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## THE EFFECT OF USING SOCRATIC METHOD ON THE STUDENTS' ACHIEVEMENT IN SPEAKING AT THE JUNIOR HIGH SCHOOL MTSN 1 BANDAR MASILAM

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### Abstract

The researcher interested to conduct two things namely academic year 2020/ 2021 The Effect of Using Socratic Method on The Students' Achievement in Speaking at Junior High School MTsN 1 Bandar Masilam. This type of research is a quasi-experimental, with the sampling technique using cluster random sampling. The two classes that became the research were the experimental class VIII 2 and the control class VIII 3 which were suitable for each of the 30 students. The learning outcome data in the study were obtained using pre-test and post-test. The results of the study, the pretest mean value of the experimental class and the control class respectively were 34.5 and 33.5, then the data prerequisite test was carried out, namely the normality test and the homogeneity test of the data obtained by  $L_{hitung} < L_{tabel}$  ( $0.0961 < 0.161$ ) for the experimental class. And  $0.0815 < 0.1610$  for the control class so that the pretest data from both classes were normally distributed.  $F_{count} < F$  ( $1.27 < 1.94$ ), then the sample used in the study was stated to be homogeneous, after being treated the posttest results of the experimental class were 73.16 and the control class 69.66. The average student learning activity is 64.92 which is classified as active. Hypothesis testing was carried out using the t test, it was obtained  $t_{count} = 2.42$  and  $t_{table} = 1.68$  so that  $t_{count} > t_{table}$  then  $H_a$  was accepted so that it could prove that there was damage due to the influence of the use of the Socrates method on student speaking in class VIII semester I MTSN Negeri 1 Bandar Masilam TP 2020/2021.

**Keywords:** *Socratic Method, Speaking Ability*

### INTRODUCTION

Language is very important to learn because through language we can communicate with each other and shares our ideas. In this age of new technology and globalization, the need to get in contact with people around the world is still urgent. Indonesia must be able to compete in different sectors, in particular in academia, with another country. We have to learn the language to be able to

perform internationally. Language is a communication medium for conveying feelings, emotions, and needs. The foreign language used in the world is the English language. In the academic aspect, the English language plays a very important role, such as in university education. There are some subjects, especially in English, that require foreign literature. Mastering the English language in this context is so critical because it is not only translated but also understood. One day, whether we want to take a master's degree from state universities or even register to study abroad, one of the criteria is a decent English ability demonstrated by the TOEFL ratings. Some colleges use TOEFL as a prerequisite for graduation. Nowadays, many individuals do not consider it necessary to learn English simply as a school learning method to get a standardized passing exam score. We do not yet know how many of the advantages of mastering the foreign language for academia, industry, sport, science and technology and other fields as an international language

Speaking is the process of communication with others. However, today's world requires that the goal of teaching speaking should improve students' communicative skill because students can share and express their idea to others. According to <sup>1</sup>Fulcher (2003), speaking is a way of communication between the speaker and the listener, where in communication there is an interaction between a speaker and listener. People put ideas into words, talking about perceptions or feeling that they want other people to understand them. Then, the listener tries to reconstruct the perception that they are meant to be understood. <sup>2</sup>Nunan (2003) defines that speaking is the productive/oral skill that has big contribution in English. It consists of producing systematic verbal utterances to convey meaning. Based on the statement above, speaking is say something what you feel and what you think to someone that you want.

Madrasah Tsanawiyah Negeri Bandar Masilam uses the 2013 Curriculum in learning process as guidance. In this school, students study English about twice a week (2x45 minutes per meeting), and the KKM score is 75 in English. The students are not interested in learning at this school, Students are not interested in

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<sup>1</sup> Gleen Fulcher (2003), *Testing Second Language speaking*. London ; Pearson longman

<sup>2</sup> Davis Nunan, (2003) , *Practical English Language Teaching*, New York. p. 39.

studying English because they are still not sure of the importance of English in everyday life. Thus, the teacher needs to inspire his/her students to improve their ability to speak. Based on the writer's observation at the Junior High School MTSN Al-Mukhlisin Bandar Masilam by observing and interviewing the teacher and students, it was found that some strategies have been done by the teacher such as discussion Guessing a game, asking a question, giving answers. In fact, however, students can not speak well, particularly when describing things. It can be defined as having the following problems: First, most students can not correctly pronounce English.

Second, most The students are not in a position to speak fluently. Third, the majority of learners are unable to speak grammatically. Fourth, there's a shortage of vocabulary for most students. Fifth, the majority of learners do not have a clear understanding Regarding to those phenomena above which are usually found in teaching of English, especially in teaching speaking, the researcher conducted a research by applying a learning method which is considered will be helpful and beneficial for both students and teacher.

In this point, the researcher applied one of the methods in teaching speaking that is Socratic Method. Socratic Methods designed to draw information from students through the use of questions. Application of the Socratic teaching method calls for the teacher to focus the questioning sequence on a single student, then another, and then another. In this strategy, there is a speaking activity between teacher and students, where the students relies the questions and given back the answer by students directly. The Socratic Method is a process in which ideas are debated in a back-and-forth discussion until some recognizable clarify (the light) is reached. When conducting such a dialog, teacher must have a clear vision of what teacher wants students to learn from it. It is essential to have students' endpoint in mind so that teacher can always be angling toward it.

## **REVIEW OF LITERATURE**

Speaking is an activity any time you speak to someone about something. One should be able to use a language while speaking. Many experts say that they speak. Speaking is a mechanism of contact between speakers and listeners.

Speaking as an exchange of thought and ideas is about more speakers about one or more topic between two or. Speaking is the productive aural or oral skill. It consists of generating context for systematic verbal utterances to convey. Teaching speaking is often seen as an easy method. Commercial language schools around the world employ individuals with no conversation teaching experience. While speaking is fully normal, speaking in a language other than our own is anything but easy. Talking is an interactive form of making meaning that includes producing, receiving and process information. Speaking is one of the most important elements in learning English. By mastering speaking, the students can share and express their idea to others. In teaching speaking, there are some methods that can be used to increase that students' achievement in speaking. Socratic group is one of the methods that can be used to increase that students' achievement in speaking. This study is intended to find out the effect of teaching Socratic Method.<sup>3</sup>

In Holy Qur'an, speaking explain in QS. Ar-Rahmaan: 3 -4.<sup>4</sup>

خَلَقَ الْإِنْسَانَ ○ عَلَّمَهُ الْبَيَانَ ○

Meaning:

1. The Merciful,
2. He has taught the Qur'an,
3. He created man,
4. He taught him eloquent speech.

Based on the pieces of the verses of the Qur'an above says that Allah SWT has created man and Allah SWT has taught him (human) speech (and intelligence). This means, our speaking ability comes from Almighty God.

According to Thourbury (1997, p.1), speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers of

<sup>3</sup>About language: Tasks for teachers of English." Cambridge: Cambridge University Press. 269 pages. (Review by C. Jensen)

<sup>4</sup>Muhammad Taqi Uddin Al-Hilali and Muhammad Muhsin Khan, *The Noble in The English Language*, (India: Maktaba Darul Qur'an, 1993) p.833

politicians may produce even more than that. Meanwhile, Lynn says (2000, p.3) Speaking is controlled in your mind by feedback from your hearing and mouth position as much as it is from your memory. If you want to speak fluent English, it is just as important to retrain your tongue as it is to train your memory. To be effective, however, you must retrain your mind, tongue, and hearing at exactly the same time because they must work together when you speak English.

<sup>5</sup>According to Kalayo and Fauzan(2007, p.101), speaking ability is the measure of knowing a language which involves mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Functions (transaction and interaction): knowing when clarity of message is essential (transaction /information exchange) and when precise understanding is not required (interaction/relationship building). And social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative rules of participants):understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

The writer inferred that speaking ability is meant to be able to do something, or your level of ability to do something, based on the argument above. This implies the willingness of the user to share the data with the other person. Speech skill in this study is the ability of students to share the materials in and out of the classroom with their peers.

### **The Assessing Students' Speaking Ability**

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is generally recognized in analysis of speech process that is pronunciation, grammar, vocabulary, fluency and comprehension. Heaton presented the sample of an oral English rating scale that used 1-6 points. Below is the frame of Heaton's (1990) as stated in Sari (2011, pp.14-16):

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<sup>5</sup>Kalayo Hasibuan and Muhammad Fauzan A. 2007. Teaching English as Foreign

**Table II.1**

**Assessing Speaking**

6	<p>Strong pronunciation - just 2 or 3 grammatical errors - not much pronunciation</p> <p>Searching for words - very few long delays - very easy to understand - very few interruptions needed- has mastered all oral abilities on the course.</p>
5	<p>Pronunciation slightly impaired by L1-a few grammatical mistakes but most phrases correct-sometimes searches for words-not too many</p> <p>long pauses-general meaning reasonably plain but a few interruptions required-has mastered almost all oral abilities in the course.</p>
4	<p>L1-a few grammatical errors but just 1 or 2 creating severe confusion-searches for words-a few unnatural pauses-convey a reasonably clear general meaning-a few interruptions required but still clear intention-has mastered most oral skills on the course.</p>
3	<p>Pronunciation influenced by L1-pronunciation and grammatical errors-several errors cause serious confusion-longer pauses to search for word meaning-fairly restricted expressions-much</p> <p>can be understood, but some effort required for parts-some interruptions needed-only some oral abilities have been mastered in the course.</p>
2	<p>Several severe pronunciation errors-unnaturally long simple grammar errors pauses very restricted expression-needs some effort to understand any of it-interruptions</p> <p>are sometimes required and often have trouble describing or clarifying meaning-only a few oral skills learned in the course</p>

1	<p>Many serious pronunciation errors-many simple grammar errors-full of unnaturally long pauses-very halting delivery-many basic grammar errors-full of unnaturally long pauses-very stopping delivery Quite limited expressions-nearly impossible to comprehendContinuously required interruptions but can not clarify or make sense simpler, very few oral skills mastered on course</p>
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Each function of the element is then specified in six charts of behavioral statements as mentioned in the above frames. Objectively, the writer saw the function of each student's ability to talk if 1, 2, 3, 4, 5 and 6 were accomplished. The writer translated the small Heaton score to a scale of 100 in order to make the estimate as follows:

- 6 = 87-100
- 5 = 77-86
- 4 = 67-76
- 3 = 57-66
- 2 = 46-56
- 1 = below 45

### **The Factors Influence Students' Speaking Ability**

In language instruction, speaking capacity is an essential part of the curriculum. Without speaking, the teacher can not acquire strong English skills. It can not be distinguished from grammar, vocabulary and pronunciation in the teaching of speech. There are four variables that influence speaking ability:

a. Anxiety while interacting

Speaking anxiety is one of the causes that affects speech capacity because students are unable to communicate their ideas by speaking because of anxiety.

According to Spielberger in Brown (2007, p.161), anxiety is the subject of stress, anxiety, nervousness, and anxiety correlated with the

autonomic nervous system's arousal. Anxiety is correlated with feelings of uneasiness, anger, self-doubt, anxiety, or concern in the same source. It is possible to assume that anxiety in speaking even becomes the big barriers for students in speaking. But the teachers can organize and solve the problem of anxiety; the ability of students in speaking can be optimized.

b. Speaking Environment

The learner's climate is also a factor affecting speech. The world in which students live or grow up will help to develop their ability to communicate. If students live in environments where they can have the ability to talk, they can hopefully deliver their concept in a classroom setting before others.

c. Teaching Speaking

According to Kalayo and Fauzan (2007, p.101), Teaching instructors help their learners build this body of information in the communicative model of language by offering authentic practice that prepares students for the situation of real life communication. To help students improve the ability to produce phrases that are suitable to particular contexts, grammatically, right, logically related, and to use acceptable (that is, understandable) pronunciation.

d. Media

The media also affect the growth of someone's ability to communicate. It is supported by Hamidjojo in Arsyad (2011, p.4) that the media is used as mediation to express the receiver's ideas and views. It can be concluded that the use of the media plays an important role in improving the ability of students to communicate.

### **The Concept of Socratic Method**

According to Chang (1998, p.555) in Mario, the Socratic teaching method relies on asking questions to help students learn. It has been proven to be more effective than telling student the correct answer. However, asking questions is not practical in large classrooms, and even in small classrooms the answer given by one student may not be representative of how well most students understand the

lesson. The students either confirm their correct answer immediately, or learn the correct answer from the associated teacher/students discussion. There is no fear of embarrassment if the original answer was incorrect, which is one reason why students do not participate in classroom discussions. In addition, the teacher gets instant feedback about how well the material is understood by each and all students.

The Socratic Teaching Method is intended to obtain knowledge through the use of questions from students. Applying the Socratic method of teaching allows the instructor to concentrate the questioning sequence on a single student, then another, and then another. In a back-and-forth conversation, the Socratic Method is a mechanism in which concepts are discussed before some recognizable clarification (the light) is reached. You must have a strong view of what you want students to learn from it while holding such a dialog. Keeping your endpoint in mind is important so that you can still be angling towards it.

According to the Carleton University, Socratic questioning helps students to think critically by focusing explicitly on the process of thinking. During disciplined, carefully structured questioning, students must slow down and examine their own thinking processes (i.e., reflective thinking). Thoughtful, disciplined questioning in the classroom can achieve the following teaching and learning goals:

- a. Model scientific practices of inquiry
- b. Support active, student-centered learning
- c. Facilitate inquiry-based learning
- d. Help students to construct knowledge
- e. Help students to develop problem-solving skills
- f. Improve long-term retention of knowledge

Moreover, Stanford University Newsletter On Teaching (2003, p.1) explains that in the Socratic method, the classroom experience is a shared dialogue between teacher and students in which both are responsible for pushing the dialogue forward through questioning. The “teacher,” or leader of the dialogue,

asks probing questions in an effort to expose the values and beliefs which frame and support the thoughts and statements of the participants in the inquiry. The students ask questions as well, both of the teacher and each other.

An efficient way to discuss ideas in depth is the Socratic Questioning process. It can be used and is a helpful tool for all teachers at all levels. Within a unit or project, it can be used at various points. By using the Socratic Approach, educators empower their students to think differently and give them control of what they are studying. As students think, discuss, debate, assess, and interpret material through their own thinking and the thinking of those around them, higher-level thinking skills are present. Such kinds of questions may require some preparation on the part of both the teacher and the students, as it may be a whole new approach.

### **The Procedures of Socratic Method**

According to Chang (1998, p.558) in Mario, the procedures of Socratic Method are bellow:

- a. The teacher plans significant questions that provide meaning and direction to the dialogue
- b. The teacher gives the time to the students to respond the questions: Allow at least thirty seconds for students to respond
- c. The teacher follows up on students' responses
- d. The teacher asks probing questions
- e. The teacher asks students to summarize in writing key points that have been discussed
- f. The teacher lets students to discover knowledge on their own through the probing questions the teacher poses.

### **The Advantages of Socratic Method**

- a) Listen actively. Converse directly with other students, without the need for mediation by the teacher
- b) Build upon what others say
- c) Question the text and fellow participants

### **The Disadvantages of Socratic Method**

- a) Not all students can participate on this method
- b) It is needed much time to do this method
- c) The students can be bored if the teacher is active in the class

### **RESEARCH OF METHOD**

Experimental analysis was used by the authors. Quasi-experimental testing was the essence of the study. Quasi studies involve assignment, but not random assignment of participants to classes, according to Creswell (2012, p.309). The author used two classes in an experimental model; they were the experimental class and the control class. The study group received Socratic Process therapy, while the control group received direct methodology.

The eighth grade students of MTSN 1 Junior High School, Bandar Masilam, conducted this report. The research was carried out during the academic year 2020. In this school, the researcher discovered the problem that the students lacked confidence in their voice. Population was in eighth grade. Class VIII.2 was made up of 30 students, and class VIII.3 was made up of 30 students. There were 60 students in the overall population. The survey method was total sampling.

The current researcher took data from pretest and posttest while gathering data. Prior to applying the Socratic Method in teaching Speaking, Pretest was administered to the subject. Meanwhile, after using the Socratic Approach in teaching speaking, posttest was administered.

The same test elements were used in the pretest and posttest. In time distribution, they were just different. By offering an oral examination, these pretests and posttests were taken. Five minutes were given to students to orally present or explain specific things. Then, as a pretest and posttest that used three measures, the current researcher used these objects. These were pre-test, recovery, and post-test.

a. Pretest Pretest

Before the present investigator used the Socratic Approach in teaching speaking, the pretest was administered. This targeted art recognizes the capacity of students to communicate.

b. Therapy

The current researcher as an instructor handled the students in teaching speaking by applying the Socratic Approach around school

c. The Posttest

After application of medication, the post-test was administered. The posttest products were the same as pretest products. When they were performed in a classroom, Pretest and posttest even had several applications. The aim of this post test was to understand the ability of students to communicate.

The data were statistically analyzed in order to find out whether the use of the Socratic Approach has a major impact on the ability of independent students to communicate. In evaluating the results, the author used a sample T-test to analyze the study data from the pre-test and post-test ratings.

## **RESEARCH FINDING**

The research was conducted at MTSN 1 Bandar Masilam using two different learning models for the two sample classes, in the experimental class using the learning model the socratic method and the control class uses conventional learning models. The results showed that the Socratic method is better than without Socratic Method in speaking material of the first semester students of MTSN I Bandar Masilam TP 2020/2021. The increase in learning outcomes is more significant, namely the pretest average score of students in the experimental class of 34.5 and the average posttest score of 73.66 and in the control class the average score of the pretest students was 33.5 and the average posttest score. Amounting to 69.66. The result show that for the posttest value  $t_{count} > t_{table}$ , namely  $2.42 > 1.68$ , then  $H_a$  is accepted. It means that The students' skill in speaking taught by Socratic Method is better than without Socratic method.

The average pretest value of the experimental class and the control class was analyzed using the normality test and the homogeneity test. The results of data analysis are data with normal distribution and homogeneity. The comparison of the average post-test scores of the experimental class and the control class shows a significant difference due to the effect of the learning model using the Socratic Method.

Classroom learning using a model the Socratic method has better student learning outcomes than classes that use conventional models, because the class that is given learning uses the Socrates method given problems related to the daily life of students motivated to be active and arouse curiosity during the learning process (Widiadnyana, et al, 2014).

The learning process of the Socrates method is to stimulate students to analyze a problem with an analogy and think critically about an argument. This method also assists students in developing reasoning skills and instills in students the habit of rigorous and critical analysis of the arguments they hear assertively and persuasively, as well as the practice of assessing and revising their own ideas and approaches in the light of new information or different reasoning.

The results show that the average value of student activity increases from meeting I to meeting IV. The average value of the activities at the first meeting to the fourth meeting was 56.66, 60.54, 70.27 and 72.21, respectively. The value of the learning process activity at the first meeting was 56.55. Students are still less accustomed to making hypotheses from problems so that students' hypotheses are not structured systematically, critically, logically, and analytically. Assessment of activities in formulating learning model problems using the Socrates method is not going well. However, after the second, third and fourth meeting students better understand how to make a good hypothesis so that the learning model using the Socrates method can work well. Students less accustomed to using experimental methods so that researchers need a lot of time in guiding the implementation of practicum. The implementation of the learning model using the Socrates method can run well seen from the average value of the pretest < average value of the posttest and the value of the activity of meeting I < meeting II < meeting III < meeting IV (Susanti, et al, 2016)

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the data analysis described in chapter IV, it is conclude that the students' skill in speaking taught by Socratic method is better than without Socratic method. It can be seen that  $t_{\text{count}}$  was 2.42 and  $t_{\text{table}}$  1.68. It means that  $t_{\text{count}}$  is higher than  $t_{\text{table}}$ . Besides, the students' achievement that taught using the Socrates method have an average value 73.16, and the students' achievement that taught using conventional learning models have an average value 69.99. However, the Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected. It means that the students' skill in speaking taught by Socratic Method is better than without Socratic Method.

### Suggestion

The writer would like to offer some feedback, in particular to the teacher and the school, based on the research results. From the conclusion of the above study, it is understood that the use of Socratic Method can have a major impact on the achievement of students in speaking capacity at the eighth grade of the MTSN 1 bandar masilam Junior High School. As a result, Socratic Method can be one of the options for the English teacher to help students achieve speaking. English teachers should also know how to teach speaking with the use of Socratic Method as a medium in teaching-learning English. Besides, teacher should also use many ways to encourage students in speaking ability;

1. Teachers should use the Socratic Approach creatively in order to improve the ability of students to communicate.
2. By using interesting Socratic strategies, teachers should be able to draw the attention of students, so that they have a new opportunity to learn speaking.
3. By using interesting media, such as letters and others, teachers should help their traditional techniques.
4. Teachers should foster the understanding of learners of the value of speaking skills.
5. Teacher makes speaking in the school as normal practices for students.

In addition, students can continue to practice English all the time, either in the classroom or outside. Then, to help them speak English, students should also increase their vocabulary. In addition, MTSN 1 bandar masilam Junior High School can continue to set up programs that have been done exclusively for the English lesson, such as publishing posts, poems, extra English lesson class, and speech contest.

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