

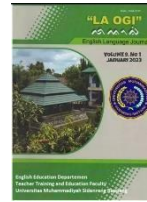


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ANALYZE ERRORS WHEN USING PERSONAL PRONOUNS FLUENTLY IN THE FIRST SEMESTER OF THE ENGLISH DEPARTMENT

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ABSTRACT

The objective of the research are find out whether or not the use of Probing-Prompting Technique improves te students reading comprehension and student interest at the eighth grade of SMP Negeri 4 Pancarijang. His research employed pre-experimental method with on group pre-test and post-test design. The population was Theeighth grade student of SMP Negeri 4 Pancarijang in academic 2014-2015. Total number of population was 66 student consist of 3 classes and one class (VIII.2) was taken as sample by using cluster sampling techniquetotal of sample 20 students'. The research instrument are reading test an questionnaire. The result this research showed that the pre-test got the mean score (56.00) while the post-test goat mean score (69.00). This showed that there was significant difference between pretest and posttest. The result of the t-test value (5.378) was higher than t-table (2.093). This mean that H_1 was accepted. The researcher concluded that teaching reading comprehension by using probing-prompting increased the students' ability in reading comprehension of SMP Negeri 4 Pancarijangand the mean score of the questionnaire was 84.75 categorized as a strongly interested. The researcher concluded that teaching reading comprehension by using probing-prompting improve the students' ability in reading comprehension at

the eighth grade SMP negei 4 Pancarijang.

Key words: *Improving Students Reading Comprehension, Probing-Prompting Technique*

INTRODUCTION

a) background

English of four language skills, they are listening, speaking, reading, and writing. Learning a foreign language in Indonesia is expected to help the students to master these skills. In relation to these skills, the researchers emphasized their attention to the reading skill. In our country, English as a foreign language is formally taught at school from junior until university as a compulsory subject. The government of Indonesia has made the function and aim for learning English at school, especially for senior level, reading as a tool of communication in order to be able to access information in daily life, make interpersonal relationships, exchange information and enjoy the beauty of English in its background and culture.

But in this case this research will use different techniques which are suitable to improve students' reading comprehension. The students will learn and feel more challenging and pleasant because they participate in every learning process. This research will implement a technique that is probing-prompting technique which will improve the students' ideas and also can make them easily understand in reading comprehension.

Most of reading methods and strategies have been used in the classroom alternately. The result shows that some of the students' English reading achievement is still far from satisfaction. Hafsa (2005:35) assumes that the students find difficulties in reading such as they do not understand the content of the material, what the text is about and also hard to find the main idea of a paragraph. So, the question now is how to make the students interested in learning reading or we can say what the researcher should do to increase the students' ability in reading especially in identifying information of the text.

Pre-test	
treatment	post-test
O ₁	X
O ₂	

Based on the information above,

students in a research entitle “improving students reading comprehension though probing-prompting technique at eighth grade ofSMP Negeri 4 pancarijang.

2) Are the eighth grade students of SMP Negeri 4 pancarijang this research try to apply the technique to improve the reading comprehension of the

b) Problem statement

Based on the background statement above and the researcher formulated research question as follows:

- 1) Does the use probing-prompting technique improve the reading comprehension of the eight grade students’ of SMP Negeri 4 pancarijang?interested to improve reading comprehension by using probing- prompting?

c) Research design

The researcher applied pre- experimental design (the one group pre- test and post-test design) to know thestudents ability in readingcomprehension. The one group pretest- posttest design involves a single group that is pretested (O), exposed to atreatment (X), and a posttested (O).

The class gave pre-test and post- test in which the pre-test is administered to measure prior competence of reading while the post-test is administered to measure the effect of the treatment. The design is presented in the following

The description of the data

(L. R. Gay 2006:252).

Table 1. research design Where

O₁ : pre-test

O₂ : post-test

X : the treatment

DISCUSSION

This section deals with the finding that delivered from descriptive statistic and interpretation of the test result of the group.

The description of the data above, it showed that the reading comprehension of students pre-test and post-test has significant different, where student after applied a technique of probing-prompting in reading comprehension has a higher score better than before applied probing-prompting in reading comprehension. collected through the test as explained in the previous section showed that the students' ability reading comprehension improved significantly. It is supported by the mean score of the students' test in post-test students. The mean score of post-test was 69.00. the data in previous section showed that applying repetition reading technique in reading comprehension was effective to improve students' reading comprehension. It is supported by the difference between the test mean score of post-test (69.00) was higher than the pre-test (56.00). The analysis indicated that the students' were strongly interested to improve the students' reading comprehension through probing-prompting. It was proved by interest mean (84.75%) where 65%

students were strongly interested and 35% students were interested.

This research data indicated that the applying repetition reading technique in reading comprehension was significantly improved the students' reading comprehension.

Based on the students' result obtained and stated in findings above, the researcher used t-test in inferential statistics through SPSS version 21.0 program to test the hypothesis. On statistic test result, it showed that the t-table is lower than t-test ($t\text{-table} < t\text{-test}$). It means that H1 was accepted and H0 was rejected. It is concluded that there was significant improvement between students' in reading comprehension. In other words, there was an improvement on the students' reading comprehension after applying probing-prompting in SMP Negeri 4 Paancarijang.

This in line with wijaya (1997) said that probing can be used as a technique to improve the quality and quantity of students answers. The question is intends to lead students' to find the more correct answer.

Probing-prompting is learning by the teacher presents a series of questions that are guiding so that there is thinking process that associates with students knowledge and experience with the new knowledge that is being study (suherman, 2008:6). Learning probing-prompting is closely with questions. The questions pose at the time in learning process is call probing question. Probing question is question that is digging to get more answers from students who intent to develop the quality of the answers, so that the next answer more clear, accurate and reason (suherman et al, 2001:160). Probing questions is to motivate students to understand more deeply the issues to reach a target response. The process of search and discovery of the answer of the students problem trying to connect the knowledge

and experience students have with the questions that will be answer.

CONCLUSION

Based on the findings and the discussion in the preceding chapter, it could be concluded that teaching reading skill in English through probing- prompting technique to the eight grade students of SMP Negeri 4 pancarijang was effective. The result of hypothesis testing showed significant score between t-table and t-test which is t-table was lower than t-test ($2.093 < 5.378$), and the mean score of pre-test is lower than post- test ($56.00 < 69.00$), and standard deviation of pre-test is lower than the standard deviation of post-test ($6.80 < 7.18$) this mean that the use of probing-prompting technique could improve the reading comprehension. For the explorer as reading material is more effective and students' were strongly interested using probing-prompting, it was proven by the mean score (84.75) where 65% students were strongly interested and 35% students were interested.

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