

CHAPTER I

INTRODUCTION

A. Background of Study

In English teaching, speaking plays a crucial role in helping students learn the language effectively. According to Parupally Srinivas Rao, among the four language skills: listening, speaking, reading, and writing, speaking is considered the most essential skill to develop.¹ Speaking activities allow students to actively engage with English, which is important for improving their ability to communicate in real-life situations. By practicing speaking, students not only work on the pronunciation and how to say words but also learn how to express thoughts, ideas, and feelings clearly. Additionally, speaking tasks encourage collaboration among students, creating an environment where students are able to interact with each other, share opinions, and understand different perspectives. Several activities such as debates, role-plays, and presentations not only develop speaking proficiency while also stimulating critical thinking, creativity, and self-assurance. Anne Burns revealed that prioritizing speaking skill in English teaching equips

¹ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," 2019, www.acielj.com.

students with the necessary tools to succeed academically and professionally, likewise fostering their cultural awareness and empathy.²

David Nunan argued that speaking skill is an important thing to carry out a conversation in the language, in this context is English.³ In accordance with the statement, Becker in Sri Wahyuningsih and Muhammad Affandi conveyed that to mastering the speaking, students need to learn three main things. First, students need to understand the language elements, such as how to say words correctly, how to use grammar properly, and how to build up the vocabulary. Second, students need to know how language works in real life, for instance when talking to other to get information, Third, students require to be aware of the social and cultural norms that affect speaking, such as taking turns to talk, speaking at the right speed, and understanding who students are talking to and why.⁴ By focusing on these areas, students are able to improve speaking skill beyond just knowing words and sentences. Thus, students are able to communicate effectively with others. Furthermore, non-linguistics elements were cited as aiding clarity in speaking, including gestures, body language, intonations, and facial expressions. Based on the statements explained, mastering speaking skills emerges as a complex task. It demands not only

² Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom 1," *Journal: Language Education and Acquisition Research Network Journal*, vol. 12, 2019.

³ David Nunan, *Teaching English to Speakers of Other Languages*, 1st ed. (New York: Routledge, 2015).

⁴ Sri Wahyuningsih and Muhamad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Educational Research* 9, no. 3 (2020): 967–77, <https://doi.org/10.12973/EU-JER.9.3.967>.

linguistic proficiency but also proficiency in non-linguistic to effectively and clearly convey messages to the intended recipients.

A study conducted by Ester Maji, Udi Samanhudi, and Maryanti revealed several difficulties that become problems faced by students at SMKN 3 Sorong in learning Speaking English.⁵ The result indicated two main categories of challenges in English speaking: (a) linguistic difficulties, such as limited vocabulary, pronunciation issues, and the lack of grammar knowledge, and (b) psychological barriers, including anxiety, shyness, motivation levels, reliance on the native language, self-confidence issues, and fear of making mistakes. Additionally, the study highlighted two main causes contributing to these difficulties including disparities between the first language (L1) and English (L2), and insufficient practice opportunities.

Furthermore, another study conducted by Santi Adriani Putri, Samsul Amri, and Ahmad at the eleventh grade of SMAN 2 Tembilahan found that there are four distinct factors contributing to the challenges in English speaking.⁶ First, the personal problems of the students themselves, including lack of vocabulary, pronunciation issues, grammar knowledge, and self-esteem. Second, the lack of teaching strategies, including the use of non-effective teaching methods. Third, the less appropriateness of curriculum design, specifically connected with English materials, and the last factor is

⁵ Ester Maji, Udi Samanhudi, and Maryanti E Mokoagouw, "Students' Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)" 5, no. 1 (2022).

⁶ Santi Adriani Putri, Samsul Amri, and English Study Program Universitas Islam Indragiri, "The Students' Difficulties Factors in Speaking" vol. 1, 2020.

environmental influences. These environments encompass both the school environment, where interactions with friends occur, and external environments, for instance, home. If these environments facilitate communication in English, it can significantly enhance the students' speaking skills.

Achieving speaking proficiency cannot be separated with the problems faced. Especially the problems experienced by students found at the eleventh-grade of SMAIT Al-Hanif Cilegon. At this grade of the school, students have a high desire to be able to speak English fluently. However, the students face various difficulties that become problems in speaking English, drawn from students' experiences. One common struggle is feeling unsure about using the right words or phrases, especially in spontaneous conversations. This uncertainty can stem from a limited vocabulary or difficulty recalling words in the moment. Pronunciation is another difficulty, as students may find it challenging to produce sounds accurately, particularly if students have not had much exposure to spoken English. Additionally, students may struggle with understanding and using English grammar correctly, leading to hesitancy or errors in speech. Furthermore, feelings of self-consciousness or fear of making mistakes can hinder students' confidence when speaking English, especially in front of others. Overall, these experiences highlight the multifaceted nature of learning to speak English fluently and the various obstacles students must navigate along the way.

Not only knowing the problems faced by the students. Researcher also conducted brief interview with English teacher at the school. It is found that teachers often encounter several challenges when it comes to teaching speaking English, drawn from teachers' experiences in the classroom. One significant issue is designing activities and lessons that effectively engage students and encourage them to speak confidently. It can be challenging to create dynamic and interactive speaking tasks that cater to the diverse needs and interests of students. Additionally, assessing speaking skills accurately can be difficult, as it often requires subjective judgment and observation. Moreover, managing large class sizes or dealing with students' varying levels of proficiency in speaking can present logistical challenges for teachers. Furthermore, providing meaningful feedback to students to help them improve their speaking skills requires time and effort, especially considering the constraints of a busy teaching schedule. As a whole, these experiences highlight the complexities of teaching speaking English and the ongoing efforts teachers make to support their students' language development.

To address the challenges, it is crucial to encourage students to engage in daily English conversation in the classroom. Creating a supportive and conducive learning environment is key to fostering students' participation. Hughes in Tampubolon implied that in classroom, where students feel comfortable and have positive relationships with their peers, students are more

likely to participate actively and enthusiastically in speaking activities.⁷ Providing suitable topics and tasks can further facilitate engagement and encourage students to share thoughts and opinions. However, motivating students to speak in class may not always be straightforward. In several cases, students may be hesitant or reluctant to participate, especially if students lack confidence in language skills. In line with that, teachers may need to employ additional strategies to encourage student involvement and overcome barriers to participation. This could involve providing opportunities for pair or group work, offering praise and encouragement, and gradually building students' confidence through scaffolded speaking activities.

In accordance with the previous explanation, Harmer revealed that there are three fundamental reasons for encouraging student participation in speaking activities within the classroom setting. Firstly, engaging in speaking tasks offers students the opportunity to practice real-life conversation in a secure environment. Secondly, when students attempt to utilize linguistic repertoire during speaking tasks, it provides valuable feedback for both the teacher and the students. Lastly, the more students actively engage with the various language components stored in their minds, the more natural and automatic language use becomes over time.⁸

⁷ Tanggapan C Tampubolon, "Improving Students' Motivation in Speaking through Collaborative Learning," *International Journal of English Literature and Social Sciences* 3, no. 2 (2018): 185–91, <https://doi.org/10.22161/ijels.3.2.10>.

⁸ Harmer Jeremy, *The Practice of English Language Teaching*, 4th ed. (New York: Pearson Longman, 2007).

Numerous techniques and activities can be employed to create an engaging atmosphere for teaching speaking in the classroom. According to Ur, as cited by Miranda and Wahyudin, activities such as discussions and question-answer sessions serve to stimulate students participation and encourage them to express themselves verbally.⁹ Consequently, this research attempts to examine deeper into the analysis of speaking skill, exploring alternative methods that are both enjoyable and effective in teaching speaking skills. Based on the case, the Socratic Seminar approach employed to facilitate an engaging and interactive learning environment, motivating students to speak up confidently, even in front of students' peers.

The Socratic seminar approach is utilized in teaching to facilitate disciplined and deeply reflective dialogue. While this approach may appear straightforward, it requires considerable accuracy to effectively implement in practice. The instructor deliberately adopts a stance of ignorance regarding the topic of discussion, prompting students to actively contribute to the conversation. According to Wilberding, through this process, students are encouraged to construct, critique, and carefully consider the knowledge students possess.¹⁰ Interruptions by the teacher, offering direct answers, can

⁹ J A M Miranda and A Y Wahyudin, "Pre-Service Teachers' Strategies in Improving Students' Speaking Skilss," *Journal of English Language Teaching and Learning (JELTL)*, vol. 4, 2023, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

¹⁰ Erick Wilberding, *Socratic Methods in the Classroom* (New York: Routledge, 2021), <https://doi.org/10.4324/9781003238089>.

undermine the objective of prompting students to question their own ideas and engage in disciplined and demanding thinking.

Several studies have been conducted to determine the use of Socratic seminar approach in learning process. First, a research study that has written by Yayuk Manurung and Fatimah Siregar in 2018. Entitled, *Developing Students' Critical Thinking on Speaking Through Socratic Questioning Method*. The researchers conducted qualitative method: descriptive qualitative that used interview as the instrument. The result showed that Socratic seminar approach has been succeeded on developing students' critical thinking on speaking. The students are able to engaged in deeper analysis, reflection, and evaluation of ideas. However, the study was limited only on critical thinking performance. Another study has written by Nillufar Tillayeva in 2024. Entitled, *Improving writing skill through Socratic method*. The researcher conducted Mix-Methods using test and interview. The result of the study showed that by implementing Socratic seminar into ESL writing course has a beneficial effect on students' writing abilities, fostering critical thinking, collaborative discussions, and proficient communication. Nevertheless, the dependent variable of the study was focused on improving writing skill.

Those previous studies above have correlation to this present study that is describing the use of Socratic seminar approach in education field. However, the previous studies that have already mentioned above have different dependent variable to investigate. In this research, the researcher knows the

effectiveness and investigate the impact of Socratic seminar approach on developing EFL learners' speaking proficiency.

B. Identification of the Problem

From the research background above, the identification of the problem is:

1. Students face various difficulties in achieving speaking English proficiency.
2. Teachers experience some problems in teaching speaking.
3. Teachers utilize less effective teaching approach to develop students' speaking proficiency.

C. Scope and Limitation of the Problem

There are many problems related to speaking proficiency in the teaching-learning process, but it is impossible to solve all of the problems. Therefore, the researcher has narrowed down the focus of the study. This study focuses on applying the Socratic seminar approach as a method of teaching and learning English speaking, while also examining the impact of using the Socratic Seminar approach on students' speaking proficiency at SMAIT Al-Hanif, Cilegon. The study specifically targets the eleventh grade of SMAIT Al-Hanif, Cilegon. The rationale behind selecting this particular school as the research site is that the researcher aims to understand how to teach the English subject to eleventh-grade students and assess their speaking English skills at the second level of the senior high school.

D. Formulation of the Problem

Based on the above description about the background of the problem, the identification of problem and the limitation of problem, the research problems that can be formulated as follows:

1. Is the Socratic approach effective on developing students' speaking proficiency?
2. What are the students' perceptions of the Socratic approach on developing students' speaking proficiency?

E. Objective of the Study

The researcher determines the research objective based on the formulation of problem as follows:

1. To determine the effectiveness of the Socratic Seminar approach on developing students' speaking proficiency.
2. To describe the students' perceptions of the Socratic Seminar approach on developing students' speaking proficiency?

F. Significances of the Study

The researcher hopes that the present study will be useful in society broadly, especially for the need of teaching and learning in English education. The researcher divides the significance of the study both of theoretically and practically.

1. Theoretically

Theoretically, the present study will be beneficial as a reference for developing knowledge about the use of the Socratic Seminar as an approach on developing students' speaking proficiency.

2. Practically

Practically, the result of this present study will be expected to provide significances for, students, teachers, the researcher herself, the other researchers, and the English education department.

a. For Students

Students are expected to experience enjoyable and intellectually stimulating learning environments characterized by critical thinking activities facilitated by the Socratic seminar approach. This approach is not only fosters fun learning experiences but also provides students with a fresh atmosphere conducive to enhancing their speaking proficiency.

b. For Teachers

Through the implementation of this approach, teachers are expected to enhance their ability to innovate, expand effective strategies, and create engaging learning experiences for students.

c. For Researcher

Researcher is expected to gain valuable insights and experiences in teaching speaking, particularly through the application of the Socratic seminar approach. This research will contribute to expanding knowledge base and expertise in the field of language education.

d. For Other Researchers

The other researchers can utilize the findings of this study as a reference and input for conducting related research on teaching speaking using the Socratic Seminar approach. The results of this research are expected to serve as a valuable resource for future investigations in the field of language pedagogy.

e. For English Department

The outcomes of this study are anticipated to be beneficial for the English Department, particularly for students majoring in English. The findings can contribute to enhancing the quality of English language instruction by providing insights into the effective utilization of the Socratic seminar approach in teaching speaking.

G. The Previous Study

Several previous studies related the use of Socratic Seminar approach in English teaching have been conducted by previous researchers.

First, from Yayuk Hayulina Manurung and Fatimah Sari Siregar, (2018), *Developing Students' Critical Thinking on Speaking Through Socratic*

Questioning Method.¹¹ This study was conducted to address the deficiency in critical thinking among students in the English department, specifically in speaking skill. The research revealed a common preference for answering questions over posing students, indicating a need for a shift towards more inquiry-based learning methods like Socratic questioning. Utilizing a descriptive qualitative approach, data was gathered through document analysis, observation, and interviews. Analysis followed qualitative methods outlined by Miles and Huberman, encompassing data collection, display, and conclusion derivation. The result showed that the Socratic questioning approach in the speaking subject for second-year students at the English department of the University of Muhammadiyah Sumatera Utara not only enhances their speaking abilities but also fosters critical thinking skills.

Second, from Alies Poetri Lintangari, Ive Emaliana, and Irene Nany Kusumawardani in 2022 entitled *Improving Learners' Critical Thinking and Learning Engagement through Socratic Questioning in Nominal Group Technique*.¹² This study aims to propose a potential method namely Socratic Questioning to enhance students' engagement and critical thinking in online discussions, which is underutilized in educational settings. In this study, researchers conducted a quantitative method by applying pre-experimental

¹¹ Yayuk Hayulina Manurung and Fatimah Sari Siregar, "Developing Students' Critical Thinking on Speaking Through Socratic Questioning Method," 2018.

¹² Alies Poetri Lintangari, Ive Emaliana, and Irene Nany Kusumawardani, "Improving Learners' Critical Thinking and Learning Engagement through Socratic Questioning in Nominal Group Technique," *Studies in English Language and Education* 9, no. 2 (2022): 705–23, <https://doi.org/10.24815/siele.v9i2.22352>.

research. The instrument used in this research is test (pre-test and post-test), conducted in two classes involving 52 students across six sessions. Descriptive statistics and t-test analysis were used to examine differences in students' critical thinking skills before and after the NGT implementation. The findings revealed a significant enhancement in students' critical thinking skills at $p < 0.001$, indicating that NGT, when integrated with Socratic Questioning, had a noteworthy impact on improving students' critical thinking abilities in an online environment.

Third, another study from Nillufar Tillayeva in 2024 entitled *Improving writing Skill through Socratic Method*.¹³ The existence of this study is intended to explore the effectiveness of using Socratic questioning to enhance students' critical thinking abilities and writing skills. In this study, researcher used a research method in the form of a mixed-methods by revealing pre-and post-exploratory process survey as the instruments. The study involved 25 first-year university students with intermediate English skills. The results of the post-seminar survey suggested that Socratic seminars help students better understand and connect different ideas, which makes their speaking and writing more coherent and cohesive. Peer reviews after the seminars also help improve accuracy, fluency, coherence, and cohesion in both spoken and written communication. In conclusion, Socratic seminar helps students develop critical

¹³ N Tillayeva, "IMPROVING WRITING SKILLS WITH THE SOCRATIC METHOD," n.d., <https://doi.org/10.2024/1xybca81>.

thinking skills, manage discussions better, and communicate effectively, which are all important for their academic success.

Fourth, from I Putu Andre Suhardiana in 2019 entitled *Socratic Questioning to Promote EFL Students' Critical Thinking in a Language Learning*. This study explores the use of the Socratic Questioning method to enhance EFL students' critical thinking in a reading comprehension course. It argues that language learning often emphasizes answering questions rather than generating systematic and productive ones, whereas questioning itself is a key driver of critical thinking. The researcher employed qualitative observation to measure students' engagement, contentment, and ability to transfer information critically, attentively, and open-mindedly during the Socratic study. Observations, in the form of notes and narratives, revealed that the integration of Socratic Questioning with Bloom's taxonomy effectively encouraged deeper analysis and higher-order thinking. The study concludes that Socratic Questioning, critical thinking, and Bloom's taxonomy are essential components in improving the quality of students' thinking and language learning outcomes.

The fifth study is from Seher Balbay 2019 entitled *Enhancing Critical Awareness through Socratic Pedagogy*. This study investigates the use of Socratic pedagogy to develop student teachers' critical awareness in a Spoken English course at a Foreign Language Education Department in Turkey.

Conducted as a qualitative study with freshman students over one academic year, the research employed individual and focus group interviews alongside classroom observation notes to collect data. The findings revealed significant growth in students' critical awareness of political, economic, and cultural issues related to language teaching. Participants also developed deeper insights into multiple aspects of teaching English, recognized the consequences of political and economic decisions in education, and demonstrated a more positive attitude toward cultural diversity. The study highlights the effectiveness of Socratic pedagogy in fostering critical awareness and broadening perspectives within language teacher education.

The last study, from Nadežda Stojković and Dmitriy G. Zerkov (2023) entitled *Pedagogy of Socratic Method of Teaching ESP*. This article advocates the application of the Socratic method in teaching English for Specific Purposes (ESP), highlighting its role in enhancing both language and professional skills. The authors argue that beyond improving disciplinary genre communicative competence, the Socratic method also strengthens students' domain knowledge, higher-order thinking, and transversal skills, which are essential for their future professional contexts. Additionally, the method fosters psychological growth by promoting self-awareness, self-confidence, and mental resilience. The study concludes that the Socratic method not only supports academic and professional success but also contributes to students' overall well-being within their scientific and professional environments.

In some of the previous studies mentioned above, the researcher found relevance where the studies implied the potential benefits of integrating the Socratic approach into educational practices. Some studies revealed its positive impact on critical thinking, learning engagement, and writing skills. However, while these studies provide valuable insights into the broader efficacy of the Socratic approach, they do not delve deeply into its specific impact on the development of speaking proficiency among students. Therefore, in the current study, the researcher aims to deepen understanding of the effectiveness and investigate the impact of using the Socratic Seminar approach on developing students' speaking proficiency.

H. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of the Problem, Scope and Limitation of the Problem, Formulation of the Problem, Objective of the Study, Significance of the Study, Previous Study and Writing Organization.

Chapter II Theoretical Framework, it is including The Concept of Speaking, The Function of Speaking, The Component of Speaking, Teaching Speaking, The Assessment of Speaking, The Theory of Socratic Seminar Approach, The Characteristic of Socratic Seminar Approach, The Procedure of

Socratic Seminar, The Socratic Seminar Questions, The Advantage and The Disadvantage of Socratic Seminar, The Socratic Seminar Approach on Students' Speaking Skill.

Chapter III Research Methodology, it is including of Research Design, Research Variable, Place and Time of the Research, Population and Sample of the Research, Participant, Research Instrument, Data Collection Technique, Data Analysis Technique, and Research Hypothesis.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.