THE EFFECT OF USING PROBING PROMPTING LEARNING MODEL ON STUDENTS' SPEAKING ABILITY (AT THE ELEVENTH GRADE OF SMK NEGERI 1 BARUS UTARA IN 2020/2021 ACADEMIC YEAR)

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Abstract : The purpose of this research are to found out: 1) The application of probing-prompting learning model on students' speaking ability, 2) The students' speaking ability before and after using probing-prompting model, 3) whether there is any significant effect of probing-prompting learning model on students' speaking ability at the Eleventh Grade of SMK Negeri 1 Barus Utara. This research uses experimental method *with the pre-experimental design by using one-group pretest and posttest design.* The population of this research is the XI Grade students' of SMK Negeri 1 Barus Utara which consist of 71 students and the samples were 28 students gotten by using purposive sampling. In collecting the data, the researcher used observation sheet. Instrument of the research was observation and test was oral test. The result of the research are 1) application of probing-prompting learnig model was 3.7, it was categorized "very good". 2) The mean score of the students' before using probing-prompting learning model was 51, it was categorized "bad". Meanwhile after using probing-prompting learning model was 59, it was categorized "bad". 3) The result of analysis showed that t_{test} is bigger than t_{table} (t_{test} 12.4> t_{table} 2.05). So, the hypothesis was accepted. It means that there is any significant effect of probing-prompting learning model on students' speaking ability at the Eleventh Grade of SMK Negeri 1 Barus Utara.
Keywords: *Probing Prompting Learning Model, Speaking*

Abstrak : Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan dari probing-prompting learning model terhadap kemampuan siswa berbicara, 2) kemampuan siswa berbicara sebelum dan setelah menggunakan probing-prompting learning model, 3) Apakah ada pengaruh yang signifikan dari probing-prompting learning model terhadap kemampuan siswa berbicara di kelas sebelas SMK Negeri 1 Barus Utara. Penelitian ini menggunakan metode eksperimental. Populasi dari penelitian ini kelas sebelas yang terdiri 71 siswa dan sampel terdiri dari 28 siswa dengan menggunakan purposive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi. Instrument yang digunakan adalah observasi dan test adalah tes oral. Hasil penelitian ini adalah 1) penggunaan probing-propting learning model adalah 3.7, dikategorikan "sangat baik". 2) Nilai rata-rata siswa sebelum menggunakan probing-prompting learning model adalah 51, dikategorikan "burukl". Sementara setelah menggunakan probing-prompting learning model adalah 59, dikategorikan "buruk". 3) Hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} (t_{test} 12.4>t_{table} 2.05). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari probing-prompting learning model terhadap kemampuan siswa berbicara di kelas sebelas SMK Negeri 1 Barus Utara.

Kata Kunci : *Probing Prompting Learning Model, Speaking*

I.   INTRODUCTION

Speaking is an act of making the vocal sound. Speaking means to express feeling in spoken languge and it implies conveying information. Speaking is a productive skill which consists of systematic verbal utterance that carry out a meaning. Speaking is important skill that should be masterred by people. Therefore, there are several components required by people in mastering of this ability, they are vocabulary, grammar, pronounciation, fluency and comprehension.

Speaking ability becomes one of the materials that is taught to the students so that the students' abilty in learning English can be increased at the school. But in fact, when the researcher was doing PPL in SMK Negeri 1 Barus Utara, the researcher found so many problem and dificulties in students' speaking ability. Many students still have lack vocabulary, bad pronunciation, bad in grammar, bad fluency in speaking, less of confidence or didn't pay attention to the English lesson materials, did not comprehend what they told about and need repetition in conversation.

It was proven when the researcher gave pretest to the classes which is the object of the research. Cause of the pandemic situation

the researcher decided to make pretest session in the appointed time. The researcher got the data result from the sample with total score 1.452 and the average is 51,857. And the researcher hopes by giving the treatment will be affect the students' speaking ability.

To respond this problem, the researcher think how the ways to make this problem completed and make the students's speaking ability will be affect. There are some methods, technique, strategies or applying learning models. In this case the researcher choose a model in teaching and learning namely Probing Prompting offered. Probing is the investigation and examination, while prompting is pushed or guided. Probing prompting model learning is learning by presenting a series of question that are guided and explored ideas that can jump-start students thinking process that is able to associate a student's knowledge and experience with new knowledge that is being studied.

Probing question can motivate students to understand the problem in greater depth so that students are able to achieve the intended answer. During the discovery of the answers to these problems, they are trying to link the knowledge and experience that has been owned by the question that will be answered

1. The Nature of Speaking

Speaking is the application of language to deliver the message from the other people (interaction process the speaker and listener), it also the expression of feeling or oral interaction by producing sounds. Rambe and Ali (2019:178) says, "Speaking is tools communication to other or the way to bring a message from one person to another".

Furthermore, Ur (2009:120) says, "Speaking seem intuitively the most important people who know a language are referred to as speaker of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak".

2. Indicators of Speaking

Speaking is one of important elements in studying English. Students have to be able to speak English.As one skill, there are some indicators that should be must understood and mastered by people. Brown (2010:199) propose five indicators of speaking, they are pronunciation, vocabulary, grammar, fluency and comprehension.

a.   Pronunciation

Pronunciation is an act or result of producing the sound of speech including articulation vowel formation, accent and inflexion. Often with reference to some standard of contents or accept proficiency. According to Adult Migrant English Program Research

Centre 1 (2002) Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested".

b.   Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. According to Linse (2006:121) Vocabulary is the collection of words that an individual knows. While, Ur (2009:60) says, "Vocabulary can be defined, roughly, as the words we teach in foreign language". At the last Allen French (1983: 4) in Setiawan says, "Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language".

c.   Grammar

Grammar is the rule of constructing and formulating the sentences in language. Ur (2009:75) says, "Grammar is sometimes defined as the way words are put together to make correct sentences". Next, Saaristo (2015:282) in Herring says, "Grammar is a key concept in general linguistic theory". While, Herring (2016:1) says, "Grammar refers to the way words are used, classified, and structured together to form coherent written or spoken communication".

d.   Fluency

Fluency is known as ability of someone to speak easily and articulately. Fluency has an important role in speaking and understanding the language easily and quickly. Fillmore in Yingjie (2014:58) says, "Fluency is the ability to talk at length with few pauses. A speaker is able to express his or her idea in a coherent way and to deal with lexical and syntactic items at a fast speed".

e.   Comprehension

The last indicator is comprehension. Comprehension is ability how to perceive and understanding of discourse, to formulate representations the meaning of sentences. Longman in Pernanda in Harahap et all (2015) says, "Comprehension is understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred".

3.   Probing-Prompting Learning Model

According to Suherman, as quoted by Huda (2018: 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) clarify that the question raised during the study are called the research question, these questions 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.

II. METHODOLOGY OF THE RESEARCH

The method of research is the systematic way to understand an object of the research. Method is a way, system, procedure, and rule used by researcher to make the process of studying to be simple and should be followed by evaluate the research. In this research activity, the researcher has to choose and use the suitable method in a research. Method of the research means the way that should be chosen to solve the problem of the research.

According to Arikunto (2010: 203) Method of the research is the way that used a researcher to collecting data in a research.Then,Sugiyono (2014:3) said that the research method is a scientific way to get data with certain purpose and uses. It is means that the process uses in the research certain logical measures. Trianto (2010:194) said that method of research is drawing of design research that include steps, time of research, data source and what the way to collect and analyze.

Furthermore, Arikunto (2010: 9) the experimental method is the way to find out the relation of cause and effect (cause relation) between two factors that is raised by the researcher with eliminating the other factors. Meanwhile Singh (2006:134) says, "experimental method is a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is a process of contribution to the already acquired fund of knowledge".Next, Creswell (2009:12) says, "experimental research seeks to determine if a specific treatment influences the outcome. This impact assessed by providing a specific treatment to one group and withholding it from another then determining how both groups scored on an outcome".

The population in the research is the students at the eleventh grade of SMK Negeri 1 Barus Utara are 71, and sample are 28. To taking the sample, the researcher used purposive sampling.

Sugiyono (2014:178) "Instrument of the research is a tool used to measure the natural and social overall phenomena. In this research, the instrument that will be used to measure the variables are observation sheet and test.

III. RESULT

Researcher conducted pretest about speaking ability in class XI SMK Negeri 1 Barus Utara. Based on the data analysis which got from the observation sheet about the application of Probing Prompting Learning Model is 3.7 it was very good. The test which gave by the researcher to measure the students' speaking ability before and after using Probing-Prompting Learning Model. The highest score before and after using model was 64 and 72 The lowerst score before and after using Probing-Prompting Learning Model was 44 and 52. In order to get clear and complete description, the researcher presented the histogram of comparison before and after.
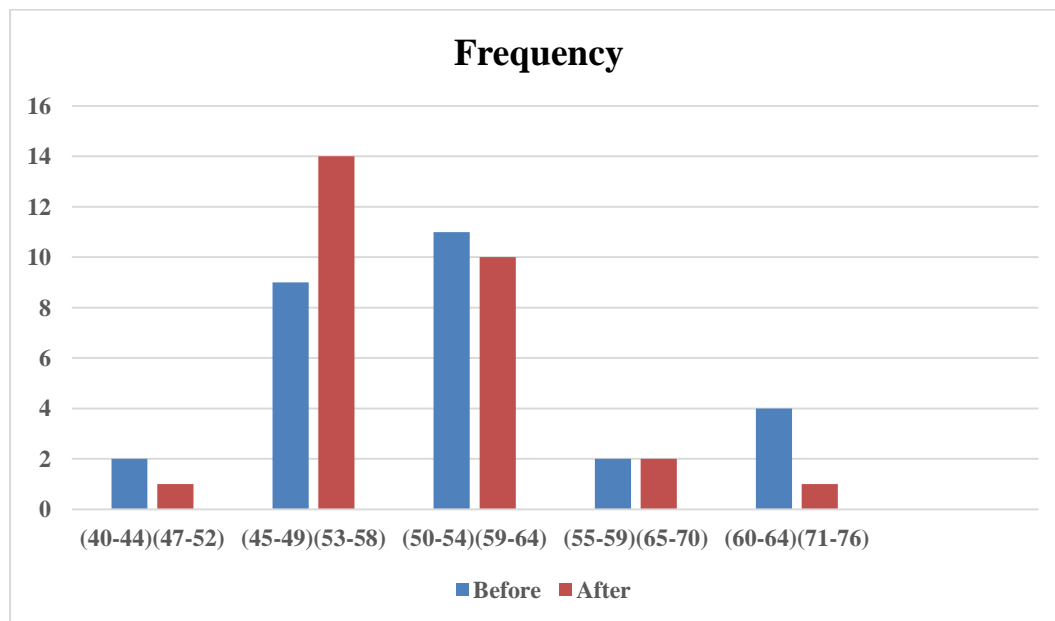
Figure 7: Histogram of Students' Speaking Ability Before and After Using Probing Prompting Learning Strategy

IV. DISCUSSION

Based on the results of research that have been done in the research, researcher was found the result of the research of t_{test} was 12.40. While, the samples were 28 students. From the calculation above, it can be known that t_{test} was 12.40 and t_{table} is known as number 2.05 at 5% significant level with degree of freedom (df) 28-1 = 27. After finding the score of t_{test} and t_{table}, both of the scores are compared. It is found that t_{test} was bigger than t_{table} (12.40 > 2.05).

CONCLUSION

Based on the research result in chapter IV, the researcher concluded that:

1. The application of probing prompting learning strategy on teaching speaking ability at the eleventh Grade of SMK Negeri 1 Barus Utara is categorized "Very Good" because it shows that the mean score of the researcher got is 3.7

2. The students'speaking ability before and after using complete sentence model at the eleventh Grade of SMK Negeri 1 Barus Utara was bad (51) and also bad but with highest average score (59)

3. There is any significant effect of using probing prompting learning strategy on students' speaking ability at the eleventh Grade of SMK Negeri 1 Barus Utara. The calculation of t_{test} is 12.40 and the score of t_{table} is 2.05. So, t_0 calculation is higher than t_{table} (12.40 > 2.05). It means that there is any significant effect of probing prompting learning strategy in teaching speaking ability at the eleventh grade students of SMK Negeri 1 Barus Utara, so the hypothesis is accepted

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