### **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the study that explains about the problem and why the researcher chooses the topic, research problems, objectives of the study and significance of the study, scope and limitation, and definition of key terms.

# A. Background of the Study

Since the incoming of new curriculum in Indonesia about teaching and learning process called "Curriculum 2013," the whole activities in teaching and learning process have included a scientific approach where the role of the teacher as learning center transforms into a facilitator of student-centered learning. There are five main activities in Curriculum 2013 that let students pass the whole teaching process in the steps of observing, questioning, exploring, associating and communicating.

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.<sup>1</sup>

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<sup>&</sup>lt;sup>1</sup> Jim, Scrivener. Classroom Management Techniques. (UK: Cambridge University Press, 2012), 141

Socratic Question is one of the most popular and powerful teaching approaches that can be used to guide students in generating thoughtful questions. Instead of providing direct answers, Socratic Question approach stimulates students' mind by continually probing into the subject with thought-stimulating questions.<sup>2</sup> According to Scrivener, Socratic question is "one that has the intention of leading the students to realize or discover something for themselves, possibly something that they already half know or are capable of working out for themselves, given appropriate help." However if the teacher's intention is to encourage thinking, guided discovery, challenge assumptions or uncover new learning from the teacher's question to the students, then that is Socratic question.

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.<sup>4</sup> 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.

<sup>&</sup>lt;sup>2</sup> Richard, Paul, Linda, Elder. *The role of Socratic questioning in thinking, teaching, and learning*. (Research Library: Journal), 1998.

<sup>&</sup>lt;sup>3</sup> Jim, Scrivener. Classroom Management Techniques. (UK: Cambridge University Press, 2012), 141 <sup>4</sup> Christine, Chin. Teacher Questioning in Science Classrooms: What approaches Stimulate Productive Thinking?".(Singapore: National Institute of Education, Nanyang Technological University, 2006), 183.

Classroom discourse is often different in form and function from the language used in other situations because of particular social roles which learners and teachers have 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. One of the influential factors in creating classroom interactions is the teacher's eliciting stage. This is including the type of the questions which are asked by the teachers. In classroom discourse, there are four features that typify much of the interaction that takes place in classrooms and are prevalent in all part of the world.<sup>5</sup> There are; control of interaction, speech modification, elicitation and repair. The elicitation feature will be the researcher's discussion and the way of teacher's eliciting stage using Socratic questions through classroom discourse in the learning activities of Curriculum 2013 will be the researcher's main focus on her study.

There are six previous related studies that connected with the researcher's study. The study from Marchall, Jeff C and Smart in 2012 and Behnam and Pouriran in 2009 was only concerned about classroom discourse analysis in teacher's interaction, teacher's question, and students' engagement. The finding of those studies is aimed to measure observable aspects of student cognitive engagement and discourse factors during science instruction. Moreover, the study

Steve, Walsh. *Exploring Classroom Discourse Language in Action*.(New York: RouledgeTaylor&Francis Group, 2011), 23

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 SMP 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

favorite schools in Surabaya. The second reason, this school has complete facilities to support teaching learning process. Furthermore, SMPN 25 Surabaya creates good human resources with good qualities. It can be seen from the discipline attitude and the graduation result. Other reason is about the implementation of curriculum 2013. According to the teacher, SMPN 25 Surabaya is still using curriculum 2013 as their basic curriculum in teaching and learning activities and the teacher as a subject of the research is using Socratic question when eliciting her students' understanding. It is proven by the researcher's preliminary study when interviewed the teacher before.

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?

# C. Objectives of the Study

The objective of this study is to answer the research problems, which are:

- To explore more about what the teacher's eliciting stage is using Socratic questions in Curriculum 2013 of the eight grade students of SMPN 25 Surabaya,
- 2. To find out the steps of teacher's eliciting stage using Socratic question in classroom discourse, and
- 3. To discover more about the effect of teacher's eliciting stage using Socratic question to the Eight 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

It helps the teacher to evaluate their teaching and learning processes, whether their steps of doing eliciting using Socratic question suitable or not with the theory and the students' needs. What they have done and what that needed improvements in the future so that it should be easier to teach English through eliciting stage using Socratic question.

### 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.

This study are only focused on what the teacher's eliciting stage is in using Socratic questions in the whole activities of Curriculum 2013 in classroom discourse, finding out the steps of teacher's eliciting stage using Socratic question, and finally knowing the student's effects from it.

# F. Definition of Key Terms

To avoid misunderstanding or different interpretation between the writer and the reader about the concepts used in the research, the operational definitions are necessary.

#### 1. Classroom Discourse

Classroom Discourse is the organization of language beyond the level of sentence and the individual speaking turn, whereby meaning is negotiated in the process of interaction in the classroom.<sup>6</sup> This is a special type of discourse that occurs in the classroom including the interactions between the teacher and the students.

# 2. Eliciting Stage

The technique of drawing things from students, mainly by asking questions, rather than using teacher explanation and it leads to greater involvement, encourages thinking and nudges the learners towards making discoveries for themselves.<sup>7</sup> Elicitation in this research means to make the students understand and interest about something that they learn, the teacher needs to draw language,

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

Jim, Scrivener. Classroom Management Techniques. (UK: Cambridge University Press, 2012), 139

information or even ideas from their students rather than telling them things that maybe not particularly involving or motivating. Teacher's eliciting stage in this research means the way how the teacher elicits the students' understanding to encourage students' thinking toward discovering something for themselves in their education sight.

# 3. Socratic Question

One that has the intention of leading the students to realize or discover something for themselves, possibly something that they already half know or are capable of working out for themselves, given appropriate help.<sup>8</sup> However if the teacher's intention is to encourage thinking, guided discovery, challenge assumptions or uncover new learning from the teacher's question to the students, then that is Socratic question.

### 4. 2Curriculum

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 apply from years 2013. Thus, Curriculum 2013 comes from the Government's law about education that has a lot of aspects to achieve the aims of education including scientific approach which begins in year 2013.

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<sup>&</sup>lt;sup>8</sup> Jim, Scrivener. Classroom Management Techniques. (UK: Cambridge University Press, 2012), 141
<sup>9</sup> Peraturan Menteri Pendidikan dan Kebudayaan, Permendikbud. No 68 Year 2013, Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. (Jakarta: Permendikbud, 2013.)