

### A. Classroom Discourse

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,

[illegible]



### 1. IRF (Initiation Response Feedback)

<sup>4</sup> Steve, Walsh. *Exploring Classroom Discourse Language in Action*. (New York: RoulledgeTaylor & Francis Group, 2011), 23.

There are eleven subcategories of teaching exchanges; one of them is eliciting exchange. To put it in detail, the teacher raises a question, then the students answer it, and the teacher gives an evaluative follow-up or feedback before raising another question. The three moves that constitute an eliciting exchange are referred to as Initiation, Response and Follow-up. When a student replies the teacher's question, the other students may not hear clearly sometimes. The teacher needs to repeat the students' words as to make it clear to all the students. The most important is that the teacher should give "feedback" to the student's answer, to show whether the answer is right or not.

Here are the model of Sinclair and Coulthard about IRF Structure;

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### B. Teacher's Eliciting Stage

According to Walsh, in eliciting stage, “classroom discourse is dominated by question and answer routines, with teachers asking most of the questions as one of the principal ways in which they control the discourse.”<sup>7</sup> It means that almost all of activities that happened in the classroom are questions and answers between a teacher and the students. According to Chaudron, most of the studies on teachers’ questioning behavior have examined the ways in which questions facilitate the production of target language forms or correct content- related responses.<sup>8</sup>

Eliciting is the technique of drawing things from students, mainly by asking questions rather than using teacher explanation. It also leads to greater involvement, encourages thinking and nudges the learners towards making discoveries for themselves.<sup>9</sup> In this stage, the teacher often needs to choose wisely whether to use elicitation or not because there are things that typically never elicit for example in grammar rules. To do a good elicitation, the teacher must find the appropriate ways to make students highly motivated and understand the materials. There are three stages of elicitation;<sup>10</sup>

1. Teacher conveys a clear idea to the students, perhaps by using pictures or gestures or questions, etc.

<sup>7</sup> Steve, Walsh. *Investigating Classroom Discourse*. (New York: Taylor & Francis e-Library.), 7.

<sup>8</sup> Steve, Walsh. 2006. *Investigating Classroom*.....,7.

<sup>9</sup> Jim, Scrivener. *Classroom Management Techniques*. (UK: Cambridge University Press, 2012),134

<sup>10</sup> Siti, Nafiatun. *The Use of Elicitation Technique in Learning to Improve Students' Speaking Skill (A Classroom Action Research of The Second Year of SMK Diponegoro Salatiga in The Academic Year 2012/2013)*. (Salatiga: State Institute of Islamic Studies (STAIN) Salatiga, 2013), 34.

- Socratic Question**
- Paul stated that the word “*Socratic*” has means “Systematic interest in assessing the truth, or plausibility of things.”<sup>11</sup> The Socratic questions itself, Paul has determined it into some explanation:
1. Led by a person who does nothing but ask questions,
  2. That is systematic and disciplined (it is not a free-for-all),
  3. Wherein the leader directs the discussion by the questions

### C. Socratic Question

1. Led by a person who does nothing but ask questions,
2. That is systematic and disciplined (it is not a free-for-all),
3. Wherein the leader directs the discussion by the questions he/she asks,

<sup>12</sup> Richard Paul, Linda Elder. *The Thinker's Guide to The Art of Socratic Questioning Based on Critical Thinking Concept & Tools*, (Foundation of Critical Thinking, 2006. [www.criticalthinking.org](http://www.criticalthinking.org)), 42.





Socratic Question is not only formulation of the words to make a question, but it also include “why” those questions are asked in order to create critical thinking of students. Thus, if the main aim of the teacher is to encourage thinking, guide discovery, challenge assumptions or uncover new learning, then it is called Socratic. When the teacher is asking Socratic question, teacher needs to adopt the role of an enquiring person who does not know the answer. In some cases, there are fibbing that the teacher does know the answers. There are basically three general forms of Socratic question according to Bingker;<sup>15</sup>

Every teacher should be inspired with Socratic spirit when they are doing teaching and learning processes. Bingker states that the teacher should always keep their curiosity and wondering alive and teacher are often spontaneously asks

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questions what the student's want and explore with them how they might find out if something is true.<sup>16</sup> Socratic question provide a way of helping the students to become self-correcting, rather than depending on the teacher's correction or answer. The examples of Socratic question in this form sometimes appear spontaneously by the teacher about the issues that they are already discussed.

Example: What made you think of that?

Are you sure about that?

### b. Exploratory Questions

In this form, exploratory Socratic question enable teacher to find out what the student know or think and to probe into student thinking of variety of issues.<sup>17</sup> This type of question raises and explores broad range of interrelated concepts. The teacher may use this question to discover areas or issues of interest or controversy from the students. The example of this Socratic question's form often appear when the teacher already prepared the interesting topics or issues and predicting students' likeliest.

Example: Do these topics have something in common?

Are their differences between these topics?

<sup>16</sup> Richard, Paul. "Critical Thinking Handbook". In A. J. A. Bingker (Ed.)..... 363

<sup>17</sup> Richard, Paul. "Critical Thinking Handbook". In A. J. A. Bingker (Ed.)..... 365

If the teacher wants to focus on specific area or issues to cover, to have students clarify, analyze, or evaluate though and perspective, then this is called Issue; Specific form of Socratic question. These types of question can engage students in extended and focused discussion. Bingker states that “this type of discussion offers students the chance to acquire perspectives to their most basic thoughts and through their furthest intentions and results. These discussions give students experience in engaging integrated discussion in which they discover, develop and share ideas and insights.”<sup>18</sup> It means that this type of questions through discussion will only focused in specific area to get the students’ interesting and understanding. The example of this Socratic question appear same with exploratory form but in specific areas.

While using Socratic questions, the teacher is a model of a critical person who respects the students' viewpoints, probes their understanding, and shows genuine interest in their thinking. The teacher also creates and sustains an intellectually stimulating classroom discourse environment to get the students' interest in teaching and learning processes. The teacher must also show questions that are more meaningful than just giving a novice to the topic that might develop on his or her

1. Planning significant questions that provide structure and direction to the lesson.
2. Phrasing the questions clearly and specifically.
3. Waiting Time: Maintaining silence and waiting at least 5 to 10 seconds for students to respond.
4. Keeping the discussion focused.
5. Following up on students' responses and inviting elaboration.
6. Stimulating the discussion with probing questions.
7. Periodically summarizing (e.g., on blackboard or overhead projector) what has been discussed.
8. Drawing as many students as possible into the discussion.
9. Not posing yes/no questions, as they do little to promote thinking or encourage discussion.
10. Not posing questions that are vague, ambiguous, or beyond the level of the students.

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<p>in your own words what Richard said? . . . Richard, is this what you meant?</p> <p>Could you give me an example?</p> <p>Could you explain this further? Why do you say that?</p>	<p>have you based your reasoning on _____ instead of _____?</p>	<p>Could you explain your reasons to us?</p> <p>Are these reasons adequate?</p> <p>Why do you say that?</p> <p>What would change your mind?</p> <p>What would you say to someone who said that _____?</p>
<p><b>Questions about Viewpoints or Perspectives</b></p>	<p><b>Questions that Probe Implications and Consequences</b></p>	<p><b>Questions about the Question</b></p>
<p>What would be an alternative?</p> <p>What is another way to look at it?</p> <p>What are the strengths and weaknesses of _____?</p>	<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say _____, are you implying _____?</p>	<p>Would _____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Is this question clear?</p> <p>Do we understand it?</p>



## G. Previous Related Studies

The first study came from previous research done by Marchall, Jeff C and Smart entitled “*Interactions between Classroom Discourse, Teacher Questioning, and Student Cognitive Engagement in Middle School Science,*”<sup>22</sup> in 2012 studied the interactions between classroom discourse, specifically teacher questioning, and related student cognitive engagement in middle school science. Observations were conducted throughout the school year in 10 middle school science classrooms using the Electronic Quality of Inquiry Protocol, which is designed, among other things, to measure observable aspects of student cognitive engagement and discourse factors during science instruction.

The similarity with the researcher's study is that this study has the same analysis on classroom discourse analysis about interactions. The difference is in the ways of analyzing classroom discourse analysis; the researcher will do a study in another form of interaction, only in elicitation stage using Socratic question and the subject of the research is also difference.

The second previous study came from thesis by Nafiatur entitled “*The Use of Elicitation Technique in Learning to Improve Students’ Speaking Skill,*”<sup>23</sup> in 2013

<sup>22</sup> Julie, Marshall, Jeff, C B. Smart. *Interactions Between Classroom Discourse, Teacher Questioning, and Student Cognitive Engagement in Middle School Science*. (USA: Springer Journal of Science Teacher Education, 2012.)

<sup>23</sup> Siti, Nafiatun. *The Use of Elicitation Technique in Learning to Improve Students' Speaking Skill. (A Classroom Action Research) of The Second Year of SMK Diponegoro Salatiga*. (Salatiga: STAIN Salatiga, 2013) pdf file



The third previous study came from thesis by Sasmita entitled “*An Analysis of Teacher’s Elicitation Techniques in the Classrooms at SMA Pembangunan Laboratorium UNP*,”<sup>24</sup> in 2013 studied the three English teachers from SMA Pembangunan Laboratorium UNP in order to analyze three types of teacher’s eliciting techniques when asking questions. The findings shown from this study is that asking questions was recognized as the most frequently uses techniques to elicit students’ responses. The similarities with the researcher’s study is that analyzing the teacher’s eliciting stage, but the difference is in the use of Socratic question as a technique based on Paul’s theory and taxonomy.

<sup>24</sup> Sasmita, Delvia. *An Analysis of Teacher's Elicitation Techniques in the Classrooms At SMA Pembangunan Laboratorium UNP*. (Padang: State University of Padang, 2013.) (Retrieved from [ejournal.unp.ac.id/index.php/jelt/article/download/2584/2184](http://ejournal.unp.ac.id/index.php/jelt/article/download/2584/2184) accessed on 8<sup>th</sup> April 2015)

The difference of the study above from the researcher's study is that this study focuses on what the teacher's eliciting stage using Socratic questions is in classroom discourse and whether the steps are suitable with the theory or not. It is also intended to discover the effect of the teacher's eliciting stage using Socratic question to the students. It might be more specific on teacher's eliciting stage using Socratic question rather than to find a productive approach in teacher questioning.

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The fifth study by Fahim and Bagheri from Islamic Azad University entitled “*Fostering Critical Thinking through Socrates’ Questioning in Iranian Language Institutes*”<sup>26</sup> in 2012 stated that according to them Questions are not merely meant to ask, but that questions have education sight. In this research, they also use Paul’s Bloom Taxonomy of “Socratic Questions” to investigate three topics about critical thinking, Socratic questioning and Iranian language institutes. The differences is that the researcher’s study is focused on what is the teacher’s eliciting stage using Socratic questions in a junior high school class whether the steps are suitable with the theory or not and what are their responses to this teacher’s way. It is not related with the language in institutes.

Last but not least, the sixth study came from Richard Paul and Linda Elder article entitled “*The Role of Socratic Questioning in Thinking, Teaching, and Learning*,”<sup>27</sup> in 1998 has studied about Socratic question’s nature or art and its role in thinking, teaching, and learning. They stated that thinking is driven by questions, and those questions must have the effect to the students to increase their interest and understanding and Socratic question was explained clearly. The similarity with the researcher’s study is in the use of Socratic question and its effects. The difference is that the researcher’s study is only focused on the classroom discourse analysis, when

<sup>26</sup> Mansoor, Fahim, Mohammad, B. Bagheri. *Fostering Critical Thinking through Socrates' Questioning in Iranian Language Institutes*. (Tehran, Iran: Journal of Language Teaching and Research, 2012) (Retrieved from pdf file accessed by 13<sup>th</sup> march 2015)

