
THE EFFECT OF PROBING PROMPTING ON STUDENTS' WRITING ACHIEVEMENT AT TENTH GRADE OF MAN 1 BOMBANA

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ARTICLE INFO

Keywords:

*Probing Prompting,
Writing Achievement.*

How to cite:

DOI:

ABSTRACT

The objective of this research was to find out the effect of using probing prompting on students' writing achievement at tenth grade of MAN 1 Bombana. This research applied quasi experimental design that consist of experimental class and control class. The sample of this research were students at class X IPA and X IPS in MAN 1 Bombana who were register in academic years 2019/2020. The sample taken by using cluster random sampling and the total numbers of students are 46, 22 for experimental class (X IPA) and 24 for control class (X IPS). The research instrument was written test which focus on narrative text. The researcher collected the data by giving pre-test in both of the classes, giving treatment in experimental by giving probing prompting and non-probing prompting in control class, and giving post-test in both of the classes. In analyzing the data were used SPSS 16.0 version. To examine the hypothesis the researcher used an independent sample t-test. Based on the result, it showed that students' mean score of post-test in experimental class is 64.35. It is raised 9.83 point from its pre-test (54.52). While students' mean score of post-test in control class is 56.82. It is only raised 4.97 point from its pre-test (51.85). Besides, the value of degree of freedom (df)= 42, t=4.574, and sig (2 tailed)=0.000. It means that the probability (sig) value is lower than α (p value < α or 0.000 < 0.05). Therefore, probing prompting had a significant effect on students' writing achievement at tenth grade of MAN 1 Bombana.

1. INTRODUCTION

Writing is one of the language skills that should be taught to master English. Harmer (1998) says that writing is a basic language skill which is as important as speaking, listening, and reading. However, although writing is included as a important skill, it is still difficult skill to master. Richards (2000) says that writing is a difficult skill to master by the second language learners. Furthermore Chittravelu et

al (2005) also say that writing is difficult because it is not only dominated on grammatical and theoretical devices but also consist of conceptual and judgment devices. Those are the problem of students to master writing. It means that writing is an activity which is not easy to do by the students. Writing includes difficulties in generating idea, organizing idea, using an appropriate language use, and making an appropriate concept.

Therefore, the role of teacher is important in the classroom of writing. They must be a mediator in teaching writing process. Teacher teaches the students how to produce a good writing. Besides as a mediator, the teachers also have a role in making an enjoyable environment in teaching and learning process by using several methods or techniques. Teachers must make the students be active, interested, and enthusiastic in expressing their ideas or experiences. Therefore, teacher is one of the people to make students success in teaching learning process. They do not only have to share the knowledge to their students but also they must be able to find several appropriate methods, techniques, or strategies in teaching writing.

Based on the interview to one of the English teacher held in MAN 1 Bombana, the researcher got information that the students difficult to write. To overcome it, the researcher used a technique to help them in writing namely by using probing prompting. It emphasizes to undestand the concept of the topic. Students are helped to undestand a concept by giving the question by teacher.

Cohen (2010) probing prompting is a technique that is used in the class of questioning session. It can be use for the individual or group class. Probing Prompting itself consist of two words, namely "Probing" and "Prompting". Probing means getting the more infomation, the students are encourage to think more deeply about his answer. While, Prompting means giving the guidance to help the students. To make the students in getting the right answer, teacher comes with the stimulus to develop the students' confidence.

In the previous research, the researcher has designed probing prompting in reading ability. But, in this research the researcher designed probing prompting in writing. Te objective of this research was expected to help students understanding Hasnia: *The Effect of Probing Prompting on Students' Writing Achievement at Tenth Grade of MAN 1 Bombana*

the topic easily or to make students write easily. So, based on the explanation, the researcher is interested in conducting a research entitled “The Effect of Probing Prompting on Students’ Writing Achievement at Tenth Grade of MAN 1 Bombana”.

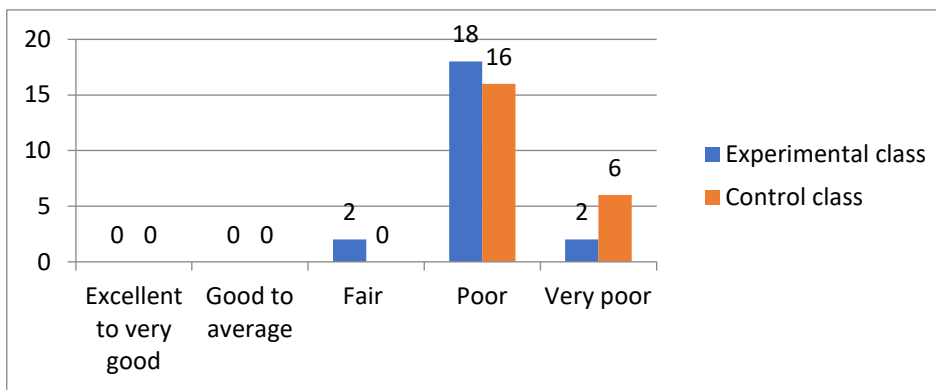
2. RESEARCH METHODOLOGY

This research used quasi-experimental design. It consists of control and experimental class. The researcher used probing prompting in experimental class while in control class the researcher used conventional teaching being used by the teacher. The population of this research was all student tenth class at MAN 1 Bombana who were register in academic years 2019/2020. The total population of this research are 46 students, which are consist two class X IPA and X IPS. The technique of taking sample used cluster random sampling. So the researcher got the result students class X IPA as an Experimental class and students class X IPS as a control class. The instrument of this research is written test.

Technique of Collecting Data of this research, the researcher was conducted first to know the students’ writing achievement before they were given the treatment, then the researcher taught the students in experimental class by using probing prompting. The last, the researcher was conducted post-test to measure students’ writing achievement as a result of treatment. The researcher used two techniques in analyzing the data. They consist of descriptive statistic and inferential statistic. Descriptive statistic used to calculate and determine the students’ score, such as mean score, minimum scores, and maximum score. While inferential statistic used to examine the hypothesis of the research using independent samples t-test that is calculated through SPSS (statistical package for social sciences) 16 version.

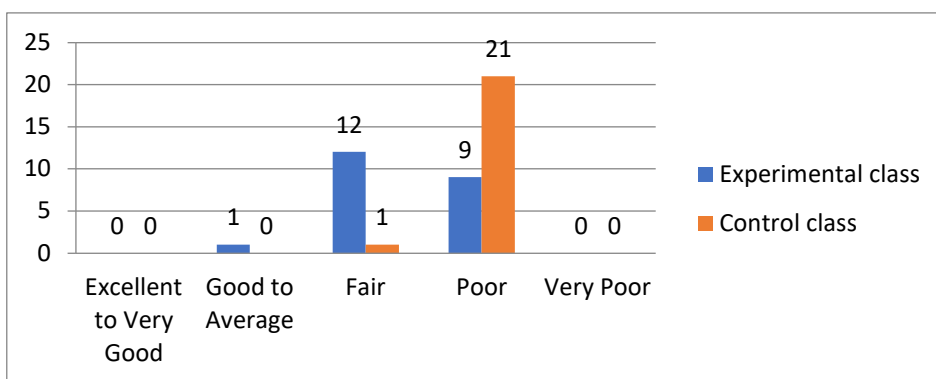
3. FINDINGS

Distribution of Students’ Score on Pre-Test in Experimental and Control Class



The above graph showed that the students' score of both classes were mostly classified on poor criteria. In experimental class there were eighteen students got poor criteria while in control class there were sixteen students got it. Besides, in experimental class there was two students who came in fair criteria, but in control class there was no students got it. There was two students who came in fair criteria in experimental class and there was no students got fair criteria in control class. Also, both of the classes there was no students who came in excellent to very good and good to average criteria. It meant that the students' score on pre-test in both classes were not significant different. As a result, it can be concluded that the students' writing achievement of both classes were similar from first beginning. In other words, they were considered as homogeneous.

Distribution of Students' Score on Post-Test in Experimental And Control Class



The graph showed that both of classes there was no students got in category very poor and excellent to very good. In control class the students' score were

mostly classified in poor criteria namely twenty one students, while in experimental class got nine students got poor criteria. Moreover, in experimental class was mostly classified in fair criteria namely twelve students, while in control only one students got it. It can be concluded that students' score on post-test in experimental class more significant improve than in control class.

3. DISCUSSION

Cohen (2010: 284) probing prompting is a technique that is used in the class of questioning session. It can be use for the individual or group class. Probing Prompting itself consist of two words, namely "Probing" and "Prompting". Probing means getting the more infomation, the students are encourage to think more deeply about his answer. While, Prompting means giving the guidance to help the students. To make the students in getting the right answer, teacher comes with the stimulus to develop the students' confidence. In other words, probing prompting is a technique of question to find the appropriate answer of the question

The finding of this research showed that teaching writing through probing prompting gives significant effect on students' writing achievement. It is because by using probing prompting the students can write easy. The students is helped by give them some question to explore their knowledge about the topic. In addition, the question through probing prompting facilitates the students to explain the topic or material. It is because the question becomes the guidance for them. The students answer the line of the question first and they can easy make the paragraph to write about the topic is given by the teacher.

Furthermore, in the learning process the students was motivated anthusiastic in the classroom. They was motivated to answer the question by the teacher. The questions that are give for students, it makes them motivate to answer or to convey their knowledge about that story. Harmer (2001) said that motivation is the inside element that is pushes someone in achieving something. When the teacher asked the question in oral there are so many students answer it, after the teacher asked them in oral, the teacher asked the students to write their idea. Based on the researcher observation during the learning process at both classes, it seemed that students in experimental class were motivated more than in control class. It caused by giving the

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material about narrative text then the researcher give the list of the question to tell the story about in their writing. Besides, when the researcher asked about how that story, the students is interested or motivated to answer or tell the story. While in control class the students' interest were lack caused they just given a topic to write. Besides, although they know about the story but they still confused what to write in the paragraph.

In addition, students' background knowledge is one of the factor that make this research significant. Prior knowledge is one of the important aspect that influence the students' achievement Steven (2006). The students can write easy if they have prior knowledge about the topic. The researcher also asked the students did you ever hear about the story? Many students answer that yes they have ever and learn it when they still in junior high school. It was proved in the learning process the students anthusiastic to answer the question. When the researcher asked them about the story many of them want to convey their story.

Therefore, the significant of the research is caused by probing prompting itself and the students' background knowledge.

Students' Writing Achievement on the Three Components of WritingComposition

In this part, the researcher provides some explanation about the students's narrative text writing achievement based on the three component of writing compositions namely content, organization, and language use.

Content refers to subject or ideas of message that is conveyed by the writer. It similar with Mc. Crimmon (2009) indicate that content refers to subject of writing. The idea that is developed refers to the topic or all message that conveyed has related with the subject or the topic itself. In other words, content is things that make the reader interesting to read because the writer provided how the idea is given can make the reader understand about the subject itself. In addition, content is the description or explanation about the subject or the topic.

Based on the research finding before, the students' writing achievement of content in experimental class is categorized as fair to poor. In pre-test shows 17.0 while in post-test shows 20.5. Even though before and after treatment were still the

same criteria. The students' score in post-test shows there is an increasing. It was caused by some reason. First, the teacher asked the students to answer the question. After giving the topic and giving the time to think the topic about. Then the teacher asked them to convey their knowledge about the topic. In addition, if the students cannot answer, the teacher guide them by giving prompting namely the teacher gave an easy question or the core of the topic. Teacher developed the students' knowledge about the topic by using the question. Second, the students were provided list of the question. Besides the teacher asked question, the teacher also shared the list of question in paper to help the students in writing. They wrote easily by using the list of question. The list of question itself helped the students to think. It also makes them to focus because all of the questions refers to the topic. So the students were not difficult to getting the idea how to make a narrative text about topic was given by the researcher. They just focus to the list of the question to getting the idae of the topic.

In addition, organization included the supporter of the main idea. Organization means the writer gives supporting detail and the sequence of the topic clearly. It refers to the fluent of expression of the topic, logical sequence, supporting details of the topic Derewianka (1990). It means that the organization is the detail explanation or the supporting sentence about the topic itself.

Based on the research finding before, the students' writing achievement of organization shows there is an increasing, pre-test 11.6 (fair to poor) to post-test 13.2 (fair to poor). It can be concluded that the students' score in post-test shows there is an increasing. There is a reason also why probing prompting could enhance students' organization. It caused by using the list of the question again.

The list of the question was divided into three paragraph. Every paragraph has question. The students easy write by using the list of the question. They can organize their writing because the students know what the idea to write in the first paragraph, the second paragraph, and the third paragraph.

Last, language use refers to the students' ability in applying English grammar on their writing. It is about the appropriate of using the structure of English. It is important because it can influence the meaning of the sentence. It includes using of

the tenses, article, pronoun, and preposition. In other words, to make the clear sentence the writer should be attend using appropriate of English rules.

Based on the finding above, the students' writing achievement in language use is categorized as fair to poor. In aspect of language use also shows there are a significant different namely 12.5 (pre-test) and 13.4 (post-test). The researcher concluded that the enhancement is getting the students come by the observed activity at the first meeting. The researcher used a little maps to explain the tenses used in the material they were studying. The researcher explained students about the tense that was used in narrative text namely past tenses. Besides, the researcher repeated the explanation about material before asked the students to write the narrative text. In addition, the teacher give the assignment to memorize regular and irregular verb than the teacher asked some minutes their students about that in the classroom. Therefore, the student' writing achievement in language use there is a increase.

4. CONCLUSION AND RECOMMENDATION

Based on the result of the research, the researcher concludes that there is significant effect of probing prompting on students' writing achievement at tenth grade of MAN 1 Bombana. It was proved that; (1) the result of the data analysis shows that the students' writing achievement that taught by probing prompting was higher than those who are taught by non-probing prompting. (2) Probing prompting was used in experimental class make the students to interest or to motivate them to write their paragraph because the students are facilitate with the question. While in control class the students were not enthusiastic to write, because they were confused to begin their paragraph. (3) The successful improving of students' writing achievement at class X IPA of MAN 1 Bombana as an experimental class also was caused by students' background knowledge.

After conducting this research, the researcher offers several recommendations for further researcher. They are in the following. 1) The researcher suggests for further researcher to apply probing prompting by using other genre of the text such as recount text and report text. 2) The writer also suggests to investigate the effectiveness of probing prompting in other skills namely listening and speaking. 3)

This research focus on three aspects of writing namely, content, organization, and language use. For further research, the research may see the application of probing prompting in improving students' writing achievement in all aspects of writing.

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