

Application of the Probing-Prompting Learning Model to Improve Students' Speaking Skill of Arabic

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Abstract: Arabic is a lesson that guides, develops, encourages, and fosters students' language skills. Many students feel insecure and have difficulty in speaking Arabic. Therefore, this paper used probing-prompting learning model to facilitate student's speaking skill of Arabic. This research used a quantitative quasi experimental design. The results revealed that student's speaking skill of arabic was very good by applying probing-prompting model. This paper contributes to the arabic teacher use probing-prompting learning model to to improve student's speaking skill of arabic.

Keyword: Learning Model, Probing-Prompting, Speaking Skill of Arabic

1. Introduction

Arabic is the language of worship for Muslims all around the world. The Arabian Peninsula is home to the Arabic language. The common language spoken in the North African region, which encompasses Morocco, Sudan, Egypt, Libya, Tunisia, and Algeria, is also included. It is also found in Arabian Peninsula nations such as Yemen, Kuwait, and Saudi Arabia, among others.

Furthermore, Arabic is a lesson that may enhance and encourage pupils' capacities to study the language. Our objective in understanding and studying Arabic is purely to familiarize these students with Arabic, of course with Arabic norms that adhere to the original, but it is also vital for nature to grasp its

peculiarities and the growth of Arabic from time to time. whether or not there has been a change (Rosiyana, et al 2017).

Speaking ability, listening ability, reading ability, and writing ability are the four types of performance in Arabic language abilities. As a result, we can see that learning Arabic is difficult. Because we are required to be able to grasp Arabic from numerous elements of language skills, particularly Arabic Speaking Skill. Speaking Skill of Arabic or speaking skill is an active linguistic action capable of expressing feelings, thoughts, opinions, ideas, and others in communicating by creating words that are put together into phrases. It prioritizes the intent and content of what is to be conveyed verbally or verbally in Speaking Skill of Arabic, while in the form of teaching it can include the process of using spoken language with various levels of difficulty (Hidayat, 2012) which should have been described in the implementation. language instruction (Rosyidi dan Ni'mah, 2012).

However, pupils nowadays have the perception of being less confidence while hurling Arabic words and having trouble speaking Arabic. This was discovered during the researchers' observations at MTs. Darul Ulum Magetan. The majority of pupils in class VIII A expressed frustration with their Arabic studies. With such an idea, pupils will be sluggish to study and lazy to strive to speak Arabic. Furthermore, pupils face emotions of humiliation, lack of confidence, fear of being incorrect, difficulties communicating, and inability to practice. Whereas communicating information verbally is a fundamental ability that serves as the foundation for acquiring non-mother tongues such as Arabic. Furthermore, it may be due to background characteristics of pupils who were previously topics in school, as well as elements of models or instructor learning techniques that are less appealing.

Models and techniques for implementing student learning have an impact on improving student interest and participation in the classroom, in this example, in studying Arabic. There are various regularly used models, one of which is the "probing-prompting" learning paradigm. The "probing-prompting" learning model is a learning process in which educators develop a list of questions to be posed to students; under this approach, it is intended to further investigate and improve student engagement vocally or verbally. Its usage will result in students' knowledge and thinking in releasing words that will produce experiences for students and instruct them on how to pronounce correctly, and educators will be able to promptly defend their use (Utami, 2016).

These students are expected to play an active role in participating in learning activities through the "probing-prompting" learning model, because in this learning model, the teacher will ask some questions to students in a random or unordered manner, so that all students are always ready to think about the possibilities. responses to the teacher's questions This probing-prompting learning will also include two interconnected activities between instructors and students, namely actions of educators in the process of directing their pupils through inquiries and activities of students who ponder to gain knowledge.

Based on the stated phenomena, there are numerous issue formulations, including 1) How is the maharoh kalam (speaking ability) in Arabic for class VIII A MTs students? Darul Ulum Magetan? ; 2) How to use Maharoh Kalam (Speaking Skills) in Arabic for Class VIII A MTs students using the probing-prompting learning style. Magetan Darul Ulum?

In this study, similar research was discovered, including the first conducted by Novena (2018) in the learning process with teaching models such as "probing-prompting," which has given a reflection that students are more interested when given questions that have been previously prepared by educators or teachers. Furthermore, researchers have discovered that this "probing-prompting" learning style has an influence on scientific learning outcomes at SD Krisen 03 Ebeb Haezer Salatiga. As a result, it is possible to conclude that there are disparities in the learning outcomes of students' science in the sub-fields of Self-Efficacy (high, medium, and low) (Novena, 2018).

Megasari et al. then conducted the second study (2018). When the "probing-prompting" strategy is utilized in teaching and learning activities, it is more focused on the organization of questions with the instructions provided or signals in assisting students so that the responses are right. The analyzed effect data revealed that the effect value measurement was $E > 0.8$, showing that there was an increase in critical thinking before and after learning. The Wilcoxon test yielded $p(Z) = 0.0344$. The score of $p(Z) 0.05$ suggests that students' critical thinking skills improved from pretest to posttest.

Dian Marta Wijayanti performed the third study (2013). The Probing-Prompting approach has been shown to boost student activity, instructor innovation, and students' capacity to write in Javanese. The teacher use a picture to carry out this strategy. It is possible to make it simpler for instructors to compose questions from the photos supplied by employing the probing-prompting

approach supplemented by visuals. As a result, pupils will be able to assess the image using Arabic.

There are distinctions between the research that will be investigated this time, based on some of the past studies listed above. The purpose of this research is to discover how the "Probing-Prompting" Learning Model may be used to improve students' Arabic speaking skills.

2. Methods

The research approach employed is quantitative with an experimental design, i.e. quasi-experimental. This quasi-experiment is used to evaluate a therapy and study its effects and influences on other variables in a controlled environment (Megasari, 2018). Then, in this quasi-experimental study design with one group pretest-posttest, there will be two groups: the control group and the experimental group (Syamsi, 2015).

Prior to treatment, this research group was given a pretest to collect preliminary data by acquiring Arabic Speaking Skill without employing the "probing-prompting" learning paradigm. The second treatment was carried out in students' Arabic speaking abilities utilizing the "Probing-Prompting" learning approach.

In this study, the population consisted of all students in class VIII A MTs. Darul Ulum Magetan during the even semester of the 2020/2021 academic year. A technique, known as the purposive technique or consideration sample, is used to collect samples from the community. The class VIII A was chosen as a study sample, with a total of 30 pupils.

The researcher next performs a normalcy test on the data, known as the homogeneity test, as well as hypothesis testing using the t-test. The t-test was run with a significance threshold (α) of 0.05. In terms of the test criteria, H1 is accepted if the significance value is less than 0.05, while H1 is rejected if the significance value is more than 0.05.

When the process of implementing the learning model that is utilized is "Probing-Prompting" in the students' Speaking Skill of Arabic activities in Arabic, the conclusion is produced. Furthermore, researchers employed Observation and Interview Instruments to determine if educators who followed the "Probing-Prompting" model were successful in engaging students' attention and level of motivation in the process of teaching and learning activities.

3. Results and Discussion

MTs. Darul Ulum Magetan in the 2020-2021 academic year, there will be 378 pupils. A total of 30 students participated in the study for the class topic investigated, namely Class VIII A, including 13 male students and 17 female students. According to the findings of observational data analysis conducted by observers or researchers by assessing the teacher's appearance and student attitudes when the teacher conducts the "Probing-Prompting" learning model, the most important aspect is when an educator is explaining the steps in applying the probing-prompting model during teaching and learning activities in Speaking Skill of Arabic Arabic students. Furthermore, the attitude of these students is highly valued, as seen by their excitement, activeness, and critical thinking abilities in following the teacher's guidance through the Probing-Prompting learning model on the students' Speaking Skill in Arabic.

Based on the findings of interviews conducted by Mrs. Zhaul Muthoharoh in class VIII A of MTs Darul Ulum Magetan, these pupils in class VIII A are unable to speak Arabic and have very little mufrodad in Arabic study. There is also an issue with the pupils' Arabic Speaking Skill. The majority of students believe that Arabic is a tough subject.

Students are actively involved in the process of carrying out learning models used by educators in this experimental class learning. The researcher did not utilize the "Probing-Prompting" paradigm in the Experiment class (pretest), but in this Pretest, the researcher asks queries or questions regarding students' words. The researcher next applies the Probing-Prompting learning model to the students' Arabic Speaking Skill in this (posttest).

Table 1. Score Preetest and Posttest

No	Name	Pretest	Posttest
1	Adam Ramadhani Fauzan	60	70
2	Ahmad Fahrurroji	50	70
...	-	-	-
29	Ratna Duhita Estiningtia	60	75
30	Tia Citra Pratiwi	80	90
	Average	65,17	77,3

Based on the discussion above, we have seen the importance of the Preetest-Posttest, which demonstrates a rise in Arabic Learning Speaking Skill or students' speaking skills using the "Probing-Prompting" learning paradigm.

Table 2. Difference in the Mean Score of Preetest-Posttest

Average Score <i>Preetest</i>	Average Score <i>Posttest</i>	Difference In The Mean Score Preetest-Posttest
65,17	77,3	12,13

The average Preetest-Posttest scores revealed to the researchers that there was progress and improvement in acquiring the Speaking Skill of Arabic. The average value of the Posttest is 77.3, as demonstrated by the average result of the pretest, which is 65.17. The difference between the two numbers is 12.13.

The "Probing-Prompting" Learning Methodology is categorized as a model that is highly successful or enhances the Speaking Skill of Arabic pupils in Class VIII A at MTs Darul Ulum Magetan. Statistical computations with the T-count value of 9.73 > from the T-table of 1.699 and 2.462 support this. As a result, the researcher may infer that the use of the Probing-Prompting Learning Model to the Students' Arabic Speaking Skill at MTs Darul Ulum was successful. H1 is thus refused, but H0 is approved.

Instructional Model

One of the features of contemporary civilization is that it is continually looking for ways to better. Of course, this applies to a variety of disciplines, including education. The curriculum, teachers, and students are all components of education. The teacher's role in the learning process is critical since it is the instructor who determines whether or not learning objectives are met.

In the new paradigm of education, the goal of learning is not only to modify student behavior, but also to form the character and mental attitude of global-minded professionals. The emphasis of learning is on learning how to learn rather than merely studying the topic matter. While the learning model refers to the constructivist principle of encouraging and appreciating student learning efforts. In this situation, students will be directly involved with the problem as stakeholders, and they will be challenged to learn how to address numerous challenges that are important to their life.

In its execution, learning activities recognize a variety of phrases to define how the instructor will teach. There are several techniques or learning models available today that attempt to enhance the quality of learning. Here is an explanation of the word learning model.

The terms learning model and learning tactics are fairly similar. In his book, Sofan Amri (2013) defines a learning strategy or learning model as a set of selected policies that have been linked to the factors that determine the color or learning model, namely: 1) subject matter selection (teachers and students), 2) subject matter presenter (individuals or groups), 3) how to present the subject matter (inductive or deductive, analytical or synthetic, formal or non-formal), and 4) the subject matter target recipients (groups, individuals, heterogeneous or homogeneous).

Kemp (1995) defines the learning model as a learning activity carried out by teachers and students in order to attain learning objectives effectively and efficiently. According to Dick and Carey (1985), a learning strategy or model is a collection of learning resources and processes that are utilized collaboratively to achieve learning outcomes for students or students. Attempts to execute the lesson plans that have been made in real-world activities so that the objectives that have been established are the techniques utilized to actualize the learning models that have been employed. As a result, it may be used as a learning model in a variety of ways. To carry out the expository model, for example, the lecture technique, as well as the question and answer method or even debate, can be employed by employing accessible resources, including learning media. As a result, the learning model differs from the learning technique. The learning model is a strategy for achieving a goal, whereas the technique is a mechanism for putting the strategy into action. In other words, the learning model is a strategy for attaining something, but the learning technique is a method for doing something.

The phrase learning model is frequently used to refer to a learning strategy. There are plans and plots in the learning method that are utilized as instructions in planning learning in the classroom. The term "approach" can also refer to our starting position or point of view on the learning process. The phrase approach refers to a way of looking at the occurrence of a process that is nonetheless somewhat generic in nature.

According to the above description, a Learning Model is a blueprint or pattern that is used as a guide in carrying out classroom learning or learning in tutorials (Nurdyansyah & Fahyuni, 2016).

Probing-Prompting

Learning will be successful if all parties involved, including educators, students, and the environment, support it. Educators must be able to deliver learning activities that pique students' interest in participating in learning, including studying Arabic. Students who comprehend the substance of the lesson will find it much simpler to learn Arabic from an instructor who can convey it in enjoyable and entertaining learning activities. While educators who are not skilled at presenting Arabic as an entertaining class will find it challenging to get pupils to grasp the lesson.

Educators must employ a variety of learning media to ensure that pupils are not bored with traditional learning activities that are tedious and dull. The Probing Prompting learning media is one of the alternative learning media that educators may use to communicate Arabic in a way that students can understand.

Probing means to probe, while prompting means to lead, according to the definitions of the words. According to Hamdani (2011), probing prompting learning is learning via the presentation of a sequence of questions that lead and investigate students' thoughts in order to jump-start cognitive processes capable of connecting students' knowledge and experiences with the new knowledge being studied.

Investigating Prompting Learning The media is inextricably linked to questions. Educators use Probing Prompting learning to ask students natural-language questions to explore students' knowledge and assist students to link the new knowledge discovered with the knowledge they have acquired. There are two types of questions in learning Probing Prompting: probing questions and prompting questions. Mayasari (2014) quotes Suherman's thoughts on the Probing and Prompting Questions, which are as follows. A probing question is one that is designed to elicit more responses from students in order to improve the quality of replies so that the following answer is clearer, more accurate, and more logical. The Prompting Question, on the other hand, is a question designed to assist pupils to a more right answer.

According to Swarja (2013), Probing Prompting learning techniques are delivered through a sequence of questions that probe students' knowledge and direct them toward the intended progress. In Probing Prompting learning, the teacher randomly assigns pupils to answer the questions posed. Students cannot dodge the learning process because the question and answer process randomly assigns students so that every student must always concentrate on learning, and

they can be part in the question and answer process at any moment. This forces pupils to stay focused on learning activities since they will surely be asked questions by the teacher and must respond to them. This uncomfortable situation is probable; when asking questions, the instructor should be kind to pupils and appreciate each student's answer. If a student's answer is incorrect, the teacher should help the kid to the correct answer rather than humiliating and cornering him in front of other pupils. This is done so that students will not be frightened to answer future questions and would want to participate actively in the learning process.

Suherman (2008) education Probing Prompting is a method of learning in which the instructor presents a series of leading and exploratory questions in order to elicit a cognitive process that links the new knowledge being studied. Furthermore, students create new information by combining concepts and rules, therefore new knowledge is not shared.

According to this argument, probing-prompting may be used to investigate pupils' cognitive abilities. This is a learning paradigm that is rarely employed by instructors (Utami, 2016). The procedures that will be followed in Probing 1) The teacher asks questions related to the material that has previously been designed in accordance with what learning objectives will be achieved; 2) the teacher gives time for students to think about the answer to the question for about 1-15 seconds so that students can formulate what will be achieved; 3) after that, the teacher chooses a student at random to answer the question so that all students have the same opportunity to be selected; 4) If the student's answer is right, the same question is asked of other students to verify that all students are actively participating in the learning process. This question generally asks students to think more critically; its purpose is to investigate and lead students so that all of the information accessible to them will help them answer the first question. 5) asking other students to provide examples or other answers that support the previous answers, so that the answers to these questions become complex; 6) the teacher provides reinforcement or additional answers to ensure that students have achieved the competencies expected from the learning and knows the students' understanding in learning Arabic.

The overall pattern of learning Arabic using the Probing Prompting Learning Model consists of three stages, which are as follows (Rosnawati, 2008): Initial Activity: Using the Probing approach, the instructor investigates the required information that pupils already possess. It acts as an introduction, a

review, and a motivator. The Probing approach is used in the core activities of material development and material application. Final Activity: After students have completed the core tasks that were previously assigned, the probing approach is utilized to measure their progress in their learning.

Probing Prompting Procedures Learning is defined in seven steps of the Probing approach created with Prompting (Kholipah, 2017): 1) The teacher exposes students to situations, for example, by paying attention to pictures or other situations containing problems; 2) provides opportunities for students to formulate answers; 3) poses problems to students in accordance with the learning objectives; and 4) provides opportunities for students to formulate answers; 5) Ask one of the students to answer the question; 6) If the answer is accurate, the instructor asks other students for replies to ensure that all students are participating in the ongoing activity. However, if the student is having difficulty answering, and the answer provided is inaccurate, incorrect, or silent, the teacher will ask another question whose answer will serve as a guide to the completion of the answer. The process is then repeated with questions that demand students to think at a higher level, until they are able to answer questions based on fundamental competencies or indications. The questions posed in this sixth stage should be posed to a variety of pupils to ensure that all students are included in all Probing-Prompting activities; 7) The instructor provides a final question to each student to confirm that the indications attained have been comprehended.

Probing-Prompting learning has both advantages and problems, according to Suherman (Widyastuti, 2014). The benefits of probing-prompting learning include: 1) encouraging students to think actively; 2) providing opportunities for students to ask questions that are unclear so that the teacher can explain them again; 3) directing students' differences of opinion to discussion; 4) interesting questions can focus students' attention; 5) reviewing past lesson materials; and 6) developing students' courage and skills in answering and expressing opinions. While the drawbacks of the Probing Prompting Learning Model are as follows: 1) pupils feel fearful if the instructor is unable to urge students to be bold by providing a relaxed, yet personal environment; 2) it is difficult to create questions that are suitable to the level of thinking and simple for students to grasp; 3) time is frequently lost when students cannot answer questions from two or three persons; 4) With a big number of students, it is impossible to devote adequate attention to each student's inquiries. 5) might stymie children's thinking if they aren't/aren't adept at composing; for example, if the instructor wants the kids to respond

precisely what they want, if they are not judged wrong (Viola & Kriswandani, 2018).

With this learning, all elements are involved in learning, and the teacher can determine how far the students' ability to understand the Arabic language learning material that the teacher has delivered, as well as the teacher's weaknesses, which are then directed to achieve the objectives of a learning and understanding of the material presented. confronted with a variety of issues

Speaking Skill of Arabic

The phenomena of studying Arabic is still a conundrum for the Indonesian people. Various techniques of learning Arabic as a foreign language that have been explored have yet to achieve active communication. Curriculum modifications, which are frequently touted to create a new paradigm in learning, have also failed to provide illumination because they are not supported by improvements in other areas, such as boosting teacher quality and providing suitable facilities and infrastructure (Nurmasyithah, 2016).

The primary goal of studying Arabic is to improve pupils' skills to use the language both verbally and in writing. Language skills are the capacity to utilize language in the realm of language instruction. There are four types of language skills in Arabic: a) *Maharah Al-Istima'* (listening or hearing skills), b) Arabic Speaking Skill, c) *Maharah Qiraah* (Reading Skills), and d) *Maharah Al-Kitabah* (Writing Skills). As a result, each of these language skills has its own technique or model for learning (Mutmainnah & Syafifuddin, 2014).

Kalam is a term derived from Arabic (*Al-Kalam*), which signifies words or speech. In terms of epistemology, *kalam* is the right and accurate pronunciation of Arabic sounds in line with linguists' knowledge of the sounds that emerge from *makhraj*. Meanwhile, Arabic Speaking Skill is the ability to speak continuously without pausing and without repeating the same words by employing sound expression. The ability to speak Arabic is also known as *ta'bir*. However, both have distinct emphases, with the Speaking Skill of Arabic emphasizing oral abilities more than *ta'bir*, which may also be fulfilled in written form. Because the phrases *ta'bir syafahi* (speaking ability) and *ta'bir tahriri* (writing ability) are used in Arabic, they have a basic similarity: being active in communicating what is on one's mind (Kuswoyo, 2017).

Furthermore, speaking is a type of human activity that employs so many physical, psychological, neurological, semantic, and linguistic aspects that it

might be regarded the most essential human instrument for social control. As a result, a person's ability to speak particular articulations of Arabic sounds (Ash-Wath 'Arabiyyah) or words with linguistic norms (Qawa'id nahwiyah wa sharfiyyah) to transmit thoughts and sentiments is referred to as their Arabic Speaking Skill (Rahmani, 2015). Speaking a foreign language is a fundamental ability that is the goal of many language education objectives. Speaking is a method of communicating with others. The goal of education a) ease of speaking, students must have ample opportunity to practice speaking; b) clarity, in this case students speak correctly and clearly; c) be responsible, good speaking practice emphasizes the speaker's responsibility in order to speak appropriately; d) develop critical hearing, practice good speaking as well as develop proper and critical listening skills; e) forming habits, the habit of speaking Arabic.

There are numerous approaches for developing speaking abilities in Arabic Speaking Skill. Language teachers have created a plethora of conversational practice approaches and models. Each approach or method focuses on a certain methodology or paradigm. For example, the audio-lingual technique emphasizes the need of learners memorizing the conversation model before engaging in free discourse. Meanwhile, the communicative technique focuses on comprehending the conversation model, including the role of each phrase and the context or scenario, before moving on to the real communication exercise. Conversational exercise approaches include, among others, question and answer, learning the dialogue technique, guided conversation, and free talk.

Furthermore, there are different types of speaking skills, such as: a) Conversation (Muhaddatsah), which is a method of presenting Arabic language lessons through conversation, in conversations that can occur between teachers and students, between students and students, while adding and continuing to enrich Vocabulary; b) Oral Expression (Ta'bir Syafahih), an activity in writing an oral essay that aims to improve pupils' ability to convey their thoughts and feelings.

Furthermore, there are several advantages to learning the Arabic Speaking Skill: a) Practical Advantages: familiarize students with conversing in fluent language, familiarize students with composing good sentences that arise from within their own hearts and feelings with correct and clear sentences, familiarize students with selecting words and sentences then arranging them in a beautiful language arrangement and paying attention to the use of words in their place; and

b) Theoretical advantages include education of the five senses, as well as proper attention and reasoning abilities (Kuswoyo, 2017).

4. Conclusion

According to the findings of this study, researchers may design, execute, and analyze Arabic learning using the Probing Prompting Learning Model on the Speaking Skill of Arabic students in class VIII at MTs Darul Ulum Magetan. Based on the findings of the assessment of the design and execution of Arabic learning, there is an improvement or effectiveness in Arabic Speaking Skill using the Probing-Prompting learning paradigm. The findings of the preliminary study, or the Preetest score, are 65.17, and the Posttest score, or after applying the Probing-Prompting learning model, is 77.3, with a difference of 12.13. This demonstrates the progression and improvement in Arabic Speaking Skill learning. The "Probing-Prompting" Learning Model is classified as a model that is highly successful or develops the Arabic Speaking Skill of pupils in Class VIII A at MTs Darul Ulum Magetan. Statistical computations with the T-count value of $9.73 >$ from the T-table of 1.699 and 2.462 support this. As a result, the researcher may infer that the use of the Probing-Prompting Learning Model to the Students' Arabic Speaking Skill at MTs Darul Ulum was successful.

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