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The Effects of a Probing Prompting Learning Model and Reading Habits on Class VII Students' Writing Text Description Skills

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ABSTRACT

The purpose of this study is to see how the Probing Prompting learning model and reading habits affect seventh-grade students at SMP Negeri 17 Padang's descriptive text writing skills. Reading habits, learning descriptive text writing skills, and the Probing Prompting learning model were the theories used in this study. This is a quantitative study that employs experimental methodologies. A quasi-experimental design using a factorial design was utilized in this study. The dependent variable in this study is descriptive text writing skills, the independent variable is the probing prompting learning model, and the moderator variable is students' reading habits. Purposive sampling was used to choose the 60 participants in this study (experimental classes I and II each had 30 participants). Scores of reading habits and scores of descriptive text writing skills in the two sample classes are used in this study. The following are two conclusions that can be drawn from the study's findings. First, students who are taught using the Probing Prompting learning model have better descriptive text writing skills than students who are taught using the traditional learning model. Second, there is no interaction between the learning model (Probing Prompting vs. Conventional) and the students' reading habits (high vs. low) in influencing the writing skills of SMP Negeri 17 Padang seventh grade students.

Keywords: Influence, Probing Prompting Learning Model, Writing Description Text, Reading Habits.

1. INTRODUCTION

Writing is a challenging skill for pupils to acquire (Dewi, 2016; Listiani, 2020; Muhyidi, 2020). A number of elements influence the author's writing issues. The usage of numerous linguistic components in writing, such as grammar, is a factor that underpins students' challenges in writing in Indonesia, and they frequently face problems with punctuation when writing (Huy, 2015). One of the factors of other difficulties in writing is that the lack of writing activities makes it difficult for students to pour their ideas and ideas into a written work. When students are required to write, many of their writing results are found using language that is not correct (not standard) and mixed with regional languages (Nurjannah, 2019). Students lack understanding of grammar, and their vocabulary is limited (Pangaribuan, 2018).

Several researchers have investigated other factors that make writing skills difficult to master, for example, research in Turkey (Demir, 2018), shows that the factors that affect writing skills are low motivation to write stems from low self-efficacy of the author. In learning and developing writing skills, one's

motivation to write is very important. Student characteristics such as his desire to write, positive attitude towards writing, and efforts to produce good written work are important for his motivation to write (Aktas, 2020). In addition, research in Thailand (Mingsakoon, 2018), Iran (Liaghat, 2018), China (Zhang, 2019), America (Datchuk, 2020), Bangladesh (Suvin, 2020), and Saudi Arabia (Khadarwadi, 2021), shows that the factor that causes low writing skills is the method used is less effective. These studies show that writing skills need to be studied from all aspects, so that the difficulties that will be faced can be overcome. One of the writing skills that need to be improved is the skill of writing descriptive text.

Research on writing descriptive text skills has been carried out by several previous researchers. The problems in writing descriptive text are as follows. (1) When students are set to begin writing, they are still perplexed. (2) Students have difficulty selecting the appropriate word. (3) Students continue to struggle with writing descriptive compositions that follow linguistic structures and conventions (Riana, 2015; Kurniasari, 2016; Permanasari, 2017; Ayu, 2017; Mutaqim, 2017; Habibi, 2018; and Anditasari, 2018).

To address this issue, students will require a suitable learning model to aid them in creating descriptive writings. The researcher employed the Probing prompting learning paradigm to help students write descriptive text in this study, with reading habits serving as the moderator variable.

Reading habit is another factor that influences students' descriptive text writing skills. Habits are identical with the inherent nature of each individual. The habit of reading is a way of doing or acting that is owned by a person. Reading is an activity that must be carried out even a must activity for everyone because reading is a window to the world. We can have broad knowledge from reading. The results of the study said that children who read often can stimulate the brain to be more intelligent and creative (Komalawati, 2012). This confirms that reading activities that are carried out repeatedly will have a good effect. This repetitive activity is called a habit. From the habit of reading, the brain is then stimulated by collaborating thoughts which are then poured back on the thoughts obtained from various sources with writing activities.

The impact of the Probing Prompting model and reading habits on writing descriptive text skills is the topic of this study. The reason for using the Probing Prompting model in this study is because the Probing Prompting model is an appropriate form of learning, because it can invite students to think more critically and imagine when learning takes place. The Probing Prompting model makes students actively involved in the discovery process, thus encouraging students to build a concept and train themselves in developing their mindset. In addition, the Probing Prompting model can help students reason and analyze existing objects according to real situations and phenomena.

This research is different from previous research because the author sees the effect of the Probing Prompting model and students' reading habits in learning to write descriptive text. Judging from these previous studies, no one has conducted a similar study. Therefore, the researcher intends to conduct a study with the title "The Influence of Probing Prompting Learning Model and Reading Habits on the Writing Skills of Class VII Student Description Texts".

2. THEORY

Writing is a means of creative thinking in broadening horizons, inspiration and as a means for self-actualization (Sardila, 2015). Writing is a method of communication in which you send messages (information) to other people through writing utilizing written language as a tool or medium (Dalman, 2015:

3). Writing allows a person to convey what is on his mind and what he believes will be valuable to him and others (Ekasari, 2020).

2.1 Description text

Descriptive text according to is an essay that describes an object with the aim that the reader feels as if he saw the object described himself (Kosasih, 2016: 26; Priyatni, 2014: 72). Meanwhile, according to Darmawati (2014:2) descriptive text is the author's attempt to transfer the impression, transfer the results of observations and feelings to the reader. The description writer's goal is to arouse the reader's imagination (image). According to Mahsun (2014:28), a descriptive text serves a social purpose by describing an object or object independently based on its physical qualities. The description presented in this text must be specific to the existence of the object being described. According to Ramadansyah (2012: 80), descriptive text is an essay that aims to describe and describe an object. To influence the sensitivity and imagination of the reader or listener, the description is presented with evocative words, presenting words, expressions, and terms in more detail or details about the object. Thus the reader seems to feel directly, observe, and observe directly the object described by the author. The writer's ability to choose words and use the right figure of speech so that the objects depicted come alive and memorable for the reader.

The assessment indicator used in this study is the structure and linguistic features of the descriptive text contained in the theory of Kosasih, et al. (2016:20) states that the structure and linguistic features of descriptive text are (1) general description, which is a section that describes a general statement of a topic that contains the name of the object being described, its location, history of birth, and the meaning of the name of an object. (2) Section description, which is a section that contains a more specific description of the topic of the description text which is detailed based on the author's subjective response. Details can contain what is seen, what is heard, and what the writer feels by observing the object. (3) Closing, which contains conclusions and general impressions of something described. (4) linguistic rules, namely the characteristics of the language contained in the descriptive text. Language that represents the general description section, section description, and closing. For example, the use of general and special words, words that seem as if the reader can see, feel, listen to what the author is saying.

2.2 Reading Habits

A person's reading habit is how he organizes his reading. Between kindergarten and elementary school, children develop reading habits (Chiang, 2016; Davidovitch, 2016). Readers' reading habits refer to how often, how much, and what they read. Reading attitudes are feelings about reading that can be favorable or negative, resulting in learners staying in or exiting reading settings (Chauhan, 2012); Sing, 2011; Annamalai & Muniandy, 2013). Knoester (2010), for example. Ogbodo (2010) recommends reading as a habit that should be promoted. In practice, reading follows a child throughout his life because he recognizes that reading is a tool for personal development, that it shapes the imagination, and that it plays a vital role in allowing people to govern their language and participate in society.

2.3 Probing prompting model

The probing prompting paradigm is named after the word probing, which means inspection or examination, and prompting, which means encouraging or guiding. Investigation or examination here aims to obtain a number of information that already exists in students so that they can be used to understand new knowledge or concepts.

An explanation of probing prompting has been presented by Jacobsen in his book entitled Methods for Teaching (1989: 149): The learning process will involve teachers, students and the environment as a place to learn. Each lesson tries to activate students by offering questions until the wrong answers appear to students. This situation will continue until the concept of the correct answer becomes the conclusion of the question posed by the teacher. However, the correct answer from the student is not enough so that it requires a more in-depth answer from the teacher. In this case it is important for the teacher to have more knowledge so that inclusive answers are created to be presented to students. Such a technique is called probing (Jacobsen. 1989: 149).

Prompting is a condition when students cannot answer questions the teacher does not directly throw questions at other students but gives the wrong students an opportunity to answer simple questions as a form of assistance from the teacher (Jacobsen. 1989: 146). According to Huda (2013: 281), probing-prompting is learning through the presentation of a sequence of questions that guide and explore students' ideas in order to help them apply their prior knowledge and experiences to the new content being studied.

3. METHODOLOGY

This is a quantitative study that employs experimental methodologies. A quasi-experimental design using a factorial design was utilized in this study. This study uses three variables, namely descriptive text writing skills as the dependent variable, the probing prompting learning model as the independent variable, and students' reading habits as the moderator variable. The participants in this study were seventh-grade students from SMP Negeri 17 Padang who were enrolled in the academic year 2020/2021. This study was divided into two groups, with class VII.6 serving as the experimental group and class VII.7 serving as the control group. This study contains four pieces of information: (1) the score of the results of filling out the reading habit questionnaire, (2) the score of the test results of descriptive text writing skills of students taught using the Probing Prompting model and the conventional model, and (3) the score of the test results of the descriptive text writing skills of students taught using the Probing Prompting model and the conventional model.

4. RESULTS AND DISCUSSION

4.1 Score of Students' Overall Description Text Writing Skills in Experiment Class and Control Class

The overall score of students' descriptive text writing skills in the experimental class and control class can be seen in table 1.

Table 1
The Value of Writing Description Text Skills Overall in Experiment Class and Control Class

Class	THC	LV	Average	N	S
Experiment	96	62	79,8	30	8,30
Control	87	54	74,83	30	7,46

Based on table 1 obtained some information as follows. First, students in the experimental class received the highest score of 96, while students in the control class had the highest score of 87. Second, students in the experimental class had an average score of 81, whereas students in the control class received an average score of 78. Third, students in the experimental class received the lowest score of 62, while students in the control class received the lowest score of 54. Fourth, students in the experimental class received an average score of 79.8 out of 30 with a standard deviation of 8.30, whereas students in the

control class had an average score of 74.83 out of 30 with a standard deviation of 7.46.

The results of testing the first hypothesis revealed that overall students' descriptive text writing skills using the Probing Prompting learning model were better than descriptive text writing skills using conventional learning models. Students' learning outcomes in writing descriptive texts are influenced by the adoption of the Probing Prompting learning approach. This is due to the fact that the photographs and sequence of questions must be reviewed first in order to discover the appropriate information for the issue. This is consistent with Meliyawati's (2020, p. 59-60) research, which found that student learning outcomes taught through the Probing Prompting learning model have a significant impact on the capacity to compose speeches. Students think more critically by answering a sequence of questions that guide and explore students' thoughts when the Probing Prompting learning model is used. In addition, Theriana (2020, p. 25) investigated the Probing Prompting learning model. According to the findings, using the Probing Prompting learning paradigm can encourage pupils to think critically and imaginatively as learning takes place. Students in class X SMA Nurul Amal Palembang can improve their learning outcomes by learning English utilizing the probing prompting learning technique. The rise in the average value of student learning outcomes, as well as the students' final exam results, demonstrate this.

According to the findings of the study and the perspectives of these experts, the advantage of the Probing Prompting learning model is that it is student-centered, with the teacher serving solely as a facilitator. Students can locate and communicate varied facts included in a sequence of questions and picture media by using the Probing Prompting learning paradigm. That information into a descriptive text. In addition, knowledge of writing descriptive texts is understood by students by analyzing pictures and answering a series of questions. This can be seen from students' understanding of writing descriptive texts that are conceptualized according to what they understand. The learning process is more focused, because students feel involved in learning to write.

4.2 Interaction of Probing Prompting Learning Model and Conventional Learning Model with Students' Reading Habits on Writing Description Text Skills

According to the findings of the second hypothesis, there is no interaction between the Probing Prompting learning model and students' reading habits

on descriptive text writing skills among seventh-grade students at SMP N 17 Padang. So that the Probing Prompting learning model can be used to improve the writing skills of students with both good and bad reading habits. Because students lack discipline in participating in learning activities to produce descriptive text, there is no interaction between learning models (Probing Prompting and traditional) and students who have reading habits (high and poor) on the results of students' descriptive text writing skills. As a result, students are less than optimal in participating in the learning process to improve descriptive text writing skills in general and learning achievement in Indonesian subjects in particular. As previously stated, interaction is the effect of treatment of certain learning models on groups of students who have certain reading habits. The average results of the descriptive text writing skill test show that there is no interaction between the Probing Prompting learning model and students' reading habits. As shown in the interaction diagram below.
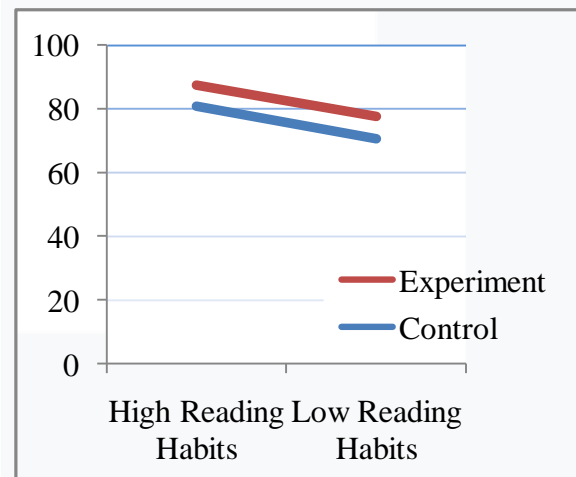
Figure 1. Interaction Graph of Probing Prompting Learning Model and Conventional Learning Model with Students' Reading Habits on Writing Description Text Skills

Seen from the graph, it can be seen that the average difference in the experimental class and the control class is that students who have high reading habits who are taught using the Probing Prompting learning model have an average of 82.5, while students who are taught using the conventional learning model have an average of 82.5. an average of 77.2. Students who have low reading habits in the experimental class taught by the Probing Prompting learning model have an average of 80.5, while students who have low reading habits in the control

class taught by the conventional learning model are 70.1. From the column side, the absence of interaction means that in the Probing Prompting learning model between students who have high reading habits and low reading habits there is no difference in descriptive text writing skills and the same applies when viewed in conventional learning models.

It may be inferred that each of the learning model's variables, as well as students' reading habits, have independent effects on the learning outcomes of descriptive text writing skills in both the experimental and control classes. The Probing Prompting learning paradigm, on the other hand, appears to be more effective at both levels of reading habits. To put it another way, the Probing Prompting learning paradigm can be used with students who have strong reading habits as well as children who have weak reading habits.

5. CONCLUSION

The impact of the Probing Prompting learning approach and students' reading habits on descriptive text writing skills of seventh grade students at SMP N 17 Padang is discussed in this study. It can be determined that the two results are as follows, based on the description, analysis, and discussion of the study data that has been conducted. First, descriptive text writing skills of students who are taught using the Probing Prompting learning model are higher than those of students who are taught using the traditional learning model of SMP N 17 Padang's class VII pupils. Students taught using the Probing Prompting learning model have an average descriptive text writing competence of 79.8, while students taught using the conventional paradigm have an average descriptive text writing skill of 74.83. Second, the learning style (probing prompting vs. conventional) and students' reading habits (high vs. low) had no effect on the descriptive text writing skills of seventh grade students at SMP N 17 Padang. This means that even if students do not have a habit of reading, the Probing Prompting learning model has an impact on their descriptive text writing skills. Furthermore, students who have reading habits (high and low) can be taught using the Probing Prompting and conventional learning models.

CONTRIBUTION

In writing this article, the researcher fully contributed from the beginning to the end of writing this article.

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