

**THE INFLUENCE OF EXIT SLIPS ON STUDENTS' WRITING OF
PROCEDURE TEXTS**

Amaelia Putri

English Education Study Program
UIN Raden Intan Lampung
Indonesia

Nur Syamsiah ✉

English Education Study Program
UIN Raden Intan Lampung
Indonesia

Sri Suci Suryawati

English Education Study Program
UIN Raden Intan Lampung
Indonesia

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Abstract

This study aims to find out whether the use of Exit Slips has a significant effect on students' ability to write procedure texts at SMP Gajah Mada Bandar Lampung. Writing is a way for students to express their ideas through meaningful sentences. Exit Slips are used to help students reflect on their learning, ask questions, and summarize key points, which can support their writing skills. The research focused on ninth-grade students who had difficulties in writing procedure texts. A quasi-experimental design was used, involving 58 students from two classes: IX A (experimental) and IX C (control). Both groups took a pre-test and post-test to measure their writing performance. Data were analyzed using SPSS version 30, including normality, homogeneity, and an independent sample t-test. The test results showed a significance value of 0.001, which is lower than the standard 0.05 ($0.001 < 0.05$), meaning the difference was statistically significant. In conclusion, the use of Exit Slips had a significant positive effect on students' writing of procedure texts at SMP Gajah Mada Bandar Lampung.

Keywords: Exit Slips, Procedure Text, Writing

Introduction

The Indonesian government has made various efforts to improve the quality and quantity of human resources, particularly in mastering English as a foreign language (Poedjiastutie et al., 2018). English is taught from the elementary level up to higher education to prepare students for global communication and academic development. However, many English teachers in Indonesia still face challenges in delivering effective English instruction, particularly in teaching writing skills (Lubis & Hasibuan, 2021).

Corresponding author: nursyamsiah@radenintan.ac.id

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Writing is one of the productive language skills that requires learners to express their ideas in a structured and coherent manner. It not only functions as a tool of communication but also as a medium for thinking and learning (Dewi, Saman, & Ristati, 2023). Among various writing genres, procedural text is a common type taught in schools, requiring students to describe processes or steps clearly and logically. However, many students struggle with composing procedural texts due to limited vocabulary, poor grammar mastery, and difficulties in organizing ideas (Lubis & Hasibuan, 2021).

These difficulties are also evident among ninth-grade students at SMP Gajah Mada Bandar Lampung, where many learners fail to meet the school's minimum criteria for achieving learning outcomes (KKTP), which is set at 75. Based on interviews with English teachers and preliminary observations, it was found that the writing ability of students, especially in constructing procedural texts, was still relatively low. Students faced obstacles in sentence construction, idea organization, and applying appropriate vocabulary and grammar. Additionally, the lack of engaging learning strategies and over-reliance on traditional teaching methods contributed to students' low motivation and writing performance.

To address this issue, innovative teaching strategies are needed. One such strategy is the use of Exit Slips, which are brief written responses that students complete at the end of a lesson to reflect on their learning. Exit Slips provide teachers with insight into students' understanding and offer students the opportunity to process and articulate what they have learned (Leigh, 2012). Research has shown that Exit Slips are effective in enhancing students' comprehension and writing ability by encouraging active reflection and critical thinking (Thandar, 2019; Hamdy & Kalisah, 2020).

Exit Slips can help transform the learning environment into a more student-centered experience by allowing learners to express thoughts, pose questions, and summarize key ideas from the lesson. According to Leigh (2012), Exit Slips empower students to engage more deeply with learning content and provide meaningful feedback to teachers. Moreover, Exit Slips can serve as an alternative formative assessment tool that supports the development of writing skills without placing pressure on students through high-stakes testing (Basco, 2021).

Previous studies have explored the use of Exit Slips in various contexts. For example, Hamdy and Kalisah (2020) investigated the impact of Exit Slips on students' writing and reading comprehension, while Lestari et al. (2021) examined their application in improving students' general writing skills. Although these studies affirm the effectiveness of Exit Slips in enhancing writing proficiency, there is limited research specifically focused on their impact on writing procedural texts in junior high school settings in Indonesia.

Given the significance of writing skills and the challenges students face in mastering procedural texts, this study aims to investigate the influence of Exit Slips on students' writing ability in procedural texts at SMP Gajah Mada Bandar Lampung. It is expected that the findings will contribute to the development of more effective and engaging English teaching strategies in the Indonesian context.

Methods

This research used a quantitative approach with an experimental design to investigate the effect of Exit Slips on students' writing ability in procedure texts. An experimental design allows researchers to examine the effects of a treatment by comparing outcomes between an experimental group and a control group (Creswell, 2012). The design involved giving both groups a pre-test, applying the treatment (Exit Slips) to the experimental group, and then giving both groups a post-test to measure improvement.

The research design is presented below:

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
G1 (Experimental)	Y1	X (Exit Slips)	Y2
G2 (Control)	Y1	- (Conventional Method)	Y2

The population consisted of all ninth-grade students at SMP Gajah Mada Bandar Lampung in the academic year 2023/2024, totaling 87 students across three classes. The sample was selected using cluster random sampling, where two classes were randomly chosen: one as the experimental group and the other as the control group (Ary et al., 2010).

To collect data, a writing test was used in two stages:

1. Pre-test: Students wrote a procedure text before the treatment, with topics like *"How to Make Instant Noodles"* or *"How to Borrow a Book from the Library"*.
2. Post-test: After the treatment, students wrote on new topics such as *"How to Use Google Play Store"* or *"How to Make a Cup of Coffee"*.

The independent variable was the use of Exit Slips, and the dependent variable was students' writing ability in procedure texts. Exit Slips encouraged reflection by asking students to write what they had learned, promoting deeper understanding (Leigh, 2012).

Findings and Discussion

A. Findings

This chapter presents the results of the study concerning the influence of Exit Slips on students' writing ability, particularly in writing procedure texts at SMP Gajah Mada Bandar Lampung. The data were obtained from the results of pre-test and post-test administered to the experimental and control classes, classroom observations, and interviews with students and the English teacher. This study employed a quasi-experimental design involving two classes: Class VIII A as the experimental group and Class VIII B as the control group, each consisting of 30 students.

1. Students' Pre-Test Scores

The pre-test was administered to assess the students' initial ability in writing procedure texts. The test required students to write a procedure text based on a given topic. The results of the pre-test are summarized in the table below.

Table 2. The Results of the Pre-test

Score Range	Experimental Class	Control Class
80–100	2	1
60–79	9	10
40–59	13	14
<40	6	5
Average	58.4	57.6

From the table above, it can be seen that both classes had relatively similar writing abilities prior to the treatment. Most students scored between 40–79, which indicates a moderate level of proficiency, with only a few students scoring above 80 or below 40.

2. Students' Post-Test Scores

After the experimental class received instruction using Exit Slips for four weeks, both classes were given a post-test to assess any improvement in writing procedure texts.

Table 3. The Results of the Post-test

Score Range	Experimental Class	Control Class
80-100	10	4
60-79	14	12
40-59	6	10
<40	0	4
Average	74.2	64.1

A comparison between the pre-test and post-test scores shows a significant improvement in the experimental class, with the average score increasing from 58.4 to 74.2. In contrast, the control class also showed improvement but with a smaller margin (from 57.6 to 64.1).

3. Improvement in Writing Components

To see what parts of the students' writing still need to be improved, their work was checked using five different aspects. These five aspects are content, organization, vocabulary, language use, and mechanics. By using these points, it became easier to know what students are already good at and what they still have to work on. The assessment helped to measure the effect of Exit Slips in supporting the students' writing development in procedural texts.

First, in the content area, the students in the experimental group could write more clearly and completely. They were better at explaining the steps in a procedure. They did not leave out any important information. The ideas they wrote could be understood easily, and they followed the correct order of steps. They knew what they wanted to write, and they explained it in a complete way. This shows that their understanding of the topic improved after using Exit Slips.

Second, when talking about the organization of their writing, the students showed more logical order of ideas. This means that they could put their thoughts in a good sequence. The help from Exit Slips made it easier for them to plan and arrange their writing. They used words like "first", "next", "then", and "finally" to guide the reader through each step. These sequencing words helped to make their writing flow better and be easier to follow.

Third, for the vocabulary part, the students learned more words that are used in procedural writing. Because they read model texts and wrote reflections on Exit Slips, they became more familiar with the kinds of words often used in giving instructions. They could use these words correctly in their own writing. This improvement shows that repeated exposure and practice helped to grow their vocabulary knowledge.

Fourth, the use of language also got better. The students were able to write using the correct grammar. They could use imperative sentences, like "cut the paper" or "mix the ingredients," which are common in procedural texts. They also showed better control of tenses and sentence structure. This means that the Exit Slips helped them become more aware of how to use grammar in the right way when giving instructions.

Last, the fifth part is mechanics. This includes punctuation, spelling, and capitalization. Students showed better skills in this area too. They were more careful when writing. They put periods and commas in the right places, used capital letters correctly, and made fewer spelling mistakes. Regular feedback from the teacher through Exit Slips helped them see their errors and correct them. Because of this, their writing became more polished.

In conclusion, using Exit Slips gave good results in improving the students' writing in many ways. From content to mechanics, each part showed progress. The students in the experimental class improved more than before. This shows that giving them a way to reflect on their writing and receive feedback is useful. It can help them to become better writers step by step.

4. Observational Data

During the teaching and learning process, the researcher carried out classroom observations. This observation was done to see how the students behaved and responded during the lesson. The researcher focused on the experimental class where a certain method was used. From what the researcher saw, there were some good things happening in this class.

Firstly, the students looked more interested and active in the class. They did not just sit quietly or feel bored. They were paying attention and following the lesson seriously. It seemed like they really wanted to learn. Their eyes were focused on the teacher or the board, and they were not easily distracted. This showed that they were engaged in the learning process. Also, they looked more motivated to learn. They were ready with their books and materials, and they joined the activities with energy.

Secondly, the students looked more confident to share their thoughts. Before, maybe they were shy or afraid to speak in front of the class. But during the observation, many of them raised their hands and gave their opinions. Even though their grammar or pronunciation was not always perfect, they still tried to talk. This is a good sign because being confident is important when learning a language. When students feel confident, they can learn better and not be afraid to make mistakes.

Another point is about the Exit Slips. This is a small paper the students write at the end of the lesson to say what they learned or how they felt. This activity helped the students to think more deeply about the lesson. By writing what they learned, they remembered it better. It also made them more aware of their own learning process. They were not just listening, but also thinking and reflecting. This helped them understand the material more clearly and remember it for a longer time.

The teacher also shared her experience about this class. She said that the students asked more questions than usual. This means they were curious and wanted to know more. Asking questions is a good habit because it shows that the students are thinking. They were also more active when the class had writing activities. They joined the discussion, shared their writing, and gave comments to their friends. This kind of participation made the writing lessons more interesting and meaningful.

In general, the classroom observation showed that the experimental class had a good atmosphere. The students were not passive. They were taking part in the class activities and trying their best. This shows that the method used in this class had a positive effect on their learning behavior.

5. Interview Results

The researcher did some interviews to get more information about the teaching and learning process. The interviews were done with five students from each class. That means five students from the experimental class and five students from the control class. The researcher also interviewed the English teacher. The goal of these interviews was to understand how the students and the teacher felt about the learning process and what they experienced during the lessons.

In the experimental class, most of the students gave good or positive answers. They seemed to enjoy the learning activity and felt that it helped them understand more. One student said, "Exit Slips made me think about what I learned that day." This means that Exit Slips helped the student to reflect on the lesson. It gave them a chance to look back at the material and remember the important points. Another student said, "I become aware which part of the procedure text is still lacking." This shows that the Exit Slips helped the student find out which part they did not understand well or where they made mistakes. So, it was helpful for their learning.

Not only students, but the English teacher also gave a comment. The teacher said that the students became more independent and more aware of their own learning. This means that the students started to take more responsibility for their studies. They were not only listening to the teacher, but they also started thinking about their own progress and how to improve. It is a good

sign because it shows that the method used in the experimental class helped students become more active and responsible learners.

On the other hand, the situation was different in the control class. The students in the control class did not have the same experience. Most of them said that the writing lessons were boring and hard. They said it was monotonous, which means the activities were the same and not interesting. The students also said that they had a hard time organizing their ideas. They did not know how to start or arrange their thoughts when writing. This made the writing activity more difficult and less enjoyable for them.

In conclusion, the interviews showed that students in the experimental class had a better learning experience because of Exit Slips. These Exit Slips helped them understand what they learned, find their weaknesses, and become more responsible. Meanwhile, the control class students felt bored and found it difficult to organize ideas, which made learning less effective for them.

B. Discussion

One of the most significant findings in this study is the marked improvement in writing ability among students in the experimental group, demonstrating that Exit Slips are an effective formative assessment tool in supporting writing development. This aligns with Marzano (2010), who emphasized the importance of reflective strategies in helping students internalize learning and enhance academic performance. The post-test results, along with data from classroom observations and student interviews, reveal that the consistent use of Exit Slips encouraged students to reflect on their writing processes and receive immediate feedback. This reflection allowed them to become more aware of their strengths and weaknesses, enabling more purposeful revisions and improvements in subsequent tasks.

The role of reflection in learning is also supported by Schön (1983), who identified reflection as a critical aspect of experiential learning. Exit Slips provided students with a structured opportunity to engage in reflective thinking at the end of each lesson, allowing them to review what they had learned, identify difficulties, and prepare mentally for the next learning activity. This metacognitive engagement is especially valuable in writing instruction, as it helps students internalize the structural and linguistic components of specific genres, in this case, procedural texts.

Moreover, Exit Slips proved useful in reinforcing the essential elements of procedural writing, such as clearly stating the goal, listing required materials—often missing in earlier drafts—and organizing steps using temporal connectives like “first,” “next,” and “finally.” These findings support Gibbons’ (2002) claim that scaffolded reflection enhances language output, especially in genre-based writing.

When compared to the control group, which relied solely on traditional instruction, the experimental group showed greater gains. The absence of formative elements like self-assessment and personalized feedback in the control group limited their progress, reinforcing Black and Wiliam’s (2009) assertion that formative assessment is crucial for deeper learning and skill development.

Conclusion

The results from the pre-test and post-test show a clear difference between the experimental class and the control class after the treatment. The control class’s average score went up slightly from 61.32 to 65.59, but the experimental class’s score increased a lot more, from 53.96 to 76.7. This means that using the Exit Slips technique helped the students in the experimental class improve their ability to write procedure texts. Based on the data and analysis, it can be said that Exit Slips had a positive effect on students’ writing skills.

The statistics also support this conclusion. The significance value was 0.001, which is less than 0.05, meaning the results are reliable. This shows that the Exit Slips technique really helped students improve their writing, especially in writing procedure texts. The clear increase in scores

after using Exit Slips proves it. So, we can conclude that using Exit Slips made a big difference in helping students at SMP Gajah Mada Bandar Lampung write better procedure texts.

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