#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

This chapter review some theories and previous studies related to the topic. Theories related to the topic are about the definition of classroom discourse, teacher's eliciting stage, the definition of Socratic question, the implementation of Socratic question, taxonomy of Socratic question, and the definition of Curriculum 2013. The previous studies consist of the studies related to the teacher's eliciting stage using Socratic questions in classroom discourse analysis.

#### A. Classroom Discourse

According to Yu the term of *discourse* has the meaning of "the language in use." Moreover, Classroom discourse is a special type of discourse that occurs in classrooms. Special features of classroom discourse include: unequal power relationships, turn-taking at speaking, patterns of interaction, etc. Later, according to Permendikbud attachment No. 68 Year 2013 about Curriculum SMP-MTS, there are four aspects of core competence (KI) in English lesson and two of those aspects stated that:

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

<sup>&</sup>lt;sup>1</sup> Weihua, Yu. *An Analysis of Colledge English Classroom Discourse*.(Qingdao University of Science and Technology. 2009. China/www.ccsnet.org/journal.html

menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori;.<sup>2</sup>

It means that most of scopes are the abilities to make a discourse, for instance an ability to understand and to create oral text or written text that is realized in the four language skills, listening, speaking, reading and writing to reach functional literacy level. Learning English at classroom is called to be successful if the students are able to understand the material and to create oral or written text based on their curiosity and interest to reach the function in their abilities to use the language. Discourse itself is important to determine whether the interaction between teachers and students will affect teaching and learning English.

Classroom discourse analysis is an aspect of classroom process research, which is one ways for the teacher to monitor and to observe both of quantity and quality of the student's result from their language used. As Nunan stated that "...If we want to enrich our understanding of language learning and teaching, we need to spend time looking in the classroom." It means anything that happens in the classroom that can make a lot of knowledge developments if we do an analysis and an observation through the classroom teaching and learning process.

Classroom discourse is often different in form and function from language used in other situations because of particular social roles which learners and teachers have

<sup>&</sup>lt;sup>2</sup> Peraturan Menteri Pendidikan dan Kebudayaan, Permendikbud No. 68 Year 2103, *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*.(Jakarta: Permendikbud, 2013)

<sup>&</sup>lt;sup>3</sup> David Nunan, *Designing Tasks for The Communicative Classroom* (Cambridge: Cambridge University Press, 1989), 76

in classrooms and the kind of activities they usually carry out there. Researchers and language teachers focus on classroom discourse in order to know what actually happens in the classroom that really matters, that makes a difference to the learners' progress in language acquisition.

There are four basic features of classroom discourse. According to Walsh, "four features of classroom discourse are; 1) control of interaction, 2) speech modification, 3) elicitation and 4) repair." \*Control of interaction' refers to the teacher who control the patterns of communication that occur and the teacher who is able to manage and organize the interaction. 'Elicitation' is the main parts of the learning process where the teachers give questions and the students will prepare the answer. By asking questions, the teachers are able to control the discourse. The background of this research is based on the fact that "The interaction is thought to have a considerable influence on learning." Questioning is shown as one of the commonly used strategies, as the success of a class largely depends on questioning and feedback. One way to analyze the interaction in the classroom discourse analysis is by using IRF Model.

### 1. IRF (Initiation Response Feedback)

For one reason, as Mercer states, is that they form the most frequent model of teacher-student talk in the classroom, in terms of the model described by Sinclair

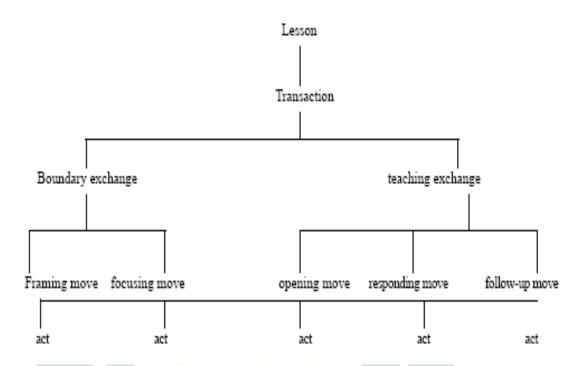
<sup>&</sup>lt;sup>4</sup> Steve, Walsh. Exploring Classroom Discourse Language in Action. (New York: RouledgeTaylor &Francis Group, 2011), 23.

and Coulthard as Initiation-Response-Feedback (IRF) exchanges.<sup>5</sup> IRF is one of the most important features of all classroom discourse that contains three aspects of Initiation, Response, and then Follow up or Feedback. This structure analysis was introduced by Sinclair and Coulthard in 1975. The work of Sinclair and Coulthard has had a huge impact on our understandings of the ways in which teachers and learners communicate and has led to many advances in the field.

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;

<sup>&</sup>lt;sup>5</sup>Steve, Walsh. *Exploring Classroom Discourse Language in Action*.(New York: RouledgeTaylor&Francis Group, 2011), 23



Graphic 2.1 Sinclair and Coulthard's Model (1975)<sup>6</sup>

The problem which is going to be mainly investigated here is patterns of classroom discourse. With focusing on it can be expected to show useful findings which will contribute to help to know the ways to improve second language teaching and learning. Moreover, the main part of this research is to know how the ways to use a specific question called Socratic question by the teacher in her eliciting stage through IRF exchanges in classroom discourse analysis.

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<sup>&</sup>lt;sup>6</sup> Weihua, Yu. *An Analysis of College English Classroom Discourse*. (China: Asian Sosial Science, 2009), www.ccsnet.org/journal .html

# 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." 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. 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:

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

Steve, Walsh. Investigating Classroom Discourse. (New York: Taylor & Francis e-Library.), 7.

<sup>&</sup>lt;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.

- 2. Students then supply the appropriate language, information, ideas, etc.
- 3. Teacher gives them feedback by asking them what they really think. Ask open question that enable them to say what they want to say and feel the intention within them selves simply to listen and learn.

There are a lot of ways that the teacher can use to do elicitation in the classroom. The simplest way is that the teacher can use pictures, gestures, gapped sentences and so on. The most important way in eliciting is using Socratic Questions. The explanations of Socratic question will be studied after this.

## C. Socratic Question

Paul stated that the word "Socratic" has means "Systematically" depth, and a keen interest in assessing the truth, or plausibility of things. 11 Then the meaning of Socratic questions itself, Paul has determined it into some explanations above they are: 12

- 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>11</sup> Richard Paul, Linda Elder. *The Role of Socratic Questioning and Thinking, Teaching and Learning*. Research Library, 1998. Journal page 298

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), 42.

4. Wherein everyone participating is helped to go beneath the surface of what is being discussed, to probe into the complexities of one or more fundamental ideas or questions.

Paul stated that Socratic question takes advantages of critical thinking overview to frame questions essential to the quality of it. It also has aimed to establish a disciplined "executive" level of thinking, a powerful inner voice of reason, to monitor, assess and reconstitute-in a more rational direction-our thinking, feeling and action.<sup>13</sup>

Then according to Shrivener, Socratic question is one that has the intention of leading the learners to realize or discover something for themselves, possibly something that they already know or capable of working out for themselves, given appropriate help. The question may reveal a contradiction, inconsistently or false assumption in students' understanding which they can then be helped to clarify.

Furthermore, Shrivener also proposes a sequence in which Socratic question can be applied by the teacher. He states that a common sequence of Socratic Questions in language teaching might be:<sup>14</sup>

<sup>&</sup>lt;sup>13</sup> Richard Paul, Linda Elder. *The role of socratic questioning*....... 297

<sup>&</sup>lt;sup>14</sup> Jim, Scrivener. Clasroom Management....... 142

Ask questions to find out what the learners already know about a subject- and to remind them about what they know

Ask questions to help learners focus on new things, leading the learner forward one step at a time, with each question building on what the previous answer revealed

Graphic 2.2 Paul's Theory on Socratic question sequence

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>

## a. Spontaneous or Unplanned Questions

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

Richard, Paul. "Critical Thinking Handbook".In A. J. A. Bingker (Ed.). Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World Chapter 20, 360-367. (California: Center for Critical Thinking and Moral Critique Sonoma State University, 1990.), 362(Journal pdf Retrieved by 6<sup>th</sup> April 2015 on <a href="www.intel.com/content/dam/www/.../dep-question-socratic.pdf">www.intel.com/content/dam/www/.../dep-question-socratic.pdf</a>)

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questions what the student's want and explore with them how they might find out

if something is true. 16 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

Richard, Paul. "Critical Thinking Handbook". In A. J. A. Bingker (Ed.)..... 365

## c. Issue, Specific Questions

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." 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.

## **D.** The Implementation of Socratic Question

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

<sup>&</sup>lt;sup>18</sup> Richard, Paul. "Critical Thinking Handbook".In A. J. A. Bingker (Ed.). ......366

own. There are some tips for doing the Socratic question.<sup>19</sup> In using Socratic questions, the teacher should do the following:

- 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.
- 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.

Linda, Elder and Richard Paul (2004). The Miniature Guide on the Art of Asking Essential Questions for Students and Teachers. Dillon Beach, CA. Foundation for Critical Thinking. <a href="http://serc.carleton.edu/introgeo/socratic/fourth.html">www.criticalthinking.org</a> accesses from (<a href="http://serc.carleton.edu/introgeo/socratic/fourth.html">http://serc.carleton.edu/introgeo/socratic/fourth.html</a>) in 6<sup>th</sup> April 2015

## E. Taxonomy of Socratic Question

Socratic questions can be classified in six types. The taxonomy of Socratic question includes questions of clarification, that probe assumptions, that probe reasons, about viewpoints or perspectives, that probe implications and consequences and about the question. The following table that has been adapted from Paul shows the classifications as well examples for each type:<sup>20</sup>

Table 2.1 Paul's Taxonomy of Socratic Question

Questions of	Questions that Probe	<b>Questions that Probe</b>
Clarification	Assumptions	Reasons and Evidence
What do you mean by	What are you assuming?	What would be an
?	What is Jenny assuming?	example?
What is your main point?	What could we assume instead?	How do you know?
Let me see if I understand	You seem to be assuming	Why do you think that
you; do you mean?	Do I understand you	is true?
How does this relate to	correctly?	Do you have any
our problem /discussion/		evidence for that?
issue?	All of your reasoning depends on the idea that Why	What are your reasons
Jane, can you summarize	on the idea that Why	for saying that?

<sup>&</sup>lt;sup>20</sup> Richard Paul, Linda Elder. *The Thinker's Guide to The Art of Socratic Questioning Based on Critical Concepts&Tools*. (Foundation of Critical Thinking, 1998), 4.

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

Why is the best?	How can we find out?	Is this question easy or
, , , , , , , , , , , , , , , , , , ,	What are the consequences of that assumption?	hard to answer? Why?
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## F. Curriculum 2013

According to Indonesian's government regulation number 20 year 2003 about the national education system, it is stated that a curriculum is a bunch of plans and rules about goals, contents, learning materials, and also the ways that are used as implementation guidance in learning activities to achieve specific goals of education.<sup>21</sup> There are two dimensions of curriculum; first are plans and settings about goal, content, and resource and then second are ways to use for learning activities. Curriculum 2013 starts from years 2013-2014 which include both of those two dimensions. There are five main activities in Curriculum 2013 that let students pass the whole teaching process in some steps of observing, questioning, exploring, associating and communicating.

<sup>&</sup>lt;sup>21</sup> Peraturan Menteri Pendidikandan Kebudayaan, Permendikbud. No 68 Year 2013, *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Jakarta: Permendikbud, 2013.

#### **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," 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 Nafiatun entitled "The Use of Elicitation Technique in Learning to Improve Students' Speaking Skill," in 2013

<sup>&</sup>lt;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>&</sup>lt;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

studied the use of elicitation technique to improve students' speaking skill. The finding shown from this study is that using elicitation technique could improve the students' speaking ability in SMK Diponegoro Salatiga. The implementation of elicitation technique was reasonable because it can give students great motivation in speaking and obtain the teaching target. The similarity with the researcher's study is in the elicitation stage that she used. The difference from the researcher's study is only focused on the ways of teacher's eliciting stage using Socratic question and the effects from the steps to the students.

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," 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.

The fourth study from Chin in National Institute of Education, Nanyang Technological University, Singapore (Paper presented at the International Science

<sup>&</sup>lt;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 accessed on 8<sup>th</sup> April 2015)

Education Conference, 22-24 November 2006, Singapore) entitled "Teacher Questioning in Science Classrooms: What Approaches Stimulate Productive Thinking," stated that the purpose of this study was to find out how teachers use questions in classroom discourse to scaffold student thinking and help students construct scientific knowledge. The lessons were audio taped and videotaped. In the analysis of classroom discourse, particular attention was paid to questioning exchanges that stimulated productive thinking in students, as manifested by their verbal responses. This included Socratic questioning, verbal jigsaw, semantic tapestry, and framing. The findings from this study have potential in translating research insights into practical advice for teachers regarding tactical moves in classroom discourse, and provide guidelines for teachers to increase their repertoire of questioning skills.

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.

<sup>&</sup>lt;sup>25</sup> Christine, Chin. *Teacher Questioning in Science Classrooms: What approaches Stimulate Productive Thinking?*". (Singapore: National Institute of Education, Nanyang Technological University, 2006.)

The fifth study by Fahim and Bagheri from Islamic Azad University entitled "Fostering Critical Thinking through Socrates' Questioning in Iranian Language Institutes" 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," 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>&</sup>lt;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)

<sup>&</sup>lt;sup>27</sup> Richard Paul, Linda Elder. *The Role of Socratic Questioning in Thinking, Teaching, and Learning.* (Research Library, 1998. Journal Pdf File Retrieved by 25<sup>th</sup> December 2014)

Socratic question is used in the teacher's eliciting stage of the activities of Curriculum 2013 of Indonesia. That is the main topic for the researcher to study.

