and none students got very poor, poor and very good.

It can be comparing the writing ability from the students was improved after giving the treatment by using Admit Slips Strategy.

b. Comparing the Students' Score from Pre-Test and Post-Test

The data on the table 4.16 and 4.17 showed that the frequency and rate percentage of students final score in the five component of writing both of in the pre-test and the post-test.

Table 4.16

Classification, Score, Level, Frequency, Percentage of the Students' Writing Ability on five Components of Writing in Pre-Test Result

Classification	Score	Frequency	Percentage (%)
Very Good	88 – 100	0	0
Good	74 – 84	9	45,0
Fairly	65 – 74	7	35,0
Poor	55 – 64	3	15
Very Poor	00 – 54	1	5

Table 4.16 showed that the result of students' writing ability on five components in pre-test. There were 3 students or 15,0% classified as poor. Also 7 students or 35,0% classified as fairly. Only 9 students or 45,0% classified as good and none of them classified as very good and very poor classification.

Table 4.17

Classification, Score, Level, Frequency, Percentage of the Students' Writing Ability on five Components of Writing in Post-Test

Classification	Score	Frequency	Percentage (%)
Very Good	88 – 100	3	15,0
Good	74 – 84	14	70,0
Fairly	65 – 74	3	15,0

Poor	55 – 64	0	0
Very Poor	00 – 54	0	0

The table above, it shows that the result of the students' writing ability on five components in post-test. It can be concluded that there were 3 students or 15,0% classified as fairly. Also 14 students or 70,0% classified as good. Only 3 students or 15,0% classified very good and none students classified as very poor and poor classification.

c. Comparing the Mean Score of students' Pre-test and Post-test

The following table showed the distribution of mean score in pre-test and post-test.

Table 4.18
The Mean Score of student's pre-test and post-test

Components	Mean Score of Pre-test	Mean Score of Post-Test
Content	18.5	20.0
Organization	17.0	18.3
Vocabulary	16.5	18.1
Language Use	18.0	19.0
Mechanics	2.7	3.9
Final Score	71.1	78.7

The result of data analysis from pre-test and post-test of the students' writing ability on content component showed in the table 4.18. The mean score in pre-test is 18.5, it categorized as poor. Meanwhile, the mean score of post-test is 20.0, it categorized as fairly. It can be concluded that the mean score of students' writing ability of content component in post-test is higher than pre-test.

The result of data analysis from pre-test and post-test of the students' writing ability on organization component showed that the mean score in the pre-test is 17.0, it categorized as good. In the contrary, the mean score of post-test is 18.3, it categorized as very good. It can be concluded that the mean score of students' writing ability of organization component in post-test is higher than pre-test.

Based on the result of data analysis from pre-test and post-test of the students' writing ability on vocabulary component showed in the pre-test is 16.5, it categorized as good. Meanwhile, the mean score of post-test is 18.1, it categorized as very good. It can be concluded that the mean score of students' writing ability of vocabulary component in post-test is higher than pre-test.

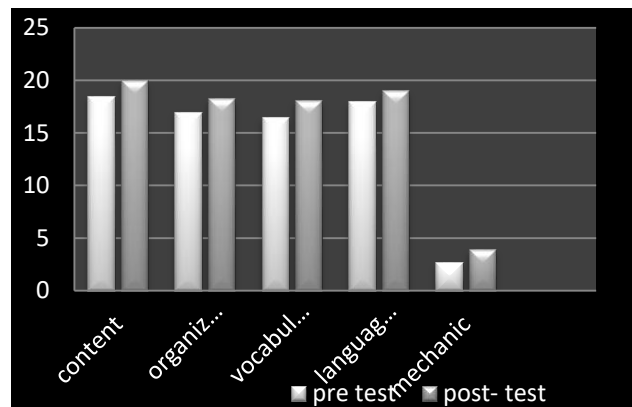
The result of data analysis from pre-test and post-test of the students' writing ability on language use component showed that the mean score in the pre-test is 18.0, it categorized as fairly. In contrary the mean score of post-test was 19.0, it categorized as fairly.

Based on the result of data analysis from pre-test and post-test of the students' writing ability on mechanic component showed in the pre-test is 2.7, it categorized as poor. Meanwhile, the mean score of post-test is 3.9, it categorized as fairly. It can be concluded that the mean score of students' writing ability of mechanic component in post-test is higher than pre-test.

From the result of five components on the table 4.18, the final score from pre-test and post-test of the students writing ability, it described that the mean score in the pre-test is 71 and it categorized as fairly. Meanwhile, the mean score of post-test is 78.7 and it categorized as good. It can be concluded that the mean score of students' writing ability of final score in post-test is higher than pre-test.

Chart 4.3

The Comparison Between the Students' Means Score in Pre-test and Post test



d. Test Significance T-test Value

In order to know whether or not the difference between pre-test and post-test is statically significant, the t-test statistical analysis for non independent sample is employed.

Thus, the test value of this research was 60.5

Furthermore to know the level of significance of the pre-test and post-test, the researcher uses t-test analysis on the level of significance (p) = 0,05 with the degree of freedom (df) = $N-1$, where N = number of subject (20 students) then the value of t-table is 2.093. The t-test statistical, analysis for independent sample is applied.

e. Hypothesis

To find out degree of freedom (df), the researcher used the following formula below:

$$Df = N-1 \text{ where } (N=19)$$

$$Df = 20-1$$

$$Df = 19$$

The level of significance (p) = 0.05 and degree of freedom (df) = 19, thus, the value of t-table is 2.093. Compared with the t-test value, it can be described that the t-test value 14.83 was higher than the value of t-table 2.093. Therefore, it can be said that $14.83 > 2.093$. It means that the null hypothesis (H_0) of this

research is rejected and the alternative hypothesis (H₁) was accepted because there was a significant difference between pre-test and post-test after teaching by using Admit Slips strategy in teaching writing.

Discussion

The discussion section deals with the interpretation of findings derived from the result of statistically data analysis through writing test. The researcher discussed the result of the Admit Slips Strategy. By focusing in a group discussion, the students are better able to harness their experiences into more manageable units. In this research, the researcher only focused on five components of writing, those are: content, organization, vocabulary, language use and mechanic.

The another important aspect is about vocabulary component, the effectiveness of using words will always give good result in writing both specific and technical writing. To express ideas we always deal with vocabulary and the lack of vocabulary makes it difficult to express ideas. In fact, the students got difficulties to develop their paragraph because of lack vocabularies, and the students mean score was categorized into good level. But after doing treatments and applied Admit Slips Strategy, the students' mean score was can be proved that categorized into very good level. It means that, after implementing the treatment by using Admit Slips Strategy, the students' mean score was improved especially in vocabulary.

According to the explanations above, there were also some researchers who had conducted the research by using Admit Slips Strategy. It's supported by the statement of Asmaneli (2014), in her research "Admit Slips strategy is the strategy that the students have to think in a specific way or about a specific idea and how much the students know about the information on the direction instruction will take". As the result of his research, she concluded that Admit Slips reflections allowed the constructivist nature of student learning in service learning setting to became visible and evident to both the students and the instructors. In his researcher, she found that students were able to affectively used admit slips as a strategy for understanding and reflecting upon their service-learning experience. Five overarching themes emerged from the data. They were building insight, identifying discrepancies, increasing awareness of community, solving problems and nurturing confidence. Using the Admit Slips strategy the instructors learned more about how students were developing in their ability to reflect.

In addition, they gained insight as teacher educators into students' development toward a teaching career. In order to express their reflections within the Admit Slips strategy framework, students were required to provide a detailed context. In that context, instructors were able to glean their understandings in many areas of teacher development, such as home connections to school, learning, and teaching; and managing student behavior. Service learning instructors in other disciplines would also be able to gain analogous insights into their students' career trajectories. Previously, the authors had focused on delineating student learning outcomes related to teacher preparation content areas.

This researcher had done the research by using Admit Slips Strategy at SMKN 3 Makassar, the findings of this research, it derived from the result of statistically data analysis through writing test. By focusing on Admit Slips Strategy the students are better able to harness their experiences into more manageable units. In this research, the researcher only focused on five components of writing, those are; content, organization, vocabulary, language use and mechanic. Using admit slips strategy, the researcher learned more about how students were increasing in their writing ability. In addition, in the part of writing there are at least things that can be measured in connecting with the content, the composition should contain one central purpose, should have unity, should have coherence, and should be adequately developed. In fact, in content component, before giving the treatment to the students, they could not increase the idea and they did not know how to make a paragraph well, and the students faced difficulties to develop their idea. But after doing treatments four times and applied Admit Slips Strategy, the students could understand even though not all of them but at least they could know how to start a good sentence.

The next important aspect of writing is about organization component. The purpose of organizing material in writing involves coherence, general to specific, chronological order and spatial order of pattern. But in fact, before giving the treatments the students got difficulties at the time the researcher asked them to make a descriptive paragraph. They didn't know how to connect the ideas and mostly the paragraph didn't relate among others. But after doing the treatments four times and applied Admit Slips Strategy, the students could make the idea clearly and somewhat copy loosely organized main idea, their idea was logical sequencing and development. In another important aspect is about vocabulary component, the effectiveness of using words will always give good result in writing both specific and technical writing. To express ideas we always deal with vocabulary and the lack of vocabulary makes it difficult to express ideas. In fact, the students got difficulties to develop their paragraph because of lack vocabularies. But after doing treatments and applied Admit Slips Strategy, the students' mean score was improved especially in vocabulary.

Next, the important aspect of writing is about language use component, in writing descriptive text and other of writing involves correct languages and point of grammar. In this part, students didn't know how to write with a good grammar. But after doing the treatments and applied Admit Slips Strategy for four meetings, students got directions and could understand and wrote in a good paragraph.

Meanwhile, in this mechanic in pre-test result, some of students still did not understand how to make capital letter after having full stop and the other mistakes about punctuation as well. But after applied the treatments by using Admit Slips Strategy, the students' mean score was improved especially in mechanic.

Therefore, the researcher concluded that, Admit Slips Strategy is one of the good technique in teaching writing to write their experience because they just focusing in their experiences. Admit slips strategy also has the weakness because this strategy focuses on the experience so, the students who have not gotten about the experiences from that place the students will be difficult to make the

paragraph using the Admit Slips Strategy. The implementation of Admit Slips Strategy in teaching writing at SMKN 3 Makassar can improve the students writing ability. This was proved by the t-test value was higher than t-table.

CONCLUSION AND SUGGESTION

Conclusion

The aim of this research is to increase the students' writing ability through the implementation of Admit Slips strategy. This research was conducted at the second grade students of SMKN 3 Makassar. Based on the findings and discussion in the previous chapters. Based on the conclusions above, the implementation of the Admit Slips Strategy is successful to improve the writing skills of the second grade students of SMKN 3 Makassar. It can be concluded that the implementation of "Admit Slips Strategy" helped the students' in writing especially writing the descriptive text. This strategy also helps the students to improve their skill and the students share their information each other. The students' score in the pre-test was 71,1. Then, the researcher gave the treatments to the students, and after that the researcher gave the students post-test. And the score of students' in the post-test was 78,7. So, there is the significant the students' score between in the pre-test and post-test.

Suggestion

The researcher would like to give some suggestion to the English teachers or candidate of English.

First, the teacher should make an interesting topic so the students can be more excited to study English especially writing. The second, the material should be familiar for the students so the students can be easier to describe that things. The last, the teacher should be motivated the students to learn.

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