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The Application of Probing Prompting Learning Models in Mastering Foreign Language Vocabulary

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Abstract

This study aims to obtain data about the probing prompting learning model in vocabulary mastery of the students of the Foreign Language Education Study Program, Department of Foreign Language Education, in a public university. This research is classroom action research conducted in two cycles. The subjects of this study were 30 students of the 2019/2020 Odd Semester of Foreign Language Education Study Program. The research data consists of two types, namely, qualitative data and quantitative data. Qualitative data were obtained through observation, while quantitative data were obtained through the results of the first cycle and second cycle vocabulary mastery tests. The data were analyzed using percentage techniques. The results showed that the vocabulary mastery with the percentage of values obtained by the German Language Education Study Program students in the first cycle reached 67.65%, and the second cycle reached 84.52%. These results indicate that the application of the probing-prompting learning model increases the mastery of German vocabulary for students of the German Language Education Study Program, Department of Foreign Language Education of a public university.

Keywords: Probing prompting; foreign language; vocabulary

Introduction

In principle, language is a tool to show the identity of the language-speaking community (Barbe, 2023; Abduh, 2023). In German, there are four competencies: listening (*Hören*), speaking (*Sprechen*), reading (*Lesen*), and writing (*Schreiben*). The four competencies are supported by two aspects. One of the supporting aspects is vocabulary (*Wortschatz*) (Hutubessy et al, 2021; Husniah, 2023). In the syllabus of German subjects, the number of vocabulary words students must master in the German language is around 250 vocabulary words (active 150 vocabulary words), and semester 2 is 550 vocabulary words (active 350 vocabulary words). Class XI semester 1 masters 800 vocabulary words (active 550 vocabulary words); semester 2 is 1000 vocabulary words (active 700 vocabulary words).

Based on observations in the German language education study program, information was obtained that most students have difficulty learning German. The results of interviews conducted with German teachers showed that most students lacked vocabulary mastery, lacked courage, were not confident, and often felt afraid when they wanted to express their opinions in saying words or sentences or in writing in German, so that the learning outcomes obtained by students did not reach the standards of the graduation criteria set in the lesson plan. These problems can be overcome by applying the right learning model. The use of learning models will attract students' interest in learning and make it easier for students to understand the material if it is packaged attractively. One of the learning models that can be used is the probing-prompting learning model.

The problem in this research is "What is the planning, process, and outcome of learning German vocabulary for students of the German Language Education Study Program through the Probing Prompting learning model?". In line with the formulation of the problem, the purpose of this study was to obtain data on the planning, process, and results of learning German vocabulary for students of the German Language Education Study Program through the Probing Prompting learning model.

Dilworth says in Kadir (2013, p.20), "A model is an abstract representation of some real-world process, system, or subsystem. Models are used in all aspects of life. The models are useful in depicting alternatives and in analyzing their performance. The definition of the learning model put forward by Joyce and Weil in Usman (2017, p.7) is that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or elsewhere. The learning model also serves as a guide for learning designers and teachers in planning teaching and learning activities. According to Komara (2014, p.42), a learning model is a method or learning technique used by teachers when presenting learning material where the main character is the teacher in creating interactive and educational situations, namely the interaction between teacher and student, student and student, and with sources of learning in supporting the achievement of learning objectives.

According to Stechert (2009, p.151), "the task of the teaching model is to create a subject-didactic framework for computer science lessons to promote an educational goal, such as competence development with computer systems." This opinion can be interpreted as saying that the task of the learning model is to produce a didactic skills framework for informative learning for the sake of promoting an educational goal as well as developing competencies with an informatics system.

Probing Prompting is learning using the teacher presenting a series of questions. The question and answer process in this learning model is carried out by randomly assigning students so that each student inevitably has to participate actively. Students cannot avoid the learning process; at any time, they can be involved in the question and answer process.

According to Suyatno (2009, p.63), the probing-prompting learning model is learning using the teacher presenting a series of questions that are guiding and exploring so that it becomes a thought process that links each student's knowledge and experience.

Meanwhile, according to Huda (2017, p.281), based on the meaning of the word, probing is investigation and examination, while prompting is to encourage or guide. Proposing prompting learning is learning by presenting a series of questions that guide and explore student ideas so that it can accelerate the thinking process that is able to link student knowledge and experience with the new knowledge that is being studied. Furthermore, Mayasari et al. (2014) revealed that the probing-prompting learning model is related to questions known as probing questions and probing questions. Probing questions are questions that explore to get further answers from students and intend to develop the quality of the answers so that the next answer is clearer. Meanwhile, prompting questions are questions that are asked to give direction to students in their thinking process.

Shoimin (2014, p.127) suggests the steps of probing learning: a) The teacher exposes students to new situations, for example, by exposing pictures, formulas, or other situations that contain problems. b) The teacher poses problems that are in accordance with specific learning objectives or indicators for all students; c) Waiting for a while to give students the opportunity to formulate answers or have a small discussion. d) Appoint one student to answer the question; e) If the answer is correct, then the teacher asks other students for responses about the answer to ensure that all students are involved in the ongoing activity; f) The teacher asks the final question to different students to emphasize that these indicators have really been understood by all students.

According to Usman (2017, p.9), vocabulary is all the words contained in a language, which is likely a small part of the language taken from another language used by a person or group of people in the same environment. Scholl (2007, p.271) states that *"Als Wortschatz bezeichnet man die Gesamtheit der Wörter einer Sprache; Gesamtheit der Wörter, die jemanden anwenden kann."* Meaning: The vocabulary shows the whole words of a language; all the words a person can use." Cameron in Alqahtani (2015) states: "Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. This means that vocabulary, as one area of knowledge in language, has an important role for students in acquiring language." In line with the above opinion, Yunisah (2007, p.11) suggests that vocabulary mastery is a measure of a person's understanding of the vocabulary of a language and their ability to use the language both orally and in writing.

Research method

This research is classroom action research, which is designed in two cycles using the John Elliot Model with several stages, namely planning, implementing, observing, and reflecting. This research was conducted in the German Language Education Study Program, Department of Foreign Language Education, Faculty of Language and Literature, Makassar State University.

Research subject

The subjects in this study were students of the Odd Semester of the 2019/2020 academic year in the German Language Education Study Program, Department of Foreign Language Education, Faculty of Languages and Literature, Makassar State University. The focus of this research is the level of students' mastery of German vocabulary using the probing-prompting learning model.

Research instrument

The instruments used in this study were observation sheets and student learning outcomes tests. Observations were made to observe the implementation of lecturer and student activities, as well as to see student obstacles during the learning process using the probing-prompting learning model in class. The observation sheet used is the observation sheet for lecturers and students. Lecturer observation sheets are in the form of activities carried out by lecturers during the implementation of the learning process, from the beginning to the end of learning, to find out the obstacles and shortcomings that occur during the learning process. This observation sheet is in the form of activities or activities carried out by students during the learning process, such as observation sheets for lecturers starting at the beginning of learning until the end of learning. Student learning outcomes are tested in the form of a vocabulary mastery test. The purpose of implementing student learning outcomes tests is to determine the mastery of German vocabulary in the German Language Education Study Program, Department of Foreign Language Education, Faculty of Languages and Literature, Makassar State University.
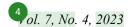
Research procedure

This action research consisted of two cycles. Each cycle consists of three meetings. Each cycle discusses the material twice and takes one test. The two cycles are interrelated series. This means that cycle II is an improvement in the implementation of cycle I. To find out the process and results of learning activities using the probing-prompting learning model in students' mastery of German vocabulary, it can be seen from the results of the tests carried out in each cycle and the observation sheet containing the activities and behavior of students.

In-class during the learning process. In more detail, the action research procedure can be described as follows:

Cycle I
- Planning stage*:* At this stage, lecturers and researchers collaborate to examine the Odd Semester curriculum for the 2019/2020 academic year to determine the suitability of time between subject matter and research material. Then make the semester learning plan (RPS). Furthermore, the Semester Learning Plan (RPS) is consulted with the German language lecturer so that it follows the teaching and research material. The availability of facilities and infrastructure can also support the implementation of Cycle I.
- Execution of actions: Activities carried out at this stage are carrying out the learning process using the probing-prompting learning model. At this stage, lecturers and researchers have their respective roles.
- Lecturers carry out learning by applying the probing-prompting learning model, and during learning activities, researchers play a role in making observations, both on the implementation of actions and events in the classroom during the learning process.
- Observation: This observation stage is carried out by observing and recording learning activities with the probing-prompting model. Observations were made to match the activities of lecturers and students with the plans that had been made following the probing-prompting learning model.
- Reflection: At this stage, the researcher collaborates with German-language lecturers to analyze the findings that occur during the implementation of the action during the learning process. The results obtained in the observation stage were collected and analyzed. From this analysis, the researcher can see and reflect on the suitability between the planning and

implementation of learning, as well as the obstacles and shortcomings that occur during the learning process and whether the actions taken can increase mastery of German vocabulary using the probing-prompting learning model. Things that are considered inadequate will be fixed, and those that are considered good will be maintained for activities in the next cycle.

Cycle II

The second cycle stage was carried out after the researcher studied the results of the reflection in cycle I. The implementation stage of cycle II was the same as in cycle I, which was carried out in two meetings and one test and was an improvement from cycle I in accordance with the reality in the field. The stages in the cycle include:

- Planning stage: At this stage, the lecturer and the researcher collaborate to make a re-planning based on the results of reflection in cycle I. The results of reflection in cycle I determine planning in cycle II. The deficiencies in cycle I will be improved and refined in cycle II, and the existing successes will be maintained and even increased. Furthermore, the researcher remakes the Semester Learning Plan (RPS) and is then consulted with the lecturer who teaches courses at the German Language Education Study Program.

- Execution of actions: The implementation of the action in cycle II is carried out by repeating the action in cycle I according to the results of the reflection in cycle I. The lecturer who teaches the subject re-applies the probing-prompting learning model according to the steps that have been determined. During the implementation of the action, the researcher plays the role of observing both the implementation of the action and the things that occur in the classroom.

- Observation: The implementation of observations in cycle II is the same as the observation in cycle I, which is to provide a test at the end of the lesson.

- Reflection: The activities carried out at this stage are by researchers and lecturers who teach the subjects to collect and analyze data that has been obtained from the results of observations. It aims to analyze the results obtained from the implementation of new actions and then draw conclusions about the results achieved in vocabulary mastery using the probing-prompting learning model.

Data collection techniques

Data collection techniques in this study consisted of observation, tests, and documentation. Observations are made to determine activities during the learning process. In this study, observations were made of lecturers and students during the implementation of the classroom action. In this study, observations were made by researchers. The instruments used in observation are lecture and student observation sheet. Lecture observation sheet is in the form of activity sheets or lecturer activities during the learning process, from the beginning to the end of the learning activities. Student observation sheet is in the form of activities or student activities during the learning process. As with observations made on lecturers from the beginning to the end of learning activities.

The test is used to measure the level of student success in vocabulary mastery using the probing-prompting learning model. Documentation of all student learning activities using a camera. The documentation in this study is in the form of photos.

Data analysis technique

The data obtained were analyzed using quantitative analysis techniques. Quantitative data is in the form of test data on the results of students' vocabulary mastery. The assessment criteria used to measure the students' mastery of German vocabulary were as follows:

Table 1. Vocabulary assessment criteria

No	Score	Criteria
1.	39 – 50	Very good
2.	26 – 38	Good
3.	13 – 25	Enough
4.	0 – 12	Less

(Bolton, 1995)

To find the average score of students' vocabulary mastery in German and Mandarin in each cycle, the following formula is used:

Information:
NP = percent value sought or expected
R = raw score obtained by students
SM = the maximum ideal score of the test in question
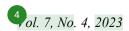100 = a fixed number, (Purwanto 2013, p.102)

Results

The process of learning German through the probing prompting learning model is carried out in two cycles. During the learning process, students seemed to be more active in asking questions and collaborating in doing the assignments given by the teacher, and showing more enthusiasm in learning. Meanwhile, teachers are more assisted in delivering material because students pay more attention to the material being taught.

Based on the research data that has been obtained in the evaluation cycle I of students' German vocabulary mastery is 67.65 or with a percentage level of 67.65%. Students who get the lowest score with interval class 22-23 have a percentage of 6.66% with a frequency of 2 people. Students who get the highest score with the 77-87 interval class have a percentage of 16.66% with a frequency of 5 people.

Research data obtained from the results of the evaluation cycle II show that the average vocabulary mastery of German students is 84.52, or a percentage of 84.52%. Students who get the lowest score with an interval of 72–74 percentage points (3.33%) have a frequency of 1 person. Meanwhile, students who obtained the highest score with the 87–89 interval class had a percentage of 63.33% with a frequency of 19 people.

Observations made by researchers during the learning process in both cycle I and cycle II with the application of the probing learning model in the mastery of German vocabulary can provide changes to students, especially in learning vocabulary. In the first cycle, there were 68.33% of students who carried out activity 1, and in the second cycle, it reached 93.33%. It can be seen that more and more students are active and eager to take part in learning. Also, there was an increase in connecting the old material, which can be seen in cycle I at as much as 75%, while in cycle II it reached 95%. Then, in activity 3, where students are more active in answering questions related to the material being taught, it can be seen that in cycle I, 61.66% of students answer questions, and it increases dramatically in cycle II, namely 95%. The activeness of students to ask

questions, namely in activity 4, also increased; namely, in the first cycle, it only reached 68.33%, while in the second cycle, it reached 93.33%. This is because the teacher always provides opportunities for students to ask questions, and the teacher tries to motivate students not to be afraid or ashamed to ask questions about things that have not been understood.

Furthermore, in activity 5, students doing questions and answers with their classmates have increased, namely in cycle I (61.66%) and in cycle II (91.66%). Furthermore, students who made conclusions about the material taught at the end of the lesson, such as activity 6, experienced an increase; namely, in the first cycle, there were 65%, and in the second cycle, it reached 90%. Then the ability of students to convey conclusions has been increased, such as in activity 7, which also increased, namely in cycle I there was 63.33% and in cycle II there was an increase of 86.66%. This is inseparable from the motivation given by the teacher at each meeting to make students more confident and not feel ashamed anymore to express their opinions in front of their friends. Meanwhile, students responded positively (happy) to the learning model used by the teacher, which also increased; namely, in the first cycle, it reached 70%, while in the second cycle, it reached 95%. The increase was also seen when students listened to the teacher's explanation well; namely, in the first cycle, there were 66.66% of students, while in the second cycle, it reached 95%. Student participation in groups also increased; namely, in the first cycle, there were 68.33% of students, and in the second cycle, there was an increase of 90%.The results of the student's German vocabulary mastery test in the first cycle reached 64.93%, and in the second cycle, they increased to 85.06%.

Discussion

Probing, an encouraging and generating model, plays an important role in mastering foreign language vocabulary. Probing involves assessing students' existing knowledge of foreign language vocabulary. With probing, the teacher's language learning system can identify gaps in students' understanding. The information obtained through probing can be used to tailor the learning experience to the individual needs of students. These adjustments ensure that students focus on areas where they need improvement, optimizing the learning process. The results of the study, which showed an increase from each stage (the first cycle was 64.93%, and in the second cycle it increased to 85.06%), showed that the teacher successfully guided students to be able to explore their knowledge to learn the foreign language being taught (Suyatno, 2009; Saud et al., 2018; Abduh, 2018;).

Prompting involves encouraging students to actively engage with the language. This can be done through various activities, such as conversations, writing exercises, and interactive tasks. Prompting stimulates the use of vocabulary in context, enhancing retention (Huda, 2017). By prompting students to use vocabulary in real-world scenarios, they develop practical language skills. This is essential for effective communication in a foreign language, as it goes beyond memorization and enables students to apply their knowledge in meaningful situations. In the first cycle, it seemed that students were still shy and seemed hesitant to participate in the learning process, but in the second cycle, students were more confident. This happened because the students were equipped with more ability to organize and synthesize the vocabulary they had learned. Learning that is meaningful and in accordance with students' learning experiences can maximize the results of vocabulary learning.

In addition, these learning models can incorporate feedback loops, allowing them to continuously improve based on learner interactions. This adaptive nature ensures that the learning process remains dynamic and responsive to individual progress. This is in accordance with what

Shoimin (2014) stated: the flexibility of the probing prompting learning model is the flexibility to obtain feedback loops from students until the student is sure of the answer. Students are asked to pay more attention to the answers that will be put forward before giving the final answer. Students get the opportunity to maximize their thinking because they are supported by questions from the teacher in order to get the right answer based on the learning process.

In summary, probing helps identify the starting point and areas for improvement; prompting facilitates active engagement and real-world application of vocabulary; and learning models enhance efficiency and adaptability in the language learning process. Combining these elements creates a comprehensive and effective strategy for mastering foreign language vocabulary, catering to individual needs, and promoting long-term retention.

Conclusion

Based on the results of the analysis of the research data obtained, it can be concluded that the learning planning carried out by the teacher and the researcher in the application of the probing-prompting learning model in mastering German vocabulary for students of the German Language Education Study Program has been carried out well, which consists of several aspects, namely the Semester Learning Plan (RPS) and learning resources in the form of books. *Netzwerk*, manufacture of German vocabulary mastery test instruments, as well as teacher and student observation sheets.

The learning process of the application of the probing learning model in the mastery of German vocabulary in German language education study program students has increased, both in terms of cognitive and affective.

The results of the evaluation of the German vocabulary mastery of the German Language Education Study Program students through the Probing Prompting learning model are stated to have increased; this is evidenced by the average value in the first cycle, namely 67.65, while the average value in the second cycle reached 84.52.

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