

PROBING – PROMPTING LEARNING MODEL IN ENHANCING STUDENTS’ ENGLISH SPEECH TEXT WRITING SKILL AT POLITEKNIK UNGGUL LP3M

Hermansyah

Accounting Study Program Politeknik Unggul LP3M Medan

Email: hermansyahlmb@gmail.com

Abstract

This study aims to find out how the Probing-Prompting learning model in enhancing the students’ ability in writing English speech text at Politeknik Unggul LP3M in academic year 2023/2024. This study used an experimental method using cluster random sampling. Class AK-AP2A/23 consisting of 27 students was used as the experimental class, meanwhile class AK-AP2B/23 consisting of 30 students was used as the control class. Based on the research, the test scores for the ability to write speech scripts using the probing-prompting learning method of students in the experimental class showed that the average ability was 83 with the lowest score was 67 and the highest score was 94, having a median value was 82.3 and mode was 83.6. While the ability to write speech text using the expository model in students as the control class was fair. It is indicated by the results of the t-test with a significance level of 0.05, namely t-count 5.00 is greater than t-table 2.026, so H_0 is rejected and H_1 is accepted.

Keywords: probing-prompting learning method, english language skills, writing speech text.

1. PENDAHULUAN

Communication is an activity carried out by humans that can facilitate interaction with each other, by communicating humans can express things that can be expressed either directly or indirectly. A study revealed that 70% of our waking time is used to communicate. Communication determines the quality of our lives (Molen, 2014). In order to develop communication skills, students are trained through integrated language learning activities. One of the language skills is speaking skills. Speaking is the skill of conveying messages to others using spoken language. Public speaking skill or what are commonly called speech are a form of verbal communication carried out by humans to express ideas and ideas that have been formulated in their minds.

In order to prepare a speech, especially for beginners, it is done through a speech with a text. For this reason, learning English in schools requires students to master four language skills at once. The four language skills are listening, speaking, reading, and writing. Listening and reading are receptive skills because students only receive and absorb what is listened to and read. Meanwhile, speaking and writing are productive skills because students produce something through speaking and writing activities.

Writing activities require students to have broad insights and must read a lot to improve their writing results well. In relation to writing, Hamid (2023) states that writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. In writing activities, writers must be skilled at utilizing graphology, language structure, and vocabulary. Writing skills will not come automatically, but must go through a lot of regular practice and practice. According to Whitten (2017), writing skills are not acquired quickly, but rather require a long time to learn and practice. The exercises must also be gradual, including practicing writing speech scripts.

A good learning model will get good learning outcomes and a less appropriate learning model will produce less than optimal learning outcomes. According to

Bruce Joyce (2015), the better the learning model used, the better the achievement of the goals. In line with Bruce Joyce's opinion, Probing prompting learning is learning by the teacher presenting a series of questions that are guiding and exploratory in nature so that a thinking process occurs that links each student's knowledge and experience with the new knowledge being learned (Usman, 2023). Furthermore, students construct concepts, principles and rules into new knowledge, so that new knowledge is not informed.

Based on the reasons above, the author is interested in conducting research with the title " Probing – Prompting Learning Model in Enhancing Students' English Speech Text Writing Skill at Politeknik Unggul LP3M.

2. RESEARCH METHOD

This study uses an experimental method. In this study there are two variables, namely independent variables and dependent variables. Independent variables are variables that influence or cause changes or the emergence of dependent variables (Sugiyono, 2008:39). The cause of the change can be a factor, condition, situation, treatment or action. Therefore, independent variables can affect the results of the experiment.

3. RESULT AND DISCUSION

Based on the results of the study of writing a speech script using the probing prompting learning model, after being given a post for writing a speech script, the results obtained the following data: the number of average scores 83, the highest score 95 and the lowest score 65, median 82.3, mode 83.6 and standard deviation 6.68. From these data, data distribution is then made, using the Struges' rule as follows:

Based on the results of the study of writing a speech script using the probing prompting learning model, after being given a post for writing a speech script, the results obtained the following data: the number of average scores 83, the highest score 95 and the lowest score 65, median 82.3, mode 83.6 and standard deviation 6.68. From these data, data distribution is then made, using the Struges' rule as follows:

Table 1
Speech Writing Ability Score Using Probing Prompting Model

Mean	Median	Modus	Deviation Standard
83	82,3	83,6	6,68

Based on the data above, to obtain a clearer picture of speech writing skills, it is presented in the form of the following frequency distribution table.

Table 2.
Frequency Distribution List of Experimental Classes

NO.	INTERVAL F	F	CUMULATIVE	REALTIVE F
1	65 - 69	3	3	11,11%
2	70 - 74	4	6	14,81%
3	75 - 79	5	12	22,22%
4	80 - 84	8	19	29,63%
5	85 - 89	6	25	18,52%
6	90 - 94	1	27	3,70%
TOTAL		27	-	100%

Based on the table, it can be concluded that the speech writing ability test got a good score. From a sample of 27 students, 14 students (56%) got a score above 79. In more detail, it can be explained that the data obtained from the speech writing score using the probing prompting learning model, the most of which were those who got a score between 80-84, namely 8 students or 29.63%. Furthermore, the score range of 75-79 was 5 students 22.22%, then 4 students or 14.81% were in the range of 85-89, then the score range between 70-74 was 4 students or 14.81%, and those who got a score of 65-69 were 3 students or 11.11% while those who got a score of 90-94 were only 1 student or 3.70%. by 1 student. Of the students who were sampled, 15 students or 55.56% obtained a score of more than 80.

Table 3

Homogeneity Test Using the Smallest Variance and the Largest Variance

Sample Variance Value	The ability to write a speech script using the probing prompting model (E)	Ability to write speech scripts using the expository model (K)
Average	79,5	70,79
S ₂	44,64	27,84
S	6,68	5,27
N	27	30

Based on the analysis requirement test, it is known that both data are normally distributed and homogeneous, so hypothesis testing can be done by testing the equality of two means through the calculation of the two-sample t-test. The research hypothesis tested is: "there is a positive influence of the probing prompting learning model on the ability to write speech scripts".

Table 4.

Hypothesis Testing

Variance and Mean	Experiment	Control
S ₂	44,64	27,84
IX	79,5	70,79
N	27	30

From the table, it can be seen that the average learning outcomes in writing speech scripts between the experimental class and the control class have a difference of 9.67. This shows that there is a difference between the average post-test scores of the experimental class and the post-test scores of the control class, namely the average score of the experimental class is 79.5, greater than the average score of the control class of 70.79. However, this difference cannot be used as a conclusion whether there is an influence or not. Therefore the next step, the researcher conducted a two-sample t-test to determine the difference in the ability to write speech scripts between the experimental class and the control class.

Based on the hypothesis test, it is known that the t-count value is 5.00 while the t-table value is 2.026 with α 5% and degrees of freedom (dk) = $n_1 + n_2 - 2 = 22 + 25 - 2 = 45$. Thus $t\text{-count} > t\text{ table}$ or $5.00 > 2.026$. This means that H_0 is rejected and H_a is accepted, so it can be concluded that there is an influence of the use of the probing prompting learning model on the ability to write speech scripts.

Writing is essentially a process of thinking that is organized, so that what is written is easily understood by the reader. A writing is said to be good if it has characteristics, including meaningful, clear, round and complete, economical, and meets grammatical rules.

Hafidz (2020) stated that writing is one of the four basic language skills (speaking, listening, writing, and reading). Nowadays, critical thinking and literacy skills have become advanced linguistic skills. Writing is the most important key to achieving success in achieving the title of "able to write well and correctly." A person can only create good writing if he is diligent in reading, because in the interaction between a reader and reading there is a writing model that guarantees (on the contrary) its readability. Writing is expressing thoughts, feelings, experiences, and reading results in written form, not in spoken form. Furthermore, writing is pouring out ideas, opinions, feelings, desires, and wills, as well as information into writing and then sending or conveying it to others.

Based on the theoretical analysis above, what is meant by writing is the ability to pour out or express ideas or concepts into a piece of writing that can be used to report, inform, and influence anyone who reads it.

Writing a script or speech text is essentially pouring ideas into written language that is ready to be spoken. The choice of vocabulary, sentences, and paragraphs in writing a speech is actually not much different from other script writing activities. Formal or less formal situations will determine the vocabulary in writing. Speech scripts, like dialogue scripts, are written to be performed. The difference is, dialogue scripts are performed by several people, while speeches are performed by only one person, communication occurs between the speaker and the listener. In fact, speeches must always use a script. If you are going to give a speech using a script, you must prepare the script first. Thus, you must have the skills to write a speech script.

Speech is an effort to convey ideas and thoughts to be conveyed to the audience (Dunar, 2017). Speech is words that are delivered and addressed to many people. Speech has several types including, a welcoming speech delivered at the beginning of an event or a state speech delivered by the president. A good speech can give a positive impression to the people who hear the speech. The ability to give a good speech or speak in front of the public can help to achieve a good career level. Speech skills are one of the productive skills in students' language skills. Speech skills are needed by the community to be learned and practiced in order to convey an idea that concerns the interests of many people, namely society in general.

A good speech can give a positive impression to the people who hear the speech, because when doing speech skills, of course there are ideas or opinions that the speaker wants to convey to the audience. When giving a speech, the next

thing to consider is the speaker's emotions. Because emotions can of course affect the content of the speech delivered. Rice (2017) argues that: "It needs to be realized that the demands and considerations in informative situations are more intellectual than emotional". Emotions can affect the content of the message delivered when giving a speech.

According to Molen (2014), communication anxiety is a major stumbling block for a speaker. It takes away self-confidence. Communication anxiety greatly affects the credibility of the communicator. Communication anxiety certainly affects a person's speech, because no matter how well the organization of the message to be conveyed is, without self-confidence it will be difficult to express it.

In public speaking skills, of course we must have good speaking skills, especially speaking in front of many people. People who can speak well in front of an audience can of course easily convey messages or ideas when giving a speech.

Probing learning is investigation and examination, while prompting is encouragement or demand. Probing prompting is learning by presenting a series of questions that are demanding and explore students' ideas so that they can boost the thinking process that is able to link students' knowledge and experience with new knowledge being learned (Ikhsan, 2021). Furthermore, students construct concepts or rules into new knowledge, and thus new knowledge is not informed. Probing-prompting learning is closely related to questions. The questions asked during this learning are called probing questions. Probing questions are questions that are exploratory in nature to get deeper answers from students who intend to develop the quality of the answers, so that the following answers are clearer and more accurate and reasonable.

From several conclusions of the experts above, it can be concluded that the probing prompting learning model is a learning model that can improve students' thinking processes in exploring their abilities. To foster self-confidence in carrying out teaching and learning activities and dare to ask things that students do not understand in class, by means of lecturers providing services during learning activities. The probing prompting learning model is learning by means of lecturers presenting a series of questions that are guiding and exploring in nature so that a thinking process occurs that links each student's knowledge and experience with the new knowledge being learned (Indahwati, 2022). The probing prompting learning model is one of the cooperative learning models. Based on its origin, probing means investigation, examination while prompting means encouraging or guiding. The Probing Prompting learning model is related to questions known as Probing questions and Prompting questions. Probing questions are questions that are exploratory in nature to get further answers from students who intend to develop the quality of the answers, so that the next answers are clearer, more accurate and more reasonable. While Prompting questions are questions asked to give direction to students in their thinking process (Usman, 2023).

4. CONCLUSION

1. The ability to write a speech script using the probing prompting learning model of semester II students Class AK-AP2A/23 of Politeknik Unggu LP3M as an experimental class is good. This is indicated by the average ability being 83 with the lowest value of 67 and the highest value of 94, having a median value of 82.3 and a mode of 83.6.
2. The ability to write a speech script using the expository model in students of class AK-AP 2B/23 as a control class is sufficient. This is indicated by the average ability being 70.79 with the lowest score of 60 and the highest score of 80, with a median score of 71.78 and a mode of 72.5.

3. There is an influence of the probing prompting learning model on the ability to write speech scripts in class AK-AP2A/23 students. This is indicated by the results of the t-test hypothesis test with a significance level of 0.05, namely t-count 5.00 is greater than t table 2.026, so H_0 is rejected and H_i is accepted. So it is proven that there is a positive influence of the use of the probing prompting learning model on the ability to write speech scripts in class AK-AP2A/23 students in the 2023/2024 academic year.

SUGGESTION

1. English lecturers, before students learn to write speech scripts using the probing prompting learning model, lecturers should condition students to understand the objectives to be achieved from the activity, then provide motivation, train students to direct their five senses to capture information.
2. Learning English using the probing prompting learning model can be used as an alternative for students to improve their learning outcomes in writing English speech scripts.
3. The results of this study can be used as a consideration for teaching English at Politeknik Unggul LP3M as expected in achieving basic competencies.

REFERENCES

- Dunar, H. (2017). *My Public Speaking*. Jakarta: Pt. Gramedia Pustaka Utama. Retrived from [https://jdih.situbondokab.go.id/barang/buku/My%20Public%20Speaking%20\(Hilbram%20Dunar\)%20\(z-lib.org\).pdf](https://jdih.situbondokab.go.id/barang/buku/My%20Public%20Speaking%20(Hilbram%20Dunar)%20(z-lib.org).pdf)
- Hafidz, M. (2020). *Basic Academic Writing*. Jakarta: STKIP Bangkalan. Retrived from : <https://stkipgri-bkl.ac.id/wp-content/uploads/2019/11/Basic-Academic-Writing.pdf>
- Hamid, L. O. (2023). *Skill of Speaking*. Jakarta: CV. Eura Media. Retrived from <https://repository.penerbiteureka.com/media/publications/567079-skill-of-speaking-b8d46565.pdf>
- Ikhsan, M. (2021). *Probing Prompting Strategy to Improve Young Learners' Speaking Skills in Palopo City*. Palopo: Jurnal Pendidikan.
- Indahwati, R. (2022). *Probing Prompting Technique To Improve Student's Learning Outcomes In The Opportunity Materials*.
- Joyce, B. (2015). *Model of Teaching*. New York: Pearson Ltd. Retrived from https://spada.uns.ac.id/pluginfile.php/234477/mod_resource/content/1/Models%20of%20Teaching%20by%20Bruce%20R.%20Joyce%2C%20Marsh%20Weil%2C%20Emily%20Calhoun%20%28z-lib.org%29.pdf
- Molen, H. T. (2014). *Psychological Communication*. Netherland: Eleven International Pulishing. retrived from https://www.boom.nl/media/25/inkijk_psychological_communication.pdf
- Rice, T. S. (2017). *Fundamentals of Public Speaking*. New York: College of Canyon. Retrived from <https://uilis.usk.ac.id/oer/files/original/435f2bc09c366c416e7178386ca43173.pdf>
- Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. Retrived from https://scholar.google.com/citations?view_op=view_citation&hl=id&user=MG0s5rkAAAAJ&citation_for_view=MG0s5rkAAAAJ:a9-T7VOCCH8C
- Usman, M. (2023). *The Application of Probing Prompting Learning Models in* . Jakarta: International Journal of Language. Retrived from <https://eprints.unm.ac.id/35567/1/58366-143818-2-PB.pdf>

Whitten, A. (2017). *How to Plan & Write Your Book in 7 Steps*. USA: The Book Refinery.com. Retrived from <https://www.thebookrefinery.com/wp-content/uploads/2017/10/How-to-Plan-and-Write-your-book-in-7-Easy-steps-Final-1.pdf>