

**TEACHING READING COMPREHENSION BY USING PROBING-
PROMPTING LEARNING STRATEGY TO THE EIGHTH GRADE
STUDENTS OF SMPN 7 PALEMBANG**

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Abstract

The objective of the study was to find out whether or not it is effective to teach reading comprehension by using probing-prompting learning strategy. The researcher used pre experimental method. The population of the study was the Eighth Grade Students of SMPN 7 Palembang was 337 students. The researcher took the sample 36 students by using the convenience sample. Analyzing the data was collected through a written test and calculated by SPSS 16. Based on the data analysis, the result of pretest indicated that the highest score was 70 and the lowest score was 50. In the result of t-test, it was founded that t-obtained was 9.574, so it was higher than the critical value of t-table was 1.690 with (df-1) n=35 at the level of significance 0.05 for one-tailed test. It means that the alternative hypothesis (H_a) was accepted.

Keywords : *teaching, reading comprehension, probing-prompting strategy.*

I. Introduction

As one of the international languages, English has been considered as the actual universal language without any doubts. According to Crystal (2003), English is as a global language, which is widely used in various countries and in various fields. It can be at least understood almost everywhere among scholars and educated people (p.8). Reading is one of ways to study English language. Furthermore, it has an important part in teaching learning process because the students will enlarge their vocabulary directly by using language. Grabe and Stoller (2002) state that reading as the ability to draw meaning from the printed page and interpret this information appropriately. Reading is generally defined as a process of identifying written or printed text to understand its meaning (p.9). So we know that reading is an active process to understand a text and get the information from it. In reading text, it needs comprehension to understand and comprehend a text. According to Snow (2002), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.(p. 11). One of reading texts is descriptive text, as stated by Kane (2000), descriptive is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kind of perception (p.352). To improve the student's motivation in learning reading comprehension, the writer took descriptive text in doing research.

Based on the writer's experience when she did PPL at SMPN 7 Palembang, she found the student's problems, there were :1) the teacher still used old method in teaching reading at the class so the students felt bored in the the process of learning, 2) the students always got low scores in reading text, and 3) the students had the limited stocks of vocabularies. To solve the problems, the effective teaching reading strategy is needed. In this context, the writer

believes that probing-prompting learning strategy is one of the appropriate strategies that can be applied by teacher in teaching reading comprehension for the students at the classroom.

According to Suherman cited in Huda (2015), probing-prompting learning strategy is a learning that presents some questions for guiding and exploring the idea of students to improve the process of thinking with relating the knowledge and experience of new knowledge is being learned (p.281). Moreover, this technique is useful to improve the student's reading skill, it makes the students are possible to work together for completing the assignment at the class. By using probing-prompting learning in teaching, the teacher can divide the students to be group work through the reading material until they are successfully to understand the topic and answer it based on the material given.

By applying this strategy, the writer expects the students are able to acquire the reading text given. By looking the reasons above, the writer was highly motivated to find out the effectiveness by using the probing-prompting learning in teaching reading comprehension, entitled "Teaching Reading Comprehension by Using Probing-Prompting Learning Strategy to the Eighth Grade Students of SMPN 7 Palembang.

II. Literature Review

Teaching

According to Brown (2007), teaching is guiding and facilitating learning, enabling the learners to learn, setting conditions for learning, the teacher's understanding of how the learners learns will determine his or her philosophy of education, teaching style, approach, methods and technique (p.8). Moreover, Royanti (2007) states that teaching is the process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student (p.8). It

means that the success of teaching is supported teacher's ability in managing classroom closely. Teacher has to be aware students' potential and interest in order to help for developing the ability of students to be better student.

In every school and educational institutions, there will be the teaching and learning process which always happen as the initial part of the activity. Teaching is considered as the process of explaining and transforming material that is related to the topic while the process of teaching and learning take place. The habit of activity in classroom that happens between teacher and students in teaching. Teacher will explain about the material to the students in teaching.

Huda (2014) state that teaching is the practice of transferring the information for the process of learning (p.7). Meanwhile, Brown (2000), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (p.7). From the explanation above, it can be concluded that teaching is process of transferring the knowledge, guiding, combining the knowledge of education, and structured classroom situations by the teacher to the student to use their ability in reading and teaching is the most important element in classroom, who wants to be a good teacher has to know how to get a success in teaching.

Reading

Reading is one of important skills in English which needs to understand the meaning that provided in text. According to Also (2004), reading is the process of obtaining or constructing meaning from a word or cluster of words. Reading is not only reading a text or something that is written, but also getting new vocabularies, knowing thing and increasing knowledge (p.3). Meanwhile, Hibbard and Wagner (2013) state that Reading

is a complex behavior including decoding words developing fluency and also improving comprehension (p.1).

Therefore, reading consist of two relates processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Then, comprehension refers to process of making sense of words, sentences and connected text. It means that, reading was considered as one of the important language skills that gives more information and knowledge for the reader especially the students in order they can related their prior knowledge to the reading text.

Pang, et al., (2003) states that reading is about understanding written texts. It is a complex activity that involves both perception and throughout. Furthermore, they explain that word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Then, comprehension refers to the process of making sense of words, sentences and connected text. They also state that the reader make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.(p. 6). In addition, Grabe and Stoller (2002) Reading is the ability to draw meaning from the printed page and interpret this information appropriately (p.3). Based on the explanations above, it can be concluded that reading is an activity to understand the reading text with the aim to obtain information from the text.

Reading Comprehension

According to Klinger, et al., (2007), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (p.2). In keeping with reading comprehension in this study, it is the ability to understand, remember, and communicate meaning from what has been read.

While comprehension is the ultimate goal of reading, it is not the starting point for reading instruction. Furthermore, reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text.

According to Wilhelm (2012), reading comprehension is the capacity to perceive and understand the meanings communicated by text (p.1) . Reading comprehend involves at least two people : the reader and the writer. The process of comprehending involves decoding writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Pang, et al.,(2003) states that comprehension is the process of deriving meaning form connected text. They state that the reader actively engages with the text to construct the meaning. Therefore, comprehension could not be separated from reading.(p. 14). Meanwhile, Richards and Renandya (2002) state that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when the students are asked to read overly difficult text) awareness of main ideas is a text and exploring the organization of a text are essential for good comprehension.(p. 277). Based on the explanation above, the writer concluded that reading comprehension involves the reader to having a conscious desire to discover the meaning of the text so that understanding can not be separated from the reader's understanding.

According to Duke and Pearson (2001) Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader (p.423). While Paris and Stahl (2005) reading comprehension is the ability to identify meaningful

relations between the various parts of a text and between these parts and the readers' background knowledge (p.114). So the writer concludes that reading comprehension means comprehending or understanding new information and ideas presented in the printed page and utilizing them as the application of the interaction between the reader and author.

Brown (2004) cited in Reviyanti, there are some principle strategies for reading comprehension:

1. Identifying your purpose in reading text.
2. Applying spelling rules and convention for bottom-up deciding.
3. Using lexical analysis (prefixes, roots, suffixes, etc).
4. Guessing at the meaning (of word, idiom, etc).
5. Skimming the text for the gist and for main ideas.
6. Scanning the text for specific information (name, dates, key words).
7. Using silent reading technique for rapid something.
8. Using marginal notes, outline, chart or semantic maps for understanding and retaining information.
9. Distinguishing between literal and implies meaning.
10. Capitalizing on discourse markers to process relationship. (p.9).

Descriptive Text

According to Kane (2000), descriptive is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kind of perception (p.352). Furthermore, according to Wardiman, et al., (2012) cited in Rika, descriptive text is a text that describes the features of someone, something or a certain place. Here, there are the characteristics of descriptive text such as : introduction and description.

- a. Introduction is the part of the paragraph that introduce the character.
- b. Description is the part of the paragraph that describe the character (p.16).

Meanwhile, according to Bima and Kurniati (2013), descriptive text focused on the characteristic features of a particular thing, person or place. It usually consists of two parts:

- a. Identification, introduces the subject of the description.
- b. Description, presents the characteristics or the features of the subject, e.g. physical appearance, qualities, habitual behaviors or significant attributes (p.57)

Probing-Prompting Learning Strategy

According to Suherman cited in Huda (2008), probing is the investigation and examination, while prompting is pushed or guided. prompting probing-learning is learning by presenting a series of questions that are guided and explore ideas that can jump-start students thinking process that is able to associate a student's knowledge and experience with new knowledge that is being studied (p.6). Meanwhile, Suherman, et al., (2001) state that prompting probing learning is closely associated with the question. Questions submitted at the time of learning is called probing questions. Probing question used to get more answers in students who intend to develop the quality of the answers, so that the next answer is clear, accurate and reasoned (p.160).

Probing questions can motivate students to understand the problem in greater depth so that students are able to achieve the intended answer. during the search and discovery of the answers to these problems, they are trying to link the knowledge and experience that has been owned by the questions that will be answered.

The process of question and answer in learning is done by pointing students at random, so that each student would not want to participate actively. According to Priatna (Sudarti, 2008), the probing process can enable students in learning, because it demands concentration and activity. Next, student's attention to learning that is being studied tends to be more awake because students always prepare answers if

suddenly appointed by the teacher (p.282). The probing-prompting learning strategy has advantages and disadvantages, they were below.

Table 1
The Advantages and Disadvantages by Using Probing-prompting Learning Strategy

Advantages	Disadvantages
<ul style="list-style-type: none"> a. Encouraging students to actively think. b. Giving students the opportunity to ask less obvious things so that teachers can explain again. c. Discussing the material being taught d. Developing courage and students skills in answering questions and ipinions 	<ul style="list-style-type: none"> a. Timing is often wasted if students are unable to answer questions. b. Inhibiting the way students think when not or less good at bring to the material. c. Feeling afraid, especially when teachers can create an intimate atmosphere.

Source:[https://ayuface.wordpress.com/2010/12/25/pembelajaran-probing-prompting.\)](https://ayuface.wordpress.com/2010/12/25/pembelajaran-probing-prompting.)

Theoretical of Teaching Reading Comprehension by Using Probing-Prompting Learning Strategy

The steps of learning probing prompting are elaborated through 7 stages of probing technique (Sudarti, 2008) which then developed with prompting as follows:

- a. Teachers expose students to a new situations, e.g by describing images, formulas or other situations.
- b. Wait a while to give the students a chance to formulate an answer or do a small discussion.
- c. Teachers proposes issues appropriate to the specific learning objectives to the students.
- d. Waiting for a moment to give students the opportunity to formulate answers or conduct small discussions.
- e. Appoint one of the students to answer the question. If the answer is right, then the teacher asks the other students for feedback on the answer to make sure that all students are involved in the on going activities.
- f. The teacher asks the final question to different students to emphasize that the

indicator is understood by all students (p.282).

The Procedures of Teaching Reading Comprehension by Using Probing Prompting Learning Strategy in Experiment Class.

In teaching reading comprehension by using probing-prompting strategy, the writer used the three strategy. The three state strategy of teaching reading comprehension consists of pre-activity stage, whilst activity stage and post activity stage. Rosnawati (2008) states there were 3 stages general pattern in learning by using probing technique. Which is as follows :

1. Initial activity (Pre-activity) :

Teachers down the prerequisite knowledge already possessed students by using probing techniques. It serves for introduction, revision and motivation. If the preconditions have been mastered by the students then the fifth step of the progress of probing technique need not be implemented.

- a. The teacher greeted the students.
- b. The teacher asked the student's condition, for example : How are you?
- c. The teacher checked the students attendance list.
- d. The teacher asked the students about the previous material.
- e. The teacher asked question that has related to the material.

2. Core activities (Whilst-activities) :

Material development and application of materials using probing techniques.

- a. The teacher gave and shows the material to the students.
- b. The teacher explained the text reading by using probing-prompting strategy.
- c. The teacher repeated the text reading for clarify to the students.
- d. The teacher asked the students to explain what they get about.
- e. The teacher gave the chance to the students to ask some question about the text.

3. End activities (Post-activities) : Probing techniques were used to determine student achievement in learning after students finish core activities predefined. Patterns for the achievement of the indicator.
 - a. The teacher asked difficulties about the material.
 - b. The teacher asked the students to concluded the material.
 - c. The teacher reviewed the material.
 - d. The teacher gave homework for the students. (p.24)

III. Method and Procedure

In this study, the method of this research was pre-experimental design. According to Syahri, et al., (2017), the writer do not control other variables that have the potential to affect the dependent variable. Results or changes in the dependent variable are not solely influenced by the specified free variable (p.45). Based on the explanation above, the writer concluded that pre-experimental be regarded as experiments that are not actually.

The population of this study was all of the Eighth Grade Students of SMPN 7 Palembang with total number 337 that consisted of nine classes. It can be seen in the table 2.

Table 2
The Population of Study

No	Classes	Total
1	VIII.1	39
2	VIII.2	37
3	VIII.3	36
4	VIII.4	37
5	VIII.5	39
6	VIII.6	38
7	VIII.7	37
8	VIII.8	39
9	VIII.9	35
Total Number		337

Source : SMP 7 Palembang in the academic years of 2017/2018

For students sample in this study, the writer used the convenience sampling. Syahri, et al., (2017) states that convenience sampling is sample selection that does not refer to a particular benchmark. In choosing of the sample, the writer asked the

teacher about that class, so the writer took VIII.3 was the sample of this study as the experimental class.

Table 3
The Sample of the Study

No	Class	Number of population
1	VIII.3 as Experimental Class	36
	Total	36

Technique for Collecting Data

The data was collected by giving the written test to the students that consisted of 40 multiples choice items, they were pretest and post-test. The pretest was given to the students before treatment and the post-test was given after doing treatment by using probing-prompting strategy in teaching reading comprehension toward probing-prompting learning strategy to the eighth grade students of SMPN 7 Palembang. To know the test was valid and reliable, the writer used validity and realibility. And the result concluded that the test was reliable because it (0.459) was higher than r-table (0.316).

Technique for analyzing the data

To analyze the data the writer used: Individual Score, Conversion of Percentage Range and T-test. The formula was used to know the individual scores. The formula is as follow:

In which : $X = \frac{x}{N} \times 100\%$

X : Result of English Reading Score

R : Total number of correct answer

N : Total number of item

Analyzing the data, tit was done by using stactical package for the social sciences (SPSS 16.0). Program to analyze the data in this study to find out the students' achievement by probing-prompting in teaching reading comprehension, it was calculated by using the paired sample t-test. The explanation can be seen below.

The paired sample t-test used to measure the significant values of two variables on one class by measuring the difference in the two test were pretest and post-test in experimental class. The data were analyzed and presented in form of graphs and tables using SPSS.

IV. Findings

The calculation result of the test in experimental class was calculated by using SPSS (Statistical Package for Social Science) 16.0 programs for windows. In doing the research, the writer concerned on the students' scores in pre-test and post-test of experimental class.

In calculating the result of pre-test, the writer used descriptive statistics analysis in SPSS 16.0. It was done to find out the spreading scores of the students pre-test scores in experimental class that was included *mean, median, mode, maximum* and *minimum* scores. The result of statistics data can be seen below:

The Statistic Data in Experimental Class
Statistics

Pre-test

N	Valid	36
	Missing	0
Mean		55.208
Std. Error of Mean		1.1759
Median		55.000
Mode		52.5
Std. Deviation		7.0553
Range		30.0
Minimum		40.0
Maximum		70.0
Sum		1987.5

In experimental class, there were thirty six students who participated in the post-test. The post-test was given to the students after the writer taught them in the class by using probing-prompting strategy. It was found that the highest score was 80.00 reached by one student and the lowest score was 55.00 reached by one student.

In calculating the result of post-test, the writer used descriptive statistics analysis in SPSS 16.0 program for windows. It was done to find out the spreading scores of the students pre-test scores in experimental class that was included *mean, median, mode, maximum* and *minimum* scores.

The Statistics Data of the Post-test Score Statistic

Statistics

posttest

N	Valid	36
	Missing	0
Mean		66.667
Std. Error of Mean		.7968
Median		67.500
Mode		70.0
Std. Deviation		4.7809
Range		25.0
Minimum		55.0
Maximum		80.0
Sum		2400.0

Based on the table above, the result of post-test in experimental class showed, the highest score was 80 and the lowest score was 55. the *mean* of score was 66.667, *median* of score was 67.500, *mode* of score was 70.0, *maximum* of score was 80.0 and *minimum* of score was 55.0. There were one student (2.8%) got score 80 as the highest score, four students (11.1%) got score 72.5, 8 students(22.2%) got score 70, six students (16.7%) got score 67.5, seven students (19.4%) got score 65, six students (16.7%) got score 62.5, three students (8.3%) got score 60, one student (2.8%) got score 55 as the lowest score.

In this study, it could be seen that there were one student' score who were excellent, twelve students' scores were good, twenty two students' score were enough, and one student' score were poor .

Based on the calculation of the result in doing the research, the writer tried to find out the comparison between the students' scores in pre-test and post-test of experimental class. The writer used the paired sample t-test in SPSS 16.0 version.

**The Statistics of the Students' Scores in the Pretest and Posttest
Experimental Class in Paired Sample T-Test
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	66.667	36	4.7809	.7968
pretest	55.208	36	7.0553	1.1759

Based on the table 13 above. It showed that the students' score in pretest of experimental class. It was found that the *mean* was 55.208, *standard deviation* of pre-test was 7.0553 and *standard error mean* was 1.1759. In the post-test in showed that the *mean* was 66.667, *standard deviation* was 4.7809 and *standard error mean* was .7968.

**The Statistics of the Students' Scores in the Pre-test and Post-test
Experimental Class Paired Sample T-Test.**

Paired Samples Test

	Paired Differences					t	df	Sig. (1-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	11.4583	7.1807	1.1968	9.0287	13.8879	9.574	35	.000

Based on the table 14. it showed that the result of the paired sample t-test. It found that the value of t-obtained was 9.574 at the significant level of 0.05 for one tailed testing $df=35$ (36-1), the critical value of t-table is 1.690. So it can be concluded that the value of t-obtained was higher than t-table. It means that, the students scores in post-test were higher than the students' scores in the pre-test of experimental class.

In the the result, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the data, it showed that the students' scores in the post-test was higher than in the pre-test by using probing-prompting strategy in experimental class.

Interpretation

Based on the data analysis in previous section, the result showed that it was effective in teaching reading comprehension by using probing-prompting learning strategy to the Eighth Grade Students of SMPN 7 Palembang. In analysis data in experimental class it showed that the students' reading achievement was better than after they got treatment by using probing prompting strategy. After the students were taught by using probing-prompting strategy, there were progress in their reading achievement. It can be seen that the lowest score was 55 got by one student and the highest score was 80 got by one student.

The calculation of statistic data, it was found that the mean in experimental class of pre-test was 55.208 and the mean of post-test was 66.667. It can be concluded that there were differences between students' scores in the pre-test and the students' scores in the post-test of experimental class. The result of paired sample t-test showed that the differences between pre-test and post-test. It showed that the *mean* of pre-test and post-test was 11.4583, *the standard deviation* was 7.1807, *the standard error mean* was 1.1968. the lower was 9.0287, the upper 13.8879 of the t-obtained was 9.574 and df (degree of freedom) = 1.690, the obtained at the significance level of 0.05 for one tailed test was 1.1968 and degree of freedom in the table was 1.690. It was clear that t-obtained was higher than t-table so the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It was effective to teach reading comprehension by using probing-prompting strategy to the Eighth Grade Students of SMPN 7 Palembang.

V. Conclusion and Suggestion

Based on the post-test of experimental class, there were some conclusions which could be described in this chapter. In the highest score of students in the experimental class was 80 reached by one student, and the lowest score was 55 reached by one student after given treatment. The average of the students score (mean) of post-test in the experimental class was 66.667 (see the table 11 or 13). in the pretest of experimental class, the highest score was 70 reached by one student,

and the lowest score was 40 reached by one students. It means that there was a significant improvement of their score before the treatment which was 70 reached by one student and the lowest score was 40 reached by one students. The average of the students score (mean) of pre-test in the experimental group was 55.208 (see the table 8 or 13). It can be concluded that, it was effective to teach reading comprehension by using probing-prompting strategy. For the improvement of teaching and learning activities in the classroom, some suggestions would be contributed for the teachers of english, for the students, for the school, for writer herself, and for other writer.

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