

MAXIMIZING READING NARRATIVE TEXT ABILITY BY PROBING PROMPTING LEARNING TECHNIQUE

Wiwied Pratiwi¹⁾, Diana Tria Candra Dewi²⁾

¹⁾Institut Agama Islam Ma'arif (IAIM) NU Metro

Email: wiwiedpratiwi1987@gmail.com

Abstract

The objective of this research was to know whether Probing Prompting Learning Technique can be used to get the maximum effect of students' reading narrative ability in teaching and learning process. This research was applied collaborative action reEsearch, this research was done in two cycle. The subject of this research was 23 students at tenth grade of SMA Kartikatama Metro. The result of the research showed that the Probing Prompting Learning Technique is useful and effective to help students get maximum effect of their reading. Based on the results of the questionnaire obtained an average percentage of 95%, it indicated that application of Probing Prompting Learning Technique in teaching l reading was appropriately applied. In short that students' responses toward Probing Prompting Learning Technique in teaching reading was positive. In conclusion, Probing Prompting Learning Technique can get maximum effect of students' reading ability. In relation to the result of the reserach, some suggestion are offered to english teacher, that the use of Probing Prompting learning Technique in teaching reading will get the maximum effect of students' reading ability.

Keyword : Reading, Narrative text, Learning Technique, Probing Prompting

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah Probing Prompting Learning Technique dapat digunakan untuk mendapatkan efek yang maksimal dalam kemampuan siswa membaca teks narative dalam proses belajar mengajar. Penelitian ini menggunakan penelitian tindakan kolaboratif, penelitian ini dilakukan dalam dua siklus. Subjek penelitian ini adalah 23 siswa kelas XI SMA Kartikatama. Hasil penelitian menunjukkan bahwa Probing Prompting Learning Technique berguna dan efektif untuk membantu siswa mendapatkan efek maksimal dari bacaan mereka. Berdasarkan hasil kuesioner diperoleh persentase rata-rata 95%, hal ini mengindikasikan bahwa penerapan Probing Prompting Learning Technique dalam pengajaran l membaca diterapkan secara tepat. Singkatnya, tanggapan siswa terhadap Probing Prompting Learning Technique dalam pengajaran membaca positif. Kesimpulannya, Probing Prompting Learning Technique bisa mendapatkan efek maksimal kemampuan membaca siswa. Sehubungan dengan hasil penelitian, beberapa saran ditawarkan kepada guru bahasa Inggris, bahwa penggunaan teknik pembelajaran Probing Prompting dalam pengajaran membaca akan mendapatkan efek maksimal dari pembacaan siswa secara abstrak.

Kata Kunci : *Reading, Narrative text, Learning Technique, Probing Prompting*

INTRODUCTION

Learning English language is one of science that should be learnt to all the people. English becomes very important and useful for us.¹ In learning foreign language, language learners begin a language from their mother tongue, they encounter

¹ Suhono Suhono, "SURFACE STRATEGY TAXONOMY ON THE EFL STUDENTS' COMPOSITION A STUDY OF ERROR ANALYSIS," *Iqra (Educational Journal)* 1, no. 2 (2017): 4.

mistake or error.² The difficulties of ongoing process in acquiring learning cause second language learners make mistake or error. Many problems that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation, and reading interest. The maximal reading skill is cannot be achieved, if the are still any bad habit when they are reading. One of the readers' bad habits is the interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if it do not has any mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

In senior high school, reading is the main activities. Most of the material in senior high school is about discourse or text. The students should learn reading effectively in order they can't to find the information according to the text. Most of students the students feel bored and lazy when they must reading a certain text, when they want to answer the questions about the text. They are difficulties to answer the question according to the text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading ability and teaching technique used by the teacher of the students is unattractive and monotonous. So the students need something to solve those problems.

In motivating students to read, teacher should find out some techniques that can attract the students' motivation and interest. The students need a certain techniques that can be motivate and improve their ability, especially in reading skill. If the students

² Suhono Suhono, "An ANALYSIS OF WRITTEN ERROR AMONG EFL STUDENTS OF ENGLISH PROFICIENCY LEVEL OF INTERNATIONAL PROGRAM," *Pedagogy: Journal of English Language Teaching* 4, no. 1 (2017): 73.

interested in what they are doing, they will enjoy their teaching learning process and more understand about material that given by their teacher.

In fact, there are some kinds of reading technique. However, those kinds of reading technique are not being chosen by the students as one of the effective techniques in reading. In fact some students with reading ability interpret word by word which inefficient in reading ability.

Student often hesitate to read because they are afraid of pronouncing the words correctly or the students feel really shy about talking in front of other student, although everyone knows that the best way to read a word as knowing the language and therefore view learning the language is learning how to read the language because its success is measured in terms of ability to carry out understanding text. Therefore if the students do not learn how to read in the text classroom they may soon get boring and lost interested in learning foreign language. On the other hand, if the right activities are taught in the right way, reading in the class can be a lot of fun, raising general motivation and making the English language classroom fun and dynamic.

A. Learning Technique

Probing prompting learning is techniques are often useful in class questioning sessions, either to an individual, group or the whole class, to pursue an issue in greater depth. Prompting involves giving hints to help a child. In addition to eliciting appropriate answers, prompts backed up with teacher encouragement help hesitant children reply more confidently. On receiving an answer, it is sometimes necessary to press a child for additional information and this may be especially the case after a factual question. Probing in this context may take the form of further information, directing the child to think more deeply about his answer, inviting a critical interpretation, focusing

his response on a related issue or encouraging him to express himself more clearly.³

So, Probing Prompting Learning is a Technique question and answer in the class, this technique can help the students to get the appropriate answer for the question from the Teacher. The teachers should apply:

- a. Appreciate answers, questions, complaints or actions of students however bad quality.
- b. Receive the students' answers and then check it by asking questions.
- c. Stimulate students to actively participate by answering questions or demonstrate the results of his thinking in front of the class or the board, and show the results of his work.
- d. Asking questions to the targets as appropriate as possible.
- e. Act or behave as though the uninitiated or make deliberate mistakes.
- f. Asking questions in his level.

Probing Prompting is a learning process that the teacher presents a series of questions that are guided and explore students' knowledge so can improve the process of thinking which able the knowledge and students experience by learning new knowledge. Probing question is questions which explored to get more answers from the students who intend to develop the quality of the answers, so that the next answer is clear, accurately, and have reason. Probing question can motivate students to understand a problem deeply so students able to reaches a target response. During the process of searching and discovery answers to the problem of students trying to connect

³ Cohen, Louis and Lawrence Manion. *A guide to teaching practice*. revised edition 5th. (Routledge, London and New York.2010)

knowledge and experience which has been owned by the questions that will be answered.

The techniques of prompting and probing are often useful in class questioning sessions, either to an individual, group or the whole class, to pursue an issue in greater depth. Prompting involves giving hints to help a child. In addition to eliciting appropriate answers, prompts backed up with teacher encouragement help hesitant children reply more confidently. On receiving an answer, it is sometimes necessary to press a child for additional information and this may be especially the case after a factual question. Probing in this context may take the form of further information, directing the child to think more deeply about his answer, inviting a critical interpretation, focusing his response on a related issue or encouraging him to express himself more clearly. (Two illustrations of prompting and probing are given in Box 70.)⁵⁷ As Brown⁵⁸ observes, probing questions with older children tap the highest levels of their thinking. Sometimes a correct answer needs to be repeated to make sure all have heard it. It is inadvisable to accept unsolicited answers that have been called out as such habits can lead to problems of control. Wrong answers can be of value in clearing up misunderstandings, obscurities and difficulties providing they are treated tactfully and without disrupting the lesson to any great extent (to respond to a wrong answer, for instance, with 'That's nonsense' or 'What rubbish!' is to ensure that the flow of answers from the class will quickly dry up!). Clearly, a sense of humour is an invaluable asset at this stage in a questioning session."⁴

Doing the process of question and answer in learning by choose the students randomly so the students will inevitably have to participate actively. Students cannot to avoid the

⁴ Cohen, Louis and Lawrence Manion.

learning process, because everytime they can involved in question and answer process. According Priatna's research, probing process can activate the students in learning which have challenge, because he demande the students concentration and activeness. And then, the students attention through the learning more keeply because students always prepare the answer so that they always ready if suddenly choosed by the teacher.

The Procedure of Probing Prompting learning as follow:⁵

Language is a means of communication among individuals. It is a signaling system which is operated with symbolic vocal sound and which is used by a group of people for to get the purpose of communication.⁶ To get the purpose of a good understanding of langauage, especially in reading, the researchers used Probing Prompting Learning Technique in order to easy for students' understanding reading comprehension.

According to Sudarti, the procedure of Probing Prompting Learning explained by seven steps probing technique then explored by prompting,⁷ the procedure of this technique as follows:

1. The teacher confront the students in new situation, example by the narrative text, formulate, or other situation which have problems.
2. Wait a minute to give chance for students to formulate the answer or doing litle discussion in formulate the problems.
3. The teacher asked the question based on the specific learning purpose or indicator to all off students.

⁶ Yeasy Agustina Sari dan Suhono Suhono, "Applying Transition Action Detail Strategy on Written Text of EFL Young Learners," *Iqra (Educational Journal)* 2, no. 1 (2017): 1-24.

⁷ Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Jogjakarta, Pustaka Pelajar, 2014),

4. Wait a minute to give chance for students to formulate the answer or doing little discussion.
5. Choose one student to answer the question
6. If the answer is correct, so the teacher ask response to other students about the answer for make sure that all student involved in this learning. Although, if the students stalled the answer or the answer is correctless, incorrect, or silent, so the students give the other questions which the instruction of finished answer. Then the teacher give question demand on the students thinking on the high level. So the students can answer the question based on competence or indicator. The question which given in this step should given to different students so all students involved in all activity in Probing Prompting.
7. The teacher ask the last question to different students to emphasize that TPK/Indicator is truly have been understand by all students.⁸

2.1.1 The advatages of Probing Prompting Learning

1. Encouraging active student thinking.
2. Provide opportunities for students to ask - is it less obvious that the teacher can explain again.
3. The difference of opinion between students can be compromised or directed to a discussion.
4. The question may attract and concentrate students, even when the students are noisier, sleepy, lost back strong and sleepiness.
5. As a way of revisiting (review) past the lesson material.

⁸ Cohen, Louis and Lawrence Manion. *A guide to teaching practice*. revised edition 5th.

6. Develop the courage and skills of students in answering and expressing their opinions.

2.1.2 The advantages of Probing Prompting Learning

1. Students feel afraid, especially if the teacher is less able to encourage students to dare, to create an atmosphere that is not tense, but familiar.
2. It is not easy to ask questions that correspond to levels of thinking and easy to understand students.
3. Time is often wasted if the student cannot answer any questions until two or three people.
4. If the number of students that many, maybe not enough time to provide questions to individual students.
5. Can inhibit the way children think if they do not / less intelligent bring, for example, teachers ask students to answer dispersions as he wanted, if not rated wrong

2.2 The Procedure Teaching using Probing Prompting Learning Technique

In teaching Reading in narrative text by using Probing Prompting Learning technique, the probing prompting learning can transfer information how well the students can read and answer the question about narrative text by using probing prompting learning.

Based on the procedure probing prompting above, teacher are doing with the variations as follow:

1. The teacher confront the students in new situation, example by giving picture, formulate, or other situation which have problems..
2. The teacher give the text of narrative "Snow White and the Seven Dwarfs" and the teacher give the instruction to students'.

⁹ <http://widodoiain.blogspot.co.id/2015/02/berfikir-kritis.html>

3. Student read their text to ensure that they understand its meaning trough find main idea, text meaning and information.
4. The teacher give the questions about the Character, Time, Situation and others.
5. Each student answer the question from the teacher.
6. The other students' give the response and share the information.
7. If the answer is correct, so the teacher ask response to other students about the answer for make sure that all student involved in this learning. And then the teacher give students' motivation to get maximum effect of their enthusiastic and courage to involve the reading and answer the question from the teacher. Although, if the students stalled the answer or the answer is correct, incorrect, or silent, so the students give the other questions which the instruction of finished answer. Then the teacher give question demand on the students thinking on the high level. So the students can answer the question based on competence or indicator. The question which given in this step should given to different students so all students involved in all activity in Probing Prompting learning.
8. The teacher ask the last question to all students to emphasize that Indicator is truly have been understand by all students, and the other students' give the response can be additional.

METHOD

In this section the researcher Used the Class Action Research as the research design method had analyzed result of cycle 1 and cycle 2 of the research. The result of the research

are analyzed to know whether of probing prompting learning technique can get maximum effect of the students' reading ability in narrative text of tenth grade of SMA Kartikatama Metro or not.

On the beginning researcher looks information to the students by doing observation in the teaching learning process. This step succeeded to discover of the problem during teaching learning process. The problem students had many difficulties in reading. There were find main idea, get text meaning in narrative text and get the information from text.

According to the tabulation result of the questionnaire that was given to the students Based on the results of the questionnaire obtained an average percentage of 95%, it indicated that application of probing prompting learning technique in teaching learning reading narrative text was appropriately applied. It was helpful for the students to find related ideas and develop the chosen topic sentences from the main topic to be a narrative text. Probing prompting learning technique was something new for the students, so they were motivated to use this method and they were encouraged to learn more about reading narrative text. To solve the problem the reseacher and collaborator dicussed to make technique by using probing prompting learning technique. the technique was acted in two cycles.

In cycle 1, showed that there were some improvements on the students reading ability but some of them also not seriously to do activities that make low score. After implementation, they were able to get more information in narrative text. after some activities implemented in cycle 1, the students started to be active in teaching learning process. The students understood about find main idea, text meaning and get information in narrative text. but, some of them not do sharing to other students. There were some students still confuse about material

especially in reading. The problem also caused that they when communication or share information don't maximal.

In the cycle 2, based on observation and score showed that there was improvement on the aspects that communication and share information in the cycle 1. In this cycle, students was able to find main idea, get text meaning and information in narrative text with complete. They also doing activities more seriously. The students more actively follow the technique and the results probing prompting learning technique well be improving their reading ability. It is one indication that the learning process has been successful.

RESULT AND DISCUSSION

From all findings, the reseacher conclude that the students got significant improvement inthose all aspect after all action/implementation of probing prompting learning technique in their teaching learning process in reading. Trough implementation if this technique, the students maximize their performaces in their reading since they are going to be ashmed to have many mistakes in their reading are improved. In addition, the various activities make athmosphere class are good. Task in cycle had also supported and helped students to get generaal and spesifin information from narrative text.

From the explanation above, the reseacher conclude that the use of Probing Prompting Learning Technique can get maximum effect of the students' reading ability in narrative text at tenth grade of SMA Kartikatama Metro. The reseacher and the English teacher agreed to stop the researcch in cycle 2 since the objective of the research has been achieved

CONCLUSION AND SUGGESTION

Based on the research conducted, in tenth class of SMA Kartikatama Metro, the researcher concluded that Probing Prompting Learning Technique can get maximum effect of students' reading ability in narrative text showed by the score they get Probing Prompting Learning Technique help the students' to doing the process of question and answer in learning by choose the students randomly so the students will inevitably have to participate actively. In this technique, the students cannot to avoid the learning process, because everytime they can involved in question and answer process. So can make the student active in reading learning process. In narrative text students' to know how get general and specific information of the text easily. The students more understanding to find main idea, get information in text. The activity share information, improve motivation in learning english, more enthusiastic and courage to involve in the reading learning process.

Based on the results of the questionnaire obtained an average percentage of 95%, it indicated that application of Probing Prompting Learning Technique in teaching learning reading narrative text was appropriately applied. It can be concluded that students' responses toward Probing Prompting Learning Technique in teaching reading narrative ability was positive. In short, the using of Probing Prompting Learning Technique in teaching learning reading ability was liked by the students.

Furthermore, from the observation checklist showed that the students seemed braver and more confident in reading. It proven by their participation in question and answer in class. Based on the data, could be observed that in cycle 1 identify of the students' understand about the text, who get grade of 3 (good) are 4 (30%) increased become 12 (85%) in cycle 2, and

students' ability to answer teacher question, who good grade are 10 (70%) in cycle 1, increased become 13 (85%) in cycle 2. The researcher concluded that the steps of the teaching learning process that the researcher suggested have been done.

The result of test showed that the application of Probing Prompting Learning Technique can get maximum effect of the students ability in reading narrative text, it is proved by the higher score in test. Related to the test result, there were some progressions of students' score from pre test to the post test. In pretest, the students that already passed the test is 40% (9 students) and 60% (14 students) of them failed. Next in the result of posttest in the second cycle In this cycle the students that already passed the test is 80% (18 students) and 20% (5students) of them failed. So, the researcher can be enough in cycle 2 because of the target was complete

REFERENCE

- Albert J.Haris and Edward R.Sipay. *How to increase reading ability a guide to developmental and remedial methodes*.New York. 1985.
- Anderson, Mark. Kethy Anderson. *Text Typesin English*. Melbourne: MacMillan education PTY LTD . 2003
- Annamaria, Pinter.*Teaching Young Language Learners*. New York. Oxford University press.2006
- Broughton, Geoffrey. Et al. *Teaching English as a Foreign Language*. New York: Routledge. 2003
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy, second edition*. New York: State University, 2001.
- Burns, Anne. *Doing Action Research in English Language A Guide for Practicioners*. New York: Routledge Taylor & Francis Group. 2010.
- Candin, CN. and H G Widdowson. *Reading Language Teaching a Scheme for Teacher Education*.New York: Oxford University Press. 1999.
- Cohen, Louis and Lawrence Manion. *A Guide to Teaching Practice*.revised edition 5th.London.Routledge. 2010.
- Cohen, Louis And Marisso. *Research Method in Education*. London: Routlegde Falmer. 2000.
- David, Hunan. *Language Teaching Methodology*. London: Person Education Ltd. 2000.

Geoff Dean. *Improving Learning in Secondary English*. London. Dafid Fulton Publisher. 2004.

Grabe, William & Fredricka L. Stoller. *Teaching and Researching Reading*. England: Pearson Education. 2000.

Heinemann. *Reading Process Brief Edition of Reading process And Practice Third Edition*. Portsmouth : Constance Weaver. 2009.

Huda, Miftahul. *Model-model Pengajaran dan Pembelajaran*. Jogjakarta: Pustaka Pelajar. 2014.

I.S.P.Nation. *Reading and Writing*. New York. Routledge taylor and francis e library. 2009.

I.S.P.Nation. *Reading and Writing*. New York. Routledge taylor and francis e library. 2009.

J. B. Heaton. *Writing English Language Tests*. New York: Longman. Inc. 1988.

Kasihani E. Suyanto. *English for young Learners*. Jakarta. PT. Bumi Aksara. 2010.

Lucy Pollard. *Teaching English*. London. Lucy Pollard publisher. 2008.

Mathew B. Miles and A. Michel Huberman. *Qualitative Data Analysis 2nd end*. California: California Sage Publications. 1994.

Nation, I.S. P. *ESL / EFL Reading and Writing (ESL & applied linguistic professional series)*. New York: Routledge, taylor & prancis. 2009.

Nikki, Gamble and Sally Yates. *Exploring children's Literature*. London: SAGE Publications. 2002.

Praveen, Patel M.F & M. Jain. *English Language Teaching (method, tool & Techniques)*. Jaipur: Sunrise Publishers & Distributors. 2008.

Richard, Jack C & Richard Schmid. *Longman Dictionary of Language Teaching and Applied Linguistics Third Edition*. London: Pearson Education Limited. 2002.

Rosilawati, Novi. 2013. *The Effectiveness of using Probing Prompting Technique on the Reading Achievement*. Tegal: University Pancasakti. 2013.

Singh, Yogesh Umar. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International (p) Limited Publisher. 2011.

Suherman, dkk. *Strategi Pembelajaran Matematika Kontemporer*. Bandung: JICA UPI. 2003.

Suke, Silverius. *Evaluasi Hasil Belajar dan Umpan Balik*. Jakarta: PT.Grasindo. 1991.

Suhono, Suhono. "SURFACE STRATEGY TAXONOMY ON THE EFL STUDENTS' COMPOSITION A STUDY OF ERROR ANALYSIS." *Iqra (Educational Journal)* 1, no. 2 (2017): 1-30.

Suhono, Suhono. "An ANALYSIS OF WRITTEN ERROR AMONG EFL STUDENTS OF ENGLISH PROFICIENCY LEVEL OF INTERNATIONAL PROGRAM." *Pedagogy: Journal of English Language Teaching* 4, no. 1 (2017): 72-81.

Sari, Yeasy Agustina, and Suhono Suhono. "Applying Transition Action Detail Strategy on Written Text of EFL Young Learners." *Iqra': Jurnal Kajian Ilmu Pendidikan* 2, no. 1 (2017): 1-24.

Thomas S.C.Farrell. *Planning Lessons for a Reading Class*. Republic of Singapore. 2002.