

The Influence of Probing-Prompting Learning Model Towards Reading Comprehension of English Students at the Eleventh Grade of Senior High School No. 1 Jambi City

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ABSTRACT

This research aims to find out whether there is any influence of probing-prompting learning model towards reading comprehension of English students at the eleventh grade of Senior High School No. 1 Jambi City. This type of research is a quasi-experimental with a total population of 347 people. Through simple random sampling technique, 34 students of Class XI IPS 2 were selected as the control class and 36 students of Class XI IPS 3 were selected as the experimental class. The technique of collecting data is by distributing questions to research respondents. In this research, the data analysis technique was using the t test on the Statistical Package for the Social Sciences (SPSS) for Windows version 25 program. The results of this research indicate that (1) students' reading comprehension in English subject taught using the probing-prompting learning model obtained an arithmetic mean of 75.89; (2) students' reading comprehension in English subject taught using the lecture-based learning model obtained an arithmetic mean of 69.24; and (3) students' reading comprehension in English subject taught using the probing-prompting learning model are higher than students' reading comprehension in English subject taught using lecture-based learning model with a value of Sig. $0.000 > 0.05$. Furthermore, there is an influence on the use of the probing-prompting learning model towards students' reading comprehension as evidenced by the increase in students' learning outcomes.

Keywords: *Probing-Prompting Learning Model, Reading Comprehension.*

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere and learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society.

English is one of the subjects taught in high school. There are some students who enjoy English, but there are also those who consider English as a subject that too difficult and confusing. In overcoming this, many efforts have been made by teachers to improve the process of students' understanding of the subject matter, starting from the procurement of books to support the teaching and learning process, as well as methods of delivering material, but this is not enough to improve students' understanding.

One of the factors that influence the success of students in learning is the way the material is presented. In this case, the teacher who will present the material is expected to be able to choose the right learning model so that it makes students motivated to take part in the learning. In the teaching and learning process, the teacher's role is vital in creating an effective teaching and learning atmosphere for the achievement of educational goals. Learning model is very helpful both for teachers and students in the teaching and learning process. This is in line with Asyafah (2019: 20), one of the important reasons for developing learning model is because effective learning models are very helpful in the learning process so that learning objectives are more easily achieved. By applying an appropriate and interesting learning model, it will make teaching and learning process run well. If the teacher does not use an interesting learning model, the teaching and learning process will be boring. The effective learning model that can be

used by teacher is the probing-prompting learning model. It is seen as an active learning process because this learning model will allow students to become more active participants.

READING

Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning. According to Kristin (2010: 33), "Reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge." It means that reading is a process to get an information in a text to read and then by reading also students can understand the writer means.

READING COMPREHENSION

There are some definitions of reading comprehension. Snow (2002: 11) defines "Reading comprehension as the process of extracting and constructing meaning involving the written language." In line with Snow, Johnson (2008: 110) states "Reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading comprehension."

Hence, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have. Knowledge being studied. In this learning model, the question-and-answer process is carried out by appointing students randomly so that each student inevitably has to participate actively, then students cannot avoid the learning process. It is possible that there will be a tense atmosphere, to reduce this condition, the teacher should ask questions accompanied by a friendly face, soothing voice, and soft tone. The teacher can give jokes, smile, and laugh so that the atmosphere becomes comfortable, fun, and cheerful. Teachers must know that students' wrong answers must be rewarded because wrong is a sign that they are learning, they have participated.

LEARNING OUTCOMES

Learning outcomes are the part that is often used as a measuring tool to find out how accomplished a student is in mastering the material that has been taught. According to Khodijah (2014: 189), "Learning outcomes are an expected result of learning that has been determined in the formulation of certain behaviors." Hence, learning outcomes are the abilities and expected outcomes of learning that students have after receiving their learning experiences and changes occur in students in cognitive, affective and psychomotor aspects as a result of learning activities. Evaluation of learning outcomes is needed to determine whether the learning outcomes achieved have been in accordance with the learning objectives.

RESEARCH METHODOLOGY

This research conducted quantitative research based on the experimental approach. According to Creswell (in Fowler, 1994: 117), quantitative research is a research design that provides a numerical description through the data collection process by asking the people of the population and sample.

This research applied quasi-experimental research design, especially pretest and posttest control group design which determining the students' reading comprehension by using probing-prompting learning model. In accordance with Creswell (2012: 309-310), quasi experiments include assignment, but not random assignment of participants to groups.

Table 1 Research Design

Pretest	Treatment	Posttest
O1	X1	O3

O2	X2	O4
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X1: Group that follows the application of probing-prompting learning model.

X2: Group that follows the application of lecture-based learning model.

O1: Pretest score on the application of probing-prompting learning model.

O2: Pretest score on the application of lecture-based learning model.

O3: Posttest score on the application of probing-prompting learning model.

O4: Posttest score on the application of lecture-based learning model.

According to McMillan (2012), population is a group of elements or cases, whether individuals, objects, or events, that conforms to specific criteria and which we intend to generalize the result of the research. The population in this research was all of the students at the eleventh grade of Senior High School No. 1 Jambi City which consist of three social classes and seven science classes. The total member of the population is 347 students.

Creswell (2012: 142), states a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, the technique of taking research samples was using simple random sampling technique.

In collecting the data, the researcher used pretest, treatment, and posttest. Before giving the treatment, the researcher gave pretest to the students in order to know the students' reading comprehension in learning English. The type of test was multiple-choice questions. The researcher asked the students to answer the test based on their own knowledge.

In giving the treatment, the researcher applied the application of the probing-prompting learning model for the experimental class and the lecture-based learning model for the control class.

After giving the treatment, the researcher gave posttest to find out the result of the treatment in order to measure students' reading comprehension in learning English through probing- prompting learning model. The researcher gave the same test as the pretest, then the students answered multiple-choice questions with their own knowledge.

In analyzing the data, the researcher collected score of correct answer from the reading comprehension test. The data was taken based on pretest and posttest score. Hence, the researcher wanted to find out the significant influence of students' reading comprehension before and after applying probing-prompting learning model. Then, to find out whether there was significant influence of using probing-prompting learning model towards students' reading comprehension on their learning outcomes, the data was analyzed statistically. The scores were analyzed statistically by using *t* test.

FINDINGS

This research conducted in Senior High School No. 1 Jambi City which was done within two classes as sample, XI IPS 2 and XI IPS 3. There were totally 70 students participated. The number of students came from XI IPS 2 (control class) were 34, and students came from XI IPS 3 (experimental class) were 36. This chapter examined to find out the influence of probing-prompting learning model on students' reading comprehension towards their learning outcomes. The researcher analyzed the data by applying *t* test analysis to prove the hypothesis of this research. Hypothesis test aims to determine whether English subject taught using the probing-prompting learning model has an influence on students' reading comprehension towards their learning outcomes. Hypothesis testing was carried out using the *t* test through SPSS for Windows version 25 program. The results of *t* test in this research can be seen in the following table:

Table 2.
Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.094	9.932		6.252	.000
	Probing-Prompting Learning Model	.227	.162	.233	1.397	.172

Based on table above, it can be concluded that t_{count} is 6.252 and Sig. value is 0.000. Hence, the value of Sig. $0.000 < 0.05$ then H_0 is rejected. That is, there is a significant influence on the use of the probing-prompting learning model on students' reading comprehension towards their English learning outcomes at Senior High School No. 1 Jambi City.

DISCUSSIONS

This part presents the discussion of research findings. There is a question proposed in this research. The discussion focuses on the finding of the proposed research question. The research question is about the probing-prompting learning model that is applied in reading comprehension. The discussion is made according to the result of the data analysis in this research. This examines to strengthen the value of this research itself.

Based on data processing in this research, it is known that students' reading comprehension in English subject in Class XI IPS 3 of Senior High School No. 1 Jambi City who were taught using the probing-prompting learning model had an average (mean) of learning outcomes (pretest) for t experimental class was 60.86. Meanwhile, it is known that students' reading comprehension in English subject in Class XI IPS 3 who were taught using the probing-prompting learning model had an average (mean) of learning outcomes (posttest) was 75.89. Thus, it can be concluded that students' reading comprehension towards their learning outcomes have increased from 60.86 to 75.89 or an increase of around 15.03%.

The findings of this research are supported by Cut Nuri Asura (2018) who conducted research entitled "The Effect of Using Probing-Prompting Method on Students' Critical Reading". The results of Asura's research indicated that learning English in Class XI IPA 2 at Senior High School No. 4 Sampali, Percut Sei Tuan using the probing-prompting learning model could improve and gave significant effect on students' critical reading. Hence, the finding of the research indicated that students' critical reading by using probing-prompting method was more significant.

All in all, the probing-prompting learning model needs to be implemented in classroom learning because this learning model can improve students' learning outcomes. Probing-prompting learning model can motivate students to understand the problem more deeply so that students are able to achieve the intended answer. Besides, the probing-prompting learning model provides opportunities for students to think critically and play an active role in the learning process which will be useful for them in achieving the learning objectives.

CONCLUSIONS

Based on the results of the research that the researcher obtained, the following conclusions can be drawn:

1. Students' reading comprehension in English subject taught using the probing-prompting learning model obtained a pretest score of 60.86 and a posttest score of 75.89. Hence, the average count (mean) is 75.89.
2. Students' reading comprehension in English subject taught using lecture-based learning model obtained a pretest score of 63.26 and

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