# CHAPTER I

# INTRODUCTION

## A. The Background of the Study

Language has four major skills namely; listening, speaking, reading, and writing. In addition, there are other aspects of language to be learnt by the students such as vocabulary and grammar or structure. Structure is a complex system considered from the point of view of the whole rather than of any single part. There is no satisfactory without describing the grammar of any language. There are some topics discussed in grammar such as noun, verbs, pronoun, adjectives, prepositions, etc, which help us to know about language.

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

The heterogeneous students can also be a problem which may be faced by the teacher when he or she teaches in classroom because every student has different level of language competence. In this case, the teacher faces with the students whose characteristics and competence are different. Therefore, he or she should determine what method should be used or applied in classroom when she or he teaches English, especially in teaching speaking, in order to be able to accommodate them effectively.

Moreover, learners generally can't speak English well, the students are afraid of making mistakes because they think it is difficult to produce English when they are asked to speak. It deals with analytical ability and teaching strategy of teacher is also less attractive. So, the teacher should give motivation and make teaching English very interesting for students.

The Junior High School of Yayasan Dwi Sejahtera Pekanbaru is one of the schools in Pekanbaru. This school uses 2013 Curriculum as guidance in teaching and leraning process. The students study English in this school about twice a week (2x45 minutes per meeting), and the KKM in English is 75 score. In this school, the students are not interested in learning English because the students are not yet aware of how important English language in daily life is. Thus, the teacher needs to motivate his/her students to make the students increase their speaking ability.

Based on the writer's observation at the Junior High School Yayasan Dwi Sejahtera Pekanbaru by observing and interviewing the teacher and students, it was found that some strategies have been done by the teacher such

as discussion, guessing game, asking the question and giving responds. However, in reality the students cannot speak well especially in describing thing. It can be described as in the following problems:

1. Most of the students are not able to pronounce English accurately
2. Most of the students are not able to speak fluently
3. Most of the students are not able to speak grammatically
4. Most of the students have lack of vocabulary
5. Most of students do not have good comprehension

Regarding to those phenomena above which are usually found in teaching of English, especially in teaching speaking, the researcher conducted a research by applying a learning method which is considered will be helpful and beneficial for both students and teacher.

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

wants students to learn from it. It is essential to have students' end point in mind so that teacher can always be angling toward it.

The researcher's consideration in carrying out this research is based on the view that speaking is an essential component of language, so it is important to find and apply a strategy or method to teach it effectively. The researcher tended to choose a research entitled **"The Effect of Using Socratic Method on the Students' Achievement in Speaking at the Junior High School Yayasan Dwi Sejahtera Pekanbaru.**

## B. The Problem

### 1. The Identification of the Problem

The problems of this research are identified as follows:

a. What makes the students unable to pronounce English accurately?

b. What makes the students unable to speak English fluently?

c. What makes the students unable to speak English grammatically?

d. What makes the students have lack of vocabulary?

e. What makes the students unable to have good comprehension in speaking?

### 2. The Limitation of the Study

Based on the identification of the problems stated above, the writer limits the problems to the students' achievement in speaking referring to the ability of pronouncing English accurately, speaking fluently, speaking grammatically, using appropriate vocabulary in English, and comprehending the content in speaking.

### 3. The Formulation of the Problems

Based on the limitation of the problems above, the problems of this research are formulated in the following questions:

a. How is the students' speaking ability taught by using Socratic Method?

b. How is the students' speaking ability taught without Socratic Method?

c. Is there any significant effect on students' speaking ability for those who are taught by using and those without using Socratic Method?

## C. The Objectives and Significance of the Study

### 1. The Objectives of the Study

The objectives of this research are follows :

a. To know the students' speaking ability before being taught by using Socratic Method

b. To know the students' speaking ability after being taught without using Socratic Method

c. To know if there is an effect of using Socratic Method at the Junior High School Yayasan Dwi Sejahtera Pekanbaru

### 2. The Significance of the Study

a. Theoretically

The significance of this study for the English teacher is this method can help the teacher to understand the way to handle the students in teaching speaking by using socratic method and it will give contribution to successful teaching learning English especially in senior high school and for the researcher, the researcher hopes this research

will be a useful experience and this method can be implemented in English learning process.

b. Practically

1) To the teachers, especially English teachers as a contribution for them in improving and enriching their strategies, and as a means of increasing students' ability in speaking.

2) To students, they get experience of using socratic method in speaking. It would help them to increase their ability in speaking.

3) To the researcher to add knowledge in researching socratic method in teaching speaking.

4) To the readers, by reading this research can add their knowledge and can apply this knowledge in their own used only.

**D. The Reasons for Choosing the Title**

The reasons why the researcher is very interested in carrying out this research on the topic above are based on several considerations:

1. The researcher is very interested in carrying out this research in order to know the effect of using socratic method on students' achievement in speaking at the Junior High School Yayasan Dwi Sejahtera Pekanbaru

2. The research is relevant to researcher's status as an English student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.

## E. Definition of the Terms

### 1. Effect

According Jack C. Richard and Richard Schmidt (2002, p.175), effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.

### 2. Socratic Method

According to Chang (1998, p.555), Socratic teaching method relies on asking questions to help students learn. In this strategy, there will be a speaking activity between teacher and students, where the students relies the questions and given back the answer by students directly. It has been proven to be more effective than telling student the correct answer. However, asking questions is not practical in large classrooms, and even in small classrooms the answer given by one student may not be representative of how well most students understand the lesson. The students either confirm their correct answer immediately, or learn the correct answer from the associated teacher/students discussion. There is no fear of embarrassment if the original answer was incorrect, which is one reason why students do not participate in classroom discussions. In addition, the teacher gets instant feedback about how well the material is understood by each and all students.

### 3. Speaking ability

According to Kalayo and Fauzan (2007, p.101), speaking ability is the measure of knowing a language which involves mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.