

**THE IMPLEMENTATION OF SOCRATIC SEMINAR METHOD  
IN TEACHING SPEAKING AT THE 10<sup>TH</sup> GRADE OF  
STATE VOCATIONAL HIGH SCHOOL 3 PURWOKERTO**



**AN UNDERGRADUATED THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
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as a Partial Fulfillment of Requirements *Sarjana Pendidikan* (S.Pd) Degree**

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**MOTTO**

THE ONLY TRUE WISDOM IS IN KNOWING YOU KNOW NOTHING

~ SOCRATES ~



## DEDICATION

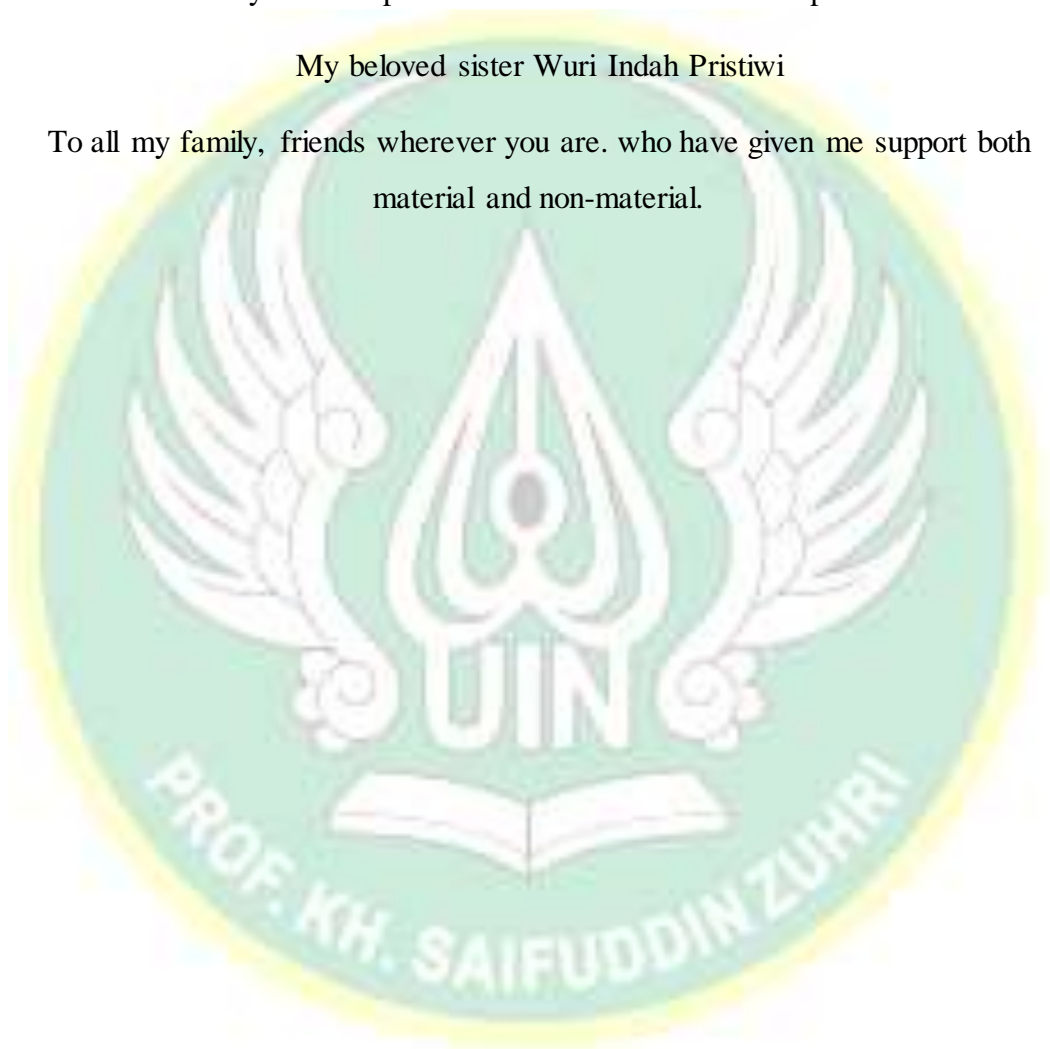
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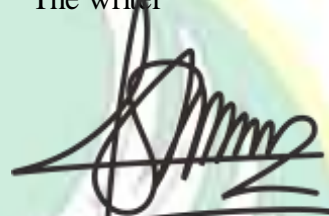
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Purwokerto, January 09, 2023.

The writer



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# **THE IMPLEMENTATION OF SOCRATIC SEMINAR METHOD IN TEACHING SPEAKING AT THE 10<sup>TH</sup> GRADE OF STATE VOCATIONAL HIGH SCHOOL 3 PURWOKERTO**

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## **ABSTRACT**

Socratic Seminar is a learning method introduced by Socrates where a series of questions are used in conversations or discussions carried out by two or more people who discuss and face problems. This thesis has been written with the aim of knowing the implementation of Socratic Seminar method in teaching speaking. The subjects of this action research were 36 students (female) at the 10<sup>th</sup> grade majoring in *Kecantikan 1*, State Vocational High School Purwokerto for the 2022/2023 academic year. This study used a descriptive qualitative design which was collected through observation, interviews and documentation as data. This research was conducted in the first semester of 10<sup>th</sup> grade English subject. The data were analyzed qualitatively and the analysis process included data collection, data reduction, data presentation, and conclusion/verification. The results of the interviews showed that the teacher said that the Socratic method could not only be used to assess students' ability to speak but also their confidence to speak in front of the class. The final results of the research show about the teacher's efforts in managing the class using the Socratic Seminar method with 3 stages. First preparation, implementation and evaluation. From the exposure of this research, the researcher revealed an alternative in managing English classes at the class level on speaking ability. More than that, this research can be a reference for more in-depth research on the Socrates Seminar method.

**Keyword :** *English-speaking skills, Teaching Method, Socratic Seminar.*

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Mastery foreign languages is an urgent need in this global era and one of the languages used by many people as a medium of communication is English. The use of English can be found anywhere and anytime, starting from advertisement on the streets, labels on various products, and spreading news. Then in this digital era the use of English is also more often used and heard on the internet. As a foreign language, English is one of the compulsory subjects for senior high schools in Indonesia. English communication is needed at this time because many things are demanding. In the process of learning English itself, there are 4 main skills that need to be learned, namely speaking, listening, writing and reading. Each of these skills is related to one another, and also has its own function in its application in life.

From the four abilities above, the ability to speak is very important, because this skill is the most frequently used to communicate, convey messages and exchange information that is carried out directly from one person to another. But there are many students who find it difficult to master English speaking skills, namely from the aspects of grammar, pronunciation (accent), vocabulary, fluency and comprehension.<sup>1</sup>

The German philosopher-scientist Alexander von Humboldt, who had espoused the notion that “A language cannot be taught, that one can only create conditions for learning to take a place”.<sup>2</sup> It shows that by creating a language habit and environment, it can increase students' focus and interest in learning. In fact, many students cannot speak English because they think that English is difficult and they are afraid when they

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<sup>1</sup> Ananta, Y. R, “*The Effectiveness of Drama Strategy to Enhance Students Speaking Skills*”, *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 2022, p.1.

<sup>2</sup>Celce-Murcia, M, “*An overview of language teaching methods and approaches*”. *Teaching English as a second or foreign language*, 4, 2014, p.2.

speak English incorrectly. Especially when students make English speaking skills a priority in learning a foreign language or second language. As a result, students often evaluate their success in learning a foreign language on the basis of how much they feel an improvement in their spoken language proficiency.<sup>3</sup> Regarding the language that is considered difficult, even though it is related to the way the teacher teaches.

As for other supporting factors such as classroom learning environment. Improving students' speaking skills can be done by creating active learning conditions. In teaching speaking, teachers can put into five activities. The first is discussion. The students get materials to be discussed. The second is speech. The students deliver speeches. The speech is better to be videotaped in order to have an evaluation. The third is role play. Role play is done after preparing the script. The fourth is conversation. The students have conversations with other students. The fifth is audiotaped oral dialogue journals. The students have frequent speaking that is audiotaped.<sup>4</sup>

Educators need to review various aspects to help their students to improve and overcome the difficulties they face. In order for the achievement of learning English to be fulfilled, one of them is by using learning methods that are tailored to the learning objectives to be achieved. According to Brown, speaking is divided into several types, according to the objectives, namely; 1. Imitative Speaking. Students are focused on imitating how to speak, 2. Intensive speaking. Intensive speaking focuses on students' language skills at a certain level, generally done on grammar, vocabulary, or other language skills, 3. Responsive speaking. Responsive speaking focuses on students' skills in responding to expressions

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<sup>3</sup> Alfi, I, *"Improving the students' speaking skills through communicative games for the grade viii students of Mts N Ngemplak"*, unpublished degree thesis. Yogyakarta, Indonesia: Yogyakarta state University, 2015, p.1.

<sup>4</sup> Ratnaningsih, P. W, *"The use of Google Classroom application for writing and speaking in english education class"*, Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature, 5(1), 2019, p.98.

previously listened to by students, 4. Interactive speaking. Interactive speaking focuses on interactions and transactions that occur in monologue and functional discourse, 5. Extensive speaking. Extensive speaking focuses on skills involving either monologue or functional discourse development competencies in longer discourses and exhibiting higher skills and abilities.<sup>5</sup> From the several aspects above, it shows that the selection of the right activities and methods to improve speaking skills is an important part that contributes a lot to the achievement of learning objectives. According to Thornbury, he mentions several types of oral tests such as: (a) Interview. By asking students independently or in pairs, in this case the interviewer is also an assessor, (b) Direct monologue. Students make presentations, presenting a selected conversation, (c) Recorded monologue or dialogue, (d) Role play, (e) Collaborative assignments and discussions. Almost similar to role play in that students are influenced by the interlocutor but students act as themselves and in discussions that support examiners to assess participants' interactive skills.<sup>6</sup>

Discussion as an option to assess students' speaking ability is the main focus of this paper. The discussion in this paper tries to introduce the socratic seminar method as one of the learning models in Indonesian EFL, especially speaking skills. Socrates is a Greek who is known to have ideal critical thinking, also with his dialectical method. The use of this learning model is reported to be effective as an active learning that can increase motivation in communicating and reasoning.<sup>7</sup> The application of this method is suitable to be applied to a student-centered learning model, it can build students' argumentation skills by speaking. Socratic seminars also provide rich discussions on the topics studied. Students as student centers have the opportunity to develop problem solving skills through

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<sup>5</sup> Mufliharsi, R., & Candra, E. N, "Pembelajaran Berbicara Interaktif Bahasa Inggris di SMP", *JPP IPTEK (Jurnal Pengabdian dan Penerapan IPTEK)*, 2(2), 2018, p.36.

<sup>6</sup> Thornbury, S. *How to Teach Speaking*. Harlow Pearson Education Limited, 2007, p. 125

<sup>7</sup> Redhana, I. W, "Pengaruh model pembelajaran seminar socrates terhadap hasil belajar siswa", *Jurnal Cakrawala Pendidikan*, 2014, p.29.

dialogue and presentations related to the material being studied. Thus students will recognize the limitations of knowledge and can motivate students to learn.

Nowadays, many students have difficulty in actively speaking or dialogue in English. It can be seen that there are still many students who have low scores in English subjects, especially speaking. This phenomenon can be caused because students still think that English is a difficult language, especially in pronunciation. Students are afraid of making mistakes when practicing speaking. Even though it is known that speaking skills in English are one of the important things in learning English and also as the main communication tool. If students cannot master speaking skills, then students will also have difficulty when they have to communicate with teachers or other peers in English. Therefore, one of the teacher's efforts to manage the class is to make students active and motivated to study harder. Learning and motivation are equally important for performance: learning allows us to acquire new knowledge and skills, and motivation provides the impetus to demonstrate what we have learned.<sup>8</sup> With the teacher's efforts in managing the class with these goals, considering that speaking skills are very important for students to be able to communicate, express opinions, and participate in learning English.

Based on the results of the author's initial observations, information was obtained from the English teacher at SMKN 3 Purwokerto that students' speaking skills were still hampered by several factors such as fear of being wrong in pronunciation, lack of a supportive environment, and lack of vocabulary. But from the other side, students have an interest in exploring, identifying topics that are close to their daily lives. By encouraging the desire for identification activities that students have, students can explore their thoughts, harmonize one opinion with another, and rebuttal with verbal communication. With the aim of building a

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<sup>8</sup> As Sabiq, A. H." *Improving Students' Motivation and Reading Skills in ELT through Audio Visual Media*". *Diksi*, 25 (1), 2018, p.58.

pattern of critical speaking in the material, the teacher uses the Socratic Seminar method as an effort to manage English classes, with material relating to students' speaking abilities in the form of discussions. Therefore, researchers are interested in conducting research that aims to explore what and how to apply the Socratic seminar method to students' speaking skills.

This research use a descriptive qualitative approach to describe the teacher's implementation of a Socratic method, teaching speaking. Researchers tend to choose research with the title “The Implementation Of Socratic Seminar Method in Teaching Speaking at the 10<sup>th</sup> Grade of State Vocational High School 3 Purwokerto”

## **B. Clarification of Key Term**

The title of this research is “The Implementation Of Socratic Seminar Method in Teaching Speaking at the 10<sup>th</sup> Grade of State Vocational High School 3 Purwokerto”. What is meant by the specific tenth grade is 10<sup>th</sup> grade, majoring in *Kecantikan 1*, at State Vocational High School 3 Purwokerto. In addition, to avoid misunderstanding the title above, the author will emphasize the meaning contained in the title.

### **1. Socratic Seminar**

Socratic Seminar is the art of discussion that was introduced in 470-399 BC by a philosopher who had a great influence on European thought at that time, namely Socrates. His fame he got from the impression he gave as someone who always wanted to learn from other people he talked to. He never limits himself to just listening to other people. Socrates begins every conversation with questions as if he doesn't know anything. From these discussions will get answers from various points of view, can also show the weakness of each argument. This method of discussion helps people to give birth to the right insight, with the exchange of understanding will lead to self-understanding. The Socratic principle, if applied to the world of education, will make a person to study deeply, think and carefully,



trying to find out the extent of his abilities by recognizing his limitations.<sup>9</sup> In this case a teacher does not impose his ideas or knowledge on a student, so students are required to dare to explore, think critically, and process intellectually and they find their own understanding. This active dialogical participation not only directs students to critically read the selected text, but also allows them to think and investigate even beyond the meaning of the text rather than waiting for the right answer from the teacher then replicating and expressing it in written or essay form.<sup>10</sup>

## 2. Speaking Skill

Speaking is the ability to produce sounds in the form of words, phrases and sentences. The ability to speak English can be mastered well and on target, with several supporting aspects such as mastery of English vocabulary, understanding of the pronunciation of a word, students' understanding of proper pronunciation or intonation by following the context of ideas, and grammatical. These factors will support students to speak fluently, both in terms of voice emphasis or intonation, so that ideas or ideas can reach the respondent. Speaking is a productive skill that can be observed directly and empirically, those observations are invariably colored by the accuracy and effectiveness of the test-takers' listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>11</sup>

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<sup>9</sup> Tang, M., Mansur, A. H., & Ismail, I, "Landasan Filosofis Pendidikan: Telaah Pemikiran Socrates, Plato dan Aristoteles", Moderation Journal of Islamic Studies Review, 1(1), 2021, p.51.

<sup>10</sup> Nystrand, M., Gamoran, A., Kachur, R., & Prendergast, C, "Opening dialogue" (pp. 30-61), New York Teachers College Press, 1997, 1997, p.53.

<sup>11</sup> Brown, H. D, "Language Assessment: Principles and Classroom Practices", New York: Pearson Education, Inc, 2004, p.4.

### C. Research Question

Based on the background of the problem described above, the formulation of the problem in this study is **“How is the implementation of Socratic Seminar method in teaching speaking at the 10<sup>th</sup> grade of State Vocational High School 3 Purwokerto”**

### D. Aims and Significances of the Study

#### 1. Objectives of the Research

Objectives are defined as targets to be achieved in a study, which can later be used as evidence of the truth of the theory put forward. The objectives of this research is to identify **“The Implementation Of Socratic Seminar Method in Teaching Speaking at the 10<sup>th</sup> Grade of State Vocational High School 3 Purwokerto”**

#### 2. Significances of the Research

##### a. Theoretically

##### 1) The School

This research is expected to be a motivation in improving the quality of the use of group discussion learning methods in improving students learning outcomes.

##### 2) For teachers

As a contribution of thought to achieve change and improve the quality of education through teacher competence in guiding, fostering and motivating students to achieve better educational goals.

##### 3) For students

By using the Socratic Seminar method well, researchers expect students in particular and in general to all students can better understand and improve their speaking skills.

4) For researcher

For researchers themselves not to use the method group discussion learning is only here, however applied in other schools.

5) For readers

By reading this research can add their knowledge and can apply this knowledge in their own use only.

b. Practically

- 1) To solve and anticipate problems that may occur in improving student learning outcomes.
- 2) Adding teacher insight and skills in the use of methods in learning.
- 3) Encouraging teachers to improve speaking skills.
- 4) As a reference material for teachers in the development of results learn to speak to students.

### **E. Previous Studies**

Based on several sources related to this research, the researcher shows several previous studies that have matched this research. Here is the result comparison between this research and the previous studies:

1. The first thesis was written by Aray with the title *“The Effect of Using Socratic Method on the Students Achievement in Speaking at the Junior High School MTSN 1 Bandar Masilam”* submitted to Faculty Tarbiyah and Teaching UIN-SU Medan (2020). With the same discussion, this study discusses the Socratic method. However, this study has a different objective, namely to find out the effect of using the Socratic method on the Students Achievement in Speaking at the Junior High School. With this aim, this study uses a different approach, namely a quantitative approach. So the results of this study show that the use of the Socratic method in students' speaking learning based on the t-test calculation has an effect. The average value of

students who apply this method is 73.16, while students who are taught using conventional learning models have an average value of 69.99.

2. The second Journal was written by Kusmaryani with the title "Assessing Student's Speaking Through Socratic Questioning Method" published by Ninth International Conference on Applied Linguistic (Conaplin 9), Atlantis Press. The purpose of this study was to describe the use of Socrates Questioning in assessing students' speaking skills in fourth semester students of the University of Borneo Tarakan in the 2014/2015 academic year. The results showed that the students' speaking results reached the lecturer's expectations where 31% of students got an A, 38% of students got B+, and 31% of students got B. The similarity of this study is that both of them used a qualitative descriptive approach, with data analysis which included data collection, data reduction, data presentation and conclusion/verification. The differences from this research is the presentation of the results of the assessors assessing students' speaking abilities and this research was conducted at the student class level.
3. The third journal was written by Styslinger and Jessica, with the title "*Strengthening Argumentative Writing Speaking and Listening (Socratic) Circle*" published by associate professor of English and literacy education, University of South Carolina, 2014. He explained in his journal, about the application of the Socratic circle method which was applied to 26 eighth grade students at New Ellenton Middle school. In arguing, don't just rely on verbal combat, thinking that if they speak louder, with more passion, they have a better chance of convincing the other person their perspective is correct. By adopting a novel that is quite famous, namely Romeo and Juliet as a discussion material, the application of this socratic circle as a method of discussion in solving a case can have an effect on students' activeness in arguing and make it easier for teachers to manage the class.

4. The fourth Journal was written by Candilas, with the title “*Developing English-Speaking Skills through Socratic Questioning in Online Synchronous Learning*” published by Asia CALL Online Journal, 2021. This study explores the effectiveness of Socratic questions in developing students' English speaking skills during their online synchronous classes. This study used a pre-experimental one group pretest and posttest design. The research was conducted in one of the Purposive Communication classes at a private university in Cagayan de Oro City, Philippines. There were 35 students who participated in this study. The instrument used to assess students' English speaking skills was the Student Oral Observation Matrix (SOLOM), which was taken from the Riverside County Seal of Multiliteracy. Based on the findings in this study, through the lens and principles of reasoning, it shows that Socratic questions can help improve students' English skills in pronunciation, vocabulary, grammar, fluency, and comprehension. The differences in this study are; this study shows that the Socratic method is applied to online synchronous learning, and the approach taken in this study is to use a quantitative approach in accordance with its objective to determine the development of students' speaking using the Socratic method.

#### **F. Organization of the Paper**

To systematically do this research, it is important to classify the structure of this research. This research is divided into five chapters, there are:

Chapter I presents an introduction. It has six sections, which are consist of background of the problem, operational definition, research question, objectives and significances of the research, review of relevant studies, and structure research.

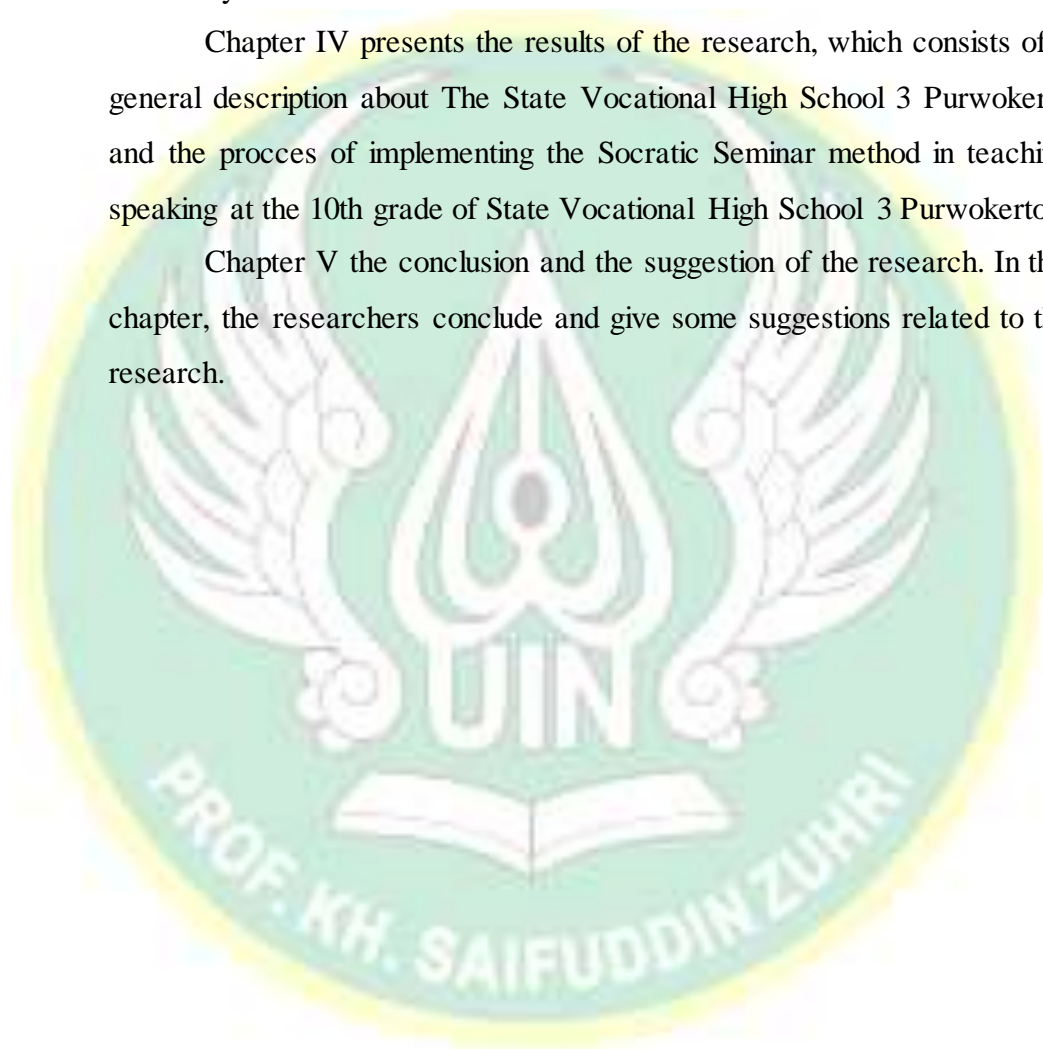
Chapter II presents the theories of the implementation of Socratic Seminar method in teaching speaking at the 10th grade of State Vocational

High School 3 Purwokerto which consists of explanations, those are speaking and Socratic Seminar method.

Chapter III explains the research methodology. This chapter is divided into six major sections there are research type, the research setting, the data sources, the technique of data collection, the technique of data analysis and the truth worthiness data.

Chapter IV presents the results of the research, which consists of a general description about The State Vocational High School 3 Purwokerto and the proses of implementing the Socratic Seminar method in teaching speaking at the 10th grade of State Vocational High School 3 Purwokerto

Chapter V the conclusion and the suggestion of the research. In this chapter, the researchers conclude and give some suggestions related to the research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Speaking

###### a. Definition

Speaking is one of the abilities of communicating with someone through the language as media. Kathleen M. Bailey stated that speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.<sup>12</sup> Furthermore, speaking is also used as a way for someone to convey ideas. An expert named M. Asholahudin started speaking skills or what is referred to as rhetoric are spoken language or a way of conveying one's intentions (ideas, thoughts, heart contents) to others so that they can be understood by others because language learning is an interaction between language speakers in an effort to acquire language skills.<sup>13</sup>

The ability to speak from the point of view of how to produce it has several things that must be considered so that what is said is in accordance with the intended purpose. This was conveyed by Brown and Yule in their book, the way in spoken language has its own demands because the speaker will speak with the effects of sound quality, facial expressions, postural, and gestural systems. The speaker before speaking, his brain will think quickly and critically in responding to something through his speech. The speaker has control in the production of the communicative system, monitoring what he says whether it is in accordance with the objectives.<sup>14</sup>

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<sup>12</sup> Bailey, K. M, *“Speaking. Practical English language teaching”*, 2003, p.48.

<sup>13</sup> Asholahudin, M, *“Kompetensi Bahasa Inggris”*, Journal Horizon Pedagogia, 2020, p.73.

<sup>14</sup> Brown, G., Brown., G. D., Brown, G. R., Yule, G., & Gillian, B., *“Discourse analysis”*, Cambridge University press, 1983, p.6.

Speaking in English becomes a way to communicate practically and directly. Of course the speaker needs to understand how he speaks properly and correctly so that the information he conveys can be well received by listeners.<sup>15</sup> The ability to speak itself needed to do a job related to verbal communication such as public speaking, dialogue, or discussion and soon. As stated by Dhea Saragih in his journal he said that speaking is an oral ability to produce language that functions in daily communication in human life. By talking to one another one can convey and receive information.<sup>16</sup>

In the process of improving the ability to speak two ways, there is a phenomenon where the listener will also provide an analysis of the speaker. According to Luoma he stated that students' speaking ability will be assessed even though tentatively by the listeners, whether it's personality, attitude, area of origin and native speakers or non-state speakers. Because when someone speaks, whether they realize it or not, they will create an image of themselves to others.<sup>17</sup>

#### b. The Factors Influence Students Speaking

Mastering in speaking skills can be influenced by several things, both from the individual and the influence from the outside environment. Expressed by Nation in his book he states that teachers should be able to design a balanced listening and speaking course so that students have good opportunities to learn. The argument is that a balanced language course should consist of four roughly equal strands:

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<sup>15</sup> Leong, L. M., & Ahmadi, S. M., *"An Analysis Of Factors Influencing Learners English Speaking Skill"*, 2017, p.35.

<sup>16</sup> Saragih, D., Batubara, O. P., Halawa, V. P. A., Sipayung, S. R., & Napitupulu, S., *"Strategies To Improve Speaking Skill For Tourism Students"*, *Akselerasi: Jurnal Ilmiah Nasional*, 4(1), 2022, p.2.

<sup>17</sup> Luoma, S., *"Assessing speaking"*, Cambridge University Press, 2004, p-9.



- 1) Learning from meaning (focused input), namely learning through listening and reading so that students' attention is focused on ideas and messages in the language.
- 2) Learning through meaning (focused output), namely learning through speaking and writing where the learner's attention is focused on conveying ideas and messages to others.
- 3) Through intentional attention or learning from direct vocabulary study through grammar and explanation exercises, through attention to sounds and spelling of language, through attention to feature discourse, and through learning and practice.
- 4) Develop fluent use of known language items and features through the four skills, listening, speaking, reading, and writing, i.e. Becoming fluent with what is already known.<sup>18</sup>

Other opinion come from Leong, he stated that in his journal he summarized five factors that had an effect on improving students' speaking namely; 1) Pertinent to performance conditions, 2) Affective side, 3) Listening ability, 4) Topical knowledge, 5) Feedback during speaking activities.<sup>19</sup>

There are two main currents of thought that are debated and have an effect until now in the teaching of oral communication. First, it focuses on developing skills to produce accurate forms of speech (phonological, pattern, form, and grammatical structure). And the second, centered on improving fluency through communicative tasks.<sup>20</sup>

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<sup>18</sup> Newton, J. M., & Nation, I. S. P, "*Teaching ESL or EFL listening and speaking*". Routledge, 2020, p.1.

<sup>19</sup> Leong, L. M., & Ahmadi, S. M, "*An Analysis of Factors Influencing Learners' english Speaking Skill*", 2017, p.39.

<sup>20</sup> Burns, A, "*Teaching speaking. Annual Review of Applied Linguistics*", 1998, p.103.

### c. Teaching Speaking

In the process of teaching speaking, a teacher must know the extent of students' abilities, so the teacher can find out the problems that are being experienced by students and determine the right method to be applied in an effort to make speaking teaching more effective. Teaching speaking is one of the productive skills which requires students to speak to interact and express their opinions. By giving assignments to students so that they can use language to complete and perform these tasks, it is not just talking without organization or ideas, it also takes trust and competence to build good communication.<sup>21</sup>

Research in teaching speaking will be the main approach for developing a language teaching syllabus, as well as guiding practice in teaching and student assessment. Another purpose of the preparation of the speaking component in the syllabus is to enable students to be able to speak the target language.<sup>22</sup>

### d. The Assessing Students Speaking Ability

Assessment in speaking is carried out as an effort to achieve an increase in the quality of students in mastering speaking skills, because in the assessment process an evaluation can be made of the shortcomings or weaknesses of students during learning. Explained by Fulcher and Davidson in their book they state that in language testing and assessment it can be done by providing an innovative and thorough review to monitor knowing the level of fluency and ability of a person in speaking. As for after the assessment, it will be continued with an evaluation stage for

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<sup>21</sup> Affan, M, *"The Use Of Two-Way Information Gap Activity In Improving Speaking Ability Of The Eleventh Graders At Ma Khairuddin Gondanglegi"*, Doctoral dissertation, Universitas Brawijaya, 2016, p.27.

<sup>22</sup> Hughes, R., & Reed, B. S, *"Teaching and researching speaking"*, Routledge, 2016, p.51.

students and for the quality of school educators.<sup>23</sup> The other opinion is Taylor stated that the speaking test became one of the standards in the Cambridge exam. Introduced in 1913 which included a mandatory oral component, that is : 1) Reading aloud. 2) Conversation with an oral examiner. 3) Dictation. And until now the test has become an integral part of the overall ability assessment. With these characteristics, it becomes one of the strengths of his approach to testing students' English.<sup>24</sup>

There are several components to consider when assigning student grades by Hughes in his book: accent, grammar, vocabulary, fluency and understanding.<sup>25</sup> Assessment of accent is whether the way of pronunciation is clear and can be understood by the listener or not, because pronunciation errors can interfere with understanding. Next, grammar is like improper control of patterns which can cause irritation or misunderstanding of meaning. Vocabulary assessment, for example, assesses vocabulary limitations that can prevent discussion, and make conversations less precise. Furthermore, fluency and understanding are assessing how someone when speaking does not falter, whether the intonation is correct and while for understanding whether the audience really understands the speech delivered.

## 2. Socratic Seminar Method

### a. The concept of Socratic Seminar Method

The Socratic method used in education is to develop students independently and not fully controlled by the thoughts of the educator.<sup>26</sup> The socratic method explained by Paraskevas in his

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<sup>23</sup> Fulcher, G., & Davidson, F, "*Language testing and assessment*", New York Routledge, 2007, p.3.

<sup>24</sup> Taylor, L, "*The Cambridge approach to speaking assessment*", Research Notes, 13, 2003, p.2.

<sup>25</sup> Hughes, A., *Testing for Language Teachers (2nded)*. Cambridge: Cambridge University, 2003, p. 131-132.

<sup>26</sup> Amka, A, *Filsafat pendidikan*, 2019, p.18.

journal he states that the Socratic Seminar is a form of teacher-directed instruction in which questions are used as the sole method of teaching. Make students recognize the limits of their knowledge, and provide awareness to be more motivated to learn.<sup>27</sup> The other opinion comes from Delic, he stated that the Socratic method involves engaging others in conversation aimed at defining broad ideas such as virtue, beauty, justice, courage, and friendship. By discussing ambiguity as well as complexity. In this case the teacher acts as an observer, helper, guide, but not a giver of knowledge.<sup>28</sup>

According to Moeller in his book he explains that there is no formal Socratic method, to this day there is no consensus on the Socratic method as recorded in the dialogues of his pupil, Plato. However, Moeller states his own understanding of the Socratic method briefly. The Socratic method is an exercise for reflective thinking oriented to John Dewey, first doubting the problem about the concept that started it and then the act of finding a solution to solve the problem. This was done with the aim of increasing participants' understanding of the text being discussed, and also participants will be able to find their own answers and find new meanings in the choices.<sup>29</sup>

b. Advantages of using Socratic Seminar Method.

This method can assist teacher in managing classes, provide more efficient time, and increase student activity in learning activities. The Socratic seminar method itself is a form of inquiry-based discourse that focuses on questions that will encourage critical thinking and generate ideas. Through exploration, dialogue,

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<sup>27</sup> Paraskevas, A., & Wickens, E, "Andragogy and the Socratic method: The adult learner perspective", *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2(2), 2003, p.5.

<sup>28</sup> Delić, H., & Bećirović, S, "Socratic method as an approach to teaching". *European Researcher. Series A*, (10), 2016, p.513.

<sup>29</sup> Moeller, M., & Moeller, V. *Socratic seminars and literature circles*. Routledge, 2013, p.16.

and considering new perspectives, students will be more active independently in digging up information and then connecting one information with other information accompanied by a facilitator. In the dialogue process, the questioner will ask questions that are triggering an answer in the form of an opinion, whether it is an answer of an agreement or an answer that is contradictory or disagreeable, as for answers that partially agree followed by reasons. In dialogue, you will be trained to show respect for other people's ideas or points of view, manage the time when to express your opinion and when to listen, listen actively by nodding or eye contact or something else, and also take note of the important points of the opinion others. This method can help improve critical reasoning, with this method students will be helped to analyze further information because they are constantly looking for it.

c. The Socratic Seminar Procedure

A procedure is a standard process or steps from a series of related activities with the aim of obtaining the same result under the same circumstances. Socrates Seminar has procedures and things that must be considered in the implementation process. According to Moeller, he mentioned several things that must be considered in the implementation of the socratic seminar method, that are:

- 1) A participant must know the theme or idea to be discussed. With participants knowing the themes presented in the forum, it will make it easier for participants to actively participate in discussions, not just be spectators.
- 2) Participants must support their answers with evidence or explanations.
- 3) Participants discuss according to the assigned reading, they may not leave the reading theme. That way participants will focus on the questions in the discussion, and also take

responsibility for their own ideas. They must learn to rely on their judgment of the reading.

- 4) The discussion leader is only allowed to ask questions. This will maintain the nuances of the participant's discussion, and reduce the possibility of a shift in the atmosphere of the discussion from independent thinking to an attempt to justify the discussion leader's statements.<sup>30</sup>

The procedure in implementing the seminar's socratic method itself is divided into 3 stages, namely the pre-seminar stage, the seminar stage and the post-seminar stage. This was conveyed by a number of experts from the Northwest Association for Biomedical Research 2012 by Redhana in his journal.

The activities in the pre-seminar are:

- 1) An explanation of the purpose of the socratic seminar to facilitate students in understanding deep understanding of ideas and values;
- 2) Assignment of students to study the text that has been provided;
- 3) Explanation of the rules for the implementation of the socratic seminar; and
- 4) Motivate students to ask questions and provide comments to other students.

Activities during the seminar are as follows:

- 1) The teacher divides the class into two large groups, namely the inner group (discussion group) and the outer group (observation group).
- 2) Students in the outer group take notes and write down ideas or comments about what they hear during the discussion. After finishing one topic, the two groups changed roles,

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<sup>30</sup> Moeller, M., & Moeller, V. *Socratic seminars and literature circles*, ... 2013, p.49.

namely the inner group became the outer group and the outer group became the inner group.

- 3) The teacher asks an opening question to start the discussion.
- 4) The teacher proposes clarification, submits a summary of comments, points out and corrects students' misunderstandings; off the line.
- 5) The teacher can ask evaluative questions to assess an opinion.

The activities at the post-seminar stage are:

- 1) The teacher asks the question "Have you understood the material discussed?"
- 2) The teacher assigns students to share experiences during the seminar; and
- 3) The teacher assigns students to write one or two paragraphs about the big idea from Socrates' seminar discussion.<sup>31</sup>

d. The Socratic Seminar Method on students' speaking ability

In improving students' speaking skills, teachers can apply several methods that improve students' communication skills so that students can express themselves to learn English. There are several techniques for teaching speaking such as discussion, role play, story telling, and story complete. Based on Kusmaryani, she stated that the discussion method can be an option in assessing students' speaking abilities, as well as the Socratic question method in EFL assessment, especially in speaking skills.

In addition, the Socratic method emphasizes self-examination through question and answer.<sup>32</sup> Another opinion is from Styslinger, he states that the Socratic question pattern is the

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<sup>31</sup> Redhana, I. W., *Pengaruh model pembelajaran seminar socrates terhadap hasil belajar siswa*. Jurnal Cakrawala Pendidikan, 33(1), 2014, p.29.

<sup>32</sup> Kusmaryani, W., "Assessing student's speaking through Socratic questioning method", In Ninth International Conference on Applied Linguistics (CONAPLIN 9) Atlantis Press, 2016, p.339.

surest way to attain reliable knowledge through disciplined or dialectical practice of conversation. Dialectic itself is the art of logically examining opinions or ideas.<sup>33</sup> The Socratic seminar method is a way of asking questions to investigate deeply the meaning, justification, or logical strength of a claim, position, or line of reasoning. In addition, the method can be carried out in various ways and adapted to many ways, the level of ability and understanding. In presenting thoughts, one way that a person does is through dialogue to find out specifically the point of view and concerns of the people they are talking to. This method frees everyone to have their own opinion, think in their own way, and develop their ideas.

In the first dialogue process, the topic of the review is determined and then a dispute process is held, which includes a comparison process or asking questions. From comparisons, refutation, and asking questions, the results obtained are contrary to the formulation and are completed with an induction process that outlines the statement and provides its definition.<sup>34</sup> With this dialectical method, it can provide benefits, namely training the individual's accuracy in thinking, and testing himself, improving knowledge that has been known previously.

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<sup>33</sup> Styslinger, M. E., & Overstreet, J. F., "Strengthening argumentative writing with speaking and listening (Socratic) circles", *Voices from the Middle*, 22(1), 2014, p-58.

<sup>34</sup> Soelaiman, D. A., & Putra, R. S., *Filsafat ilmu pengetahuan perspektif barat dan islam*, 2019, p.6.



## CHAPTER III

### RESEARCH METHODOLOGY

Methodology is a design or outline of a process and stages of research carried out to collect, analyze, and interpret research data.<sup>35</sup> Research is composed of the word "search" which means to see, observe, and seek. Which affixes "re-" in front of a word that means a repetition. Thus research can be interpreted as an activity to obtain a new understanding that is more complex, detailed, and comprehensive from the results studied.<sup>36</sup>

This chapter describes the research process for finding answers to research questions, as described in chapter one. This discussion of the type of research, the setting of the research, sources of the data, the techniques of collecting data, the techniques of analyzing data, and the trustworthiness of data.

#### A. The Research Type

The type of this research carried out is field research, because the object is about the symptoms or events that occur in community groups. According to Suryana, the field research has a deep characteristic of a particular social unit and gives the results a complete and organized picture. In addition, field research also aims to study the background of the current situation and environmental interactions of a social unit, be it individuals, groups, and communities and is carried out intensively.<sup>37</sup>

Based on its characteristics, this research is a descriptive qualitative research. Which is qualitative research according to John W. Creswell in his book that the qualitative approach has a process similar to quantitative but qualitative research relies more on text and image data,

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<sup>35</sup> Anggara, D. S., & Abdillah, C. *Metode penelitian*, 2019, p.10.

<sup>36</sup> Albi AnggitodanJohan Setiawan, *Metode Penelitian Kualitatif*, (Sukabumi: CV Jejak, 2018), p.7.

<sup>37</sup> Suryana, S., *Metodologi penelitian model praktis penelitian kuantitatif dan kualitatif*. Universitas Pendidikan Indonesia, Bandung, 2010, p.14.

has unique steps in data analysis and uses a variety of designs.<sup>38</sup> This research is scientific, which aims to describe a phenomenon by collecting data from the results of documentation, observations, and interviews with research subjects which are then processed descriptively.

This study contains all about the implementation of the Socratic Seminar method on students' speaking skills. So this research can be interpreted as a case study research with a qualitative descriptive approach because the data contains explanations, descriptions, and interpretations about the implementation of Socratic Seminar method in teaching speaking at the 10<sup>th</sup> grade, majoring in *Kecantikan* 1, State Vocational High School 3 Purwokerto.

## **B. The Research Setting**

The setting of the place which is the object of this research observation is State Vocational High School 3 Purwokerto. The research object is located at Jl. A. Yani No. 70, Karanganjing, Sokanegara, Kec. Purwokerto Tim., Banyumas Regency, Central Java. The reasons for choosing this research location were based on several research considerations, namely State Vocational High School 3 Purwokerto is the only state tourism vocational school in the Banyumas area and is accredited A, and also the school has the goal of making students have the ability to speak English as the world's official language. In addition, at that school there has been no research on the use of the socratic seminar method in English subjects, especially in speaking skills. Therefore, researchers are interested in analyzing students' speaking skills using the socratic seminar method at the school.

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<sup>38</sup> Creswell, J. W., & Creswell, J. D., *Research design Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017, p. 232.

### C. The Data Sources

The data sources of this research are carried out with certain consideration that are people or object data that are expected to provide comprehensive information during the study. This research data sources were taken from the subject and object data sources.

#### 1. The subject of the research

Research data subjects are people who are in the same research environment, these people are able to provide valid information about the research being studied.<sup>39</sup> The main subjects that become sources of information in this study are:

- a. Mrs. S.B as English teacher of State Vocational High School 3 Purwokerto. She was chosen as an informant because she is a teacher who has applied the Socratic Seminar method to the 10th grade English subject.
- b. Students of 10<sup>th</sup> grade, majoring in *Kecantikan 1*, State Vocational High School 3 Purwokerto. As the implementer of learning in the classroom that has used the Socratic Seminar method. The selection of informants taken in this study is by purposive sampling technique. Purposive sampling, namely the selection and determination of the sample is carried out with certain considerations.<sup>40</sup>

The informants above are sources of research data taken. From these sources, the results of the research can be known because they have undergone the task of managing or participating in activities at the institution under study.

#### 2. The data source object

The determination of the object of the data source in this research is the process of learning English education. This study was carried out

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<sup>39</sup> Ahmad Tanzeh, *Metodologi Penelitian Praktis*, (Yogyakarta: Teras, 2011), p. 58.

<sup>40</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015, p. 85.

with “The Implementation Of Socratic Seminar Method in Teaching Speaking at the 10<sup>th</sup> Grade of State Vocational High School 3 Purwokerto”

#### **D. The Technique of Data Collection**

The data collection technique in this research using data triangulation technique. Based on Sugiyono, triangulation is a data collection technique in the form of a combination of various data collection techniques and existing sources to increase understanding in the discovery of phenomena.<sup>41</sup> In the data collection technique in this study different information was collected, conducted observations, in-depth interviews, and documentation for data sources.

The following are data collection techniques and research instruments used in this study

##### **1. Observation**

The observation technique is the first technique used to collect the data. By making observations, then record phenomena at the location and based on the objectives and research questions. According to John Lofland in Creswell, he stated that observations made with protocols are one of the important processes in recording information through various forms, such as field notes, observations, writing interviews, mapping, enumeration, shooting, recording, sound and documents.<sup>42</sup>

The research was conducted from 19 August to 19 October 2022. And the observations were carried out 3 times, namely on 4, 11, 18 August 2022 according to English class hours. In this study, the observation process was carried out is indirect observation. The data collected served to describe the state of the class when learning activities are taking place. Thus, the researcher did the observations without affecting the atmosphere in which the learners were engaged.

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<sup>41</sup> Sugiyono, *Metode Penelitian Pendidikan: , ...*, 2015, p. 330.

<sup>42</sup> Creswell, J. W., & Poth, C. N., *Qualitative inquiry and research design: Choosing among five approaches*, Sage publications, 2013, p. 130.

There are several data collected in this case, namely in the form of field notes, and video recordings. At the process the researcher only observed the teaching and learning process of English teachers and students. The research instrument used was using field notes as a guide in recording every detail of the teaching and learning process and the activities of teachers and students.

## 2. Interview

Interviews are conducted by two or more people to share information and ideas through a question and answer process. With interviews, the researcher find out something that happened that was not found in previous observations. Interviews were conducted with interview guidelines and also either face-to-face or not using communication tools.<sup>43</sup>

This study applied semi-structured interview type. In other words, by listen to informants more openly, providing opportunities for informants to express opinion about the phenomena that occur.<sup>44</sup> The research instrument used in this study is an interview guide.

The resource persons in this research are:

### a. English teacher of State Vocational High School 3 Purwokerto

The interview was conducted with the English teacher of State Vocational High School 3 Purwokerto, who especially in class 10<sup>th</sup> grade, majoring in *Kecantikan 1*. Information that is explored in depth is about the implementation of the seminar socratic method to improve students' speaking skills.

### b. Students of 10<sup>th</sup> grade majoring in *Kecantikan 1*, State Vocational High School 3 Purwokerto

The next resource person was with 10<sup>th</sup> grade students majoring in *Kecantikan 1*. The interview was intended to explore

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<sup>43</sup> Fandi Rosi Sarwo edi, *Teori Wawancara Psikodiagnostik*, (Yogyakarta: Leutikaprio, 2016), p. 3.

<sup>44</sup> Sugiyono, *Metode Penelitian Pendidikan ....* 2015, p. 320.

their opinions about how the English learning process took place, especially when the method was applied. The data from the interviews aims to describe how the implementation of the Socratic Seminar method in enhancing student speaking skills. The instrument used in the interview process carried out was using a semi-structured interview guidelines.

### 3. Documentation

The documentation used as the data of this research consist of syllabus, lesson plan and photos. Based on Sugiyono Documentation itself can be interpreted as a record of events that have passed. There are various forms of documentation, such as diaries, biographies, regulations, pictures, statues, photos, videos, etc.<sup>45</sup> The documentation is used as supporting evidence regarding to the implementation of Socratic Seminar method in teaching speaking at the 10<sup>th</sup> grade of State Vocational High School 3 Purwokerto.

### **E. The Technique of Data Analysis**

Data analysis technique is a critical step in research. Information analysis aims to find and organize information obtained in the field systematically, both interviews and documentation. Collect, categorize and describe information into units and synthesize, arranged into a pattern and choose between important and unimportant to be taken as data. Ends by drawing conclusions from all the structured processes so that they can be easily understood by others. According to Spradley, he stated that data analysis is a process of looking for patterns. With qualitative data analysis this research collects the results of behavioral observations or artifacts, record activities carried out and say that way can make a conclusion about what they know.<sup>46</sup>

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<sup>45</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015, p. 329.

<sup>46</sup> Spradley, J. P., *Participant observation*, Waveland Press, 2016, p. 85.

This study uses data analysis model of Miles and Huberman, where the analysis is carried out during data collection, and after it has been collected. Then analyze the results of the interview. If the results are not satisfactory, the researcher continues the question again to a certain stage and credible data is obtained.<sup>47</sup> The activities in data analysis in this study are data reduction, data display, and conclusion drawing/verification.

a. Data Reduction

In collecting field research data, various and adequate data were obtained. With the large amount of data obtained in the field, after that, reduction is carried out or choosing the main things that are adjusted to the needs first before being analyzed to answer the problem formulation and conclude. Data reduction is the process of grouping, selecting the main things, focusing on the important things, looking for themes and patterns, eliminating unnecessary information so that the final conclusions can be verified. Data reduction in this study was carried out and examined by observation, interview and observation stages. Data reduction in this study was carried out well, both at the stages of observation, interviews and observation. From all existing data, data were collected and selected those that were most relevant to the research starting from class X students majoring in Beauty 1 SMKN 3 Purwokerto who, according to the author, needed to be appointed to complete and simplify data and simplify data.

b. Presentation of Data

The next step, after the data has been collected and reduced, is to present the research data. Exposure to research data contains a description of the data that has been obtained in the field. The data obtained in this study were sourced from observations, interviews, and documentation. Based on the research activities carried out with a qualitative descriptive field research approach, the presentation of the

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<sup>47</sup> Sugiyono, *Metode Penelitian Pendidikan, pendekatan kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p. 245.

data in this study describes cases or events in accordance with what is happening in the field.

c. Verification (Withdrawal of the Conclusion)

The next step is drawing conclusions. The conclusion at the beginning, if it can be proven by valid evidence obtained when conducting research, then conclusions are made into credible conclusions. But if the conclusions obtained at the beginning do not have strong evidence to support further data collection, then the conclusions are still temporary and subject to change.

Thus, drawing conclusions is the result of research that answers the research focus based on data analysis. The activities of data collection, data reduction, data presentation and conclusion drawing are interactive cycles. Qualitative data analysis is a continuous, iterative, and continuous action, namely from data reduction, data presentation, and drawing conclusions into a picture of success that is sequentially as a series of analytical activities that follow each other.

The verification of this data was carried out from English teaching and learning activities at State Vocational High School 3 Purwokerto. The technique used in verifying this data is by checking data from various sources in various ways and times or commonly called triangulation. With triangulation, the power of research data is stronger than using only one approach.

## **F. The Truth Worthiness of Data**

In a study, the suitability of the data presented with the data in the field is vital. Because with valid and reliable data, a research can be trusted, so the results of the research can provide benefits for the development of the English learning process. According to Sugiyono he stated that validity is the accuracy of the data that occurs in the object of research with the data reported by the researcher.<sup>48</sup> Patton in Budiastuti

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<sup>48</sup> Sugiyono, *Metode Penelitian Pendidikan:...*, 2015, p. 363.



suggests that reliability is a very important factor for qualitative research in designing, analyzing, and reporting the results of qualitative research. So that the concept of reliability cannot be separated from validity, because from the validity of the research it can produce research reliability.<sup>49</sup>

For the truth worthiness of the data, this research validates the data by triangulation. According to William Wiersma explained that triangulation is a qualitative cross-validation. That is assessing the adequacy of the data according to the convergence of several data collection procedures.<sup>50</sup> In this study, two triangulations were carried out, namely source triangulation and technical triangulation.

#### 1. Triangulation of sources

Source triangulation is carried out to examine interrelated phenomena from different perspectives and perspectives to test data. In this study, the informants used as sources are English teachers and students. It aims to find out how the implementation the Socratic Seminar method in teaching speaking at the 10<sup>th</sup> grade, majoring *Kecantikan 1* at State Vocational High School 3 Purwokerto.

#### 2. Triangulation of Technique

The triangulation technique contains ways to test the credibility of the data which is done by checking the data to the same source with different techniques. In this study, the truth that was extracted came from 3 sources of data collection there are interview, observation, and documentation. All of these techniques are related to the implementation of the Socratic Seminar method in teaching speaking.

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<sup>49</sup> Budiastuti, D., & Bandur, A, *Validitas dan reliabilitas penelitian*. Jakarta Mitra Wacana Media, 2018, p. 198.

<sup>50</sup> Wiersma, W. *Research Methods in Education An Introduction Forth Edition*, 1986, p.14.

**CHAPTER IV**

**THE IMPLEMENTATION OF SOCRATIC SEMINAR METHOD**

**IN TEACHING SPEAKING**

This chapter contains the findings obtained using the methods of observation, interviews and documentation. The data is obtained from sources who know about the phenomena that occur, or parties who undergo events in the field which are used as research data. After conducting research and finding the data in question, then proceed with analyzing existing findings, modify the existing theory and then create a new theory. This research contains the results of on the research the implementation the Socratic Seminar method in teaching speaking at the 10<sup>th</sup> grade, majoring Kecantikan 1 at State Vocational High School 3 Purwokerto. The 10<sup>th</sup> grade referred to in this study is the 10<sup>th</sup> grade of Kecantikan 1. In analyzing the research results, the researcher analyzed the research data using descriptive qualitative analysis. The data that has been collected is related to the answers to the problem formulation which aims to find out how the implementation of the Socratic Seminar method in improving students' English skills.

Basically the Socratic Seminar method in English lessons is to develop students to be responsible in collaborating and train students to be more active in dialogue either asking questions or giving opinions. In his own application according to Moeller in his book he explains that there is no formal Socratic method, until now there has been no context regarding the Socratic method as recorded in the dialogues of his student, Plato. In this study, three stages were obtained in the implementation of the Socratic Seminar method including the preparation, implementation and evaluation stages. These stages are comparable to those in the Northwest Association for Biomedical Research 2012 by Redhana in his journal dividing the stages of implementing the Socratic Seminar method

into three stages, namely the activity stage in the pre-seminar, activities during the seminar and activities after the seminar.

The Socratic Seminar learning model in 10<sup>th</sup> grade of *Kecantikan 1* is divided into 3 stages, there is a stage before the seminar, an implementation stage, and an evaluation stage after the seminar. According to Desi W and colleagues in their journal that when a teacher carries out the teaching and learning process it means that he carries out the lesson plan which includes pre-teaching activities, during teaching activities, and post-teaching activities.<sup>51</sup> According to Subakti the learning plan stage is the process of teaching and learning activities that are planned and systematic with the aim that the process of organizing teaching and learning activities can take place and be evaluated effectively and efficiently.<sup>52</sup> Then there is the method implementation stage, which contains the development process carried out by the teacher in designing learning logically and systematically to determine matters relating to the implementation of the learning activity process by taking into account the potential and competence of students.<sup>53</sup> And finally the evaluation or supervision stage, so that learning can achieve learning objectives.

The process is explained in more detail based on the results of observations made in 10<sup>th</sup> grade of *Kecantikan 1* as follows

#### **A. Preparation of Socratic Seminar Method**

Learning is a process to help students learn well and there is a change from knowing to knowing. And in self-learning, teachers and students are two main components that are mutually intertwined in order to support learning to be carried out properly and student learning outcomes to be optimally achieved. To carry out learning well, good learning planning must be carried out. According to O'Neil in the journal *Bin-Hady* stated that with good lesson

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<sup>51</sup> Srihidayanti, S., Desi, W. M. R., & Khainur, J., *Teachers' difficulties in Lesson Planning: Designing and Implementing*, The 62<sup>nd</sup> TEFLIN International Convergence, Proceedings, 2015, p.256.

<sup>52</sup> Subakti, H., Watulingas, K. H., Haruna, N. H., Ritonga, M. W., Simarmata, J., Fauzi, A., ... & Saputro, A. N. C, *Inovasi Pembelajaran*. Yayasan Kita Menulis, 2021, p. 17.

<sup>53</sup> Subakti, H., Watulingas, K. H., ..... , p. 26.

planning, the result is an efficient use of classroom time. Students will attend well-organized lessons where no time is wasted, and the teacher's job is thus made less difficult. <sup>54</sup>

Data obtained from interviews with Mrs. SB as an English subject teacher in class the 10<sup>th</sup> grade majoring in *Kecantikan 1*, and also matched the results of observations in that class. Based on an interview with Mrs. SB as one of the English teachers at State Vocational High School 3 Purwokerto on August 9, 2022 at 10:00, she showed a point about how to manage material preparation in English lesson. The main form of preparation before entering the material for the achievement of learning objectives is that the teacher first observes the condition of the students and the material being studied. This is in order to determine how the appropriate method to be applied. So that the method can support the learning process optimally. Based on the results of an interview with Mrs. SB regarding the learning method she said that:

The method I apply this time is the discussion method. Considering the material to be studied in class 10<sup>th</sup> in the first semester, the material is about "Asking and Giving Opinion". I chose this discussion method with the aim that students can be more active and have responsibility in groups. This material also focuses on students' speaking ability. With the discussion method, it is expected that all students work together in groups when I give assignments later. The task I gave about this material was for students to make groups in class, then I gave them a theme to discuss in groups" <sup>55</sup>

In this study, the teacher prepared the things needed in the implementation of Socratic Seminar method in teaching speaking. Below are the steps taken by the teacher at the second meeting in English subject, on 04 August 2022.

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<sup>54</sup> Bin-Hady, W. R. A., & Abdulsafi, A. S. T., *How can i prepare an ideal lesson-plan*. SSRN Electronic Journal, 7(4), 2019, p. 276-277.

<sup>55</sup> Interview result with Mrs. SB as the teacher of English at 10<sup>th</sup> grade of 1 *Kecantikan* major, Vocational High Shool Purwokerto, August, 9<sup>th</sup> 2022.

- 1) The teacher explains the material about Asking and Giving Opinion by giving examples of expressions from existing modules.

From the result of observations in class of the 10<sup>th</sup> grade majoring in *Kecantikan 1*. When the English subject took place in class, at that time they were discussing material about Asking and Giving Opinion. The teacher uses the leatoring method at the beginning of the meeting. The class atmosphere was conducive at the beginning, but in the middle of the time there were some students sitting in the back, paying less attention to the lesson and some opening their gadgets. Here the researcher gives an overview of the teacher in mastering the material that is also good in its delivery, but it should be noted again that students still need to be advised about when is the right time to use gadgets during class.

At this meeting the class began with a greeting from the teacher, he said "Assalamu'alaikum warahmatullahi wa barakaatuh! Good morning students! How are you this morning?" The teacher started the class, she used English to create an English atmosphere in the class. And then the students greeted with the reply "Good morning mam, I'm fine thank you. And how are you?". After greeting, the teacher continued by warming up first by reviewing the material learned at the previous meeting. In the previous meeting, the students had received "Asking and Giving Opinions" material in the form of examples of expressions such as "in my opinion..., I think we should..., I believe that... Personally I think..." and also had get homework to see the video on the youtube link given by the teacher.

- 2) The teacher gives an example of a dialogue that will be arranged in the discussion.

The material "Asking and Giving Opinions" at this meeting is in Task 3, in this task students are presented with various examples of expressions that are grouped according to their function in a box. In the functional language box students find five types of expressions, there are

giving opinions, asking opinions, agreeing, disagreeing, and the last is partly agreeing. From these various examples, the teacher begins to read them one by one and is followed by students. In this task students are given the task of making example sentences by taking 3 examples of expressions taken from the functional language box. The process of working on individual assignments in class took place conducive. After all students make examples of expressions taken from the functional language box, then the results of their work are collected to the teacher. And the teacher reviews the material again and gives several examples of expressions for the students to emulate.

- 3) The teacher gives an example of a dialogue by broadcasting via Whatsapp group of 10<sup>th</sup> grade majoring in *Kecantikan 1*.

After task 3 is finished, then the teacher has task 4. The teacher reads the tasks contained in task 4, students to make a group of four or five students to arrange a dialogue of asking and giving opinions. She said “For all my students, listen to me please! For the task of the next meeting is to make a dialogue text “Asking and Giving Opinions” in group. Each group will consist of five to six children. Please later you will be in groups and then the group will be recorded and informed in the whatsapp group, I ask for your help as the head of the class you will coordinating your friends, thank you. For the theme and provisions of the dialogue will be shared via Whatsapp group.”

- 4) The teacher gives a theme option that will be chosen to be analyzed and compiled into a dialogue in the group discussion later.

Assignment information about the task-4 assignment has been shared on whatsapp class broadcast. Furthermore, in the broadcast, the teacher gives an example of a dialogue dialogue asking and giving opinion between several people who are talking about something. In the sample dialogue text, there are expressions of asking and giving opinions which are clarified by printing the expression text in bold. The teacher also gives two themes that will be used as material for the dialogue

"having a pet cat at home and saving money in a piggy bank". From the two themes that have been given by the teacher, each group is free to choose one of these themes to be used as material for dialogue

- 5) The teacher gives advice on what to do to make a dialogue.

The teacher also provides provisions in the work of the task. Dialogue must contain at least 2 expressions asking opinion, 3 giving opinion and 2 expressions of agreeing or disagreeing and done in groups, each group consisting of 6 children. Each member's name must be in the dialogue (6 people). Example (pay attention to the words in bold and count the number according to the provisions.) And finally, the teacher guides and motivates all students to actively participate in the dialogue. And next week when a group is having a dialogue role play, the audience must listen and pay attention to the dialogue of the other groups who are on duty.

- 6) Grouping stage. The teacher directs students to form into 6 groups and each group consists of 5 students.
- 7) The teacher guides and motivates each student to take part in the dialogue.

After the English lesson in class the 10<sup>th</sup> grade majoring in *Kecantikan 1* was finished, it ended with the teacher saying "Today's lesson has finished children, see you again at the next meeting"

According to Mrs.SB, she said that with this discussion method, Mrs. SB hoped that the students would not be bored, and would have an interest in learning. Because with the discussion method, each student in the group can learn from their peers, this fosters students to establish good communication with other students.<sup>56</sup> The last thing that is quite important in this preparatory stage is that the teacher gives motivation about the importance of this task, and what positive results will be obtained when the task is carried out in earnest. The teacher also warned

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<sup>56</sup> Interview result with Mrs. SB as the teacher of English at 10<sup>th</sup> grade of 1 *Kecantikan* major, Vocational High School Purwokerto, August, 4<sup>th</sup> 2022.

that before entering the next meeting everyone had gotten their respective groups, the arena in the next meeting would be a discussion in class.

The preparation stage above has a very vital position in ensuring the smooth implementation of the Socratic Seminar. This is related to what was conveyed by Moeller that in preparation for the implementation of the Socratic Seminar method, one of which is that students must know the theme or idea of the discussion that will be the subject of discussion. To make it easier for students to participate in discussions, not just be spectators. And also Participants discuss according to their assigned reading, they may not leave the reading theme. That way participants will focus on the questions in the discussion, and also take responsibility for their own ideas. They must learn to rely on their judgment of the reading.<sup>57</sup>

#### **B. Implementation of Socratic Seminar Method**

The learning method is a planning and implementation procedure. When observing the teacher's process in applying the Socratic Seminar method, in the process there are learning steps that are arranged regularly, to the assessment and evaluation process. The Socratic Seminar method is a discussion method in which the teacher acts as a guide or instructor and makes a question the only teaching method. So in this learning process rely on questions about a theme as a trigger for discussion. These critical thinking skills can guide students in developing appropriate insights, from examining sources of information and knowledge in such a way. So students can recognize the limits of knowledge and provide awareness to be more motivated to learn.

From the result of observations made on thursday, August 11, 2022 in class the 10<sup>th</sup> grade majoring in *Kecantikan 1*, at 5<sup>th</sup> and 6<sup>th</sup> hours. The learning target is form groups, have discussions, then each group invited to present the dialogue that has been discussed by students in groups.” The results of the observations are that the teacher has prepared everything that supports learning that day specifically in implementing the method. But before

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<sup>57</sup> Moeller, M., & Moeller, V. Socratic seminars ..., 2013, p.49.



students enter the class, there are obstacles, that is students are not yet in class, after receiving information from the class leader, the class leader provides information that the previous subject is in a different class and is a bit far away, so it is quite inconvenient for the teacher because it has cut 10 minutes of learning time .

Below are the steps taken by the teacher at the second meeting in implementing the method, on thursday, August 11, 2022.

- 1) The teacher instructs students to prepare seats according to the groups that have been formed

That time was the second meeting of the material "Asking and Giving Opinion" in the English subject in 10<sup>th</sup> grade Kecantikan 1. After the teacher entered the class, immediately opened the class by saying "Assalamu'alaikum wr wb, good morning students! How are you today?", the teacher started the class he used English to create an English atmosphere in the class. Then continued with the student's response to the greeting by saying "Waalaikumsalam wr. Wb., good morning Mrs I'm fine thank you and how are you?". After the teacher and students greeted each other and then continued with the teacher checking the presence of students by calling them one by one. Than the teacher reviewed the material "Asking and Giving Opinion" by saying "Students, at the previous meeting we have studied various expressions about expressing opinions. Please mention any examples." The student's response when getting a question like that is a bit slow, the student is still silent and has not responded. Until the teacher gave instructions for students who still remember to raise their hands, and there were students who raised their hands and gave examples, she said "Giving opinion: in my opinion, as far as I'm concerned. Asking opinion: what do you think?, do you agree with me?. Agreeing: I couldn't agree more, I feel the same. Disagreeing: I'm afraid I'm disagree, I Don't think so. Partly disagreeing: I see your point but, I agree with you to an extent, however." From the answers of some

of the children with the help of the notes they had, they still chose expressions that were familiar to them.

Next, the teacher gives instructions to students to prepare seats according to the groups that have been formed at the previous meeting. In one class, 6 discussion groups were formed. When students form discussion groups the class atmosphere becomes less conducive because of the change in seating positions. In dealing with this, the teacher immediately reminded students not to be too loud when forming groups. After all students sit down with their respective groups, the teacher then gives notes about what things must be considered when making a dialogue. The note had previously been broadcast via whatsapp messenger, which contained today's discussion. That broadcast will be a guide for students in conducting group discussions. After all students are ready, then the teacher gives the signal for group discussion to begin. At the moment when all students discuss here, the teacher observes how the group discusses, and goes around several times. When the discussion process took place, the class atmosphere became very active in conducting group discussions, and when a group was confused, they did not hesitate to raise their hands and ask the teacher. The teacher gives time to discuss until the 5th lesson is over.

In the process of dialogue in a Socratic Seminar, the student who acts as the first questioner will force other students in his group to act as a source of information, students will be asked an opinion about something, and other students will exchange information or provide arguments to the questioner. The philosophical basis of this dialogue is from Socrates himself which is enshrined in the writings of his student, Plato. Where Socrates was born a sculptor and he realized that his true calling was to sculpt young minds.<sup>58</sup> The final process of task-4 is that students in groups are invited to come forward and carry out discussion

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<sup>58</sup> DeliĆ, H., & Bećirović, S, *Socratic method as an approach to teaching*. European Researcher. Series A, (10), p.512.

dialogues according to what has been made. Mrs. SB said that the use of the method in this material could not only be used to assess students' speaking skills but also to assess their confidence to speak in front of the class.<sup>59</sup>

- 2) Divide the order of group presentations.

The teacher makes lottery numbers for group presentations. Each group representative is welcome to take the lottery. By distributing affairs with the lottery will make students more conducive compared to allowing free random presentations.

- 3) Groups make presentations on the results of the discussion, according to the serial number of the lottery that has been taken.

After the 5th hour was over, the teacher gave a signal that the discussion session would end by saying "Excuse Me, all of you the time is up! Are you ready for the presentation?" But most of them still haven't finished by responding "Not yet!", then the teacher gives an additional 5 minutes for students to prepare the presentation. After all ready. Then one representative from each group come forward to take the lottery number provided by the teacher. By using lottery numbers to determine the order of the group progress, the teacher has made the dialogue presentation sequence process more orderly because indirectly students must be ready with the results of the presentation sequence draw.

- 4) The teacher supervises other groups who are in the audience to pay attention, when one of the other groups is making a presentation in front.

Before students make presentations, the teacher reminds students who are in the audience so that when the presentation takes place, all students who are in the audience can listen to the discussion carefully and not be noisy. And for the group who is presenting in front to make a presentation with straightforward pronunciation so that the entire audience can hear it.

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<sup>59</sup> Interview result with Mrs. SB as the teacher of English at 10<sup>th</sup> grade of 1 *Kecantikan* major, Vocational High School Purwokerto, August, 11<sup>th</sup> 2022.

5) The teacher observes how the dialogue process is presented by students

Before students make presentations, the teacher reminds students who are in the audience so that when the presentation takes place, all students who are in the audience can listen to the discussion carefully and not be noisy. And for the group who is presenting in front to make a presentation with straightforward pronunciation so that the entire audience can hear it.

When the dialogue presentation is running, the presentation begins with a greeting and the introduction of the names of group members. Observed in the introduction to the first group "Hello, good morning friends! Let me introduce myself, my name is ....., and....." followed by the name of each member, "we are from 1 group and will present our dialogue". Greetings and introductions in presentations are often reminded in class by the teacher, so that students get used to it, although in practice most of the students still use Indonesian, but some have started to be confident in using English. Mrs. SB explained that the material "Asking and Giving Opinion" can make the students learn the way to expressing their point of view and by using various expressions that match what they want to convey, whether asking for opinions, responding agree or disagree, and also giving rebuttals. This material serves to provide encouragement to students about any vocabulary or expressions in the "Asking and Giving Opinion" material and applied in future meetings and in daily life.

In group dialogue presentations in front of the class, each conversation in the dialogue will begin with a questioner, who asks other people's opinions on something. In line with the Socratic method itself, which is a method in the teaching and learning process that emphasizes self-examination through question and answer. By Kusmaryani in his journal she state:

Socratic question is question introduced by Socrates which consists of six types of question such as Conceptual clarification questions, Probing

assumptions, Probing rationale, reasons, and evidence, Questioning viewpoints and perspectives, Probe implications and consequences, Questions about the questions.<sup>60</sup>

Therefore, for more details, we can see an example of a question in the functional language box in task-3 which is a reference for students to make the dialogue below.

*Table 1. Funtional Language*

<b>Asking Opinion</b>
<b>What do you think/reckon?</b>
<b>Do you see what I'm getting at?</b>
<b>Do you know/see what I mean?</b>
<b>Do you agree with me?</b>
<b>Would you go along with that?</b>
<b>Would you agree with me that ...?</b>
<b>What are your thoughts on that?</b>
<b>Don't you think (that)...?</b>

In task-4, students create a discussion dialogue instead of a debate, in which the dialogue contains arguments that make each informant provide different information based on their experience or the extent of their knowledge. As stated by Huo-En Chang in his journal entitled "Application of the Socratic dialogue on corrective learning of subtraction" he state:

There are several key points in the Socratic method when it is applied for learning. Firstly, its learning objective is "inquiry". Its purpose is not to completely oppose students' original arguments, but to partially modify their original arguments. Secondly, its method is a dialogue between student and teacher. The role for the teacher is to ask the questions and the students' role is to organize their past experiences in answering the questions....

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<sup>60</sup> Kusmaryani, W. *Assessing student's speaking through Socratic questioning method*. In Ninth International Conference on Applied Linguistics (CONAPLIN 9) (pp. 338-341), Atlantis Press, 2016, p.339.

This is very related to learning "Asking and Giving Opinions" but here the teacher acts as an observer only, he gives questions that become material for group discussion and is not involved in the discussion..

This discussion method is an alternative for the teacher to hone students' skills in discussing, practicing to be more active in speaking English. And with the results of class observations when conducting group discussions and conducting dialogues in front of the class, they enjoy learning activities in class. The application of this method can be said, by using this group discussion students can work on dialogues by helping each other, developing their opinions, moreover with the two themes offered by the teacher to become material for discussion are themes related to their daily activities so that students have personal experience about these themes. The teacher's role when students are having discussions is to observe students doing their assignments, it is not uncommon for the teacher to go around checking each group to make sure that they understand their assignments and work together in doing the work. Mrs. SB, she said that there were still some students who had not fully participated. There are still students who are not active when asked to show courage in speaking English, they are still embarrassed to speak up in front of the class, so students who are shy or not confident usually have a low voice for fear of being wrong, so they must always be reminded.<sup>61</sup>

During class observations when students came forward in groups for dialogue in front of the class, observers found that some students had problems. When they wanted to say expressions in English. Those who experience one of them is when students had a difficulties in pronouncing English words. One of the students said the reason was because they feel that the vocabularies are still foreign and have never heard of how to pronounce them.<sup>62</sup> In terms of voice intonation and clarity, found that there were several

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<sup>61</sup> Interview result with Mrs. SB as the teacher of English at 10<sup>th</sup> grade of 1 *Kecantikan* major, Vocational High School Purwokerto, August, 11<sup>th</sup> 2022.

<sup>62</sup> Interview result with Mrs. SB as the teacher of English at 10<sup>th</sup> grade of 1 *Kecantikan* major, Vocational High School Purwokerto, August, 18<sup>th</sup> 2022.

groups who did a presentation in a voice that was not loud enough to be heard by the audience, but almost all of the students did it well. All groups conducted a dialogue according to the theme they chose, every question in the dialogue and the response to their opinion did not come out of the context of the chosen theme.

After the whole group has finished presenting the dialogue in front of the class, then the group representatives collect the results of the dialogue that have been written on a piece of paper, with the names of group members. The teacher gives feedback on the learning process by asking "Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you will be involved in the interaction. How do you feel during the lesson? Is there anyone who wants to say something?". After that the teacher conveys the conclusions of today's activities. Provide good input from the aspect of the structure of the text because there are some groups that are still not right in using grammar and vocabulary so that it can affect the meaning. The next step is to evaluate how students make presentations, provide examples of good and correct dialogue, and provide motivation to be more confident to speak in front of the class.

### **C. Evaluation of Socratic Seminar Method**

The stage after implementation is the evaluation stage. In terms of teaching instruction, it is not easy to decide the best teaching instruction which is most suitable for increasing students' understanding. As stated by Windharyati in her journal, this situation refers to the fact that classes in every Indonesian environment have different characteristics.<sup>63</sup> Likewise with the class that is the object of this research. Some children have high and low proficiency, some consist of active and less active children, things like that will be factors that will be encountered during the process of implementing the Socratic Seminar method.

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<sup>63</sup> Kusumawanti, W. D., & Bharati, D. A. L., *The Effectiveness of Close and Explicit Reading Instructions to Enhance Reading Comprehension to Highly and Lowly Motivated Students*. English Education Journal, 8(1), 2018, p.3

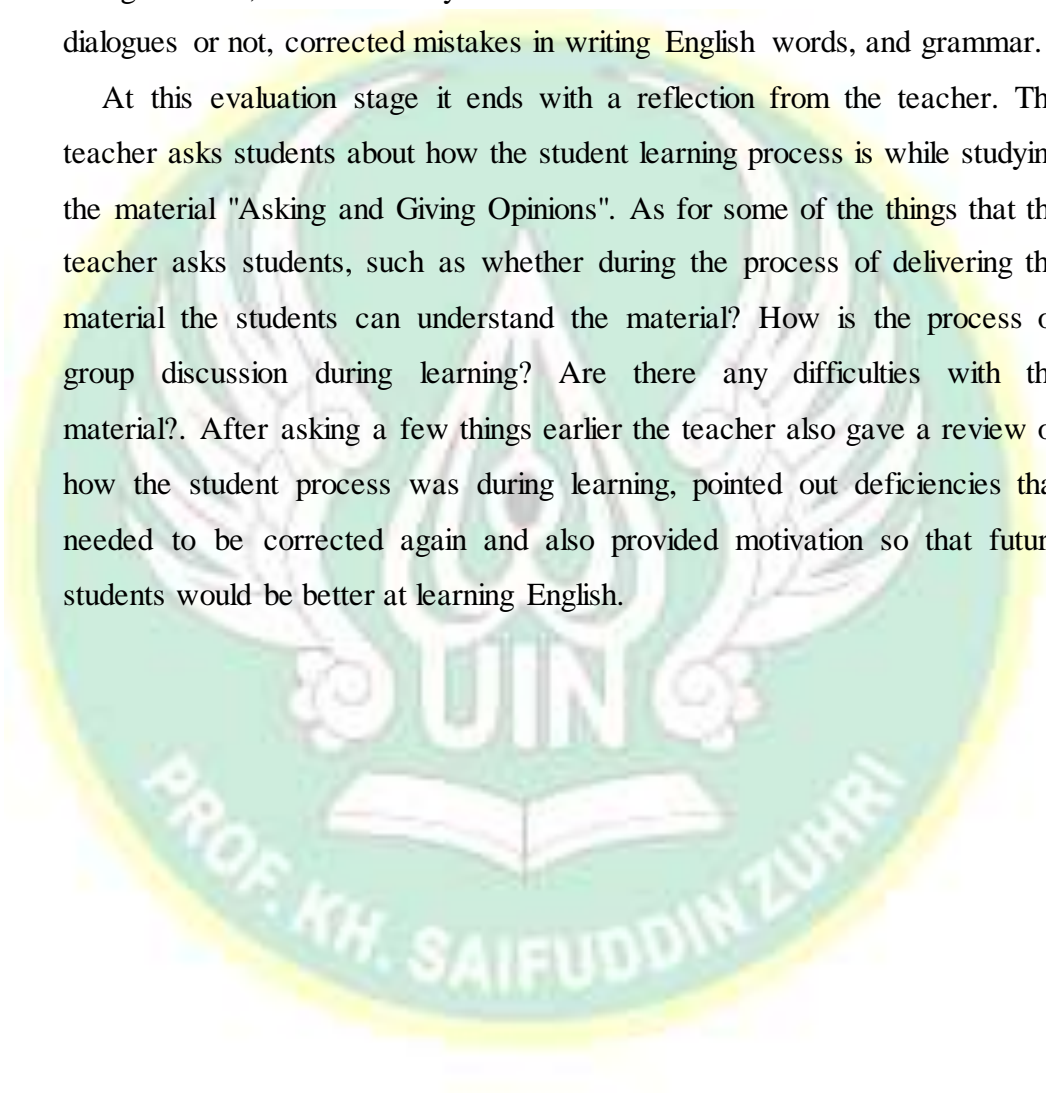
Of the series of lesson plans from mapping the steps towards the expected goals, the strategy or method applied is the Socratic Seminar method, then the evaluation stage. This stage is a moment for the teacher to provide an assessment of learning achievements as long as the material is delivered to carry out group discussion assignments. In accordance with Mrs. SB teaching module for class 10<sup>th</sup> grade majoring in *Kecantikan 1*, in the material "Asking and Giving Opinions" which has the aim that students can analyze and capture the meaning contextually of social functions, text structures, and linguistic elements as well as designing texts of oral transactional interactions that involves giving and asking for opinions critically, creatively and politely on the topic of natural and social phenomena with an optimal level of fluency and accuracy. So the end result of this lesson was given two tasks to be an evaluation tool for their teacher there are 1) the presentation of the dialogue in front of the class and 2) collecting the results of the dialogue that had been written on a piece of paper.

Evaluation of learning English on the material "Asking and Giving Opinions" is by presenting discussion dialogues in front of the class to assess students' speaking skills. Based on the module that is the teacher's reference, this evaluation process has several things that must be considered to provide an assessment of student speaking, namely lexicogrammatics, systematics, speech and intonation and interactive communication or confidence and fluency in taking turns to speak. In accordance with the observations of researchers in class, here the teacher's role is to observe how students dialogue, whether students are able to analyze main ideas, how students expand vocabulary mastery, how students communicate in asking questions and clarifying questions. During the presentation of each group, it was observed by the researcher that each group had presented a discussion dialogue using the theme chosen by each group. All groups have demonstrated their speaking skills through dialogue discussions. In this case the teacher's concern is how students can be confident to speak English in front of the class.



Furthermore, in addition to assessing students' activeness in carrying out dialogues and presentations in front of the class, there are also other written assessments. The results of the analysis of the main ideas or themes of each group are set forth in a dialogue conversation narrative text. This written assessment is intended so that the teacher can evaluate how students make dialogue texts, whether they have followed the instructions for making dialogues or not, corrected mistakes in writing English words, and grammar.

At this evaluation stage it ends with a reflection from the teacher. The teacher asks students about how the student learning process is while studying the material "Asking and Giving Opinions". As for some of the things that the teacher asks students, such as whether during the process of delivering the material the students can understand the material? How is the process of group discussion during learning? Are there any difficulties with the material?. After asking a few things earlier the teacher also gave a review of how the student process was during learning, pointed out deficiencies that needed to be corrected again and also provided motivation so that future students would be better at learning English.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research is a qualitative descriptive research. It described the Implementation of Socratic Seminar method in teaching speaking skills 10<sup>th</sup> grade of 1 *Kecantikan* at State Vocational High School 3 Purwokerto. Based on the result of the research, the researcher can conclude the result this way

Which describes the teacher's efforts in managing learning strategies that can help in managing English speaking skills in the classroom. The application of this method is carried out with a background of learning materials that focus on a question and answer dialogue, with the Socratic Seminar method students are free to express their own opinions, think in their own way, and develop their own ideas. The Socratic Seminar method itself has stages of application that are quite easy and effective so as to support the achievement of learning objectives. And in the process also makes each student to play an active role in conducting dialogue.

Based on the data obtained from class observations, interviews and also document analysis, the researchers concluded that the application of the the Socratic Seminar method in teaching speaking at the 10<sup>th</sup> grade majoring in *Kecantikan* 1 students at State Vocational High School 3 Purwokerto went well. As for its application, the research shows the teacher's stages in applying the Socratic Seminar method, namely preparation, implementation and evaluation. The first stage is the preparatory stage, at this stage the teacher provides preparations such as; grouping of students, instructions, and providing discussion themes. The second stage is implementation, at this stage students begin to do; group discussion and discussion of material by making dialogue with reference

to the "Asking and Giving Opinion" material table. The last stage is evaluation, at this stage the teacher's way of assessing students' abilities is by; present the dialogue in front of the class, and copy the conversation by writing it on paper.

The application of this method has a positive impact. This is indicated by students being able to conduct opinion dialogues in accordance with the teacher's directions. All students take the role of speaking in the dialogue there are those who ask, give opinions, or rebuttal, all of that is in the material exemplified by the teacher. The results show that the Socratic method can be used not only to assess students' speaking ability but also their confidence to speak in front of the class. The final results of the study showed that the students' responses in learning to speak were good. They enjoy activities using the Socratic method in class by discussing, sharing, and working together well.

The application of this method makes students able to follow the learning process, they enjoy the process and do not get bored in class. This shows that this method has more value for teacher managing speaking skills, increasing student motivation to better recognize the limits of their abilities and learning to be responsible in a group.

#### **B. Limitation of this study**

This research has limitations. This limitation serves to obtain certain research objectives, so that research has limited problems to be observed, and focuses on one problem. In this study, the results are focused on how is the implementation of the Socratic Seminar method in teaching speaking at the 10<sup>th</sup> grade of state vocational high school 3 Purwokerto.

#### **C. Suggestion**

The application of the Socratic Seminar method in teaching speaking at the 10<sup>th</sup> grade majoring in *Kecantikan 1* students at State Vocational High School 3 Purwokerto has been going well, seen from the active participation of students in class. In the application of a method, of

course, nothing works perfectly. Not all methods that the teacher applies work well because each individual in receiving learning is different, as well as in the application of the Socratic Seminar method. From the observations of the researchers, these deficiencies in the form of students paying less attention when the teacher explained about the technical dialogue and presentation process, students who only took part in speaking a little because they lacked confidence and also an active class also affected the conduciveness.

Suggestions that researchers can give to teachers are that teachers should be more optimal in managing the class, more extra in preparing students when they will carry out the learning process so that students are able to learn well and can achieve learning objectives. And suggestions for students are to try to hear examples of English conversations which can be easily accessed on the internet, focus more when the teacher is giving instructions, and support each other when learning to speak English in front of the class. The rest of the researchers really appreciate the teacher's efforts in managing classroom learning. How the teacher has made an overall effort so that the learning process can run well. Starting from analyzing the extent to which students' English language skills are in class, processing learning materials so that they are easily accepted, as well as teacher efforts in managing learning strategies. With the creativity of the teacher using this method, it made me learn more about using English teaching methods in class and did not rule out the possibility that it would be useful in the future.

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