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

A THESIS

Submitted as a Partial Fulfillment of the Requirements for the Degree

of Sarjana Pendidikan (S.Pd.) in English Education

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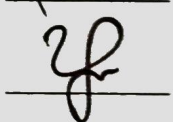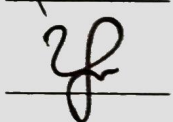
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DECLARATION

I hereby declare that this thesis entitled "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" is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

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MOTTO

"TELL ME AND I FORGET. TEACH ME AND I REMEMBER. INVOLVE ME AND I LEARN."

—Benjamin Franklin

"THE BEAUTIFUL THING ABOUT LEARNING IS NOBODY CAN TAKE IT AWAY FROM YOU."

—B.B. King

DEDICATION

There are a number of people without whom this thesis might not have been written, and to whom I am greatly indebted. I do not got much to give, so I hope you think this is the perfect gift that I could give. To the perfect gift that ever lived.

First and foremost, I dedicate my thesis work to my family and many friends. A special feeling of gratitude to my loving parents; my father, Abdul Rahman and my mother, Zubaidah, whose words of encouragement and push for tenacity ring in my ears. Without their endless love and encouragement, I would never have been able to complete my undergraduate studies. I love you both and I appreciate everything that you have done for me.

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ABSTRACT

Fajri, A. (2022). *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.* Thesis. English Education Study Program. Faculty of Teacher Training and Educational Sciences. University of Batanghari. First Advisor: Dr. Yanti Ismiyati, M.Pd. Second Advisor: Siti Aisyah, M.Pd.

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

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.

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In general, the researcher does not forget to say a lot of thanks to all those who had not mentioned their names one by one who have provided assistance, both morally and materially so that the writing of this thesis can be completed. Finally, the researcher conveyed that the reader would be pleased to provide constructive suggestions to make this thesis become more valuable and better.

Jambi, 4 February 2022

Researcher,

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

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. Education can be interpreted as a conscious and systematic effort to achieve a standard of living or for better progress. In line with Trahati (2015: 11), "Education is an activity that humans do consciously and programmed to build a good personality and develop the abilities or talents that exist in individual humans in order to achieve certain goals or targets in life."

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.

In English, there are four skills that must be mastered; the four basic language skills are listening, speaking, reading, and writing. One of the four skills is reading. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment. Success or failure of students mastering reading skill depends on the reading learning done by the students at

class. Learning to read is not solely done so that students are able reading, but rather a process that involves all mental activity and students' thinking ability to understand, criticize, and reproduce a written discourse (Abidin, 2012: 4).

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. Moreover, English learning activities often experience obstacles in the learning process. There are some students who do not understand feel afraid or reluctant to ask the teacher and feel inferior to ask their friends who already understand the learning material.

Teachers play an important role in the success of education because no matter goals and decisions about improving the quality of education made by policymakers, it will never be achieved if the teachers do not have commitment and good performance in carrying out the learning process in the class. 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.

In achieving students' learning outcomes of English subject is not easy because each student has different abilities in understanding English concepts, especially in comprehending English text. However, improving learning outcomes in English subject needs to be pursued for the success of students in achieving learning goals. One of the efforts to overcome these problems; teachers are required to be professional in planning and implementing the learning process. Therefore, teachers must be able to design English learning with a learning model that is able to make students as subjects rather than as objects of learning.

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.

Based on the researcher experiences while doing a practical teaching, the researcher found some students' problems in reading. First, the students have lack of motivation and cannot enjoy reading class. Many techniques or strategies have been used, but students cannot read properly. Second, the students difficult to understand what they have read. Kasau (2004) stated that most of student's frustrated to encounter the problem in comprehending English text although they have been learning English for many years. It because many factors such as the student consider that English is a subject that too difficult, bored, and scare because meaning and letters are different. Third, the students are not accustomed to practice in reading in the classroom and everyday life. The last, the teacher could not find the right technique or strategy to provide materials for students to learn and quick understanding the material presented. So, the teacher must select the suitable technique or strategy to teach it.

Related to the problems above, the researcher was interested to do this research by using probing-prompting learning model to improve students' reading comprehension towards their learning outcomes. Probing-prompting learning model is a good model for teaching and learning process. Hence, the students will be interested to learn English, especially in reading comprehension.

Based on the information obtained by researcher from English teacher at the eleventh grade of Senior High School No. 1 Jambi City, there are still many students who get low scores compared to the minimum criteria of mastery learning that has been set at Senior High School No. 1 Jambi City. This may happen because students have not been able to master the material and its application. In presenting the material, many teachers still use a lecture-based learning model in which the learning concepts that students get only come from books and teachers. In the learning process, the teacher does not provide opportunities for students to be more active in expressing opinions where the teacher acts more as a learning resource than as a facilitator, so that students easily feel bored in the teaching and learning process. This results in are lack of students' understanding of the material that has been taught.

Based on the description mentioned above, the researcher was interested in conducting research with the title: "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".

1.2 Identification of the Research

Based on the background of the research above, there are several things that can be identified:

1. Learning English is still monotonous and does not use varieties of learning model.

2. Lecture-based learning model becomes very boring for students, so it needs varieties of learning model.

3. Students' motivation in reading English text is still low.

4. The use of the probing-prompting learning model has never been implemented in Senior High School No. 1 Jambi City.

1.3 Limitation of the Research

Problem boundaries are made so that the research can be directed and the discussion is not too broad. Based on the identification of the research above, the researcher limited the problem in this research, as follows:

1. The influence of probing-prompting learning model towards students' reading comprehension.

2. The effect of using probing-prompting learning model on students' learning outcomes.

1.4 Formulation of the Research

Based on the background of the research above, the researcher formulates the research problem, as follows:

"Is there 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?"

1.5 Objective of the Research

Based on the problems that have been stated above, the objective of this research is 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.

1.6 Significance of the Research

1. Theoretical Benefits

The theoretical benefit of this research is that English learning using probing-prompting learning model is expected to explore the potential possessed by students in learning English, so that it will improve the quality and effectiveness of English learning in schools.

2. Practical Benefits

a. For students; this research is useful for students to be more motivated and enthusiastic in learning and it is hoped that students' reading comprehension can increase.

b. For teachers; this research is expected to motivate teachers to use varieties of learning model.

c. For researchers; it will have an impact on the development of personal and professional qualities in order to continue to improve knowledge.

d. For schools/educational institutions; it can be used as a benchmark for policy making to improve the learning process in schools so that educational goals in schools can be achieved.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. Influence

Badudu and Zain (2001: 131) states "Influence is a force that causes something to happen, something that can shape or change something else, and submit or follow because of the power of others."

2. Probing-Prompting

Suherman (2008: 6) suggests "Probing-prompting is learning by way of the teacher presents a series of questions that are guided and dig, so that there is a thought process that links the knowledge of each student and his experience with new knowledge being studied."

3. Reading Comprehension

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."

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. 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.

According to Harmer (1991: 190), "Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages." It means that reading is an activity between brain and eyes. While the eyes receive the messages, also the brain then has to work out these messages. This activity combination between eyes and brain to work together to get information.

2.1.1 Types of Reading

According to Brown (2003: 189), there are several types of reading that can be identified, as follows:

1. Perceptive Reading

   Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

2. Selective Reading

   This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

3. Interactive Reading

   Interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like.

4. Extensive Reading

   Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Extensive reading as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

2.1.2 Models of Reading

According to Browne (in Baha, 2017: 45), there are three major models of reading which are the bottom-up, top-down, and interactive models. It is described in details, as follows:

1. The Bottom-Up Model

This model describes reading as a process that starts with the learner's knowledge of letters, sounds and words, and how these words are formed to make sentences. This model is called part to whole model because it goes from partial to whole knowledge. This model is so effective in the early childhood, especially students as young learners. It is effective because the emphasis here is on the letters, recognition of their shapes and reading individual words. However, this model has many disadvantages if used for higher levels since it forgets the reader's expectations, experience, and attitudes. Furthermore, it does not pay attention to the context since it only encourages remembering.

2. The Top-Down Model

This model suggests that readers begin to read by drawing on what they know about the structure and the meaningfulness of language, the structure of stories and other genres and their knowledge of the world to predict the general meaning and specific words in context.

3. The Interactive Model

Stanovich (1980) argued that this model gathers the features of the bottom-up and the top-down models and gives reading more meaning. Here, the readers are more involved in reading. They use their knowledge of subject theme, their pre-experience of written words, their reading and their own expectations to make predictions about the reading text. So, the textual details are the best way in the recognition of the words and the letters the text contains.

2.2 The Concept 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."

According to Robinson (in Agustina, 2012: 13), "Reading comprehension means that understanding, evaluating and utilizing of information and ideas gained through and interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and the reader in which the written language becomes the medium that cause the dialogue happen the two people communicate through the medium of print."

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. In addition, this reading comprehension existence have a very important role in the process of reading. It can show whether or not they monitor comprehension through the reading process.

2.2.1 Levels of Reading Comprehension

According to Smith (in Prasetyo, 2018: 10), the levels of reading comprehension are:

1. Literal Comprehension; that is the skill of getting primary direct literal meaning of a word, main idea, or supporting details.

2. Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.

3. Critical Reading; that is to evaluate what is read and examines critically the thought of the writer.

4. Creative Reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to from new concept or to expand old ones.

2.2.2 The Test of Reading Comprehension

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use variety of question forms and can use variety of focuses. Based on Nation, there are question form that can use for testing reading comprehension, such as: pronominal question, yes/no, true/false question, multiple-choice question, cloze test, sentence completion, incomplete information, diagrams, vocabulary test, matching sentences, etc. Furthermore, Brown (2001: 16) makes available question form that can be use in reading comprehension, as follows:

1. Multiple-choice, such as: multiple-choice vocabulary, contextualized multiple-choice vocabulary/grammar, multiple-choice cloze vocabulary/grammar, same different, circle the answer, true/false, etc.

2. Matching task.

3. Picture-cued items, such as: picture-cued word identification, picture-cued sentences identification, picture-cued true/false identification, picture-cued matching word identification.

4. Picture-cued task, such as: multiple-choice, picture-cued respond, diagram, labeling task.

5. Editing task.

6. Gap filling task.

7. Cloze task.

8. Short-answer task.

2.3 The Concept of Learning Model

According to Sudrajat (in Suryani & Agung, 2012: 8), "Learning model is basically a form of learning that is illustrated from beginning to end which is presented specifically by the teacher. In other words, learning model is a frame from the application of an approach, method, and learning technique."

Trianto (in Afandi, Chamalah, & Wardani, 2013: 15) states "Learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning. Learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management."

Based on the statements above, it can be concluded that the learning model is a frame from the application of an approach, method, and learning technique that is used as a guide in planning and maximizing learning conditions systematically to achieve learning objectives.

2.3.1 Types of Learning Model

Sugiyanto (2008: 7-15) suggests that there are a lot of the learning model developed by experts in an effort to optimize students' learning outcomes. The learning model is comprised, as follows:

1. Contextual Learning Model

    Contextual learning model is a concept of learning that encourages teachers to link the material being taught to the students' real-world situations. This study also encourages students to make connections between knowledge and its application in their daily lives. Knowledge and skills gained from the efforts of students to construct their own knowledge and skills as they learn.

2. Cooperative Learning Model

    Cooperative learning model is a learning approach that focuses on the use of small groups of students to work together in maximizing the learning conditions for achieving learning objectives.

3. Quantum Learning Model

    Quantum learning model is an assembly of various theories or views of cognitive psychology and neurology that much programming already exists.

4. Integrated Learning Model

    Integrated learning model is a learning approach that allows students both individually or groups to actively searching, digging, and found the concepts and principles of holistic. Learning is a model that tried to integrate several subjects.

5. Problem-Based Learning Model (PBL)

    Problem-based learning model is a cognitive psychology of learning that takes as its theoretical support. The focus is not much on what is being worked on

students but on what students think as long as they do. Enabling teachers themselves as mentors and facilitators so that students can learn to think and solve their own problems.

2.3.2 The Benefits of Learning Models

According to Joyce and Weil (1980), there are several benefits of learning models, including:

1. Clarify the functional relationship between the various components, elements, or system elements from being developed.

2. The procedures to be followed in carrying out the activities can be identified appropriately, adjusted to the needs and conditions.

3. With the model, the various activities covered can be controlled.

4. The model will make it easier for administrators to identify components, elements that experience obstacles, if the activities carried out are ineffective and unproductive.

5. Identifying appropriate ways to make changes if there is a discrepancy from what has been formulated.

6. By using the model, the teacher can arrange student assignments into an integrated whole.

7. Through the learning model, the teacher transforms information creatively and effectively as needed.

2.4 Probing-Prompting Learning Model

Probing-prompting is one kind of learning technique in cooperative learning. The word 'probing' means research and explore, meanwhile 'prompting' means push and guide. In probing-prompting, students are required to answer the question by their own words or sentences. In this case, the 'probing-prompting' clause means that during the learning process in the classroom, the teacher asks questions to her/his students to find out how the students understand the materials. Besides, it supports the students' critical thinking. (Putri, Taufiqulloh, & Sulistianingsih, 2020: 12)

From the understanding above, the researcher can conclude that the probing-prompting learning model is learning by means of the teacher presenting questions that are guiding and exploring, so that a thinking process occurs that connects each student's knowledge and experience with the new 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.

2.4.1 The Steps of Probing-Prompting Learning Model

According to Huda (2014: 282), the steps in applying the probing-prompting learning model are:

1. The teacher exposes students to new situations.

2. Wait for a while to give students the opportunity to formulate answers both individually or in group discussions.

3. The teacher poses problems that are in accordance with specific learning objectives or indicators to all students.

4. Wait a while to give students the opportunity to formulate answers or have a small discussion.

5. Appoint students to present answers.

6. The teacher asks other students who do not receive questions to respond to students' answers.

7. The teacher asks the final questions to different students to find out and make sure the specific learning objectives or indicators have been understood by the students.

2.4.2 Advantages of Probing-Prompting Learning Model

Shoimin (2014: 128) explains that the advantages of the probing-prompting learning model can encourage students to think actively, provide opportunities for students to ask for explanations from the teacher, differences of opinion between students can be directed by the teacher, questions can focus students' attention, train students' courage, communication can occur in multiple directions, and students can learn independently.

The advantages contained in probing-prompting learning model can be maximized in learning process. Teachers can encourage students to convey what they think so that students can develop the ability to express opinions to others.

2.4.3 Disadvantages of Probing-Prompting Learning Model

Shoimin (2014: 129) explains that the lack of the probing-prompting learning model is that if the number of students takes a long time in the learning process, the class atmosphere becomes tense, it is difficult to make questions according to the students' abilities, it is difficult to plan the time correctly, and can hinder students' thinking skills if the teacher is less competent.

The shortcomings that exist in the probing-prompting learning model can be minimized by the way the teacher carries out learning process. Teachers can anticipate by providing jokes that can build a calm classroom atmosphere so that students are not too tense. Meanwhile, to streamline time, teachers can simplify the learning model by enforcing one-seat groups so that all students do not have to get questions. In addition, teachers must plan learning carefully so that learning can achieve the expected goals.

2.5 The Concept of 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." Kurniawan (2014: 8) states "Learning outcomes are internal active

processes of individuals through their experiences interacting with the environment causing relatively permanent changes in behavior."

Suprijono (2015: 5) suggests "Learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. Meanwhile, Susanto (2014: 5) states "Learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities." In addition, Yanuarti and Sobandi (2016: 12) suggest "Learning outcomes are the results achieved by students in the form of letters or numbers at the end of each lesson."

From the statement above, it can be concluded that 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.

2.5.1 Types of Learning Outcomes

Kurniawan (2014: 9-15) expressed opinions about the types of learning outcomes from several experts, as follows:

1. Kingsley distinguishes students' learning outcomes into three types: skills and habits, knowledge and understanding, attitudes and goals.

2. Bloom. et al. classify the notion of learning into three parts, they are:

   a. Cognitive learning outcomes; related to thinking or intellectual abilities.

   b. Affective learning outcomes; related to taste or emotional sensitivity.

c. Psychomotor learning outcomes; related to movement abilities or skills possessed by students.

3. Robert M. Gagne proposes five categories of learning outcomes: intellectual skills, cognitive strategies, verbal information, motoric skills, and attitudes.

Based on the statements above, it is concluded that there are several types of learning outcomes in general, they are cognitive (intellectual), affective (emotional), and psychomotor (skills) learning outcomes. In this research, learning outcomes assessed was cognitive learning outcomes.

2.5.2 Factors Affecting Learning Outcomes

According to Susanto (2013: 12), "Learning is a developmental process. It means that the whole nature of the child's body and soul has development. Self-development requires something that comes from the students themselves and the influence of their environment." Wasliman states that learning outcomes achieved by students are the result of interactions between various influencing factors, both internal and external factors. It is described in details, as follows:

1. Internal Factors; are factors that come from within students which affect their learning abilities. Internal factors include: intelligence, interest and attention, learning motivation, perseverance, attitude, study habits, as well as physical and health conditions.

2. External Factors; are factors originating from outside the students that affect learning outcomes, such as family, school, and community. Family circumstances affect student learning outcomes.

2.6 Previous Studies

The previous related findings are used as a support for the research to be undertaken. On the other hand, it is also a comparative material to existing research, both on the advantages or disadvantages that existed before, as well as to strengthen the argument. Hence, in this case, the researcher takes research relating to the theme raised.

First, Cut Nuri Asura (2018) conducted research entitled "The Effect of Using Probing-Prompting Method on Students' Critical Reading". This research has aimed to investigate the significant effect of using probing-prompting method on students' critical reading. This research applied quantitative experimental approach. The population of this research was 126 students of PAB Senior High School No. 4 Sampali, Percut Sei Tuan on academic year 2017/2018. The researcher was taken the sample by random sampling. Two classes were randomly appointed as treatment. They were XI IPA 1 and XI IPA 2 that were amounted 20 students in each class, so the total of sample was 40 then was divided in two groups. The instrument of the research was multiple-choice test that consist of 20 items. The data were analyzed by using t test formula. The result showed that (t_{count} = 12.26) was higher than (t_{table} = 2.024) at df was 38 and significance rate was 0.05. Based on the result, the alternative hypothesis (H_a) was accepted. It meant that probing-prompting method gave significant effect on students' critical reading. Hence, the finding of the research indicated that students' critical reading in learning analytical exposition text by using probing-prompting method was more significant.

Second, Hartinah, S. et al. (2019) conducted research entitled "Probing-Prompting Based on Ethnomathematics Learning Model: The Effect on Mathematical Communication Skills". This research aimed to determine the effect of the probing-prompting based on ethnomathematics learning model on mathematical communication skills. The type of research in this study was quasi-experimental design. This research was an experimental study with simple random sampling technique. Experimental group and control group was randomly selected. There are fifty-one students divided to 25 college students within the experimental group, while 26 students in the control group. Hypothesis testing was done on the condition that data distribution was normal and homogeneous. The t takes a look at was used to research the outcomes at .05 level of significance. Hence, the finding of the research indicated that there was an influence from the probing-prompting based on ethnomathematics learning model on mathematical communication skills.

Third, Wendy Janine Parcel (2005) conducted research entitled "The Effect of Embedded Metacognitive Prompts and Probes on Students' Awareness in a Multimedia Lesson for Elementary School Students". This research was carried out at San Diego State University in San Diego, CA, USA. The research population consisted of 147 fifth grade students who attended Casillas, Hilltop Drive, or Parkview Elementary School in the Chula Vista Elementary School District. The percentage mean on the first posttest was .72 (sd = .19), and the percentage mean on the second posttest was .50 (sd = .21). A significant difference between the two posttests was found (t (146) = 11.43, p = .00). Hence, the finding of the research indicated a multiple linear showed that all students

predicted moderately well, with those in the prompted group not predicting any more accurately than students in the control group. Other statistics calculated yielded non-significant results. Post-hoc analysis showed students scored significantly different on the two posttest measures.

Departing from the three results of the research that have been done before, the research relationships conducted by the three previous researchers are equally discussed about the probing-prompting learning model, but in this research, there are differences with the three previous researchers. In this research, the researcher was observed the students' reading comprehension towards their learning outcomes in English learning, specifically students at the eleventh grade. The researcher was used quasi-experimental as the research design. Therefore, the researcher was interested in taking the topic entitled "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".

2.7 Conceptual Framework

There are many learning models which could be presented in learning process in order to make students to get improve and success in learning English. The use of probing-prompting learning model in this research is hoped can improve the students' learning outcomes, especially on their reading comprehension.

Schematic of conceptual framework is an analytical tool with several variations and contexts in order to explain the variables studied. Thus, the conceptual framework that the researcher describes, as follows:

Figure 1

Schematic of Conceptual Framework
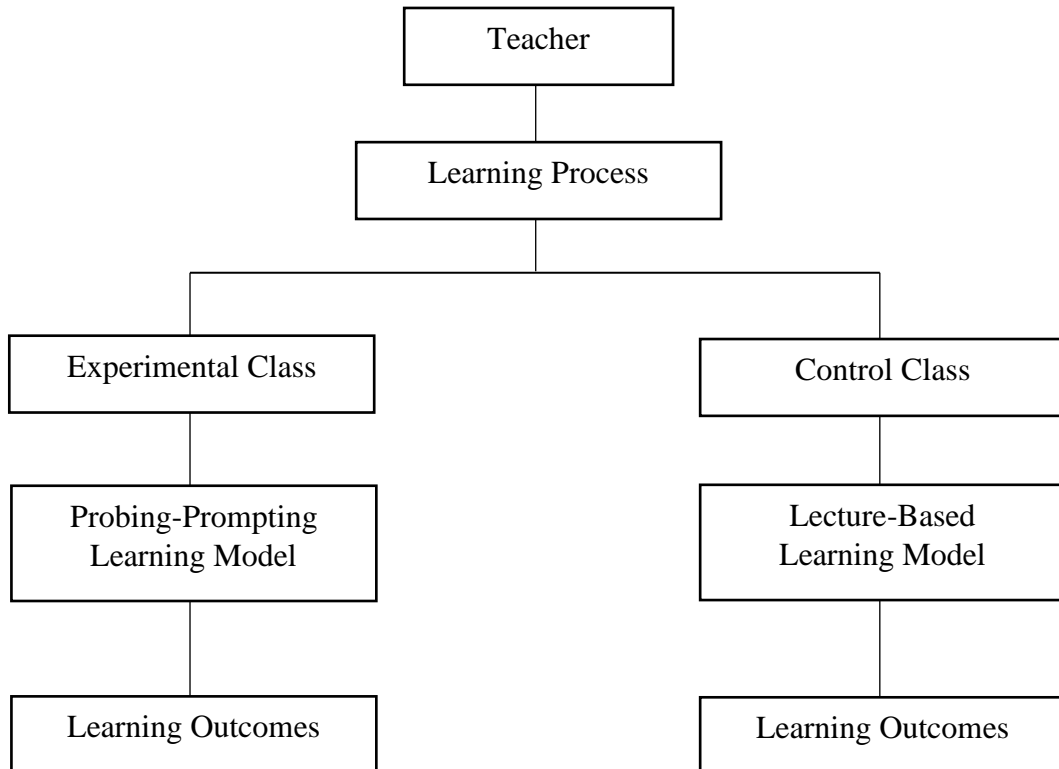
2.8 Hypothesis of the Research

According to Creswell (1994), "Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable." Thus, the formulation of hypotheses based on the theoretical studies and frameworks that have been done, then the hypothesis requires a research process to test the truth.

In research about 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, the hypothesis that researcher refers were:

H_a: There is influence of probing-prompting learning model towards reading comprehension of English students at the eleventh grade of Senior High School No. 1 Jambi City.

H_o: There is no influence of probing-prompting learning model towards reading comprehension of English students at the eleventh grade of Senior High School No. 1 Jambi City.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting this research, the researcher 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 trough the data collection process by asking the people of the population and sample. Meanwhile, Matthews & Ross (2010: 98) state that quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically.

The researcher 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. We applied the pretest and posttest design approach to a quasi-experimental. The researcher assigned intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatments activities with the experimental only, and then administers a posttest to assess the differences between the two groups. It means that in quasi-experimental design the researcher used the pretest and posttest design approach. The researcher gave pretest and posttest for both of class groups to know the differences between the two groups and only conducted the experimental treatment in experimental class.

The researcher was selected two classes; one was the experimental class and the other one was the control class. These two classes were given different treatment. First, the students were given pretest to know their reading comprehension before using the learning models. Then, the researcher applied a treatment in each class; the experimental class was treated with a probing-prompting learning model, while the control class was treated with a lecture-based learning model. After the treatment, the students were given posttest to know whether any influence of using these learning models on students' reading comprehension towards their learning outcomes. The research design can be presented, as follows:

Table 1

Research Design

Pretest	Treatment	Posttest
O1	X1	O3
O2	X2	O4

Notes:

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.

3.2 Population and Sample

3.2.1 Population

A population is subjects that have some qualities and characteristics chosen to be learned and to be concluded by the researcher. 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. It means that the population is all of the individuals of the member who want to be observed. The population in this research is all of the students in the eleventh grade of Senior High School No. 1 Jambi City that consist of three social classes and seven science classes, which were XI IPS 1, XI IPS 2, XI IPS 3, XI MIPA 1, XI MIPA 2, XI MIPA 3, XI MIPA 4, XI MIPA 5, XI MIPA 6, and XI MIPA 7. The total member of the population is 347 students, as the table:

Table 2

Population of the Research

Class	Number of Students
XI IPS 1	32
XI IPS 2	34
XI IPS 3	36
XI MIPA 1	31
XI MIPA 2	36
XI MIPA 3	36
XI MIPA 4	36
XI MIPA 5	36
XI MIPA 6	36
XI MIPA 7	34
Total	**347**

Source: Senior High School No. 1 Jambi City, 2022

3.2.2 Sample

According to Creswell (2012: 142), "A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population." In addition, sample is also defined as a study of a small part of the entire object of the research and the sample selected must represent the population.

In this research, the technique of taking research samples was using simple random sampling technique. Creswell (2012: 143) states that in simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled who will be representative of the population.

Table 3

Sample of the Research

Class	Classification	Number of Students
XI IPS 2	Control Class	34
XI IPS 3	Experimental Class	36
Total		**70**

Source: Senior High School No. 1 Jambi City, 2022

3.3 Research Instrument

A research instrument is a tool used to obtain, measure, and analyze data from subjects around the research topic. In this research, the instrument that used in collecting the data is a test. The test is in the form of reading text. This test aims to measure the students' reading comprehension. In this case, the students were

asked to choose the right answer of multiple-choice questions based on some topics given. Then, each student chose the right answer in each test.

3.4 Technique of Data Collection

The steps taken by the researcher to obtain research data, as follows:

1. Pretest

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.

2. Treatment

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.

3. Posttest

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.

3.5 Research Variables

Creswell (2009) suggests that a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and

that varies among the people or organization being studied. A variable typically will vary in two or more categories or on a continuum of scores, and it can be measured or assessed on a scale. In this research, the variables are:

1. Independent Variable

    Creswell (2009) states that independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables. In this research, the independent variable is the treatment given to the experimental class through the probing-prompting learning model, while the control class used the lecture-based learning model.

2. Dependent Variable

    Creswell (2009) states that dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. In this research, the dependent variable is students' reading comprehension towards their learning outcomes in English subject in the form of scores in the cognitive outcomes, which are obtained by students from test results after the learning process is carried out.

3.6 Trial of Research Instrument

Instrument is a set of tools used by researcher to obtain data or information in the form of learning outcomes test sheets. In this research, the instrument used is an objective test in the form of multiple-choice questions that meet the criteria of validity and reliability. Before the questions are used, the questions must be tested outside the sample. The test is intended to know the students' reading

comprehension before and after the treatment given by using the probing-prompting learning model.

3.6.1 Question Validity

According to Creswell (2012: 159), "Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use." In this research, the question validity of the instrument using Pearson Product Moment technique. The formula for the Pearson r is:

$$r = \frac{\varSigma XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right]\left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

where

X = any score

$\sum$ = sum of; add them up

$\sum X$ = the sum of all the scores

N = total number of subjects

(Gay, 1981)

In this research, the test of question validity used SPSS for Windows version 25 program with the following decision-making criteria:

1. If the Corrected Item-Total Correlation value is positive or different from the r_{table} at a significant level ($\alpha = 0.05$), then the item is declared valid.

2. If the Corrected Item-Total Correlation value is negative or smaller than the r_{table} at a significant level ($\alpha = 0.05$), then the item is declared invalid.

To interpret the level of validity, the correlation coefficient is categorized on the following criteria:

Table 4

Interpretation of Correlation Coefficient (*r*)

Coefficient Interval	Relationship Level
0.01 – 0.09	Trivial or none
0.10 – 0.29	Low to medium
0.30 – 0.49	Medium to essential
0.50 – 0.69	Essential to very strong
0.70 – 0.89	Very strong
0.90 – 0.99	Almost perfect

Source: De Vaus, 2002

Based on the validity test in appendix 5, there are 30 questions that have been tested and it is known that there are 6 items that invalid, they are items numbered 11, 13, 15, 18, 19, and 30. A total of 6 invalid questions were deleted.

3.6.2 Question Reliability

Reliability test is conducted to see how far the level of similarity of data at different times. Creswell (2012: 159) states that reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way. Question reliability testing can be used with the following formula:

$$r_{xx} = \frac{K}{K-1}\left(\frac{S_x^2 - \sum pq}{S_x^2}\right)$$

where

  r_{xx} = reliability of the whole test

  K = number of items on the test

  S_x^2 = variance of scores on the total test (squared standard deviation)

  p = proportion of correct responses on a single item

  q = proportion of incorrect responses on the same item

<div align="right">(Ary et al., 2010)</div>

In this research, the reliability test of the questions used the SPSS for Windows version 25 program with the following decision-making criteria:

1. If $r_{count} \geq r_{table}$ at a significant level ($\alpha = 0.05$), then the question is declared reliable.

2. If $r_{count} < r_{table}$ at a significant level ($\alpha = 0.05$), then the question is declared unreliable.

<div align="center">

Table 5

Reliability Index Classification

Reliability Index	Indicator
0.90 – 1.00	Very High
0.70 – 0.89	High
0.30 – 0.69	Moderate
0.00 – 0.30	Low

Source: Brymen & Cramer (1999)

</div>

Based on appendix 5, it is known that the reliability of the questions is reliable. This can be seen from Cronbach's Alpha which shows the value of 0.903. This means that the Cronbach's Alpha value is in very high classification so it can be concluded that the question is reliable to use for the research.

3.7 Technique of Data Analysis

After collecting the data, researcher did an analysis data to determine the procedure to be used in scoring the students' work. To get quantitative result, the score of pretest and posttest are calculated as follows:

$$score = \frac{students'\,answer}{maximum\,score} \times 100$$

(Gay, 1981)

After researcher calculating the score, there are several stages that must be done for data analysis, these stages are:

1. Calculate the average (mean) score with the formula:

$$\bar{X} = \frac{\sum X}{N}$$

where

$\bar{X}$ = the mean, or arithmetic average, of the scores

$\sum X$ = the sum of all the scores

N = total number of students

(Gay, 1981)

2. Calculate the standard deviation used the formula:

$$SD = \sqrt{\frac{SS}{N}} \; where \; SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

where

SD = standard deviation

SS = the sum of square

N = the number of students

$\sum X^2$ = the sum of all squares

$(\sum X)^2$ = the sum square of the sum of score

<div align="right">(Gay, 1981)</div>

3.7.1 Normality Test

Normality test is a test that is carried out as a prerequisite for conducting data analysis. It is carried out before the data is processed based on the proposed research models. Normality test aims to determine whether the data is normally distributed or not. In this research, the normality test using *Kolmogorov-Smirnov* test. Kolmogorov-Smirnov test is a hypothesis test procedure for determining if two samples of data are from the same distribution. Kolmogorov-Smirnov testing can be used with the following formula:

$$D = max\{(F_0 - F)\}$$

$$x^2 = \frac{4D^2(n_1\ n_2)}{(n_1 + n_2)}$$

<div align="right">(Vásquez et al., 2015)</div>

In this research, normality test is carried out using SPSS for Windows version 25 program. The decision-making criteria are:

1. If the value of Sig. Kolmogorov-Smirnov test > (α = 0.05), then the data is normally distributed.

2. If the value of Sig. Kolmogorov-Smirnov test < (α = 0.05), then the data is not normally distributed.

3.7.2 Homogeneity Test

Homogeneity test is used to show that two or more groups of sample data come from populations that have the same variation. Homogeneity test is applied to the posttest result data from the experimental group and the control group. To measure the homogeneity of variance of the two data groups, the *F* test formula is used:

$$F = \frac{variance\ between\ samples}{variance\ within\ samples}$$

(Kothari, 2004)

In this research, homogeneity test is carried out using SPSS for Windows version 25 program. The decision-making criteria are:

1. If the value of Sig. Based on Mean > (0.05), with a 95% confidence level, the data used is homogeneous.

2. If the value of Sig. Based on Mean < (0.05), with a 95% confidence level, then the data used is not homogeneous.

3.7.3 Hypothesis Test

Hypothesis testing aims to establish a basis so that it can collect evidence in the form of data in determining the decision whether to reject or accept the truth of the statements or assumptions that have been made. In determining students' reading comprehension in English subject taught using the probing-prompting learning model can be known through hypothesis testing. The *t* test formula is used:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

where

t = test of significance difference

$\overline{D}$ = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score difference

D = the square of the sum score of difference

N = the total number

1 = number of variables

(Gay, 1981)

In this research, hypothesis test is carried out using SPSS for Windows version 25 program. The decision-making criteria are:

1. If the value of Sig. < (α = 0.05), then the H_a is accepted.

2. If the value of Sig. $\geq$ (α = 0.05), then the H_o is accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

4.1.1 Pretest Results

The students' pretest was carried out at the beginning of the learning process, which was carried out in Class XI IPS 2 as the control class and in Class XI IPS 3 as the experimental class, which can be seen from the table below:

Table 6

Pretest Results

Experimental Class (Class XI IPS 3)			Control Class (Class XI IPS 2)		
Interval Class	Frequency	Percentage (%)	Interval Class	Frequency	Percentage (%)
50 – 53	4	11.11	50 – 53	1	2.94
54 – 57	5	13.89	54 – 57	3	8.82
58 – 62	8	22.22	58 – 62	7	20.59
63 – 66	8	22.22	63 – 66	9	26.47
67 – 71	11	30.56	67 – 70	8	23.53
			71 – 75	6	17.65
Total	**36**	**100**	**Total**	**34**	**100**
Mean	**60.86**		**Mean**	**63.26**	
Median	**63.00**		**Median**	**63.00**	
Mode	**58**		**Mode**	**63**	
Std. Deviation	**6.512**		**Std. Deviation**	**5.971**	
Variance	**42.409**		**Variance**	**35.655**	

Based on the data processing in appendix 9, it is known that the average (mean) of the experimental class pretest was 60.86. Furthermore, it is known that the standard deviation of the experimental class pretest was 6.512. This shows that

the level of deviation of the experimental class learning outcomes data (pretest) from the mean value was 60.86. In addition, it is also known that the variance of the experimental class pretest was 42.409. This means that the level of diversity in the learning outcomes data (pretest) in Class XI IPS 3 students at Senior High School No. 1 Jambi City was 42.409.

Meanwhile, based on the data processing in appendix 10, it is known that the average (mean) of the control class pretest was 63.26. Furthermore, it is known that the standard deviation of the control class pretest was 5.971. This shows that the level of deviation of the control class learning outcomes data (pretest) from the mean value was 63.26. In addition, it is also known that the variance of the control class pretest was 35.655. This means that the level of diversity in the learning outcomes data (pretest) in Class XI IPS 2 students at Senior High School No. 1 Jambi City was 35.655.

Hence, it can be concluded that the mean of learning outcomes (pretest) in the control class is higher than the experimental class, where the mean learning outcomes (pretest) of the control class was 63.26, while the mean of learning outcomes (pretest) of the experimental class was 60.86.

4.1.2 Posttest Results

The students' posttest was carried out at the end of the learning process, which was carried out in Class XI IP2 2 as the control class and in Class XI IPS 3 as the experimental class, which can be seen from the table below:

Table 7

Posttest Results

Experimental Class (Class XI IPS 3)			Control Class (Class XI IPS 2)		
Interval Class	Frequency	Percentage (%)	Interval Class	Frequency	Percentage (%)
58 – 62	1	2.78	54 – 57	2	5.88
63 – 66	1	2.78	58 – 62	2	5.88
67 – 70	2	5.56	63 – 66	7	20.59
71 – 74	7	19.44	67 – 70	7	20.59
75 – 78	8	22.22	71 – 74	5	14.71
79 – 82	9	25	75 – 78	4	11.76
83 – 88	8	22.22	79 – 83	7	20.59
Total	**36**	**100**	**Total**	**34**	**100**
Mean	**75.89**		**Mean**	**69.24**	
Median	**75.00**		**Median**	**67.00**	
Mode	**79**		**Mode**	**63**	
Std. Deviation	**6.337**		**Std. Deviation**	**8.019**	
Variance	**40.159**		**Variance**	**64.307**	

Based on the data processing in appendix 11, it is known that the average (mean) of the experimental class posttest was 75.89. Furthermore, it is known that the standard deviation of the experimental class posttest was 6.337. This shows that the level of deviation of the experimental class learning outcomes data (posttest) from the mean value was 75.89. In addition, it is also known that the variance of the experimental class posttest was 40.159. This means that the level of diversity in the learning outcomes data (posttest) in Class XI IPS 3 students at Senior High School No. 1 Jambi City was 40.159.

Meanwhile, based on the data processing in appendix 12, it is known that the average (mean) of the control class posttest was 69.24. Furthermore, it is

known that the standard deviation of the control class posttest was 8.019. This shows that the level of deviation of the control class learning outcomes data (posttest) from the mean value was 69.24. In addition, it is also known that the variance of the control class posttest was 64.307. This means that the level of diversity in the learning outcomes data (posttest) in Class XI IPS 2 students at Senior High School No. 1 Jambi City was 64.307.

Hence, it can be concluded that the mean of learning outcomes (posttest) in the experimental class is higher than the control class, where the mean learning outcomes (posttest) of the experimental class was 75.89, while the mean of learning outcomes (posttest) of the control class was 69.24.

4.1.3 Classical Assumption Test

4.1.3.1 Normality Test

Normality test aims to determine whether the data is normally distributed or not. In this research, the normality test used One-Sample Kolmogorov-Smirnov test with a significant level of 0.05 (5%). If the value of Sig. Kolmogorov-Smirnov > α (α = 0.05), then the data is normally distributed. Likewise, if the value of Sig. Kolmogorov-Smirnov test < α (α = 0.05), then the data is not normally distributed. The results of One-Sample Kolmogorov-Smirnov test in this research can be seen in the following table:

Table 8

Experimental Class Normality Test

Experimental Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.16277858
Most Extreme Differences	Absolute	.099
	Positive	.076
	Negative	-.099
Test Statistic		.099
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 9

Control Class Normality Test

Control Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.95407514
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.068
Test Statistic		.079
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it can be concluded that the value of Asymp. Sig. (2-tailed) of the experimental class is 0.200 > 0.05 and the control class is 0.200 > 0.05. Thus, it can be concluded that the research data is normally distributed.

4.1.3.2 Homogeneity Test

Homogeneity test is used to show that two or more groups of sample data come from populations that have the same variation. If the value of Sig. Levene Statistic > α (α = 0.05), then the data is homogeneous. Likewise, if Sig. Levene Statistic < α (α = 0.05), then the data is not homogeneous. The results of Levene Statistic test in this research can be seen in the following table:

Table 10

Homogeneity Test Results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
English Learning Outcomes	Based on Mean	2.679	1	68	.106
	Based on Median	1.947	1	68	.167
	Based on Median and with adjusted df	1.947	1	63.979	.168
	Based on trimmed mean	2.647	1	68	.108

Based on the table above, it can be concluded that the value of Sig. Levene Statistic is 0.106 > 0.05. Thus, it can be concluded that the research data is homogeneous.

4.1.3.3 Hypothesis Test

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 11

Hypothesis Test Results

Coefficients[a]

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

a. Dependent Variable: Reading Comprehension

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_o 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.

4.2 Discussions

4.2.1 Reading Comprehension of English Students in Class XI IPS 3 of Senior High School No. 1 Jambi City Taught Using Probing-Prompting Learning Model

Based on data processing in appendix 9, 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 the experiment class was 60.86. Meanwhile, based on data processing in appendix 11, 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%.

4.2.2 The Influence of Using Probing-Prompting Learning Model in English Students Learning Activities

Based on data processing in appendix 11, it is known that the average (mean) of learning outcomes (posttest) for the experimental class taught using the probing-prompting learning model was 75.89. Meanwhile, based on data processing in appendix 12, it is known that the average (mean) of learning outcomes (posttest) for the control class taught using the lecture-based learning model was 69.24. Thus, it can be concluded that students' learning outcomes in English subject taught using the probing-prompting learning model are higher

than students' learning outcomes in English subject taught using the lecture-based learning model.

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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 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 a posttest score of 69.24. Hence, the average count (mean) is 69.24.

3. Students' reading comprehension in English subject taught using the probing-prompting learning model were higher than students' reading comprehension in English subject taught using lecture-based learning model, with a value of Sig. $0.000 < 0.05$.

5.2 Suggestions

Based on the results of the research obtained, it is recommended to:

1. Student

    a. Student should get used to forming study groups with friends.

    b. Student should get used to accepting criticism and suggestions from other friends if something goes wrong.

2. English teacher

   a. Teacher should be able to guide students who do not understand English subject, especially in reading comprehension, and be able to teach students to master the learning material.

   b. Teacher should give awards to students who can answer the questions given and apply cooperative learning models.

3. Headmaster

   Headmaster should be able to motivate teachers to apply innovative learning models, so as to improve the quality and learning outcomes of the students.

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LESSON PLAN
EXPERIMENTAL CLASS

School   : Senior High School No. 1 Jambi City

Subject   : English

Class/Semester   : XI IPS 3/Even

Material   : Procedure Text

Duration   : 2 X 45 Minutes

Learning Objectives

After following the learning process, students are expected to be able to:

1. Identify social functions, text structures, and linguistic elements of several oral and written procedural texts by giving and asking for information related to manuals on the use of technology and tips, short and simple, according to the field of expertise and the context in which they are used.

2. Determine the social function, text structure, and linguistic elements of several oral and written procedural texts by giving and asking for information related to manuals on the use of technology and tips, short and simple, according to the field of expertise and the context in which they are used.

3. Find examples of questions to train or practice material as a reference.

Learning Resources

English Module, YouTube, and Internet

Learning Steps

A. Preliminary Activities

   1. The teacher opens by greeting and praying to start the lesson.

   2. Then the teacher checks the attendance of students as a reflection of discipline.

3. Checking the cleanliness of the classroom before the learning process begins.

B. Core Activities

1. The teacher gives a question sheet (pretest questions) to students, before the material being taught.

2. The teacher explains the material about procedure text.

3. The teacher provides initial training guidance in the form of examples of procedure text.

4. The teacher checks whether the students have succeeded in carrying out their tasks by randomly appointing students and they answer questions.

5. The teacher gives back the posttest questions to the students.

C. Closing Activities

1. The teacher and students conclude the subject matter.

2. The teacher closes the lesson by re-motivating the students to learn.

Learning Outcomes Assessment

A. Assessment Techniques

1. Knowledge Assessment (Written Test)

The assessment is carried out before learning activities and after learning takes place, including when students are able to answer and solve questions in the learning process.

B. Assessment Form

1. Written Test   : Multiple-choice

2. Portfolio   : Individual assignment collection

Jambi,   January 2022

Acknowledged,

Teacher   Researcher

Subadi, S.Pd., M.Pd.   Ahmad Fajri
NIP. 19701129 200701 1 002   NIM. 1800888203010

Appendix 2
Control Class Lesson Plan

LESSON PLAN
CONTROL CLASS

School   : Senior High School No. 1 Jambi City

Subject   : English

Class/Semester   : XI IPS 2/Even

Material   : Procedure Text

Duration   : 2 X 45 Minutes

Learning Objectives

After following the learning process, students are expected to be able to:

1. Identify social functions, text structures, and linguistic elements of several oral and written procedural texts by giving and asking for information related to manuals on the use of technology and tips, short and simple, according to the field of expertise and the context in which they are used.

2. Determine the social function, text structure, and linguistic elements of several oral and written procedural texts by giving and asking for information related to manuals on the use of technology and tips, short and simple, according to the field of expertise and the context in which they are used.

3. Find examples of questions to train or practice material as a reference.

Learning Resources

English Module, YouTube, and Internet

Learning Steps

A. Preliminary Activities

   1. The teacher opens by greeting and praying to start the lesson.

   2. Then the teacher checks the attendance of students as a reflection of discipline.

3. Checking the cleanliness of the classroom before the learning process begins.

B. Core Activities

1. The teacher gives a question sheet (pretest questions) to students, before the material being taught.

2. The teacher explains the material about procedure text.

3. The teacher provides initial training guidance in the form of examples of procedure text.

4. The teacher checks whether the students have succeeded in carrying out their tasks by randomly appointing students and they answer questions.

5. The teacher gives back the posttest questions to the students.

C. Closing Activities

1. The teacher and students conclude the subject matter.

2. The teacher closes the lesson by re-motivating the students to learn.

Learning Outcomes Assessment

A. Assessment Techniques

1. Knowledge Assessment (Written Test)

The assessment is carried out before learning activities and after learning takes place, including when students are able to answer and solve questions in the learning process.

B. Assessment Form

1. Written Test   : Multiple-choice

2. Portfolio   : Individual assignment collection

Jambi,   January 2022

Acknowledged,

Teacher   Researcher

Subadi, S.Pd., M.Pd.   Ahmad Fajri
NIP. 19701129 200701 1 002   NIM. 1800888203010

Appendix 3

Question Validity

Name : _____
Gender : _____
Class : _____

Instruction :
Choose the best answer for each of the following questions.

Read the following text to answer questions number 1–3.

How to Prepare Instant Porridge
1) First, open a packet of instant porridge by using a pair of scissors.
2) Second, put all ingredients into a bowl, except the crisps.
3) Then, pour a glass of hot water into the bowl.
4) Stir the mixture well.
5) Your instant porridge is ready to serve. Eat while warm. Don't forget to add the crisps.

1. What does the text tell us about?
    A. How to open a packet of instant porridge.
    B. How to prepare crisps.
    C. The ingredients for instant porridge.
    D. A recipe for making a delicious porridge.
    E. How to prepare instant porridge.

2. What do we use to open the packet of instant porridge?
    A. Scissors.   D. A hammer.
    B. A knife.   E. A bowl.
    C. A cutter.

3. What should be mixed with hot water?
    A. The crisps.
    B. All ingredients, except the crisps.
    C. All ingredients.
    D. The water.
    E. The instant porridge and the crisps.

The following text is for questions number 4–8.

How to Make a Paper Mask
Materials:
-   Thick paper   -   Coloring pencils
-   Scissors   -   A cutter
-   Two rubber bands   -   A pencil

Steps:
1) Firstly, draw a pattern of a face as you like on thick paper.
2) Secondly, color or decorate your drawing.
3) Thirdly, use scissors to cut out the picture. Follow the line.
4) Fourthly, use a cutter to make the holes for the eyes and to make a small hole for each ear.
5) Fifthly, tie a rubber band on each hole.
6) Finally, try your mask on by hooking the rubber bands on your ears.

4. The text mainly discusses …
   A. the step of using a paper mask.
   B. the way to draw a pattern.
   C. the way to make a paper mask.
   D. how to cut paper using scissors.
   E. the materials needed to make a mask.

5. We need … paper to make a mask.
   A. soft   D. hard
   B. thin   E. thick
   C. heavy

6. What do we need to make holes for the eyes?
   A. A bowl.   D. A sharp knife.
   B. A trowel.   E. A pair of scissors.
   C. A cutter.

7. To put the mask on your face, you should …
   A. hook the rubber bands on your ears.
   B. tie a rubber band on your nose.
   C. cut a big hole for the mouth.
   D. color or decorate your drawing.
   E. cut the holes for the eyes.

8. We should draw a … of a face before cutting thick paper.
   A. shadow   D. line
   B. pattern   E. circle
   C. hole

The following text is for questions number 9–12.

Yummy Milkshake

Ingredients:
- Chocolate ice cream
- 10 coconut biscuits
- Milk

Steps:
1) Put a few scoops of ice cream into the blender.

2) Blend with enough milk to make the mixture thick, but fairly liquid.
3) Add the remaining ingredients and blend.

9. What is the goal of the text?
   A. Telling about the kind of biscuits used in making milkshakes.
   B. How to serve yummy milkshake.
   C. How to make yummy milkshake.
   D. Introducing the ingredients of yummy milkshake.
   E. How to make ice cream.

10. "…to make the mixture thick,…" What does the underlined word mean?
   A. Fresh   D. Thin
   B. Heavy   E. Fine
   C. Calm

11. How many ingredients do you need?
   A. Four   D. Three
   B. Five   E. Two
   C. One

12. When do you put coconut biscuits into the blender?
   A. When you pour the milk into the blender.
   B. Before you blend the milk and the ice cream.
   C. After you blend the milk and the ice cream.
   D. When you serve the milkshake.
   E. Before you put the ice cream into the blender.

Read the following text to answer questions number 13–17.

How to Wash Your Hair
1) First of all, use warm water to rinse your hair. Warm water is good to clean and remove the dirt trapped in the hair.
2) Put a small amount of shampoo if you have long hair. It will keep your hair healthy, smoother and shiny.
3) Lather up the scalp. Because the hair closest to the scalp is the youngest, it is better to wash the hair from the roots to ends. The farthest hair from the scalp is more fragile and the oiliest.
4) Rub your hair gently. Rubbing the hair too harshly may damage it permanently.
5) Don't wash your hair twice because washing it once is enough, unless your hair is very dirty and the first shampoo did not produce any lather.
6) After you've finished washing your hair, squeeze the water from the hair and put in the conditioner.
7) Clip your hair up. Let the conditioner stays on your hair so that it will be absorbed well.
8) Rinse your hair with cold water. This will help your hair shine better and shut the follicles tight.

13. It is suggested to use warm water when rinsing the hair … it will get rid of dirt.
   A. if
   B. when
   C. although
   D. since
   E. so

14. Which part of the hair is the oiliest?
   A. The nearest to the scalp.
   B. On the back.
   C. The farthest from the scalp.
   D. On the edge.
   E. In the middle.

15. Why is it not necessary to repeat lathering up our hair?
   A. Water will damage the hair roots.
   B. The warm water has already cleaned the hair.
   C. Lathering and rinsing once is enough.
   D. Cold water will shut the follicles tight.
   E. The conditioner will have more time.

16. What should we do before applying the conditioner on our hair?
   A. Drying the hair using a hair dryer.
   B. Tying the hair up.
   C. Rinsing the hair using cold water.
   D. Clipping the hair up.
   E. Squeezing the water out of the hair.

17. What happens to the follicles when we rinse the hair with cold water?
   A. They absorb the conditioner.
   B. They become rough.
   C. They close tightly.
   D. They become layers.
   E. They shine brightly.

The following text is for questions number 18–19.

How to Clean a Refrigerator
1) Remove all frozen foods and ice cube trays. If you have a second refrigerator, use it to temporary store these items. If not, put the food in a cardboard box and cover it with newspaper. Dump the ice cubes.
2) Removes all other food stuff and place on your kitchen counter or in cardboard boxes.
3) Either turn the temperature control "defrost" or unplug the electricity to the refrigerator (or both).
4) Never scrape or jab at the ice with a sharp instrument. You may cause serious damage to the freezing unit. Allow it to melt.
5) Either put a flat pan under the freezer to catch the drips or put a large towel in the bottom of the refrigerator.

18. What should we do after turn the temperature control "defrost"?
    A. Remove all frozen foods and ice cube trays.
    B. Jab the ice with a sharp instrument.
    C. Allow the ice to melt.
    D. Scrape the ice with a sharp instrument.
    E. Remove all other food stuff.

19. "Allow it to melt" (Step 4). The word "it" refers to …
    A. The flat pan.
    B. The ice.
    C. The refrigerator.
    D. The food.
    E. The freezing unit.

The following text is for questions number 20–22.

Snowflakes in Our Room

Materials:
- A glass jar
- A white plastic bag
- Strong glue
- A small plastic toy
- A pair of scissors
- Some water

Steps:
1) Cut the plastic bag into very small pieces.
2) Glue the small plastic toy on the inside of the jar cap. Then, leave it dry.
3) Next, put the small pieces of white plastic bag into the jar and fill the whole jar with water.
4) When the glue is dry, fix the cap back tightly onto the jar.
5) Turn the jar upside down and watch the "snowflakes" falling onto the toy.

20. What is the white plastic bag for?
    A. It is for making fake snowflakes.
    B. It is for covering the plastic toy.
    C. Taking the glue.
    D. Bringing the toy.
    E. Fixing the toy.

21. What should you do to the plastic bag?
    A. Fill it with water.
    B. Glue it into the jar.
    C. Cut it into small pieces.
    D. Fix it onto the jar.
    E. Leave it dry.

22. What kind of glue should you use?
    A. Mild
    B. Strong
    C. Soft
    D. Hard
    E. Thick

Read the following text to answer questions number 23–25.

How to Clean an LCD Screen
1) Shake up the detergent and put it 15 — 20 cm away from the LCD screen.
2) Spray on the LCD screen surface directly.
3) Cleanse gently using the fabric cleanser or brush.

You can also do the following steps:
1) Spray the detergent on the fabric cleanser.
2) Clean the LCD screen surface to make it as bright as a new one.

23. What should you do to detergent first?
    A. Spray it.   D. Throw it.
    B. Shake it up.   E. Put it away.
    C. Clean it.

24. Before cleaning the screen surface, we spray the detergent on the screen surface directly or spray it on …
    A. Our fingers.   D. The wood.
    B. The fabric cleanser.   E. The brush.
    C. The paper.

25. "Cleanse <u>gently</u> with the fabric cleanser or brush." (Step 3). What does the underlined word mean?
    A. Kindly   D. Cleanly
    B. Directly   E. Harshly
    C. Carefully

The following text is for questions number 26–30.

Healthy Fried Rice

Ingredients:
- Frozen green peas soaked in hot water
- A spoonful of oyster sauce
- 5 spoonsful cooking oil
- Chicken fillet
- A plate of rice
- Two eggs
- Pepper
- Leeks
- Garlic
- Salt

Preparations:
1) Cut up chicken fillet into small pieces.
2) Chop up the leeks into very small pieces.
3) Grind garlic, pepper, and salt together.
4) Break and stir together two eggs.

How to make it:
1) First, fry the chicken fillet in the cooking oil.
2) Then, pour on the eggs and green peas.
3) After that, pour in the ground garlic, pepper, and salt.

4) Add a spoonful of oyster sauce.
5) Add in the leeks.
6) Then, add the rice. Mix well.
7) Finally, serve the Healthy Fried Rice on a plate.

26. What kind of chicken do we use in the recipe?
  A. Chopped Up   D. Marinated
  B. Sliced   E. Cut Up
  C. Fillet

27. How much oyster sauce do we use?
  A. A bottle.   D. A glass.
  B. A cup.   E. A teaspoonful.
  C. A spoonful.

28. What should we do to the leeks?
  A. Dry them.   D. Chop them.
  B. Roll them.   E. Slice them.
  C. Soak them in hot water.

29. "Grind garlic, pepper, and salt together." What is the synonym of the underlined word?
  A. Pound   D. Glide
  B. Cut   E. Wet
  C. Dry

30. What should we do to the garlic, pepper, and salt?
  A. We grind them.
  B. We slice them.
  C. We cut them up.
  D. We boil them.
  E. We sauté them.

Adapted from *https://www.mediainggris.com/2020/09/kumpulan-contoh-soal-bahasa-inggris_30.html* & *https://www.itapuih.com/2017/05/10-contoh-soal-procedure-text-dan-kunci.html*

Tabulation of Validity Test

No.	Number of Items																														Sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	28
2	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	23
3	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	16
4	0	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	19
5	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	26
6	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	1	1	1	20
7	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	25
8	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
9	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1	0	1	1	0	1	1	0	20
10	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	17
11	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	25
12	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	25
13	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	19
14	1	1	0	1	1	0	1	1	0	1	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	20
15	0	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	10
16	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	24
17	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	1	21
18	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	8
19	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	25
20	0	1	1	1	0	0	1	1	0	1	0	1	0	0	0	1	1	0	1	1	1	0	0	0	0	0	0	0	1	0	13
21	1	0	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	9
22	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	24
23	1	1	1	0	0	1	1	0	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	12
24	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
25	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	5
26	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0	16
27	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	24
28	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	24
29	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	23
30	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	26
∑	22	18	25	24	21	23	19	24	17	25	10	24	10	24	9	21	21	9	23	22	20	16	21	16	16	20	16	16	24	19	575

Appendix 5

Validity and Reliability Test Results

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.903	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	18.4333	46.944	.486	.899
VAR00002	18.5667	46.530	.495	.899
VAR00003	18.3333	47.402	.498	.899
VAR00004	18.3667	47.206	.496	.899
VAR00005	18.4667	44.878	.808	.893
VAR00006	18.4000	47.421	.428	.900
VAR00007	18.5333	46.671	.483	.899
VAR00008	18.3667	46.516	.624	.897
VAR00009	18.6000	47.076	.407	.901
VAR00010	18.3333	47.126	.552	.899
VAR00011	18.8333	49.799	.017	.908
VAR00012	18.3667	46.654	.598	.898
VAR00013	18.8333	49.730	.027	.908
VAR00014	18.3667	47.551	.433	.900
VAR00015	18.8667	49.499	.065	.907
VAR00016	18.4667	45.499	.704	.895
VAR00017	18.4667	45.499	.704	.895
VAR00018	18.8667	50.257	-.050	.909
VAR00019	18.4000	48.179	.298	.902
VAR00020	18.4333	46.530	.556	.898
VAR00021	18.5000	45.983	.605	.897
VAR00022	18.6333	46.723	.456	.900
VAR00023	18.4667	44.878	.808	.893
VAR00024	18.6333	45.413	.654	.896
VAR00025	18.6333	46.723	.456	.900
VAR00026	18.5000	46.672	.495	.899
VAR00027	18.6333	45.413	.654	.896
VAR00028	18.6333	46.585	.477	.900
VAR00029	18.3667	47.206	.496	.899
VAR00030	18.5333	47.844	.304	.903

Research Instrument

Name : _____
Gender : _____
Class : _____

Instruction :
Choose the best answer for each of the following questions.

Read the following text to answer questions number 1–3.

How to Prepare Instant Porridge
1) First, open a packet of instant porridge by using a pair of scissors.
2) Second, put all ingredients into a bowl, except the crisps.
3) Then, pour a glass of hot water into the bowl.
4) Stir the mixture well.
5) Your instant porridge is ready to serve. Eat while warm. Don't forget to add the crisps.

1. What does the text tell us about?
   A. How to open a packet of instant porridge.
   B. How to prepare crisps.
   C. The ingredients for instant porridge.
   D. A recipe for making a delicious porridge.
   E. How to prepare instant porridge.

2. What do we use to open the packet of instant porridge?
   A. Scissors.   D. A hammer.
   B. A knife.   E. A bowl.
   C. A cutter.

3. What should be mixed with hot water?
   A. The crisps.
   B. All ingredients, except the crisps.
   C. All ingredients.
   D. The water.
   E. The instant porridge and the crisps.

The following text is for questions number 4–8.

How to Make a Paper Mask
Materials:
- Thick paper   - Coloring pencils
- Scissors   - A cutter
- Two rubber bands   - A pencil

Steps:
1) Firstly, draw a pattern of a face as you like on thick paper.
2) Secondly, color or decorate your drawing.
3) Thirdly, use scissors to cut out the picture. Follow the line.
4) Fourthly, use a cutter to make the holes for the eyes and to make a small hole for each ear.
5) Fifthly, tie a rubber band on each hole.
6) Finally, try your mask on by hooking the rubber bands on your ears.

4. The text mainly discusses …
   A. the step of using a paper mask.
   B. the way to draw a pattern.
   C. the way to make a paper mask.
   D. how to cut paper using scissors.
   E. the materials needed to make a mask.

5. We need … paper to make a mask.
   A. soft   D. hard
   B. thin   E. thick
   C. heavy

6. What do we need to make holes for the eyes?
   A. A bowl.   D. A sharp knife.
   B. A trowel.   E. A pair of scissors.
   C. A cutter.

7. To put the mask on your face, you should …
   A. hook the rubber bands on your ears.
   B. tie a rubber band on your nose.
   C. cut a big hole for the mouth.
   D. color or decorate your drawing.
   E. cut the holes for the eyes.

8. We should draw a … of a face before cutting thick paper.
   A. shadow   D. line
   B. pattern   E. circle
   C. hole

The following text is for questions number 9–11.

Yummy Milkshake

Ingredients:
- Chocolate ice cream
- 10 coconut biscuits
- Milk

Steps:
1) Put a few scoops of ice cream into the blender.

2) Blend with enough milk to make the mixture thick, but fairly liquid.
3) Add the remaining ingredients and blend.

9. What is the goal of the text?
   A. Telling about the kind of biscuits used in making milkshakes.
   B. How to serve yummy milkshake.
   C. How to make yummy milkshake.
   D. Introducing the ingredients of yummy milkshake.
   E. How to make ice cream.

10. "…to make the mixture <u>thick</u>,…" What does the underlined word mean?
    A. Fresh   D. Thin
    B. Heavy   E. Fine
    C. Calm

11. When do you put coconut biscuits into the blender?
    A. When you pour the milk into the blender.
    B. Before you blend the milk and the ice cream.
    C. After you blend the milk and the ice cream.
    D. When you serve the milkshake.
    E. Before you put the ice cream into the blender.

Read the following text to answer questions number 12–14.

How to Wash Your Hair
1) First of all, use warm water to rinse your hair. Warm water is good to clean and remove the dirt trapped in the hair.
2) Put a small amount of shampoo if you have long hair. It will keep your hair healthy, smoother and shiny.
3) Lather up the scalp. Because the hair closest to the scalp is the youngest, it is better to wash the hair from the roots to ends. The farthest hair from the scalp is more fragile and the oiliest.
4) Rub your hair gently. Rubbing the hair too harshly may damage it permanently.
5) Don't wash your hair twice because washing it once is enough, unless your hair is very dirty and the first shampoo did not produce any lather.
6) After you've finished washing your hair, squeeze the water from the hair and put in the conditioner.
7) Clip your hair up. Let the conditioner stays on your hair so that it will be absorbed well.
8) Rinse your hair with cold water. This will help your hair shine better and shut the follicles tight.

12. Which part of the hair is the oiliest?
    A. The nearest to the scalp.
    B. On the back.
    C. The farthest from the scalp.
    D. On the edge.
    E. In the middle.

13. What should we do before applying the conditioner on our hair?
    A. Drying the hair using a hair dryer.
    B. Tying the hair up.
    C. Rinsing the hair using cold water.
    D. Clipping the hair up.
    E. Squeezing the water out of the hair.

14. What happens to the follicles when we rinse the hair with cold water?
    A. They absorb the conditioner.
    B. They become rough.
    C. They close tightly.
    D. They become layers.
    E. They shine brightly.

The following text is for questions number 15–17.

Snowflakes in Our Room

Materials:
- A glass jar
- A white plastic bag
- Strong glue

- A small plastic toy
- A pair of scissors
- Some water

Steps:
1) Cut the plastic bag into very small pieces.
2) Glue the small plastic toy on the inside of the jar cap. Then, leave it dry.
3) Next, put the small pieces of white plastic bag into the jar and fill the whole jar with water.
4) When the glue is dry, fix the cap back tightly onto the jar.
5) Turn the jar upside down and watch the "snowflakes" falling onto the toy.

15. What is the white plastic bag for?
    A. It is for making fake snowflakes.
    B. It is for covering the plastic toy.
    C. Taking the glue.
    D. Bringing the toy.
    E. Fixing the toy.

16. What should you do to the plastic bag?
    A. Fill it with water.
    B. Glue it into the jar.
    C. Cut it into small pieces.
    D. Fix it onto the jar.
    E. Leave it dry.

17. What kind of glue should you use?
    A. Mild
    B. Strong
    C. Soft
    D. Hard
    E. Thick

Read the following text to answer questions number 18–20.

How to Clean an LCD Screen

1) Shake up the detergent and put it 15 — 20 cm away from the LCD screen.
2) Spray on the LCD screen surface directly.
3) Cleanse gently using the fabric cleanser or brush.

You can also do the following steps:

3) Spray the detergent on the fabric cleanser.
4) Clean the LCD screen surface to make it as bright as a new one.

18. What should you do to detergent first?
    A. Spray it.   D. Throw it.
    B. Shake it up.   E. Put it away.
    C. Clean it.

19. Before cleaning the screen surface, we spray the detergent on the screen surface directly or spray it on …
    A. Our fingers.   D. The wood.
    B. The fabric cleanser.   E. The brush.
    C. The paper.

20. "Cleanse gently with the fabric cleanser or brush." (Step 3). What does the underlined word mean?
    A. Kindly   D. Cleanly
    B. Directly   E. Harshly
    C. Carefully

The following text is for questions number 21–24.

Healthy Fried Rice

Ingredients:
- Frozen green peas soaked in hot water
- A spoonful of oyster sauce
- 5 spoonsful cooking oil
- Chicken fillet
- A plate of rice
- Two eggs
- Pepper
- Leeks
- Garlic
- Salt

Preparations:
1) Cut up chicken fillet into small pieces.
2) Chop up the leeks into very small pieces.
3) Grind garlic, pepper, and salt together.
4) Break and stir together two eggs.

How to make it:
1) First, fry the chicken fillet in the cooking oil.
2) Then, pour on the eggs and green peas.
3) After that, pour in the ground garlic, pepper, and salt.

4) Add a spoonful of oyster sauce.
5) Add in the leeks.
6) Then, add the rice. Mix well.
7) Finally, serve the Healthy Fried Rice on a plate.

21. What kind of chicken do we use in the recipe?
    A. Chopped Up
    B. Sliced
    C. Fillet
    D. Marinated
    E. Cut Up

22. How much oyster sauce do we use?
    A. A bottle.
    B. A cup.
    C. A spoonful.
    D. A glass.
    E. A teaspoonful.

23. What should we do to the leeks?
    A. Dry them.
    B. Roll them.
    C. Soak them in hot water.
    D. Chop them.
    E. Slice them.

24. "Grind garlic, pepper, and salt together." What is the synonym of the underlined word?
    A. Pound
    B. Cut
    C. Dry
    D. Glide
    E. Wet

Adapted from *https://www.mediainggris.com/2020/09/kumpulan-contoh-soal-bahasa-inggris_30.html* & *https://www.itapuih.com/2017/05/10-contoh-soal-procedure-text-dan-kunci.html*

Appendix 7

Pretest Results

No.	Pretest of Experimental Class		No.	Pretest of Control Class	
	Score	Total		Score	Total
1	16	67	1	17	71
2	15	63	2	14	58
3	17	71	3	16	67
4	13	54	4	17	71
5	16	67	5	15	63
6	14	58	6	16	67
7	16	67	7	14	58
8	15	63	8	17	71
9	17	71	9	14	58
10	15	63	10	16	67
11	14	58	11	15	63
12	16	67	12	18	75
13	12	50	13	16	67
14	17	71	14	13	54
15	12	50	15	16	67
16	16	67	16	15	63
17	14	58	17	14	58
18	17	71	18	13	54
19	13	54	19	15	63
20	16	67	20	14	58
21	14	58	21	15	63
22	13	54	22	16	67
23	15	63	23	12	50
24	12	50	24	15	63
25	14	58	25	17	71
26	15	63	26	15	63
27	12	50	27	14	58
28	15	63	28	17	71
29	16	67	29	16	67
30	14	58	30	13	54
31	15	63	31	15	63
32	14	58	32	14	58
33	13	54	33	16	67
34	14	58	34	15	63
35	13	54			
36	15	63			

Appendix 8

Posttest Results

No.	Posttest of Experimental Class		No.	Posttest of Control Class	
	Score	Total		Score	Total
1	18	75	1	17	71
2	16	67	2	19	79
3	19	79	3	16	67
4	17	71	4	20	83
5	20	83	5	16	67
6	17	71	6	15	63
7	19	79	7	17	71
8	20	83	8	18	75
9	19	79	9	19	79
10	18	75	10	17	71
11	20	83	11	18	75
12	19	79	12	19	79
13	18	75	13	18	75
14	20	83	14	16	67
15	19	79	15	13	54
16	18	75	16	15	63
17	21	88	17	16	67
18	17	71	18	15	63
19	19	79	19	14	58
20	16	67	20	17	71
21	18	75	21	19	79
22	17	71	22	16	67
23	20	83	23	15	63
24	18	75	24	20	83
25	20	83	25	16	67
26	19	79	26	15	63
27	14	58	27	18	75
28	20	83	28	15	63
29	17	71	29	14	58
30	18	75	30	13	54
31	17	71	31	16	67
32	19	79	32	20	83
33	17	71	33	17	71
34	15	63	34	15	63
35	18	75			
36	19	79			

Frequency of Experimental Class Pretest Results

Statistics

Experimental Class Pretest Results

N	Valid	36
	Missing	0
Mean		60.86
Std. Error of Mean		1.085
Median		63.00
Mode		58[a]
Std. Deviation		6.512
Variance		42.409
Range		21
Minimum		50
Maximum		71
Sum		2191

a. Multiple modes exist. The

smallest value is shown

Experimental Class Pretest Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	11.1	11.1	11.1
	54	5	13.9	13.9	25.0
	58	8	22.2	22.2	47.2
	63	8	22.2	22.2	69.4
	67	7	19.4	19.4	88.9
	71	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Appendix 10

Frequency of Control Class Pretest Results

Statistics

Control Class Pretest Results

N	Valid	34
	Missing	0
Mean		63.26
Std. Error of Mean		1.024
Median		63.00
Mode		63
Std. Deviation		5.971
Variance		35.655
Range		25
Minimum		50
Maximum		75
Sum		2151

Control Class Pretest Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.9	2.9	2.9
	54	3	8.8	8.8	11.8
	58	7	20.6	20.6	32.4
	63	9	26.5	26.5	58.8
	67	8	23.5	23.5	82.4
	71	5	14.7	14.7	97.1
	75	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Appendix 11

Frequency of Experimental Class Posttest Results

Statistics

Experimental Class Posttest Results

N	Valid	36
	Missing	0
Mean		75.89
Std. Error of Mean		1.056
Median		75.00
Mode		79
Std. Deviation		6.337
Variance		40.159
Range		30
Minimum		58
Maximum		88
Sum		2732

Experimental Class Posttest Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	2.8	2.8	2.8
	63	1	2.8	2.8	5.6
	67	2	5.6	5.6	11.1
	71	7	19.4	19.4	30.6
	75	8	22.2	22.2	52.8
	79	9	25.0	25.0	77.8
	83	7	19.4	19.4	97.2
	88	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Frequency of Control Class Posttest Results

Statistics

Control Class Posttest Results

N	Valid	34
	Missing	0
Mean		69.24
Std. Error of Mean		1.375
Median		67.00
Mode		63[a]
Std. Deviation		8.019
Variance		64.307
Range		29
Minimum		54
Maximum		83
Sum		2354

a. Multiple modes exist. The
smallest value is shown

Control Class Posttest Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	2	5.9	5.9	5.9
	58	2	5.9	5.9	11.8
	63	7	20.6	20.6	32.4
	67	7	20.6	20.6	52.9
	71	5	14.7	14.7	67.6
	75	4	11.8	11.8	79.4
	79	4	11.8	11.8	91.2
	83	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

Appendix 13

Normality Test Results

Experimental Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.16277858
Most Extreme Differences	Absolute	.099
	Positive	.076
	Negative	-.099
Test Statistic		.099
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Control Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.95407514
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.068
Test Statistic		.079
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Appendix 14

Homogeneity Test Results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
English Learning Outcomes	Based on Mean	2.679	1	68	.106
	Based on Median	1.947	1	68	.167
	Based on Median and with adjusted df	1.947	1	63.979	.168
	Based on trimmed mean	2.647	1	68	.108

ANOVA

English Learning Outcomes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	774.098	1	774.098	14.922	.000
Within Groups	3527.673	68	51.878		
Total	4301.771	69			

Appendix 15

Hypothesis Test Results

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Probing-Prompting Learning Model[b]	.	Enter

a. Dependent Variable: Reading Comprehension

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233[a]	.054	.026	6.253

a. Predictors: (Constant), Probing-Prompting Learning Model

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.261	1	76.261	1.951	.172[b]
	Residual	1329.294	34	39.097		
	Total	1405.556	35			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Probing-Prompting Learning Model

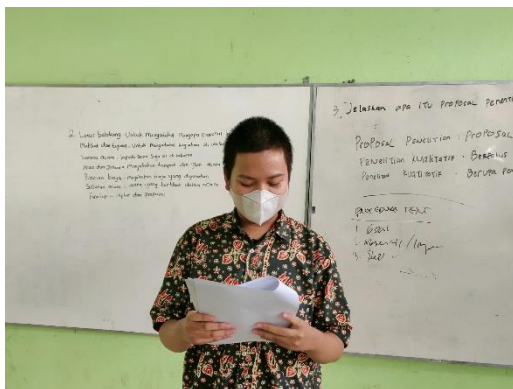### Coefficients[a]

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

a. Dependent Variable: Reading Comprehension

DOCUMENTATION

CURRICULUM VITAE

AHMAD FAJRI was born in Teluk Majelis on August 3, 1999. He is the third of three children of Mr. Abdul Rahman and Mrs. Zubaidah. He has a brother and sister, M. Rasyid Ridha and Rini Rahmaniah. He started his formal education at Elementary School No. 58/X Teluk Majelis (graduated 2011). Then, he continued to Junior High School No. 28 Tanjung Jabung Timur (graduated 2014). After that, he entered Islamic Senior High School Nurul Huda Teluk Majelis (graduated 2017). Next, he continued to University of Batanghari Jambi (entered 2018) as the student of English Education Study Program of Teacher Training and Educational Sciences Faculty. During his study in University of Batanghari Jambi, he joined in several organizations, such as English Students' Association (ESA/HIMABING). Furthermore, he participated in practical teaching at Senior High School No. 1 Jambi City, until he completed a thesis entitled *"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"*.