The Implementation of Socratic Method Toward Students's Speaking Skill for Tenth Grade at Senior High School in Mojokerto

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Abstract

The tenth grade students in senior high school are expected to be able to speak the simple utterances in English. However, in reality, only a few students in senior high school could do that. Based on that condition, this study is aimed to know how the implementation of socratic method for student speaking skill. The subject of this study was 33 students of class X MIPA in SMA N 1 Bangsal. This research used descriptive qualitative design which collected through field note, observation, interview, and questionnare as the data.The data was analysed qualitatively and the analysis process cover data collection, data reduction, data display, and conclusion drawing/verification. The finding shows the process of teaching learning using socratic method. Interview result shows that the teacher said that Socratic method not only can be used to assess student's skill in speaking but also their confident to speak in front of the class. The result of the study showed that the students' responses in learning speaking was good. They enjoyed the activities using socratic method in class by having a discussion, sharing, and cooperating well. Based on the result above, the implementation of socratic method can be used as an alternative teaching method. I suggest the teachers to use a topic variation to make the learning process more enjoyable. Then, for the next researchers, they could use this study as a reference to do deeper research about teaching method. Finally, for the English learners, they should keep practiced speaking English every day to make their speaking ability better.

Key Words: Speaking, Socratic Method, English Language , SMAN 1
Bangsal.

Abstrak

Siswa kelas sepuluh di sekolah menengah atas diharapkan dapat berbicara dengan tuturan sederhana dalam bahasa Inggris. Namun, kenyataannya, hanya beberapa siswa di sekolah

menengah yang bisa melakukannya. Berdasarkan kondisi tersebut, penelitian ini bertujuan untuk mengetahui bagaimana penerapan metode socratic untuk keterampilan berbicara siswa. Subjek penelitian ini adalah 33 siswa kelas X MIPA di SMA N 1 Bangsal. Penelitian ini menggunakan desain deskriptif kualitatif yang dikumpulkan melalui catatan lapangan, observasi, wawancara, dan kuesioner sebagai data. Data dianalisis secara kualitatif dan proses analisis meliputi pengumpulan data, reduksi data, display data, dan penarikan kesimpulan / verifikasi. Temuan ini menunjukkan proses belajar mengajar menggunakan metode socratic. Hasil wawancara menunjukkan bahwa guru mengatakan bahwa metode Socrates tidak hanya dapat digunakan untuk menilai keterampilan siswa dalam berbicara tetapi juga rasa percaya diri mereka untuk berbicara di depan kelas. Hasil penelitian menunjukkan bahwa respon siswa dalam pembelajaran berbicara adalah baik. Mereka menikmati kegiatan menggunakan metode socratic di kelas dengan berdiskusi, berbagi, dan bekerja sama dengan baik. Berdasarkan hasil di atas, penerapan metode socratic dapat digunakan sebagai metode pengajaran alternatif. Saya menyarankan para guru untuk menggunakan variasi topik agar proses belajar lebih menyenangkan. Kemudian, untuk peneliti berikutnya, mereka dapat menggunakan penelitian ini sebagai referensi untuk melakukan penelitian lebih dalam tentang metode pengajaran. Akhirnya, untuk pelajar bahasa Inggris, mereka harus tetap berlatih berbicara bahasa Inggris setiap hari untuk membuat kemampuan berbicara mereka menjadi lebih baik.

Kata kunci : Berbicara, Metode Socratic , Bahasa Inggris , SMAN 1 Bangsal.

1. INTRODUCTION

Education in the modern era is growing rapidly now. English is one of the language of international communication and requires every individual to be able to speak English well and write according to the development of science, technology and communication. To determine the success of education, the quality of learning and teaching should be improved. All of the students in a school have to learn English as one of the target languages. They need to learn both language skills and also language components. Language skills as stated by Brown (2001:232) are listening, reading, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation. Furthermore, students are expected to be able to apply those skills and components in their daily Activities.

Among all the four macro language skills, speaking seems intuitively the most important because speaking includes all other skills of knowing that language (Ur, 1996 : 49). Related to the information above, one of the important skills that should be learned by the students is speaking skill. According to O'Malley and Pierce (1996: 57) state that among the four language skills, speaking skill are important to be mastered by students and it is the responsibility of English teachers to make their students able to communicate in English. According to Richards (2008: 1), the mastery of competence to speak English is a priority for English learners.

According to Ladouse (1991), speaking is described as the express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Nunan (1989: 26) states that speaking is to use spoken language consisting of short, incomplete or separate speech in pronunciation. In carrying out speaking practice, students face some difficulties, even though they have a lot of vocabularies and have written them well.

According to Ur (1996), there are many factors that cause difficulty in speaking, and they areas follows: 1) Inhibition; Students are worried about making mistakes, fearful of criticism, or simply Sky, 2) Student have nothing to say because no motive to express themselves, 3) Low or uneven participation,and only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all, 4) Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Despite many methods of speaking practice, Suharsimi (1993) points out that there are many factors that because difficulties speaking English in Indonesia. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. Many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers (Littlewood: 1984).

Among those method, Socratic method is developed to facilitate learning

speaking English. Socratic method was an old teaching method that had a long history and prestige in early Greek times. Socratic method is workedby asking questions to guide and deepen the level of understanding relating to the material being taught so that the students gain their own thoughts from the results of cognitive conflict that is solved (Johnson, & Johnson, 2002). Thus, the Socratic Method is also called the critical method or dialectical method, because it requires learners to think critically and the end result is also critical. The Socratic Method deals with pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play, and debate. The most important of these methods is not the answer produced later, but rather how the process in discussing the question or topic proposed. In essence this method emphasizes students to be able to provide answers to the questions raised, whether it is correct or not.

Socratic method has several advantages (Amendola, 2009). The advantages of Socratic method are: a) Stimulates critical thinking. b) Forces a reasonably well-prepared student to go beyond the obvius to consider broader implications. c) Forces non-participating students to question their underlying assumptions of the case under discussion. d) Constant Feedback. e) Fosters an interactive and interesting learning environment. f) Forces higher level of class preparation.

Meanwhile the disadvantages of Socratic method (Amendola, 2009), are: a) The Socratic method subjects unprepared student to scrutiny. b) Can foster an unhealthy adversarial relationship between an instructor and his student. c) Creates a fearful learning environment. d) Generally more time-consuming than lecture-based environment.

2. RESEARCH METHODS

This research uses qualitative research model. Qualitative Research aims to get a complete picture of a thing according to it views of human beings examined. Qualitative research is related to ideas, perceptions, opinions, or beliefs of the person being investigated; all of them can not be measured by numbers (Sulistyo-Basuki, 2006: 78). The subjects of the research are the english teacher and the students of tenth grade. The research was conducted in SMA N 1 BANGSAL. The observation used was Open-observation. The aspects observed were the implementation of Socratic questioning method in student's speaking skill. In this case, the researcher gave a checklist in every frequency of types of Socratic questions asked by the teacher. In recording activities, the researcher recorded the teacher and the students in socratic teaching learning process. The

researcher recorded the real condition in implementing Socratic Questioning method in speaking skill. In interview session, the researcher asked twenty questions. The questions are correlated with the implementation of Socratic Questioning method in teaching speaking skill. The questions asked were about teacher's problems teaching students's speaking skill. Questionnare gives for students to know the problems in learning speaking using Socratic method.

The data of this research analysed by using qualitative data analysis, code data and look for themes related to the research focus. In analyzing the data, the researcher concerned with the components of data analysis in interactive model proposed by Miles and Huberman (1984).

3. FINDINGS AND DISCUSSION

The research findings will be described in three subheadings including the (1) The implementation of english teaching using socratic method, (2) the teacher's teaching problem using socratic method, and (3) the student's speaking problem using socratic method.

The researcher also analyzed the qualitative data to support this research findings. The qualitative data were taken from observation sheets, questionnaire sheet, field notes and interview to know how the process of socratic method for students speaking skill, teacher's problem and student's problem. To gain the objectives of the research, the researcher analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. They would be described as follows:

1.   The result of Field note

The identification of the implementation of socratic method was based on the field note. The field note was done on Mei 9th 2018. The teaching learning process could be seen from the field note. It was presented as follows.

Field note from day 1

The researcher came to the school and met English teacher in the teacher office. The Researcher said as promised before that she wanted to observe the teaching-learning process of class X MIPA 5. It was 11.45 a.m. The teaching and learning process at SMA N 1 Bangsal was about to start. The English teacher prepared themselves to go to class X.5. When the teacher arrived to the class, the students were still noisy and were not ready for the class. Some of them were still not on their seat. After all of them were on their seats, the teacher greeted them, asked the captain of the class to lead the prayer, and checked their attendance.

After that, she asked them to open their only course book that was used in every meeting of the teaching and learning process. It was about a song. She asked the students about song that they know. Some

of them mentioned english, indonesian, and korea, but the others kept silent. Then, the teacher explained about song. After that, she led the students to move on to choose the group. After that, she gave the students time to study about song with their group. She wrote some question about the song on the white board while waiting them finished . Then, She made sure that the students answered all questions by asking the class the answer for each question. There were only three students who answered the questions, while the others were silent because they confused with the question. They also found difficulty when there was a question about the song. They needed more time to think. Some students asked the teacher the meaning of some words and sentences in Bahasa Indonesia. Then, the teacher helped the students by translating them into Bahasa Indonesia. Because of the limitation of time, the teacher did not give the students chance to look for their meanings in the dictionary. Finally, the students answered all of the questions by the teacher.

Field note from day 2

It still same like the first day, but the teacher remind them about the lesson last week. And give some question to make them remember again. After all of the questions were answered, the teacher checked the students understanding towards the song by asking them to translate the sentences she wrote on the white board into Bahasa Indonesia. She asked the students to do this activity individually as usual. She called the students randomly to write the translation of the sentences on the white board. In this section, the situation in the classroom changed. Some class behaviors appeared. Some students had a talk with their friends. Some of them looked very sleepy. The others looked bored, were busy with their hand phone, and browsed the internet. The students who paid attention to the task were only some of them who were called by the teacher to do the task in front of the class. The others did not pay attention to the task and did not help their friends. The students who were called to do the task looked busy with a dictionary and Google Translate without any assistance. After that the teacher try to explain about the socratic method, after finished the teacher requested the students to make group and prepared the song that they want to sing and discuss. They must prepare their song with clearly. The first using socratic method was held on the second day of the research. It was on Mei 2st 2018. In this time the teacher taught how to speaking about song using socratic method. The lesson started with a discussion on definition of song and the meaning in pairs. After that the students share their opinion in front of class. In the core activity the students read the song then the

teacher asked about the definition based on the song. After that the teacher showed the song entitled "Que Sera Sera". Then, individually, the students wrote the definition based on the song.For the last activity was the teacher gave explanation about song and lyric is and clarified the students' mistakes. The teacher also asked about the students' difficulties and gave the conclusion about the lesson. (For detail information, see in appendix 1)

Field note from day 3

it still same with the first and second day. The teacher ask about their feeling and try to remember again about what the last meeting, after that the teacher continue about how to use socratic method. The second using socratic method was held on Mei 6th 2018. Similar with the first time using socratic method, this time the teacher also taught how to speaking and answering about their song. First, the teacher made a review aboutdefinition in the song. Then, the students discussed about it in pairs. After that the students share their opinion to others. In the core activity the students read an example of a description the song and the tearcher asked about the meaning and definition based on the song lyric. Then, the teacher showed the students another song entitled " Hero ". The students wrote description based on the song. In the last activity the tearcher gave explanation and clarified about students' mistakes and provideconclusion about the lesson. (For detail information, see in appendix 2). After that the teacher try one group to come forward and sing the song that they choose. As the class became noisy, the teacher warned the students to keep silent and to pay attention to their friends who want to sing in front of the class. However, it did not work. They were still noisy and did not pay attention. the teacher asked all students to think about their friends' song. In this section, the class became silent because the students did not pay attention to their friends who did the task. When the teacher asked the students to correct their friends' sentences, some of them looked unmotivated to do his instruction. Some of them were silent and some of them said "nggak tahu artinya, Bu." Then, the teacher repeated the sentence while waiting for the students to correct it. It did not take a long time. Two of them tried to correct it. The other sentences were corrected by the teacher. After finished, the teacher ask about the song to the first group using socratic method.

Field note from day 4

The last meeting, the activity it still same with the third meeting. The last day using socratic method was held on Mei 9th 2018. First, the tearcher showed song to the students and asked questions based on the song. In the core activity the tearcher explained about meaning and definition of the song. (For detail information, see in

appendix 3). The teacher still continue about song using socratic method, to finished all the student's group to sing in front of, after that the teacher give some question to them. If the first student didn't know the answer, the teacher try to ask another student until they know the answer. After the student was show up in front of the class, I give the teacher some questionnare for student to ask about their difficulties studying speaking using socratic method. When the time over, the teacher get out from the class, and I ask about socratic method that she practice in her class.

2.   The result of observation sheet

The identification of the implementation of socratic method was based on the classroom observation. The observation was done on Mei 9th 2018. The teaching learning process could be seen from the observation sheet. It was presented as follows.

Observation sheet from day 1

The first day teacher preparation before teaching, English teacher preparing class arrangement and absense for students. Then the presentation start from greeting and asking condition, Review past material, and Manage student. After that the teacher practice Giving the chance to the students to comprehend the material and Controlling students. The next is evaluation the teacher Evaluate the students comprehend, Evaluate the

students participate, and Diagnostic. The last step is Closing, The teacher suggests and motivates the students before ending the class, and The teacher give feedback and conclusion.

Observation sheet from day 2

The second day teacher preparation before teaching, English teacher preparing class arrangement, media and absense for students. Then the presentation start from greeting and asking condition, Review past material, Introducing the topic by giving the method, Giving the instructions and Manage student. After that the teacher practice Giving the chance to the students to comprehend the material and Controlling students. The next is evaluation the teacher Evaluate the students comprehend, Evaluate the students participate, and Diagnostic. The last step is Closing, The teacher suggests and motivates the students before ending the class, and The teacher give feedback and conclusion.

Observation sheet from day 3

The second day teacher preparation before teaching, English teacher preparing class arrangement, media and absense for students. Then the presentation start from greeting and asking condition, Review past material, Warming up, Introducing the topic by giving the method, Giving the instructions and Manage student. After that the teacher practice Giving the chance to the students to comprehend the material

and Controlling students. The next is evaluation the teacher Evaluate the students comprehend, Evaluate the students participate, and Diagnostic. The last step is Closing, The teacher suggests and motivates the students before ending the class, and The teacher give feedback and conclusion.

Observation sheet from day 4

The second day teacher preparation before teaching, English teacher preparing class arrangement, media and absense for students. Then the presentation start from greeting and asking condition, Review past material, Warming up, Introducing the topic by giving the method, Giving the instructions and Manage student. After that the teacher practice Giving the chance to the students to comprehend the material and Controlling students. The next is evaluation the teacher Evaluate the students comprehend, Evaluate the students participate, and Diagnostic. The last step is Closing, The teacher suggests and motivates the students before ending the class, and The teacher give feedback and conclusion.

3.   The Result of Interview

Based on the interviews, there were some problems related to the speaking skills of grade X MIPA 5. The teacher problem as can be seen from the interview transcript as follow.

R   : *Masalah apa yang sering anda hadapi dalam mengajar bahasa Inggris* *khususnya ketika menggunakan metode sokratik? (what's your problem when teaching english using socratic method?)*

ET   : Metode ini sebenarnya terlalu sulit untuk tingkat kebawah, tapi memang efeknya bagus. Jadi karena modelnya memaksa, siswa dituntut untuk berbicara menggunakan bahasa inggris memberikan opini mereka terkait topik yang dibahas, apalagi mereka juga tidak diberikan waktu untuk membuka kamus. (This method is actually too difficult to level down, but indeed the effect is good. So because the model is compelling, students are required to speak using English to give their opinions regarding the topics discussed, moreover they are also not given time to open a dictionary.)

(Interview transcript 03)

R   : *Bagaimana cara anda mengatasi masalah ketika menggunakan metode sokratik? (How do you deal with problems when using the socratic method?)*

ET   : Lebih ke penekanan dan motivasi, memberi waktu lebih untuk mereka mempelajari dan mempersiapkan jawaban yang lebih baik,atau mengijinkan membuka kamus. (More emphasis and motivation, giving them more time to learn and prepare better answers, or allow opening dictionaries.)

(Interview transcript 03)

R   : *Apakah menurut anda metode sokratik memberikan efek yang baik dalam belajar bahasa inggris, khususnya*

speaking? Apa alasan anda?(Do you think the socratic method has a good effect on learning English, especially speaking? What is your reason?)

ET   : Iya tentu. Anak-anak jadi lebih percaya diri dan berani berbicara dalam bahasa inggris,mengungkapkan pendapat mereka serta kemampuan berpikir mereka. (Yes, of course. The Children become more confident and dare to speak in English, express their opinions and their thinking skills.)

(Interview transcript 03)

R   : Bagaimana cara anda memahamkan materi sulit tersebut kepada siswa?(How do you understand these difficult material to students?)

ET   : Menjelaskan secara perlahan menggunakan bahasa indonesia.(Explain slowly using Indonesian.)

(Interview transcript 04)

Thus, based on the field problem above, they are presented below: The teacher had not provided enough opportunities for students to practice speaking, The teacher dominated the class, and The teacher did not gave time for the students to opening the dictionary.

4.   The result of Questionnare

Based on the questionnare, the researcher identified some problems in the students learning process. Based on the questionnare, there were some problems related to the speaking skills of grade X MIPA 5. The problems could be seen as follows.

Question 1, 27 students said that the material of speaking in English learning in class is very interesting because it can train their English speaking skill, and 4 students said that the material of speaking in English learning in class is not interesting because they did not understand about what the teacher's explain.

Question 2, 13 students said that giving opinions using English is very happy because it can add new confidence and vocabulary, and 18 students said that giving opinions using English is not happy because they need time to think and adjust the correct sentence.

Question 3, 27 students said that motivating theirself to be able to speak English is necessary to encourage learning and confidence to be better, and 4 students said that motivating theirself to speak English is not important because they did not like English.

Question 4, 9 students said that English learning that has been running in class is easy, beacause the method given is not monotous, and 22 students said that English learning that has been running in class is not easy, because they have difficulty catching the teacher's explanation.

Question 5, 16 students said that the way teacher explain English material is easy to understand because it is explained in detail

and slowly, 15 students said that the way teacher explain English material is not easy to understand because expalined using English.

Question 6, 22 students said that learning to speak English is very fun because it can improve abilities and add new vocabulary, 9 students said that learning to speak English is difficult because there are different writing and reading methods.

Question 7, 17 students said that the variety of learning English speaking that has been given is very enjoyable because more knowledge is gained and various interesting delivery methods. 14 students said that the variety of learning English speaking that has been given is boring because giving instructions is unclear and difficult to understand

Question 8, 10 students said that the way teacher explains speaking material using English is easy to understand because it was delivered slowly and repeatedly, 21 students said that the way teacher explains speaking material using English is difficult to understand because the vocabulary that students have is too little so that it is difficult to understand the material presented.

Question 9, 22 students said that teacher's answer when they ask are easy to understand because the teacher explained simply and repeatedly until they understand, 9 students said that teacher's

answer when they ask are difficult to understand because use english.

Question 10, 3 students said that they are confident when speaking English because it emphasizes that English is important especially speaking, 28 students said that they are not confident when speaking English because difficulty in stringing words using English.

1.   Implementation   of   english teaching   using   socratic   method   at SMAN 1 Bangsal

Describing   the   process   of   the implementation of english teaching using socratic method. This section aimed at answering the first research question how the implementation of socratic method in the students' speaking skill of the tenth grade of Senior high school in Mojokerto . The data was collected from field note and observation. Field notes were written up by the researcher in every meeting while conducting the research. field note was done on the last meeting to see any of the teacher and students interaction using socratic method. There were several steps to   analyze   the   data.   a.   Teacher's preparation, b. Presentation,c. Practice, d. Evaluation, e. Closing.

2.   the   teacher's   problem   in teaching speaking english using socratic method

The   interview   is   described   below: Interview result shows that the teacher said that Socratic method not only can be used

to assess student's skill in speaking but also their confident to speak using English. So it was clear that socratic method is good to teaching the students' speaking skill who were taught by applying socratic method in teaching speaking. there were many problem found in teaching using socratic method, the teacher think that this method is so difficult to explain, especially in senior high school because the students must be focus and concentrate to the topic, they must speak using english with their other word, and the teacher did not give the time to check vocabulary in dictionary. Sometimes the students were also had no idea to speak. The english taught her students rarely use different teaching techniques or methods. she just gave the materials based on their textbook and explained to them. The english teacher also never applied socratic method before. In other words, the application of socratic method to make students' ability in speaking skill in tenth grade at SMA N 1 Bangsal is more effective to teaching. But the students must prepared their self better to answering the question.

3. the student's problem in learning speaking english using socratic method

The questionnaire sheet showed What are the students's problems in learning speaking english using socratic method is afraid to speak English clearly in front of the class. Most of them strongly agreed that their speaking skill was better than the first one by means of socratic method. English speaking became more interesting through socratic method.

4. CONCLUSION

Based on the discussion and findings, it can be stated that the implementation of socratic method for students speaking skill are started by leading in the students to the topic. The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity using socratic method as well as to provide all the information needed to run the activity. After the activity is started, the teacher monitors the process. Once the activity has finished, the teacher gives feedback to the students. Second, it talked about the teacher problem are The teacher had not provided enough opportunities for students to practice speaking, The teacher dominated the class, and The teacher did not gave time for the students to opening the dictionary. Third, it talked about the students problem they are The students were lack of confidence to speak, The students were lack of motivation to speak, The students had limited vocabulary, and Most students were hesitant to speak.

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