

## ABSTRACT

**Nur Ilma Putri Fachruddin, 2025. *The Effect of Exit Slips Method on Students' Reading Skill (A Pre-Experimental Research Design at The Eleventh Grade of SMK 2 Gowa)*.** Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Syamsiarna Nappu and Hilda Hafid.

This research investigates the effect of the *Exit Slips* method on the reading skills of eleventh-grade students at SMK 2 Gowa. Employing a pre-experimental one-group pretest-posttest design, the research involved 25 students selected through purposive sampling. The research focused on literal and inferential comprehension through learning activities facilitated by *Exit Slips*. Data were collected using reading tests and analyzed using paired t-tests in SPSS 25. Results revealed a significant increase in students' reading performance, with mean scores increasing from 60.20 in the pretest to 75.60 in the posttest. Literal comprehension improved from 6.40 to 16.68, while inferential comprehension increased from 10.72 to 25.08. These findings show that there is a positive effect of the *Exit Slips* method on students' reading skills. The research concludes that the *Exit Slips* learning method can play a vital role in developing reading skills and promoting critical thinking in English language learning.

**Keywords:** *Exit Slips*, Reading Skill, Literal Comprehension, Inferential Comprehension



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Penelitian ini menyelidiki pengaruh metode *Exit Slips* terhadap keterampilan membaca siswa kelas sebelas di SMK 2 Gowa. Dengan menggunakan desain pra-eksperimental one-group pretest-posttest, penelitian ini melibatkan 25 siswa yang dipilih melalui purposive sampling. Penelitian ini difokuskan pada pemahaman literal dan inferensial melalui kegiatan belajar yang difasilitasi oleh *Exit Slips*. Data dikumpulkan menggunakan tes membaca dan dianalisis menggunakan uji-t berpasangan dalam SPSS 25. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kinerja membaca siswa, dengan skor rata-rata meningkat dari 60,20 pada pretest menjadi 75,60 pada posttest. Pemahaman literal meningkat dari 6,40 menjadi 16,68, sedangkan pemahaman inferensial meningkat dari 10,72 menjadi 25,08. Temuan ini menunjukkan adanya pengaruh yang positif dari metode *Exit Slips* terhadap keterampilan membaca siswa. Penelitian ini menyimpulkan bahwa metode pembelajaran *Exit Slips* dapat memainkan peran penting dalam mengembangkan keterampilan membaca dan meningkatkan pemikiran kritis dalam pembelajaran bahasa Inggris.

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