CHAPTER I

INTRODUCTION

This chapter presents about the background of the study, problem of the study, objectives of the study, purpose of the study, significance of the study, research hypothesis, scope and limitation of the study and definition of key terms.

A. Background of the Study

The most important one that people needs in their daily life is interaction with other people. People cannot interact with another without language. Language is very much like a living organism. Language is a system of arbitrary conventionalized vocal, written, gesture, symbols that permit members of a given community to communicate intelligibly with each other, Brown(2000:5). On the other hand, language is a complex, specialized skill which develop in the child spontaneously, without conscious effort or formal instruction. It is distinct from more general abilities to process information or behave intellegently. Today, the modern language has been on the language itself, it is the propose that the first priority has to give the purposes that language serves, that is to say, communication (Johnson & Morrow:1983:7).

There are reasons why language is the most important in daily people life. First, language is a tool of communication among human with expression and sometimes using gesture to express the meaning from the communication. By language, people can make relation by

speaking to another. There are many languages that people use in the world, such as Britanian, Arabic, Indonesia and English itself. Where English is the primary language and used to international language for communication. Besides, the most important thing we should know from the beginning in learning English is what do we learn English? Whether just learning or for needs. There are many reasons for our continuous learning English, especially in this globalization era the need for English is very uncommon. The era of globalization encourages us to adapt, it means we can adapt to the acceptable public order. The importance of learning English should not be ignored, without English we can still live, but this life has grown rapidly and requires us as a part in the circle of globalization to participate in an increasingly advanced life order. In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere, because when we go out around the world, we use it to interaction. From that we can understand that it is true that English is very important, how not, as a society that thrives and wants to move forward we have to interact with the world's population, it is not enough just in the country where we live but we also have to interact and socialize with them to open the door of progress and progress. Speaking it will help you communicate with people from countries all over the world, not just English speaking ones. For example, when two people who come from different countries usually use English as a common language to

communicate. That's why everyone needs to learn the language in order to get in touch on an international level. So that, there are many countries learn that and use it today. Besides, English not just to communicate but also has another function, it can be used in several cause, such as technology, education, etc.

Second, the benefits and importance of learning English related to technology, this may be trivial that we often ignore but often make us confused because of our lack of understanding. Of course people very often use computers, mobile phone, internet, social media or networking and other forms of technology. Most of these technologies all use English. The producers realize that English is a common acceptable language, that's why they use English as the main language in their products, wherever the product is sold it will be dominant using English, for that we have to adapt because this will facilitate us in operating technology products.

Third, talk about English in the education area, it cannot be separated from teaching and learning. English being taught in schools and Colleges since the 16th century has been passed down and developed for centuries. In most countries, the government accepted the English Language, thereby making communication through spoken and written English possible. Many countries today learn English in institutions, either as a whole or as a foreign language.

Richards & Rodgers (2001:20) divided it into three of different theoritical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The first, structural view, the view that language is a system of structurally related elements for the coding of meaning. Second, functional view, the view that language is a vehicle for the expression of the functional meaning. The last can be called the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. It magnifies on the development of four areas influencing the ability in mastering English as well. They are reading, listening, writing, and speaking. According to Harmer (2007:265) to influence the ability in English, these are often divided into two types. Receptive skills and productive skill. Receptive skills is a term used for reading and listening and reading, where the skills is extracted from the discourse. Then productive skills is the term for speaking and writing, skills where students actually have to produce language themselves. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak is the most significance way to reflect thoughts, opinions, feeling and we can use expression our face even body language to express it.

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to

know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking also we use to give instruction or to get thing clear or perhaps we use it to describe something, complaining about people's behavior, making polite request, or making jokes. Speaking ability is challenging to mastering because speaking skill covers all of English elements. Speaking naturally gives useful information about the kind of language that is appropriate in different situation (Bruce Tillit & Marry Newton:1985). It is the most important in the education especially for students to can communication English fluently. Now days, people believe that if the goal of English course is truly to enable students to communicate in English, then speaking skill should be taught and practiced in classroom. It is related to speaking as the activity that takes the fundamental part of human communication, in which we spend more time to speak than to read and to write. Therefore, in teaching English, speaking activities should be given more emphasis than reading and writing activities.

Harmer (2007:343) said that if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. In the reality, many students have learned English for many times, but they are still incapable and awkward to speak English orally. It comes from the many situation or students where they stay. In another

reason, the students have some problems in psychology like feeling, nervous, shy, worry and fear of making mistake. In the other cases they know about structure but they have limited vocabulary. So, the main point to make them out of their problem is training the students to can share English daily in the class. Getting students to speak in class can sometimes be extremely easy. In good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. However, at other times it is easy to get students going.

According to Harmer (2007:123), there are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. In another reason sometimes come from the class mix is not quite right. Perhaps teacher have not chosen the right kind of topic, sometimes it the organization of the task which is at fault. But a problem that occurs more often than any of these is the natural reluctance of some students to speak up and to take a part. In such situations the roles that teachers play will be crucial.

There are so many technique or activities to make a fun activity in teaching speaking in the classroom. The activities that will be used during the teaching and learning process is discussion or question-answer to make student want to speak up. So that in this research, the writer further more analyzed on speaking ability. As the alternative, fun and interesting method to teach speaking. Here the writer used Socratic Method to make student easy to learn English and want to speak up in the class even in front of the other people.

Socratic method used to teach on the practice of disciplined, rigorously thoughtful dialogue. This approach may seem simple, but it is in fact quite rigorous to manage successfully in practice. The lecturer or tutor needs to feign ignorance about the topic under discussion so that students have to contribute fully to the conversation, and in so doing actively construct and critique and think carefully about the knowledge they are using. If the teacher steps in and starts giving them the answers, the process of getting students to question their own ideas and think about their knowledge in a more disciplined and rigorous way is somewhat defeated. This method is effective in teaching and learning because it promotes more active learning, it focuses on what students are doing and asks them to engage in their own learning and thinking, rather than treating them as passive receivers of knowledge. It takes some of the pressure off the lecturer or tutor to have all the answers' and asks students to take responsibility for coming up with the answers and it

develops graduate attributes that speak being inquiry-focused and knowledgeable, being skilled communicators and having a critical attitude towards knowledge. In this case, the students not just speak orally, but they must use their critical thinking to help them good in speak. Based on the reasons and phenomena above, in this research, the used quasi-experimental study with one control group design to find out the effectiveness and how significant of Socratic Method to increase the achievement of second grade students at SMK NU Tulungagung.

B. Problem of the Study

Based on the explanation in the background of study above, the researcher states the problems statement in this research are:

1. How is the students speaking skill before being taught by using Socratic Method at the tenth grade students of SMK NU Tulungagung?

2. How is the students speaking skill after being taught by using Socratic Method at the tenth grade students of SMK NU Tulungagung?

3. Is there any significant difference on the students speaking skill before and after taught by using Socratic Method at the tenth grade students of SMK NU Tulungagung?

C. Purpose of the Study

In line with the problem of study above, the researcher states the objectives of the study such as:

1. To know students speaking skill before being taught by using Socratic Method at the tenth grade students of SMK NU Tulungagung

2. To know students speaking skill after being taught by using Socratic Method at the tenth grade students of SMK NU Tulungagung

3. To know the significant difference on the students speaking skill before and after taught by using Socratic Method at the tenth grade students of SMK NU Tulungagung.

D. Significance of the Study

Looking at the purpose of the study above, this study is trying to develop the instructional practices at the tenth grade students of SMK NU Tulungagung to know the effect of Socratic method on students speaking achievement. The results of the study later are expected to:

1. For students, they get an enjoyable and full of critical thinking situation and fun learning activities through Socratic method. The students also get a new atmosphere to improve their speaking.

2. For English teachers, Socratic method enriches teachers technique to teach speaking English in the classroom. So, teacher expands the

ability to create innovation, effective strategies, and interesting teaching.

3. For researchers, this research adds the researcherss knowledge and experience in teaching speaking especially in applying Socratic method.

4. For other researchers, the results of this research can be used as an input by those who want to conduct related research about teaching speaking and Socratic method as reference.

5. For English Department, the result of this research could be useful especially for students majoring in English Department in increasing the quality of teaching English Lesson using Socratic Method.

E. Research Hypothesis

There are two formulated hypothesis in this study, they are Null Hypothesis (Ho) an Alternative Hypothesis (Ha), it can be said as:

1. Null Hypothesis (Ho)

There is no different significant in speaking achievement between the students before being taught by using Socratic method and after being taught by using Socratic method as learning method.

2. Alternative hypothesis (Ha)

There is different significant in speaking achievement between the students before and after being taught by using Socratic method as learning method.

F. Scope and Limitation of the Study

There are many problems found related to the speaking skills in the teaching learning process, but it is impossible to solve all of the problem. Therefore, the researcher limited the problems. The study here will focused on the applying of using Socratic method as method of teaching and learning in speaking English also describing the effect of using Socratic method on student speaking achievement at the tenth grade of SMK NU Tulungagung. The study limits at the tenth grade Farmasi of SMK NU Tulungagung. The reasons why the writer taken at the tenth grade SMK NU Tulungagung as the object from this research? Because the researcher wants to know how to teach English in tenth grade in new atmosphere especially in Farmasi class also to know the students speaking English skill in at the first level of senior high school.

G. Definition of Key Terms

1. Speaking

Speaking is the ability to express opinion, ideas, or thought orally, it consists of producing systematic verbal utterance to convey meaning in order to be understood by the people we are speaking

with. Speaking is the basic element of communication, to express some idea to another, even it use to response or making argument for some causes. Besides the more important of speaking is sounds. Without sound, people cannot express those communication unclearly. But, if people cannot product the sound, they can using gesture to make understand. Speaking is the active use of language to express meanings so that other people can make sense of them, Cameron (2001:40). Moreover, it is recognized as an interactive, social and contextualized communicative event. Martinez Flor (2006:139) give definition for speaking that speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances.

2. **Socratic Method**

The Socratic Method is a line of pedagogical inquiry which centers around the ability of a student to gain access to information through questioning. According to Pihlgren (2008) a student is his or her own best teacher, and the way in which a student gains access to higher order thinking and learning is by supplementing pre-existing knowledge with a thorough and rigorous ability to create, maintain, answer and modify questions. The style in students by helping them make it a mental habit, students will become more independent and autonomous thinkers. Students do

not get bored or lose concentration if they are actively participating. Almost all of these children participated the whole time; often calling out in unison or one after another.