

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways. Brown and Yule (1989, p.14) stated in their book. "Speaking is to express the needs—request, information, service, etc." The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Revell (p.27) defines communication as follows: "Communication, of ideas, of opinions, of feeling." Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Jones (1989, p.14) stated, "Speaking is a form of communication." We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

messages across. Jones said, “How you say something can be important as what you say in getting your meaning across.” Therefore, speaking process should pay attention to what and how to say as well as to whom appropriately.

According to Nunan (1989, p.32), the successful oral communication involves developing:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery stress, rhythm, intonation patterns
- c. An acceptable and interpersonal skills
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turn
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Skills in knowing about the negotiating purposes for conversations.

Referring to the explanation above, it can be pointed out that speaking is an essential to achieve the success in doing communication. Speaking is the one of the most important competencies that should be mastered by the language learners especially English learners beside reading, listening and writing.

2. The Nature of Speaking Ability

Speaking is one of the most important elements in learning English. By mastering speaking, the students can share and express their



idea to others. In teaching speaking, there are some methods that can be used to increase that students' achievement in speaking. Socratic group is one of the methods that can be used to increase that students' achievement in speaking. This study is intended to find out the effect of teaching socratic method.

According to Thourbury (1997, p.1), speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers of politicians may produce even more than that. Meanwhile, Lynn says (2000, p.3) Speaking is controlled in your mind by feedback from your hearing and mouth position as much as it is from your memory. If you want to speak fluent English, it is just as important to retrain your tongue as it is to train your memory. To be effective, however, you must retrain your mind, tongue, and hearing at exactly the same time because they must work together when you speak English.

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

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

rules of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Based on the statement above, the writer concluded that speaking ability is stated being able to do something, or your level of skill at doing something. It means that the ability of the person to share the information to the other. In this study, speaking ability is the ability of students to share the materials to their friends in and out the classroom.

3. The Assessing Students' Speaking Ability

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

Table II.1
Assessing Speaking

6	Pronunciation good -only 2 or 3 grammatical errors - not much Searching for words - very few long pauses - fairly easy to understand - very few interruptions necessary- has mastered all oral skills on course.
5	Pronunciation slightly influenced by L1- a few grammatical errors but most sentences correct – sometimes searches for words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral skills in course.
4	Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious confusion – searches for words – a few unnatural pauses - conveys general meaning fairly clearly –a few interruptions necessary but intention always clear–has mastered most of oral skills on course

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3	Pronunciation influenced by L1-pronunciation and grammatical errors—several errors cause serious confusion—longer pauses to search for word meaning—fairly limited expressions—much can be understood although some effort needed for parts—some interruptions necessary—has mastered only some of oral skills on Course.
2	Several serious pronunciation errors—basic grammar errors unnaturally long pauses very limited expression—needs some effort to understand much of it—interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer—only a few of oral skills on course mastered
1	A lot of serious pronunciation errors—many basic grammar errors—full of unnaturally long pauses—very halting delivery—extremely limited expressions—almost impossible to understand—interruptions constantly necessary but cannot explain or make meaning clearer—very few of oral skills on course mastered.

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer objectively saw the characteristic of each student's speaking ability whether they achieve 1, 2,3,4,5 and 6. In order to ease the computation the writer converted the small score of Heaton to the scale of 100 as follows:

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

According to Brown (2003, pp.148-149), Assessing Speaking is as follows:

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table II.2
Assessing Speaking

Points	Pronunciation
0.0-0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
0.5- 1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible
1.5-2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is unintelligible.
2.5- 3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible.
Points	Fluency
0.0-0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
0.5-1.4	Numerous non- native pauses and /or a non-native flow that interferes with intelligibility.
1.5-2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.
2.5- 3.0	Speech is smooth and effortless, closely approximating that of a native speaker.

According to Hughes (2003, pp.131-132), there are some components that should be considered in giving students' score: they are accent, grammar, vocabulary, fluency and comprehension.

The scoring process will be done by two raters by using the indicators of speaking ability as mentioned below:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table II.3
Assessing Speaking

a. Accent

Score	Requirement
1	Pronunciation frequently unintelligible
2	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition
3	“foreign second” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary
4	Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for narative speaker.
6	Native pronunciation with no trace of “foreign accent.”

b. Grammar

Score	Requirement
1	Grammar almost entirely inaccurate except in stock phrases
2	Constant errors showing control of very view major patterns and frequently preventing communication
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
4	Occasional errors showing imperfect control of some pattern but no weaknesses that causes misunderstanding
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

c. Vocabulary

Score	Requirement
1	Vocabulary inadequate for even the simplest conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Hak Cipta Dilindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

d. Fluency

Score	Requirement
1	Speech is no halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as a native speaker's

e. Comprehension

Score	Requirement
1	Understand too little for the simplest type of conversation
2	Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4	Understand quite well normal educated speech when engaged in a dialogue, but occasional repetition or rephrasing
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Based on experts' opinions above, this research is more suitable to Huges opinion. Because the opinion is complete, easy to understand and should be considered in giving students' score: they are accent, grammar, vocabulary, fluency and comprehension. The scoring process was done by two raters by using the indicators of speaking ability.



4. The Nature of Teaching Speaking

Speaking skills is important part of curriculum in language teaching. Without speaking teachers cannot achieve the good proficiency in English. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. In speaking, the students should not think about errors because the aim of speaking is communication which does not require perfect English. The meaning of speaking is when people understand what you said about. This argument is supported by the Colorado state university (2004) in which discusses about goals and techniques for teaching speaking. Kalayo (2007) said that speaking involves three areas of knowledge:

- a. Mechanics, it means the learners should be able to use English in the right words (pronunciation, grammar, and vocabulary) in their daily speaking
- b. Functions, means the learners should know the functions of the language use in different situation.
- c. Social and cultural rules and norms, it means learners should pay attention with whom they speak, in what situation, and the reason of speak.

Teacher will make the atmosphere of learning process that same as reality and give materials that close to the students. It makes the students easy to express their idea. According to Wallace, Stariha and Walberg (2004), Teachers can enable learners to present ideas to individual peers,



peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher assigned topics. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other students and then before increasingly larger groups.

Thus, students can practice speaking in front of their peers who face the same situation. Students may enjoy speaking about their personal experiences. Positive experiences in speaking can lead to greater skills and confidence in speaking in front of larger groups. It is important for teacher to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise. When students are repeating sentences, they are trying to get their pronunciations. Exactly right, then the teacher will often correct (appropriately) every time there is problem. But that will effect on students' performances. It might destroy the conversational flow. If, just at the moment one of the students is making an important point, the teacher says 'Hey what you said "is" but is should be "are" beaches are ... repeat'. The point will quickly be lost. Constant interruption from the teacher will destroys the purpose of the speaking activity.

In this case, many teachers watch and listen while speaking activities are taking place. They note down things that seem to go well and times when students cannot make themselves understand or make important mistakes. When the activity has finished, they then ask the



students how they thought it when before giving their own feedback. They may say that they like the way student A said this and the way student B is able to disagree with her. They will then say that they hear one or two mistakes and they can then discuss them with the class, write them on the board or give them individually to the students concerned. In each case, they will ask the students to see if they can identify the problem and correct it.

As with any kind of correction, it is important not to single students out for particular criticism. Many teachers deal with the mistakes they heard without saying who made them. One of the rules for correcting is that some teachers who have good relationship with their students can intervene appropriately during a speaking activity if they do it in a quiet non-obstructive way. The general principle of watching and listening so that teacher can give feedback later is usually much more appropriate.

From the explanation above, in the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situation. To help the students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context, and to do using acceptable(that is comprehensible) pronunciation.

5. The Factors Influence Students' Speaking Ability

Speaking skill is important part of curriculum in language teaching. Without speaking, teacher cannot achieve the good proficiency in English.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. There are four factors influencing speaking ability:

a. Anxiety In Speaking

Anxiety in speaking is one of the factors that influences speaking ability because of anxiety students cannot express their ideas through speaking.

According to Spielberger in Brown (2007, p.161), anxiety as the subject feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. In the same source, anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry. It can be concluded that anxiety in speaking even becomes the big barriers for students in speaking. But the teachers can organize and solve the problem of anxiety; the ability of students in speaking can be optimized.

b. Speaking Environment.

Environment of student also becomes a factor influencing speaking. Environment where students live or grow up can help enhance the ability in speaking. If students live in environment where they can get opportunity to speak, ideally in a classroom setting they are able to deliver their idea in front of other.

c. Teaching Speaking

According to Kalayo and Fauzan (2007, p.101), in communicative model of language, teaching instructors help their students develop this body of knowledge by providing authentic practice that the prepare students for real life communication situation. To help the students develop the ability to produce grammatically,

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

correct, logically connected sentences that are appropriate to specific context, and to do using acceptable (that is comprehensible) pronunciation.

d. Media

Media also give influence to the development of someone's ability in speaking. It is supported by Hamidjojo in Arsyad (2011, p.4) that media as mediation is used to convey the ideas and opinions to receiver. It can be concluded that using media takes important role in developing students' speaking ability.

6. The Nature of Socratic Method

a. The Concept of Socratic Method

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



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Socratic method of teaching 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. 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, you must have a clear vision of what you want students to learn from it. It is essential to have your endpoint in mind so that you can always be angling toward it.

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

- 1) Model scientific practices of inquiry
- 2) Support active, student-centered learning
- 3) Facilitate inquiry-based learning
- 4) Help students to construct knowledge
- 5) Help students to develop problem-solving skills
- 6) Improve long-term retention of knowledge

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Moreover, Stanford University Newsletter On Teaching (2003, p.1) explains that in the Socratic method, the classroom experience is a shared dialogue between teacher and students in which both are responsible for pushing the dialogue forward through questioning. The “teacher,” or leader of the dialogue, asks probing questions in an effort to expose the values and beliefs which frame and support the thoughts and statements of the participants in the inquiry. The students ask questions as well, both of the teacher and each other.

The Socratic Questioning method is an effective way to explore ideas in depth. It can be used at all levels and is a helpful tool for all teachers. It can be used at different points within a unit or project. By using Socratic Method, teachers promote independent thinking in their students and give them ownership of what they are learning. Higher-level thinking skills are present while students think, discuss, debate, evaluate, and analyze content through their own thinking and the thinking of those around them. These types of questions may take some practice on both the teacher and students’ part since it may be a whole new approach.

b. The Procedures of Socratic Method:

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

- 1) The teacher plans significant questions that provide meaning and direction to the dialogue

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 2) The teacher gives the time to the students to respond the questions:
Allow at least thirty seconds for students to respond
- 3) The teacher follows up on students' responses
- 4) The teacher asks probing questions
- 5) The teacher asks students to summarize in writing key points that have been discussed
- 6) The teacher lets students to discover knowledge on their own through the probing questions the teacher poses

c. The Socratic Method on Students' Speaking Ability

Socratic method of teaching 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. 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, you must have a clear vision of what you want students to learn from it. It is essential to have your endpoint in mind so that you can always be angling toward it.

This questioning dialogue would take place after the unit had been introduced and was well underway.

Teacher : What is happening to our global climate?

Stan : It's getting warmer.

Teacher : How do you know it's getting warmer? What evidence do you have to support your answer?



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Stan : It's in the news all of the time. They are always saying that it's not as cold as it used to be. We have all of these record heat days.

Teacher : Has anyone else heard of this kind of news?

Denise : Yeah. I have read about it the newspaper. They call it global warming, I think

Teacher : are you saying that you are learning about global warming from newscasters: are you assuming they know that global warming is occurring?

Heidi : It heard it too. It's tremble. The ice caps in the artic are melting. The animals are losing their homes. I thinks the newscasters hear it from the scientists that are studying the issue.

Teacher : If that is the case and the scientists are telling the newscasters, how do the scientists know?

Crish : They have instruments to measure climate. They conduct research that measures the Earth's temperature.

Teacher : How long do you think scientists have been doing this?

Grant : Probably 100 years

Candace : Maybe a little more than that

Teacher : Actually, it's been studied for about 140 years. Since about 1860.

Heidi : We were close.

Teacher : Yes. How did you know that?

Grant : just figured that seems like when instruments were available and scientists had the means to measure climate like that

Teacher : So, looking at the last 100 year's climate on this graph, what can we say about the earth's climate?

Raja : the 20th century has become much warmer than previous centuries.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Teacher : Can we hypothesize why?

Raja : One word: pollution

Teacher : What are you assuming when you say that pollution is the cause for the temperatures to rise?

Heidi : Carbon dioxide from cars causes pollution and chemicals from factories.

Frank : Hair spray causes dangerous chemicals to get into the atmosphere

Teacher : Okay. Let's take a minute to review what we've discussed so far.

d. Types of Socratic Questions and Examples

The Socratic Questioning technique involves different type of questions. Some examples of these are: Socratic Question Type	Example
Clarification questions	<ol style="list-style-type: none"> 1. <i>What do you mean by...?</i> 2. <i>Could you put that another way?</i> 3. <i>What do you think is the main issue?</i> 4. <i>Could you give us an example?</i> 5. <i>Could you expand upon that point further?</i>
Questions about an initial question or issue	<ol style="list-style-type: none"> 1. <i>Why is this question important?</i> 2. <i>Is this question easy or difficult to answer?</i> 3. <i>Why do you think that?</i> 4. <i>What assumptions can we make based on this question?</i> 5. <i>Does this question lead to other important issues and questions?</i>

Hak Cipta Dilindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Assumption questions	<ol style="list-style-type: none"> 1. <i>Why would someone make this assumption?</i> 2. <i>What is _____ assuming here?</i> 3. <i>What is _____ assuming here?</i> 4. <i>What could we assume instead?</i> 5. <i>You seem to be assuming_____.</i> 6. <i>Do I understand you correctly?</i>
Reason and evidence questions	<ol style="list-style-type: none"> 1. <i>What would be an example?</i> 2. <i>Why do you think this is true?</i> 3. <i>What other information do we need?</i> 4. <i>Could you explain your reason to us?</i> 5. <i>By what reasoning did you come to that conclusion?</i> 6. <i>Is there reason to doubt that evidence?</i> 7. <i>What led you to that belief?</i>
Origin or source questions	<ol style="list-style-type: none"> 1. <i>Is this your idea or did you hear it from someplace else?</i> 2. <i>Have you always felt this way?</i> 3. <i>Has your opinion been influenced by something or someone?</i> 4. <i>Where did you get that idea?</i> 5. <i>What caused you to feel that way?</i>
Implication and consequence questions	<ol style="list-style-type: none"> 1. <i>What effect would that have?</i> 2. <i>Could that really happen or probably happen?</i> 3. <i>What is an alternative?</i> 4. <i>What are you implying by that?</i> 5. <i>If that happened, what else would happen as a result? Why?</i>

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Viewpoint questions	<ol style="list-style-type: none"> 1. <i>How would other groups of people respond this question? Why?</i> 2. <i>How could you answer the objection that _____ would make?</i> 3. <i>What might someone who believed _____ think?</i> 4. <i>What is an alternative?</i> 5. <i>How are _____ and _____'s ideas alike? Different?</i>
----------------------------	---

e. The Advantages of Socratic Method

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

f. The Disadvantages of Socratic Method

1. Not all students can participant on this method
2. It is needed much time to do this method
3. The students can be bored if the teacher is active in the class

B. Relevant Research

According to Syafi'I (2013, p.94), relevant research is the researchers' review of the relevant research to observe some previous researches conducted by other researchers in which they are relevant to the writer's research itself. Besides, the writer has to analyze what the point that was focused on, inform the design, finding the conclusion of the previous research. It aims at avoiding



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

plagiarism toward the designing finding of previous researchers. The relevant researches of this research are as follows:

1. Yuspa Rifdayanti Fitri (2015) conducted a research entitled The Effect of Role Play on Students' Achievement in Speaking Skill (An Experimental Study at Seventh Grade of SMP Negeri 1 Barabai Academic Year 2014/2015). The sample of her study was 60 students at seventh grade of SMP Negeri 1 Barabai divided into two classes, VII A as experiment class was 30 students and VII B as control class was 30 students. The result of this research was the students' achievement in speaking skill for experiment class by using role play of reading aloud was good category and for control class was fair category, it could be seen from the calculation mean for experiment class was 78.33 and for control class was 68.33. This research was indicated that Alternative Hypothesis (H_a) was accepted, because the students' t test (t_0) was higher than t table (t_t). So, there was a significant difference in students' achievement in speaking skill by using role play of reading aloud in experimental class and control class. It could be seen from t table ($5\% = 2.00$) < t-test (3.48) > t table ($1\% = 2.65$). From the finding of the result in English teaching and learning, by using role play of reading aloud was more effective.
2. Erlina Dewi Sanjani (2014/2015) conducted a research entitled improving students' speaking ability using think-pair-share of cooperative learning for the 8 grade students of MTS N KARANGMOJO in the Academic year of 2014/2015. The objective of her research was to improve students'

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

speaking ability using Think- Pair-Share of cooperative learning for the 8th grade students of MTS N Karangmojo. The research involved 33 students of class VIII C of MTS N Karangmojo in the academic year of 2014/2015 and the English teacher as the research collaborator. Based on the qualitative data, applying Think-Pair-Share technique gave the students more chances to speak in English, the students became more confident to speak up English. These findings were also supported by the result of the students' speaking scores. The mean improved from 58.55 in Cycle I to 77.60 in Cycle II. It indicated that they made a considerable improvement in some aspects of speaking skill such as pronunciation, intonation and stress, comprehension, grammar, and vocabulary

C. Operational Concept

In order to avoid misunderstanding about this research, it is necessary to explain about the variables used in this research. As mentioned by Syafi'i (2007, pp.122) that all related theoretical frameworks can be operated in the operational concept. There were two variables; X variables and Y variables. Independent variable of X variable of this research was Socratic method and dependent variable or Y of this research was students' achievement in speaking.

The theoretical concept explained above are still general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. Therefore, the operational concept of

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the independent or X variable of which Socratic Method according to Chang (1998, p.558) can be seen as follows:

1. The teacher plans significant questions that provide meaning and direction to the dialogue
2. The teacher gives the time to the students to respond the questions: Allow at least thirty seconds for students to respond
3. The teacher follows up on students' responses
4. The teacher asks probing questions
5. The teacher asks students to summarize in writing key points that have been discussed
6. The teacher lets students to discover knowledge on their own through the probing questions the teacher poses

Based on the syllabus of K13 of the school, the Variable Y (The Students' Speaking Ability) can be seen as follows:

1. The students are able to pronounce English word accurately
2. The students are able to speak English fluently
3. The students are able to speak grammatically
4. The students are able to use appropriate vocabulary in English
5. The students are able to comprehend the content in speaking

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumed that the studnets' who are taught by using Socratic Method will have better speaking ability. Furtmore, the



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

better Implementation of Socratic Method in Spekaing subject is, the better students' speaking will be.

2. The Hypothesis

a. The Null Hypothesis (H_0)

There is no a significant effect of using socratic method on students' speaking ability at the Junior High School Yayasan Dwi Sejahtera Pekanbaru.

b. The Alternative Hypothesis (H_a)

There is a significant effect os using socratic method on students' speaking ability at the Junior High School Yayasan Dwi Sejahtera Pekanbaru.