

CHAPTER I

INTRODUCTION

A. Background of the Study

In Curriculum 2013, students are challenged to think deeply and to find the answer by themselves in learning activities. It will be the teacher's job to guide students in the learning process, pushing them to think deeply, and modeling the kinds of questions that students should be asking among themselves. One way that the teacher should do is eliciting. In doing this the teacher can use a lot of ways, for example by using pictures, gestures, gapped sentences on the board, etc. But the most important way is the use of Socratic Questions.¹

¹ Jim, Scrivener. *Classroom Management Techniques*. (UK: Cambridge University Press, 2012), 141

As we know that teacher's questions are a frequent component of classroom talk, and they play an important role in determining the nature of discourse during science instruction. The kinds of questions that teachers ask and the way teachers ask these questions can influence the type of cognitive processes that students engage in as they merge with the process of constructing scientific knowledge.⁴ Thus, the role of teacher's questions in classroom talk is a meaningful area to explore, for a better understanding of how students construct knowledge through verbal discourse in classroom settings, especially in Socratic question that will be the major topic of this study.

⁴ Christine, Chin. *Teacher Questioning in Science Classrooms: What approaches Stimulate Productive Thinking?* (Singapore: National Institute of Education, Nanyang Technological University, 2006), 183.

from Sasmita in 2013 is studied about an analysis of teacher elicitation technique in the classroom. The findings shown from this study is that asking questions was recognized as the most frequently uses techniques to elicit students' responses. Later, the study from Paul and Elder in 1998 studied about the nature of Socratic question and its role in thinking, teaching, and learning. The differences with the researcher's study are in the ways how the teacher uses Socratic question when doing eliciting stage in the classroom discourse and to find its effect to the students.

The researcher's study needs to be conducted because there are few studies about Socratic question that are connected to the way how the teacher uses this Socratic question in teaching and learning activities especially when the teacher does the eliciting process in classroom discourse. The researcher wants to discover about teacher's eliciting stage using Socratic question in Curriculum 2013 of Classroom discourse and its effect on the eighth grade students of SMPN 25 Surabaya. The researcher does a study to explore more about what the teacher's eliciting stage is using Socratic question of Curriculum 2013 in classroom discourse and to discover its effect to the eight grade students of SMPN 25 Surabaya.

The researcher chooses the eighth grade students at SMPN 25 Surabaya as the subjects of the study based on some reasons. There are some considerations for the researcher choosing SMPN 25 Surabaya as the place of the study based on the researcher's preliminary study. For the first reason, this school is one of the

Based on the reasons above, the researcher conducted a research entitled “Analysis of Teacher’s Eliciting Stage of their use of Socratic Questions during the Implementation of Curriculum 2013 for The Eighth Grade Students of SMPN 25 Surabaya”.

B. Research Problems

In this research, the research questions are formulated as follow:

1. What is the teacher's eliciting stage using Socratic questions in Curriculum 2013 of the eighth grade students of SMPN 25 Surabaya?
2. What are the steps of the teacher's eliciting stage using Socratic questions in classroom discourse analysis of Curriculum 2013?
3. What is the effect of teacher's eliciting stage using Socratic question to the eighth grade students of SMPN 25 Surabaya?

D. Significance of the Study

This study is expected to be useful for people in education field and give contribution to:

- ## 1. The Teacher

2. The students

The students get their own achievements when they pass through the whole teaching process and develop the deeper thinking skill to discover

something for themselves through the teacher's eliciting stage using Socratic questions.

3. The researcher

The researcher finds out and discovers more about facts that are never learnt by her through analyzing the teacher's eliciting stage using Socratic question and it also provides great experiences to use in the future when she begins to face the world by teaching her real students.

4. The readers or other researchers

The result of the research does not only to give important information, but it is also intended to open up their mind in other ways of thinking about teaching English. From this step, they can use it in future research, especially related to what they need to know and what they need to find out more about teaching process and teaching technique in another different steps and ways. It also provides a lot of developments that they can use in improving their own ways of teaching English.

E. Scope and Limitation

This research is limited on observing and interviewing an English teacher of the eighth grade students of SMPN 25 Surabaya and giving questionnaire to the students to get the effect of teacher's eliciting stage using Socratic question. The eighth grade students of SMPN 25 Surabaya consist of ten classes. The researcher will only choose 8F class that consists of 37 students as a class research because the teacher teaches this class.

F. Definition of Key Terms

1. Classroom Discourse

2. Eliciting Stage

⁶ R. Carter, and Nunan, David. *Teaching English to Speakers of other languages*.(Cambridge: Cambridge University Press, 2001), 221.

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