

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study explored the use of the Socratic Seminar approach to develop students' speaking proficiency through a mixed-method sequential explanatory design, integrating quantitative results from pre- and post-tests with qualitative insights from interviews with students and the teacher. The quantitative findings revealed a significant improvement in students' speaking performance, with the average score increasing from 70 to 78, and a paired sample t-test confirming the statistical significance ($t = 9.999$, $p = 0.000$). These results indicate that the Socratic Seminar approach effectively enhances students' speaking abilities.

Qualitative data further explained the nature of this improvement across five key speaking components. Fluency showed the most substantial growth, with students reporting increased confidence and smoother speech. Comprehension and vocabulary also improved notably, as students became better at understanding peers' ideas and acquiring new words naturally through discussion. In contrast, pronunciation and grammar saw more limited progress, reflecting the seminar's focus on communication and idea exchange rather than formal accuracy.

Students' perceptions highlighted positive learning experiences. They reported increased confidence in speaking, greater active participation, stronger motivation and curiosity, and improved understanding of discussion topics. Some students initially required clearer guidance regarding seminar procedures, suggesting that well-structured instructions can further enhance effectiveness. The teacher's observations supported these findings, noting gains in fluency, vocabulary, engagement, and overall student confidence.

In conclusion, the Socratic Seminar approach is effective in developing students' speaking proficiency and fostering positive learning experiences. While pronunciation and grammar may benefit from additional targeted instruction, the approach successfully promotes fluency, comprehension, vocabulary growth, confidence, and active participation, making it a valuable method for enhancing both language skills and classroom engagement.

B. Suggestion

Based on the findings of this research, several recommendations are offered to optimize the use of the Socratic Seminar approach in developing students' speaking proficiency. These suggestions are aimed at teachers, students, and future researchers, to enhance the effectiveness of this approach and contribute to its successful implementation in language learning environments.

1. For Teachers

Teachers play a key role in the success of the Socratic Seminar approach. To maximize its benefits, teachers should continue fostering a

supportive and respectful classroom environment, encouraging active participation from all students. Providing structured guidance early on can help students, especially those who are hesitant, understand the seminar format and expectations. Offering feedback during and after discussions, focusing on both content and language use, will help students refine their speaking skills. By promoting student ownership and facilitating collaborative discussions, teachers can enhance the learning experience and further improve students' speaking proficiency.

2. For Students

For students, actively engaging in the Socratic Seminar is crucial for improving speaking proficiency. Consistent practice in a low-pressure environment boosts fluency and confidence. Students should prepare by reflecting on topics and developing questions to contribute meaningfully. Active listening to peers also deepens understanding and exposes them to diverse language use. Lastly, students should be patient with their progress, recognizing that language proficiency develops through ongoing practice and engagement.

3. For Future Researchers

Future researchers should consider studies with larger, more diverse sample sizes to assess the broader applicability of this research's findings. Investigating the long-term effects of the Socratic Seminar on speaking proficiency, as well as variations in its format (e.g., discussion

topics, group sizes, or multimedia integration), could provide further insights. Additionally, exploring teachers' perspectives on challenges and benefits would help improve the approach and address potential barriers. These areas of research could contribute to the development of more effective strategies for enhancing speaking proficiency in language learner.