The Effect of Using Socratic Method on the Students' Achievement in Speaking at the Junior High School MTSN 1 Bandar Masilam.

Thesis

Submitted to Faculty Tarbiyah and Teaching UIN-SU Medan as a partial fulfillment of the requirements for the Degree of English Education (S. Pd) S-1 Program

By:

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ENGLISH DEPARTMENT

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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ABSTRACT

HAVIVAH HAJAR RALI ARAY. 0304162154. THE EFFECT OF USING SOCRATIC METHOD ON THE STUDENTS' ACHIEVMENT IN SPEAKING AT JUNIOR HIGH SCHOOL MTSN 1 BANDAR MASILAM. THESIS. FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING. STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN.2020

Keywords: Socratic Method, Speaking Ability, Effectiveness

The researcher interested to conduct two things namely academic year 2020/ 2021 THE EFFECT OF USING SOCRATIC METHOD ON THE STUDENTS' ACHIEVMENT IN SPEAKING AT JUNIOR HIGH SCHOOL MTSN 1 BANDAR MASILAM. This type of research is a quasi-experimental, with the sampling technique using cluster random sampling. The two classes that became the research were the experimental class VIII 2 and the control class VIII 3 which were suitable for each of the 30 students. The learning outcome data in the study were obtained using pre-test and post-test. The results of the study, the pretest mean value of the experimental class and the control class respectively were 34.5 and 33.5, then the data prerequisite test was carried out, namely the normality test and the homogeneity test of the data obtained by Lhitung<Ltabel (0.0961 <0.161) for the experimental class. And 0.0815 <0.1610 for the control class so that the pretest data from both classes were normally distributed. Fcount<F (1.27 <1.94), then the sample used in the study was stated to be homogeneous, after being treated the posttest results of the experimental class were 73.16 and the control class 69.66. The average student learning activity is 64.92 which is classified as active. Hypothesis testing was carried out using the t test, it was obtained tcount = 2.42 and ttable = 1.68 so that tcount>ttable then Ha was accepted so that it could prove that there was damage due to the influence of the use of the Socrates method on student speaking in class VIII semester I MTSN Negeri 1 Bandar Masilam TP 2020/2021.

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Medan, 14 September 2020

Havivah Hajaralia Ray
NIM. 0304162154

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INTRODUCTION

1.1. Background of The Study

Language is very important to learn because through language we can communicate with each other and shares our ideas. In this age of new technology and globalization, the need to get in contact with people around the world is still urgent. Indonesia must be able to compete in different sectors, in particular in academia, with another country. We have to learn the language to be able to perform internationally. Language is a communication medium for conveying feelings, emotions, and needs. The foreign language used in the world is the English language. In the academic aspect, the English language plays a very important role, such as in university education. There are some subjects, especially in English, that require foreign literature. Mastering the English language in this context is so critical because it is not only translated but also understood. One day, whether we want to take a master's degree from state universities or even register to study abroad, one of the criteria is a decent English ability demonstrated by the TOEFL ratings. Some colleges use TOEFL as a prerequisite for graduation. Nowadays, many individuals do not consider it necessary to learn English simply as a school learning method to get a standardized passing exam score. We do not yet know how many of the advantages of mastering the foreign language for academia, industry, sport, science and technology and other fields as an international language

Look at the developing science and technology, language has an important rule for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfill their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school. 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 and express their idea to others.According to [1]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

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[1] Gleen Fulcer (2003), Testing Second Language speaking. London ; Pearson longman

to be understood. [2]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.

Speaking has an important role in the process of language learning, one of English's fundamental skills. According to Fulcher, speaking is the verbal use of language to connect with others. 1 Maxom notes that speaking is the most important ability to be learned in school in English language teaching. Students communicate their opinions, emotions and desires to others by talking In school, The student knows how to speak English more quickly, and there are teachers and peers who can practice English with their facilitators and couples. Therefore, speaking is the capacity of individuals to use verbal language to communicate with others. In this situation, students must work hard to learn it and teachers can develop a good language atmosphere in class. However, it is contrary to the realsituation in class. Speaking exercises do not work in the classroom because several factors discourage learners from talking to their friends about English. They are afraid of making mistakes, of being laughed at and losing faith in their abilities by their peers. The students also assume that it is not interesting to learn English.Because of many student models can also be a problem that may be faced by the teacher when he teaches in class because each student has different abilities of language competence. In this case, the teacher is dealing with students who have different characteristics and competencies. Therefore, he must determine what

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[2] Davis Nunan, (2003) , Practical English Language Teaching, New York. p. 39.

methods should be used or applied in the classroom when he teaches English, especially in teaching speaking, in order to effectively accommodate them.

Besides that actually many of the students can't speak English well because students are afraid of mistakes because they think English language is very difficult even though this is related to how the teacher teaches, why do students think that English is very difficult this affects how the teacher's strategy in teaching. so, the teacher must motivate students and make the teaching of innocent language attractive to students

The Junior High School of Madrasah TsanawiyahNegeri Bandar Masilam

The school in Bandar Masilam is one of them. In the teaching and learning process, this school uses the 2013 Curriculum as guidance. In this school, students study English about twice a week (2x45 minutes per meeting), and the KKM score is 75 in English. The students are not interested in learning at this school, Students are not interested in studying English because they are still not sure of the importance of English in everyday life. Thus, the teacher needs to inspire his/her students to improve their ability to speak.Based on the writer's observation at the Junior High School MTSN Al-Mukhlisin Bandar Masilam by observing and interviewing the teacher and students, it was found that some strategies have been done by the teacher such as discussionGuessing a game, asking a question, giving answers. In fact, however, students can not speak well, particularly when describing things. It can be defined as having the following problems: First, most students can not correctly pronounce English.

Second, most The students are not in a position to speak fluently. Third, the majority of learners are unable to speak grammatically. Fourth, there's a shortage of vocabulary for most students. Fifth, the majority of learners do not have a clear understanding 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 researcherapplied one of the methods in teaching speaking thatis Socratic Method. Socratic Methods 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' endpoint 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 MTSN Al-Mukhlisin Bandar Masilam.

1.2. The Problem

1.2.1. The Identification of The Problem

The Problem Recognition

The issues in this analysis are described as follows:

a. Students do not correctly pronounce English,

b. Unable to speak English fluently, the students

c. Students are unable to grammatically speak English,

d. Lack of vocabulary for students

e. Students are unable to understand well while speaking**.**

1.2.2. 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.

1.2.3. The Formulation of The Problem

The problems of this research are formulated on the basis of the weaknesses of the above problems in the following questions:

a. What is the impact of the speaking skill of students taught using the Socratic Method?

b. Is there any major influence on the willingness of students to talk between those who are taught using the Socratic Approach and those without using it?

1.3. The Objectives and Significance of the Study

1.3.1. The Objectives of The Study

The aims of this analysis are as follows:

a. Knowing the ability of the students to speak before being taught at junior high school by using Socratic Process SMP MTSN Al-Mukhlisin Bandar Masilam

b. To know if the Junior High School SMP MTSN Al-Mukhlisin Bandar Masilam has an impact on the use of the Socratic System

1.3.2. 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 implementedin English learning process.

b. Practically

a) 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.

b) To students, they get experience of using Socratic Method in speaking. It would help them to increase their ability in speaking.

c) To the researcher to add knowledge in researching Socratic Method in teaching speaking.

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

1.4. The Reasons for Choosing the Title

The reasons why the researcher is very interested in conducting this research on the above subject are focused on several factors:

a. The researcher is very interested in carrying out this study to understand the effects of using the Socratic Approach on the achievement of students speaking at the MTSN Al-Mukhlisin Bandar Masilam Junior High School.

b. The research is important to the status of the researcher as an English student at Medan State Islamic University's Department of English Education.

1.5. Definition of Terms

1.5.1. Effect

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

1.5.2. 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.

1.5.3.   Speaking Ability

According to [3] Kalayo and Fauzan(2007, p.101), The ability to speak is the indicator of understanding a language that includes mechanics (pronunciation, grammar, and vocabulary): using the right words with the correct pronunciation in the correct order.

According to Hall as quoted by Glenn Fulcher, Speaking is a skill that, through a period of socialization through contact, has been learned for granted. Speaking is the verbal use of language to communicate with others, Fulcher says. The reasons for which we wish to engage with others are so enormous that there are endless, and as this is not a book about human needs and desires we will not event attempt to provide examples.[4]

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[3] Alderson, J Charles and Lyle F. Bachman. 2002. Assessing Speaking. New York: Cambridge University Press.
Kalayo Hasibuan and Muhammad Fauzan A. 2007. Teaching English as Foreign
[4] *Ibid., P.23*

CHAPTER II

REVIEW OF LITERATURE

2.1. The Theoretical Framework

To support the ideas of this research, some theories and some information will be include helping the researcher design the research.

2.1.1. The Nature of Speaking

Language is essentially an instrument of communication, according to Clark and Clark (1977: 7); speaking is one of the skills to be learned in learning English by students. For students, it is important to first know the meaning. Speaking in various ways is characterized by several experts. Brown and Yule reported in their book (1989, p.14). "Speaking is to convey the requirements, requests, information, service, etc." The speakers say words to the listener not only to convey what is in their mind, but also to convey what the information service needs. Many people will spend their daily lives talking. with other.Revell (p.27) defines communication as follows: "Communication, of ideas, of opinions, of feeling." Therefore, communication involves cat 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. It is therefore important that all we want to say is

effectively communicated, because speaking is not just making sounds, but also a method of achieving objectives that involves exchanging messages. Jones said, "As what you say in getting your meaning through, how you say something can be important." Therefore, the speaking process should pay attention to wanting and how to say as well as to whom properly.[5]

Nunan (1989, p.32) notes that effective oral communication requires the production of:

a. The ability to understandably express phonological characteristics of the language

b. Stress of mastery, rhythm, intonation patterns

c. Reasonable and interpersonal competence

d. Transactional and interpersonal competencies

e. Skills to turn short and long in speaking

f. Skills in Contact Management

g. Competencies in negotiation meaning

h. Skills in recognizing the negotiation objectives for negotiations.

Referring to the above explanation, it can be pointed out that speaking is necessary for communication to be effective. Speaking is one of the most critical competencies besides reading, listening and writing, which should be mastered by the language learners, in particular English learners.

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[5] Nunan, David. 1992. Research Method in Language Learning. Cambridge: Cambridge University Press. (1989) Designing Task For Communicative Classroom. New York: Cambridge University Press.

2.1.1.1. The Nature of Speaking Ability

Speaking is an activity any time you speak to someone about something. One should be able to use a language while speaking. Many experts say that they speak. Speaking is a mechanism of contact between speakers and listeners. Speaking as an exchange of thought sandideas is about more speakers about one or more topic between two or. Speaking is the productiveaural or oral skill.It consists of generating context for systematic verbal utterances toconvey.Teachingspeakingis often seen as an easy method. Commercial language schools around the world employ individuals with no conversation teaching experience. While speaking is fully normal, speaking in a language other than our own is anything but easy. Talking is an interactive form of makingmeaning that includes producing,receiving and process information. 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 teachingSocraticMethod.[6]

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[6]About language: Tasks for teachers of English." Cambridge: Cambridge University Press. 269 pages.(Review by C. Jensen)

In Holy Qur'an, speaking explain in QS.Ar-Rahmaan: 3 -4.[7]

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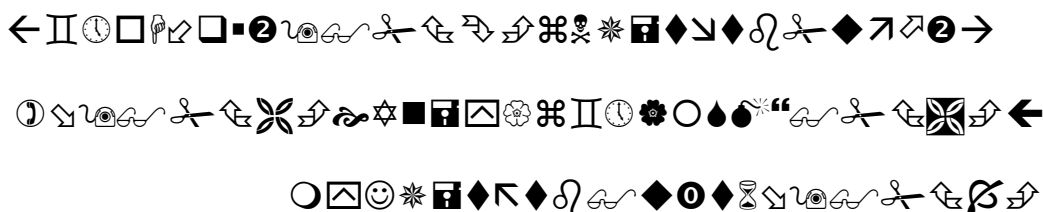
Meaning:

1.The Merciful,

2.Hehas taughttheQur'an,

3.Hecreatedman,

4.Hetaughthim eloquentspeech.

Basedonthe pieces oftheverses oftheQur'anabovesays thatAllahSWThas createdman andAllahSWThastaughthim (human)speech (andintelligence). Thismeans,ourspeakingabilitycomesfromAlmightyGod.

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, Lyyn 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

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[7] MuhammadTaqiUddinAl-HilaliandMuhammadMuhsinKhan,*TheNobleinThe EnglishLanguage*, (India:MaktabaDarul Qur'an,1993)p.833

mind, tongue, and hearing at exactly the same time because they must work together when you speak English.

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

The writer inferred that speaking ability is meant to be able to do something, or your level of ability to do something, based on the argument above. This implies the willingness of the user to share the data with the other person. Speech skill in this study is the ability of students to share the materials in and out of the classroom with their peers**.**

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[8]Kalayo Hasibuan and Muhammad Fauzan A. 2007. Teaching English as Foreign

2.1.1.1. 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 is 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) as stated in Sari (2011, pp.14-16):

Table II.1

Assessing Speaking

6	Strong pronunciation - just 2 or 3 grammatical errors - not much pronunciation Searching for words - very few long delays - very easy to understand - very few interruptions needed- has mastered all oral abilities on the course.
5	Pronunciation slightly impaired by L1-a few grammatical mistakes but most phrases correct-sometimes searches for words-not too many long pauses-general meaning reasonably plain but a few interruptions required-has mastered almost all oral abilities in the course.
4	L1-a few grammatical errors but just 1 or 2 creating severe confusion-searches for words-a few unnatural pauses-convey a reasonably clear general meaning-a few interruptions required but still clear intention-has mastered most oral skills on the course.

	3	Pronunciation influenced by L1-pronunciation and grammatical errors-several errors cause serious confusion-longer pauses to search for word meaning-fairly restricted expressions-much can be understood, but some effort required for parts-some interruptions needed-only some oral abilities have been mastered in the course.
	2	Several severe pronunciation errors-unnaturally long simple grammar errors pauses very restricted expression-needs some effort to understand any of it-interruptions are sometimes required and often have trouble describing or clarifying meaning-only a few oral skills learned in the course
	1	Many serious pronunciation errors-many simple grammar errors-full of unnaturally long pauses-very halting delivery-many basic grammar errors-full of unnaturally long pauses-very stopping delivery Quite limited expressions-nearly impossible to comprehendContinuously required interruptions but can not clarify or make sense simpler, very few oral skills mastered on course

Each function of the element is then specified in six charts of behavioral statements as mentioned in the above frames. Objectively, the writer saw the function of each student's ability to talk if 1, 2, 3, 4, 5 and 6 were accomplished. The writer translated the small Heaton score to a scale of 100 in order to make the estimate as follows:

6 = 87-100

5 = 77-86

4 = 67-76

3 = 57-66

2 = 46-56

1 = below 45

[9]According to Hughes (2003, pp.131-132), In giving the score of learners, there are several components that should be taken into account: accent, grammar, vocabulary, fluency and understanding.

Two raters will conduct the scoring process by using the speaking skill measures as set out below:

Table II.2

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

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[9]Hughes, A. 2003. Testing for Language Teachers (2nded). Cambridge: Cambridge University Press.

4	Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for narrative 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.

a. Vocabulary

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 andvaried social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

b. 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 andsmooth, 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

c. **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, thisresearch 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.

2.1.1.2.   The Nature of Teaching Speaking

In language instruction, speaking skills are an essential part of the curriculum. Teachers can not gain good proficiency in English without speaking. It can not be distinguished from grammar, vocabulary and pronunciation in the teaching of speech. Students should not worry about mistakes in speaking, since the purpose of speaking is communication that does not require perfect English. The essence of speaking is when people are conscious of what you have said**.**

The State University of Colorado (2004) supports this claim in which it addresses objectives and methods for teaching speaking. Kalayo (2007) said that there are three fields of expertise involved in speaking:

a. Mechanics suggests that students should be able to use English in the correct words (pronunciation, grammar, and vocabulary) in their everyday speech.

b. Functions, indicating that in various cases, learners should know the functions of language usage.

c. Social and cultural rules and norms mean that learners should pay attention to who they are talking to, under what situations, and why they are speaking.

Teachers can make the learning process experience the same as reality and have resources that are similar to the students. It makes it easier for students to communicate their ideas. Teachers will encourage learners to present ideas to individual peers, peer groups and whole classes of students, according to Wallace, Stariha and Walberg (2004). They will learn to talk about a topic of their own choice or the subjects assigned to the instructor. By maintaining a positive environment in the classroom and offering opportunities for students to practice individually or with one other student and then with increasingly larger groups, they can also help to minimize those concerns.

Students should then practice communicating in front of their peers who are facing the same situation. Students would love to talk about their personal experiences. Good speaking experiences can lead to greater abilities and trust in speaking in front of larger audiences. For students, it is important to correct errors made during speaking exercises in a different way from the errors made during a study

exercise. When students repeat words, they strive to acquire their pronunciations. Exactly right, so the teacher is often going to correct

(appropriately) any time a problem occurs. But it would have an impact on the success of students. The conversational flow could be lost.

"If one of the students is making an important point at the moment, the teacher says, "Oh, what you said "is" not "are" beaches should be...... 'Repeat'. The argument would be missed easily. The intention of the speaking activity will be ruined by continuous interference from the teacher.

In this situation, when speaking exercises are taking place, several teachers observe and listen. They mention things that seem to be going well and periods when students are unable to make critical mistakes or understand themselves. If the task is done, they then ask the students how to do it.

They can claim that they like the way this is said by student A and the way that student B may disagree with her.

They will then say they hear one or two errors, and then they can address them with the class, write them on the paper, or send them to the students concerned individually. They will ask the students in each case to see if they can find the issue and fix it.

As with any form of correction, for specific criticism, it is important not to single students out. Without saying who made them, several teachers struggle with the errors they have heard. One of the

rules for correction is that during a course, certain teachers who have a good relationship with their students should interfere properly. 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 above explanation, instructors help their learners build this body of information in the communicative model of language teaching by offering authentic practice that prepares students for real-life communication situations. To help students improve the ability to produce grammatically correct, logically related sentences that are suitable for particular contexts and to use acceptable pronunciation (that is understandable).

2.1.1.3.   The Factors Influence Students' Speaking Ability

In language instruction, speaking capacity is an essential part of the curriculum. Without speaking, the teacher can not acquire strong English skills. It can not be distinguished from grammar, vocabulary and pronunciation in the teaching of speech. There are four variables that influence speaking ability:

a. Anxiety while interacting

Speaking anxiety is one of the causes that affects speech capacity because students are unable to communicate their ideas by speaking because of anxiety.

According to Spielberger in Brown (2007, p.161), anxiety is the subject of stress, anxiety, nervousness, and anxiety correlated with the autonomic nervous system's arousal. Anxiety is correlated with feelings

of uneasiness, anger, self-doubt, anxiety, or concern in the same source. It is possible to assume 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.

a. Speaking Environment

The learner's climate is also a factor affecting speech. The world in which students live or grow up will help to develop their ability to communicate. If students live in environments where they can have the ability to talk, they can hopefully deliver their concept in a classroom setting before others.

b. Teaching Speaking

According to Kalayo and Fauzan (2007, p.101), Teaching instructors help their learners build this body of information in the communicative model of language by offering authentic practice that prepares students for the situation of real life communication. To help students improve the ability to produce phrases that are suitable to particular contexts, grammatically, right, logically related, and to use acceptable (that is, understandable) pronunciation.

c. Media

The media also affect the growth of someone's ability to communicate. It is supported by Hamidjojo in Arsyad (2011, p.4) that the media is used as mediation to express the receiver's ideas and views. It can be concluded that the use of the media plays an important role in improving the ability of students to communicate

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2.1.2. The Nature of Socratic Method

2.1.1.1. 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.

The Socratic Teaching Method is intended to obtain knowledge through the use of questions from students. Applying the Socratic method of teaching allows the instructor to concentrate the questioning sequence on a single student, then another, and then another. In a back-and-forth conversation, the Socratic Method is a mechanism in which concepts are discussed before some recognizable clarification (the light) is reached. You must have a strong view of what you want students to learn from it while holding such a dialog. Keeping your

endpoint in mind is important so that you can still be angling towards 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:

a. Model scientific practices of inquiry

b. Support active, student-centered learning

c. Facilitate inquiry-based learning

d. Help students to construct knowledge

e. Help students to develop problem-solving skills

f. Improve long-term retention of knowledge

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.

An efficient way to discuss ideas in depth is the Socratic Questioning process. It can be used and is a helpful tool for all teachers at all levels. Within a unit or project, it can be used at various points. By using the Socratic Approach, educators empower their students to think differently and give them control of what they are studying. As students think, discuss, debate, assess, and interpret material through their own thinking and the thinking of those around them, higher-level thinking skills are present. Such kinds of questions may require some preparation on the part of both the teacher and the students, as it may be a whole new approach.

2.1.1.2.   The Procedures of Socratic Method

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

a. The teacher plans significant questions that provide meaning and direction to the dialogue

b. The teacher gives the time to the students to respond the questions: Allow at least thirty seconds for students to respond

c. The teacher follows up on students' responses

d. The teacher asks probing questions

e. The teacher asks students to summarize in writing key points that have been discussed

f. The teacher lets students to discover knowledge on their own through the probing questions the teacher poses.

2.1.1.3.   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:going What's on with our global climate?

Stan: It's getting warmer and warmer!

Teacher: How do you understand that it's getting warmer? What proof do you have in support of your reply?

Stan:all It's the time in the news. They still say that it is not as cold as it once was. We've got all of these record hot days for all of these

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

Denise: Yes. Yeah. I read a newspaper about it. They call it global warming, and I hope they call it global warming.

Teacher: Are you implying that from newscasters you are learning about global warming: do you think they know that global warming is happening?

Heidi: They've read it, too. They're shaking. The ice caps are melting in the Arctic. The animals are lo, lo,

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

Crish: They've got climate assessment equipment. They perform research that tests the temperature of the Planet.

Teacher: How long do you think this has been done by scientists?

Grant: One hundred years possibly,

Candace: A little more than that, maybe.

Teacher: It's been researched for about 140 years, actually. Since roughly 1860.

Heidi: We've been close.

Teacher: Sure. How did that know you?

Grant: Just thought it seems to be when methods were available and scientists had the means to test climate like that.

Teacher: So, looking at the environment of the past 100 years on this graph, what can we say about it?

Raja: It has been much colder in the 20th century than in previous centuries.

Teacher: Why should we hypothesize?

Raja:One phrase: pollution

Teacher: What do you mean when you say that the cause of rising temperatures is pollution?

Heidi:Carbon dioxide from vehicles induces factory waste and chemicals.

Frank: Hair spray allows toxic chemicals to enter the water.

Teacher:All right. Let's take a minute to evaluate what we have been talking about so far.

a. 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	1. *What do you mean by...?* 2. *Could you put that another way?* 3. *What do you think is the main issue?* 4. *Could you give us an example?* 5. *Could you expand upon that point further?*
Questions about an initial question or issue	1. *Why is this question important?* 2. *Is this question easy or difficult to answer?* 3. *Why do you think that?* 4. *What assumptions can we make based on this question?* 5. *Does this question lead to other important issues and questions?*

Assumption questions	1. *Why would someone make this assumption?* 2. *What is _____ assuming here?* 3. *What is _____ assuming here?* 4. *What could we assume instead?* 5. *You seem to be assuming_____.* 6. *Do I understand you correctly?*

Reason and evidence questions	1. *What would be an example?* 2. *Why do you think this is true?* 3. *What other information do we need?* 4. *Could you explain your reason to us?* 5. *By what reasoning did you come to that conclusion?* 6. *Is there reason to doubt that evidence?* 7. *What led you to that belief?*

Origin or source questions	1. *Is this your idea or did you hear if from someplace else?* 2. *Have you always felt this way?* 3. *Has your opinion been influenced by something or someone?* 4. *Where did you get that idea?* 5. *What caused you to feel that way?*
Implication and consequence questions	1. *What effect would that have?* 2. *Could that really happen or probably happen?* 3. *What is an alternative?* 4. *What are you implying by that?* 5. *If that happened, what else would happen as a result? Why?*

Viewpoint questions	1. *How would other groups of people respond this question? Why?* 2. *How could you answer the objection that _____would make?* 3. *What might someone who believed _____ think?* 4. *What is an alternative?* 5. *How are ____ and ____'s ideas alike? Different?*

b. The Advantages of Socratic Method

a) Listen actively. Converse directly with other students, without the need for mediation by the teacher

b) Build upon what others say

c) Question the text and fellow participants

c. The Disadvantages of Socratic Method

a) Not all students can participant on this method

b) It is needed much time to do this method

c) The students can be bored if the teacher is active in the class

2.2. Relevant Research

[10]According to Syafi'i (2013, p.94)), relevant research is the study of the relevant research by researchers in order to observe some of the previous studies performed by other researchers that are relevant to the research of the writer himself. In addition, the author must examine what the point was based on, inform the design, and find the conclusion of the previous study. It seeks to prevent plagiarism in the design of previous researchers' findings,. The relevant researches of this research are as follows:

a. YuspaRifdayantiFitri (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 (Ha) was accepted; because the students' test (t0) was higher than t table (tt). So, there was a significant difference in students' achievement in speaking skill by

17 S, M. Syafi'i. 2007. From Paragraphs to a Research Report: a Writing of English for Academic Purposes. Pekanbaru: LBSI Rizkasanti, Nadia Hashifah, Rudi Susilana, and Laksmi Dewi. "The Effectiveness of Application of the Socratic Circles Learning Method Against Improving Students' Critical Thinking Ability." Educational Technologia 2.2 (2017): 112-121.

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.

b. ErlinaDewiSanjani (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' 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. Socratic Circles is methods that have 4 components (text, questions, instructors, and participants) that if applied correctly will help students build both academic and social skills (Copeland, 2005). Read, speak, speak, speak, think, reflect, and encourage divergent thinking.

Building skills, conflict resolution, and community-building skills (Copeland 2005; Seitz 2005; Ihda et al., 2012).

d. Socratic Method. The Socratic Method originates with Socrates, Athenian philosopher who lived around 470 B.C. Socrates was born the son of a sculptor and was trained as a sculptor himself. However, he realized that his true calling was actually the sculpting of young minds (Knezic, et al, 2010). In those who learned from him he inspired love, devotion and a sense of appreciation. Describing him, Xenophon, one of his students, wrote: "…Socrates made himself an example to those who associated with him as a man of honorable and excellent character" (Knezic, et al, 2010). Socrates reached the fame for engaging others in conversations whose goal was to define broad ideas such as virtue, beauty, justice, courage, and friendship by discussing their ambiguities and complexities. All this was featured in dialogues written later by his student Plato. Thus, Plato's Dialogues are the best source available for Socrates' method and philosophy (Knox, 1998). His position in those dialogues was that of a student, forcing his respondents to act in the role of teacher. An interesting definition of the Socratic Method gives Nicholas Schiller (Schiller, 2008), stating Copleston's History of philosophy in his paper. There the method is described as follows: "…Accordingly he asked questions, letting the other man do most of the talking, but keeping the course of the conversation under his control, and so would expose the inadequacy of the proposed definition of courage. The other would fall back on a

fresh or modified definition, and so the process would go on, with or without final success (Schiller, 2008, p. 3).

2.3. Operational Concept

In order to prevent confusion of this analysis, it is important to clarify the variables used in this study. As stated by Syafi'i (2007, pp.122), the operational definition can be used for all similar theoretical frameworks. Two variables were present; variables of X and variables of Y. Socratic Approach was the independent variable of X variable of this analysis and the dependent variable or Y of this study was the achievement of students in speaking.

It is still general and abstract, the theoretical definition mentioned above. They need to be defined by specific terms or metrics operationally, so that they can be evaluated empirically. The organizational definition of the independent or X variable, therefore, of which Socratic Method according to Chang (1998, p.558) can be seen as follows:

a. The teacher plans significant questions that provide meaning and direction to the dialogue

b. The teacher gives the time to the students to respond the questions: Allow at least thirty seconds for students to respond

c. The teacher follows up on students' responses

d. The teacher asks probing questions

e. The teacher asks students to summarize in writing key points that have been discussed

f. 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:

a. Students are able to correctly pronounce English terms

b. The students can speak fluent English fluently,

c. Students are capable of grammatically speaking

d. In English, students are able to use sufficient vocabulary

e. Students are able to understand the material while talking.

2.4. Assumption and Hypothesis

2.4.1. The Assumption

In this research, the writer assumed that the students' who are taught by using Socratic Method will have better speaking ability. Furthermore, the better Implementation of Socratic Method in Speaking subject is, the better students' speaking will be.

2.4.2. The Hypothesis

a. The Null Hypothesis (H_o)

There is no a significant effect of using Socratic method on students' speaking ability at the Junior High School MTSN Al-Mukhlisin Bandar Masilam.

b. The Alternative Hypothesis (H$_a$)

There is a significant effect of using Socratic Method on students' speaking ability at the Junior High SchoolMTSN Al-Mukhlisin Bandar Masilam.

CHAPTER III

METHOD OF RESEARCH

3.1. Research Design

Experimental analysis was used by the authors. Quasi-experimental testing was the essence of the study. Quasi studies involve assignment, but not random assignment of participants to classes, according to Creswell (2012, p.309). The author used two classes in an experimental model; they were the experimental class and the control class. The study group received Socratic Process therapy, while the control group received direct methodology.

Table III.1

Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental (X)	T1	Socratic method	T2
Control (Y)	T1	Direct method	T2

Where:

X : Teaching asking and giving permission by using Socratic Method

Y : Teaching asking and giving permission by direct method

T1 : Pre-Test

T2 : Post-Test

There were three stages in doing procedure of research: they were pre-test, treatment and post-test.

3.1.1. Pretest

Pre-tests were given to both groups, the experimental and control groups, before the procedure. The pre-test role was to know the mean scores of the group of experiments and controls.

3.1.2. Treatment

Using the same subjects but different procedures, the experimental and control groups were taken over. This indicates that the Socratic Approach was used in the experimental group, while the Direct Method was used in the control group.

Table III.2

Treatments in Experimental Group

Teacher's Activity	Students' Activity
• The teacher greets the students to open the class • Teacher gives Pre-test • Teacher collects the answer sheets of students • Teacher calculates the score of the pre-test. • The teacher greets the students to open the class • The teacher explains the meaning of thanking and responses. • The teacher explains how using the Socratic method in writing thanking and responses. • The teacher asks the students to respond the meaning of thanking and responses.	• The students greets the teacher • Answer the test • The students collects the answer sheets • The students greets the teacher • The students listen to the teachers' explanation carefully • The students pay attention and focus on the teacher • The students make dialog about thanking and responses.
• The teacher opens the class • The teacher recalls the last lesson and replays the thanking and response by using SocraticMethod. • The teacher replays then makes dialogue slowly • The teacher gives the task about thanking and responses. • Finally, the teachers evaluate their oral test.	• The students greets the teacher • The students focus on the teacher • The students pay the attention to the teacher • The students make a dialogue about thanking and responses. • The students do the test.

• Give direction related to the post-test • Give post-test	• Listen direction • Answer the post-test

Table III.3

Treatments in Control Group

Teacher's Activity	Students' Activity
• Teacher gives pre-test, asks the students to explain the thanking and responses. • Teacher explains to the students how to make dialogue of thanking and responses.	• Students do the test; students explain the thanking and responses. • Students pay attention to teachers' explanation
• Teacher gives post-test, teacher asks students to answer the question based on the test	• Students do the test, students answer the question based on the text
• Teacher collects students' work	• Students submit their work

3.1.3. Post Test

After treatment, the post-test was given to both groups, the experimental and control groups. The gap in their mean score was to find out.

3.2. Location and Time Research

The eighth grade students of MTSN 1 Junior High School, Bandar Masilam, conducted this report. The research was carried out during the academic year 2020. In this school, the researcher discovered the problem that the students lacked confidence in their voice.

3.3. The Subject and The Object of The Research

3.3.1.   The Subject of The Research

The subject of this research was students at the eighth grade of the Junior High School MTSN 1 Bandar Masilam.

3.3.2.   The Object of The Research

The purpose of this analysis was the impact of using the Socratic approach on the achievement of students speaking at MTSN 1 Bandar Masilam Junior High School.

3.4. Population and Sample

At Junior High School MTSN 1 Bandar Masilam, the study population was in eighth grade. Class VIII.2 was made up of 30 students, and class VIII.3 was made up of 30 students. There were 60 students in the overall population. The survey method was total sampling.

Table III.4

Population

No	Class	Population
1.	VII 1	28
2.	VII 2	29
3.	VIII 2	30
4.	VIII 3	30
5.	IX 1	22
6.	IX 2	21
Total		160

Table III.5

Sample

No	Class	Sample
1.	VIII 1	30
2.	VIII 2	30
Total		60

3.5. Technique of Collecting Data

The current researcher took data from pretest and posttest while gathering data. Prior to applying the Socratic Method in teaching Speaking, Pretest was administered to the subject. Meanwhile, after using the Socratic Approach in teaching speaking, posttest was administered.

The same test elements were used in the pretest and posttest. In time distribution, they were just different. By offering an oral examination, these pretests and posttests were taken. Five minutes were given to students to orally present or explain specific things. Then, as a pretest and posttest that used three measures, the current researcher used these objects. These were pre-test, recovery, and post-test.

a. Pretest Pretest

Before the present investigator used the Socratic Approach in teaching speaking, the pretest was administered. This targeted art recognizes the capacity of students to communicate.

b. Therapy

The current researcher as an instructor handled the students in teaching speaking by applying the Socratic Approach around school

c. The Posttest

After application of medication, the post-test was administered. The posttest products were the same as pretest products. When they were performed in a classroom, Pretest and posttest even had several applications. The aim of this post test was to understand the ability of students to communicate.

There were some elements that should be considered in giving the score of students, according to Hughes (2003): they are accent, grammatical, vocabulary, fluency and comprehension.

3.6. Technique of Analyzing Data

The data were statistically analyzed in order to find out whether the use of the Socratic Approach has a major impact on the ability of independent students to communicate. In evaluating the results, the author used a sample T-test to analyze the study data from the pre-test and post-test ratings.

1. The table for fluency scoring and criteria in pre-test and post-test

Assessing Speaking

6	Strong pronunciation - just 2 or 3 grammatical errors - not much pronunciation
	All oral skills have been learned on course by looking for words - very few long delays - very easy to understand - very few interruptions required.

5	Pronunciation slightly impaired by L1-a few grammatical mistakes but most phrases correct-sometimes searches for words-not too many long pauses-general meaning reasonably plain but a few interruptions required-has mastered almost all oral abilities in the 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
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 case 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:

Table II.2

Assessing Speaking

Points	Pronunciation
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.

The author used the t-test formula when analyzing the results. The t-test is one of the statistical tests used to assess if two means vary significantly at the chosen likelihood level, according to Gay and Airasian (2000, p.512). The writer therefore used separate sample t-tests. The data were analyzed using SPSS 22 in order to find out the outcome of the learners who are taught and who are not taught using Socratic Approach in speaking capacity. The author came to the conclusion that

a. If the value is given in the Sig, Ha is accepted. The (2-tailed) column is equal to or below .055. (e.g. 0.03, .01, .001). This suggests that there is a major gap in the output of students speaking at MTSN 1 Bandar Masilam Junior High School.

b. If the value is above .055, he is admitted (e.g. 0.06, 0.10). This implies that there is no substantial difference in the output of students speaking at MTSN 1 Bandar Masilam Junior High School.

3.7. The Validity and The Reliability of The Test

3.7.1. The Validity of The Test

[11] According to Hughes (2003, p.26), It is said that a test is legitimate if it correctly calculates what it is supposed to measure. In this analysis, the investigator used the quality of the material to determine whether or not the evaluation was accurate in this study. According to Hughes (2003, p.26), if its content represents a representative sample of the language skills, systems, etc with which it is supposed to be concerned, a test is said to have content validity. Validity of material only depends on how well the objects reflect the intended region.

3.7.2. The Reliability of The Test

Reliability is the assessment of a clear and accurate test. This implies that the test should consistently assess the skill of the individual. In addition, Brown notes that reliability has two scoring mechanisms. There are inter-rater accuracy and intra-rater accuracy. Inter-rater reliability occurs when the same test yields inconsistent results with two or more ratings. Because of the ambiguous scoring parameters, bias against individual 'good' and 'poor' students, or plain carelessness, intra-rater reliability are frequent occurrences for classroom teachers.

The analyst used inter-rater reliability in this analysis. It indicates that more than one of the test scores has been measured. The students' achievement in speaking scores was evaluated by two raters.

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[11]Hughes, A. 2003. Testing for Language Teachers (2nded). Cambridge: Cambridge University Press.

The following table is the categories of reliability test used in determining the level of reliabilityof the test.

Table III. 6

The Level of Reliability

No.	Reliability	Level of Reliability
1	0.0 - 0.20	Low
2	0.21- 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very high

The author used the inter-rater reliability formula in evaluating the reliability of the test in the analysis since the writer used two raters to measure and give the speech skill of students. The ratings provided by rater 1 were compared with the ratings given by rater 2. The higher the correlation was, the greater the reliability of inter-raters. As stated by Henning, if two or more judges or raters determine the student's outcome of the test, the association between raters should be inter-correlated. Then, in finding the reliability of the measure, the inter-correlation of the raters was used. The writer used the Pearson Product Moment formula via the SPSS 22 version to evaluate the association between scores given by rater 1 correlated with scores given by rater 2.

The following table explains the correlation by using the Pearson Product Moment formula via the SPSS 22 version between scores given by rater 1 and rater 2.

Table III. 7

Correlations

		RATER1	RATER2
RATER1	Pearson Correlation	1	.582[**]
	Sig. (2-tailed)		.000
	N	20	20
RATER2	Pearson Correlation	.582[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

It can be seen from the table above that the correlation product moment coefficient robtained(ro) between scores given by rater 1 and rater 2 was 0.582. The writer obtained the degree of freedom before comparing it to rtable (rt),

Df = N-nr

Df = 20 to 2 = 18

The coefficientofrobtained product moment was compared to rtable after the degree of freedom (df) = 18 was obtained, either at a 5 percent or 1 percent significance level. At the 5 percent significance level, rtable was 0.349; while at the 1 percent significance level, rtable was 0.449. It can be analyzed that (ro) was greater than (rt) either at the 5 percent and 1 percent stage, based on rtable.It is clear that 0.349<0.582> 0.449. So that, the writer concluded that H_o is rejected andH_a is accepted.

It meansthere was a significant correlation between scoresgiven by rater 1 and rater 2. In the other words, the speaking test was reliable.

3.8. The Test of Normality

The writer should know whether or not the data is generally transmitted before evaluating the data. The writer used the Kolmogorof-Smirnov method as the formula to evaluate the data in order to know if the data has a normal distribution or not. In this analysis, the author used the SPSS (Statistical Product and Service Solutions) 22 version software to analyze the data. The SPSS outcome of the Kolmogorov-Smirnov Z test will be interpreted as follows:

P-value (Sig.) > 0.05 = The normal distribution of the data is

P-value (Sig.) < 0.05 = There is no normal distribution of the data

The effect of pre-test and post-test score normality in the experiment and control class was determined using SPSS version 22. It is presented in the following table.

Table III. 8

The Test of Normality of Pretest Score

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
EXPERIMENT	.149	20	.200[*]	.932	20	.171
CONTROL	.123	20	.200[*]	.952	20	.397

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

On the basis of table IV.16 above, it was shown that the significance level of the pretest experimental class in the Kolmogorov Smirnov test was 0.200, meaning 0.200 > 0.05, and the significance level of the pretest control class was 0.200, meaning 0.200 > 0.05. In conclusion, there was a normal distribution of the data.

Table III. 9

The Test of Normality of Posttest Score

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
EXPERIMENT	.131	20	.200[*]	.950	20	.368
CONTROL	.168	20	.140	.944	20	.285

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the above table IV.17, it was shown that the significance level of the post-test experimental class was 0.200 in the Kolmogorov Smirnov test, meaning 0.200 > 0.05 and the significance level of the post-test control class was 0.140, meaning 0.140 > 0.05. In conclusion, there was a normal distribution of the results.

3.9. The Test of Homogeneity

The writer tested homogeneity by understanding the normally distributed results. This test has been used to assess whether or not any form of population is homogeneous. This test was also used to evaluate the data before performing an independent sample t-test as a prerequisite. By using SPSS 22, the writer studied the population homogeneity variant. The resulting homogeneity test calculation via SPSS can be seen in the following table:

Table III. 10

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.351	6	33	0.422

The result of the test can be seen as follows:

p-value (Sig.) > 0.05 = the data is homogeneous

p-value (Sig.) < 0.05 = the data is not homogeneous

According to table IV.18 above, it was found that the significance of the homogeneity was 0.422. It meansthe significance of the homogeneity test was $0.422 > 0.05$, so it can be concluded that the data was homogenous distributed.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

1.1. Research result

This type of research is a quasi-experimental study involving two classes that are given different treatments.

1.1.1. Description of Research Data

This research data is quantitative data which is the teaching material for experimental research design, and taken a sample of sixty students of this study. They were divided into two classes, the experimental class and the control class. Experimental class students are taught using the Socratic method while students in the control class are taught using conventional teaching methods. The population of this study were students of class VIII MTSN Bandar Masilam. The experimental class was VIII-2 and the control class was VIII-3. Both the experimental class and the control class were given the speaking description test form on the initial test and the final test. Before giving the posttest, the researcher gave a pretest to all samples. Data obtained from pre-test and post-test. The speaking result is evaluated by considering five components: pronunciation, grammar, vocabulary, fluency and understanding. Each component has its own score.

1.1.1.1. Pretest Value of Experiment Class and Control Class

The data from the research results before being given treatment in the experimental and control class obtained an average pretest value for the experimental class of 34.5, a standard deviation of 10.69 with the highest

value of 55 and the lowest value of 15. The average pretest value in the

control class was 33, 5, the standard deviation is 9.48 with the highest score

of 50 and the lowest score 15. The results of the pretest for both classes can

be seen in Table 4.1 (calculation of the average pretest score in appendix 15)

Table 4.1. Pretest Results for Experiment Class and Control Class

Experiment			Control		
Score	Frequency		Score	Frequency	
15-20	4		15-20	4	
21-26	4	$\overline{X} = 34.5$	21-26	4	$\overline{X} = 33.5$
27-32	5	$S = 10.69$	27-32	5	$S = 9.48$
33-38	5		33-38	6	
39-44	5		39-44	6	
45-50	5		45-50	5	
51-56	2				
$\sum = 30$			$\sum = 30$		

An overview of the frequency distribution of pretest data for experimental

and control class students can be visualized in a bar chart of the pretest results of

experimental and control class students.

Nilai Rata-rata Pretes Siswa Kelas Eksperimen dan Kelas Kontrol
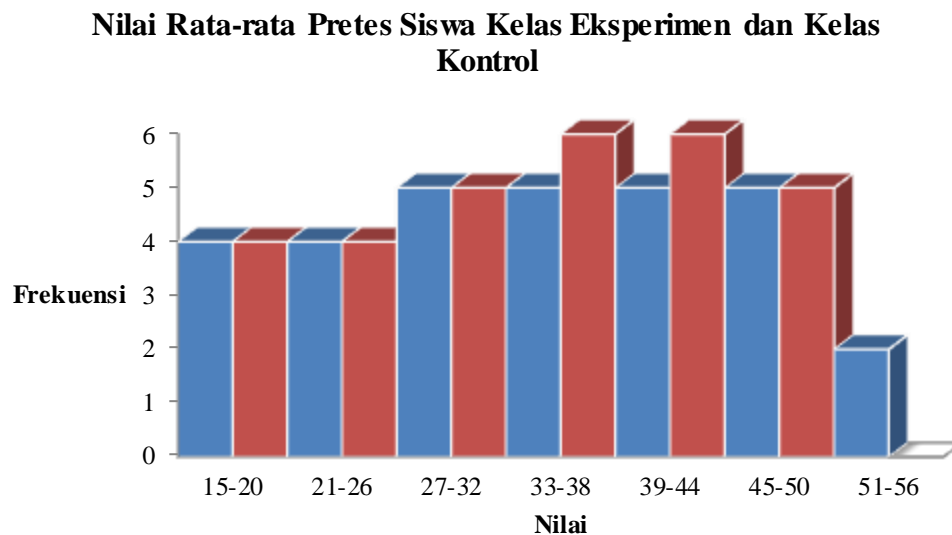
Figure 4.1. Bar chart of pretest data for experimental class and control class

1.1.1.2. Pretest Value Analysis Testing

The data from the students' pretest results from the experimental class and the control class were analyzed using the pretest mean similarity test which had the requirements, namely that the data were normally distributed and homogeneous.

4.1.1.2.1. Pretest Value Normality Test

The data normality test was done by using the Lilifors test. The results of the data obtained can be seen in Table 4.2: (calculation of the data normality test in attachment 16).

Table 4.2. Normality Test of Pretest Value for Experiment Class and Control

Class

Class	Pretest Data		Conclusion
	Lhitung	Ltabel	
Experiment	**0.0961**	0.161	Normal
Control	**0.0815**		Normal

Table 4.2 shows that the Lhitung<Ltabel, so it can be concluded that the pretest data from the two classes is normally distributed.

4.1.1.2.1.   Homogeneity Test of Pretest Value

Homogeneity testing is carried out to determine whether the sample class comes from a homogeneous population or not, meaning that the sample used in the study can represent the entire population or not. The data homogeneity test was carried out by the F test. The results of the data homogeneity test obtained can be seen in Table 4.3: (data homogeneity test calculations are in attachment 17).

Table 4.3. Summary of Pretest Value Homogeneity Test Results

No.	Pretest Data	Variance	Fcount	Ftable	Conclusion
1	Experiment	114,3965	1.27	1.85	Homogeneous
2	Control	89,9137			

Table 4.3 shows that the value of Fcount<Ftable, which means that the sample used in the study is declared homogeneous or can represent the entire population.

4.1.1.2.1.   Pretest Mean Similarity Test

The results of the normality test and the homogeneity test of the data show that the two samples are normally distributed and have homogeneous variances, so to test the hypothesis; the mean similarity test with the t test is used.

The hypothesis tested on the pretest data is in the form of:

H0   : $\mu_1 = \mu_2$:   the experimental class and the control class have the same

initial ability

Ha   : $\mu_1 \neq \mu_2$:   the experimental class and the control class have different

initial abilities

A summary of the calculation of the hypothesis test for the pretest ability of the experimental class and control class can be seen in Table 4.4: (t-test calculations for the pretest data value in attachment 18).

Table 4.4. Summary of the t-test calculation of pretestvalues

Pretest Data	Average	thitung	t table	Conclusion
Experiment	34,5	0,3834	2,038	The students' initial abilities were the same
Control	33,5			

Table 4.4 shows that for the pretest value t count <t table namely 0,3834 <2,038 then H0 is accepted (The test criterion is: accept Ho if - $t_{1-1/2\alpha} < t < t_{1-1/2\alpha}$ namely -2.038 <0.3834 <2.038) so it can be concluded that kThe students 'initial abilities in the experimental class were the same as the students' initial abilities in the control class. The results of the pretest data for the two classes were normal, homogeneous and there was no significant difference, so the two classes were given different treatment. The experimental class was given treatment using a learning model using the Socrates method while the control class was given treatment using a conventional model.

1.1.1.3.   Posttest Value of Experiment Class and Control Class

The pretest data were analyzed according to the prerequisite test and it was found that the pretest data was normal and homogeneous, so that the two classes were given different treatment, then carried out the posttest. The results obtained by the post-test average value of the experimental class of73.16, the standard deviation of 8.65 with the highest score of 90 and the lowest score of 55. The mean value of posttest in the control class of69.66, standard deviation 8.29 with the highest score of 85 and the lowest score of 50. The results of the posttests for both classes can be seen in Table 4.5 (calculation of the average postest score in appendix 15).

Table 4.5. Posttest Results for Experiment Class and Control Class

Experiment			Control		
Score	Frequency		Score	Frequency	
55-60	3		50 - 55	2	
61-66	5	$\overline{X} = 73.16$	56 - 61	3	$\overline{X} = 69.66$
67-72	6		62 - 67	7	
73-78	7	$S = 8.65$	68 - 73	7	$S = 8.29$
79-84	5		74 - 79	6	
85-90	4		80 - 85	5	
$\sum = 30$			$\sum = 30$		

The frequency distribution of the post-test data of the experimental class and the control class students can be visualized in the bar chart of the student's post-test results shown in Figure 4.2 and the post-test data of the control class students in Figure 4.3.

Nilai Rata-rata Postes Siswa Kelas Eksperimen
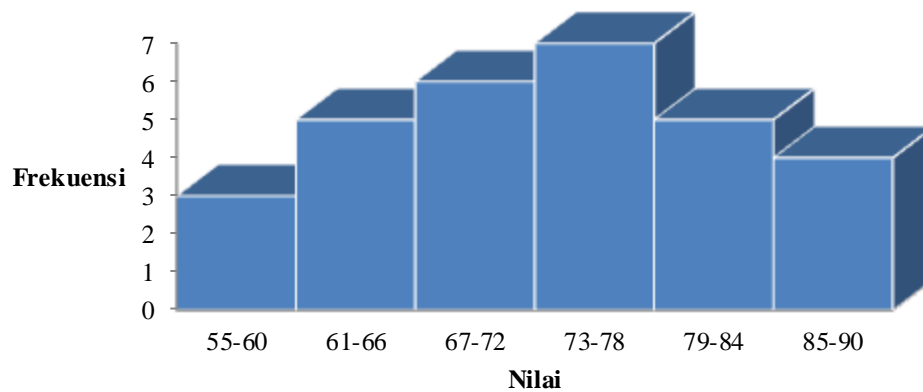
Figure 4.2 Bar Chart of Experimental Class Post-Test Data

Nilai Rata-rata Postes Siswa Kelas Kontrol
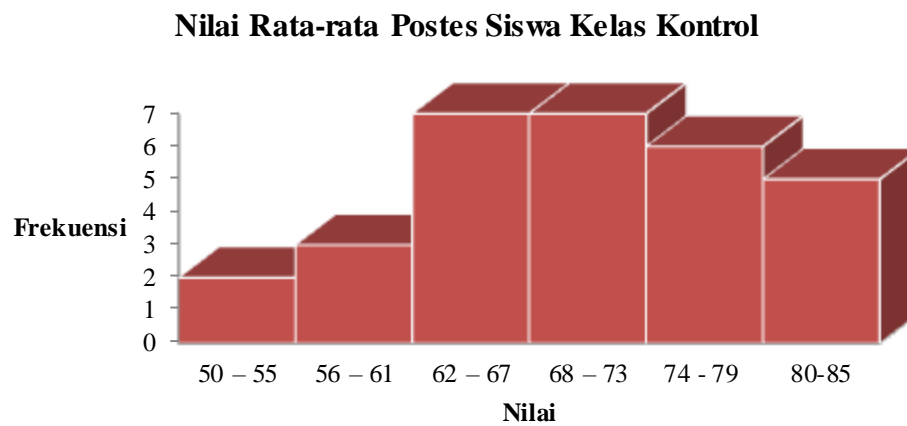
Figure 4.3 Data Bar Diagram for Control Class Posttest

1.1.1.4.   Posttest Value Analysis Testing

1.1.1.4.1.   Posttest Value Normality Test

The data normality test was done by using the Lilifors test. The results of the data obtained can be seen in Table 4.6: (data normality test calculations in attachment 16).

Table 4.6. Posttest Normality Test for Experiment Class and Control Class

Class	Posttest data		Conclusion
	Lhitung	Ltabel	
Experiment	**0.1168**	0.161	Normal
Control	**0.1173**		Normal

Table 4.6.shows that the Lhitung<Ltabel so it can be concluded that the post-test data from the two classes is normally distributed.

1.1.1.4.2.   Posttest Value Homogeneity Test

Homogeneity testing is carried out to determine whether the sample
class comes from a homogeneous population or not, meaning that the
sample used in the study can represent the entire population or not. The
data homogeneity test was carried out by the F test. The results of the data
homogeneity test obtained can be seen in Table 4.7: (data homogeneity
test calculations are in attachment 17).

Table 4.7 Summary of Posttest Value Homogeneity Test Results

No.	Pretest Data	Variance	Fcount	Ftable	Conclusion
1	Experiment	74.97	1.08	1.85	Homogeneous
2	Control	68.85			

Table 4.7 shows the value of Fcount<F $_{tabel}$ which means that the
sample used in the study is declared homogeneous or can represent the
entire population.

1.1.1.4.3.   Posttest Value Hypothesis Test

The hypothesis tested on post-test data to see whether there is an effect
of the learning model using the Socrates method, is in the form of:

$$\mu_1 = \mu_2$$

$$\mu_1 > \mu_2$$

Information :

H0 : $\mu_1 = \mu_2$: There is no difference due to the effect of the learning model using the Socrates method on student learning outcomes in class VIII semester I MTSN 1BANDAR MASILAM TP 2020/2021

Ha : $\mu_1 > \mu_2$: There are differences due to the effect of the learning model using the Socrates method on student learning outcomes in class VIII semester I MTSN 1BANDAR MASILAM TP 2020/2021

A summary of the calculation of the hypothesis test for post-test ability is shown in Table 4.8: (calculation of the posttest hypothesis test for the experimental class in attachment 19).

Table 4.8. Summary of thecalculation of the t-test PosttestValue

Pretest Data	Average	thitung	t table	Conclusion
Experiment	73,1666	2,42	1.68	There is an effect of the Socratic learning model on student learning outcomes
Control	69,6666			

Table 4.8 shows that for the posttest value tcount> ttable, namely 2.42> 1.68, then Ha is accepted. The results of Table 4.8 show that there is a significant influence between student learning outcomes with the Socrates method learning model and conventional learning in class VIII semester I MTSN 1 BANDAR MASILAM TP 2020/2021.

Table 4.9. Average Value of Student Activities

Average Value of Student Activities			
Meeting I	Meeting II	Meeting III	Meeting IV
56.66	60.54	70.27	72.21

Nilai Rata-rata Aktivitas Siswa Kelas Eksperimen
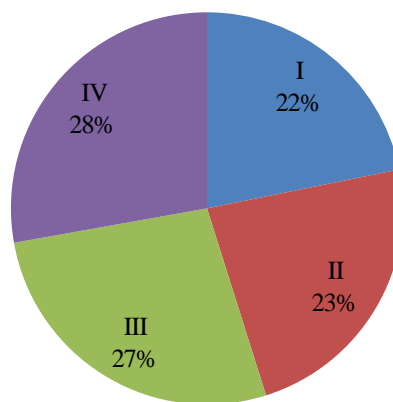
Fig.4.4. Diagram of the Average Value of Experiment Class Student Activities

1.1.Discussion

The research was conducted at MTSN 1 Bandar Masilam using two different learning models for the two sample classes, in the experimental class using the learning model the socratic methodand the control class uses conventional learning models. The results showed that there was a significant influence between student learning outcomes and the learning model using the Socrates method and conventional learning models on the speaking material of the first semester students of MTSN I Bandar Masilam TP 2020/2021. The increase in learning outcomes is more significant, namely the pretest average score of

students in the experimental class of 34.5 and the average posttest score of 73.66 and in the control class the average score of the pretest students was 33.5 and the average posttest score. Amounting to 69.66.

The average pretest value of the experimental class and the control class was analyzed using the normality test and the homogeneity test. The results of data analysis are data with normal distribution and homogeneity. The comparison of the average post-test scores of the experimental class and the control class shows a significant difference due to the effect of the learning modelusing the Socratic Method.

Classroom learning using a model the socratic methodhas better student learning outcomes than classes that use conventional models, because the class that is given learning uses the Socrates methodgiven problems related to the daily life of studentsmotivated to be active and arouse curiosity during the learning process(Widiadnyana, et al, 2014).

The learning process of the Socrates method is to stimulate students to analyze a problem with an analogy and think critically about an argument. This method also assists students in developing reasoning skills and instills in students the habit of rigorous and critical analysis of the arguments they hear assertively and persuasively, as well as the practice of assessing and revising their own ideas and approaches in the light of new information or different reasoning.

The results of Table 4.9 show that the average value of student activity increases from meeting I to meeting IV. The average value of the activities at the first meeting to the fourth meeting was 56.66, 60.54, 70.27 and 72.21, respectively. The value of the learning process activity at the first meeting was

56.55. Students are still less accustomed to making hypotheses from problems so that students' hypotheses are not structured systematically, critically, logically, and analytically. Assessment of activities in formulating learning model problems using the Socrates method is not going well. However, after the second, third and fourth meeting students better understand how to make a good hypothesis so that the learning model using the Socrates method can work well. Students less accustomed to using experimental methods so that researchers need a lot of time in guiding the implementation of practicum. The implementation of the learning model using the Socrates method can run well seen from the average value of the pretest <average value of the posttest and the value of the activity of meeting I <meeting II <meeting III <meeting IV (Susanti, et al, 2016)

CHAPTER V

THE CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis described in chapter IV, research on the effect of the use of the Socratic method on student learning achievement in speaking ability at SMP MTSN 1 Bandar Masilam came to the following conclusions:

a) The learning outcomes of students' achievement abilities taught using the Socrates method have an average value of 73.16. The learning outcomes of students' achievement abilities taught using conventional learning models have an average value of 69.99.

b) The influence of the Socrates method on students' speaking learning based on the results of the t test calculation is that there is a difference due to the effect of using the Socrates method on student learning outcomes.

5.2 Suggestion

The writer would like to offer some feedback, in particular to the teacher and the school, based on the research results. From the conclusion of the above study, it is understood that the use of Socratic Method can have a major impact on the achievement of students in speaking capacity at the eighth grade of the MTSN 1 bandar masilam Junior High School. As a result, Socratic Method can be one of the options for the English teacher to help students achieve speaking. English teachers should also know how to teach speaking with the use of Socratic Method as a medium in teaching-learning English. Besides, teacher should also use many ways to encourage students in speaking ability;

1. Teachers should use the Socratic Approach creatively in order to improve the ability of students to communicate.

2. By using interesting Socratic strategies, teachers should be able to draw the attention of students, so that they have a new opportunity to learn speaking.

3. By using interesting media, such as letters and others, teachers should help their traditional techniques.

4. Teachers should foster the understanding of learners of the value of speaking skills.

5. Teacher makes speaking in the school as normal practices for students.

In addition, students can continue to practice English all the time, either in the classroom or outside. Then, to help them speak English, students should also increase their vocabulary. In addition, MTSN 1 bandar masilam Junior High School can continue to set up programs that have been done exclusively for the English lesson, such as publishing posts, poems, extra English lesson class, and speech contest.

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APPENDIX I

PRE-TEST

1. Explain about positive effect of learning online during pandemic!

APPENDIX II

POST-TEST

1. Explain about negative effect of learning online during pandemic!

LESSON PLAN 1

(Experimental Class)

School   : MTSN 1 BANDAR MASILAM

Class/Semester : VIII/ I

Subject   : English

Skill   : Speaking

Allocated Time : 3 x 45 minutes

A. StandardCompetence

Expressing the meaning in conversation oftransactional and interpersonal in the context ofeveryday life.

B. BasicCompetence

Expressingmeaninginconversationoftransactionalandinterpersonalbyusing simple oral languag in the context of everyday life and engaging in speech act: thinking andpronouncing.

C. Indicator

1. Able to speak English related to the lessonmaterial.

2. Able to speak by using correctpronunciation.

D. Objective ofLearning

1. The students are able to speak English related to the lessonmaterial.

2. The students are able to speak by using correctpronunciation.

3. The students are able to talk about "my idol" indialog.

E. Material

Speaking

F. TeachingMethod

Socratic Method

G. Media of Learning

1. Relevant textbook

2. Englishdictionary

3. Speakingvideo

H. Teaching and LearningActivities

1. Greet a friendly greeting to students when entering the classroom.

2. Checking thestudent's attendance.

3. Provide information about thepurpose and benefits of learning the material to be learned.

4. The teacher motivates students to explore their speaking skill and be more active in learning process.

5. The teacher divides the students into 5 groups

6. The teacher gives a test

7. The teacher gives a time for the student to prepare their performances

8. Provide motivation to studentswho are less and cannot follow in this material

9. Student are asked to make summary of the material

I. Evaluation

Indicator	Type ofAssessment	Form ofInstrument	ExampleofInstrument
1. Able to speak English related to the lesson material. 2. Able to speak by using correct pronunciation. 3. Able to talk about "my idol" in dialog.	Oral test	Performance	Please tell about an interesting moment when you meet your idol or someone special!

LESSON PLAN II

(Experimental Class)

School : MTSN 1 BANDAR MASILAM

Class/Semester : VIII/ I

Subject : English

Skill : Speaking

Allocated time : 3 x 45 minutes

A. StandardCompetence

Expressing meaning in conversation oftransactional and interpersonal in the context of everyday life.

B. BasicCompetence

Expressingmeaningin conversation oftransactionalandinterpersonalbyusing simple oral language in the context of everyday life and engaging in speech act: thinking andpronouncing.

C. Indicator

1. Able to speak English related to the lessonmaterial.

2. Able to speak by using correctpronunciation.

D. Objective ofLearning

1. The students are able to speak English related to the lessonmaterial.

2. The students are able to speak by using correctpronunciation.

E. Material

Speaking

F. TeachingMethod

Socratic Method

G. Media of Learning

1. Relevant textbook

2. Englishdictionary

3. Speakingvideo

H. Teaching and LearningActivities

1. Greet a friendly greeting to studentswhen entering the classroom.

2. Checking the student's attendance.

3. Provide information about the purpose and benefits of learning the material to be learned.

4. The teacher motivates students to explore their speaking skill and be more active in learning process.

5. The teacher divides the students into 5 groups

6. The teacher gives a test

7. The teacher gives a time for the student to prepare their performances

8. Provide motivation to students whoare less and cannot follow in this material

9. Student are asked to make summary of the material

10. The teacher gives a time forthe students to prepare theirperformances.

11. Provide motivation to students whoare less and cannot follow in this material.

12. Students are asked to make a summary of thematerial.

13. Students and teacher reflect on activities that have beenimplemented.

14. The teacher provides theconclusions.

I. Evaluation

Indicator	Type ofAssessment	Form ofInstrument	ExampleofInstrument
1. **Able to speak English related to the lesson material.** 2. **Able to speak by using correct pronunciation** 3. **Able to talk about biography someone in dialog.**	**Oral test**	**Performance**	**Please tell about BJ. Habibie by your own words!**

APPENDIX V

LESSON PLAN I

(Control Class)

School : MTSN 1 BANDAR MASILAM

Class/Semester : VIII/ I

Subject : English

Skill : Speaking

Allocated time : 3 x 45 minutes

A. StandardCompetence

Expressing meaning inconversation of transactional and interpersonal in the context of everyday life.

B. BasicCompetence

Expressingmeaninginconversationoftransactionalandinterpersonalbyusing simple oral language in thecontext of everyday life and engaging in speech act: thinking andpronouncing.

C. Indicator

1. Able to speak Englishrelated to the lesson material.

2. Able to speak by usingcorrect pronunciation.

D. Objective ofLearning

1. The students are ableto speak English related to the lessonmaterial.

2. The students are abl to speak by using correctpronunciation.

E. Material

Speaking

F. TeachingMethod

Conventional method

G. Media of Learning

1. Relevant textbook

2. English dictionary

H. Teaching and LearningActivities

1. Greet a friendly greeting to students when entering theclassroom.

2. Checking the studentattendance.

3. Provide information about the purpose and benefits of learning thematerial to belearned.

4. Theteachermotivatesstudentstoexploretheirspeakingskillandbemore active in learningprocess.

5. Provide stimulus in the form of givingmaterial.

6. Discuss material with the students.

7. Familiarize students with various short functional oraltexts.

8. Facilitating the students through the assignment of doing the exercises on the existing questions in the English textbook to be doneindividually.

9. Provide feedback to students by giving reinforcement in verbal form to students who have completed theirwork.

10. Confirms the work done by the students through other booksources.

11. Facilitate students to reflect to get the learning experience that has been done.

12. Provide motivation to students who are less and cannot follow in this material.

13. Students are asked to make a summary of thematerial.

14. Students and teacher reflect on activities that have beenimplemented.

15. The teacher provides theconclusions.

I. Evaluation

Indicator	Type ofAssessment	Form ofInstrument	ExampleofInstrument
1. Able to speak English related to	Oral test	Performance	**Please tell aboutan interesting moment when**
the lesson material. 2. Able to speak by using			**you meet your idol or someone special!**

correct pronunciation. **3. Able to talk about "my idol" in dialog.**			

APPENDIX VI

LESSON PLAN II

(Control Class)

School   : **MTSN 1 BANDAR MASILAM**

Class/Semester   : **VIII/ I**

Subject   : **English**

Skill   : **Speaking**

Allocated time   : **3 x 45 minutes**

A.   StandardCompetence

Expressing meaning in conversation of transactional and interpersonal in the context of everyday life.

B.   BasicCompetence

Expressing meaninginconversationoftransactionalandinterpersonalbyusing simple oral language in the context of everyday life and engaging in speech act: thinking andpronouncing.

C.   Indicator

1.   Able to speak English related to the lessonmaterial.

2.   Able to speak by using correctpronunciation.

D.   Objective ofLearning

1.   The students are able to speak English related to the lessonmaterial.

2.   The students are able to speak by using correctpronunciation.

E.   Material

Speaking

F.   TeachingMethod

Conventional method

G.   Media of Learning

1.   Relevant textbook

2.   English dictionary

H.   Teaching and LearningActivities

1.   Greet a friendly greeting to students when entering theclassroom.

2.   Checking the studentattendance.

3.   Provide information about the purpose and benefits of learning the material to be learned.

4.   Theteachermotivatesstudentstoexploretheirspeakingskillandbemore   active   in learningprocess.

5.   Provide stimulus in the form of givingmaterial.

6.   Discuss material with the students.

7.   Familiarize students with various short functional oraltexts.

8.   Facilitating the students through the assignment of doing the exercises on the existing questions in the English textbook to be doneindividually.

9.   Provide feedback to students by giving reinforcement in verbal form to students who have completed theirwork.

10.   Confirms the work done by the students through other booksources.

11. Facilitate students to reflect to get the learning experience that has been done.

12. Provide motivation to students who are less and cannot follow in this material.

13. Students are asked to make a summary of thematerial.

14. Students and teacher reflect on activities that have beenimplemented.

15. The teacher provides the conclusions

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Exampleof Instrument
1. Able to speak English related to the lessonmaterial.	Oral test	Performance	Please tell about BJ. Habibie by your own words!
2. Able to speak by using correct pronunciation. 3. Able to talk about biography someone in dialog.			

APPENDIX VII

Distribusi Data PretesKelasEksperimen

No	NamaSiswa	Skor
1	AinaAulia	8
2	Cut Vita Hanum	7
3	Dewi Sri Rezeki	6
4	DitaSusanti	11
5	FanySufiany	8
6	Fatimah	8
7	Feby Amanda Safira	9
8	HartoMaulana	5
9	HelinaSitorus	3
10	Heni Silvia	9
11	HumalaHasintonang S	6
12	Intan Tri SantiMarbun	9
13	JulkyDahlanZalukhu	4
14	Khairani	8
15	Las Pangihutan	5
16	M. KhairulAkmal	7
17	M. Fajrin	4
18	Marta Clara Br. Sinaga	5
19	M. Ilham	7
20	M. Imran	11
21	M. Syaifuallah	3
22	NadilaAndriani	7
23	Naomi Magdalena. S	6
24	Novi Puspita	10
25	NovitaYantiZagate	7
26	NurMutia	6
27	PutriKiranaHasibuan	9
28	PutriMahyuni	6
29	PutriZulaykha	8
30	Rifda	5

APPENDIX VIII

Distribusi Data PretesKelasKontrol

No	NamaSiswa	Skor
1	Ahmad Fadil	7
2	Alex Marbun	8
3	DesiLilisMaritoHarianja	6
4	ElfridaSusilawatiSihombing	8
5	FayzaSalsabila	10
6	Frengki A. P. Siburian	3
7	Hanna MykeAmbarita	5
8	HerniMarbun	3
9	IbnuAbdi	4
10	LalaArdiva	10
11	M. Hafiz Azmi	7
12	Nanda Rahmayani	4
13	NurcholisTanjung	5
14	Nurfauziah	9
15	Nurhalimah	6
16	NurulHasyanah Aziz	7
17	PrayudhaSurbakti	8
18	PutriYaniSiahaan	8
19	Riska Sri Wahyuni	5
20	RizkyAudiva	6
21	Romauli Sarah Sitorus	8
22	RosvitaDewiHarahap	9
23	Samuel Silitonga	7
24	Sari Windira	8
25	SiholMaritoAmbarita	6
26	SitiKhodijahAlamsyah	9
27	Tiara NovitaSibuea	6
28	Tri Andini	5
29	WeniAgustinaPutri	7
30	YeniHandayani	7

APPENDIX IX

Distribusi Data PostesKelasEksperimental

No	NamaSiswa	Skor
1	AinaAulia	18
2	Cut Vita Hanum	17
3	Dewi Sri Rezeki	16
4	DitaSusanti	17
5	FanySufiany	16
6	Fatimah	13
7	Feby Amanda Safira	15
8	HartoMaulana	13
9	HelinaSitorus	15
10	Heni Silvia	16
11	HumalaHasintonang S	15
12	Intan Tri SantiMarbun	14
13	JulkyDahlanZalukhu	11
14	Khairani	16
15	Las Pangihutan	13
16	M. KhairulAkmal	14
17	M. Fajrin	12
18	Marta Clara Br. Sinaga	15
19	M. Ilham	14
20	M. Imran	14
21	M. Syaifuallah	15
22	NadilaAndriani	13
23	Naomi Magdalena. S	15
24	Novi Puspita	13
25	NovitaYantiZagate	14
26	NurMutia	15
27	PutriKiranaHasibuan	14
28	PutriMahyuni	16
29	PutriZulaykha	18
30	Rifda	12

APPENDIX X

Distribusi Data Postes Kelas Kontrol

No	Nama Siswa	Skor
1	Ahmad Fadil	10
2	Alex Marbun	13
3	Desi Lilis Marito Harianja	14
4	Elfrida Susilawati Sihombing	14
5	Fayza Salsabila	15
6	Frengki A. P. Siburian	14
7	Hanna Myke Ambarita	12
8	Herni Marbun	11
9	Ibnu Abdi	13
10	Lala Ardiva	15
11	M. Hafiz Azmi	15
12	Nanda Rahmayani	16
13	Nurcholis Tanjung	16
14	Nurfauziah	13
15	Nurhalimah	16
16	Nurul Hasyanah Aziz	15
17	Prayudha Surbakti	12
18	Putri Yani Siahaan	15
19	Riska Sri Wahyuni	17
20	Rizky Audiva	14
21	Romauli Sarah Sitorus	13
22	Rosvita Dewi Harahap	14
23	Samuel Silitonga	12
24	Sari Windira	15
25	Sihol Marito Ambarita	14
26	Siti Khodijah Alamsyah	14
27	Tiara Novita Sibuea	13
28	Tri Andini	13
29	Weni Agustina Putri	17
30	Yeni Handayani	13

APPENDIX XI

Surat Balasan Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SIMALUNGUN
MADRASAH TSANAWIYAH NEGERI 1 SIMALUNGUN
Jl. Asahan Km.01 Perdagangan, Kode Pos :21184, Telp.06227296169
E-Mail : mtsn_bandar@yahoo.com/mtsnbandar030@gmail.com/mtsnbandar@kemenag.go.id

Nomor   : ᒦᒪ/MTs.02.07.030/PP.00.5/12/2020
Lamp   : I Lembar
Hal   : Persetujuan Melaksanakan Research

Kepada Yth,

Bapak Dekan

Fakultas Ilmu Tarbiyah dan Keguruan

Universitas Islam Negeri Sumatera Utara

Di

     Medan

Dengan Hormat,

Menjawab surat Bapak Nomor : B-15463/ITK.V.3/PP.00.9/11/2020 tanggal 29 November 2020 perihal Permohonan Research/ penelitian bagi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UINSU, a/n :

Nama   : **HAVIVA HAJAR RALI ARAY**
NIM   : 0304162154
Fakultas/Jurusan : Ilmu Tarbiyah dan Keguruan
Judul Tesis   : The effect of socratic method on student's achievment in speaking at junior high school MTsN 1 Simalungun.

Berkenaan dengan maksud diatas maka kami tidak keberatan atau menyetujui mahasiswa Bapak untuk melaksanakan program research/penelitian disekolah kami.

Demikian persetujuan ini kami sampaikan, atas kerja sama yang baik kami ucapkan terima kasih.

Perdagangan, 14 Desember 2020
Kepala,

HARIMAN, S.Ag, MM
NIP. 19710204 200312 1 002

APPENDIX XII

Documentation