"Teaching Speaking Skill By Using Probing Prompting Learning Strategy At SMPN 1 Lawa"

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ABSTRACT

This study aims to find out whether there is a significant effect of teaching speaking skill by using probing prompting learning strategy at nine-grade students of SMPN 1 Lawa. The research method in this study usedQuatitative method and the design of this study used Quasy-Experimental design namely post-test only control group design. The population of this study is the nine grade students at SMPN 1 Lawa which consisted of two classes and the total numbers are 56 students. The sampling technique of the study is purposive sampling. The samples of this research are class 1X.2 as the experimental group and class 1X.3 as control group. Both of experimental and control group consist of 28 students. The research data were collected by giving post-test to students in the form of oral tests related to the topic of the descriptive text. Data were analyzed using SPSS 16.0 using (descriptive analysis and inferential statistics). Meanwhile, to test the hypothesis, the researcher used a t-test (Independent sample t-test) which was calculated through SPSS 16.0. In this research show that most of students have fair criteria in speaking skill, the aspect which have high score in the students' speaking skill is fluency aspect, and the success of students' speaking ability did not occur directly without supporting several factors such as student motivation, student intelligence, and interesting learning topics. Based on the findings, it can be concluded that there is a significant effect of teaching speaking skill by using probing prompting learning strategy at SMPN 1 Lawa.

Keywords: Probing Prompting Learning Strategy,Speaking.

1. Introduction

Speaking skill is an important component because it is a way to express an ideas and opinions directly what we have in our minds, speaking also a skill that needs to practice in order to make their speaking ability more confident and effectiveness. According to Nunan (in Fussalam, 2014) stated using organized verbal discourse to convey meaning is an oral ability called speaking. Speaking is very important in communicating orally. Students are hopes to understand and communicate every day in English. It means that the teacher must know how to make students use language in order to function properly.

Besides that there are some experts who say about speaking, one of them Chaney (1998,, p.13) states that "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts." There statement explains that speaking is a communication tool, so the speaker must be able to express what they want to say in conveying the message. In this case, the occur process vocal symbol

pronunciation to share information, ideas, knowledge, and opinions with others. Improve speaking skills students must learn grammar, pronunciation, and vocabulary. Davison & Dowson (in Susanti, E. & Amri, 2013:463) stated that to achieve goals in improving students thinking abilities, developing communication skills, developing their knowledge about speaking and listening students need opportunities to talk and listen in various context. Speaking is oral communication carried out by someone with other person to say something. The word "speaking" is used to emphasize how frequently we use the verb "to speak."This indicates that speaking isactivity that has discussed casual conversation (Thronbury and Slade in Sanusi & Tanduklangi, 2021:21).

The development of speaking skills in language learning aims to equip students with speaking skills in order to train students' mentality so that they dare to express opinions and dare to speak in class practice. Speaking skill is the ability of students to convey ideas through spoken language. This is where skilled speaking becomes a student demand. Thus it can be concluded thatdevelopment of speaking skills is process carried out order to develop the ability of students to convey ideas in spoken language. The ability of students to speak will have an impact on student learning outcomes.

Based onthe interview with one of the English teachers at SMPN 1 Lawa the researcher finds the problem, that students is lack of fluency and accuracy in speaking practice in the classroom. Students feel insecure, and unable to express opinions or ideas that are owned by students when practicing learning in class. This is influenced by the lack of students' speaking skills, namely in terms of fluency and determination of speaking.

Conducting practice speaking every day, it can improve students' speaking skills. Besides, the teacher needs to use learning strategy to improve students learning outcomes. Probing prompting learning strategy that can be used by a teacher to improve students' speaking skills in class. This means that the use of probing prompting can provide opportunities to be used by teachers in classroom learning, where teachers want to improve the speaking skills of students who tend to be passive in class. Probing Prompting also has several advantages where one of the advantages is to push students to think actively. It can explore to find the answer to the question.

Huda (in Marliasari & Octa 2018) claimed that while prompting is encouraged or guided, probing isinvestigation and examination. Probing-Prompting, which combines students' prior knowledge and experiences with the new information they are learning, involves posing a series of guided questions and exploring ideas that might quicken students' mental processes. Additionally, Suherman (in Marliasari & Octa, 2018:73) stated that the probing prompting learning strategy is the guarding learning process that provides several questions to guide and explore students' ideas in order to improve the process of thinking by tying knowledge and experience of newly acquired knowledge. A cooperative learning model is the probing prompting learning approach.

In applying this learning strategy, there is an interaction between the teacher and student, namely the question and answer session. During the question and answer session, it can progressively makes students participate actively because the teacher randomly selects students to answer the questions that given. This study focuses on speaking skills and the criteria for assessing students' speaking use two aspects of speaking, namely aspects of fluency and accuracy based on the assessment rubric.

In the previous research, the research has also been done by Hasnia (2020) with the same strategy but with different skills, namely *The Effect of Probing Prompting on Students Writing Achievement at Tenth Grade of MAN 1 Bombana*. The recent study would be using this strategy on speaking skill with Quasy-Experimental design at SMPN 1 Lawa.

The researcher choose SMPN 1 Lawa because there were problems is the students are lack of fluency and accuracy in speaking practice in the classroom. The researcher is interested in conduct a research entitled "Teaching Speaking Skill by Using Probing Prompting Learning Strategy at SMPN 1 Lawa". So that by applying the learning strategy, it is hoped that students will have many opportunities to practice speaking.

2. Methods

The design of the study used quasi-experimental design. There were two groups: an experimental group and a control group. In the experimental group, the researcher employed the probing prompting learning strategy, whereas the control group used the convensional method.

In conventional method student listen to the teacher's explanation and do tasks that have been given by the teacher. In its application in the control class, the teacher divides groups and gives students the freedom to discuss assignments and one of the students presents them. While in the experimental class, the teacher applies the probing prompting learning strategy where the teacher also divides the group, but the teacher also interacts with the students in the discussion process and all group members are given the opportunity to explain the results of the discussion based on the material that has been given.

Technique of collecting data, in the first meeting theresearcher was conducted test the students' speaking ability by displaying a picture and students describing it, assisted by the existence of questions related to the material that had been prepared. Finally, after employing a probing, prompting, learning technique to teach the students, the researcher gave the students an oral test as a follow-up to the treatment to determine the students' initial aptitude. The independent sample t-test from SPSS version 16.0 was used to test the hypothesis using inferential statisctic.

## 3. Results

3.1 The Students' Score in Experimental-Group

Table 1. Students' Experimental-Group Percentage

No.	Student Score	Frequency	Percentage
1	40	1	3,6 %
2	45	4	14,3%
3	50	2	7,1%
4	55	4	14,3%
5	60	5	17,9%
6	65	3	10,7%
7	70	1	3,6%
8	75	2	7,1%
9	80	2	7,1%
10	85	4	14,3%
Total		**28**	**100%**
Mean Score			**62,68**
Modus Score			**60**
Median Score			**60,00**

Maximum Score	**85**
Minimum Score	**40**
Range Score	**45**
SD	**14,042**

From the table above about the precentage students' score, minimum score of students speaking 40 andmaximum score 85. While the mean of the score was 62,68, median scoree 60, with the standard deviation were 14,04. So, based on the the classification that provided by Harris in Darusmin and Delfi (2013) the mean score 61-80 was good criteria. Therefore, the mean score 62,68 is categoryzed as good criteria.

The distribution students' scores post-test can illustrate as the chart below:
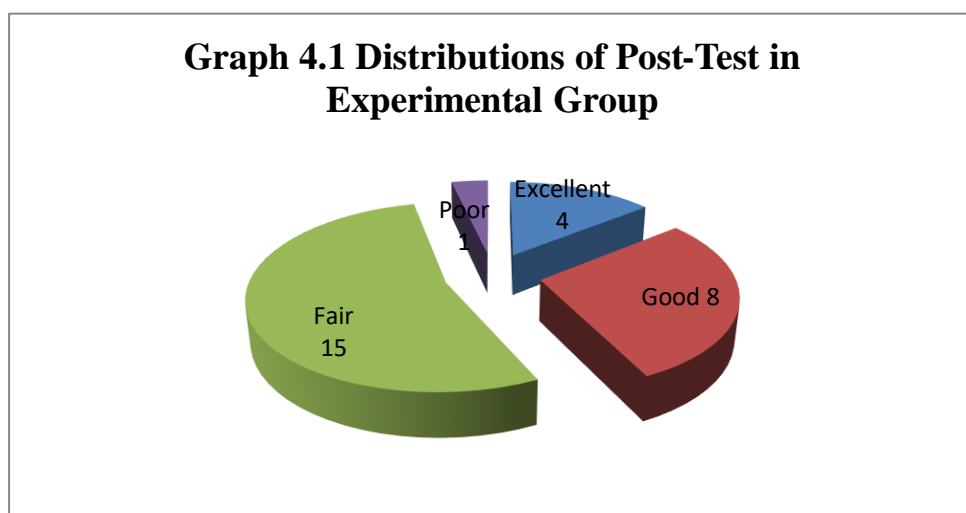
Graph 4.1 Distributions of Post-Test in Experimental Group

The graph above was about the students' classification score in post-test. It used the category proposed by Harris in Darusmin and Delfi (2012:6) to determine the students' speaking skill. It can be seen in the graph most of student (15) got a fair, (8 students) who got a good, and (4 students) who got a exellent, and (1 Students) get a poor.

**3.2 Students Score in Control Group**

Table 2. Students' Control-Group Percentage

No.	Student Score	Frequency	Percentage
1	30	2	7,1 %
2	40	7	25,0 %
3	45	2	7,1%
4	50	6	21,4%
5	55	3	10,7%
6	60	7	25,0%
7	70	1	3,6%
Total		**28**	**100%**

| Mean Score	49,46
Modus Score	40
Median Score	50
Maximum Score	70
Minimum Score	30
Range Score	40
SD	10,03

From the table above precentage of students' score, the minimum score of students speaking score 30 and maximum score was 70. While the meanthe score was 49,46, median score 50, the modus of the score was 40 with the standard deviation were 10,03. So, based on the the classification that provided by Harris in Darusmin and Delfi (2012:6), the mean score 41-60 was fair criteria. Therefore, the mean score 49,46 is categoryzed as fair criteria.

The distribution students' scores post-test can illustrate as the chart below:
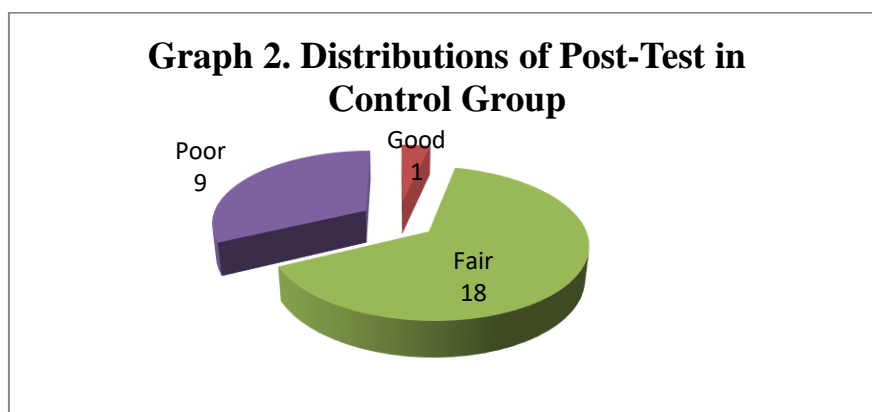
Graph 2. Distributions of Post-Test in Control Group

The graph above was about the students' classification score in post-test. It used the category proposed by Harris in Darusmin and Delfi (2012:6) to determine the students' speaking ability/skill. It can be seen (1 students) got a good, (18 students) who got a fair, and (9 students) who got a poor. In the class no one students get excellent.

Graph 3. Comparisons between Students' Scores on Control-Group and

Experimental-Group

Experimental-Group
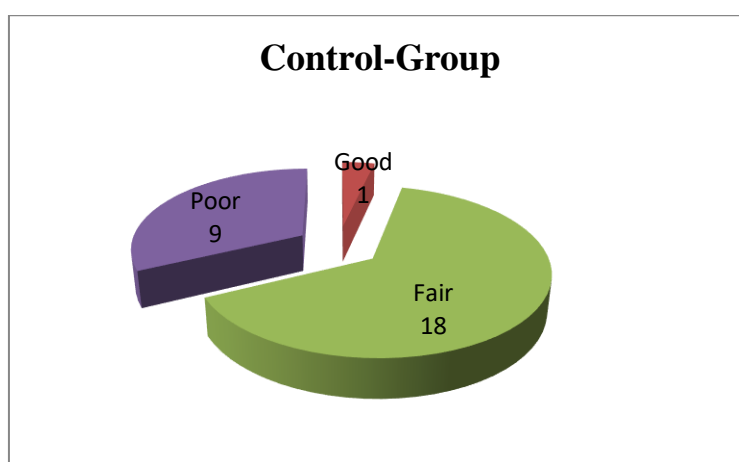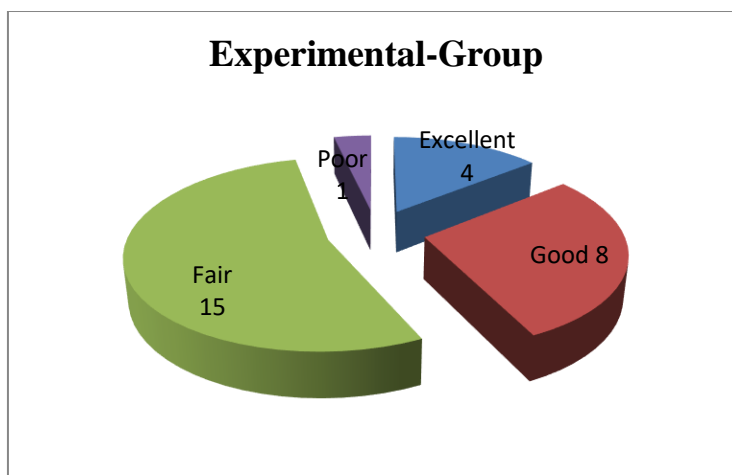
Control-Group

The graph above show that both in control class and experimental class. Itcan be seen graph that in the experiment_group 4 students get excellent and control-group no one student get excellent, while in the experimental group 8 student get good and 1 student in control group. Then, 15 students got a fair experimental_group and 18 students get fair in control_group. While in the experimental group 1 student get poor and 9 students got poor in control group. In the both classes no one students gets very poor.

3.3 Result of Hypothesis Testing

Result of hypothesis testing by using Independent Sample t,test can be show:

Table 3. Independent Samples Test

Independent Samples Test									
	Levene's Test for Equality of Variances			t-test for Equality of Means					
								95% Confidence Interval of the Difference	
					Sig. (2-tailed)	Mean Difference	Std. Error Difference		
	F	Sig.	T	df	tailed)	Difference	Difference	Lower	Upper

⊢ Equal variances	3.832	.055	4.052	54	.000	13.214	3.261	6.676	19.753
ᵃ assumed s									
ⁱ Equal variances ₗ not assumed			4.052	48.863	.000	13.214	3.261	6.660	19.769

Based on the resultsIndependent samples t-test above shows that the probability value is lower than alpha (0.000 < 0.05). Besides, the value of t_{test} has been compared with t_{table}. The result of Independent sample test above shows that t_{test} is 4.052 and *df*= 54. Meanwhile, t *table* is 2.004 (4.052 > 2.004).

of Hypothesis Testing

Df	α Value	T_{test}	T_{table}	Result
54	0.05	4.052	2.004	H_1 : Accepted

4. Discussion

The researcher tested the students' speaking ability by displaying a picture and students describing it, assisted by the existence of questions related to the material that had been prepared. After the treatment is finished, the researcher will do a post-test. The researcher and the teacher at SMPN 1 Lawa worked together in providing assessments to students. During the post-test, researcher tested students speaking ability one by one in front of the class. Furthermore, students expressed their opinion about the topic that had been given. This aimed to determine the increase in students' speaking ability between the experimental_class that apply the Probing Prompting learning strategy and the control_class that appli the conventional method.

Based the data analysis, the experimental group's mean post-test score was 62,68, while the control group's mean post-test score was 49,46. This result demonstrates that the post-test scores for the two classes are different. After four meetings of treatment, it is clear that the probing prompting learning strategy can have an impact on students' speaking abilities. The result also proves previous study that the students have better speaking ability after they are trained in probing and prompting and prompting strategy (Rosmita, 2020) and probing prompting is useful to improve students speaking skill in Palopo City.

In this study, to determine the speaking ability in post-test experimental group & post-test in controlgroup, it used category proposed by Harris in Darusmin and Delfi (2012: 6). In this study, what must be strengthened is how students should always be invited to speak and be confident when speaking in class. There is a probing prompting learning strategy can help students practice speaking in class because there is interaction students and teacher namely Intensive , responsive, and interpersonal dialogue interaction. And to students, it is expected to provide positive results in increasing students' speaking ability.

Additionally, one of the earlier studies, "Teaching Reading Comprehension by Using Probing-Prompting Learning Strategy to the Eight Grade Students of SMPN 7 Palembang," conducted by Marliasari and Octa (2018), also demonstrated the effectiveness of this learning strategy in improving students' reading comprehension. Additionally, this

study employed a pre-experimental design, and SPSS 16 utilized to analyze the data that gathereda written test.

This indicates that the use of probing prompting has a considerable impact on the readingcomprehension at eight grade students of SMPN 7 Palembang.

One of the factors that influence student learning outcomes is that students tend to be interested in speaking English if the learning topic is interesting. This is supported by the picture that students will describe. During the learning process, they were given material on the topic of descriptive text with general pictures and students often saw it, namely the names of animals such as cat and rabbit, names of jobs such as teacher and chef, and names of plants such as coconut tree and rose. But here before giving a topic to students, the teacher has made every effort to find the topic of the picture that will be described so that students have no difficulty in describing it. The process of developing students' speaking skills is when Exploration activities occur, namely when activities seek information about learning material and there is interaction between students and teachers, in this case the teacher involves students actively in the learning process. Next, Elaboration activities, namely reading or writing activities result from exploration.

Probing prompting learning strategy can increase students' speaking skills because Probing Prompting isa learning strategy by presenting aseries of guided questions and exploring ideas, so it can accelerate student's thought processes that canlink student's knowledge and experiences withnew knowledge is being learned. Although some of them appear to be shy in expressing their ideas, the probing prompting learning technique has been successful in getting them to participate in speaking activities. This teaching method involves teacher and student engagement in section question and answer sessions. The pupils started to become used to speaking actively in the second meeting, so they now try to speak in an active manner. In addition, kids appear to have greater confidence and passion for participating in activities. When the learning process occurs, if the teacher asks student A and student A can answer it, the teacher will ask student B the same question when student B can answer it, meaning students focus and understand the learning material. If the situation is, student A cannot answer the teacher's questions, then the teacher will ask for answers to student B, and student teachers will ask student A again even though the answer from student A hears from student B, because the priority is that students are brave in answering questions and speak in class. In its application, the speaking fluency aspect occurs when the teacher asks the students questions and the students answer them verbally, while the speaking accuracy aspect occurs when students describe pictures but there are verbs or tenses that are not suitable, the teacher justifies it. The questions given by the teacher are questions related to the topic of learning so that they can help students in making descriptive texts.

The researcher belived that the students' speaking abilities were improving because, prior to the researcher's use probing prompting learning strategies to improve speaking abilities, students were unsure of what they had done when speaking in front of the class and lacked the courage to do so when describing texts. However, once the researcher used the probing, prompting, learning method, the students quickly understood what they wanted to achieve with the material they were describing. In fact, teaching children speaking skills through the use of probing, prompting, and learning strategies is an excellent way to enhance their speaking abilities because it offers more benefits. Additionally, it gives kids additional opportunities to practice speaking, and everyone would have a chance to speak in class..

5. Conclusion

Based on the results of the data analysis the researcher came to the conclusion that the probing prompting learning strategy had a significant impact on the speaking ability and skill of students at SMPN 1 Lawa. This was because, after the post-test oral test results from the experimental class and the control class were collected, analyzed, and compared, the experimental class had higher speaking ability scores than the control class.

Findings showed thatthe mean score from the experimental class higher that themean score from the controlclass. After that, throught speaking criteria which proposed by Ur (1996), there are 4 students get exelent criteria in experimental class and most of students get good criteria, while there were no students get exelent criteria in control class and most of students get fair criteria. At the aspect of speaking, the aspect of fluency become the highest score on their post-test. It all happened because in applying this learning strategy there are interaction between students and teacher, namely question and answer question. During the question and answer session, it can make students participate because teachers can choose students randomly to answer the question that given.

Based on the result above students should beactive practicing their speakingskill, and they don't feel afraid in speaking English. Because, probing prompting can attract students' interest during the teaching and learning process. Then, the teacher cann apply probing prompting learning strategy in teaching English to improve students' speaking skill, since it encourages students to think more critically, allows for discussion of the variances in students' responses, and helps them become more motivated and skilled at providing answers and coming up with ideas. Additionally, in order for learners to practice their speaking skills, the teacher must maintain control of the class while executing this learning technique. And hopefully the results of this study are usefulfor other researchers who want to do the same research subject.

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