

PROBING-PROMPTING LEARNING IN TEACHING SPEAKING

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ABSTRACT

The purpose of this study is to find out the probing-prompting learning model in teaching the ability to speak in English. Based on the results of research on the population of students in class VII in MTs Negeri 2 Bombana in the academic year 2019/2020, random cluster sampling techniques were used in class VII-C as the Experimental class obtained classical. Test the difference between the two abilities in speaking English. English speaking ability of students in the Experimental class is better than the control class. The average value of the post-test experimental class is 76.833 and the post-test control 62.666 with this results that student achievement by using probing-prompting learning better than conventional methods. There are some significant differences in applying learning to encourage probing in students' speaking skills. The conclusion of this study is the probing-prompting learning in teaching speaking model to determine students ability to speak English.

Keywords: *Probing-prompting, learning model, Speaking*

INTRODUCTION

English is one of the important and mandatory languages for learning. in some of the world many use international languages and therefore we must learn a lot and understand about English. Rizqiningsih & Hadi (2019:127) explained that English is the foreign languages that is more popular than any other languages in the world. Every day, millions of people use English in the workplace and in social life. English is the language most often used language to communicate with other people. In Indonesia, English is taught as foreign language from primary until university level and as one of compulsory subjects.

English is the most important subject for students. students must learn a lot about English at school, because English has become part of an international language. English is one of the best languages in the world. because by using English This is at most from half the world's leading languages. and The use of English is known as a symbol for intelligent and intelligent people in Indonesia. When someone speaks in English, this shows that he is an educated person.

The statement above explains how important it is for people to understand and master English to build not only the national environment but also to open a wider area to the international environment. English as an international language

also plays an important role in building the country to become a better nation in the future.

The community in Indonesia assume that foreign language mastery especially English is one of the most important aspect to measure the growth of education in a certain country.

Language is a very important ability possessed by humans to communicate with humans. therefore with the learning of English in Indonesia has been introduced starting from fourth grade elementary school, junior high school, and senior high school or equivalent. But there are the majority of students still having difficulty understanding and mastering English, for example, in understanding and mastering speaking.

Referring to the importance of speaking in learning skill, Christine and Burns (2012: 15) argued that speaking in the language classroom is not just as a communication skill, but also as a means of encouraging the acquisition of the target language and the learning academic content. Through speaking skills, they believe that speaking helps students to express their emotions, explore the language, and communicate intentions and reactions with their peers or teachers. Additional opinion came from Hadi (2016: 71) It was explained that English language skills are also a lesson students must learn and also become one of the most difficult lessons to master Yolanda & Hadi (2019: 1) In short, speaking Speaking is an important aspect to improve skills student talking.

The goal of teaching speaking is to improve the ability of student communicators. Isnawati (2014: 37) states that the purpose of teaching speaking is to develop the ability to interact successfully in that language. students can express themselves, understand aspects of speech, and learn how to speak properly in communication. Teaching speaking skills will be more effective and meaningful if students are actively involved. The involvement of students in learning process is the main factor to achieve a succesful learning process especially in speaking. When the students can build their communication skills properly, that will be the indicators to claim the achievement of learning process is in their hand.

However, in reality, many students lack confidence, are nervous, and have difficulty in speaking. Most students are rarely involved in asking or expressing their opinions, even though teachers have repeatedly asked students if things are

unclear. Also, many students appear lazy and are not confident when practicing in the classroom. So English lessons are not mastered directly because students tend to just listen and record. The main reason for the students to avoid speaking in the target language is that they are influenced by affective factors, such as anxiety and a lack of motivation. No wonder the ability in speaking is below average for some of the students. Their perception about speaking is difficult, lead them to the boredom and less motivation in joining English class.

Besides the students' factors, the teacher's inaccuracies in the use of the learning approach also caused many problems. Almost every English teacher agrees with the high motivation for using a variety of English language learning models. From this perspective, students need to be given appropriate technical stimulation and teaching methods so that they are interested in learning English. Various kind of learning approach and models will give the students more alternative to learn and enjoy the learning process. New approach or models also provide students different kind of experience in process of mastering language. One of the model that can be used by the teacher to improve students speaking skill is using probing prompting learning. As the alternative solution for the speaking problems that faced by the students.

1) Definition of speaking skill

There are several definitions of speech that have been put forward by linguists. According to Al-Jarf (2012), speaking is a verbal ability to achieve pragmatic goals through interactive discourse with other speakers in the same language. The goal is that the participants (between the speaker and listener) can create comfortable social interactions and good communication. The main point of speaking is the exchanging of information between the doer and listener in a certain kind of setting. Speaking is the ability to share and explain the idea or concept that the speakers try convey with their partner.

Speaking skill also can be describe as the ability of students to express their ideas verbally in many words. Speaking is only a verbal form of speech that is structured from structure and vocabulary. In sum, the researcher concludes that speaking is mostly related to what we say with what we see, feel, and think. When we feel something, we want someone to listen to us. As in this process that we can call it as two-sides communicative interaction.

2) Probing-Prompting Learning Model

According to Suherman, as quoted by Huda (2014: 281), the Probing-Prompting learning model is learning by presenting a series of guided questions and exploring student ideas so that they can come up with a thought process that links students' knowledge and experiences with new knowledge learned. Huda (2014: 281) and Luffizulfi (2008) clarify that the questions raised during the study are called the research questions, these question are intended to guide students in finding more accurate answers. The question-and-answer process was done randomly by instructing students to be active and engaged in the learning process.

Probing-prompting learning model is one of the cooperative learning models to enhance students' understanding of the concept and engaging to speak English. Through asking many guiding questions, students can develop their new knowledge (Suyanto, 2009: 63). According to Nurhamiyah and Jauhar (2014, 243), probing-prompting learning models is a model to provide reinforcement, the proper use of this strengthening technique will lead to positive attitudes for students and activate participation in learning activities. Probing questions are questions that are digging to get further answers from students to develop the quality of the answers. This learning model can be used as a technique to guide students so that each student become actively participated. Based on the above understanding, it can be concluded that this model can positively deepen the students' material and speaking skills through a conversational form.

3) Advantages and disadvantages of learning models that driver questions.

The advantages of this learning model include:

- a) Can encourage students to think actively.
- b) Can provide opportunities for students to ask about their difficulties or lose understanding of the material.
- c) Negotiating different opinions between students can be achieved effectively through collaborative work.

- d) Probing question might be able to significantly attract and focus students' attention, even when students are noisy, who are sleepy again refreshed.
- e) Can develop students' motivation and skills in answering and generating ideas.

The disadvantages of this learning model include:

- a) Students feel afraid, especially if the teachers are less able to encourage the class atmosphere.
- b) The teacher's difficulty in making questions that are appropriate for students' thinking or comprehension level.
- c) Time is often wasted when students cannot answer questions continuously.
- d) The inefficiency of time to handle a large number of students in giving questions.

1) Procedure of applying probing-prompting

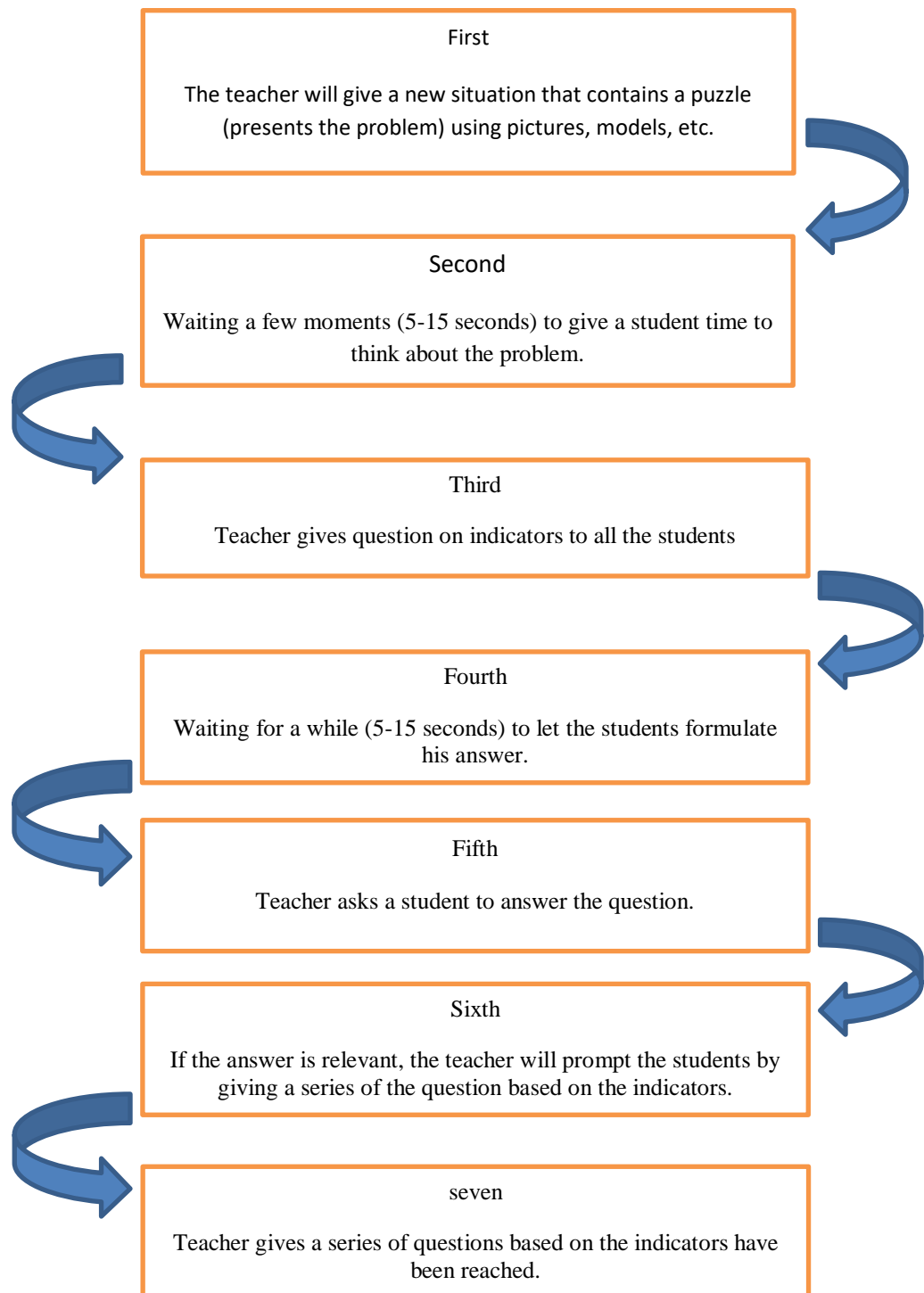


Figure 1. Applying probing-prompting

METHOD OF THE RESEACRH

Referring to the problem and the objective of the study, this research applied a quantitative study with the use of experimental research methods. In an implementation, this method uses the probing-prompting learning model that will be undertaken in teaching speaking. The researcher used two groups pretest post-test of quasi-experimental researcher design in which it was classified into an experimental class (receives a treatment) and the control class (does not receive the treatment). Both groups will be given a pre-test and post-test with the same material and tests to measure the students' speaking performance. During the research process, the students will be instructed to answer-based on demanding and probing question so that students can immediately be linked to the new knowledge that being learned.

Population is the total number of subjects that have been observed in the study. The population in this study were seven students of the MTsN 2 Bombana class, with a total of 152 students in the academic year 2019/2020.

FINDING AND DISCUSSION

After taking research data in the MTN 2 Bombana, the final data was the ability to speak English in the experimental class and the control class after the post-test was conducted in both classes with English learning. The following results of descriptive analysis of the value of the ability to speak English in experimental class and control class students.

Judging from the division of groups of students, the average results of speaking tests of students in the low group of the experimental class was 80.00, the medium group was 80.40 and the high group was 87.71. Likewise with the acquisition of the ability to speak English the control class for students in the low group has an average of 67.17, a medium group of 77.25 and a high group of 80.40. This shows that the high group is better than the moderate group, and the moderate group is better than the low group. This means that the results of students' speaking abilities are in accordance with the division of groups based on initial abilities.

Table 1 The results of students' speaking abilities

Group	Mean	
	Experimental Class	Control Class
Low	80,00	67,41
Medium	80,40	77,25
High	87,71	80,40

Based on the table it can be explained that the students in the experimental class who were treated with the Probing-Prompting model were very enthusiastic in participating in the learning. Because Probing-Prompting is a learning model that requires students to better master English. Students are given the freedom to build their own knowledge so that what students find will always be embedded in memory. This is in accordance with Piaget's theory as quoted in Rifa'i & Anni (2012), suggesting that the learning process is an active process, because knowledge is formed from within the subject of learning, to help the cognitive development of children, it is necessary to create a learning condition that allows children to learn on their own. In the Probing-Prompting teacher model provides a series of questions that can foster student curiosity.

By using the learning model that encourage question very closely related to question it will further encourage students to transfer the students' English learning abilities. According to Huda (2013) state that the question posed during the study are called probing question. While prompting question, this question intends to guide students so that they can find answers that are more correct. The question and answer process is done by randomly pointing students can be active and participate in the learning process. Students cannot avoid it in learning process, because at any time can be involved in the question and answer process. Problem questioning can motivate students to understand a problem more deeply so that students able to reach the intended answer. During the process of finding and finding answers to this problem, they try to connect the knowledge and experience they have with the question to be answered. According to Widiyanto as cited by Ulya (2012) concluded that probing-prompting learning combination effectively implemented because of the results of this study obtained an average value of the ability of students to understand the concept of mastery learning.

CONCLUSION AND RECOMMENDATION

Based on the results of this study implementation of probing-prompting learning to the ability to speak and curiosity in learning English VII. That thing is shown by some conclusions as the following: (1) Ability to talk about learning model Probing-Prompting achieve classic equipment; (2) Capacity talk to students about models Learning Probing-Prompting better than ability talk to students about models conventional learning; (3) Curiosity students on the Probing-Prompting learning model better rather than a student's curiosity about the model conventional learning.

To improve student achievement in understanding English material, researchers provide recommendations: (1) the principal must know information strategies to improve English language skills. (2) English teachers must master a lot of material before carrying out the learning. (3) students' can increase their interest and motivation in learning English by using probing-prompting learning. (4) hopefully this researcher's findings are useful for other researchers who want to do the same research subject.

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