Improving Students' Speaking Skill Through Probing-Prompting Method at SMA Advent Makassar

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ARTICLE INFO	ABSTRACT
Keywords: Improving student; Probing-Prompting Method; Speaking skill; **Article history:** Received 2023-03-05 Revised 2023-04-13 Accepted 2023-05-22	This research is intended to find out the significant difference of the speaking skill of the second year students at SMA Advent Makassar through Probing-Prompting method. The method of this research is pre- experimental method. This method involved one group that was given pre- test, treatments and post-test.The result of the data analysis shows that there is significant difference between pre-test and post-test by the mean score of post-test (4,15) is greater than the mean score of per-test (2,7) at the level significance 0,05. Based on the findings and discussions, it can be concluded that Probing-Prompting method can improve the students' speaking skill.

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INTRODUCTION

English as a universal language has many functions namely as a first language, as a second language, as a foreign language, as an international language, and as a language of science, art, and technology. But generally, all of the people in the world have already known and realized English as an international language. It means that English could be used almost in every part of the world.

In Indonesia, English has been taught since elementary school up to university. In learning English well, there are four skills must be mastered. Harmer (1991) classifies the four skills are listening, reading, writing and speaking (Hyland, 2003). Listening and reading are categorized as receptive skills, while speaking and writing are categorized as productive skills.

From the four skills above, the researcher focuses her attention on speaking skill since it has important role in communication. Speaking is not an easy to do. There are some problems faced by students in speaking activities such as lack of vocabulary, lack of self-confidence, lack of mastering grammar and structure, uninteresting topic, and the students' motivation itself. According to some problems above, the researcher interested to make change by using Probing-Prompting method. Through Probing-Prompting method the students are hoped to be active in speaking. It is one of the ways to increase the student's performance in speaking English. In other word, the learning process will be successful in the classroom.

Some of previous related research has conducted in speaking classroom activities, such as Rahman (1995) reported that English students of FBS UNM Academic year 1994/1995 are very interested in studying speaking through oral communicative activities; it means that the activities are very suitable in the classroom. Dewi (2002) reported that the use of the pictures stories effective in improving the speaking ability of the third year students of SMP Negeri 2 Labakkang. Fatmasari (2002) reported that the third semester students of English Department Faculty of Language and Art UNM are very interested in the discussion toward short play in the classroom. Halimah (2002) conducted a research on motivating students to speak. She found that students have positive attitude toward the use of written humor in learning because the written humor can motivate and activate students in learning speaking. Caya in Nurhidayat (2008:5) found that oral communication activities namely discussion and communicative play can stimulate the students' performance in speaking class.

Referring to those previous finding,it can be inferred that there are many ways to improve students' speaking skill such as Oral Communicative Actives, Short Play, Picture Story and Discussion and Communicative Play. Each method has special characteristic different with other but generally, the aim is to improve students' speaking skill. The researcher decided to take Probing-Prompting method as a tool to improve the students' speaking skill in this research.

METHOD

The design of the research was pre-experimental method. This method was involved in one group that was given a pre-test, treatment and a post-test. The research design is represent as follows:

$$O_1 \qquad X \qquad O_2$$
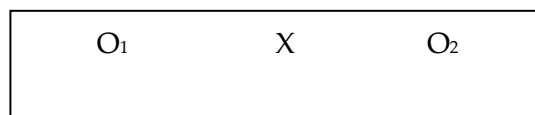
Where:
O_1 = Pre test
X = Treatment
O_2 = Post test.

The population of this research was the second year students at SMA Advent Makassar, which consist of two classes with the total population are 50 students. The research used purposive sampling in determining the sampling that used only one class of the second year students at SMA Advent Makassar namely class XI IPA that consist of 20 students. In this research, the researcher used oral ability. The researcher gave Pre-test and Post-test. The Pre-

test was used to find out students' prior knowledge, while post-test was used to find out the students achievement in speaking skill by using Probing-prompting method. In this research, the researcher used test method. Procedure of collecting data was given chronologically in the pre-test, treatment, and post-test.

In order to give an objective score to the students in speaking through Probing-Prompting method, it is necessary to determine the criteria for judging the problems of speaking. The scoring criteria presented is taken from Depdiknas in Ishak (2008).

Table 1. The rating score of the students' speaking skill

Classification	Criteria
6	Excellent is very comprehend, very clear idea, understandable and very few errors.
5	Very good is generally comprehend, clear idea, understandable with some errors.
4	Good is fairly comprehend, quite clear idea, understandable and many errors.
3	Average is not very comprehend, quite unclear idea, many errors but still understandable.
2	Poor is not very comprehend, quite unclear idea, many errors that be distraction, nearly understandable.
1	Very poor is not very comprehend, very unclear idea, many errors and cannot be understand.

RESULT AND DISCUSSION

To get the answer of the research question in the previous chapter, the researcher has collected the result from two kinds of test namely pre-test and post-test. A pre-test was given to the students before having treatments which aimed to know the prior speaking skill of the students. A post-test was given to the students after having treatments which aimed to know the achievement of the students' speaking skill after they got treatments. The pre-test and post-test were compared to see whether or not there is a significance achievement of the students speaking skill. Both pre-test and pos-test were given orally to the students with asking them to answer the questions related to the topic that they presented.

In pre-test, the students found many difficulties in speaking and difficult to answer the questions orally. The researcher saw that they were not speaking English well. On the other hand, they were shy to speak because they have bad pronunciation, limited vocabulary, and lack of grammar knowledge.

In treatment, the researcher explained about Probing-Prompting method and how to apply it. After that, the researcher gave Probing-Prompting questions to the students related to their topic that they have presented. For the first time, the students were difficult to answer the probing-prompting questions because the method was new for them. But for the next time, the students were familiar with that method so they could talk more related to their topic and answered the questions fluently.

In post-test, the researcher did not give the same topic in the pre-test because the students were not interested with that topic, so the researcher asked them to choose one topic that they are interested to talk about and they chose "beautiful place". After that, the researcher gave probing-prompting questions related to their topic and they answered the questions fluently. The result of students' pre-test and post-test are presented as in the following table.

Table 2. The result of students' pre-test

No	Name of student's	Pre-test
1.	**ANDR**	**4**
2.	**BNHD**	**3**
3.	**ERS**	**1**
4.	**FRST**	**3**
5.	**JSA**	**1**
6.	**MCL**	**2**
7.	**MRCL**	**4**
8.	**MGA**	**5**
9.	**NDY**	**3**
10.	**NND**	**3**
11.	**NLD**	**2**
12.	**OLND**	**3**
13.	**OKY**	**3**
14.	**RVLD**	**2**
15.	**SRH**	**2**
16.	**WLV**	**5**
17.	**WLLM**	**3**
18.	**WND**	**2**
19.	**YAN**	**1**
20.	**YNTN**	**2**
	N = 20	**$\sum X_1 = 54$**

Table 3. The result of students' post-test

No	Name of student's	Post-test (X_2)
1.	**ANDR**	**5**
2.	**BNHD**	**5**
3.	**ERS**	**2**
4.	**FRST**	**5**
5.	**JSA**	**3**
6.	**MCL**	**3**
7.	**MRCL**	**6**
8.	**MGA**	**6**
9.	**NDY**	**5**
10.	**NND**	**5**
11.	**NLD**	**2**
12.	**OLND**	**4**
13.	**OKY**	**5**
14.	**RVLD**	**4**
15.	**SRH**	**4**
16.	**WLV**	**6**
17.	**WLLM**	**4**
18.	**WND**	**4**
19.	**YAN**	**3**

20.	YNTN	2
	N = 20	$\sum X_2 = 83$

The result of students' pre-test and post-test are presented as in the following table.

Table 4. The total raw of students' pre-test and post-test

No	Name	Pre-test (X_1)	Post-test (X_2)	Gain (D) (X_1-X_2)	D^2
1.	ANDR	4	5	1	1
2.	BNHD	3	5	2	4
3.	ERS	1	2	1	1
4.	FRST	3	5	2	4
5.	JSA	1	3	2	4
6.	MCL	2	3	1	1
7.	MRCL	4	6	2	4
8.	MGA	5	6	1	1
9.	NDY	3	5	2	4
10.	NND	3	5	2	4
11.	NLD	2	2	0	0
12.	OLND	3	4	1	1
13.	OKY	3	5	2	4
14.	RVLD	2	4	2	4
15.	SRH	2	4	2	4
16.	WLV	5	6	1	1
17.	WLLM	3	4	1	1
18.	WND	2	4	2	4
19.	YAN	1	3	2	4
20.	YNTN	2	2	0	0
	N = 20	$\sum X_1$=54	$\sum X_2$=83	$\sum D$=29	D^2=51

The table 4 above shows that the total score of pre-test ($\sum X1$) was 54 and the post-test ($\sum X2$) was 83. The gain / difference between the matched pair ($\sum D$) was 29 and the square of gain ($\sum D2$) was 51, and the minimum gain (D) of the students' score is 1 and the maximum score is 2. Another table above explains that out of 20 students there were 18 (90%) students increase their score, 2 (10%) students with unchanged score, and no student with decrease score. This means that 90% students got improvement of their score, 10% students did not get anything improved and 0% student got lower score.

1. Scoring Classification

Students' score of pre-test and post-test were classified into some criteria. The criteria percentages, the frequency of the students' score of pre-test and post-test are explained as in the following tables:

Table 5. Classification, Frequency and the Percentage of the Students' Pre-test score

No	Classification	Score	Number of student (frequency)	Percentage
1.	Excellent	6	0	0%

No	Classification	Score	Number of student (frequency)	Percentage
2.	**Very good**	**5**	**2**	**10%**
3.	**Good**	**4**	**2**	**10%**
4.	**Average**	**3**	**7**	**35%**
5.	**Poor**	**2**	**6**	**30%**
6.	**Very poor**	**1**	**3**	**15%**
	Total		**20**	**100%**

The data of the table above shows that the rate percentage and frequency of the students' pre-test in speaking that there were 3 (15%) students got very poor score, 6 (30%) students got poor score, 7 (35%) students got average score, 2 (10%) students got good score, 2 (10%) students got very good score and none got excellent score.

Table 6. Classification, Frequency and the Percentage of the Students' Post-test score

No	Classification	Score	Number of student (frequency)	Percentage
1.	**Excellent**	**6**	**3**	**15%**
2.	**Very good**	**5**	**6**	**30%**
3.	**Good**	**4**	**5**	**25%**
4.	**Average**	**3**	**3**	**15%**
5.	**Poor**	**2**	**3**	**15%**
6.	**Very poor**	**1**	**0**	**0%**
	Total		**20**	**100%**

The data of the table above shows that the rate percentage and frequency of the students' post-test in speaking that there were 3 (15%) students got poor score, 3 (15%) students got average score, 5 (25%) students got good score, 6 (30%) students got very good score, 3 (15%) students got excellent score and none very poor score. In the other words, it can be said that the rate percentage in the pos-test was higher than the rate percentage in the pre-test. After calculating the result of the students' pre-test, post-test, the mean score of the students' pre-test and post-test was presented as in the following table.

Table 7. The mean score of students' pre-test and post-test

Test	Mean score	Total score
Pre-test	**2,7**	**54**
Post-test	**4,15**	**83**

The data on the table 5 above shows that the mean score of the students' pre-test was 2,7 which classified as average while the mean score of the students' post-test was 4,15 which classified as good. In the other words, it can be said that the mean score of post-test was higher than the mean score of pre-test. The description of the data collected through the t-test as explained in the previous, shows that the students' achievement in speaking skills before doing the treatments was average. It is supported by the rate percentage of the students' pre-test in speaking where there were 3 (15%) students got very poor score, 6 (30%) students got poor score, 7 (35%) students got average score, 2 (10%) students got good score, 2 (10%) students got very good score and none got excellent score.

After having treatments, the students' achievement in speaking skill was improved. It is supported by the rate percentage of the students' pos-test where there were 3 (15%) students

got poor score, 3 (15%) students got average score, 5 (25%) students got good score, 6 (30%) students got very good score, 3 (15%) students got excellent score and none very poor score.

Based on the description above, it can be concluded that the achievement of the students' speaking skill in post-test was higher than the result of the rate percentage of the students' pre-test. This means that the implementation of Probing-Prompting method could improve the students' speaking skill.

The result of the mean score of the students' post-test was higher than the pre-test, where 2,7 as the mean score of pre-test and 4,15 as the mean score of post-test. The improvement of the students' speaking skill was also proved by the value of t-test was higher than the value of t-table (9,67> 2,093). It means that there was significant difference of the students' speaking skill before and after being taught by using Probing-Prompting method. Viewing the discussion above, it can be argued that the implementation of Probing-Prompting method could improve the students' speaking skill of the second year students at SMA Advent Makassar.

CONCLUSION

The conclusions of the research uses Probing-Prompting method in teaching speaking can improve the students' speaking skill of the second year students at SMA Advent Makassar. It is proved by the t-test value 9,67 which is greater than the t-table 2.093. There is a significant difference between the results of pre-test and post-test of the students' speaking skill through Probing-Prompting method. The students' post-test score was higher than the students' pre-test score.

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