

The Effect of Probing – Prompting Technique on Reading Achievement

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Abstract

The fact that most of the students in Junior High School are lack of vocabulary, lazy in reading a long text and low motivation in reading textbooks can be solved by choosing an appropriate method in teaching reading. The aimed of this research was to find out whether the probing-prompting technique was effective for the students' reading achievement. The word "Probing" means research and explore, meanwhile "prompting" means push and guide. In probing-prompting, students are required to answer the question by their own words or sentences. Two groups design was applied, and the participants were eighth students of Junior High School in Tegal. We used reading testing in collecting the data, pre and post-test were conducted. And the data analysis calculated using SPSS program. Based on data analysis using an independent sample t-test, it was revealed that the t-test was higher than t-table ($4.332 > 1.672$). We state a conclusion; the use of probing prompting technique is effective because students who taught using probing-prompting technique perform better achievement on reading.

Keywords: probing prompting technique, reading, k-12

Introduction

Reading skill is an activity which has an essential role in supporting other abilities for that English fluency such as speaking and listening skill. Moreover, it gives many benefits to us, for example, reading activity for getting information. And it helps students gaining knowledge. Reading is fun and easy to be done everywhere and every time. We can read everything, such as a newspaper, novel, magazines, short story, or even symbols. Reading activity gives the students benefit since it can 1) stimulate the reader to deliver a response i.e. critics, admission or denial from the text, 2) assist for communication and interaction (Sulistianingsih, 2019), 3) support students' memorize ability (Souhila, 2013), 4) get the valid ideas and information (Sulistianingsih, 2018). The teacher plays a crucial role in achieving the aim. The way the teacher choose the technique affects the students' achievement and interest in reading skill.

Based on observations at one of the state Junior High School students, we found that most of the students have a severe problem of learning the reading ability. The students still have difficulties in mastering a reading skill. They usually lack vocabulary and lazy to read a long text; it is related to the student's motivation in reading that is low. So, they need guidance from the teacher. Moreover, the characteristic of junior high school is they often give experiencing dramatically, provide comments, and critique about something and often need guiding from older people. Based on the explanation that reading is a complex and complicated process, it can make the students faced some difficulties in the reading process or learning reading. To solve that problem in teaching reading, teachers should use particular learning that can solve the Students' obstacles in learning the reading skill. Using Probing – Prompting is appropriate for solving this problem.

Probing-prompting is one kind of learning technique in cooperative learning. The word "Probing" means research and explore, meanwhile "prompting" means push and guide. In probing-prompting, students are required to answer the question by their own words or sentences. In this case, the 'probing prompting' clause means that during the learning process in the classroom, the teacher asks questions to her/his students to find out how the students understand the materials. Besides, it supports the students' critical thinking. Pratiwi, Tria, & Dewi (2017) state the technique that gives questions for management and analyzed the students' ideas to develop the way of thinking trough associated the new knowledge and experienced that being grasp.

Oktaviyanti, Wardani, & Kurniawan (2018) define that Probing Prompting is the next question given by the teacher after a student response to the question, and their efficacy includes advanced management or provide suggestions aimed at student counselors to get perfect answers or increase the quality of the responses. There are many benefits of using probing-prompting technique in class. The benetits are as follows: 1) strengthening students to actively think, 2) giving students the chance to ask unclear questions so the teacher can explain again, 3) difference of opinion between the students may be compromised or directed in a discussion, 4) the questions can attract students' attention and their focus, even when the students are noisy, unruly and sleepy, 5) developing the courage and skills of students in answering and express opinions.

The reason why we use the probing prompting technique, it's because the probing prompting technique can make students effortless to understand the contents of the text and have new knowledge. Probing Prompting Technique helps the students to improve reading habits, make the students more active because this technique stimulates the student's brain to think and remember the material. It was based on the research that Probing Prompting Technique was effective in teaching a reading skill (Magthwi, 2015). The result showed the students could study in the group so that they could cooperate with other students. It made them easy to comprehend the content of the text. They could feel enjoy in process learning. In this technique, the teacher gave students some questions which aimed to guide and motivate the students to explore their knowledge related to the materials of the lesson. The students were easier to get the points or the information of the text. In conclusion, the Probing Prompting technique creates critical thinking development for students. Reading can be a fun activity when we know a proper technique to teach reading.

Therefore, we are interested in finding out the real implementation of using Probing- Prompting Technique on reading achievement.

Method

This research aimed to find out whether the probing prompting technique was effective for the students' reading achievement. We applied two group designs to find out the effect of using probing prompting techniques on reading achievement. The first group was the experiment and the second was the control group. We taught the experimental group by probing-prompting technique and the control group by conventional technique. We used eight grade students of Junior High School in Tegal as population. It consists of 7 classes. The total population is 210 students. The participants were taken by cluster random sampling; they were 30 students chosen as the experimental group and the same amount for the control group.

The data collecting technique was a test. Furthermore, pre-test and post-test were given similarly. It was aimed to measure students' achievement when they gave the same characteristic of the test. Before we conducted the pre-test in the control and experiment class, we conducted a try-out test to check the validity and reliability of the instrument. The participants of the try-out were another class of sample. After that, both were given a pre-test and treatment. In the final learning process, we gave a post-test for both groups at the end of the treatment.

In analyzing the data of research, we need pre-analysis testing to conclude this research. Besides, in pre-analysis testing, we need to measure the homogeneity test. We used the IBM SPSS Statistic 22 for Windows to calculate homogeneity test results. Furthermore, after analysis testing, we tested the hypothesis whether there was a difference between students who were taught using probing prompting technique and students who were not taught using Probing Prompting Technique on the reading achievement. In the hypothesis itself, we used independent sample t-tests. This was used to find out whether there was a significant difference between students who were taught with treatment and students who were not taught with treatment in teaching reading of the eighth grade of Junior High School in Tegal.

There were some procedures of probing prompting technique in class, as follows: 1) The teacher gave a new situation, which contains a riddle (present a problem) by using a picture and descriptive text, 2) The students divided into some groups. Each group consisted of five students, 3) The teacher gave question based on indicators to all the students, 4) Waiting for a while (5-10 Minutes) to let the students formulate his answer, 5) The teacher asked a student to response the question, 6) When the response right, then the teacher gave applause to her/him. But if the student's answer was wrong, the teacher asked him/her again until she/he has a correct answer, 7) The teacher presents the last question to other students to make sure that the students understand the material of the lesson.

Table 1. The Result of Normality Test

Shapiro-Wilk		
Statistic	Df	Sig.
0.953	30	0.208
0.945	30	0.122

The result P-value in experiment group (sig) was higher than 0.05 ($0.208 > 0.05$), and the result P-value in control group (sig) was higher than 0.05 ($0.122 > 0.05$). From table 1, the two groups were normal. It means that the data were ready to distribute.

Table 2. The Result of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
0.428	1	58	0.516

From table 7, it can be seen that the significance value is 0.516, which is higher than 0.05 ($0.516 > 0.05$). It means that two distributions have the same variant. Because the variant is the same, it can be concluded that the sample used in this research is homogeneous.

Table 3. Group Statistics Independent Sample T-test

Group	N	Mean	Std. Deviation	Std. Error Mean
Score Experiment	30	82.25	6.029	1.100
Control	30	75.83	5.427	0.990

From table 3, the mean of the experimental group was higher than the mean of the control group ($82.25 > 75.83$). In other words, the experimental students got better achievement in reading class.

Table 4. The Result of Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed	0.984	0.325	4.332	58	0.000	6.416	1.481	3.451	9.381
Equal variances not assumed			4.332	57.369	0.000	6.416	1.481	3.451	9.382

From table 4, it can be drawn that t-test was obtained higher value than t-table ($4.332 > 1.672$), then the significance value of the posttest score is 0.000, which is lower than 0.05 ($0.000 < 0.05$). Since it drops below 0.05, it can be concluded that the null hypothesis is rejected, while the alternative hypothesis is accepted.

Finding and Discussion

The research was conducted from 27th March to 4nd May 2019 in eight meetings were treatment. The writer took two classes as a sample to teaching in 8A class and

8E class. Class 8A was an experimental group that was taught by probing prompting technique and 8E was a control group that was not taught by probing-prompting technique. Learning material prepared is about a descriptive text. The description of the activity of research in the experimental group as below:

On 30th March 2019, the first meeting was done. The material about the descriptive text was given to the students in the experiment group. Then, the purposes of the teaching activity explained on that day by the teacher. Descriptive texts are explained about social functions, generic structures, and language features of descriptive texts by the teacher. They were given an example of a descriptive text titled my doll. They were ordered to read the text in five minutes. After five minutes, the teacher asked the student about the text to analyze the generic structure of the descriptive text, and the student answer several questions related to the passage. Then the little about Probing Prompting Technique was explained so that the students have background knowledge about Probing Prompting Technique.

The second meeting was conducted on 5th March 2019. This meeting still reviewed about descriptive text and explained step by step the procedure of Probing Prompting Technique. Furthermore, the students were given the title of a descriptive text titled "The Natural Bridge National Park" The students should be made a group which consisted of five students. Each group was ordered to read and comprehend the text, and the teacher asked students to describe the text, the students answer the question from the teacher. If the answer was still wrong, then the questions were being given to other group members, until they get the correct answer, so that the students understand clearly about the procedure of Probing Prompting Technique.

The third meeting was conducted on 6th April 2019. The third meeting still reviewed about descriptive text and discussed about Probing Prompting Technique. Then each group was given a text again entitled "My Bedroom". Each group was ordered to read and comprehend the content of the text. Then the teacher gave time to students to discuss with other members. The teacher asked students to describe their bedroom, and the student answer the question from the teacher. The students felt happy because of the process of learning in the class; the students can be more active in thinking and remember the material.

The fourth meeting was conducted on 19th April 2019. The fourth meeting was reviewed the previous in the last meeting. Then the student was given a descriptive text entitled "My Cat". Each group was ordered to practice again with their group using Probing Prompting Technique. This activity purposed to make sure that the students got an understanding of what the teacher had modeled before. Then, it means that the teacher still gave more guidance to do Probing Prompting Technique. Thus, the student would get a better understanding of how to practice the Probing Prompting Technique until they could do the Probing Prompting Technique independently.

The fifth meeting was conducted on 20th April 2019. The writer gave the students another example of descriptive text. The text was about Joko Widodo. Then the teacher asked students to describe Joko Widodo directly and explained what the descriptive again to make them more understood about the descriptive text. After the teacher explained the material, the teacher demand students to describe their idols forward the class, but Students felt bored with the lesson and they did not understand the teacher's instruction.

On 26th April 2019, the sixth meeting was conducted. The teacher gave the students another example of a descriptive text entitled "Salsa" to all groups. The teacher asked the students to make a new group for discussing the descriptive texts. The teacher branched students into several groups, consist of 5 or 6 students. The new groups that support student's boredom. They were ordered to read the text in five minutes. After five minutes, the teacher asked the student about the text. Students got difficult when they looked for the main idea of the text. Then the teacher helped them to look for the content of the text. The teacher also helped them in translating difficult vocabularies.

The seventh meeting was conducted on 27th April 2019. Again, in the seventh meeting, students were given a descriptive text entitled "Borobudur Temple". They were ordered to read the text, which had been pointed by the researcher. They were given 10 minutes to read. After ten minutes, the teacher asked the student about the text. There were 10 questions to be answered. Students were given 20 minutes to answer all questions. Then 20 minutes later used to correct the answer. Correcting was done by students. Many students got good scores. It indicated that learning using probing prompting techniques caused a good effect.

On 3rd May 2019, the last meeting was conducted. The descriptive texts were given to the students. They did the exercise in 20 minutes. There were 20 questions to answer. This was done as a training before they do a post-test at the finish of the study. The forms of exercise are several choices that have options A, B, C, and D. The questions were about descriptive text included asking information of title, social function, generic structures, and language features. After twenty minutes, they were ordered to submit the result of an exercise to the research. After the results had been corrected, at the finish of the last meeting, the students agreed on their responses after using the probing-prompting technique. Most of them answered that they felt helped by this technique.

Subsequently, the treatment, the post-test was carried out in the experimental group and the control group. It was conducted on 4th May 2019. The test consisted of 40 questions in multiple-choice forms. The test was the same as the pre-test. The time allocation for doing the post-test was 80 minutes.

Based on the finding above, Students interested about Probing Prompting Technique in teaching reading, can make the student active in reading learning process, this data is supported by (Oktaviyanti et al., 2018) stated the used of probing-prompting could help students to be more active, interest, and helpful. The students are easier to get the points or the information of the text. Moreover, it helps the students to think more creatively to associate word more easily. However, the writer found some problem during the research, it did not belong to serious. The writer found that there are still many students who have a lack of vocabulary. Students felt bored with the lesson and they did not understand the teacher's instruction. Students got difficult when they looked for the main idea of the text. Dealing with those problems, we tried to solve the problem with the applied Probing Prompting Technique. In conclusion, the writer got a good technique that was proved effective in improving their reading achievement.

Conclusion

Based on the conclusion of the hypothesis used independent sample t-test shows that Probing Prompting Technique was effective in teaching reading of the eighth

grade of Junior High School in Tegal. The implementation of Probing-Prompting Technique was positively responded to the experimental group. The students participated actively in the class and showed their interest and they could feel enjoy in process learning. On the other hand, they also could improve their reading achievement. During treatment, the writer gave explanations and instructions of what the students should do in the learning process so that the students understood and apply it. The writer explain to make students easier in getting the points or the information of the text as well. Therefore, many students got good scores in the class. After getting the treatment, the mean score between the experimental and control group gradually increased. That is evidenced by the difference in the mean score of the post-test results from the calculation of independent sample t-tests. It is indicated that the students who learn using Probing Prompting Technique got a better score than those who are learning without using Probing Prompting Technique. The details calculation and result can be seen in hypothesis testing in the previous chapter.

Therefore, it can be denied that there was a significant difference in reading achievement of the eighth grade of Junior High School in Tegal in Academic Year 2018/2019.

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