

THESIS

**IMPROVING SPEAKING SKILL BY USING PROBING AND
PROMPTING STRATEGY FOR TEENAGERS IN PALOPO**



IAIN PALOPO

Written By

ROSMITA

REG. NUMBER: 16.0202.0008

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OFPALOPO
2020**

THESIS APPROVAL

This thesis entitled "Improving Speaking Skill by Using Probing and Prompting Strategy for Teenagers in Palopo" which is Written by **Rosmita**, Reg. Number. 16.0202.0008, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Muntaqasyah session which is carried out on **Monday, 7th of September 2020 M**, coincided with **19th Muharram 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Palopo, 7th September 2020 M
19th Muharram 1442 H

COMMITTEE OF EXAMINATION

- | | | |
|--------------------------------|---------------|---------|
| 1. Muhammad Iksan, S.Pd., M.Pd | Chairman | (.....) |
| 2. Wahibah, S.Ag., M.Hum | Examiner I | (.....) |
| 3. Dewi Furwana, S.Pd.I., M.Pd | Examiner II | (.....) |
| 4. Amalia Yahya, S.E., M.Hum | Consultant I | (.....) |
| 5. Muhammad Iksan, S.Pd., M.Pd | Consultant II | (.....) |

Approved by,

The Rector of IAIN Palopo
The Dean of Tarbiyah and
Teacher Training

The Head of the English
Study Program



[Signature]
Dr. Mardin K., M.Pd
NIP 19681231 199903 1 014



[Signature]
Amalia Yahya, S.E., M.Hum
NIP 19771013 200501 2 006

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PROMPTING STRATEGY FOR TEENAGERS
IN PALOPO**



IAIN PALOPO

Thesis

*Submitted as Part of the Requirements for S.Pd. Degree in English Language
Education Study Program*

Written By :

ROSMITA

REG. NUMBER: 16.0202.0008

Supervised By :

- 1. Amalia Yahya, S.E., M.Hum**
- 2. Muhammad Iksan S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020**

CONSULTANT APPROVAL

Thesis Entitled **Improving Speaking Skill By Using Probing and Prompting Strategy For Teenagers In Palopo**

Written By :

Name : Rosmita
Reg.Number : 16.0202.0008
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

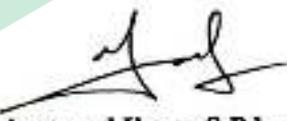
Has been corrected and approved to be examined.

Palopo, 08 Agustus 2020

Consultant I

Consultant II


Amalia Yahya, S.E., M.Hum
NIP:19771013 200501 2 006


Muhammad Iksan, S.Pd., M.Pd
NIP:19860327 201801 1 001

NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 08 Agustus 2020

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama	: Rosmita
NIM	: 16.0202.0008
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul	: "Improving Speaking Skill by Using Probing and Prompting Strategy for Teenagers in Palopo"

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Wassalamu 'Alaikum Wr. Wb

Pembimbing I



Amalia Yahya, S.E., M.Hum
NIP:19771013 200501 2 006

NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 08 Agustus 2020

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

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Nama	: Rosmita
NIM	: 16.0202.0008
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul	: “Improving Speaking Skill By Using Probing and Prompting Strategy For Teenagers in Palopo”

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Wassalamu 'Alaikum Wr. Wb

Pembimbing II


Muhammad Iksan, S.Pd., M.Pd
NIP:19860327 201801 1 001

EXAMINER APPROVAL

Thesis Entitled : **Improving Speaking Skill By Using Probing and Prompting Strategy For Teenagers in Palopo City**

Written By :

Name : Rosmita
Reg Number : 16.0202.0008
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be Munaqasyah examined.

Palopo, September 2020

Examiner I



Wahibah, S.Ag., M.Hum
NIP: 19690504 200312 2 002

Examiner II



Dewi Furwana S.Pd.L., M.Pd
NIP:19870831 201503 2 0006

PRONOUNCEMENT

Signature By :

Name : Rosmita
Reg. Number : 16.0202.0008
Department : English Education
Faculty : Tarbiyah and Teacher Training

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Researcher,



Kosmita
NIM: 16.0202.0008

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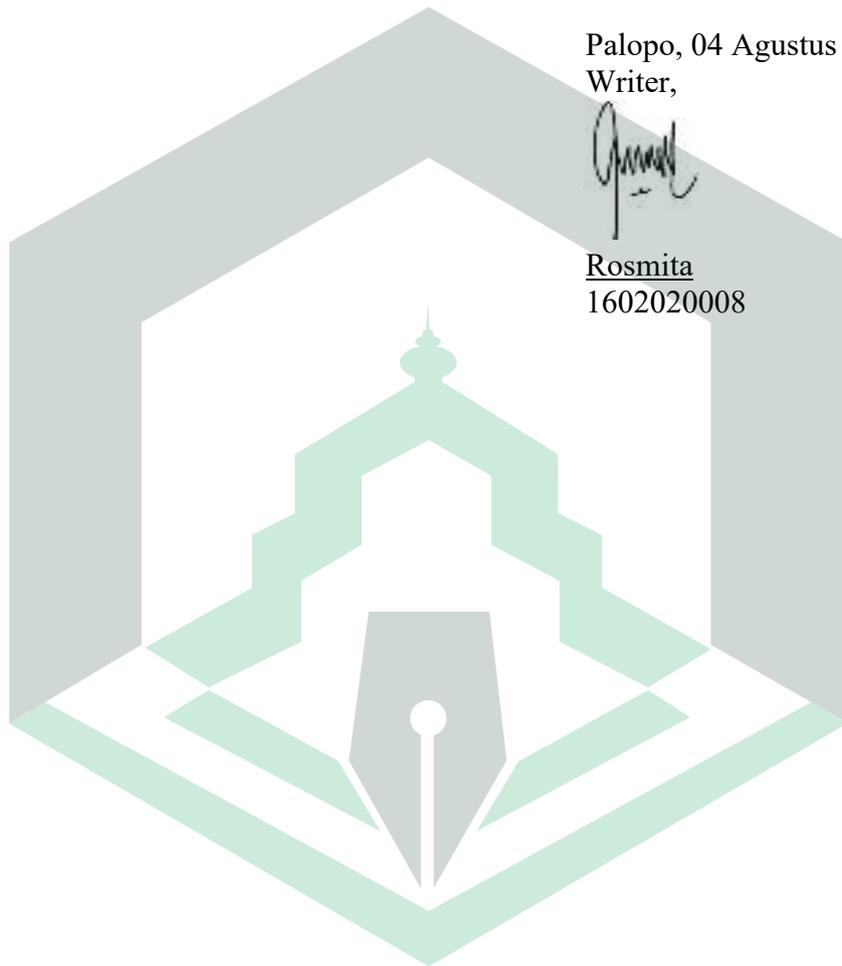
Palopo, 04 Agustus 2020

Writer,



Rosmita

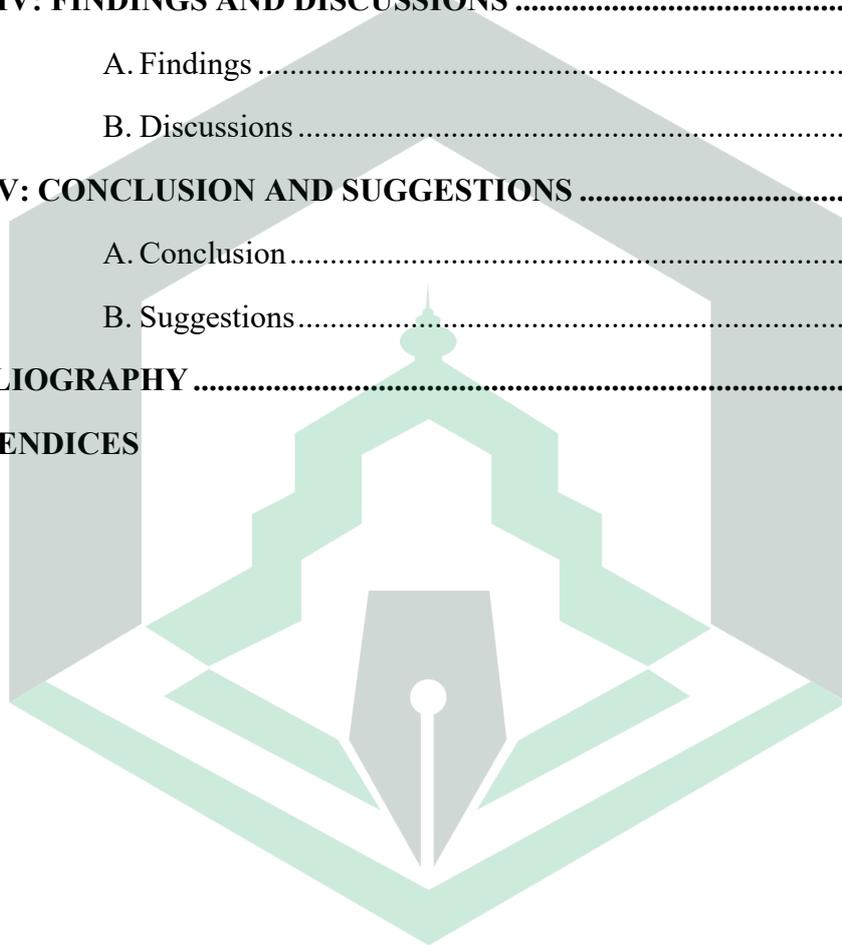
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ABSTRACT

Rosmita, 2020, “Improving Speaking Skill by Using Probing Prompting Strategy for Teenagers (16th-18th)”.A Thesis of the English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institut (IAIN) Palopo.Supervised by the consultant (I) Amaliya Yahya, S.E, M.Hum, and consultant (II) Muhammad Iksan S.Pd, M.Pd.

This research attempted to discover Improving Speaking Skills by Using Probing Prompting Strategy for Teenagers in Palopo. The problem statement of this thesis: Is the use of probing prompting strategy effective in improving teenagers' speaking skills?. The objective of the research was to find out whether the use of probing prompting is effective or not in improving teenagers' speaking skills.This research applied the pre-experimental method. The subjects of this research were teenagers in Palopo City. The subjects were chosen using a purposive sampling technique to select active Teenagers in English. Using the speaking test, the writer collected the teenagers' scores of three aspects in speaking; accuracy, fluency, and comprehensibility. The experimental teaching was conducted in fifth meetings and around 60 minutes every meeting, preceded by a pre-test and closed by a post-test. The pre-test found that the learners' ability in speaking skill is low (mean score: 25.75). In post-test, the writer found that there was a significant improvement in the learners' speaking skill ability. Some of the learners get a significant improvement in every aspect of speaking skills and contributed to the increase in the mean score (51.50). As a result, the writer concluded that, the use of Probing Prompting Strategy is effective in improving the learners' speaking skills. It is proven by the result of the paired sample test which found that t_{count} (7,584) is higher than t_{table} (2,365).

Key Word: Speaking Skill, Probing and Prompting Strategy, Teenagers

CHAPTER I

INTRODUCTION

A. Background

Speaking is a form of communication that someone does to convey ideas or information to others. Through speaking, people can share ideas, state and convey a thought, or feeling and support the mastery of vocabulary. When speaking, people must convey information to others with the right, clear, and smooth articulation so that the information can be conveyed. Through speaking, people can interact with the wider world community, and by speaking people can also interact or persuade others, share important information, good knowledge, and ideas with others. This is very useful in our relationships, social context, and other things.

In this regard, the writer conducted research on teenagers speaking skills. A teenager is a person who falls between the ages of 13 to 19 years old. The opinion of (World Health Organization) WHO 1974 adolescents is a period where the individual develops from the first time he was showing signs of sexuality until recently reached maturity sexuality, the individual experiences psychological development and identification patterns from childhood to adulthood, and there is a transition from social dependence full, to a relatively more independent state.¹

¹WHO, *Handout for Module A Introduction*, 2018 <<https://www.who.int/child-adolescent-health>>.

Some teenagers feel uncomfortable or lazy to use English because they feel awkward and embarrassed with friends when doing it. Teenagers have different characteristics, some teenagers are sensitive and shy. But others are never silent

Therefore, getting them to speak English and keep on doing assignments is not always easy, but we can give up on such situations. Teenagers need to be helped in speaking English and how to help them overcome this, the writer tries to use probing prompting strategy. Probing Prompting is a learning strategy by the way the teacher conveys questions that are guided and explored so that the thinking process is done and they can find new information related to the knowledge that they have and this strategy can direct students to get used to talking and dare to convey ideas and require students to think critically in facing problems.

According to the meaning of the word, probing is an investigation, examination, and prompting are pushing or guiding. Investigation or examination aims to obtain information that already exists in students so that it can be used to understand new knowledge or concepts. In probing prompting learning, the teacher presents some questions that can make students bring out their knowledge so that a thought process occurs that connects the knowledge and experience of each student with the new knowledge being learned.²

²Dian Utami, 'Penerapan Model Pembelajaran Probing Prompting Dalam Pembelajaran Mengabstraksi Teks Negosiasi Pada Siswa Kelas X SMA/MA', *Riksa Bahasa*, 2.2 (2016), 153.

With this learning model, all students must actively participate because the question and answer process will be done randomly so that they cannot avoid the ongoing learning process because each student will get the opportunity to ask and answer questions.³

Based on the above statement, the writer is very confident that it uses the probing prompting strategy to improve speaking skills. This strategy will stimulate the students' brains to think and remember the material and make students remember the material and make students' speaking skills higher and active in the learning process. From the background above, the writer is interested in researching the title "Improving Speaking Skill by Probing Prompting Strategy for Teenagers in Palopo"

B. Problem Statement

Based on the explanation in the background, the writer formulated the research problem as follows: Is the use of probing prompting strategy effective in improving teenagers' speaking skill?

C. Objective Of The Research

In line with the problem statement, the writer formulated the objective of the research is to find out whether or not the use of probing prompting is effective in improving teenagers' speaking skill.

³Helivia Elvandari and Kasmadi Imam Supardi, 'Penerapan Model Pembelajaran Probing-Prompting Berbasis Active Learning Untuk Meningkatkan Ketercapaian Kompetensi Siswa', *Jurnal Inovasi Pendidikan Kimia*, 10.1 (2016).

D. Significant of The Research

The results of this research are expected to be able to contribute theoretically and practically.

1. Theoretical Significance

The results of this research are expected to give a positive contribution to the theories of teaching speaking.

2. Practical Significance

1. For teachers, this research can provide information about how to teach speaking skills and improve students' speaking skills.
2. For teenagers, they can improve their speaking skills by knowing how to properly learn speaking skills to grow their self-confidence to express ideas and opinions.
3. For other researchers, This research can be used as a reference to make it easier for researchers to improve speaking skills.

E. Scope of The Research

By discipline, This research is included in English Language Teaching. By activity, this research used the Probing Prompting strategy in teaching speaking skills for teenagers. By content, this research focused on speaking skill that consists of fluency, accuracy, and comprehensibility. Based on the material this research used to give and asking opinion about something.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Related to the research of teaching speaking and the use of probing prompting in English Language teaching, the writer found several research findings as follow:

Sherli Marliasari and Tika Okta (2018) investigated teaching reading eighth-grade students of SMPN 7 Palembang using probing prompting strategy. The research reveals that there is progress in students' reading achievement after learning by using the probing prompting strategy. This can be seen from the experimental analysis data, where the lowest score is 50 achieved by one student and the highest score is 80. So, they concluded that an effective probing prompting strategy is used in the learning process.⁴

Wiwid Pratiwi and Diana Tria Candra Dewi (2017) investigated Maximizing the ability to read narrative texts by using probing prompting learning strategy. This research was conducted in the tenth grade of Kartikatama Metro High School and they concluded that the probing prompting strategy provides the maximum effect on students' reading ability in narrative texts as indicated by their improved scores. In the learning process, students are chosen randomly so students must participate actively and cannot avoid the learning process so that all students are

⁴Alias Alinda And Others, 'Teaching Reading Comprehension By Using Probing-Prompting Learning Strategy To The Eighth Grade Students Of Smpn 7 Palembang', *Journal Of English Education And Literature And Linguistic*, 1.2 (2018), 1–18
<<https://doi.org/10.1051/Mateconf/201712107005>>.

involved in the question and answer process which can then make them know how to get general and specific information from the text easily.⁵

Yusneni Hasibuan (2018) conducted a study using prompting probing strategy in simple past tense learning at Mtsn 2 Medan. In the pre-test, the mean score of the control class was 64.67, and the experimental class's mean score was 80.50. From the result, there is a difference between the two, and also after using the probing prompting strategy student achievement increases. Thus, the researcher concluded that the use of probing prompting strategies can affect student learning.⁶

Rezky Fauziah Fajar (2020) investigated probing-prompting learning in teaching speaking. Judging from the division of groups of students, the average results of speaking tests of students in the low group of the experimental class was 80.00, the medium group was 80.40 and the high group was 87.71. Likewise with the acquisition of the ability to speak English the control class for students in the low group has an average of 67.17, a medium group of 77.25, and a high group of 80.40. This shows that the high group is better than the moderate group, and the moderate group is better than the low group. Probing-Prompting requires students to better master English. Students are given the freedom to build their knowledge so that what students find will always be embedded in memory.⁷

⁵Wiwied Pratiwi, Diana Tria, and Candra Dewi, 'Maximizing Reading Narrative Text Ability by Probing Prompting Learning Technique', *IQRA' (Jurnal Kajian Ilmu Pendidikan)*, 2.2 (2017), 385–402.

⁶Yusnaeni Hasibuan, 'The Effect of Probing Propmting Strategy in Teaching Simple Past Tense At Mtsn Medan', 1, 2018, 430–39 <http://repository.uinsu.ac.id/4256/1/yusneni_hsb.pdf>.

⁷Rezky Fauziah Fajar, 'Probing-Prompting Learning In Teaching Speaking', 9.May (2020), 86–95.

In the research above, the writer concluded that the use of probing prompting strategy can improve the students learning especially in reading narrative text, understand simple past tense with easier and in the teaching speaking skill. In this paper, it has something in common, namely using probing prompting to improve teenagers speaking skills and also to find out whether this strategy can encourage students' speaking skills.

B. Speaking

1. The definition of speaking

The way we convey something effectively is very important because speaking is a form of communication.⁸ As with literary skills, speaking skills also deserve attention, both in the first and second languages. Speaking skills can also improve professional and business progress, social rankings and are very good for social solidarity.⁹

Speaking has an important goal which is to increase self-confidence and launch accuracy. Therefore, when speaking we must express ideas and opinions, and express the desire to do something, solve certain problems, to create good social relations and friendship.¹⁰

⁸Jack C Richard, 'Teaching Listening and Speaking From Theory to Practice', *Richards-Teaching-Listening-Speaking. Pdf*, 2008, 1–37 <www.finchpark.com/courses/tkt/Unit_07>.

⁹Martin Bygate, *Language Teaching A Scheme for Teacher Education*, ed. by H G & Candllin CN Widdowson (Oxford University Press, 2003) <<https://doi.org/10.16309/j.cnki.issn.1007-1776.2003.03.004>>.

¹⁰Christoper & Musuhara Hitomi McDonough, Jo & Shaw, *Materials and Methods in ELT*, ed. by McDonough Jo, *A Teacher's Guide*, 3rd edn, 2003 <<https://doi.org/10.16309/j.cnki.issn.1007-1776.2003.03.004>>.

From the explanation that the writer concluded that in life, speaking is one of the important skills because when we often talk to someone it will increase solidarity in the community to create good social relationships and friendships, thus being able to solve the problems we face in society.

2. The Elements of Speaking

Many students have difficulty speaking. There are many speaking elements that students must master to become good speakers:

- 1) Connected speech: In connected speech, the voice must be modified by attenuating, eliminating, or adding. Therefore, English speakers need to be fluent in speaking.
- 2) Expressive device: in speaking speakers show how they feel by varying the volume and speed, changing the tone and pressure of certain parts of speech, and showing it physically and non-verbally so that the meaning of a spoken word can be understood by the listener.
- 3) Lexis and grammar: The teacher must prepare various phrases such as agree and disagree, greetings, likes, and dislikes.
- 4) The language of negotiation: to seek a structural classification of what we say, we must use effective negotiating language.¹¹

¹¹Rubiati Richa, 'English Language Teaching Department Faculty of Tarbiyah Walisongo State Institute for Islamic Studies 2010', *Improving Students' Speaking Skill Through Debate Technique*, 2011.

Speaking is not only knowing the grammar structure and vocabulary but also having to master all the elements of speaking. So that all the sentences we convey will be accepted by all listeners if we master the elements of English in speaking.

3. Points of considering about speaking

In speaking, we need to say something that has meaning so that what is said can be understood. So, it needs to be conveyed most adequately. There are a few things to note about speaking according to Jones:

a. Clarity

You must say the words clearly and separately, not carry them together, and blaspheme them if you want the listener to understand what you are saying.

b. Variation

Their speech has rhythm and tone. In speaking you need to consider things like tone, emphasis, speed, volume variations, and pauses. Like when you want to say something that is not important tends to be said faster than imports. And the Voice usually goes up, for example, to show the question requires more emphasis so that the meaning is clear.

c. Audience and tone

The tone and manner of our speech have a profound effect on the person we are talking to.¹²

From the description above, the writer concludes that in speaking, the speaker must pay attention to the three things above to convey the meaning as effectively as possible. That way, the information conveyed is easily understood by others. and other people don't get bored listening to what we say, so feedback occurs between the speaker and the listener.

C. Teaching Speaking

1. What is teaching speaking?

In speaking, activities are activities that inform in a Second language. Teaching English in the use of word and sentence emphasis, intonation, and rhythm because language is a means to express values and assessments According to Hayriye Kayi :¹³

Teaching means instructing someone to provide knowledge and skills. Meanwhile, speaking means uttering words. So, teaching speaking is instructing someone to communicate.¹⁴In those meanings of teaching speaking above are similarities. An explanation that teaching speaking is giving instructions to someone with clear rhythms and rules.

¹²Sari Irianti, 'Using Role Play In Improving StudeN Ts ' Departement Of English Education Faculty Of Tarbiyah And Teachers ' Training Syarif Hidayatullah State Islamic University Jakarta', 2011, 101.

¹³Hayriye Kayi, 'Teaching Speaking: Activities to Promote Speaking in a Second Language', *The Internet TESL Journal*, XII.11 (2006), pg 1 <<http://www.iteslj.org>>.

¹⁴Minda Mora, 'Teaching_Speaking_Arranged_To_Fulfill_As' (Post Graduate School State University Of Medan, 2010).

2. The Goal of Teaching Speaking

To develop the use of information and other tasks in real communication despite their limited English skills, they must use fluency as the goal of speaking courses.¹⁵

To observe the social and cultural rules that apply in every communication situation, students should try to avoid confusion in speaking because it will cause errors in pronunciation, grammar, and vocabulary selection. The purpose of teaching speaking skills is communicative efficiency so that students must be able to use their speaking skills to their full potential.

From the statement above, the writer concluded that teaching speaking is important to be taught in language classes and must pay attention to pronunciation, fluency, dialect, intonation, stress rhythm, interaction, and practice so that the purpose of teaching speaking is not just to focus on communication.

3. The Roles Of The Teacher During Speaking Activities

Harmer saw that the teacher needed to play several different roles during speaking activities. They can be givers, become participants, even become providers of feedback as follows:

1. Prompter. The teacher can help students in speaking activities by offering suggestions to students in speaking or the teacher can let them get out of the situation.

¹⁵Jack C Richards, 'Current Trends in Teaching Listening and Speaking', *Tesol Quarterly*, Rost, 1990, 17–19.

2. Participants. The teacher participates in discussions or plays his role or is a good animator when asking students to produce language by establishing an activity with enthusiasm.

3. Feedback Provider. Corrections can help students get out of difficult misunderstandings and doubts when students are in the middle of a speaking assignment. However, excessive correction can prevent them from removing communication from the activity.¹⁶

The teacher must refer to the conditions created in the ongoing learning and the other is the knowledge that the teacher gives in the classroom. In education, teachers have two main functions, namely a managerial and an instructional function. The two functions cannot be separated. Therefore, teachers must carry out these two functions simultaneously for efficient language teaching.¹⁷

The explanation above the writer found the same meaning that is teachers must carry out their instructional functions, where the teacher must act as an animator who will make students feel clear and enthusiastic in speaking activities. Then the teacher must also carry out their managerial functions because the teacher must redirect students who are lost or not directed in the learning process.

¹⁶Jeremy Harmer, 'How to Teach English', 2007.

¹⁷Selcuk Koran, *6 Th International Visible Conference On Educational Studies And Applied LinguisticS April 26-27 , 2015 Erbil*, ed. by Nisanci Ibrahim Batur Basar (Ishik University, 2015).

4. The assessment of speaking

Teaching speaking skills is one of the activities in learning English that requires separate assessment. Here are several things regarding the assessment criteria in teaching speaking skills :

1. Grammar

See students' use of sentences, whether it is correct and accurate, and to avoid grammatical errors in speaking.

2. Vocabulary

Choosing the right vocabulary influences someone in speaking.

3. Comprehension

Understanding what the person is saying will give a good response to a question.

4. Fluency

Good pronunciation will create a good presentation so that listeners can easily give feedback on what they have heard.

5. Pronunciation

Pronunciation relates to how often we make mistakes, so the speaker needs to understand this.¹⁸

In short, the conclusion is the assessment of speaking is very important to understand. Assessment of speaking will become important think to listeners because they can accept any information from the speaker and give the feedback to respond to what the speaker says.

¹⁸Yenny Rahmawati and Ertin Ertin, 'Developing Assessment for Speaking', *IJEE (Indonesian Journal of English Education)*, 1.2 (2014), 199–210 <<https://doi.org/10.15408/ijee.v1i2.1345>>.

D. Probing Prompting

1. Definition Of Probing Prompting

a. Probing (Question)

In the language, the word "probing" means digging or track. While according to the term probing means trying to obtain clearer or deeper information. The definition of probing in-class learning is defined as a technique to guide students to use knowledge already exists in him to understand the symptoms or the current situation observed so that new knowledge is formed.

This probing technique can be used as a technique to improve the quality and quantity of student answers. The question is intended to guide the student so that the contents can find a more correct answer. The probing technique begins by exposing students to the situation new containing puzzles or real objects. The new situation makes students experience conflict with the knowledge they already have so that it provides opportunities for students to assimilation, this is where probing begins to be needed.¹⁹

b. Prompting (Question)

In language "prompting" means "directing, demanding".Whereas according to the term is the questions that are asked to give direction to students in the process of thinking. Forms of prompting questions are divided into 3: Change the order of questions in simpler words which brings them back to the original

¹⁹Nurul Fadhilah Syamsir and Noviarni Noviarni, 'Peningkatan Kemampuan Komunikasi Matematis: Pengembangan Lembar Kerja Siswa Berbasis Probing-Prompting Untuk Siswa Sekolah Menengah Pertama', *JURING (Journal for Research in Mathematics Learning)*, 1.2 (2018), 171 <<https://doi.org/10.24014/juring.v1i2.5642>>.

question, ask questions with different words or more simple that is adjusted to the knowledge of the students only, and provide a review of the information provided and questions which helps students to remember or see the answer.²⁰

In other words, prompting is another way to respond to student answers when students fail to answer questions, or the answer is less than perfect. Thus one form of prompting is asking other simpler questions whose answers can be used to guide students to find the right answer.²¹

From the explanation above the writer concluded that probing is to create new situations for students then give them questions that guide and explore their ways of thinking. While prompting is the direction of a teacher when students are unable to answer a question.

c. Probing Prompting

Probing Prompting strategy is very closely related to questions. In Probing Prompting learning, a teacher asking questions to students who are digging student knowledge and guides students to associate new knowledge he gained with the knowledge he had obtained. In learning Probing Prompting there are two forms of questions, namely Probing question and Prompting question.

"Practice learning using Prompting Probing is presented through a series of questions that explore knowledge students and guide towards the expected development ". In learning Probing Prompting the teacher suddenly designate

²⁰Christine Chin and Jonathan Osborne, 'Students' Questions: A Potential Resource for Teaching and Learning Science', *Studies in Science Education*, 44.1 (2008), 1–39
<<https://doi.org/10.1080/03057260701828101>>.

²¹Utami.

students randomly to answer questions that are submitted. Every student wants or not must always concentrate on learning, students will always join in the learning process because each student will be given the opportunity in the question and answer process which is carried out by randomly assigning students.²²

Students develop concepts into new knowledge, here the teacher will present activities with a series of questions that guide students so that a thought process occurs that connects students' experience with new knowledge being learned, this strategy is called probing prompting.²³

So from the information above the writer concluded that Probing Prompting learning is a form of learning that provides questions that can guide and explore answers from students so that we can find out to what extent to which students have current knowledge. And provide opportunities for students to get new information from their friend

2. Procedure Of Applying Probing Prompting

The probing learning steps are explained through seven stages of probing strategy which is then developed with prompting as follows:²⁴

1. The teacher poses problems with specific learning objectives or indicators for all students.

²²Muhammad Bagus Nugroho, 'Model Pembelajaran Probing-Prompting Pembelajaran', *Journal of Chemical Information and Modeling*, 53.9 (2013), 1689–99
<<https://doi.org/10.1017/CBO9781107415324.004>>.

²³Arief Sulistiyono, 'Penggunaan Model Pembelajaran Probing-Prompting Sebagai Upaya Untuk Meningkatkan Hasil Belajar Siswa Kelas X . 5 Pada Mata Pelajaran Sejarah Kelas X Di Sma N 1 Skripsi Untuk Memperoleh Gelar Sarjana Pendidikan Oleh Arief Sulistiyono' (Universitas Negeri Semarang, 2011).

²⁴Anggi Ratna Anggraini and J. Oliver, 'Metode Probing Prompting', *Journal of Chemical Information and Modeling*, 53.9 (2019), 1689–99
<<https://doi.org/10.1017/CBO9781107415324.004>>.

2. Wait a few moments to allow students to formulate answers or hold a small discussion.
3. Designate one student to answer the question.
4. If the answer is correct, the teacher asks other students to give their opinion on the answer. This is done to ensure that all students are involved in the learning process activities. However, if students give incorrect answers or silent, the teacher asks with other questions as the follow-up that demands students to think about the queries earlier so students can answer the questions with true.
5. Then the teacher gives questions that make students think higher, students can answer questions according to basic competencies or indicators.
6. All students must be involved in probing prompting activities. So it is asked different questions to several students.
7. The teacher must recognize that the indicator is understood by all students so that at the end of the final activity the teacher emphasizes and asks questions for students. While prompting can be done by:
 - a. Reorder rephrasing
 - b. Use simple and relevant questions with questions early.
 - c. Provide additional information so students can answer²⁵

²⁵Hasriyani and H, 'Bab II Tinjauan Pustaka BBLR', 5, 2018, 1–40
<http://eprints.undip.ac.id/62287/4/BAB_II.pdf>.

3. The advantages and the weakness of probing prompting strategy

The advantages of probing prompting strategy:

1. Students' thinking skills in understanding the material will be reflected in the final activity. Students show a correlation between two things, supporting dialogue and interaction between the teacher and students from the initial response to the last one by themselves reaching the correct answer or resolving the lack of response, and students can deduce something specific, and this activity is called probing question.
2. It can help students to think critically thereby increasing students to actively participate in the learning process in class.
3. To help them clarify wrong answers and to enrich their knowledge. Then different answers from students will be discussed together.
4. It can guide students to think actively, explore students' prior knowledge so students get new skills.

The weakness of probing prompting strategy :

1. Students feel afraid, especially if the teachers are less able to encourage the class atmosphere.
2. The inefficiency of time to handle a large number of students in giving questions.²⁶

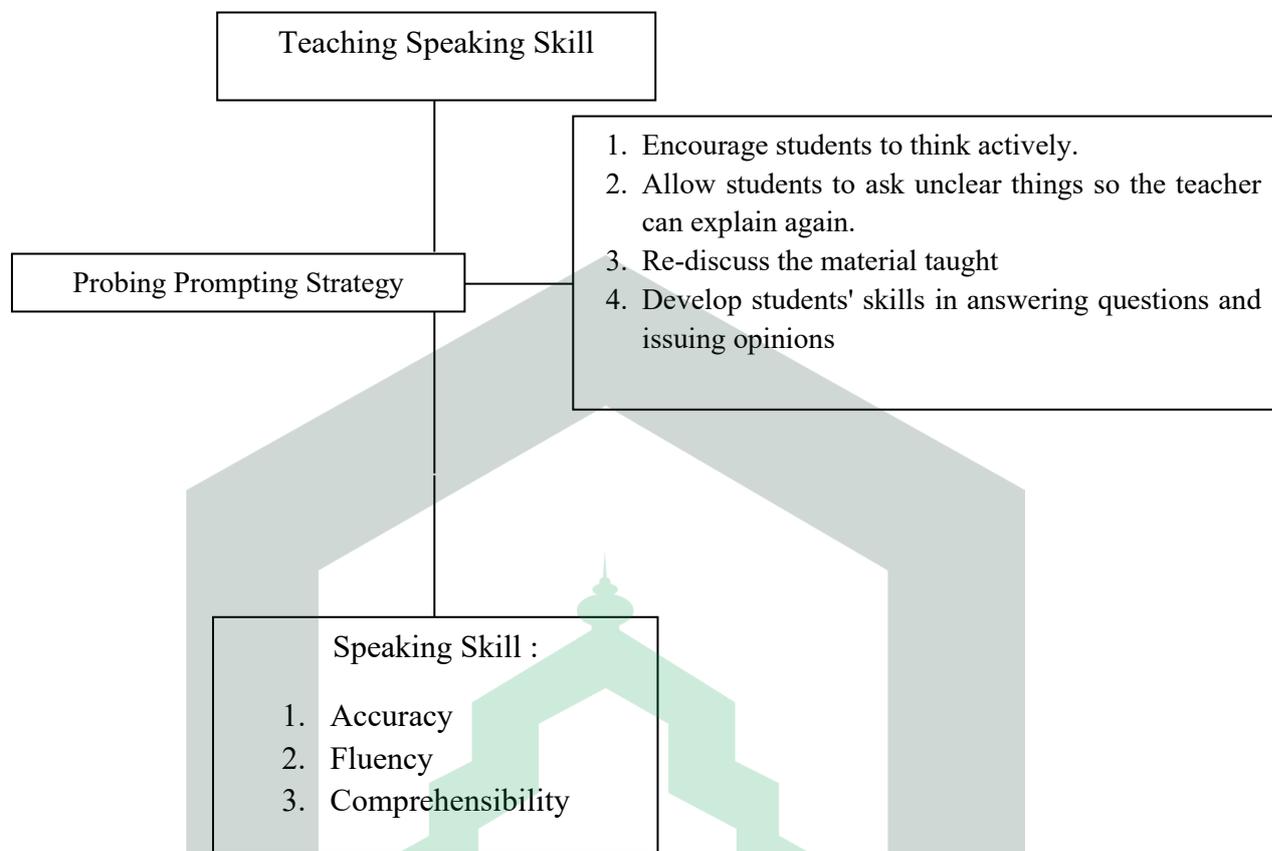
²⁶Fajar.

E. Conceptual Framework

In speaking, there is a communication process between speakers and listeners, where speakers express their ideas, thoughts, opinions, and perceptions. A language instructor needs to improve the speaking skills of students so that they get used to it without shame and fear.

In communication sometimes we need someone's opinion to overcome our problems because we find it difficult to solve them so that in this study, researchers will use a probing prompting strategy because this strategy can encourage students to think actively, giving students the opportunity to ask what is unclear and the teacher can explain again so that students focus to focus on each question, and when there are differences of opinion between students, the question can be discussed, it will create an atmosphere of students not noisy and sleepy. That is the reason why the researcher believes in conducting research using this strategy in improving students' speaking abilities.

The conceptual framework in this research is shown in the diagram below :



F. Hypothesis

Based on the review of related literature, the writer formulated the hypothesis follows :

1. (Ha) : Probing prompting strategy is effective to improve teenagers' speaking skills.
2. (Ho) : Probing prompting strategy is not effective to improve teenagers' speaking skills.

CHAPTER III
RESEARCH METHOD

A. Method and Design of Research

1. Method of Research

This research used a pre-experimental research design by using pre-test and post-test. The researcher was intended to improve speaking skills for teenagers in Palopo City by using the probing prompting strategy by comparing the teenagers' scores before being taught by using probing prompting strategy and after being taught by using probing prompting strategy. This research was classified as a pre-experimental design because it had not a control variable. In this research, the researcher just put one group and used pretest and post-test to see the results of the test.

2. Research Design

This research applied the experimental method with a pre-experimental design to examine the improvement of the learners' speaking skills after being taught using Probing Prompting Strategy. The study consisted of pretest, treatment, and posttest. The pretest was intended to measure the learners' speaking skills before the treatment phase, while the posttest was intended to measure the learners' speaking skills after the treatment. The design of the study as shown below:

$$E = O_1 X O_2$$

Where :

E : Experimental

O₁: Pre-Test

X : Treatment

O₂ : Post-Test

3. Research Variable

This writer used two variables :

- a. Independent Variable: Teaching English using probing prompting strategy
- b. Dependent Variable: Teenagers' ability in English speaking skill

B. Population and Sample

1. Population

The population of this study was the teenagers Palopo, age range from 16-18 years old.

2. Sample

There are 8 teenagers as the sample. The writer uses purposive sampling because the writer determines the sample taken with certain considerations, namely that these teenagers are students and have a high willingness to learn, especially in English.

C. The Instrument of the Research

1. Speaking Test

This test is given to teenagers to find out their ability to speak. There are two tests given, namely pre-test and post-test. In this test, the students give

their opinion about Education. The second test, post-test is given after treatment and the topic is to give opinions about learning online and each student has 3-5 minutes to express their opinions in the pre-test and post-test.

2. Tape recorder

The writer used a Tape recorder to record the teenagers' voices. If there was something unclear in the expression of opinions by teenagers, the writer can hear again through a tape recorder.

D. The Procedure for Collecting Data

The data collection followed the procedure below :

1. Pre-test

The pre-test was done before treatment; the writer asked teenagers to come in front of the class to give an opinion about Education and each teenager has 3-5 minutes to express their opinions.

2. Treatment

The writer conducted treatment for fifth meetings in the class. The steps are as follow :

- a. In the first meeting, the writer explained giving and asking opinions.

Then the writer gave some examples of dialogues that contain giving and asking for opinion and the writer asked teenagers to practice a dialog with their friend. After that, the writer gave students a topic is about "What do you think about friendship?" and then the writer asked students one by one to answer the question. If the answer is

correct, the teacher asks other students to give their opinion on the answer. This is done to ensure that all students are involved in the learning process activities, but if the answer given is wrong, the writer asked a follow-up question that requires students to think in the direction of the original question so that the student can answer the question correctly.

b. In the second meeting, the writer explained giving and asking opinions. Then the writer gave some examples of dialogues that contain giving and asking for opinion and the writer asked teenagers to practice a dialog with their friend. After that, the writer gave students a topic is about “What do you think about family?” and then the researcher asked students one by one to answer the question. If the answer is correct, the teacher asks other students to give their opinion on the answer. This is done to ensure that all students are involved in the learning process activities, but if the answer given is wrong, the writer asked a follow-up question that requires students to think in the direction of the original question so that the student can answer the question correctly.

c. In the third meeting, the writer explained giving and asking opinions. Then the writer gave some examples of dialogues that contain giving and asking for opinion and the writer asked teenagers to practice a dialog with their friend. After that, the writer gave students a topic is about “What do you think about the sport?” and then the writer asked

students one by one to answer the question. If the answer is correct, the teacher asks other students to give their opinion on the answer. This is done to ensure that all students are involved in the learning process activities, but if the answer given is wrong, the writer asked a follow-up question that requires students to think in the direction of the original question so that the student can answer the question correctly.

d. In the fourth meeting, the writer explained giving and asking opinions. Then the writer gave some examples of dialogues that contain giving and asking for opinion and the writer asked teenagers to practice a dialog with their friend. After that, the writer gave students a topic is about “What do you think about the holiday?” and then the writer asked students one by one to answer the question. If the answer is correct, the teacher asks other students to give their opinion on the answer. This is done to ensure that all students are involved in the learning process activities, but if the answer given is wrong, the writer asked a follow-up question that requires students to think in the direction of the original question so that the student can answer the question correctly.

e. In the fifth meeting, the writer explained giving and asking opinions. Then the writer gave some examples of dialogues that contain giving and asking for opinion and the writer asked teenagers to practice a dialog with their friend. After that, the writer gave students a topic is

about “What do you think about smoking?” and then the writer asked students one by one to answer the question. If the answer is correct, the teacher asks other students to give their opinion on the answer. This is done to ensure that all students are involved in the learning process activities, but if the answer given is wrong, the writer asked a follow-up question that requires students to think in the direction of the original question so that the student can answer the question correctly.

3. Post-test

In the post-test, the writer did the same activities as in the pre-test. The topic was given opinions on learning online at home. The writer tested the teenagers’ speaking one by one, whether teenagers speaking have improved or just the same with the pre-test.

E. The Technique of data analysis

Data that has gone through the pre-test, treatment, and post-test have been analyzed in the following stages:

1. Scoring Classification

The assessment criteria are described by J.B. Heaton were followed by the researcher in analyzing the results which included accuracy, fluency, and comprehensibility.

a. Accuracy

Table 1. Scoring of Accuracy

Classification	Score	Criteria
Excellent	6	There are two or more small grammatical and lexical errors and are a little influenced by your mother tongue in speech.
Very good	5	The pronunciation is quite correct, there are some small grammatical and lexical errors and are influenced a little by the mother tongue.
Good	4	The pronunciation is influenced enough by the mother tongue to leave the listener a little confused. However, there are not many phonological errors.
Average	3	There are serious phonological errors that are influenced by the mother tongue, giving rise to many grammatical and lexical errors.
Poor	2	Many basic grammatical and lexical errors cause interference in communication because it is influenced by the mother tongue
Very poor	1	Do not practice in the course so that you do not master any of the language skills so that they cause there are many basic grammar and lexical mistakes that lead to serious mispronunciation

b. Fluency

Table 2. Scoring of Fluency

Classification	Score	Criteria
Excellent	6	Occasionally think of words in a short time and speak casually, using quite extensive expressions.
Very good	5	Occasionally think of words but the pronunciation is fluent.
Good	4	Trying to think of words with pauses that are not too long, the pronunciation is smooth enough, so that successfully convey the meaning in general.
Average	3	It requires a lot of time to think what to say, the meaning conveyed is clear and the expressions used are limited.
Poor	2	Requires a lot of time to think what to say, stuttering, and limited expression.
Very poor	1	Thinking of arranging words in a long time lag so that there are no expressions and unclear pronunciation.

c. Comprehensibility

Table 3. Scoring of Comprehensibility

Classification	Score	Criteria
Excellent	6	There is little distraction so that the listener can easily understand the speaker.
Very good	5	There are some disturbances by the listener so it needs to be clarified. The submission of meaning by the speaker is quite clear.
Good	4	Most of the pronunciation is easy to understand even though it takes time to clarify what has been said.
Average	3	The audience cannot understand many more complex sentences. However, the audience can comprehend what he says.
Poor	2	The speaker only conveys sentences and short phrases so with difficulty it must be understood by someone who is listening to the speaker.
Very poor	1	The speaker cannot clarify what he is saying., Even when the listener tries hard to understand what the speaker is saying because almost no one can understand. ²⁷

²⁷J. B. Heaton, *Longman Handbooks for Language Teachers* (London and New York, 1975).

2. Classification of students score

Based on the research above, the writer also lists the rating classifications used to provide the grades obtained by students. The following is in the classification scale rating:

Table 4. Classifying the teenager's Score into Some Classification

Classification	Scale	Rating
Excellent	6	86-100
Very Good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very Poor	1	≤25

3. Calculating the percentage of the students' score by using the following formula :

$$P = \frac{F}{N} \times 10\%$$

Where : P = Percentage
F = Frequency of Items
N = Total Number of Students

4. Looking for mean more and standard deviation the researcher used SPSS 20.

Criteria hypothesis of acceptability :

$t\text{-table} \geq t\text{-count}$: The rejected null hypothesis

$t\text{-count} < t\text{-table}$: Received null hypothesis

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

This section shows the analyzed data which is tabulated statistically. Shows the percentage classification and standard deviation of teenagers' scores consisting of pre-test and post-test.

1. Analysis of students' score in tests

a. Pretest

Within this part, the writer displayed the speaking skills scores of the teenagers in the pretest, the learners' mean and standard deviation scores, as well as the percentage score of the learners' speaking skills. The writers show the scores in tables, then compute the scores with the assistance of SPSS 20.

Table 5. The Score of Teenagers' Speaking Skill in the pre-test

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	1	18
2	R2	1	1	1	18
3	R3	2	2	2	33
4	R4	1	1	2	20
5	R5	1	2	2	33
6	R6	2	2	1	33
7	R7	2	1	2	33

8	R8	1	1	1	18
TOTAL		11	11	11	206
		MEAN SCORE			25.75

In this section, the writer described the average score of teenagers speaking ability one by one starting from accuracy, fluency, and finally comprehensibility:

1). Accuracy

To calculate the average score of teenagers' accuracy in the pre-test, the writer used SPSS 20 to determine descriptive statistics and the rate of percentage of accuracy. The following results are recorded in the table:

Table 6. Descriptive Statistics of Accuracy in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	8	1.00	2.00	1.3750	.51755
Valid N (listwise)	8				

Table 7. The Rate of Percentage Score of Teenagers' Accuracy in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0

Average	41-55	3	0	0
Poor	26-40	2	3	37,5 %
Very Poor	≤25	1	5	62,5 %
Total			8	100%

2). Fluency

To calculate the average score of teenagers' fluency in the pre-test, the writer used SPSS 20 to determine descriptive statistics and the rate of percentage of fluency. The following results are recorded in the table:

Table 8. Descriptive Statistics of Fluency in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	8	1.00	2.00	1.3750	.51755
Valid N (listwise)	8				

Table 9. The Rate of Percentage Score of Teenagers' Fluency in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0

Poor	26-40	2	3	37,5 %
Very Poor	≤25	1	5	62,5 %
Total			8	100%

3). Comprehensibility

To calculate the average score of teenagers comprehensibility in the pre-test, the writer used SPSS 20 to determine descriptive statistics and the rate of percentage of comprehensibility. The following results are recorded in the table:

Table 10. Descriptive Statistics of Comprehensibility in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	8	1.00	2.00	1.5000	.53452
Valid N (listwise)	8				

Table 11. The Rate of Percentage Score of Teenagers' Comprehensibility in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	4	50%

Very Poor	≤ 25	1	4	50%
Total			8	100%

b. Post – Test

Within this part, the writer displayed the scores of the teenagers' speaking skills in the posttest. As well as the teenagers' mean and standard deviation scores, and the percentage score of the learners' speaking skills. The writers show the scores in tables, then compute the scores with the assistance of SPSS 20:

Table 12. The Score of teenagers' Speaking Skill in the Post-Test

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	2	2	3	41
2	R2	3	3	3	55
3	R3	4	4	4	64
4	R4	2	3	2	41
5	R5	3	4	4	64
6	R6	2	3	3	53
7	R7	2	2	3	41
8	R8	3	2	3	53
TOTAL		21	23	25	412
		MEAN SCORE			51.50

In this section, the writer described the average score of teenagers speaking ability one by one starting from accuracy, fluency, and finally comprehensibility:

1). Accuracy

To calculate the average score of teenagers' accuracy in the post-test, the writer used SPSS 20 to determine descriptive statistics and the rate of percentage of accuracy. The following results are recorded in the table:

Table 13. Descriptive Statistics of Accuracy in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	8	2.00	4.00	2.6250	.74402
Valid N (listwise)	8				

Table 14. The Rate of Percentage Score of Teenagers' Accuracy in Post-Test

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	1	12,5%
Average	41-55	3	3	37,5 %
Poor	26-40	2	4	50 %
Very Poor	≤25	1	0	0
Total			8	100%

2). Fluency

To calculate the average score of teenagers' fluency in the post-test, the writer used SPSS 20 to determine descriptive statistics and the rate of percentage of accuracy. The following results are recorded in the table:

Table 15. Descriptive Statistics of Fluency in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	8	2.00	4.00	2.8750	.83452
Valid N (listwise)	8				

Table 16. The Rate of Percentage Score of Teenagers' Fluency in Post-Test

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	25%
Average	41-55	3	3	37,5%
Poor	26-40	2	3	37,5 %
Very Poor	≤25	1	0	0
Total			8	100%

3). Comprehensibility

To calculate the average score of teenagers comprehensibility in the post-test, the writer used SPSS 20 to determine descriptive statistics and the rate of percentage of comprehensibility. The following results are recorded in the table:

Table 17. Descriptive Statistics of Comprehensibility in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility Valid N (listwise)	8	2.00	4.00	3.1250	.64087

Table 18. The Rate of Percentage Score of Teenagers' Comprehensibility in Post-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	25%
Average	41-55	3	5	62,5%
Poor	26-40	2	1	12,5%
Very Poor	≤25	1	0	0
Total			8	100%

2. The mean score and standard deviation of pre-test and post-test

After presenting the descriptive statistics table and the percentage of teenagers' scores in the pre-test and post-test according to the assessment in speaking, the writer also obtained the mean and standard deviation values using SPSS 20. It can be seen in the paired sample statistic table below :

**Table 19. The Mean Score and Standard Deviation of Pre-Test and Post-Test
Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	25.7500	8	7.77817	2.75000
	Posttest	51.5000	8	9.71008	3.43303

Table 19 is about paired sample statistics of Pretest and Posttest we can see that there is an increase in speaking skills in teenagers and to find out whether the Pretest and Posttest differ significantly, and to determine the acceptance of the hypothesis, the writer used test-analysis and computed it with SPSS 20. The result is as shown in the following table:

**Table 20. The Paired Samples Correlation of Pre-Test and Post-Test
Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	8	.414	.308

Table 21. The Paired Sample Test of Pre-Test and Post-Test
Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-25.75000	9.60283	3.39511	-33.77816	-17.72184	-7.584	7	.000

In table 20, the writer found that $t_o(t_{count}) = 7,584$ and df (degree of freedom) = 7. While the $t_t = 2,365$, the degree of freedom (df) = 7, with the standard of significant = 5%.

$$7,584 > 2,365$$

Based on the findings that ($t_o > t_t$) the t_{count} higher than t_{table} . It can be terminated that there is a significant deficiency between the teenagers' speaking skills score before and after teaching using the Probing Prompting strategy.

B. Discussions

Based on the problem statements contained in this research; Whether the use of probing prompting strategy is effective or not to improve speaking skills for teenagers?. The writer observed that some teenagers in Palopo are less enthusiastic about learning, especially in English because they didn't have much vocabulary and influenced by the mother tongue so that, they difficult to speak. In this

research, there are three items analyzed by the writer according to three aspects of speaking assessment namely, accuracy, fluency, and comprehensibility. In this research, the writer has 8 teenagers as the respondent and the researcher gave five treatments for the teenagers but before doing the treatment the researcher gave a pre-test to know the speaking skill of teenagers.

In the pretest, the writer gave the question “what students think about education”? and the writer found that in accuracy and fluency, there were no teenagers (0%) who got excellent, very good, good, and average. There were only 3 teenagers (37,5%) who got poor and 5 others (62,5%) who got very poor. Where in the comprehensibility, there are none of the teenagers (0%) got excellent, good, very good, and average. There are 4 teenagers (50%) who got poor, and, the last there are also 4 teenagers (50%) who got very poor.

In Posttest, the writer gave the questions “What students think about learning at home/online learning?”. The posttest was carried out after giving five treatments to teenagers. This was done to determine the increase in learners' speaking skills. On accuracy, there was 1 teenager (12.5%) got good scores, 3 teenagers (37.5%) got average, 4 teenagers (50%) got poor scores. In fluency, there are 2 teenagers (25%) who got good grades. There are 3 teenagers (37.5%) who got average, and 3 teenagers (37.5%) who got poor. Meanwhile, 2 teenagers (25%) got a good grade in comprehensibility skill. There were 5 teenagers (62.5%) who got on average, 1 teenager (12.5%) got it poor.

There previous research related to this research, which is both using the probing prompting strategy but on different skills. The first previous research on findings are Sherli Marliasari and Tika Okta (2018), they conducted research to teach reading by using the probing prompting strategy in grade 11 in Palembang junior high school and they showed that there is progress in students' reading achievement after learning by using probing prompting strategy. The second previous are Wiwid Pratiwi and Diana Tria Candra (2017), they conducted research to maximize reading of narrative texts by using probing prompting strategy in class 10 of Kartika Metro High School and the probing prompting strategy provides the maximum on students' abilities in narrative texts as indicated by the improved scores. The third is, Yusnaeni Hasibuan (2018) who conducted research in simple past teaching using probing prompting strategy in MTsn 2 Medan and the result is probing prompting strategy can affect students' achievement in learning simple past. The last previous is, Rezky Fauziah Fajar (2020) who conducted research in speaking by using probing prompting and the result is probing-Prompting requires students to better master English. Students are given the freedom to build their knowledge so that what students find will always be embedded in memory.

From the results of the research, the writer found several problems in each meeting. At the first meeting, teenagers were confused about the strategies that applied because their abilities were still below standard and lacking the motivation to learn. At the second meeting, there were still many teenagers who were confused about the strategies the writer used, but there were some teenagers who

had started to understand the strategies and became interested in the learning process. At the third meeting, teenagers began to understand this strategy and began to dare to express their opinions in front of their friends. At the fourth meeting, most of them teenagers already understood the strategy and became interested in the theme the writer gave. At the fifth meeting, students can give their opinion in front of their friends according to the theme given.

The discussions above show that Probing Prompting is a good strategy to use in helping the teenagers to improve their learning in English skills (Reading and Speaking), also in English Competence i.e. grammar, especially Simple past Tense. The writers assume that this efficacy is due to the characteristics of the Probing Prompting Strategy which is a derivative of the Teenagers Active Learning method that encourages students to think critically and creatively. The Probing Prompting Strategy guides and explores students' ideas so that they can accelerate the thinking process that can link students' knowledge and experiences with the new knowledge that is being studied then encourage students to construct conceptual rules into new knowledge, thus new knowledge is not shared but they discover it themselves.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Considering the study results and discussions, the writer concluded that the use of Probing Prompting Strategy is effective to improve the teenagers' speaking skills. This could be seen in the average score which shows a significant increase. There is a significant deficiency between the learners' scores in the pretest and in the posttest, the average score of learners in the pretest was 25,75 and the posttest was 51,50. This showed that the application of Probing Prompting Strategies can improve teenagers' speaking skills.

B. Suggestion

Based on the conclusions, the writer gives a few suggestions:

1. To the teacher

The teacher can try probing prompting strategies to improve teenagers speaking skills because this strategy has many benefits, including:

- a. Motivate students to think more actively
- b. The differences in answers between students can be discussed.
- c. Can develop students' motivation and skills in answering and generating ideas.

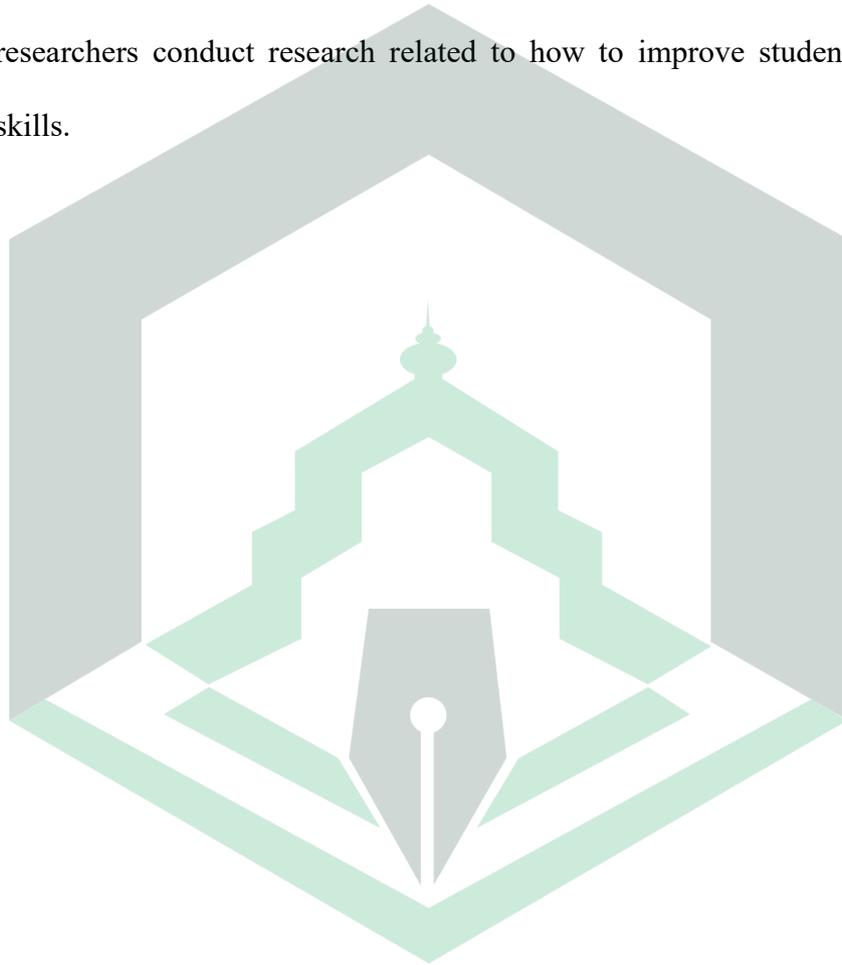
2. To students



To be able to speak well, teenagers must increase their vocabulary and learn their pronunciation and need practice speaking in English. Probing Prompting strategy train teenagers to speak.

3. To other researchers

This research can be used this research as a reading source before researchers conduct research related to how to improve students' speaking skills.



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APPENDIX

LESSON PLAN

Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Asking and Giving Opinion
Alokasi Waktu	: 12 Jam pelajaran @45 menit
Jumlah Pertemuan	: 5 Pertemuan

A. Tujuan Pembelajaran

1. Siswa dapat merespon dengan benar terhadap tindak tutur; menyampaikan pendapat dan meminta pendapat.
2. Siswa dapat mengungkapkan dengan benar terhadap tindak tutur; menyampaikan pendapat dan meminta pendapat.

B. Materi Pembelajaran:

Giving Opinion

- In my opinion.....
- I think...
- I'm convinced that...
- According to the expert, I...
- I believe that...
- I feel that...
- I consider that...

Asking for opinion

- What is your opinion about...?
- What do you think about it...?
- What about...?
- How about...?
- How do you feel about that?
- Do you have any thoughts on that?
- Do you have any idea?
- How do you think?
- Do you think is it good?

Refusing Opinion

- I don't think I care for it
- In my opinion, I would rather...
- I think you're wrong
- I simply can't agree to this
- I have a different opinion about it
- Well, I don't think so...
- In my opinion, I consider...
- I'm afraid it doesn't ring a bell

Accepting opinion

- I (totally) agree with you / that.
- I couldn't agree more.
- I'd go along with that.
- I feel the same.
- You're absolutely right.
- Absolutely / Definitely / Exactly.
- No doubt about it.
- That's a good point. / I see your point.
- I see where you're coming from

C. Metode Pembelajaran

1. Strategi: Answering, Questioning, and Communicating.
2. Metode: Probing - prompting

D. Langkah-langkah Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	<ul style="list-style-type: none">▪ Guru memberikan salam▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu.▪ Guru mengecek kehadiran peserta didik.▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain.▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.	15
Inti	<ul style="list-style-type: none">▪ Guru menjelaskan tentang materi asking and giving opinion▪ Siswa diberikan contoh dialog tentang asking and giving opinion	60

	<ul style="list-style-type: none"> ▪ Guru menunjuk dua orang siswa untuk mempraktekkan contoh percakapan tersebut ▪ Guru menulis topik “ What do you think about friendship?” di papan tulis, lalu menunjuk siswa satu persatu untuk memberikan opininya tentang topic tersebut. 	
Penutup	<ul style="list-style-type: none"> ▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran. ▪ Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan. ▪ Guru menutup pertemuan dengan doa. 	15

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. ▪ Guru mengecek kehadiran peserta didik. ▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain. ▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	15
Inti	<ul style="list-style-type: none"> ▪ Guru menjelaskan tentang materi asking and giving opinion ▪ Siswa diberikan contoh dialog tentang asking and giving opinion ▪ Guru menunjuk dua orang siswa untuk mempraktekkan contoh percakapan tersebut. ▪ Guru menulis topik “ What do you think about Family?” di papan tulis, lalu menunjuk siswa satu persatu untuk memberikan opininya tentang topic tersebut. 	60
Penutup	<ul style="list-style-type: none"> ▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran. ▪ Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan. ▪ Guru menutup pertemuan dengan doa. 	15

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	<ul style="list-style-type: none">▪ Guru memberikan salam▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu.▪ Guru mengecek kehadiran peserta didik.▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain.▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.	15
Inti	<ul style="list-style-type: none">▪ Guru menjelaskan tentang materi asking and giving opinion▪ Siswa diberikan contoh dialog tentang asking and giving opinion▪ Guru menunjuk dua orang siswa untuk mempraktekkan contoh percakapan tersebut▪ Guru menulis topik “ What do you think about Sport?” di papan tulis, lalu menunjuk siswa satu persatu untuk memberikan opininya tentang topic tersebut.	60
Penutup	<ul style="list-style-type: none">▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.▪ Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan.▪ Guru menutup pertemuan dengan doa.	15

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	<ul style="list-style-type: none">▪ Guru memberikan salam▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu.▪ Guru mengecek kehadiran peserta didik.▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain.▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.	15

Inti	<ul style="list-style-type: none"> ▪ Guru menjelaskan tentang materi asking and giving opinion ▪ Siswa diberikan contoh dialog tentang asking and giving opinion ▪ Guru menunjuk dua orang siswa untuk mempraktekkan contoh percakapan tersebut ▪ Guru menulis topik “ What do you think about Holiday?” di papan tulis, lalu menunjuk siswa satu persatu untuk memberikan opininya tentang topic tersebut. 	60
Penutup	<ul style="list-style-type: none"> ▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran. ▪ Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan. ▪ Guru menutup pertemuan dengan doa. 	15

Pertemuan ke-5

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. ▪ Guru mengecek kehadiran peserta didik. ▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain. ▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	15
Inti	<ul style="list-style-type: none"> ▪ Guru menjelaskan tentang materi asking and giving opinion ▪ Siswa diberikan contoh dialog tentang asking and giving opinion ▪ Guru menunjuk dua orang siswa untuk mempraktekkan contoh percakapan tersebut ▪ Guru menulis topik “ What do you think about Smoking?” di papan tulis, lalu menunjuk siswa satu persatu untuk memberikan opininya tentang topic tersebut. 	60
Penutup	<ul style="list-style-type: none"> ▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran. ▪ Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan. ▪ Guru menutup pertemuan dengan doa. 	15

E. Sumber Belajar/Bahan Ajar/Alat

1. Sumber Belajar

- buku refensi yang relevan,
- Kamus

2. Media/Alat:

- *Worksheet* atau lembar kerja(siswa)
- Suara Guru
- Spidol, papantulis

F. Penilaian

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronunciation)	Lafal dapat di pahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat focus dan kadang-kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat di mengerti
Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa, tetapi tidak mempengaruhi arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit di pahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi	Menggunakan kosakata yang salah sehingga tidak dapat di pahami	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog

	lebih lanjut karena kosakata yang tidak sesuai	terbatas karena kosakata yang terbatas		
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Comprehension	Seluruh isi percakapan dapat di pahami meskipun sesekali ada pengulangan di bagian – bagian tertentu	Sebagian besar isi percakapan dapat dimngerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang di lakukan kecuali di bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekalipun

Palopo, 4 Agustus 2020

Researcher,



ROSMITA

16 0202 0008

APPENDIX

TRANSCRIPT

Pre-test

The researcher : What do you think about education ?

Respondent I

Education is very import that because is can make ezy our lif.

| ,edʒʊ'keɪʃn ɪz 'veri ɪm'pɔ:t ðæt bɪ'kɒz ɪz kən 'meɪk ezy 'aʊə lif |

Respondent II

Education is a guideline wirly where we can lirn to kenow something

| ,edʒʊ'keɪʃn ɪz ə 'gaɪdlɪn wɪrli weə wi kən lɪrn tu kenəw 'sʌmθɪŋ |

Respondent III

A education is a very good for to my life

| ə ,edʒʊ'keɪʃn z ə 'veri gʊd fɔ tu maɪ laɪf |

Respondent IV

Very good for us because it can safe personality so much biter

| 'veri gʊd fɔr əz bɪ'kɒz 'ɪt kən seɪf ,pɜ:sə'nælɪti 'səʊ 'mʌtʃ bɪtə |

Respondent V

Education is something that all humans must have because with out education we can not life

| ,edʒʊ'keɪʃn ɪz 'sʌmθɪŋ ðæt ɔ:l 'hju:mənz məst hæv bɪ'kɒz wɪð aʊt ,edʒʊ'keɪʃn wi kən nɒt laɪf |

Respondent VI

Education is very important for life because we life in modern times will full will be played

| ,edʒʊ'keɪʃn ɪz 'veri ɪm'pɔ:tnt fɔ 'laɪf bɪ'kɒz wi 'laɪf ɪn 'mɒdɪn 'taɪmz ,wi:l 'fʊl wɪ bi 'pleɪd |

Respondent VII

Education is brek to success

| ,edʒʊ'keɪʃn ɪz brek tu sək'ses |

Respondent VIII

Education is very important because if there are ideals that we want education without education cannot be accepted without education

| ,edʒʊ'keɪʃn ɪz 'veri ɪm'pɔ:tnt bɪ'kɒz ɪf ðə ə aɪ'diəlz ðæt wi 'wɒnt ,edʒʊ'keɪʃn wɪð'aʊt ,edʒʊ'keɪʃn 'kænɒt bi ək'septɪd wɪð'aʊt ,edʒʊ'keɪʃn |

Post-test

The researcher : What is your opinion about learning at home (online learning) ?

Respondent I

In my opinion learning at home is good because we can learn will browsing.

| ɪn maɪ ə'pɪnɪən 'lɜ:nɪŋ ət hæʊm z gʊd bɪ'kɒz wi kən lɜ:n wɪ 'braʊzɪŋ |

Respondent II

I think is not good because we can early forget material.

'aɪ 'θɪŋk s nɒt gʊd bɪ'kɒz wi kən ,ɜ:li fə'get mə'tɪəriəl |

Respondent III

A in my opinion learning at home is very good because give new experience

ə ɪn maɪ ə'pɪnɪən 'lɜ:nɪŋ ət hæʊm z 'veri gʊd bɪ'kɒz ɡɪv 'nju: ɪk'spɪəriəns |

Respondent IV

I think studying at home is an alienation that we do because it is also the first thing.

'aɪ 'θɪŋk 'stʌdɪŋ ət hæʊm z ən ,eɪliə'neɪʃn ðæt wi du: bɪ'kɒz 'ɪt s 'ɔ:lsəʊ ðə 'fɜ:st 'θɪŋ |

Respondent V

I think online learning is pretty good because by learning online we can get more website to git lesson

| 'aɪ 'θɪŋk 'ɒn,lain 'lɜ:nɪŋ z 'prɪti gʊd bɪ'kɒz 'baɪ 'lɜ:nɪŋ 'ɒn,lain wi kən 'get mɔ: 'websaɪt tu ɡɪt 'lesn |

Respondent VI

In my opinion online learning is very good because we are in the discussion of parents

in maɪ ə'pɪnɪən 'ɒn,lain 'lɜ:nɪŋ z 'veri gud bɪ'kɒz wi ər ɪn ðə dɪ'skʌʃn əv 'peərənts |

Respondent VII

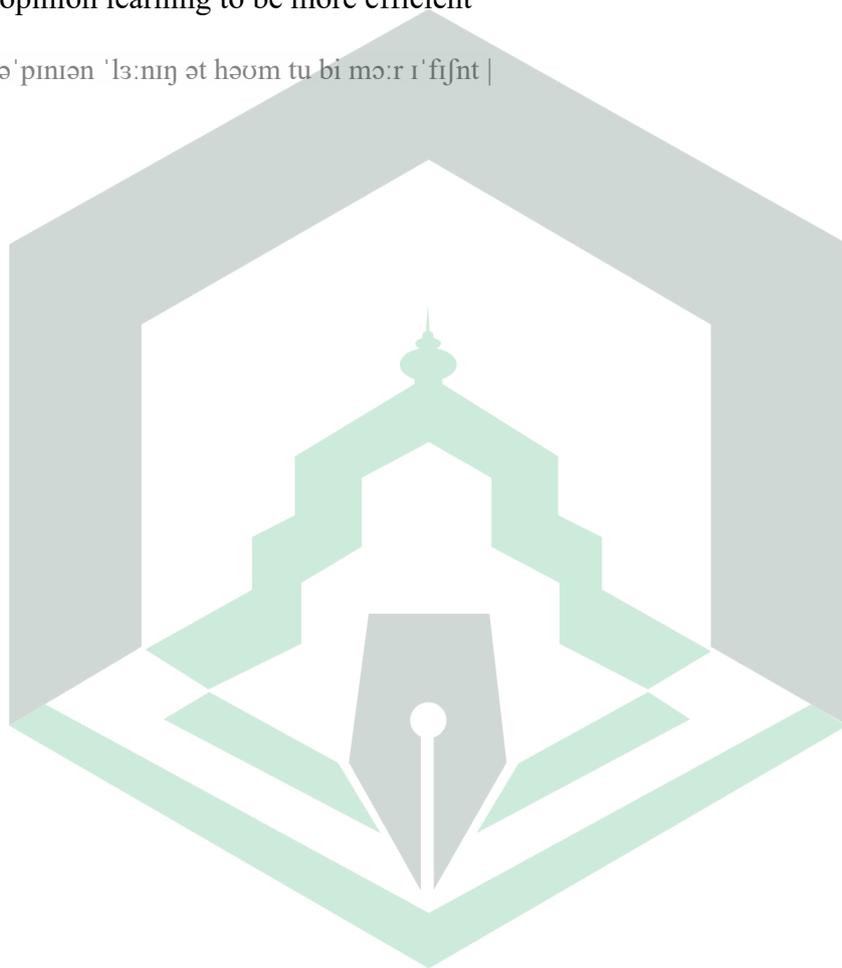
In my opinion learning is bored we learn alone

in maɪ ə'pɪnɪən 'lɜ:nɪŋ z bɔ:d wi lɜ:n ə'ləʊn |

Respondent VIII

In my opinion learning to be more efficient

in maɪ ə'pɪnɪən 'lɜ:nɪŋ tɪ həʊm tu bi mɔ:r ɪ'fɪʃnt |



APPENDIX

TABLE T

d.f.	TINGKAT SIGNIFIKANSI						
	20%	10%	5%	2%	1%	0,2%	0,1%
dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707

27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470

58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423
77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413
83	1,292	1,663	1,989	2,372	2,636	3,191	3,412
84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405

89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
91	1,291	1,662	1,986	2,368	2,631	3,182	3,401
92	1,291	1,662	1,986	2,368	2,630	3,181	3,399
93	1,291	1,661	1,986	2,367	2,630	3,180	3,398
94	1,291	1,661	1,986	2,367	2,629	3,179	3,397
95	1,291	1,661	1,985	2,366	2,629	3,178	3,396
96	1,290	1,661	1,985	2,366	2,628	3,177	3,395
97	1,290	1,661	1,985	2,365	2,627	3,176	3,394
98	1,290	1,661	1,984	2,365	2,627	3,175	3,393
99	1,290	1,660	1,984	2,365	2,626	3,175	3,392
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390



APPENDIX
DOCUMENTATION

Picture 1. Pre-test

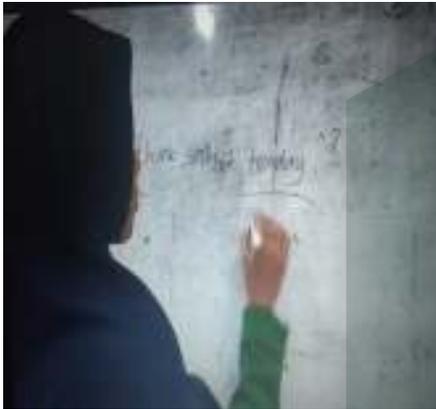


Picture 2. Treatment





Picture 3. Teenagers give their opinion in treatment



Picture 4. Post-test







PEMERINTAH KABUPATEN LUWU
KECAMATAN WALENRANG
DESA BARAMAMASE

SURAT KETERANGAN PENELITIAN
Nomor : 221/DB-KW/ VI/2020

Yang bertanda tangan dibawah ini :

N a m a : SYAMSUL, S.IP
Jabatan : Kepala Desa Baramamase
Alamat : Desa Baramamase Kec. Walenrang Kab. Luwu

Dengan ini menerangkan bahwa :

N a m a : ROSMITA
Tempatgllahir : Lamasi Pantai, 27-08-1998
Jenis kelamin : Perempuan
Alamat : Desa Lamasi Pantai Kec. Walenrang Timur Kab. Luwu
Pekerjaan : Pelajar/Mahasiswa
NIM : 16.0202.0008

Yang Bersangkutan benar-benar mengadakan penelitian di Instansi kami Desa Baramamase sehubungan dengan penulisan skripsi yang berjudul "Improving speaking skill by using probing prompting strategy for teenagers (16 thn – 17 thn)"

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Baramamase, 25 Agustus 2020
Kepala Desa Baramamase


= SYAMSUL, S.IP =



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914, Telp. 0471-22076
Website: pbi.iainpalopo.ac.id E-mail: pbi@iainpalopo.ac.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Rosmita
NIM : 16 0202 0008
Semester : VIII (delapan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 21 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Mengetahui,
Ketua Prodi,



Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Palopo, 12 Agustus 2020
Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

CURRICULUM VITAE



The writer has a complete name Rosmita. Her families and friends always call her Mita. She was born on Lamasi Pantai, August 27th, 1998 in Lamasi Pantai, Kec. Walenrang Timur. She is the first daughter of two children, from her beloved parents Mr. Alimuddin and Mrs. Wahidah. She has one brother (Arun Ramadhan) and no sister. The writer graduated from Madrasah Ibtidaiyah (MI) 25 Lamasi Pantai .

In 2013, she graduated from SMPN 9 Palopo after contributing one trophy as the second winner in the speech competition in South Sulawesi which was held by one of the Senior High School (SMA) in Palopo and become member of Student Council (OSIS) in school with the position of vice-chairman of district 9, namely the Head of English for the period 2014-2015. She graduated from SMAN 2 Palopo in 2016. The writer who has hobbies playing badminton and adventuring loves her families very much. In 2016, the writer continued her study in English Language Education Study Program Tarbiyah And Teacher Training Faculty State Islamic Institute (IAIN) Palopo of English Program S-1 degree.