

IMPACT OF PROBING- PROMPTING LEARNING MODEL TOWARDS STUDENTS' WRITING SPEECH SCRIPT ABILITY

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**IMPACT OF PROBING-PROMPTING LEARNING MODEL TOWARDS
STUDENTS' WRITING SPEECH SCRIPT ABILITY****探究式学习模式对学生写作语言文字能力的影响****John Pahamzah, Syafrizal Syafrizal**Department of English Education, University of Sultan Ageng Tirtayasa
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Abstract

The aim of the research was to explore whether the probing/prompting learning model influenced Indonesian English as a Foreign Language students' ability to perform a speech. The method used in this research was an experimental method with random cluster sampling of students from an Indonesian English as a Foreign Language school – Medang Gili Senior High. There were two 10th grade classes of 22 and 25 students. The results of the lottery performed on the available classes established X-B class as the experimental group and X-A class as the control group. Results of the script-writing test indicated that the average score was 79 out of 100 (with the lowest score of 65 and the highest score of 90) and the median and mode were 80.2 and 81.5, respectively. The ability to write scripts using expository models for speeches was tested among the control class. Another test prompted the use of probing prompting. The results of the hypothesis testing (*t* test) showed a significant level of 0.05, indicating the significant influence of using probing-prompting learning model (5.00 is greater than *t* table 2.026), so H_0 was rejected and H_1 was accepted. Ultimately, the use of probing/prompting learning models had a demonstrably positive impact on tenth graders' abilities to write speeches during the 2019-2020 academic year.

Keywords: Teaching Writing, Prompting Learning Model, Speech Script, Writing Skill**摘要**

研究的目的是探讨探究/提示学习模式是否影响作为外语的印尼英语学生的演讲能力。本研究中使用的方法是一种实验方法,对来自印度尼西亚英语作为外语学校——棉兰吉利高中的学生进行了随机整群抽样。有两个10年級的班级,分别有22名和25名学生。在可用级别上进行的抽奖结果将X线类设为实验组,将X-一种类设为对照组。脚本测试的结果表明,平均分是79(满分100)(最低分数为65,最高分数为90),中位数和众数分别为80.2和81.5。在控件类中测试了使用说明性模型进行语音编写脚本的

能力。另一个测试提示使用探测提示。假设检验 (t检验) 的结果显示为0.05的显著水平, 表明使用探究提示学习模型的显著影响 (5.00大于t表2.026), 因此H0被拒绝, H1被接受。最终, 探究/提示学习模型的使用对十年级学生在2019-2020学年发表演讲的能力产生了明显的积极影响。

关键词: 写作教学, 提倡学习模式, 演讲稿, 写作技巧

I. INTRODUCTION

Communication is an activity carried out by facilitating interaction, as humans can express ideas directly or indirectly. A study revealed that 70% of our waking time is used to communicate, so it determines the quality of our lives [1]. Students are trained through language-learning activities to develop communication skills. One of the language skills is speaking, the action of saying sounds or words to convey thoughts or opinions to the listener as a form of verbal communication. Its elements include the speaker (messenger of the speech) and listener (recipient of the message). To prepare a speech, especially for beginners, a script is used.

Indonesian language learning in schools requires students to master four language skills: listening, reading, speaking, and writing. Receptive skills consist of listening and reading where students only accept and absorb information. Productive skills involve the production of language through speaking and writing activities. Writing is the most difficult learning activity, as it requires students to have broad insights and read often to improve their results. Writing is a form of indirect communication, not face-to-face [2].

Ideally, writing is productive and critical. In the activity phase, writers must arrange the structure of the language used as well as their vocabulary in a well-developed manner. This skill is not directly developed on its own but through practice over time. The exercises must be gradual, including scripts-writing [3]. Good learning models will achieve optimal learning outcomes; the better the learning model used, the higher the achievement of objectives [4]. In Surakhmad's opinion, the probing/prompting method contains a variety of patterned questions that connect students' lived experiences to knowledge learned directly in school. The students freely develop their concepts through new knowledge, which is known as constructivism in learning [5].

II. LITERATURE REVIEW

Writing organizes thoughts for easy reader comprehension. Experts state that writing is expressing thoughts, feelings, and experiences

whereas reading results in written content, not speech [7].

Writing is considered good if it is meaningful, clear, thorough, economical, and grammatically proper [6]. Nowadays, critical thinking and literacy skills are advanced linguistic skills. Writing well and correctly is only achieved by those who are diligent readers. This is very important (especially for students) in order to influence students' community.

Writing "pours out" ideas, opinions, feelings, desires, and wishes into text, then sends them to others [8]. Writing a speech, for example, is essentially pouring ideas that are ready to be spoken into the written language. The formality of the situation determines a speech's vocabulary. The choice of vocabulary or sentence structure for a speech is actually not much different from other script-writing activities (e.g., writing a dialogue) Both are written to deliver thoughts. The difference is that a dialogue displays the communication of several people while the speech only displays one person's thoughts. Thus must have the skills to write a speech script. Speech is an effort to convey ideas and thoughts to be conveyed to the public [9]. Speeches are words that are delivered and addressed to many people. There are several types of speeches including welcoming speeches delivered at the beginning of an event or a state address delivered by the president. Good speech or public speaking skills can help to achieve a good career path. Speaking skills are one of the most productive language skills for students [10]. Speaking skills are needed to be learned and practiced in society, in order to convey ideas that concern the interests of many people, namely society in general. A good speech can give a positive impression to people who hear it, because when using speaking skills, there are specific ideas or opinions that the speaker wants to convey to the listeners. When making a speech, the next thing to consider is the emotional state of the speaker, because emotions can affect the content of the speech. "It needs to be realized that demands and considerations in informative situations are more intellectual than emotional" [11]. Emotions can influence the content of messages conveyed during a speech. Communication anxiety is a significant stumbling block for a speaker, removing confidence from

the voice and content. Communication anxiety greatly affects the credibility of the communicator [12]. Communication anxiety certainly affects speaking, because no matter how string the organizing message is to be conveyed, without confidence it will be difficult to express it. In oral communication, one needs to convey his/her ideas in verbal situation and address them to people clearly [13].

Probing learning involves investigation and examination, while prompting involves encouragement or demands. The concept of probing enhances students' critical thinking through questions [14]. This type of learning activity can motivate students by asking questions called probing questions during learning. This is intended to introduce many new concepts that have not been explored in the learning process. Based on the conclusions of the experts cited above, the probing learning model is a model that can improve students' critical thinking processes in exploring their abilities. It aims to foster self-confidence in teaching and learning activities and dares to ask questions that have not been understood by students in the class according to the way the teacher provides instruction when learning activities take place. [15] This type of learning model is able to motivate students to look for other sources of knowledge by asking many questions, such as investigating a new idea or topic. The form of the questions can give students the opportunity to explore more knowledge. These are inductive

thinking processes that lead to the exploration of knowledge and many new learning experiences [16]. This is a form of the cooperative learning model. Based on the origin of the word, probing means investigation or examination, while prompting means pushing or guiding. Probing Prompting learning model deals with questions known as Probing questions and Prompting questions. Asking by checking in its entirety is a form of question that can be done to dig up detailed information, have more quality and question quality, be accurate and effective. While the Prompting question type is intended to process students in order to direct their thinking in terms of critical thinking [17].

III. METHODOLOGY

The researchers used quantitative research using quasy experimental design. [18] This research has two variables, such as the independent variable and dependet one. This independent variable this variable can have an influence or can cause other changes to the dependent variable [19]. Because the change can be a factor, condition, situation, treatment or action. Therefore, the independent variables can influence the results of experiments [20].

Table 1.
Research design

Group	Treatment	Post-test
Experiment	IX	T ₂
Control	O	T ₂

Table 2.
Population of the research

No.	Class	Number of population		Total	Notes
		Male	Female		
1.	IX-A	10	12	22	Experiment
2.	IX-B	11	14	25	Control
Total		21	26	47	

The research instrument was a test of the ability to write a speech script. Instrument of the ability to write speech scripts by assigning

students to write speech texts that are ready to be spoken (read) [20].

Table 3.
The criteria in writing a speech script

No.	Goal	Criteria	Maximum Score	Achievement Score
1	Writing a Speech Script	The relevant with the theme	30	
		Content of the speech	20	
		Grammatizal constuction	25	
		Diction	20	
		Rules of languages uses	5	
Total			100	

IV. RESULTS AND DISCUSSION

Based on the research of writing a speech script test using the probing-prompting learning model, after being given a speech script writing post-test, the results obtained are as follows: average score = 79.5; the highest score = 90 and the lowest score = 65; median = 80.2; mode = 80.5; and standard deviation = 6.68.

Table 4. Score for writing a speech script for probing-prompting model

Mean	Median	Modus	Standar Deviation
79.5	80.2	81.5	6.68

The data above are presented in the form of a frequency distribution table below, in order to better visualize the ability to write speech scripts.

Table 5. Frequency distribution for experimental class

No.	Interval	F	F _{total}	F _{relative}
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Table 6. Homogeneity test

Variant value sample	The ability to write the speech script using <i>probing prompting</i> model (E)	The ability to write the speech script using <i>expository</i> model (K)
Mean	79.5	70.79
S ²	44.64	27.84
S	6.68	5.27
N	22	25

Based on the analysis requirements test, it is known that the two datasets are homogeneous, so hypothesis testing can be achieved by testing the similarity of two averages through t-test calculation of two samples. The research hypothesis tested was: "there is a positive influence on the probing- prompting learning model on the ability to write speech scripts".

Table 7. Hypothesis

Variant and mean	Experiment	Control
S ²	44.64	27.84
IX	79.5	70.79
N	22	25

Table 7 shows the results of the mean values of the speech script writing study between two different classes, namely the control and experimental groups. The mean is approximately 8.71. The above results require that there be a significant difference between the post-test mean scores of the control and the experimental groups. The experimental group has mean value of 79.5, which is greater than the control group

1.	65-69	2	2	9.09%
2.	70-74	3	5	13.63%
3.	75-79	5	10	22.72%
4.	80-84	7	17	31.81%
5.	85-89	4	21	18.18%
6.	90-94	1	22	4.54%
Total (Σ)		22		100%

The table indicates that the ability to write speech scripts correlates to good grades. Of the sample size of 22 students, 12 students (54.52%) obtained scores above 79. In more detail, it can be explained that the maximum value obtained from speech script writing using the probing-prompting model is between 80-84; i.e. 7 students (31.81%) [20]. Furthermore, in the range of grades 75-79, there are 5 students (22.72%); from 80-84, 4 students (18.18%); from 70-74, 3 students (13.62%); from 65 -69, 2 students (9.09%); and from 90-94, only 1 student (4.54%). From the study sample, 12 students (54.52%) scored higher than 80.

mean of 70.79. However, the influence of this difference cannot be determined. For the next step, the authors conducted a two-sample t-test to determine differences in the ability to write a speech script. Testing this hypothesis determined the arithmetic t value to be 5.00, while the t-table value was 2.026 with $\alpha = 5\%$, and with degrees of freedom (dk) = $(n1 + n2 - 2 = 22 + 25 - 2) = 45$. So the arithmetic $t > t$ table, or $5.00 > 2.026$. With this conclusion, H_0 is rejected and H_1 is accepted. It can then be stated that there is an influence of the use of the probing-prompting learning model on students' ability to write speech scripts.

V. CONCLUSION

Looking at the results and testing of the hypothesis above, it is concluded that the ability to write a speech using the learning model encourages questioning by tenth-grade students of Banten High School (the experimental class). This is demonstrated by the mean, low and high scores of 79.50, 65, and 90, having mean and median values of 80.20 and 81.50 respectively. Regarding the ability to write a speech using an

expository model of tenth-grade students of Banten High School (an adequate control class) [20], it appears that the mean ability score is 70.79, with the lowest value of 60 and the highest value of 80, with mean and median values of 71.78 and 72.50, respectively. There is an influence of the probing question learning model on the ability to write speeches on tenth-grade students at Banten. Hypothesis testing results (t-test) showed a significance level of 0.05, which is 5.00 is greater than t-table 2.026. These results show that H_0 is rejected, and H_1 is accepted. This proves that there was a positive influence on the use of probing learning models to encourage the ability to write speech texts in tenth-grade Banten High School students during the 2018/2019 academic year.

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