

**THE EFFECT OF USING PROBING PROMPTING METHOD ON  
STUDENTS' CRITICAL READING**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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MEDAN  
2018**

## ABSTRACT

**Cut Nuri Asura , NPM.1402050125 “The Effect of Using Probing Prompting Method on Students’ Critical Reading”. Skripsi : English Education Program, Faculty of Teachers Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2017.**

This research has aimed to investigate the significant effect of using Probing Prompting method on students’ critical reading. This research applied an experimental research. The population of this research were 126 students of SMA PAB 4 Sampali, Percut Sei Tuan on academic year 2017-2018. The researcher was taken the sample by random sampling. Two classes was randomly appointed as treatment. They were XI- IPA 1 that was amounted 20 students and XI IPA 2 were 20 students, total number of sample was 40 then was divided in two groups. Class XI IPA 1 as Experimental group, taught by using Probing Prompting method and class XI IPA 2 as control group, taught by using direct method. The instrument of this research was multiple choice test, consist of 20 items. The data were analyzed by using t-test formula. The result showed that  $t_c = 12,26$  was higher than  $t_t = 2,024$  at df was 38 and significance rate was 0,05. Based on the result, the alternative hypothesis ( $H_a$ ) was accepted. It meant that by using Probing Prompting method gave significant effect on students’ critical reading. So the finding of the study indicated that students’critical reading in learning analytical exposition text by using Probing Prompting method was more significant.

**Keywords : *Probing Prompting Method, Critical Reading, Analytical Exposition Text.***

## ACKNOWLEDGEMENTS



First of all, the researcher would like to thank to Allah SWT, the most almighty, who has given healthy and chance to the researcher in finishing this study from beginning up to the end. Blessing and peace be upon Prophet Muhammad SAW who has brought human being from the darkness into the lightness as we hold today. Secondly, the researcher would like to thank a lot for her beloved parents, Ayahanda Drs. Halinan and Ibunda Noni Susiani who have been giving support continuously, advice and material for the researcher from the first education until now. The researcher dedicates this study for them.

This study is one of requirements for the degree of Sarjana Pendidikan (S.Pd) at FKIP, University Muhammadiyah Sumatera Utara. Hopefully this study give many people some information and knowledge how the teacher choices a good method in teaching English. In writing this study entitle “*The Effect of Using Probing Prompting Method on Students’ Critical Reading*”, the researcher faced so many difficulties and obstacles. It is impossible for her to finish this study without much help from others. Furthermore, the researcher got many contribution and guidance for various parties, therefore the researcher would like to express her gratitude and appreciation to :

1. Dr. Agussani, M.AP, the Rector of Univeesity of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the dekan FKIP of Univeristy of Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd, M.Hum, as the head of English Department FKIP of University of Muhammadiyah Sumatera Utara, and as the researcher's supervisor who had given a lot of guidance,suggestion, idea and critics in writing this research. Pirman Ginting, S.Pd, M.hum as the secretary of English Department FKIP of University of Muhammadiyah Sumatera Utara.
4. All of the lectures of English Department for their valuable thought and knowledgement in teaching English for her during academic year at UMSU.
5. The Employes of Biro Administrasion FKIP UMSU who had helped in administrative system service of completing necessary requirements, so all of business could be resolved easily.
6. The employes of Library UMSU who had helped the researcher in doing this research.
7. SMA PAB 4 Sampali for giving a chance to the researcher in doing the research and observation.
8. Her beloved brother, Serda Adi Sunanjar and Her sister Ns.Cut Rezeky Anggraini,S.Kep and all of the family members, for their pray and motivation.
9. Her bestfriend Barcuda, Bara Rangkuti, Darmawan Nasution, Liza Reviza, Wilda Anggraini, Saipul Abidin Azhar Ritonga and Indah Emindy who always give suggestion and supports in finishing this research.

10. Her bestfriend at home, Hanifan Arumi Ningsih and Sahdila Tanjung, Nur Anisa Dewi , Nadira Puspita Dewi, S.Pd who always help and giving support for the researcher.
11. All of the Classmate in VIII-A Afternoon English Class 2018, all her friends and anyone who cannot be mentioned here for giving support and time in finishing this research.

Finally, rhe researcher expected constructive criticism and suggestion from all of the readers or the other researcher for the improvement of this research, because the researcher realized that this study is still far from being perfect. May Allah SWT, the most almighty bless all of us.

Medan, Maret 2018

The researcher

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**NPM.1402050125**

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Study**

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). Students are expected to not only read reading at a glance, but also understand the contents of the reading as a whole. Understanding the content of the reading can be done by reading critically. Critical reading demands the reader to make judgments about what they read. Richard (2002) refers to critical reading as reading in which the reader reacts critically to what he or she is reading, through relating the content of reading material to personal standards, values, attitudes or beliefs, going beyond what is said in the text and critically evaluating the relevancy and value of what is read. Therefore, language learners should be given the chance to go through the text and focus on the author's assumptions, viewpoints, purposes, and ideology to read critically.

Based on School-Based Curriculum 2013 for the eleven year students of Senior High School, in teaching reading the students are required to have higher order thinking. Higer order thinking is a critical thinking ability, logical, reflective, metacognitive, and creative thinking. The 2013 curriculum requires

learning material to metacognitive which requires learners not only to remember and describe a material that has been taught but also to predict, design and estimate. The student must be able to discovery information and ideas within a text and it refers to a careful, active, reflective, and analytic reading, which means being able to look at the context with a wider perspective linked to their critical understanding and getting the chance to evaluate the context they face. It also gives learners the opportunity to think about and analyze the information critically.

However, in accordance with the previous research, many problems faced by students in reading. Most of students have low ability in reading text, get difficulty in understanding and comprehending the text. Students feel reading is boring activity, because the teacher always asks them to read the text and answer some questions that is given. This problem also happend on the researcher's experience during Teaching Practice Program (PPL) at SMA PAB 4 Sampali on the academic year 2017/ 2018, many problems faced by students in reading, especially the XI grade stutents. One form of student difficulty in understanding the reading is the low vocabulary mastery of students because of English is a very foreign language for some students, so students are totally "blind" english and very dependent with use dictionary, they did not know the meaning simple words that exist in the text. It made difficult to understand the text. Another difficulty is that students can understand every word separately, but students have difficulty in relating meaning word per word into ideas that have meaning, and also understand the text overall. The last, the students were not interested in the process teaching

and learning reading, because the teacher always use conventional method. The teacher just asks them to read, translate the English text to Indonesian and then answer the questions individually about the text. This is problematic because in this activity, students do not take an active role in constructing knowledge so that the students feel reading is boring activity and make them were not interest in learning reading, then the students have bad result in reading.

In order to solve the problems above, the researcher needs to develop a good method in increasing the students' reading skill. In this research, the researcher intended to use Probing Prompting Method. Probing Prompting method is a process of learning that presents a series of guided questions and explores the students' ideas so that the students can associate their prior knowledge that is being studied. This method has been used by Jenna Francois on his thesis in Univeristy of Northern Iowa, entitled *The impact of Teacher Prompting and Questioning on third grade students' comprehension*. The results of this research is the students reading comprehension improve after being taught by using Prompting Method. Based on explanation and problem above, the researcher interested to see the effect of using Probing-Prompting method on the students' critical reading. Therefore, it is hoped that using Probing-Prompting method, the teaching learning process will be more successfull, especially in teaching and learning reading.

**B. The identification of the problem**

Based on the background previously, the problems of the study are identified as the following :

1. The students' ability in comprehending the reading text is low.
2. The students is highly needed more information in comprehending the text.
3. The teacher method is not supported by attractive method.

**C. The Scope and Limitation**

The scope of the study focus on the students' critical reading and it is limited on teaching reading analytical exposition text by using Probing-prompting method on the students of SMA PAB 4 Sampali on academic year 2017/2018.

**D. The Formulation of the Problem**

The problem of the study is formulated as the following :

1. Is there any significant effect of using Probing-Prompting method on the students' critical reading?
2. How is the students' difficulty in critical reading by using Probing Prompting method ?

**E. The Objective of the Study**

The objective of the study is expected as the following :

1. To investigate the significant effect of using Probing Prompting Method on students' critical reading.

2. To describe the students' difficulty in critical reading by using Probing Prompting Method.

#### **F. The Significance of the Study**

The findings of this study is expected to be useful theoretically and practically :

1. Theoretically

The finding of the study is expected to be useful input in English teaching-learning proses, especially for teaching reading analytical exposition text.

2. Practically

- a. For English teacher, it is expected that the teacher can help the students' problem in reading by using Probing Prompting Method.
- b. For students, it is expected that the students can improve their understanding in reading through the application of Probing Prompting Method in teaching learning process.
- c. For the researcher, who is interested in conducting the same field of research.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories are needed to clarify some terms which are used. The classification of the term will avoid missinterpretation and confusion in understanding the problem. The term many function to give limited concept, which is for specially mean in the particular context. In this cash, it provides some terms, which are important to make clear from the start in order to prevent possible misunderstanding between the researcher and the readder about thid convey. It is very important to list the following terms for the purpose of the research.

#### **1. Description of Method**

Method is a way of teaching a language by following systematic principles and procedures. A method includes the actual activities the learner and the teacher are engaged in while teaching and learning a language. Harmer (2003: 78) defines that a method is the pratical realisation of an approach . The originators of a method have arrived at decisions about types of activities, roles of the teachers and learners the kinds of the material which will be helpful and some model of syllabus organisation. Method is a generalized set of specification in the classroom for achieving linguistic objectives. According to Nunan (2003) a language teaching method is a single set of procedures which teachers follow in the classroom. Methods are also usually based on a set belief about the nature of language and learning.

Methods can also be used by a teacher as a pathway to success in teaching and learning. Selection of appropriate methods will also affect students' learning outcomes. The importance of using methods in learning, make the teacher should be able to determine which method in accordance with the conditions of the class he is teaching. The use of methods in a learning is one way to achieve a success in learning. The more clever the learner determines the method to be used in learning, the more success the teaching gained. From here we can find out how important a method is in the teaching and learning process and in achieving a success of the teaching and learning process.

Thus, a mistake in determining teaching methods will affect to increase the students' learning outcomes. There are several factors that influence the use of methods in teaching, include: 1) The purpose of various types and functions 2) students of various levels of maturity 3 ) Situations of varying circumstances 4) Facilities of varying quality and quantity 5) The teacher's personal and professional abilities are different. In determining a method that will be used in teaching and learning process, as follows: 1) Objectives to be achieved 2) Lesson materials 3) Learners 4) Situation 5 ) Facilities 6) Teachers.

## **2. Description of Probing Prompting Method**

Competence of teachers in trying to use various methods is needed. One of them is the method of probing prompting. According to English-Indonesian dictionary dictionary, probing is to investigate or track. While prompting is a stimulus given before and during the occurrence of something. Based on the

above understanding can be concluded that probing-prompting is a method used to investigate a problem with given stimulus before and during the learning. The meaning of the stimulus here is giving questions to students to find new experiences.

According to Wahyudi (2016:43), Probing Prompting method is very closely related to the questions. The questions asked at this learning are called probing question. Probing question is a digging question to get further answers from students who are meant to develop the quality of answers, so that the next answer is clearer, accurate and reasoned.

#### **a. Probing**

The explanation of probing has been presented by Jacobsen in his book *Method for Teaching* (1989), the former involves increased number of students, and the later deals with incorrect responses. An additional situation arises when the student's reply is correct but insufficient because it lacks depth. In such a case, it is important for the teacher to have the student supply additional information in order to have better, more inclusive answers. This technique is called probing. The learning process will involve teachers, students and the environment as a place of learning. Each learning tries to activate the student by giving the question until the student answers the wrong answer. The situation will continue until the concept of the answer is true to the conclusion of the question posed by the teacher. But the correct answer of the student is not enough so that requires a deeper answer from the teacher. In this case it is important for teachers to have

more knowledge so as to create inclusive answers to be presented to students. This technique is called probing.

Asking questions is one strategy that can be used in learning. The effectiveness of questions can be seen from the way students address the questions given by teachers. When questions arise, students will inevitably be motivated to solve problems together. The use of questions in learning basically provides an opportunity for students to think and reflect. This is confirmed by DePorter (2012), explains that by giving students the opportunity to reflect, the teacher has helped students establish a deeper conceptual understanding, build stronger links, and more pressing the learning process. The questions used in the process of learning is called probing question. Probing question is a digging question to get further answers from students who intend to develop a quality answer, so that the next answer is clearer, accurate and reasoned (Suherman 2001:160).

#### **b. Prompting**

Prompting is a condition when students are unable to answer the question, the teacher giving the students the opportunity to answer simple questions as a form of help from the teacher. The effectiveness of prompting benefited the students significantly, after giving an incorrect response, then the teacher asked them questions until the students find the correct answer. The students who answer questions with wrong answers, teachers give simple questions and give clues to find the right answers.

Probing Prompting method 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 (Suherman, 2008:6). Probing prompting learning is closely related to the question. Probing is digging or tracking, and prompting is directing or guiding. When students have read a text, we can prompt them to notice language features in that text, we may also as controllers, direct them to certain features of the text construction, clarifying ambiguities, and making them aware of issues of the text structure which they had not come across previously (Harmer, 2003: 213).

The probing-prompting method requires mastery of good questioning skills on the teacher. Some things to consider in providing question and answer to students:

- a. The objectives to be reached from question and answer method are:
  - 1) To find out to what extent the subject matter has been mastered by the students.
  - 2) To stimulate students to think.
  - 3) Provide an opportunity for students to pose problems that have not been understood.
- b. Type of question.

Basically there are two questions that need to be asked, namely the memory question and thought questions.

- 1) Memory question, intended to determine the extent to which knowledge is embedded in the students. Usually the question stems to what, when, where, how, and the like.
- 2) Thought question, intended to find out to what extent the child's thinking in response to a problem. Usually this question starts with the word why, how.

c. The technique asks questions.

The success of questioning method depends very much on the teacher's technique in asking questions. The main points to be considered include:

- 1) The formulation of questions should be clear and limited so as not to create doubt on the students.
- 2) The questions should be presented to the class before appointing students to answer them.
- 3) Give students time to think about it.
- 4) Respect students' opinions / questions.
- 5) Distribution of questioning should be evenly distributed.
- 6) Make a summary of the question and answer result in order to gain knowledge systematically (Sudjana,2009)

The design of questions should be adjusted taxonomy of learning objectives. In the cognitive region structure, Bloom (in Purwanto, 2010) states the hierarchical level from the lowest (knowledge) to the highest (create) and can be explained as follows:

- a. Level of Knowledge (Remember)
- b. Level of Understanding
- c. Level of Application
- d. Level of Analysis
- e. Level of Evaluation (Evaluate)
- f. Level Create

There are two students activities that are interconnected in the learning model of probing prompting, which is student activity which includes the activity of thinking and physical activity which try to build the knowledge, and the activity of the teacher trying to guide the students by using a number of questions that require low-level thinking to high-level thinking (Suherman , 2001: 55).

## **2.1 The Procedure of Probing Prompting Method**

The steps of learning probing prompting are elaborated through seven stages of probing technique (Wahyudi : 43) developed by prompting are as follows:

- 1) The teacher exposes the student to a new situation, for example by looking at pictures, formulas, or other situations that contain problems.
- 2) Waiting for a moment to give the students an opportunity to formulate an answer or conduct a small discussion in formulating it.
- 3) The teacher poses the problem to the students in accordance with the specific learning objectives (TPK) or indicators to all students.
- 4) Waiting for a moment to give the students an opportunity to formulate an answer or conduct a small discussion in formulating it.

- 5) Appoint one of the students to answer the question.
- 6) If the answer is correct then the teacher asks the other student's response to the answer to ensure that all students are involved in the ongoing activities. However, if the student is experiencing a congestion in this case, the answer is incorrect, incorrect, or silent, then the teacher asks other questions whose answers are a way of completion. Then proceed with questions that require students to think at a higher level, to be able to answer questions according to basic competencies or indicators. Questions taken in this sixth step should be addressed to several different students so that all students are involved in all probing prompting activities.
- 7) The teacher asks the final question to different students to emphasize that the TPK / indicator is completely understood by all students.

## **2.2 The Advantage of Probing Prompting Method**

- 1) Encourage students to actively think.
- 2) Giving students the opportunity to ask questions that are less clear so that the teacher can explain again.
- 3) Disagreements between students can be compromised or directed at a discussion.
- 4) Questions can attract the attention of students, even when the students are noisy, sleepy, back up and lost sleep.
- 5) As a way of reviewing of past learning materials.
- 6) Develop the students' skill in answering and expressing opinions..



### **2.3 The Disadvantage of Probing Prompting Method**

- 1) Students feel scared, especially when teachers can not encourage students to be brave, by creating an atmosphere that is not tense, but rather familiar.
- 2) Time is often wasted if students can not answer questions up to two or three people.
- 3) In large numbers of students, there is not enough time to ask each student.

### **3. Description of Critical Reading**

Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment (Heilman, 2005:4). In the literature, reading seems to be divided into two types, literal comprehension is to take in ideas that are directly stated, the most basic type. Higher-order reading comprehension goes beyond literal understanding of a text. It involves higher-order thinking process, known as critical reading. McDonald (2004 as cited in Tomasek, 2009:118) defines critical reading as alternative way of reading that goes beyond the typical approaches to reading such as information processing or personal response. Critical reading demands the reader to make judgments about what they read, this kind of reading requires posing and answering questions about the text and the author. Richard (2002) refers to critical reading as reading in which the reader reacts critically to what he or she is reading.

Critical reading is evaluating written material. It is comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness and timeless. Critical reading depends upon literal comprehension and interpretive comprehension and grasping implied ideas is especially important. It can be concluded that critical reading include the ability in distinguishing between fact and opinion, evaluating the accuracy and the appropriateness of the information given the text and recognizing persuasive statement. A critical reader must be active in questioning, searching for the fact and suspending judgement until the reader has considered all the material. Therefore, language learners should be given the chance to go through the text and focus on the author's assumptions, viewpoints, purposes, and ideology to read critically. The abilities of critical reading are personally reading to the information in a passage indicating its meaning to the readers, analyzing and evaluating the quality of written information.

From an educational point of view, it is important for students to be capable of reading expository texts critically, reasoning through reading is an ability widely needed in the educational curriculum. Furthermore, according to Jones (2002), critical reading not only empowers students in EFL learning skills such as vocabulary and reading, but also teaches them how to reach real understanding of texts and how to think about them with a critical view. A critical reader performs a mental action on the word-form and makes associations between the context and his own personal knowledge to infer word meanings (Wallace, 2003).

### **3.1 The Strategy of Critical Reading**

In fully understanding a text and critically analyze it, different steps in the form of strategies were adopted in this study from Sousa (2004:105) which include previewing, contextualizing, questioning, reflecting, outlining and summarizing, evaluating an argument, and comparing and contrasting related readings.

#### **1) Previewing**

learning about a text before reading it and entails prediction based on the heading and subheadings, for example scanning and skimming. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

#### **2) Contextualizing**

Requires placing a text in its historical, biographical, and cultural contexts and includes making inferences and synthesizing. When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, you need to

contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.

**3) Questioning**

The readers should ask questions about content. These questions should be designed to help students understand a reading and respond to it more fully, and often this technique works when the questions are relevant and appropriately phrased. When students need to understand and use new information though it is most beneficial if you encourage them to write the questions that they are asking themselves as they read the text for the first time.

**4) Reflecting**

The readers should examine their own responses and reflect upon the challenges to their personal beliefs and values and entails annotating, highlighting, and note taking.

**5) Outlining and summarizing**

Require the readers to identify the main ideas and to restate and paraphrase. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately. The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples.

## 6) **Evaluating an argument**

Testing the logic of the text as well as its credibility and emotional impact, readers are often asked to determine fact and opinion, find cause and effect relationships, determine claim and support, determine premise and conclusion, and finally analyze, interpret, and argue about the text.

## 7) **Comparing and contrasting**

The related readings encompass exploring the likeliness and differences among texts for a better understanding. Many of the authors we read are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did.

### 3.2 **Indicator of Critical Reading**

Critical reading is basically a further step of thinking and being critical. The indicators of ability to think and be critical include:

#### 1) **Recall and Recognize**

The ability to recall and recognize includes capability :

1. Identify the main idea of a paragraph.
2. Recognize the characters of the story and its characters.
3. Reiterate the main idea of the paragraph.
4. Re-state the facts or details of the reading.

5. Redefine the facts of comparison, elements of causal relationships, character figures and so on.

## **2) Interpret Implicit Meanings**

Not all ideas contained in the text are expressed explicitly on lines of words or sentences. These ideas and meanings are often contained behind the line of words or sentences, and to dig it requires an interpretation of you as the reader. You should be able to interpret key ideas and key ideas and supporting ideas that are not explicitly stated by the author, and must be able to distinguish the facts presented critically. The ability to interpret implied meanings is the ability:

1. Interpreting the main idea of the paragraph.
2. Distinguish facts from reading facts.
3. Interpret support ideas.
4. Distinguishing facts or understanding detail of reading critically.

## **3) Apply Concepts in Reading**

As a critical reader you should not stop until the activity explores the implied meaning through understanding and interpretation critically, but you must also be able to define the concepts contained in the reading into a problematic new situation. In this case, the ability to apply concepts, including the ability:

1. Following the instructions in the reading;
2. Implementing key concepts / ideas into new and problematic situations;

3. Demonstrate conformity between the main idea and the situation at hand.

#### **4) Analyze Reading Content**

The ability to analyze is the ability of the reader to see the components or elements that form a unity. Unity in the reading includes key ideas, statements, conclusions, and so on. The critical reader is expected to see facts, supporting details, or other forming elements not explicitly mentioned. In detail the ability to analyze , including the following capabilities :

1. Capturing the main ideas of reading.
2. Provide details / supporting facts.
3. Classify the facts.
4. Compare the existing antibes in the reading.
5. Compare the characters that exist in the reading.
6. Define the theme of reading.

#### **5) Synthesize**

These synthesize forms, including:

1. Absorb the reading core;
2. Make a summary or create a reading framework compiled in response to the reading or create a completely new reading frame based on the knowledge of the reading;
3. Making a reading conclusion
4. Preparing the reading framework.

5. Connecting the data to obtain conclusions.
6. Creating a summary.

**6) Rate Reading Content**

The ability to judge the content and reading arrangements critically is conducted through the activities of considering, assessing, and making decisions. The ability to assess these readings indicates that a critical reader does not simply believe what he or she reads before the review process takes place first. In detail, the ability to deal with critical attitudes in assessing the reading, especially on the content and use of language, includes the following abilities.

1. Assessing the truth of the main idea / main idea of the paragraph / reading as a whole.
2. Assessing and determine that a statement is a fact or opinion.
3. Assessing and determine that a reading is lifted from the author's reality or fantasy.
4. Determining the author's purpose in writing.
5. Determining the relevance between goal and idea development.
6. Determining the alignment between the data disclosed and the conclusions made.
7. Assessing the accuracy in the use of the language, whether at the word level, phrase or the composition of the sentence.



### 3.3 Critical Question

The development of critical reading in English requires various criteria both in terms of the form and subject matter content. The technique of writing critical questions either in the form of multiple choice or description is generally the same as writing low level questions, but there are some distinguishing features. There are several ways that writers can be used as guidance in this case the teacher to write items that require high-level thinking of the students, the material to be questioned is measured by the behavior in accordance with Bloom's cognitive domain at the level of analysis, evaluation and creation, every question given the basic questions (stimulus) and the question of measuring the ability to think critically.

In order for the items written to be able to demand high-level thinking, each item is always given basic questions (stimulus) in the form of sources / reading material such as: text reading, paragraph, drama, novel / story / fairy tale, poetry, cases, and pictures . The skills higher order thinking within Bloom's taxonomy include the three highest levels of analysis, evaluation and creation. For middle-level learners not all skills can be trained through problem solving but we can choose according to the learner's level of thinking and designing into issues that encourage high-level thinking learners in their English language skills. Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react

emotionally and intellectually with the material. Because everyone's life experiences are varied, answers to some of the following questions will vary:

1. Is this argument logical?
2. What alternatives are there?
3. Is this a fact or an opinion?
4. Do you agree or disagree with the author?
5. What is the best solution to this problem?

#### **4. Analytical Exposition Text**

In language, "Analytical" means examining or testing something carefully and "Exposition" has a broad explanatory meaning. Thus, literally, Analytical Exposition is a text that tries to provide comprehensively or comprehensively about a problem by presenting the supporters' opinions carefully. Analytical exposition text is a text that exposes the author's idea of the surrounding phenomenon. The goal is to get the reader concerned about what is being discussed and give their attention to the issue.

##### **4.1 Communicative purpose of Analytical Exposition Text**

The communicative purpose of the analytical exposition text is to convince the reader that the topic presented is an important topic to address or get attention by way of giving arguments or opinions that support the main idea or topic.

## 4.2 Generic Structure of Analytical Exposition Text

The generic structure of analytical exposition:

### 1. Thesis

In the thesis section, it contains the author's view of a problem simply.

This section is an introductory part of the topic or main idea to be discussed.

Thesis is always in the first paragraph of Analytical Exposition Text, usually includes a preview argument.

### 2. Arguments

In this section the author presents arguments that support the main idea of the author of the text. Usually in an analytical exposition text there are more than two arguments. The more arguments displayed, the more the reader believes that the topics discussed by the author are very important or require attention, consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence.

### 3. Reiteration/ conclusion

This section is the closing part of an analytical exposition text that is always located at the end of the paragraph. Reiteration contains a rewritten or redeployed main idea contained in the first paragraph. Reiteration is also called conclusion, states the position more forcefully in the light of the arguments presented.

### 4.3 Language Features of Analytical Exposition Text

- a. Using relational process.
- b. internal conjunction.
- c. Using causal conjunction.
- d. Using Simple Present Tense.
- e. Using compound and complex sentence.
- f. Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore

#### B. Relevant Study

There are some studies that related to this research has been conducted before. The first study is conducted by Jenna Francois (2016) on his thesis in University of Northern Iowa. On hist thesis of entitled: *The Impact of Teacher Prompting and Questioning on Third grade Studensts' Comprehension*. The researcher use the qualitative research study explores how the teacher prompting and questioning impacts students' comprehension of text. The researcher observed a third grade teacher at a local elementary school in order to discern patterns in how this teacher used verbal prompts and questions to assist her students in understanding what they read. Interviews with the teacher were conducted and observational data were collected in an effort to discern patterns in this teacher's use of prompting and questioning as it relates to reading comprehension. This single-subject case study provides a lens through which educators can examine

their own use of prompting and questioning as it relates to students reading comprehension. In addition, it is important that teachers consider how they can be support students in acquiring these comprehension skills and strategy. By implementing the two practices described in this study, educators can begin to support students in their efforts to improve their reading comprehension.

The second study is conducted by Ani Cahyadi (2017) in *Al-Ta'lim* journal of Vol.24 NO.1 2017, on her journal of entitled: *The Development of Learning Materials of Online Probing-Prompting Method at IAIN Antasari in Indonesia*. The learning materials based on independent learning and constructivism for students especially online probing-prompting method has not been developed yet in the learning process at IAIN Antasari. The purpose of this study are to develop the learning materials of online probing prompting method including the syllabus, lesson units, instructional material, students assessment sheet, learning media, and online learning design which have been validated by the experts. It is also aimed to identify the quality of the learning materials based on the experts' assessment. This study used research and development approach. The finding of study showed that IAIN Antasari developed the learning materials of online probing prompting method. The study also found that the experts' assessment on the quality of the learning materials of online probing prompting method at IAIN Antasari was quite good in terms of the feasibility aspects of the materials, presentation, language and images.

The third study is conducted by Johanes Suranta S.K (2012) on his thesis in University of State Medan. On his thesis of entitled: *The Effect of Using Probing*

*Prompting Method on Students' Reading Comprehension* . The basic purpose of this research is to find out whether there was a significant difference of students' reading comprehension achievement before and after being taught using Probing Prompting Method. The results of this research is the students reading comprehension improve after being taught using Probing Prompting Method . It also proves that Probing Prompting Method is successfully helpful the students in comprehending the text by the set of questions.

### **C. Conceptual Framework**

Teaching learning English in senior high school demands on the active participation from the student as the subject of four skill implementation: listening, speaking, writing, and reading. Reading is one of the language skills that should be achieve by the students and it has a big role in learning English especially in understanding overall the text, but some students have problems in comprehending reading text, relating to answer the text based on contextual in reading. To make reading a more active process, it is necessary to find out in effective method in teaching reading comprehension, so that the students achieve better understanding in reading texts especially on critical reading. One of the reading method is try out in this.

Based on the importance of reading, this research tries to help the students by using Probing Prompting Method. Helps students in supporting their process study, therefore, the use of Probing Prompting Method successfully give great effect to the students ability in critical reading especially in analytical exposition

text. In this method the teacher will 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. In conclusion, by applying in this method, Hopefully, that this method will make reading not only beneficial for them but enjoyable as well. That is why probing prompting method is suitable for the students' critical reading ability.

#### **D. Hypothesis**

Based on the previous discussion on the background of the study, the hypothesis was formulated as follows:

Ha : there was any significant effect of Probing Prompting Method on the Students' critical reading.

Ho : there was not significant effect of Probing Prompting Method on the Students' critical reading.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location and Time

This research was conducted at SMA PAB 4 Sampali, jalan Pasar Hitam No.69, Percut Sei Tuan. It was conducted during the academic year 2017/2018. The reason to choose this school as the location of this research because the researcher found some problems in this school, most of students were not able to understand what they have read especially in analytical exposition text.

#### B. Population and Sample

##### 1. Population

The population of this research was taken from the students of SMA PAB 4 Sampali, on XI grade on academic year 2017/2018 which consisted of 3 classes. They are 3 parallel classes such as XI IPA 1 consist of 40 students, XI IPA 2 consist of 40 students, and XI IPS consist of 46 students.

**Tabel 3.1**  
**The population of SMA PAB 4 Sampali**

No.	Class	population
1.	XI- IPA 1	40
2.	XI- IPA 2	40
3.	XI-IPS	44
	Total	124



## 2. Sample

The sample was selected by Random sampling. The researcher took the sample by choosing the serial number of multiplier 3 in the students' attendance book. The sample of the research list in the table,below :

**Tabel 3.2**  
**The Sample of SMA PAB 4 Sampali**

No.	Class	Population	Sample
1.	XI- IPA 1	40	13
2.	XI- IPA 2	40	13
3.	XI-IPS	44	14
	Total	124	40

Total number of sample were 40 students, then divided into 2 groups, they were experimental group consist of 20 students and control group consist of 20 students. Experimental group in XI-IPA 1 and control group in XI IPA 2.

## C. Research Design

This research used an experimental research, which consisted of two groups, they were experimental group and control group. Experimental group consist of 20 students was taught by using Probing Prompting Method and control group consist of 20 students was taught by direct method. Both of groups was given pre-test and post-test. The design of this research as show below :

**Tabel 3.3**  
**Research Design**

No.	Group	Sample	Pre-test	Treatment	Post-test
1.	Experimental	20	<b>P</b>	Probing Promptig Method	<b>P</b>
2.	Control	20	<b>P</b>	Direct Method	<b>P</b>

### 1. Pre-test

Pre-test was conducted to find out the student's ability in critical reading before having treatment. The pre-test was given to both groups with the same test. It was expected the avarage score between them are not different too far because the two groups are in the same level knowledge.

### 2. Treatment

The treatment was conducted after the administration of the pre-test.. The activities during the treatment used Probing Prompting Method in teaching analytical exposition text in the experimental group, as describe in table 3.4.

**Tabel 3.4**  
**The Procedure Treatment in Experimental Group**

No	Teacher's Activities	Students' Activities
1.	The teacher gave motivation to students.	The students gave response to the teacher.
2.	The teacher introduced and demonstrate teaching critical reading by using Probing Prompting Method.	The students listened to teacher's introduction and demonstration.
3.	Teachers introduced new topics about	The students listened to the teacher's explanation.

	analytical exposition.	
4.	The teacher asked the students to elaborate what they known about junkfood.	The students tried to elaborate what they known about juckfood.
5.	The teacher appointed one of the students to answer the question.	One of the students answered the question.
6.	The teacher asked the other student's response to the answer to ensure that all students are involved in the ongoing activities	The students gave response to the teacher.
7.	The teacher gave brief explanation about analytical exposition text and its generic structure and language feature.	The students did what the teacher asks.
8.	After that, the tacher gave the copies of the text to the students and ask them to look through the whole passage.	The students did what the teacher ask.
9.	The teacher asked the students to determine the generic structure of the text.	The students identified the generic structure of the text.
10.	The teacher asked the students to analyze the reading content.	The students did what the teacher asks.
11.	The teacher asked the students to determine fact and opinion, find cause and effect relationships.	The students tried to determine fact and opinion and find cause and effect relationships.
12.	The teacher asked the students to make summary of the reading content.	The students di what the teacher asks.
13.	The teacher asked the students to make their own question from the text in order to check if someone has fully	The students began to formulate possible question from the text

	understand the content of the text, it improves comprehension and help students integrate information.	
14.	The teacher asked the students to rate reading content.	The students did what the teacher ask.
15.	After that, the teacher then gave a question text based on analytical exposition text.	The students answered the set of questions.

**Tabel 3.5**  
**The Procedure Treatment in Control Group**

No	Teacher's activities	Students' activities
1.	Teacher greeted students to open the class and teacher asks students to Prayer.	Students listened teacher when open the class and students Pray together before study.
2.	Teacher checked students attendance list Teacher gave the material about analytical exposition text.	Students listened teacher when checks attedance list.
3.	Teacher gave explanations about analytical exposition text.	Students listened teacher explanations about analytical exposition text.
4.	Teacher asked the students to read the analytical exposition text.	Students read the text.
5.	Teacher gave question text based on analytical exposition text.	Students read question.
6.	Teacher asked students to answer question, if the students finish to answer question, teacher asks students to	Students answered the question and students to exchange result

	exchange result answer question with another friend.	answer question with another friend.
7.	Teacher with the students answered the question together and asks student to correct the answer from their friend.	The students and the teacher answered question and correct the answer from their friend.

### 3. Post- Test

The post test was given to both groups, experimental and control group after the treatment. The post test was exactly same as pre-test. It was used to know the effect of the treatment or to found out the differences of their mean scores.

#### D. The Instrument of Collecting Data

In this research, the instrument of collecting data consisted of two instruments, namely multiple choice test and observation. Multiple choice test was used to measure critical reading skills and observation was used to describe teaching and learning process. There were 20 items to answer and the score for each correct answer was scored 5 and the wrong answer was scored 0, the time was given 40 minutes. The students choosed the correct answer of analytical exposition text.

### **E. Technique of Collecting Data**

The technique of collecting data in this study :

1. Observation.
2. Giving pre-test to experimental and control groups by giving multiple choice test to the students.
3. Giving treatments :
  - a. Experimental group by using Probing Prompting Method.
  - b. Control group by using direct method.
4. Giving post-test to both classes. The researcher made the same test again to collect the post-test scores and it consisted of multiple choice.
5. Collecting the students' answer sheet.
6. Correcting the students' answer sheet.
7. Listing the score of pre-test and post-test into table for both groups.

### **F. Technique of Analyzing Data**

The following steps was applied in analyzing the data.

- a. Scoring the students answer

$$score = \frac{\text{total of the answer}}{\text{total of the question}} \times 100 \%$$

- b. Listing their scores in two score tables, first the Experimental groups score and second for the Control group scores.
- c. Calculating the mean of the students score by using formula :

$$M = \frac{\sum x}{N}$$

Where:

M : Mean

$\sum x$  : Total students score

N : Total students

d. Calculating deviation sample 1 (Experimental group )

1) Standard deviation of sample 1 (Experimental group) :

$$S_1 = \sqrt{\frac{n (\sum x_1^2) - (\sum x_1)^2}{n_1 (n_1 - 1)}}$$

2) Standard deviation of sample 2 (Control group) :

$$S_2 = \sqrt{\frac{n (\sum x_2^2) - (\sum x_2)^2}{n_2 (n_2 - 1)}}$$

3) T-test to decide the data is separated variants (heterogenic) or polled variants (homogeny):

$$F_c = \frac{S_1^2}{S_2^2} \rightarrow \text{if } F_c < F_t, \text{ so the data is polled variants (homogeny)}$$

4) The calculating the validity and reliability by using correlation of product moments according to Sugiono (2017 : 255) :

$$r_{XY} = \frac{n \sum XY - (\sum X) (\sum Y)}{\sqrt{\{n (\sum X^2) - (\sum X)^2\} \{n (\sum Y^2) - (\sum Y)^2\}}}$$

5) The calculating testing the hypothesis by using T-test :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left[ \frac{S_1}{\sqrt{n_1}} \right] \left[ \frac{S_2}{\sqrt{n_2}} \right]}}$$

Where :

$t$  : t- Test

$\bar{X}_1$  : Average of Variable 1 (Experimental group)

$\bar{X}_2$  : Average of variable 2 ( Control group)

$S_1$  : Standard deviation of sample 1 ( Experimental group)

$S_2$  : Standard deviation of sample 2 (Control group)

$S_2$  : Standard deviation variants of sample 1 ( Experimental group) and sample 2 Control group

$n$  : Total of sample

$n_1$  : Number of cases for variable 1 ( Experimental group)

$n_2$  : Number of cases for variable 2 ( Control group)

$F_c$  :  $F_{count}$

$F_t$  :  $F_{table}$

1 : Number of constant

$r_{xy}$  : coefficient correlation



## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data Description

This research was experimental research. The data of this research had been collected by giving 20 multiple choice items. The correct answer was given 5 score, incorrect answer was given 0 score and the higher score was 100. In this research, the sample was divided into two groups, the Experimental group and Control group, that consists of 20 students in Experimental group and 20 students in Control group. Both of group were given pre-test and post-test as show on the table 4.1 and table 4.2 below :

**Table 4.1**  
**The score of Pre-test and Post-Test in the Experimental Group**

No	Students' Initial	Score	
		Pre-test	Post-Test
1	MAH	60	90
2	PGR	60	90
3	DR	55	85
4	AS	50	85
5	RL	55	80
6	FG	60	80
7	JS	60	80
8	GPA	55	80
9	WA	65	80
10	AP	65	90
11	AK	65	80
12	GAF	60	85
13	MA	35	75
14	MFR	50	80
15	NA	50	85
16	AS	50	85
17	MDR	55	80
18	DFS	55	90

19	JP	45	80
20	CAR	60	80
<b>Total</b>		<b>1.110</b>	<b>1.660</b>
<b>Mean</b>		<b>55,5</b>	<b>83</b>

The data in the table 4.1 showed the highest score of pre-test in the Experimental group was 65 and the lowest was 35 while the highest score of post-test was 90 and the lowest was 75. The mean of pre-test in the Experimental group was 55,5 and the mean of post test in the Experimental group was 83.

**Table 4.2**  
**The score of Pre-test and Post-test in the Control Group**

No	Students' Initial	Score	
		Pre-test	Post-Test
1	AWH	50	80
2	AP	55	80
3	SRB	45	75
4	DR	50	80
5	SM	35	70
6	BF	55	75
7	MY	65	75
8	BP	50	75
9	SKH	55	75
10	PM	65	80
11	RKS	40	75
12	AS	65	80
13	SAS	60	70
14	CS	50	75
15	NA	50	80
16	PM	60	80
17	CLL	45	75
18	NH	50	80
19	IS	45	75
20	NAF	55	75
<b>Total</b>		<b>1045</b>	<b>1.530</b>
<b>Mean</b>		<b>52,25</b>	<b>76,5</b>

The data in the table 4.2 showed the highest score of pre-test in the Control group was 65 and the lowest was 35 while the highest score of post-test was 80 and the lowest was 70. The mean of pre-test in the Control group was 52,25 and the mean of post test in the control group was 76,5.

## **B. Data Analysis**

In this research, data analysis used to describe observation sheet in teaching and learning process,, and to know wheter or no there is significant difference in the result between two groups.

### **1. Analysis of Observation Sheet**

#### **a. Situation of the students in the class**

This observation was conducted in XI IPA 1 with total number of students were 40. As found in the observation, the English teacher still used teacher-center method in delivering material. The teaching learning process began with socializing and the teacher greeted the students. Next the teacher read attendance list by calling the student's name one by one, then opened the lesson, continued to lead in stimulate students concerning with the theme of new lesson.

The presentation began with the teacher's explanation about the topic of the reading passage. Then presentation of the reading material and skill practice are considered as the essence of teaching learning process. Similar problem in reading activity were also faced by students. The students still face difficulty to express their ideas in English. They tend to keep silent when

the teacher invited them to read using English in the classroom. The students seem to be unmotivated and have unfavorable attitudes towards English. The explanation took about forty minutes. However, when the teacher had been explained all the material, the students seemed loose their attention, some of them talked to each other.

In skill practice, the students' activities covered reading text like answering the questions, discussing and making conclusion. Then the teacher corrected their answer and students took some notes about the main idea. In the end of the lesson, the teacher suggests the students to study harder. He also gave them some assignment which had to do at home. And finally the teacher closed the lesson.

#### **b. Students' participation in the class**

The result of students participation on the first meeting shown that the students were quite active in following teaching and learning process, some of students had been active in answering teacher's question but only a few who expressed opinions and asked questions. While discussing only a few students who dominated the discussion. When the teacher appoints one of the students to read out, there are some students who did not pay attention, play alone and did not listen. The average students is able to read well although still with the help of teacher and many students who did not know about the correct pause and intonation.

The result of students participation on the second and third observation shown that students are active in following learning process, some students had been active in answering teacher question and there are many students who express their opinions. Students pay attention to the teacher while reading the text, and students were active in responding the questions asked by teacher. Students also ask for words that had not been understood. Many students began to dare to read aloud was heard by their friends. Students are able to read well.

**c. Students' critical reading**

From the observation, shown that students' critical reading ability on XI IPA 1 SMA PAB 4 Sampali already in good category. It can be looked at students' participation in the class. In the first meeting, only a few students who dominated the critical reading process. But in second meeting, the students were more active in responding the questions asked by teacher. They gave different opinion each other when the teacher asked about something. When the teache shown the reading text, the students could determine the main idea of the text, find the fact and opinion until analyzed the reading content.

## **2. Data of Pre-test and Post-test**

### **a. Pre-test**

In Experimental group, the highest score of pre-test was 65 and the lowest was 35 as same as in Control group. In pre-test, students were difficult to interpret implicit meaning from the text and can not analyze the reading content. Mean score of pre-test in experimental group was 55,5 and mean score of pretest in control group was 52,25, difference 2,25 (see appendix VI). Based on the data analysis in pre-test can be conclude that the students' ability in experimental group and control group were in similar condition, so that both of class could be done the research.

### **b. Post-test**

In Experimental group, the highest score of post-test was 90 and the lowest was 75 while in Control group, the highest score was 80 and the lowest was 70. In post-test, students still had difficulty in analyzing the reading content. In experimental group, the mean score showed that there was increasing of students' score between the pre-test score and post-test score. The increasing of students' mean score was 27,5 but in control group, the increasing was only 24,25. Experimental group score was higher than control group, the calculation showed in Appendix VI. It was influenced by the application of probing prompting method. Based on the data analysis in post-test can be conclude that the students' ability in experimental group and control group were in different condition, it was proven that the score of post-test in experimental group already above KKM, it was 75, while there was

still under KKM in score of post-test in control group. It can be concluded that probing prompting method supported the students' ability in critical reading.

### 3. Validity and Reliability

In this research, the technique used to know the validity of each instrument, by using correlation moment product, as follows :

$$r_{X_1 X_2} = \frac{n \sum X_1 X_2 - (\sum X_1) (\sum X_2)}{\sqrt{\{n (\sum x_1^2) - (\sum x_1)^2\} \{n (\sum x_2^2) - (\sum x_2)^2\}}}$$

So the result of  $r_{X_1 X_2}$  was 0,85 (see appendix VII).

After calculated the validity of the test, then we should known the reability, in order to determine whether the test is reliable or not. The calculation showed that the coefficient of the test was 0,85.

**Table 4.3**  
**Guidelines for interpretation of correlation coefficients**

Interval coefficients	Level of reability
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	High
0,80-1,000	Very high

Based on table 4.3 above, the validity and reability was found at 0, 85 in very high category. It showed the test was valid and reliable, and they were high.

### **C. Testing Hypothesis**

From testing hypothesis, showed that  $t_{test} > t_{table} = 12,26 > 2,024$  (see in appendix XI) . It meant that  $H_a$  was accepted and  $H_o$  was rejected. So it could be conclude that there was any significant effect of using Probing Prompting Method on students' critical reading.

### **D. Research Findings**

Based on the calculation, it was found that the result of  $t_c$  was higher than  $t_{table}$  ( $12,26 > 2,024$ ), it showed that the alternative hypothesis was accepted and it mean that the using of Probing Prompting method gave significant effect on the students' critical reading. It was proven from the data shown that the score of Experimental group (students who were taught by using Probing Prompting method) was higher than the control group.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

After the researcher has analysis the data, conclusion can be drawn as following :

1. Based on the findings , it was found that there was any significant effect of using Probing Prompting method on students' critical reading, which was proven from the result of the test. ( $t_c > t_t$ ) which significant rate 5% ( $12,26 > 2,024$ ). It means that null hypothesis is rejected and alternative hypothesis is accepted.
2. It was found that the students still faced difficulty to express their ideas in critical reading by using Probing Prompting method when the teacher pointed them to answer the questions. The students also had difficulty in finishing critical reading test with indicator analyzing the reading content, because of the students were not familiar in analyzing the text.

#### B. Suggestions

The researcher would like to give some suggestion for people who get benefits from this research. The researcher hopes this research will be useful for anyone in teaching and learning process :

1. The teacher can use Probing Prompting method in teaching reading especially analytical exposition text in the classroom as a method which helps the students how to be better prepared to think critically from a text , through this

process students begin to face some questions and then answer it based on their knowledge.

2. The students are expected by using Probing Prompting method before reading, can improve their critical reading and helps students work together how to find the answer from some question that is they faced.
3. It is expected can help students to think critically and work cooperatively while challenging them to use higher-level thinking skills.
4. It is suggested to the other researcher who are interested in this field use these findings as source of information for further related studies.
5. It is also suggested to school management to encourage the teachers to improve their teaching skill become better, more creative and more interesting, not only by using Probing Prompting method but also other method which are believed to give easier and better understanding for students in their effect to get information from reading.

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### **Education**

Tahun 2002-2008 : SD Negeri 1 Kutacane  
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Medan, March 2018

The Researcher

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**STUDENTS ATTENDANCE IN EXPERIMENTAL GROUP  
XI IPA 1 SMA PAB 4 SAMPALI**

No.	Students' Name	Signature		
		Pre-test	Treatment	Post-test
1.	Ahmad Kaspari			
2.	Adi Purwanto			
3.	Aris Sadewo			
4.	Atika Sari			
5.	Citra Ayu Ramadhani			
6.	Dian Rantika			
7.	Diana Febri Suriyani			
8.	Fajar Gemilang			
9.	Gira Amanda Fitri			
10.	Gusti Putri Adinda			
11.	Juliana Pratiwi			
12.	Joko Suriono			
13.	Morena Deva Rosyah			
14.	M.Azhari			
15.	M. fachru Reza			
16.	M. Hauge Al-hadi			
17.	Nuri Antika			
18.	Putri Gusniarti Rahayu			
19.	Rahmat Lubis			
20.	Wahyu Ari			

**STUDENTS ATTENDANCE IN CONTROL GROUP  
XI IPA 2 SMA PAB 4 SAMPALI**

<b>No.</b>	<b>Students' Name</b>	<b>Signature</b>		
		<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
1.	Arya Prayoga			
2.	Arya Sumbangsih			
3.	Ahmad Wira Hadinata			
4.	Bagas Pratama			
5.	Bismi Febrianti			
6.	<b>Cut sisi</b>			
7.	<b>Cut Latifa Layina</b>			
8.	<b>Desi Ramawati</b>			
9.	<b>Ibrahim Simanjuntak</b>			
10.	<b>Sri Ramayani BB.</b>			
11.	<b>Surya Maulana</b>			
12.	<b>Muhaja Yirfansyah</b>			
13.	<b>Sri Karenina H.</b>			
14.	<b>Putri Melati</b>			
15.	<b>Rahma Ketrin Sintiya</b>			
16.	<b>Santu Ana Sari</b>			
17.	<b>Nurul Aini</b>			
18.	<b>Putri Mega</b>			
19.	<b>Nur Hamidah</b>			
20.	<b>Nely ayu Firansyah</b>			