

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter will present about theory of Teaching and learning, Approach, method and technique, Speaking, Socratic method and the previous study.

#### **A. Theory of Teaching and Learning**

##### **1. Theory of Teaching**

According to Ahmad Patoni (2004:14-15) defined theory as an activity that involves establishing students about cognitive and pedagogic aspects, where this activity can be done by teach them or by giving another activity as like giving rewards, praise, punishment, warning or etc. So, teaching is conducted to reach and directed to the goal of learning process. From this point of view that theory is the basic to doing something or it seems as the planning or a set of interrelated construct, definition, propositions which present a systematic view of teaching by specifying relation among variables with the purpose of explaining and predicting. Everyone who teaches needs a certain theory to be applied in teaching. Everything what teachers do is colored by the certain theory that may have relationship with psychology they hold. Consequently, teachers will be confuse if they are do not use systematic body of theory in their day by day. Yet, teacher do not base their thinking on traditional or folktale. Instead they must be quite aware of the important theories developed by professional educational psychological theory is likely to be quite sophisticated.

The concept of teaching is understood as a process that is intrinsically and inseparably bound up with learning. By telling and showing students how complimenting the learners when they did well, and scolding or punishing them when they did poorly, it can said teaching will be done by teacher. On the basis, teaching is exerted the creation of situation that possible to learning process persisted. This system of teaching consists of some components which influence each other, such as the instructional purpose which would be reached. Teaching is an organized activity, it means that teacher must help students in learning. Teaching is the process which is done by teacher in caused learning activity of students. Teacher has first role or the authority in the class which leads students in direct and create situation to learning. In other word, teaching is a learning process, and the result of the process is change of behavior. Teaching not just influenced the knowledge ownership, but also influence attitude, interest, appreciation and real behavior, so the learner can change because they are learning.

According to Dian Moh.Hakim (2010), there are three theories of teaching, such as:

**a. Association Theory**

This theory stems from behaviorism and states that concepts are learned by simple, reinforced connections between a stimulus and a desired response. When an organism makes connections between a stimulus and a response is making an association.

**b. Power Theory**

States from this theory, human soul consist of various power, such as power to know, to feel, to imagine, etc. Teaching is giving any materials to the students by train their power of soul.

**c. Totality Theory**

This theory states human comprehend something totally. The meaning of teaching base on the theory is to clarify and to specify the totally stimulus clearly on the parts and on the bound of the parts. By giving the materials to the students, they are able to get understanding intellegence, skills, attitudes, behavior and the improvement of psychology development because of experience.

**2. Theory of Learning**

Morris L. Bigge (1982:4) state that learning theory is a systematic integrated outlook in regard to the nature of the process whereby people relate to their environments in such a way as to enhance their ability to use both themselves and their environments effectively.

According to Dian Moh.Hakim (2010) there are many theories about learning but in this case the just take some of them, those theory are:

**a. Behaviorism Theory**

Learning based on behaviorist an activity that was done by a certain people to response external's stimulus. It also stated that learning is a mechanical process of habit formation, and proceed by means of the frequent reinforcement of a stimulus-response sequence.

Of course in this case the behaviorist considered that the learner as a passive receiver information. In applying this theory, reward and punishment become the important things to stimulate the student in learning process.

#### **b. Cognitive Theory**

Jean Piaget stated that children learn from their environment by develop their prior knowledge and they will interact with weather they find. Moreover, he suggest that the process of children's development through direct involvement with things or environment around them, in every stage, the ability increase and integrate with their prior ability.

According to Piaget (Kasihani, 2007:6), there are four stages of children's development, such as:

- 1) Sensory motor stage, start from 0-2 yeaaars old
- 2) Preoperational stage, start from 2-8 years old
- 3) Concrete operational stage, start from 8-11 years old
- 4) Formal stage, start from 11-15 years old or more.

#### **3. IQ Theory**

In this theory has the concept of intelligence viewed as the determinant factor for people ability to achieve their academic achievement. This theory says that people have a basic general intelligence that will predict how well their ability to learn and having performance in their school.

#### **4. Cognitive Theory (Gestalt)**

This theory emphasizes on the mind's occurrence, not on the stimulus-response. Cognitive theory states that an individual is an active, constructive, and having planning, students are not passive, receive the stimulus from their environment. according to Gestalt, learning must be started from the whole, then to partial. This learning asserts on understanding or insight. The whole consist of parts that have relationship each other. On the learning process student must understand the meaning of a certain part to other parts.

#### **B. Approach, Method and Technique**

Harmer (2003:62) stated his point of view about approach, method and technique. People use the term of approach to refer to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reason for doing them. An approach is used how its constituent parts interlock it offers a model of language competence, also how people acquire their language of knowledge of language and makes statements about the conditions which will promote successful language learning.

A method is the practical realization of an approach. The originators a methods have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Methods are includes various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to

describe. However, if a method takes procedures and techniques from wide range of sources (some of which are used in other methods or are informed by other beliefs), it is more difficult to continue describing it as a method. Others claim the status of method for a technique or procedure. Some methods starts as procedures and technique which sees to work and for which an approach is the developed. Some approaches have to go in search of procedures and techniques with which to form a method. Some methods are explicit about the approach they exemplify and the procedures they employ, others are not.

## **C. Speaking**

### **1. Definition of Speaking**

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and message. It means that speaking is an ability of someone who throws up their ideas in communicative with the listeners by produce an utterances. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Speaking is one of the most important and essential skills that must be practiced to communicate orally. Using action of providing information or expressing one's feeling in speech, a productive, verbal skill and non-verbal skill of producing language. 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 is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts. The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the language. In genuine communication, speaking is purpose-driven or it can say that to communicate is to achieve a particular end, expressing a wish or desire to do something; negotiating or solving a particular problem or maintaining social relationships and friends, etc. Therefore, it can say that speaking as a skill is playing significant role for the learners who studied English especially as a foreign language.

## **2. The Function of Speaking**

According to Richards (2008:21) there are three kinds of speaking function, they are:

### **a. Speak as Interaction**

Speaks as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, tell their experiences to make interaction to another enjoyable.

**b. Speak as Transaction**

Speak as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The speaker can make the listener understand when he or she uses good language. Here the speaker should make understand to the listener about the message which conveyed. The way of the speaker to speak is important because it can make listener clearly understand.

**c. Speak as Performance**

Speaking as performance means that people who is talk in front of the public, which is talks that share or ask information to many people, such as in the classroom presentation, publics announcements and speech. In this type the function of speaking is to show how about the speaker's performance when she or he conveys the message. The speakers prepare before they perform in front of the audience. So the speaker ready to speak by prepare their mental first.

**3. Aspects of Speaking**

Speaking is not simply expressing something orally. The aspect of speaking are used to complete the skill itself. Just like other abilities, speaking is complex. Teaching students speak a second language is not easy. It needs a hard work and along process. According to Jill (2008:15) there are five aspects of learning speaking that should be mastered to



make our speaking well, they are pronunciation, grammar, vocabulary, comprehension and fluency.

**a. Pronunciation**

Jill (2008:66) stated that an understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners.

According to Jeremy Harmer (1998:50) there are three areas to know about in the pronunciation of English, a part of speed and volume which are intimately connected. The three areas itself is sounds, stress, pitch and intonation. The first is sounds. Sounds here means the words are made up of individual sounds (phonemes). Second, stress where emphasis is placed in words and sentences. Stress is also the term we use to describe the point in a word or phrase where pitch changes, vowels lengthens and volume increases. The last is pitch and intonation. Pitch describes the level at which you speak. Some people have high pitched voices, other say things in a low pitched voices. Stated from Jeremy Harmer (2007:38) said that the pitch we use is therefore a device by which we communicate emotion and meaning. If we start speaking at a higher pitch than

usual, this is noticeable. A low grunt gives some indication of mood, too! When we pitch the words we say, we use variety of different levels different levels, higher when we are excited or terrified, but lower when we are sleepy or bored. While intonation is the music of speech it encompasses the moments at which we change the pitch of our voices in order to give certain message. It is absolutely crucial for getting our meaning across. One of the uses of intonation is to show the grammar of what we are saying. It is also used to convey attitude. In this situation users of the language must know say a word that is how to pronounce it to clear about pronunciation.

**b. Grammar**

Grammar is one of three English components and also one of speaking abilities to support and help the students to have a good ability in communicating well. Grammar also needed for students to arrange a correct sentence in conversation. According to Jill (2008:24) grammar is a description of the language system it show us how we order words in sentences, how we combine them and how we change the form of words to change the meaning. In order to communicate people must share a common system which is why people who speak different languages cannot understand one to another people. So that people must understand about grammar to use the language appropriately in social context.

**c. Vocabulary**

According to Jill (2008:53) stated that vocabulary can be presented in dialogues and reading passage where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listeners because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is so important for the speaker and listener.

Vocabulary is the list of words, it means that all word can be classified into vocabulary, such as noun, adverb, adjective, etc. Vocabulary helps to learn the four basic skills in English, they are reading, speaking, writing and listening. Without having large vocabulary, people will be impossible to easy in their learning and impossible to make a good sentence to express their feeling in English.

**d. Comprehension**

Comprehension is the power of understanding (Hornby, 1995: 235). It means that comprehension is one of important aspect in the speaking process. For oral communication certainly requires a subject to responds and speech as well as to imitate. If we review to the function of speaking as transactional and interpersonal function, comprehension is the one important part to catch these function. The speaker will be able to communicate or interact to another people if there is understanding about the topic of speech. It can be hoped if

there is comprehension between the speakers and listeners. The teacher also has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

**e. Fluency**

Fluency may be defined as the ability to speak accurately. According to Jill (2008:27) stated that fluency is communicating a message. Fluency in speaking is the aim of many language learners. We have to consider that speech and fluency are rather strongly erected by language problem. It means the listeners will understand the speakers say if the pattern grammar in language are correct. So, we have to consider both grammar pattern and fluency in speaking.

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking.

#### 4. Types of Speaking Performance

According to Brown (2004:141) stated there are some five types of classroom speaking performance, they are:

**a. Imitative**

This types is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. This kind focused are not on the purpose of meaning interaction, but for focusing on some particular element of language form.

**b. Intensive**

The type of speaking is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship. The example of this speaking is read aloud task.

**c. Responsive**

This kind includes interaction and test comprehension but at somewhat limited level of very short conversation, standard greeting and small talk, simple request and comment, for the example is giving instruction and direction.

**d. Interactive**

The difference between responsive and interactive speaking is in the lenght and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms of transactional

languages, which has the purpose of exchanging specific information.

**e. Extensive (monologue)**

Extensive oral production task includes speeches, oral presentation, and story-telling, during which the opportunity or oral interaction from listeners is either highly limited or ruled out together. For example oral summarize, short speeches, retelling story, etc.

## **5. Teaching Speaking**

Teaching speaking ability is very important part in second language learning. According to Harmer (2007:123) stated there are three reasons for teaching speaking, those are:

- a. Speaking activities provide rehearsal opportunities chance to practice real-life speaking in safety of the classroom
- b. Speaking task in which students try to use any oral all of the language they know provide feedback for both teacher and students
- c. The more students have opportunities to active the active the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important

skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge, those are:

- a. Mechanics (pronunciation, grammar, and vocabulary), Using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction), Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction or relationship building).
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of the participants), Understanding how to take into account who is speaking to whom. in what circumstances, about what, and for what reason.

According to Nunan (2003:54), there are some principles for teaching speaking. Some of which are described below:

- a. Give students practice with both fluency and accuracy at the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.
- b. Use techniques that cover the spectrum of the learners.

- c. Provide intrinsically motivating techniques.
- d. Give students opportunities to initiate oral communication. Use group work or pair work to improve students speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students. Thus, the teacher should complete it in order to success in teaching speaking ability.

Besides that the teacher also concern some cases when the teacher in the classroom, there are:

**a. Language (Verbal Communication)**

Language is the expression of thought, feeling, and worldview. It is the manifestation of one's perspective towards anything he encounters. The language presented by English teachers should be accurate and fluent.

**b. Gesture**

Gesture is an integral part of any communication where people listen and speak to each other. Gesture helps the speaker to get meaning across. The natural gesture including movement



of hands, arms, and other parts of body emphasize keywords and other important things.

**c. Face expression**

Face is very strong communication tool. This non-verbal message is conveyed through the up and down movement of the eye brows, smiles, as well as the movement of forehead and mouth. Facial expression has significant potential of carrying out the message of curiosity, happiness, and fear.

**d. Eye contact**

Eye contact is a direct look into eyes, but it does not suggest a meaning of a stare. The main uses of eye contact in the language classroom are:

- 1) To help establishing rapport between teacher and students.  
The rapport of this manner is a sense of trust given by students.
- 2) To indicate to a student that the teacher wants to talk to him or want to do something.
- 3) To hold the attention of students.
- 4) To take place of naming students, for example: when conducting a fast drill.
- 5) Voice audibility and speed. One of requirements of good teaching is voice projection. The voice produced should not be a loud and booming one, but students should be able to listen to it clearly.

6) Stance and movement. The area of teacher to move is just like a stage for drama actors. Thus, teacher stance on the stage should be balance. In the classroom, students become sensitive to where the teacher stands. Stance tells what type of activity it is, what the teacher role is, or whether direct interaction is needed. Sometimes, teachers need to stand in the middle at the front to control the class. Another time, the teacher can stand back of the class to give students comfort and security if they present something in front of the class.

## **6. The Problem in the Speaking Class**

The practice of Speaking in the classroom are not easy. It can be comes from many aspects, here they are:

### **a. Students do not want to talk or say anything**

Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas. It can be because they are nervous, shy or the atmosphere of class are not good. They are afraid and anxious of saying something wrong or incomprehensible. One way to encourage students to speak in English is simply to speak in English as much as possible in classroom.

### **b. Students keep using their own language**

This problem also connected with students does not want to talk or say anything in the foreign language but they keep using their own

language. In this situation, teacher can motivate them and create an English environment and keep reminding them always use English.

**c. Difficulties to handle students in the large classroom**

If the classroom too large, it is hard for the teacher to make interaction contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.

**d. Student are not discipline enough**

Some students do not pay attention during the lesson given, they just talk to each other, sleep or they make some noises. The problems may be because the students bored with the activities or they feel bored with the material because the teacher are not give them attractive lesson. Students have low motivation to learn English. So they less enthusiasm to learn. Here the teacher can create activities that make students feel enjoy themselves in the class.

**e. The materials do not fulfill the need of students**

When school topics do not relate to students" lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students motivation.

**7. Activities to Promote Speaking**

To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Here are some

activities that can be done in the speaking class to promote speaking according to Kayi (2006):

**a. Discussions**

This activity need to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

**b. Simulation and Role Play**

One other way of getting students to speak is role-playing. This type of activities can be used to encourage the general oral fluency or to train students for specific situations by simulating a real-life world. It has three distinct advantages. First, they can be good fun and motivating activities. Second, it allows hesitant students to be more confident in speaking since they do not have to take responsibility for about they are saying. Third, they allow the students to use a much wide range of language.

**c. Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. These activities are

effective because everybody has the opportunity to talk extensively in the target language.

**d. Brainstorming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

**e. Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

**f. Interviews**

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class.

**g. Story Completion**

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each

student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

**h. Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

**i. Picture Narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

**j. Picture Describing**

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

**k. Find the Difference**

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing

football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

## **8. The Roles of Teacher**

During speaking activities, the teachers need to play a number of different roles. Harmer (2007:347-348) points out three roles of teachers in teaching speaking, they are:

### **a. Prompter**

Students are sometimes confused, cannot think of what to say next which make lose the fluency we expect of them. The teacher as a prompter has a role to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to go out of their roles.

### **b. Participant**

Teachers should be a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. The teachers also may participate in discussions or role-plays themselves to help the activity along, ensure continuing students' engagement or maintain creative atmosphere.

### **c. Feedback provider**

It is vital that the teacher allows the students to assess what they have done. However, it is important to think about possibility that overcorrection may inhibit the students in the middle of a speaking activity.

## **9. Assessing Speaking**

Brown (2004: 167-176) suggests assessment tasks for interactive speaking (interpersonal and transactional):

### **a. Oral Interview**

Oral interview is traditional technique in assessing, especially in assessing speaking. The model of assessing speaking here is where the examiner asks the learner question about himself, and perhaps about a passage advance.

### **b. Role Play**

Role play is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

### **c. Discussion and Conversation**

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, they offer a level of authenticity and spontaneity that others assessments techniques may not provide.



#### **d. Games**

The teacher must prepare the game that appropriate with the lesson explained before, so it can be used to assess student speaking ability appropriately.

### **D. Socratic Method**

#### **1. Theory of Socratic Method**

Socrates (470-399 BC) is a philosopher originating from Athens, Greece and is one of the most famous and influential western philosophical figures in the field of scholarship. Socrates was the first generation of the three great philosophers from Greece that is Socrates, Plato, and Aristotle. Socrates was a teacher of Plato, and Plato was the teacher of Aristotle. As a teacher, Socrates is remembered for his skill of speech and intelligence. Socrates believes that goodness comes from self-knowledge, and man is fundamentally truthful, and evil is an attempt of misguidedness to burden one's condition, and one of his famous proverbs is know their-self.

The Socratic Method is a dialogue between teacher and students, instigated by the continual probing questions of the teacher, in a concerted effort to explore the understanding beliefs that shape the students views and opinions. It is a dialectical method, often involving a discussion in which the defense of one point of view is questioned one participant may lead another to contradict himself in some way, thus strengthening the inquirer's own point (Gose:2009). It is saying an method because it is uses a special way by combining a technique such as interviews and debate

which is come from the students critical thinking. In this method of learning is like conversation or debate which is done by two or more people who discuss a problem with rows of questions, and from those questions the students can solve problems and can help each other to solve problems together. But this method is not a method by car explaining, but by asking questions, pointing out logical errors of answers, and by asking further questions so that students are trained to be able to clarify their own ideas and to define concepts which they mean in detail. In addition, students are required to be able to think critically and the end result is also critical.

The Socratic Method is a powerful tool to inspire students to take a deep interest in their own enthusiastically willful education and thriving in life (Abrak, 2015:23). It is influence on the structure of communication and participation, inspires people to attentively embrace and express their own original thinking and creative doing as they enthusiastically participate in the art of living an examined life. Character traits such as deep curiosity, fearless inquiry, and the unending passion to embrace a lifelong quest for understanding and self-improvement are a natural result of the successful use of the Socratic Method.

Socratic learning method as a process of discussion led by the instructor to induce the learner to question the validity of his reasoning or to reach a sound conclusion. In another point of view, according to Reich (2003), there are no lectures and no need of rote memorization. But neither, as you might in the Socratic method, the classroom experience is a

shared dialogue between teacher and students in which both are responsible for pushing the dialogue forward through questioning. The teacher or leader of the dialogue, asks probing questions in an effort to expose the values and beliefs which frame and support the thoughts and statements of the participants in the inquiry. The students ask questions as well, both of the teacher and each other. Between students each other has different angles in addressing a question or topic causing contradictions in the discussion. Students should try to defend their arguments, but from some of these arguments the student must find a correct answer, based on fact and logic. In this case, the Socratic method is a student's ignorance of a thing, which considers something right, but it is wrong. The most important of these methods is not the answers produced later, but rather how the students respond in discussing the questions or topics posed. Therefore, students are required to be courageous, confident, participate actively and critically. So it also helps with reasoning skills and instills in students the rigorous habits and critical analysis of the arguments they hear firmly and persuasively, and students can judge their own ideas. Through his method of powerfully questioning his students, it is seeks to guide them to discover the subject matter rather than simply telling them what they need to know. The goals of education are to know what you can; and, even more importantly, to know what you do not know.

There are two things that distinguish Socrates method from other question and answer method, they are:

1. The Socratic method is constructed with the assumption that knowledge already exists within the student and the right questions or comments can lead to such knowledge surface (Yuniarti:2011). This explains that actually in students already have the knowledge in question, just not yet knowing. This is where the teacher's job to lure out the knowledge in order to be perceived by the students.
2. The questions in the Socratic method are used to test the validity of students' beliefs about an object in depth (Yuniarti:2011). This suggests that the answers given by the students should be questioned again so that students are sure that the answer given is true or false.

## **2. The Characteristics of Socratic Method**

According to Qosyim (2007:4) stated that there are some characteristic of Socratic Method, those are:

- a. Dialectical, meaning that the method is done by two or more people who are pro and contra, or who have different opinions
- b. Conversation, meaning that the method is done in the form of conversation or oral communication.
- c. Tentative and provisional, meaning that the sought truth is temporary is not absolute, and are alternatives open to all possibilities.
- d. Empirical and inductive, meaning everything that is discussed and how to solve it must come from empirical things.

- e. Concept, meaning the method is intended to achieve the knowledge, understanding and concepts that have been definitive than before.

### **3. The Steps in The Classroom Activities**

In addition, as for the steps in the Socratic method, such as:

- a. Choose a topic being studied
- b. Develop two or three general question on what the student knows about an interview.
- c. After asking the opening question, probe what student knows while looking for inconsistency, contradiction or conflict in what the student is saying
- d. Ask follow up question that highlight the conflicts within the student's attention
- e. Continue the interview until the degree of analysis and the insight into the material being studied
- f. Conclude the interview by pointing the students towards further resources to read and study.

### **4. The Roles of Teacher**

There are some role of teachers in the learning process, they are :

- a. Prepare a row of questions to be asked to the student, by marking or specific codes required
- b. The teacher asks questions to students and students are expected to find the correct answer

- c. Teach why knowledge is paramount and how it can be applied to problem solving, and
- d. Student exploration guidance.

In the method of learning progress, the role of teacher is very influential in the outcome of learning. Teacher can help the students like:

- a. Allowing student exploration is not hindered, active participation and inquiring.
- b. Helps students in connecting new knowledge with prior knowledge
- c. Helps students to shape and internalize the representation of problems or tasks
- d. Helps students to identify the similarities between new problems and past experiences that contain similar problems.
- e. Provide feedback on the correct or wrong way of thinking in troubleshooting.
- f. If the questions raised are answered by the student, then the teacher can continue or divert the next question until all questions are answered by the students.
- g. If the questions asked do not meet the objectives, the teacher should repeat the question. By giving a little illustration, apperception and just improve and facilitate students thinking in finding the right answers carefully.

## 5. Socratic Questions

Socratic questioning is at the heart of critical thinking and a number of homework problems draw from R.W. Paul's six types of Socratic questions:

### a. Conceptual for clarification

Get them to think more about what exactly they are asking or thinking about. Prove the concepts behind their argument. Use basic “tell me more” questions that get them to go deeper.

- 1) Why are you saying that?
- 2) What exactly does this mean?
- 3) How does this relate to our discussion?
- 4) Are you going to include diffusion in your mole balance question?

### b. Probing assumption

Probing their assumption makes them think about the pre-supposition and unquestioned beliefs on which they are founding their argument. This is shaking the bedrock and should get them really going?

- 1) What could we assume instead?
- 2) What would happen if. . . .?.
- 3) How can you verify or disapprove that assumption?
- 4) Why are neglecting radial diffusion and including only axial diffusion?

### **c. Probing rationale, reasons and evidence**

When they give a rationale for their arguments, did into that reasoning rather than assuming it is a given. People often use un-thought-through or weakly-understood supports for their arguments.

- 1) Why is that happening?
- 2) How do you know this?
- 3) What do you think causes to happen...? Why?
- 4) Can you give me an example of that?
- 5) What do you think causes. . . . ?

### **d. Questions about viewpoints and perspectives**

Most arguments are given from a particular position. So attack the position. Show that there are other, equally valid, viewpoints.

- 1) What would be an alternative?
- 2) Why is it better than . . . . ?
- 3) What is another way to look at it?
- 4) Would you explain why it is necessary or beneficial, and who benefits?
- 5) Why is the best?
- 6) What are the strengths and weaknesses of...?
- 7) How are...and ...similar?
- 8) What is a counterargument for...?

### **e. Probe implications and consequences**

The argument that they give may have logical implications that can be forecast.



- 1) What generalizations can you make?
- 2) What are the consequences of that assumption?
- 3) What are you implying?
- 4) How does...affect...?
- 5) How does...tie in with what we learned before?
- 6) Why is .....important?

**f. Questions about the questions**

Can use the whole thing, turning the question in on itself to get reflexive.

- 1) What was the point of this question?
- 2) Why do you think I asked this question?
- 3) What does...mean?
- 4) How does...apply to everyday life?
- 5) Why do you think diffusion is important?

According to the Maxwell (Yunarti, 2011:59), in order to successfully carry out the learning with Socrates method, there are some attitudes that must be owned by the teacher. The attitudes here such as:

- a. Open attitude of the teacher in accepting mistakes and lack of self
- b. The attitude are not accepting students answer
- c. High curiosity
- d. Perseverance and focus in the investigation

Besides, Yunarti (2011:60) the teacher must arrange the strategies in the learning by using Socratic method can well done, the teacher must:

- a. Make a list of question before start the learning
- b. Make questions clearly and right
- c. Give waiting time for students to think
- d. Keeping the discussion focused on the main issues
- e. Giving response to the students argument
- f. Make the scaffolding
- g. Write a conclusion on the board
- h. Involving all of students in the discussion.
- i. Doesn't giving the answer "Yes or No", but replacing them with question to explore students understanding.
- j. Provide questions that match the level of students ability.

## **6. The Advantages and Disadvantages of Socratic Method**

In a method of learning, of course there are advantages and disadvantages of each method. Here are some advantages and disadvantages of Socrates method:

### **a. The advantages of Socratic method**

There are some advantages of using Socratic Method as method of teaching and learning, they are:

- 1) Guiding students to be able to think rationally and scientifically
- 2) Encourage students to actively learn and master illustration of knowledge
- 3) Growing motivation and courage in expressing opinions and thoughts themselves
- 4) Foster self-confidence

- 5) Increase student participation and compete in learning that leads to dynamic competition
- 6) Growing discipline.

According to (Lammendola, 2009), Socrates method has several advantages, namely:

- 1) Stimulate critical thinking.
- 2) Forces reasonably well-prepared student to go beyond the obvious to consider broader implications.
- 3) Force non-participating students to question of the case under discussion.
- 4) Constant feedback.
- 5) Fosters an interactive and interesting learning environment.
- 6) Forces higher level of class preparation.

From the explanation about the advantages by using Socratic Method, I conclude that The Socratic Method is a powerful tool to inspire students to take a deep interest in their own enthusiastically willful education and thriving in life. This helps students become more attentive and thoughtful as a matter of their natural character. It makes students participation, inspires people to attentively embrace and express their own original thinking and creative doing as they enthusiastically participate in the art of living an examined life.

**b. The disadvantages of Socratic method**

- 1) Socratic method in its implementation is still difficult to implement in low-level schools.
- 2) The Socratic method is too mechanical, where students can be viewed as machines, which are always ready to be moved.
- 3) More emphasis in terms of effective (aspect of thinking). Rather than cognitive (feeling). Though religious teachings highlight the feelings and appreciation of this.
- 4) Sometimes not all teachers are always ready to use Socrates method, because it demands from all parties both teachers and students are equally active to learn and master the material.

**E. The Previous Study**

First, the research was conducted by Ihda, students of teacher training and Education Faculty of Surakarta, Sebelas Maret University (2012) who applied Socratic Method in tenth grade of Senior High School in SMA Negeri 2 Boyolali in academic year 2011/2012. This research aims to ascertain whether or not the application Socratic Circles method with images media affects the student's creative thinking skill. This research is considered quasi-experiment research. The research was designed using Posttest-Only Control Group Design by applying Socratic Circles method with images media in experimental group and lectures methods, discussions, and presentations in control group. The population of this research were all

students in X grade of SMA Negeri 2 Boyolali in academic year 2011/ 2012. The sample of this research was established by Cluster Random Sampling, in order to obtain class X-3 as experimental group and class X-2 as control group. The data was collected by using tests, documentation and observation form. The hypothesis was analyzed by using t-test. The conclusion of this research is that the application of Socratic Circles method with images media affects the student's creative thinking skill.

Second, the research from Melia Andriyani entitled *The Use Of Socratic Method In Teaching Speaking On Hortatory Exposition Text* . come from Tanjungpura University, Pontianak. This research was conducted to the eleventh grade students of SMA Negeri 2 Pontianak in academic year 2013/2014. The purposes are to know whether or not the use of Socratic Seminar technique effective in teaching speaking on hortatory exposition text and to know how significant the effectiveness of the use of Socratic Seminar is in improving students' speaking on hortatory exposition text. A Quasi experimental with non-equivalent control group design was used by the writer as the research method. Cluster sampling is the technique sampling and the samples of this research were class IPA 3 as the experimental group and class IPA 4 as the control group. The computation of *t*-test is higher than *t*-table, therefore the alternative hypothesis is accepted. The effect size of the treatment was 0.99 and it was qualified as very strong. The results of this research are the Socratic Seminar technique is effective and strong effect toward students' speaking achievement.

Third, the research from Devi Purwanti entitled *The Effectiveness of Using Talking Chips Technique of Second grade students at MTs N Tunggangri Kalidawir Tulungagung*. The purposes are to know whether or not the use of Talking Chips technique effective in teaching speaking at the second grade of MTs N Tunggangri, Tulungagung. This study used pre-experimental research design. The data analysis was using Paired sample t-test by using SPSS 6.00. The result showed that there is significant different before and after using Talking chips in students speaking ability. The data showed that the mean score before being taught by using Talking chips is 56.21 while the mean score after being taught by using Talking chips is 66.21. From the score above is the mean score after being taught by using Talking chips is higher than before being taught by using Talking chips. Therefore, talking chips technique can be used as alternative technique to teach speaking to the students at MTs level.

Referring to the previous studies above, there were some gaps or differences of the previous studies with the present study. This study used pre-experimental research design by using one group pre-test and post-test design by applying Socratic method. The focus was on finding the effect of using Socratic method in student speaking achievement. The population were the tenth grade students of SMK NU Tulungagung in the academic year of 2017/2018. Total population of students is all of the tenth grade students in SMK NU Tulungagung. The sample was the tenth grade of Farmasi class that consist of 31 students as the sample.