CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher focuses on describing the research findings. Then, presenting and analyzing the data as the result of collecting the data to answer the statement of the problems.

A. Research Findings

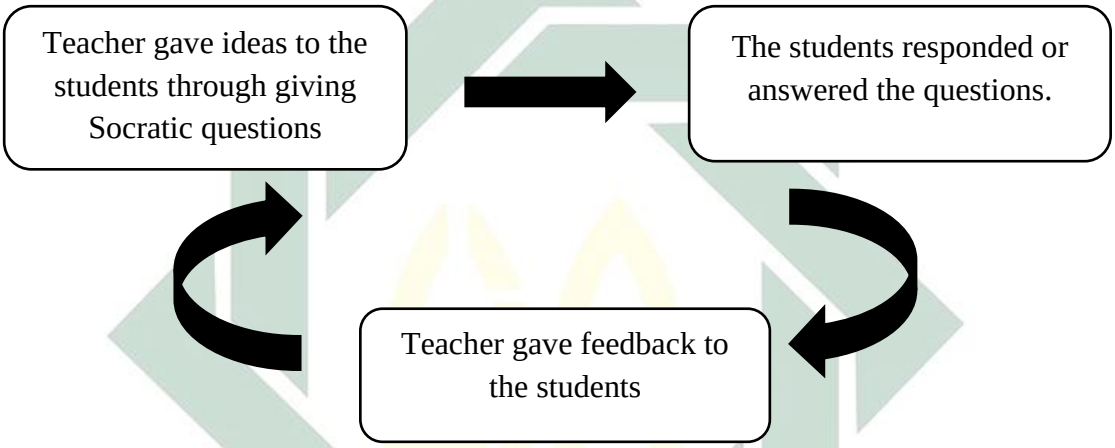
1. Teacher's Eliciting Stage Using Socratic Question in Curriculum 2013

The researcher did some observations and interview. Moreover, the researcher became a non-participant and the teacher became the subject of the research. In this observation, the teacher prepared the materials about narrative text and simple past tense. The researcher asked to observe the teacher's teaching and learning process in two meetings and the researcher tried to take an audio and video taped to get the whole activities in classroom discourse. Afterward the researcher found out what ways that the teacher has done when she elicits students' understanding and it almost had done by using Socratic question in a specific taxonomy in a form of interactional transcript. Here, the researcher tried to analyze the classroom discourse analysis in some kind of conversational analysis among the interactions between teacher and the students (see appendix 9). The researcher points out the analysis into some kinds of extracts in the table forms. The results of analyses of teacher's eliciting stage using Socratic question in the activities of curriculum 2013 are showed in forms of table analyses (see appendix 9).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Teacher's Step of Teacher's Eliciting Stage using Socratic question in the activities of curriculum 2013

The researcher found the steps of teacher's eliciting stage using Socratic question in curriculum 2013 generally in a form of a graphic. The researcher found the eliciting stage that done by the teacher was like the schema below.[1]



Graphic 4.1 Teacher's eliciting stage that the researcher found

Further explanations about these steps are explained in the discussion.

3. The Effect of Teacher's Eliciting Stage Using Socratic Question in Curriculum 2013 of the Eighth Grade Students

The researcher prepared and gave questionnaire to the students after the teacher's teaching and learning processes in order to know the effects of the teacher's activities to their understanding in teacher's questions in two meetings. The researcher divided the questionnaire based on their interest and their teacher's

[1] Based on observation session done by researcher to Mrs. Yulindria as teachers for English materials in the eighth grade students at SMPN 25 Surabaya on Friday, 22th of May 2015 at 07.30 a.m

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

evaluation. Here, the results of questionnaire showed in forms of diagrams as follows:

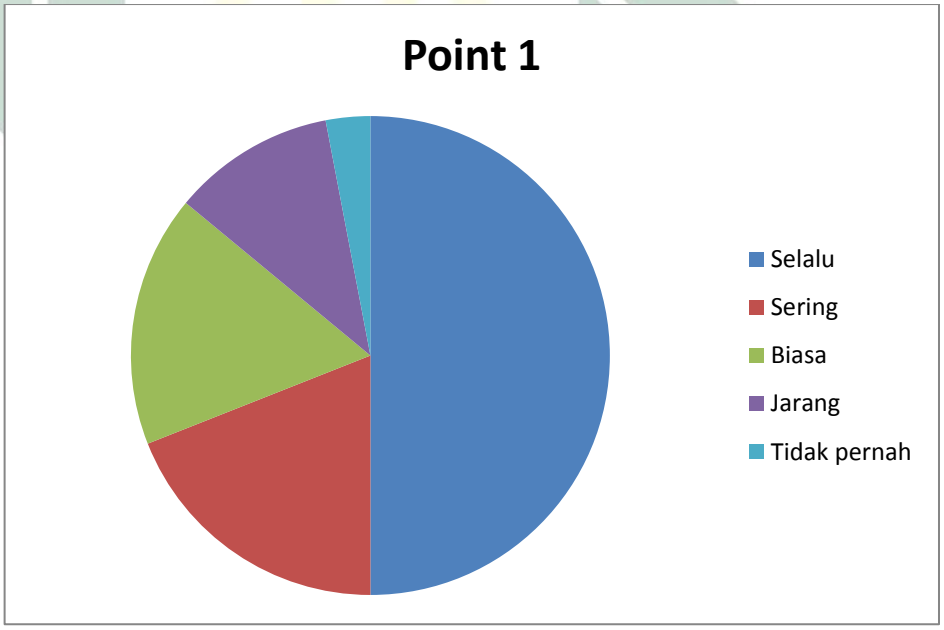
1) Meeting 1

a. Interest

These are the results of questionnaire of the students' interest in learning English:

Point 1: *Saya selalu menyiapkan diri saya untuk belajar bahasa Inggris*

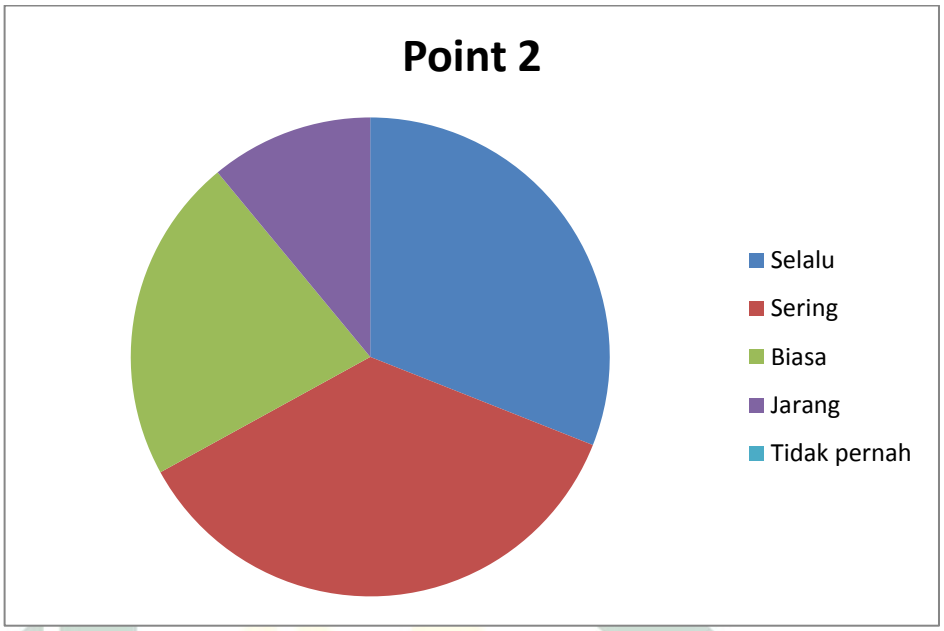
(Selalu 50%, Sering 19%, Biasa 17%, Jarang 11%, Tidak pernah 3%)



Point 2: *Saya mendengarkan dengan seksama pelajaran dari guru bahasa Inggris saya*

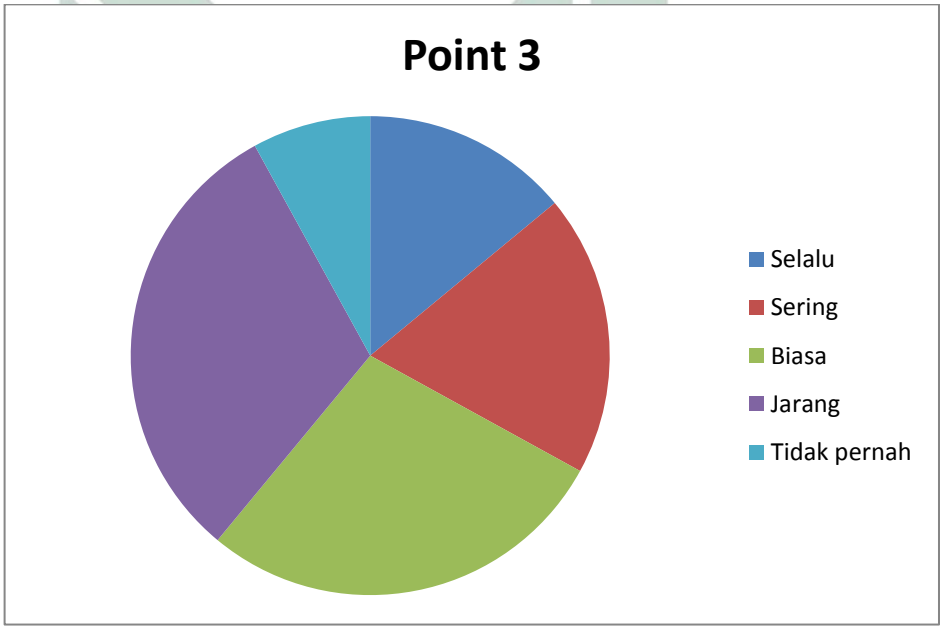
(Selalu 31%, Sering 36%, Biasa 22%, Jarang 11%, Tidak pernah 0%)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id



Point 3: *Saya secara aktif berpartisipasi dalam diskusi, menjawab pertanyaan dan/atau mengklarifikasi hal yang saya tidak paham*

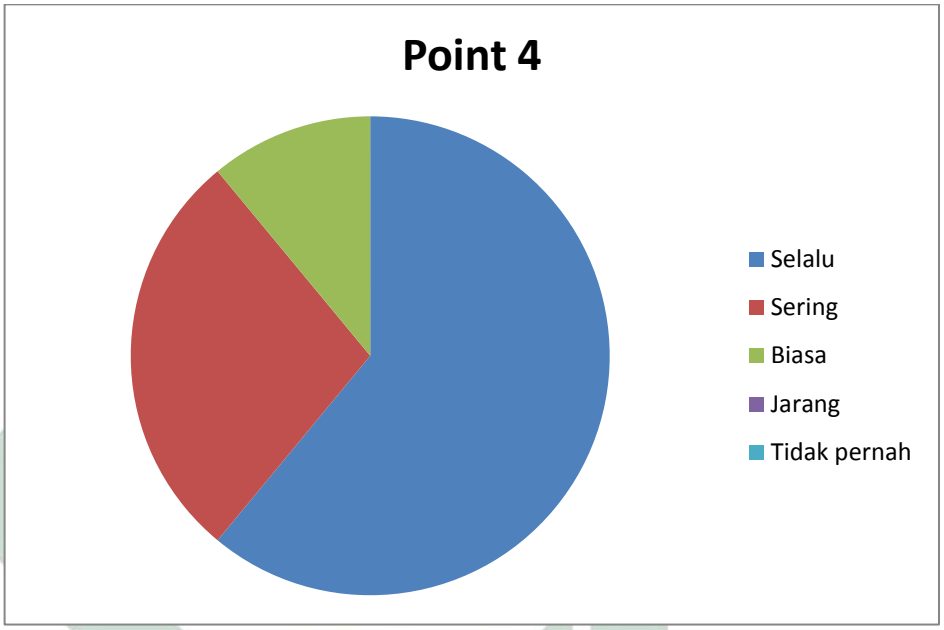
(Selalu 14%, Sering 19%, Biasa 28%, Jarang 31%, Tidak pernah 8%)



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Point 4: *Saya ingin mendapatkan nilai yang bagus dalam tes, kuis, tugas dan projek*

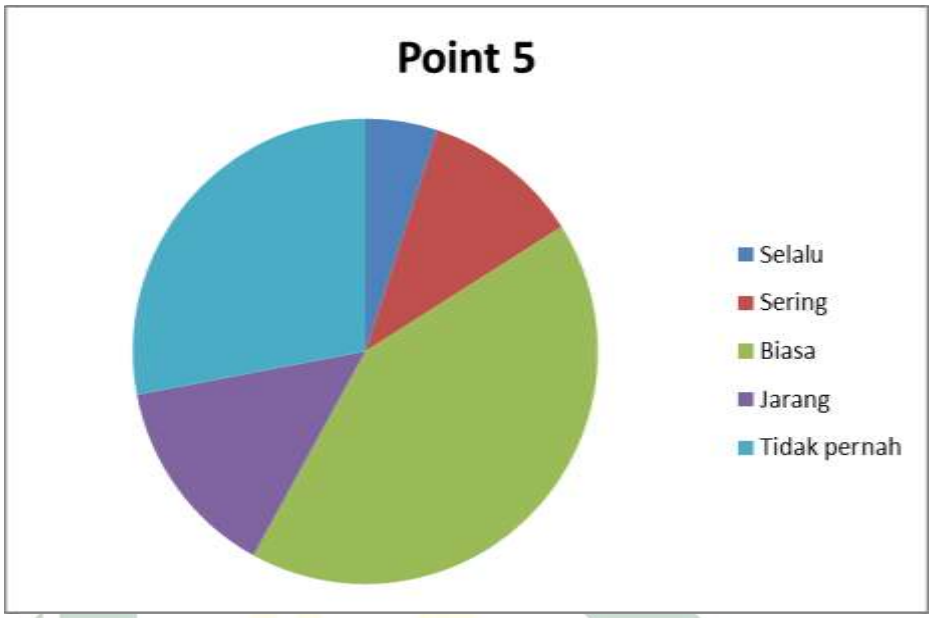
(Selalu 61%, Sering 28%, Biasa 11%, Jarang 0%, Tidak pernah 0%)



Point 5: *Saya merasa frustasi ketika diskusi terganggu atau guru tidak datang*

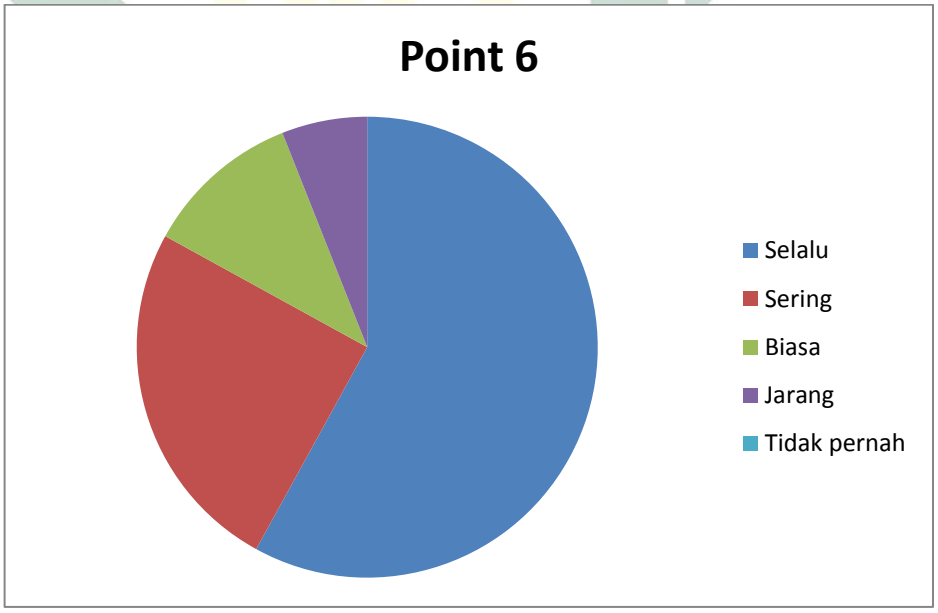
(Selalu 5%, Sering 11%, Biasa 42%, Jarang 14%, Tidak pernah 28%)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id



Point 6: *Saya berfikir mendalam ketika guru bertanya pada saya*

(Selalu 58%, Sering 25%, Biasa 11%, Jarang 6%, Tidak pernah 0%)



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

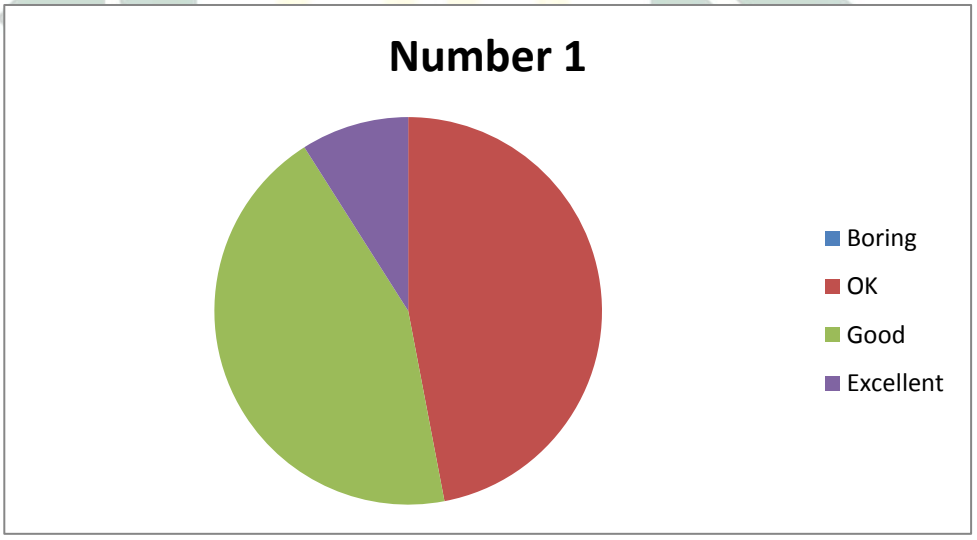
b. Teacher's Evaluation from Students

These are the results of questionnaire of the teacher's evaluation from students in teacher's teaching and learning processes:

Number 1: *Bagaimana aktivitas gurumu (pilih satu)*

Boring	Ok	Good	Excellent

(0% answered boring, 47% answered OK, then 44% stated Good, the last 9% answered excellent)



Number 2: *Berapa banyak usaha yang kamu berikan pada aktivitas gurumu? (pilih salah satu)*

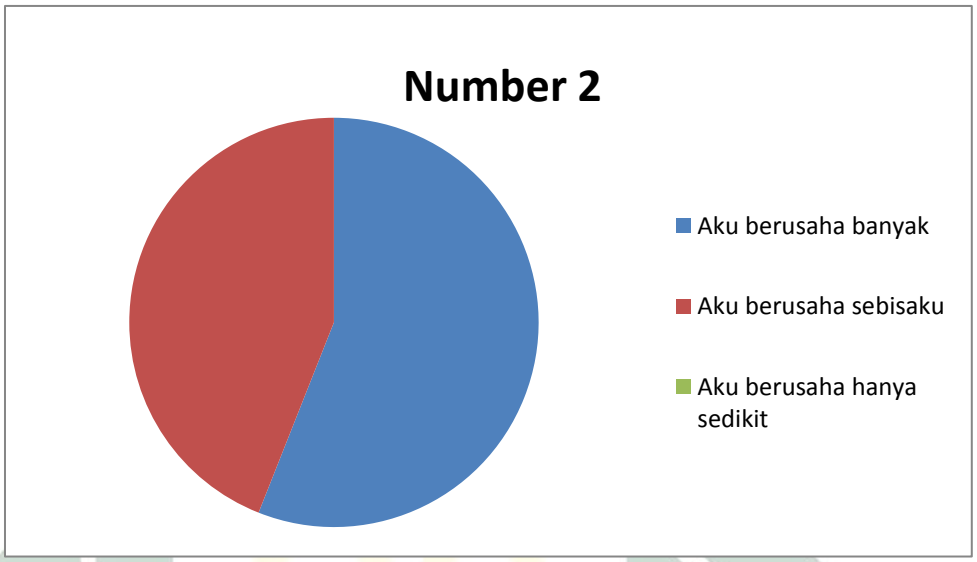
◯ *Aku berusaha banyak*

◯ *Aku berusaha sebisaku*

◯ *Aku berusaha hanya sedikit*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

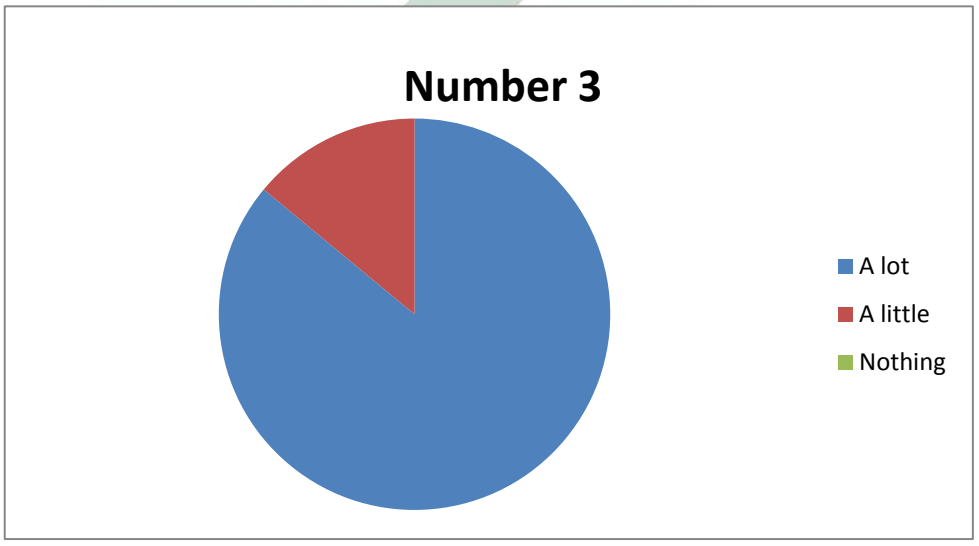
(Aku berusaha banyak 56%, Aku berusaha sebisaku 44%, Aku berusaha hanya sedikit 0%)



Number 3: *Apakah kamu mempelajari sesuatu yang baru dari aktivitas gurumu? (Silang salah satu)*

a. Banyak *b. Sedikit* *c. Tidak ada*

(Banyak 86%, Sedikit 14%, Tidak ada 0%)

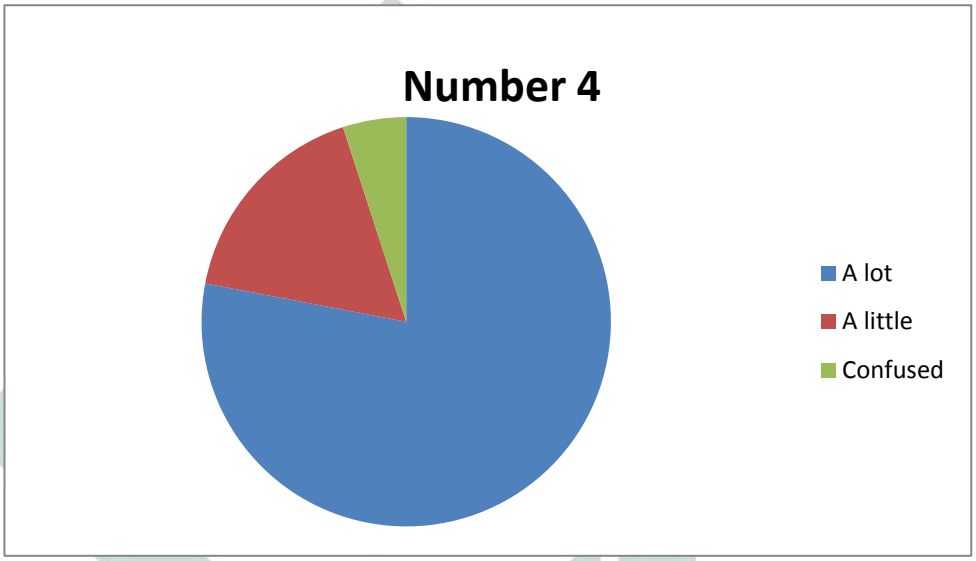


digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Number 4: *Apakah kamu dapat memahami pelajaran ketika guru memberikan pertanyaan padamu? (Silang salah satu)*

a. Banyak *b. Sedikit* *c. Bingung*

(Banyak 78%, Sedikit 17%, Bingung 5%)

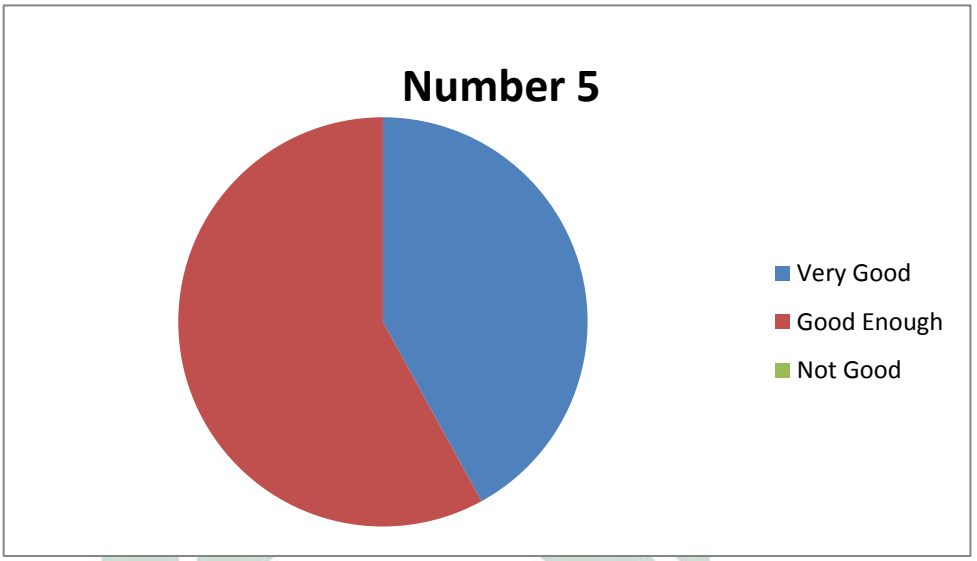


Number 5: *Seberapa baik kamu dalam memahami pertanyaan gurumu? (Silang salah satu)*

a. Baik Sekali *b. Cukup Baik* *c. Tidak Baik*

(Baik Sekali 42%, Cukup baik 58%, Tidak baik 0%)

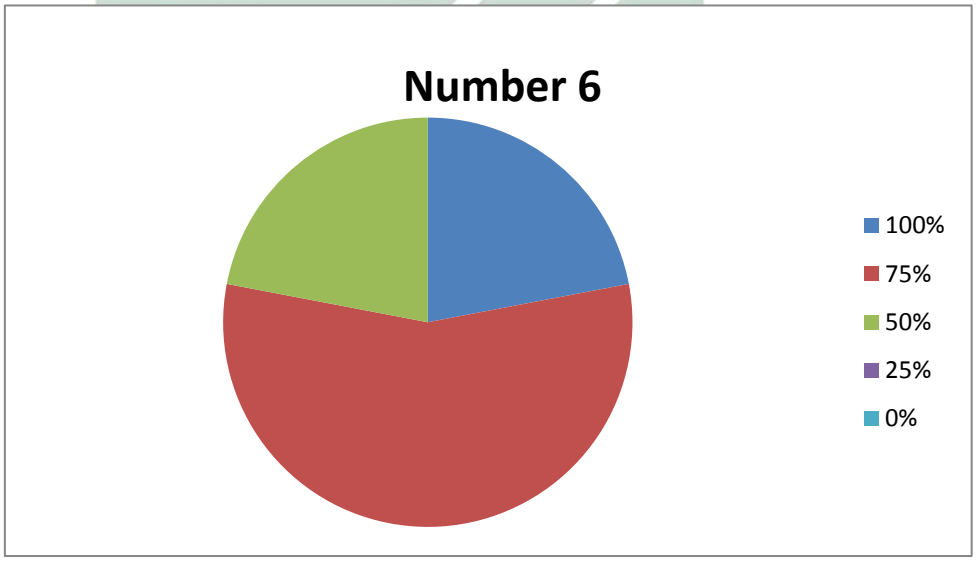
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id



Number 6: *Seberapa banyak kamu paham terhadap aktivitas yang dilakukan guru di kelas? (Lingkari salah satu)*

100% *75%* *50%* *25%* *0%*

(8 students chose 100%, 20 students chose 75%, 8 students chose 50%, 0 students chose 25%, 0 students chose 0%)



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Number 7: *Tulislah hal yang paling membuatmu tertarik dalam aktivitas guru atau tulislah hal mengenai aktivitas itu*

_____

_____

(Most of students said about LCD projector, about the teacher's activities, about teacher's question that probing interesting for them, dsb)

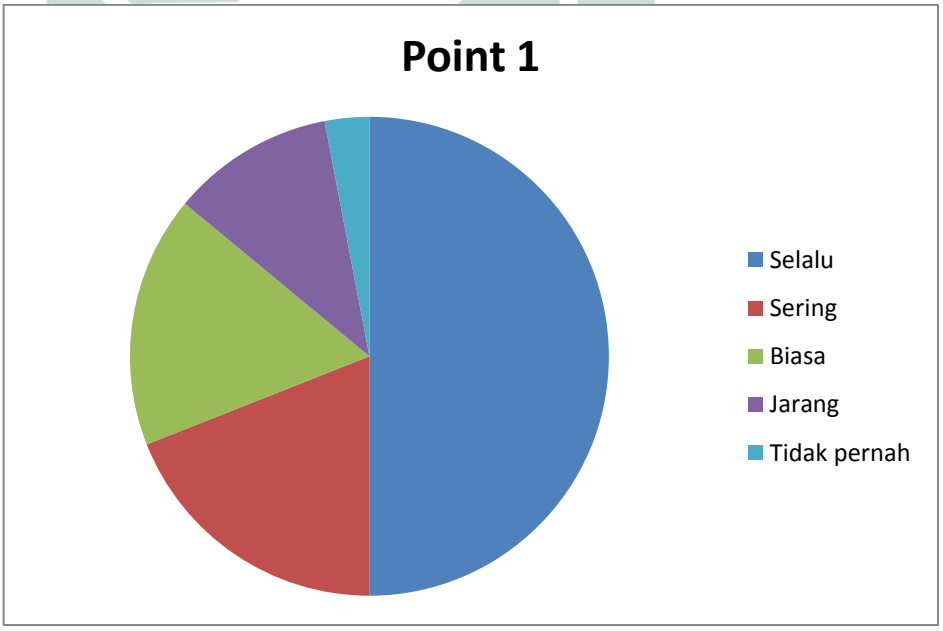
2) Meeting 2

a. Interest

These are the results of the students' interest in a form of questionnaire:

Point 1: *Saya selalu menyiapkan diri saya untuk belajar bahasa Inggris*

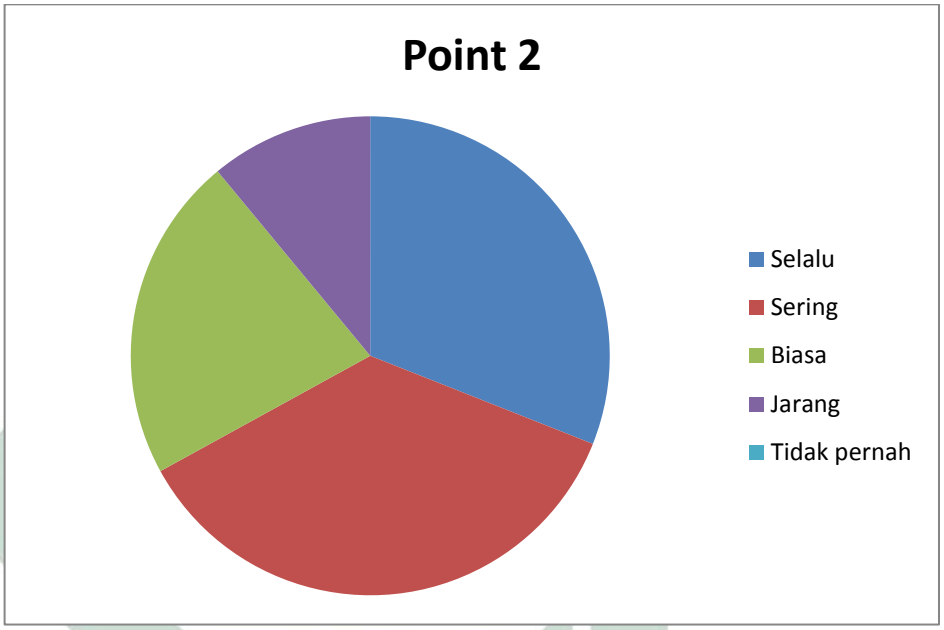
(Selalu 50%, Sering 19%, Biasa 17%, Jarang 11%, Tidak pernah 3%)



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Point 2: *Saya mendengarkan dengan seksama pelajaran dari guru bahasa Inggris saya*

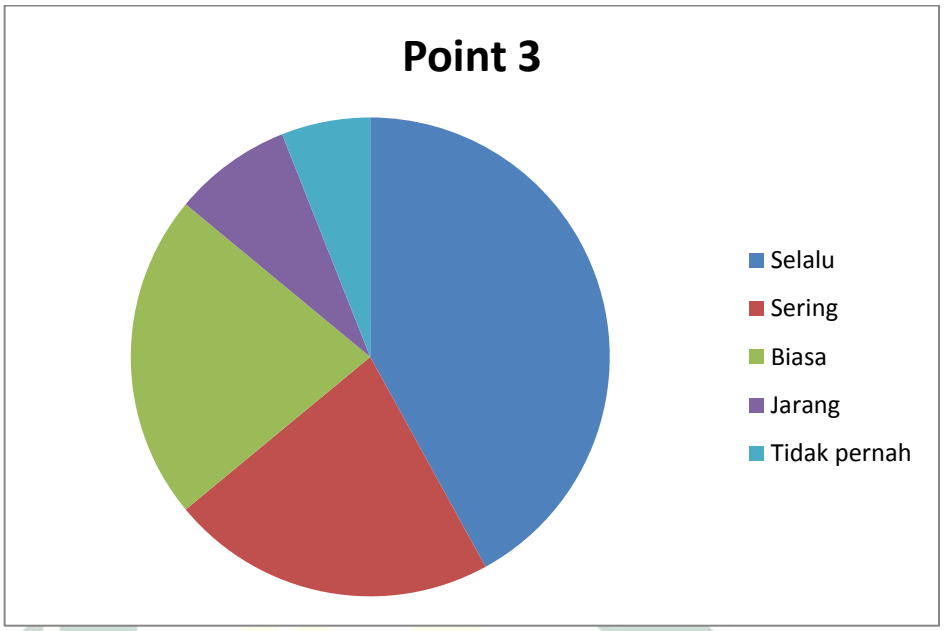
(Selalu 31%, Sering 36%, Biasa 22%, Jarang 11%, Tidak pernah 0%)



Point 3: *Saya secara aktif berpartisipasi dalam diskusi, menjawab pertanyaan dan/atau mengklarifikasi hal yang saya tidak paham*

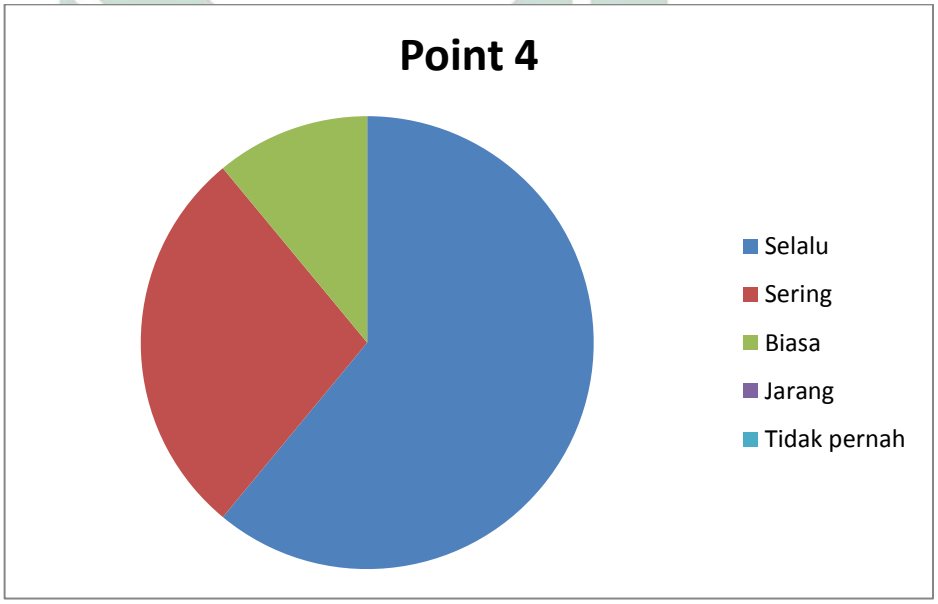
(Selalu 42%, Sering 22%, Biasa 22%, Jarang 8%, Tidak pernah 6%)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id



Point 4: *Saya ingin mendapatkan nilai yang bagus dalam tes, kuis, tugas dan projek*

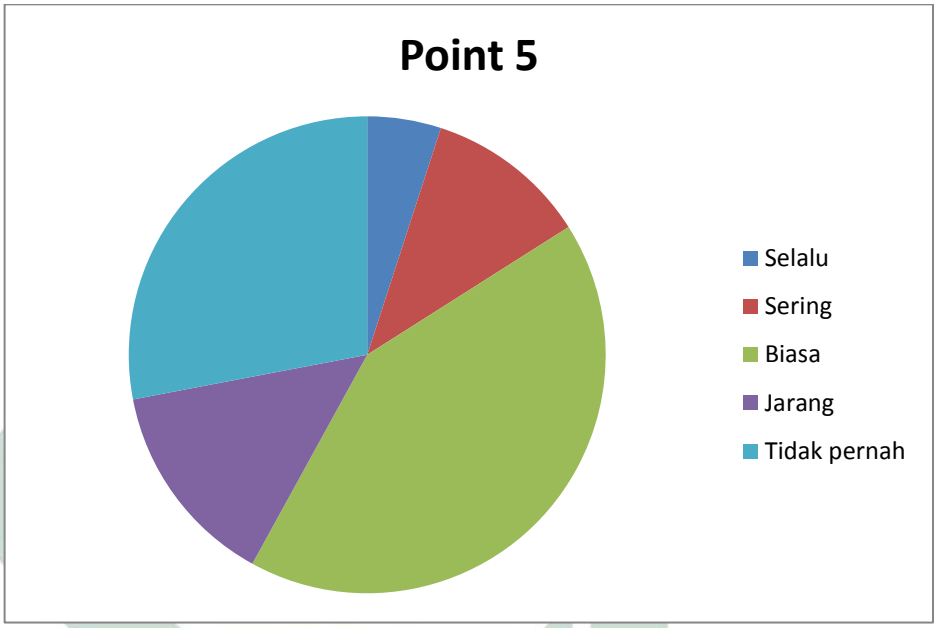
(Selalu 61%, Sering 28%, Biasa 11%, Jarang 0%, Tidak pernah 0%)



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

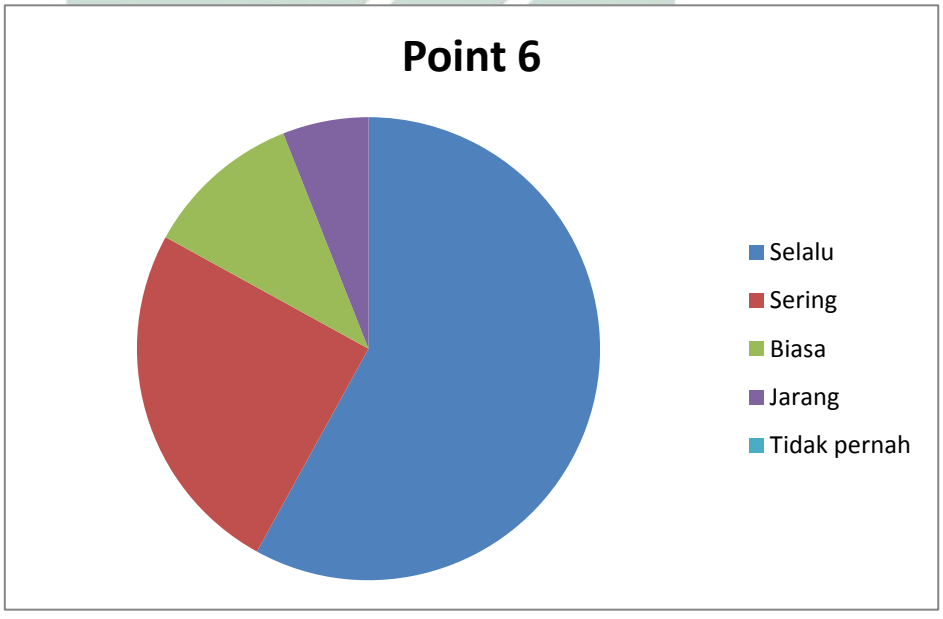
Point 5: *Saya merasa frustasi ketika diskusi terganggu atau guru tidak datang*

(Selalu 5%, Sering 11%, Biasa 42%, Jarang 14%, Tidak pernah 28%)



Point 6: *Saya berfikir mendalam ketika guru bertanya pada saya*

(Selalu 58%, Sering 25%, Biasa 11%, Jarang 6%, Tidak pernah 0%)



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

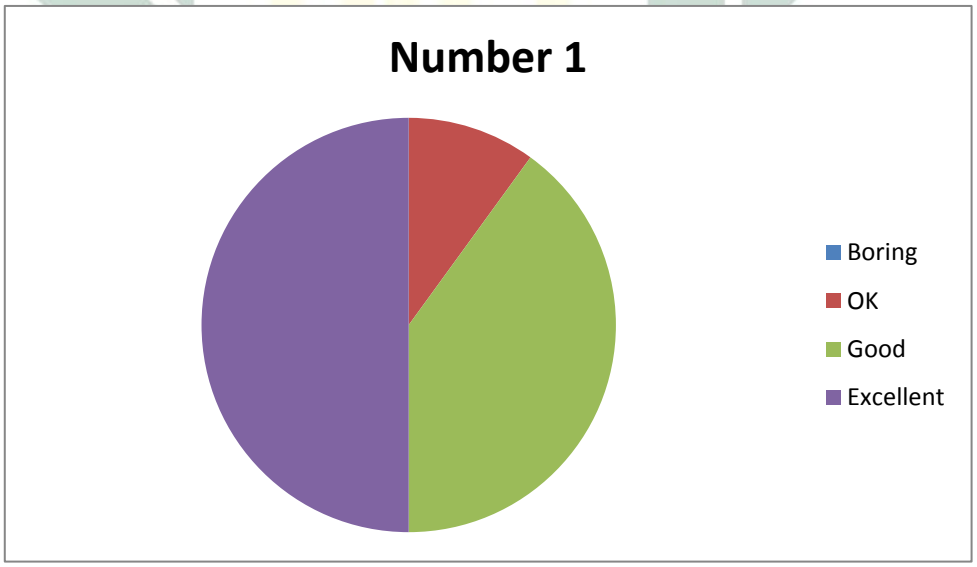
b. Teacher's Evaluation from Students

These are the results of the teacher's evaluation in a form of questionnaire from the students in teacher's teaching and learning processes:

Number 1: *Bagaimana aktivitas gurumu (pilih satu)*

Boring	Ok	Good	Excellent

(0% answered boring, 10% answered OK, then 40% stated Good, the last 50% answered excellent)



Number 2: *Berapa banyak usaha yang kamu berikan pada aktivitas gurumu? (pilih salah satu)*

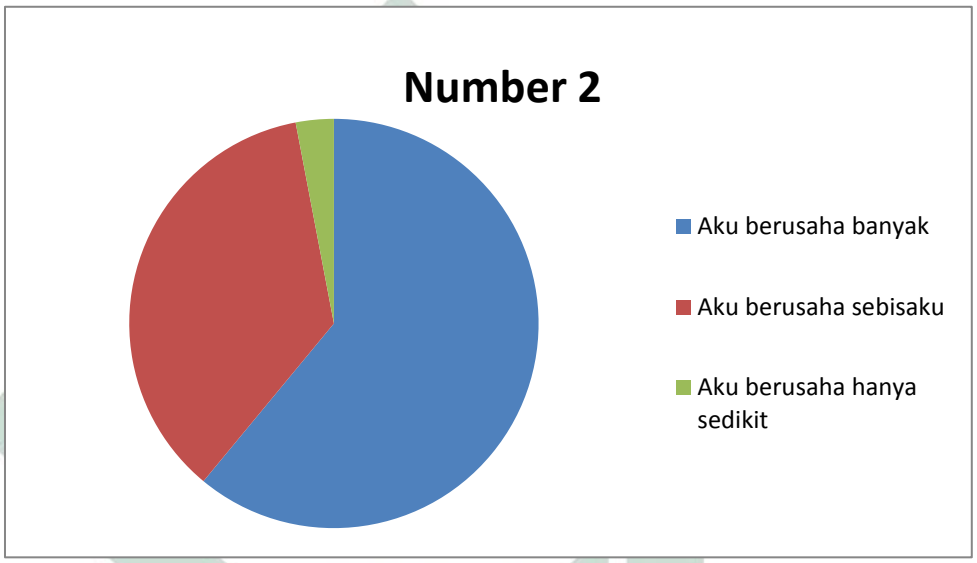
◯ *Aku berusaha banyak*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

◯ *Aku berusaha sebisaku*

◯ *Aku berusaha hanya sedikit*

(Aku berusaha banyak 61%, Aku berusaha sebisaku 36%, Aku berusaha hanya sedikit 3%)

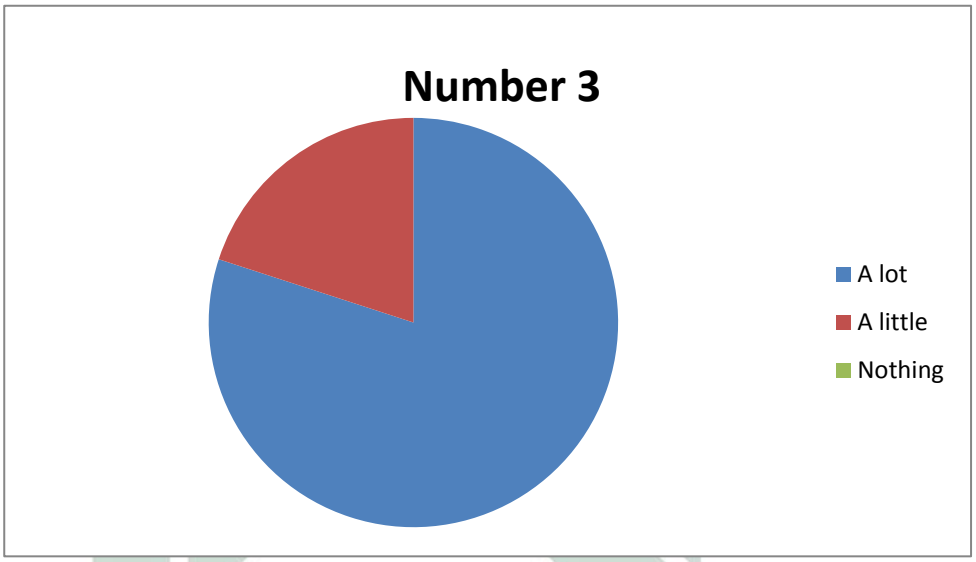


Number 3: *Apakah kamu mempelajari sesuatu yang baru dari aktivitas gurumu? (Silang salah satu)*

a. Banyak *b. Sedikit* *c. Tidak ada*

(Banyak 80%, Sedikit 20%, Tidak ada 0%)

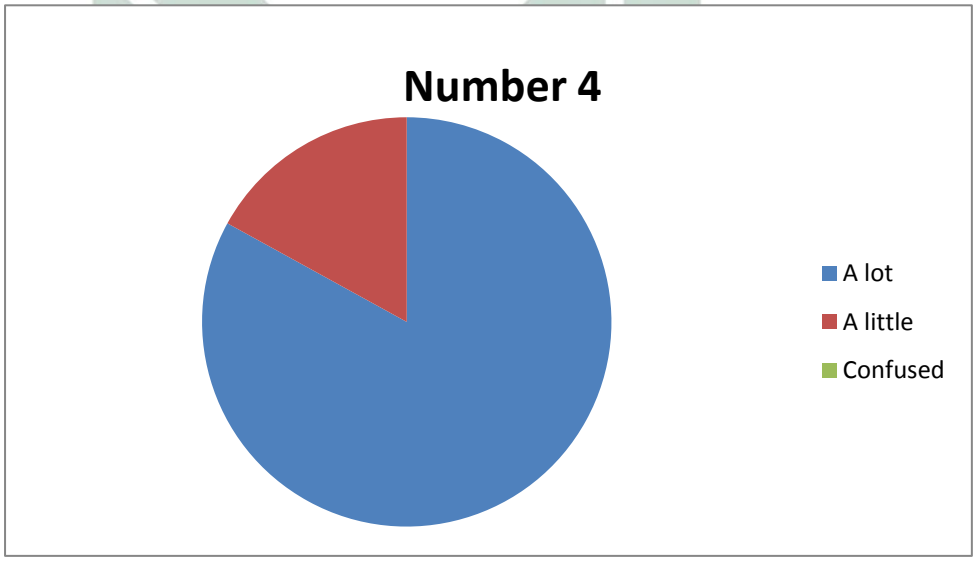
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id



Number 4: *Apakah kamu dapat memahami pelajaran ketika guru memberikan pertanyaan padamu? (Silang salah satu)*

a. Banyak *b. Sedikit* *c. Bingung*

(Banyak 83%, Sedikit 17%, Bingung 0%)

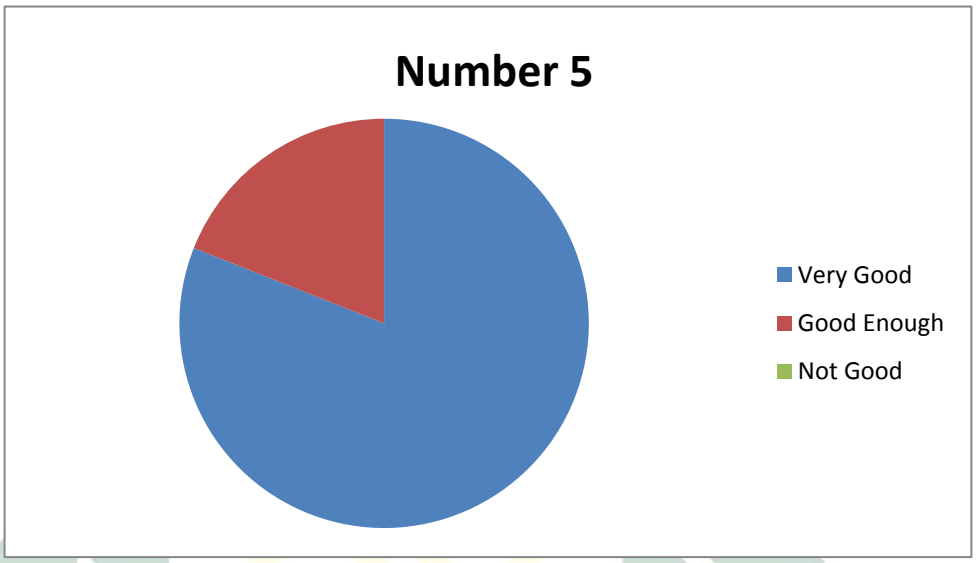


Number 5*: Seberapa baik kamu dalam memahami pertanyaan gurumu? (Silang salah satu)*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Baik Sekali *b. Cukup Baik* *c. Tidak Baik*

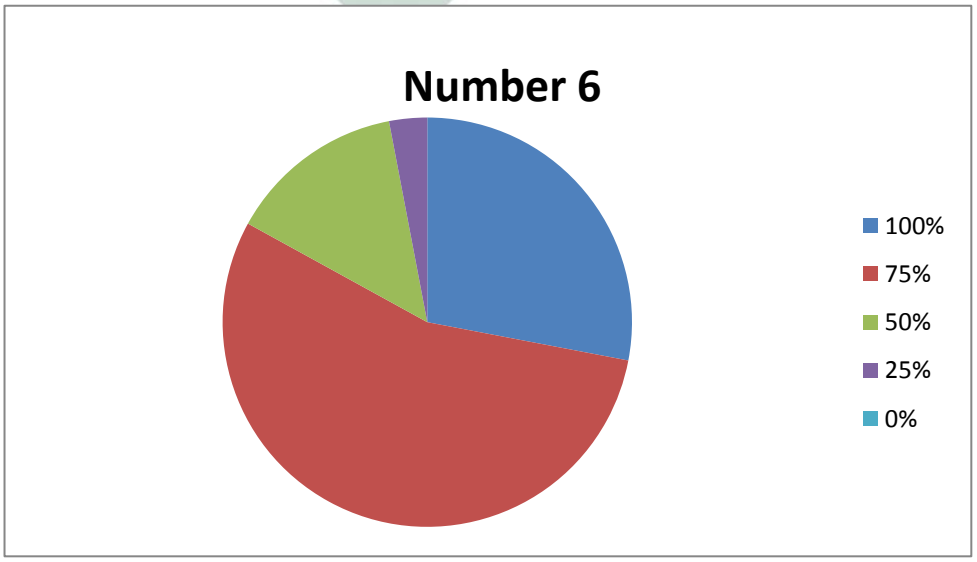
(Baik Sekali 81%, Cukup baik 19%, Tidak baik 0%)



Number 6: *Seberapa banyak kamu paham terhadap aktivitas yang dilakukan guru di kelas? (Lingkari salah satu)*

100% *75%* *50%* *25%* *0%*

(10 students chose 100%, 20 students chose 75%, 5 students chose 50%, 1 students chose 25%, 0 students chose 0%)



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Number 7: *Tulislah hal yang paling membuatmu tertarik dalam aktivitas guru atau tulislah hal mengenai aktivitas itu*

_____

_____

(Most of students said about LCD projector, few students said that they enjoy with the teacher's questions, dsb)

B. Discussion

1. Teacher's Eliciting Stage Using Socratic Question in the Activities of Curriculum 2013

In this study, the researcher found out what the teacher's eliciting stage using Socratic question is and it was done by using Socratic question in a specific taxonomy in a form of interactional transcript and observation checklist. Here, the researcher tried to analyze the classroom discourse analysis in some kind of conversational analysis among the interactions between teacher and the students in two meetings. Meeting 1 that focused on the nature of the narrative text and meeting 2 that focused on the grammar of past tense. The researcher pointed out the analysis into some kinds of extracts based on each activities of curriculum 2013. The analyses of teacher's eliciting stage using Socratic question in the activities of curriculum 2013 in meeting 1 as follow;

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1) Meeting 1

a) Observing Session

Teacher began the lesson by observing a wise word that they usually do and related it with the materials in a moral lesson. This is the extract analysis of this stage;

In extract 1.1, the researcher found the teacher's eliciting stage using Socratic question. Teacher elicited the students' understanding by asking questions to clarify their behavior before learning the lesson. The teacher said "What we usually do? Do you still remember?", "Would you please say in Bahasa Indonesia?", and "What does it means?" to clarify students' understanding about something that they have known before. This is the type of Socratic question where the teacher asked the students for their clarification. Again, the teacher elicited the students' understanding by asking question to get the students' idea about their viewpoints or perspectives on wise word such as when the teacher said "Any students who know the meaning?" and "Do you agree with your friends' idea?". According to Scrivener, Socratic question can be used to guide students in generating thoughtful ideas.[2] It can be concluded that the teacher gave Socratic question mostly to get the students to clarify what they have learnt before and to probe the students' viewpoints or perspectives about something. The interaction is thoughtful and students give full responses to the teacher.

[2] Jim, Scrivener. *Classroom Management Techniques.*(UK: Cambridge University Press, 2012),134

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b) Questioning Session

Teacher asked questions about narrative text and the examples of narratives text. In this stage, teacher always uses Socratic question to guide the students to find the answer by themselves. Here is the analysis from this stage;

In extract 1.2, teacher elicited students' understanding mostly was used to clarify about the definition of narrative text when the teacher said; "What do you know about narrative?", "Can you give me some examples of narrative?", and "What is the purpose of writing narrative?". Moreover, to get the students to think deeply, the teacher guided the students by giving a simple question about another clue that has similar meaning with narrative text and differentiated it (in this case the teacher used another text such as procedure text). Interaction between the teacher and the students was active and teacher gave thoughtful question so that the students are maintained to think deeply. Once, teacher gave feedback to the students to make the materials clear. Teacher also uses types of Socratic question to probe reasons and evidences about the materials.

c) Exploring Session

In this stage from extract 1.3, teacher often used Socratic question to check the students' viewpoints or perspectives, to clarify their thought, to probe reason or evidence and to probe assumptions about the materials by giving them tasks about 'The Stingy and The Generous'; when the teacher said "Have you got the idea? would you please tell me?", "Do you agree with

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

group one's answer?" and "What is the purpose of this text? To describe something or to entertain people?" can be seen that the teacher applied the types of Socratic question. Students' responses are thoughtful and giving them chances to share their thinking to each other.

d) Associating Session

In this stage teacher tried to associate the materials in a form of another story and got the students to analyze those story. Here is the analysis of this stage;

In extract 1.4, teacher mostly elicited students' understanding by giving questions to clarify, to get the students' viewpoints or perspectives from another story, to probe assumptions, and to get the students' response about implications and consequences. When the teacher said; "Have you heard about the story?" it means that the teacher wanted to clarify the students' understanding about the story. When the teacher said "Any difficult words from the first paragraph?" it means that the teacher wanted to get the students' viewpoints or perspectives about the paragraph. Again when the teacher said "One or two?" it means that the teacher wanted to get the students' assumptions about the answer. The last, when the teacher said "What happened when the prince saw an old and ugly woman?" it means that the teacher wanted to get the students' idea about implications and consequences of the story.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

e) Communicating Session

In the last stage of curriculum 2013, teacher got the students to fill the tasks and share it together in a discussion that happened in the classroom. Teacher also used Socratic question to connect what they learned and to promote the students' deeper thinking. This is the analysis of the stage;

In extract 1.5, teacher gave the students task to do in a group. Teacher elicited students' understanding using six types of Socratic question, they are; question to clarify, question to probe assumptions, question about reasons and evidences, question about viewpoints or perspectives, and question about the question. For instance when teacher said "What about the prince?" it means that the teacher wanted to clarify what the students knew about the prince. Moreover, the teacher said "Can you describe? Can you guess? What about Maurice?" it means that the teacher wanted to get the students' assumptions about the answer. Sometimes the teacher said "Why do you think that Belle has a lot of passions?" it means that the teacher wanted to get the students' reasons or evidences to prove their answer. The teacher also said "Do you agree with your friend's answer?" it means that the teacher wanted to get the students' viewpoints or perspectives about the answer. The last, the teacher said "Any questions about this question?" stated that the teacher wanted to get the students' response to the questions.

Afterward, the analyses of teacher's eliciting stage using Socratic question in the activities of curriculum 2013 in meeting 2 showed as follow;

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2) Meeting 2

a) Observing Session

The teacher began the lesson by observing a song that the teacher gave to the students. Teacher also used Socratic question to clarify the students' understanding about the song. Afterward, the teacher gave questions to get the students' understanding about the material that they learned. This is the extract analysis of this stage;

In extract 2.1, the researcher found the teacher's eliciting stage using Socratic question. Teacher elicited the students' understanding by asking questions to clarify the students' understanding about the song. The teacher said "Do you know what is the tittle of this song?", "Ilham, What did you do to your mom this morning?", and "What did you do?" to clarify students' understanding about something that they have done before. This is the type of Socratic question where the teacher asked the students for their clarification. Again, the teacher elicited the students' understanding by asking question to get the students' idea about their viewpoints or perspectives of the song such as when the teacher said "Kira-kira what is the song about?" and "Tania, do you agree with the answer?". Teacher also said "Can you guess?" to get the students' assumptions about the song. It can be concluded that the teacher gave Socratic question mostly to get the students to clarify what they have learnt before and to probe the students' viewpoints or perspectives about

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

something and to get the students' assumptions. The interaction is thoughtful and students give full responses to the teacher

b) Questioning Session

The teacher asked questions about the importance of learning grammar. In this stage, teacher always uses Socratic question to guide the students to find the answer by themselves. The teacher began by asking question to get the students' implications and consequences. Afterward, the teacher mostly used Socratic question to probe reasons and evidences followed by their assumptions. Here is the analysis from this stage;

In extract 2.2, teacher elicited students' understanding mostly is used to clarify about the importance of learning grammar when the teacher said; "I want to ask you, is it important to master the structure of the grammar?". Moreover, to get the students to think deeply, the teacher guided the students by giving a simple question to probe reasons and evidences from the students such as "Can you explain why?" to the students. The interaction between the teacher and the students was active and teacher gave thoughtful question so that the students are maintained to think deeply. Once, teacher gave feedback to the students to make the materials clear. Teacher also uses types of Socratic question to probe assumptions about the topic that they learned.

c) Exploring Session

In this stage from extract 2.3, teacher often used Socratic question to check the students' viewpoints or perspectives, to clarify their thought, to probe

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

reasons or evidences and to probe assumptions about the materials by asking them questions about ‘Two kinds of verbs’; when the teacher said “There are two types of verbs, can you guess?”, “What do you call that?”, and “Can you distinguish between these two verbs?” can be seen that the teacher applied the types of Socratic question. Students’ responses are thoughtful and giving them chances to share their thinking to each other.

d) Associating Session

In this stage the teacher tried to associate the materials by asking question about the examples of regular and irregular verbs. Teacher divided the students into some groups of discussion and asked about regular and irregular verb. Here is the analysis of this stage;

In extract 2.4, teacher mostly elicited students’ understanding by giving questions to clarify and to probe assumptions from the students. When the teacher said; “What is your verb??” means that the teacher wanted to clarify the students’ understanding about the verbs. When the teacher said “Is it true that this one is a verb?” it means that the teacher wanted to get the students’ assumptions about the right verbs. The students’ responses are thoughtful and gave chances to develop the students’ deeper thinking.

e) Communicating Session

In the last stage of curriculum 2013, teacher got the students to do the board games and share it together in a discussion that happened in the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

classroom. Teacher used Socratic question to connect what they learned and to promote the students' deeper thinking. This is the analysis of the stage;

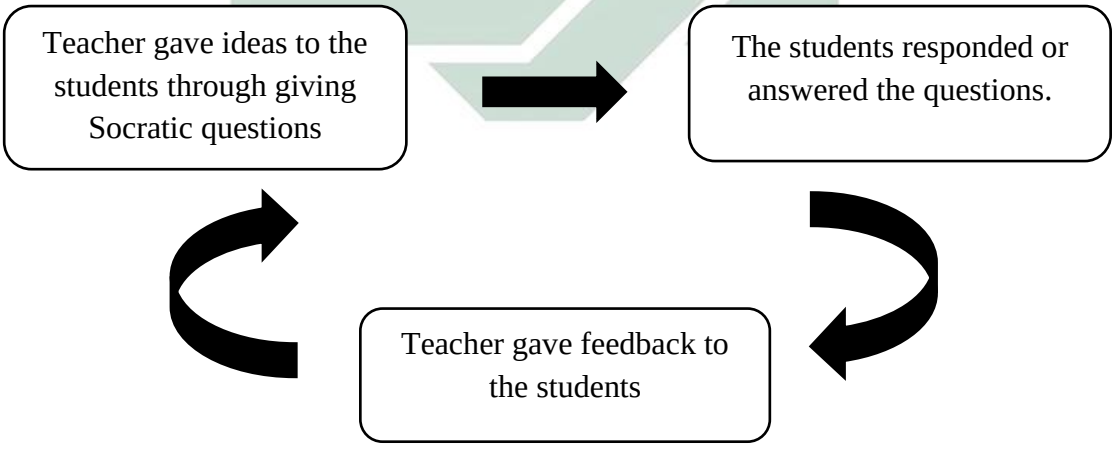
In extract 2.5, teacher gave the students games to do in a group. Teacher elicited students' understanding using Socratic question to get the students' clarification, to probe reasons and evidences, to get the students' viewpoints or perspectives, and to get the students' implications and consequences about the materials. The teacher said "what does it means?" to clarify the meaning from the students. Afterward, the teacher said "Do you know why?" to get the students' reasons about the answer. Teacher said "do you agree with me?" to probe the students' viewpoints or perspectives about the materials. The last, the teacher said "is it important for us to know how to read this word?" to get the students' understanding about implications and consequences about the importance of their ability in reading words.

Based on the discussion above, the researcher concluded that the teacher's eliciting stage using Socratic question can be seen through the activities of curriculum 2013 by implementing the types of Socratic question to reach the goals of teaching and learning activities.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. The Steps of Teacher's Eliciting Stage Using Socratic Question in curriculum 2013

At the beginning, teacher did not know that the questions that the teacher always uses in teaching and learning processes called Socratic. The teacher chose to use those questions because the materials in curriculum 2013 aimed to make the students to be active in the class and to discover new things scientifically. After the explanation from the researcher, the teacher had understood that the questions used in teaching and learning processes are called Socratic question. Therefore, when the researcher asked the teacher to teach in the classroom, the teacher arranged the lesson based on what she known ordinarily. The teacher used lesson planning and made her own eliciting stage in teaching English. The researcher found that the eliciting stage that done by the teacher was like the schema below.[3]



[3] Based on observation session done by researcher to Mrs. Yulindria as teachers for English materials in the eighth grade students at SMPN 25 Surabaya on Friday, 22th of May 2015 at 07.30 a.m

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Graphic 4.1 Teacher's eliciting stage that the researcher found

It is almost similar with the theory that stated by Siti about the stage of elicitation, According to Siti there are three stages of elicitation;[4]

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

Based on observation session, the researcher recorded the activity during teaching and learning processes. The material which was given to students was quite understandable. The researcher could see the situation from students which could answer teacher's question most of the time. Sometimes they asked question when they did the task and did not know the meaning of the question. The material which was given and the teacher's way in eliciting to the students can extend students' knowledge. This was proven by students' answers which were various. Those answers were logic and right even though some of them answered it by using Indonesian language. Teacher always makes the material based on the syllabus and developed it by herself. Teacher also makes the material in different

[4] 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.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ways in order to make students easy to catch the material. This makes students happy to join the class.

To support teaching and learning process, teacher usually used media to make students interested and enjoy the class. Teacher always used LCD projector while teaching in the classroom. This was because the students enjoyed when the teacher shown something that interesting from LCD. Moreover, teacher also applied total interaction during teaching such as motivating used questions, connected what they learnt from their daily life, gesture, and many other interactions. Teacher made students free to communicate each other through sharing in a discussion. The main point was they could understand the material well. Teacher could create the atmosphere in class well to make students feel comfort in learning process. She was very friendly and creative in guiding students. Sometimes she checked students' understanding by giving oral and written test to know whether students understood the material well or not.

During teaching and learning process, students paid attention to teacher's explanation. Students could answer teacher's question directly or if they did not know, they consulted the difficult word to the teacher. To make students understand more during teaching and learning process, teacher also gave warming up to introduce the material. The teacher gave songs to students to refresh their minds before and after the lessons. When students did the assignment, teacher walked around the class to check students' activity. Helping students' difficulties,

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

correcting students' error, and giving feedback in the end of the class were also the part of guiding students during teaching and learning process.

After doing interview, the writer could get the data about the teacher's opinion and the teacher's problems which were appeared after teaching and learning process in English teaching when the teacher elicits students' understanding by using Socratic question. As the result, the teacher has used to apply some forms of Socratic question in teaching and learning process without knowing those are called Socratic question.

3. The Effect of Teacher's Eliciting Stage Using Socratic Question for the Students

To answer the third research questions about the effect of teacher's eliciting stage using Socratic question of the Eighth grade students especially in 8F as an object of the research, the researcher gave questionnaire to the students after they have been thought by the teacher in meeting 1 and meeting 2 and analyzed through some observations in the classroom. The researcher analyzed the data in forms of percentages where the researcher got from the students' numbers and the 8F class consisted of 37 students. The more students choose the higher percentage is. For further information is explained as follows:

In meeting 1, according to the students' result from point 1 up to 6 about the students' interest in learning English shown that most of them were ready to learn English based on their choices. They chose the choices 'always' higher than 'often', 'sometimes', 'general', 'a little', 'never' approximate up to 44% from the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students' numbers and students' choices. Moreover, about the teacher's evaluation based on the students' choices shown that:

1. Analysis number 1: Students mostly choose Good for about 44% higher than other choices. It means that the students have a good motivation during the teacher's activities. The students were motivated to participate in the teacher's teaching and learning activities.
2. Analysis number 2: Students mostly choose Aku berusaha banyak for about 56% higher than other choices. It means that the students were more active during teaching and learning activities.
3. Analysis number 3: Students mostly choose Banyak for about 86% higher than other choices. It means that the students thought that they gain more new things from the teacher after participating in the teaching and learning process.
4. Analysis number 4: Students mostly choose Banyak for about 78% higher than other choices. Based on the result, it can be concluded that the students understood the teacher's questions and gave responses.
5. Analysis number 5: Students mostly choose Baik sekali for about 58% higher than other choices. It means that the students had the better ways of giving response to the teacher's question.
6. Analysis number 6: Students mostly choose 75% higher for about 20 students than other choices. Based on the result, the students had a better understanding about the material during teaching and learning activities.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

7. Analysis number 7: Students' opinions about their interesting activities that were done by the teacher are mostly about teacher's LCD media, teacher's question, and the stories. Some of them also stated that they enjoy the discussion.

Moreover, in meeting 2, according to the students' result of questionnaire from point 1 up to 6 about the students' interest in learning English shown that most of them were ready to learn English based on their choices. They choose the choices 'always' higher than 'often', 'sometimes', 'general', 'a little', 'never' approximate up to 49% from the students' choices. Moreover, about the teacher's evaluation based on the students' choices shown that:

1. Analysis number 1: Students mostly choose Excellent for about 50% higher than other choices. It means that the students much more interested and motivated in teaching and learning process.
2. Analysis number 2: Students mostly choose Aku berusaha banyak for about 61% higher than other choices. Based on the result, it can be concluded that the students are much more active during teaching and learning process.
3. Analysis number 3: Students mostly choose Banyak for about 80% higher than other choices. It means that more students believed that they gain more new things from the teacher after participating in the teaching and learning process.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

4. Analysis number 4: Students mostly choose Banyak for about 83% higher than other choices. It means that the students understood more about the teacher's questions and they gave responses to the teacher.
5. Analysis number 5: Students mostly choose Baik sekali for about 81% higher than other choices. It means that most of the students had the better ways of giving response to the teacher's question.
6. Analysis number 6: Students mostly choose 75% higher for about 20 students higher than other choices. Based on the result, the students had a better understanding about the material during teaching and learning activities.
7. Analysis number 7: Students' opinion about their interesting activities in meeting 2 that the teacher did mostly showed about teacher's drilling about the verbs, teacher's question, and the game. Some of them also stated that they enjoy the discussion.

Based on observation session, the researcher could see the situation from students which could answer teacher's question most of the time. The students asked question when they did the task and did not know the meaning of the question. The material which was given and the teacher's way in eliciting to the students can extend students' knowledge. This was proven by students' answers which were various. Those answers were logic and right even though some of them answered it by using Indonesian language. Teacher also makes the material

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

in different ways in order to make students easy to catch the material. This makes students happy to join the class.

The main point was they could understand the material well. Teacher could create the atmosphere in class well to make students feel comfort in learning process. She was very friendly and creative in guiding students. Sometimes she checked students' understanding by giving oral and written test to know whether students understood the material well or not. During teaching and learning process, students paid attention to teacher's explanation. Students could answer teacher's question directly or if they did not know, they consulted the difficult word to the teacher. To make students understand more during teaching and learning process, teacher also gave warming up to introduce the material.

Based on the analysis above, the researcher concluded that teacher's eliciting stage using Socratic question brought great effect on the students' thinking and understanding about the material and the questions that the teacher gave to them. They enjoyed their teacher's activities and feel easy to talk to each other in forms of discussion. According to Permendikbud attachment No. 68 Year 2013 about Curriculum SMP-MTS that stated about the importance of learning English shows that "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

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

curiosity and interest to reach the function in their abilities to use the language."[5] Based on the statement above, the researcher concluded that the teacher was successfully teach the materials to enrich the students' understanding and thinking when the teacher did eliciting process using Socratic question in the activities of curriculum 2013 so that their students are able to learn English.

[5] Peraturan Menteri Pendidikan dan Kebudayaan, Permendikbud No. 68 Year 2103, *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah.*(Jakarta: Permendikbud, 2013)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id