INVESTIGATING STUDENTS' ABILITY IN ANALYZING COMPLEX PROCEDURAL TEXT USING THE PROBING PROMPTING LEARNING MODEL

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Abstract : This study aims at exploring the ability of the 7th grade students in analyzing structure of complex procedure text using probing prompting learning model approach. This descriptive study was carried out at SMP Negeri 12 Manado located in Bunaken, Manado city. 20 7th grade students were the object of this study. The research was conducted from October to November in 2021 academic year. Data collection techniques involved observation and tests, while data analysis used the percentage formula. The results showed that students' ability to analyze the structure of complex procedural texts, especially on the topic "How to plant flowers," was categorized as proficient with a class average score of 82.5%, exceeding the 80% limit. In detail, the average score of students in the title section is 82.5%, which is also classified as proficient. While in the objective section, the average score was 73.33%, which can be classified as moderately capable. The tools and materials section received an average score of 98.33%, which is included in the excelent category. Then, in the steps section, the average score was 78.75%, which falls into the moderately capable category. Finally, in the closing section, students achieved an average score of 85%, which is also classified as proficient.

Keywords : *Ability to Determine, Structure, Procedure Text, Probing Promting Learning Model*

INTRODUCTION

Learning is a series of processes in which teachers and students interact with each other to achieve optimal learning outcomes. Teachers need to structure learning so that students can achieve the goals that have been set. Uno (2006:2) defines learning as planning or designing efforts to teach students. Therefore, student interaction is not only limited to the teacher as a learning resource, but also includes all learning resources that can be accessed by students to achieve learning goals.

Daryanto (2009) states that learning is a process of changing behavior as a result of interaction with the environment to fulfill life's needs. These changes involve all aspects of behavior, both abilities, cognitive and affective. In this context, learning is expected to produce additional changes in accordance with students' abilities.

Teachers have an important role in developing students' abilities in accordance with the instructional objectives that have been set. The ability to implement something obtained through the learning process is highly expected in a classroom environment. Students' success in learning is reflected in their ability to receive, process and convey material with a clear structure to others.

The ability to determine sentence sequence procedures, especially in complex procedural text structures, is an indicator of student success. This process includes organizing sentences completely and regularly to determine the structure of procedural text. Ade Novita Sari Nuraidah (2020) emphasizes that determining is a systematic and detailed learning process, involving work, operation and

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manufacturing processes to obtain systematic results. The ability to determine text is one of the Indonesian language learning objectives in the 2013 Curriculum. This curriculum focuses on text-based learning, where through text, students can hone their thinking skills. Texts not only contain content, but also involve genre, text structure, and linguistic structure. Students are required to be able to recognize, understand and determine texts from various aspects, such as content, genre, text structure and linguistic structure.

Based on their basic competencies, students are asked to identify procedural texts about how to do something and how to make it (such as how to play regional musical instruments/dances, how to make regional specialties, etc.) from various sources they read and listen to. Apart from that, they are also expected to be able to summarize the contents of similar procedural texts from the same source. However, even though students should be able to determine the structure of complex procedural texts using learning models, in reality, students still experience difficulties in this regard. This difficulty was also experienced by students at SMP Negeri 12 Manado in Bunaken, North Sulawesi. In particular, when given sentences regarding certain activity stages, students are generally not able to detail, parse, explain the structure, and explain the activity stages in question. Several factors that can influence classroom learning include learning objectives, teaching methods, conducive classroom climate, learning media, and teacher readiness in teaching.

Complex procedural texts are important for students because they guide them in understanding the steps or stages that must be followed to succeed in an action. One learning model that can help students in the learning process is the probing prompting learning model. This model involves a series of questions that demand and explore students' understanding and ideas, strengthen their thinking power, and connect knowledge with experience. According to Yulia, *et al* as cited in Kosasih (2014), complex procedures are included in the presentation text. The probing prompting learning model teaches students through a question and answer process by utilizing student experience. Thus, students can determine procedural texts through this model.

Through the application of the probing prompting learning model, it is hoped that students can more easily learn to determine the structure of complex procedural texts. Therefore, this study aims at exploring the ability of the 7th grade students at SMP Negeri 12 Manado in Bunaken in analyzing structure of complex procedure text using probing prompting learning model approach. This research was conducted online in accordance with the health protocols established by the school.

RESEARCH METHOD

This research uses a descriptive method, an approach that aims to provide a detailed description and understanding of an object based on existing facts. Sukardi (2016:14) explains that descriptive research is an attempt by researchers to describe certain objects clearly and systematically during research activities. The data source for this research is class VII students at SMP Negeri 12 Manado in Bunaken, North Sulawesi, totaling 20 students. The research was carried out at SMP Negeri 12 Manado in Bunaken, North Sulawesi on class VII students, with the research period from October to November of the 2021 academic year.

Data collection is carried out through observation and tests. Observations were carried out to obtain data regarding teaching and learning activities related to complex procedural text structures using the probing prompting learning model. Observations include teacher activities, student activities at each stage of learning, student responses and responsibilities, as well as assignments carried out by

students. Apart from observation, the test is used as a tool to measure students' ability to determine the structure of complex procedural texts through the probing prompting learning model. The researcher prepared a text entitled "How to Plant Flowers" and students were asked to answer the questions that had been prepared.

Indicators of students' ability to determine the structure of complex procedural texts using the probing prompting learning model, in accordance with Kosasih (2014), include certain aspects that need to be evaluated.

Table 1. Scoring Aspects

Aspects	Weight
A. Title	10
B. Purposes	15
C. Tools and Materials	15
D. Steps	40
E. Closing	20

To get the score for each student, the formula proposed by (Suparno, 2009) is used:

$$Score = \frac{Total\ Score\ of\ The\ Students}{Total\ Students} \times 100\%$$

After obtaining the score of each student, their score is categorized by using the criteria in Table 2.

Table 2. Scoring Category

Score Range	Description
90 – 100%	Excellent
80 – 89%	Proficient
70 – 79%	Moderately Capable
<70%	Uncapable

FINDINGS AND DICUSSION

Information regarding the ability of class VII students at SMP Negeri 12 Manado in Bunaken, North Sulawesi in determining the structure of procedural texts through the probing prompting learning model was collected through the use of tests. Evaluation of students' ability

to determine the structure of the procedural text using the probing prompting learning model will be explained in the following table.

Table 3. Students Score

Students	Scoring Aspects (Table 1)					Final Score
	A	B	C	D	E	
1	10	5	15	40	20	90
2	10	10	15	20	5	60
3	10	10	15	20	20	75
4	5	15	15	30	20	85
5	10	5	15	20	20	70
6	10	5	15	40	20	90
7	10	15	15	10	5	55
8	10	5	15	20	5	55
9	10	10	10	20	5	55
10	5	15	15	40	20	95
11	10	10	15	40	20	95
12	5	15	15	40	20	95
13	10	15	15	40	20	100
14	5	10	15	40	20	90
15	5	10	15	20	20	70
16	10	15	15	30	20	90
17	5	10	15	40	20	90
18	10	15	15	40	20	100
19	10	10	15	40	20	95
20	5	15	15	40	20	95
Total	165	220	295	630	340	1650
Rerata	8.25	11	14.75	31.5	17	82.5
%	82.5	73.3	98.3	78.8	85.0	

Based on the test results regarding the ability of class VII students at SMP Negeri 12 Manado in Bunaken, North Sulawesi in determining the structure of complex procedural texts through the probing prompting learning model, it can be concluded that the students are classified as 'capable' in carrying out this task. The average value achieved was 82.5%, calculated using the percentage formula. In the context of success criteria, the average score of 82.5% is included in the 'capable' category. These findings indicate that the probing prompting learning model is an effective method and is suitable for use by teachers.

Specifically, in the title aspect, students obtained an average score of 82.5%, which is also included in the 'able' category. In the objectives section, the students' average score reached 73.33%, and was categorized as 'quite capable'. The tools and materials section received the highest average score, namely 98.33%, which can be called 'capable'. Meanwhile, in the steps section, students achieved an

average score of 78.75%, and were classified as 'moderately capable'. Finally, in the closing section, students achieved an average score of 85%, which is also included in the 'able' category. Overall, it can be concluded that students' ability to determine the structure of complex procedural texts through the probing prompting learning model, especially in the context of "how to plant flowers," can be considered capable with a class average score of 82.5%.

Discusion

The results of the research show that class VII students at SMP Negeri 12 Manado in Bunaken, North Sulawesi have abilities that are classified as 'capable' in determining the structure of complex procedural texts through the probing prompting learning model. This can be seen from the average value of 82.5%, which is calculated using the percentage formula. This achievement strengthens the view that the use of the probing prompting learning model provides good results in achieving learning objectives.

The importance of learning techniques in the success of a learning process is reflected in the results of this research, where students can overcome the task of determining the structure of complex procedural texts above the average percentage and are able to do so for each section. Overall, the results of the probing prompting learning model are in accordance with Kosasih's (2014:67) view which states that students become more active and are able to determine and explain procedural texts well through this model. Through factual experience, this model teaches students to determine procedural texts.

Complex procedure texts, which are texts that explain the stages of an activity in detail and systematically, both orally and in writing, were found to achieve positive results in this study. With a result of 82.5%, students demonstrated the ability to determine the steps of probing

prompting learning in learning complex procedural texts.

The role of the Indonesian teacher is very important in the learning process in determining the structure of procedural texts, and student success in this matter is very dependent on the techniques used by the teacher. In this research, students were able to determine the structure of procedural texts through the probing prompting learning model, indicating that teachers' understanding of learning methods has a significant impact on students' understanding. This finding is in line with the research results of Tumbelaka, Sepang, & Pangemanan (2014).

In determining the structure of complex procedure texts, good learning preparation from the teacher is required beforehand. This aims to ensure that students can easily understand the stimuli given by the teacher. This finding is also consistent with the research results of Saia, Mandang, Paath (2020) which emphasizes that the teacher's role in managing learning, including the teacher's skill in using appropriate learning models, is the key to success in learning procedural texts. The probing prompting learning model, as a technique that demands students based on stimuli, helps students abstract the structure of complex procedural texts effectively.

CONCLUSION

The ability of the 7th grade students at SMP Negeri 12 Manado in analyzing the structure of complex procedural texts through the probing prompting learning model "How to plant flowers" is categorized as proficient because the class average score obtained is 82.5% or >80%. In the title section, the average score obtained by students is 82.5% or classified as proficient, then in the purpose or objective section the average score obtained is 73.3% classified as moderately

capable, in the tools and materials section the average score is The average obtained was 98.3% classified as excellent, then in the steps section the average value obtained was 78.8% classified as moderately capable and finally in the closing section the average value obtained was 85% classified as proficient.

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