

Practice of the Socratic Seminar Method in Teaching Speaking at the 10th Grade of State Vocational High School 3 Purwokerto

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Abstract. *Socratic Seminar is a learning method introduced by Socrates where a series of questions are used as main tool in conversations or discussions. It is generally accepted they many students cannot speak English because they think that English is difficult and they are afraid when they speak English incorrectly. Accordingly, this thesis has been written with the aim of knowing the implementation of Socratic Seminar method in teaching speaking. The subjects were 36 students at the 10th grade majoring in Kecantikan 1, State Vocational High School Purwokerto for the 2022/2023 academic year. This study used a descriptive qualitative design which was collected through observation, interviews and documentation as data. The data were analyzed qualitatively and the analysis process included data collection, data reduction, data presentation, and conclusion or verification. The results showed that the teacher said that the Socratic method could not only be used to assess students' ability to speak but also their confidence to speak in front of the class. The final results of the research show about the teacher's efforts in managing the class using the Socratic Seminar method with 3 stages. First preparation, implementation and evaluation.*

Keywords: *English-speaking skills; socratic seminar; teaching method*

A. INTRODUCTION

Mastery of foreign languages is an urgent need in this global era, and English is widely used as a medium of communication. The use of English can be encountered everywhere and anytime, from street advertisements to product labels and news dissemination. Moreover, in this digital era, English is frequently utilized and heard

on the internet. As a foreign language, English is a mandatory subject in Indonesian senior high schools. Effective English communication is crucial in today's world due to the numerous demands it presents.

In the process of learning English, there are four main skills that need to be acquired: speaking, listening, writing, and reading. These skills are interconnected and serve different functions in real-life applications. Among these skills, speaking holds significant importance as it is the primary means of communication, allowing individuals to convey messages and exchange information directly. Ananta (2003) highlights that many students encounter challenges in mastering the speaking skills of English, particularly in areas such as grammar, pronunciation (accent), vocabulary, fluency, and comprehension.

The German philosopher-scientist Alexander von Humboldt, as mentioned in Celce (2014), expressed the belief that "A language cannot be taught, that one can only create conditions for learning to take place." This highlights the importance of creating a language-learning environment and cultivating language habits to enhance students' focus and interest in learning. Many students struggle to speak English because they perceive it as difficult, and they often fear making mistakes. Alfi (2015) further emphasizes the prioritization of English speaking skills in learning a foreign or second language. Consequently, students tend to gauge their success in language learning based on their improvement in spoken language proficiency. It is worth noting that the perception of a language as difficult can also be influenced by the teaching methods employed by the teacher.

As for other supporting factors such as classroom learning environment. Improving students' speaking skills can be done by creating active learning conditions. According to Ratnaningsih (2019) in teaching speaking, teachers can put into five activities. The first is discussion. The students get materials to be discussed. The

second is speech. The students deliver speeches. The speech is better to be videotaped in order to have an evaluation. The third is role play. Role play is done after preparing the script. The fourth is conversation. The students have conversations with other students. The fifth is audiotaped oral dialogue journals. The students have frequent speaking that is audiotaped.

It is generally accepted that it is necessary for an educators to use tailored learning methods to help students improve their speaking skills. Brown (1983) categorizes speaking activities into different types based on objectives. Thornbury (2007) suggests various oral tests, such as interviews, monologues, dialogues, role plays, and collaborative assignments. Choosing the right activities and methods is crucial for achieving learning objectives and enhancing speaking proficiency. Discussion as an option to assess students' speaking ability is the main focus of this paper. The discussion in this paper tries to introduce the socratic seminar method as one of the learning models in Indonesian EFL, especially speaking skills. According to Redhana (2014) Socrates is a Greek who is known to have ideal critical thinking, also with his dialectical method. The use of this learning model is reported to be effective as an active learning that can increase motivation in communicating and reasoning. Moreover, Socratic seminars also provide rich discussions on the topics studied. Students as student centers have the opportunity to develop problem solving skills through dialogue and presentations related to the material being studied. Thus students will recognize the limitations of knowledge and can motivate students to learn.

Nowadays, many students have difficulty in actively speaking or dialogue in English. According to As Sabiq (2018) he stated that learning and motivation are equally important for performance: learning allows us to acquire new knowledge and skills, and motivation provides the impetus to demonstrate what we have learned. Based on the results of the author's initial observations, information was

obtained from the English teacher at SMKN 3 Purwokerto that students' speaking skills were still hampered by several factors such as fear of being wrong in pronunciation, lack of a supportive environment, and lack of vocabulary. But from the other side, students have an interest in exploring, identifying topics that are close to their daily lives. By encouraging the desire for identification activities that students have, students can explore their thoughts, harmonize one opinion with another, and rebuttal with verbal communication. With the aim of building a pattern of critical speaking in the material, the teacher uses the Socratic Seminar method as an effort to manage English classes, with material relating to students' speaking abilities in the form of discussions. Therefore, researchers are interested in conducting research that aims to explore what and how to apply the Socratic seminar method to students' speaking skills.

B. RESEARCH METHOD

The subjects of this action research were 36 students enrolled in the 10th grade majoring in Kecantikan 1 at State Vocational High School Purwokerto for the 2022/2023 academic year. The research employed a qualitative research design, which, according to John W. Creswell (2017), relies more on text and image data compared to quantitative research. Qualitative research follows a similar process to quantitative research but incorporates unique steps in data analysis and utilizes various designs. This scientific research aims to describe a phenomenon by collecting data through documentation, observations, and interviews with the research subjects, which are then processed descriptively.

This study focuses on the implementation of the Socratic Seminar method in improving students' speaking skills. It can be classified as a case study research with a qualitative descriptive approach, as it involves providing explanations, descriptions, and interpretations of the implementation of the Socratic Seminar method in teaching speaking to 10th-grade students majoring in Kecantikan 1 at

State Vocational High School 3 Purwokerto. The data collection technique employed in this research is data triangulation. According to Sugiyono (2015), triangulation is a method of data collection that combines various techniques and sources to enhance understanding in exploring phenomena. In this study, different types of information were gathered through observations, in-depth interviews, and documentation, thus utilizing multiple sources of data.

C. FINDINGS AND DISCUSSION

Findings

The Socratic Seminar learning model in 10th grade of *Kecantikan 1* is divided into 3 stages, there is a stage before the seminar, an implementation stage, and an evaluation stage after the seminar. According to Desi W (2015) and colleagues in their journal that when a teacher carries out the teaching and learning process it means that he carries out the lesson plan which includes pre-teaching activities, during teaching activities, and post-teaching activities. According to Subakti (2017) the learning plan stage is the process of teaching and learning activities that are planned and systematic with the aim that the process of organizing teaching and learning activities can take place and be evaluated effectively and efficiently. Then there is the method implementation stage, which contains the development process carried out by the teacher in designing learning logically and systematically to determine matters relating to the implementation of the learning activity process by taking into account the potential and competence of students. And finally the evaluation or supervision stage, so that learning can achieve learning objectives.

The process is explained in more detail based on the results of observations made in 10th grade of *Kecantikan 1* as follows:

Preparation of Socratic Seminar Method

Learning is a process to help students learn well and there is a change from knowing to knowing. And in self-learning, teachers and students are two main components that are mutually intertwined in order to support learning to be carried out properly and student learning outcomes to be optimally achieved. To carry out learning well, good learning planning must be carried out. According to O'Neil in the journal Bin-Hady (2019) stated that with good lesson planning, the result is an efficient use of classroom time. Students will attend well-organized lessons where no time is wasted, and the teacher's job is thus made less difficult.

Data obtained from interviews with Mrs. SB as an English subject teacher in class the 10th grade majoring in *Kecantikan 1*, and also matched the results of observations in that class. Based on an interview with Mrs. SB as one of the English teachers at State Vocational High School 3 Purwokerto on August 9, 2022 at 10:00, she showed a point about how to manage material preparation in English lesson. The main form of preparation before entering the material for the achievement of learning objectives is that the teacher first observes the condition of the students and the material being studied. This is in order to determine how the appropriate method to be applied. So that the method can support the learning process optimally.

In this study, the teacher prepared the things needed in the implementation of Socratic Seminar method in teaching speaking. Below are the steps taken by the teacher at the second meeting in English subject, on August 04, 2022.

- a) *The teacher explains the material about Asking and Giving Opinion by giving examples of expressions from existing modules.*

From the result of observations in class of the 10th grade majoring in *Kecantikan 1*. When the English subject took place in class, at that time they were discussing material about Asking and Giving Opinion. The teacher

uses the leatoring method at the beginning of the meeting. The class atmosphere was conducive at the beginning, but in the middle of the time there were some students sitting in the back, paying less attention to the lesson and some opening their gadgets. Here the researcher gives an overview of the teacher in mastering the material that is also good in its delivery, but it should be noted again that students still need to be advised about when is the right time to use gadgets during class.

At this meeting the class began with a greeting from the teacher, he said “Assalamu'alaikum warahmatullahi wa barakaatuh! Good morning students! How are you this morning?” the teacher started the class, she used English to create an English atmosphere in the class. And then the students greeted with the reply "Good morning mam, I'm fine thank you. And how are you". After greeting, the teacher continued by warming up first by reviewing the material learned at the previous meeting. In the previous meeting, the students had received "Asking and Giving Opinions" material in the form of examples of expressions such as "in my opinion..., I think we should..., I believe that... Personally I think..., " and also had get homework to see the video on the youtube link given by the teacher.

b) The teacher gives an example of a dialogue that will be arranged in the discussion.

The material "Asking and Giving Opinions" at this meeting is in Task 3, in this task students are presented with various examples of expressions that are grouped according to their function in a box. In the functional language box students find five types of expressions, there are giving opinions, asking opinions, agreeing, disagreeing, and the last is partly agreeing. From these various examples, the teacher begins to read them one by one and is followed by students. In this task students are given the task of making

example sentences by taking 3 examples of expressions taken from the functional language box. The process of working on individual assignments in class took place conductively. After all students make examples of expressions taken from the functional language box, then the results of their work are collected to the teacher. And the teacher reviews the material again and gives several examples of expressions for the students to emulate.

- c) *The teacher gives an example of a dialogue by broadcasting via Whatsapp group of 10th grade majoring in Kecantikan 1.*

After task 3 is finished, then the teacher has task 4. The teacher reads the tasks contained in task 4, students to make a group of four or five students to arrange a dialogue of asking and giving opinions. She said “For all my students, listen to me please! For the task of the next meeting is to make a dialogue text “Asking and Giving Opinions” in group. Each group will consist of five to six children. Please later you will be in groups and then the group will be recorded and informed in the whatsapp group, I ask for your help as the head of the class you will coordinating your friends, thank you. For the theme and provisions of the dialogue will be shared via Whatsapp group.”

- d) *The teacher gives a theme option that will be chosen to be analyzed and compiled into a dialogue in the group discussion later.*

Assignment information about the task-4 assignment has been shared on WhatsApp class broadcast. Furthermore, in the broadcast, the teacher gives an example of a dialogue dialogue asking and giving opinion between several people who are talking about something. In the sample dialogue text, there are expressions of asking and giving opinions which are clarified by printing the expression text in bold. The teacher also gives two themes that will be used as material for the dialogue "having a pet cat at home and saving

money in a piggy bank". From the two themes that have been given by the teacher, each group is free to choose one of these themes to be used as material for dialogue

- e) *The teacher gives advice on what to do to make a dialogue.*

The teacher also provides provisions in the work of the task. Dialogue must contain at least 2 expressions asking opinion, 3 giving opinion and 2 expressions of agreeing or disagreeing and done in groups, each group consisting of 6 children. Each member's name must be in the dialogue (6 people). Example (pay attention to the words in bold and count the number according to the provisions.) And finally, the teacher guides and motivates all students to actively participate in the dialogue. And next week when a group is having a dialogue role play, the audience must listen and pay attention to the dialogue of the other groups who are on duty.

- f) Grouping stage. The teacher directs students to form into 6 groups and each group consists of 5 students.
- g) The teacher guides and motivates each student to take part in the dialogue. After the English lesson in class the 10th grade majoring in *Kecantikan 1* was finished, it ended with the teacher saying "Today's lesson has finished children, see you again at the next meeting"

The preparation stage above has a very vital position in ensuring the smooth implementation of the Socratic Seminar. This is related to what was conveyed by Moeller (2013) that in preparation for the implementation of the Socratic Seminar method, one of which is that students must know the theme or idea of the discussion that will be the subject of discussion. To make it easier for students to participate in discussions, not just be spectators. And also Participants discuss according to their assigned reading, they may not leave the reading theme. That way participants

will focus on the questions in the discussion, and also take responsibility for their own ideas. They must learn to rely on their judgment of the reading.

Implementation of Socratic Seminar Method

The learning method is a planning and implementation procedure. When observing the teacher's process in applying the Socratic Seminar method, in the process there are learning steps that are arranged regularly, to the assessment and evaluation process. The seminar Socratic Method is a discussion method in which the teacher acts as a guide or instructor and makes a question the only teaching method. So in this learning process rely on questions about a theme as a trigger for discussion. These critical thinking skills can guide students in developing appropriate insights, from examining sources of information and knowledge in such a way. So students can recognize the limits of knowledge and provide awareness to be more motivated to learn.

From the result of observations made on Thursday, August 11, 2022 in class the 10th grade majoring in *Kecantikan 1*, at 5th and 6th hours. The learning target is form groups, have discussions, then each group invited to present the dialogue that has been discussed by students in groups.” The results of the observations are that the teacher has prepared everything that supports learning that day specifically in implementing the method. But before students enter the class, there are obstacles, that is students are not yet in class, after receiving information from the class leader, the class leader provides information that the previous subject is in a different class and is a bit far away, so it is quite inconvenient for the teacher because it has cut 10 minutes of learning time.

Below are the steps taken by the teacher at the second meeting in implementing the method, on Thursday, August 11, 2022.

- a) *The teacher instructs students to prepare seats according to the groups that have been formed.*

That time was the second meeting of the material "Asking and Giving Opinion" in the English subject in 10th grade Kecantikan 1. After the teacher entered the class, immediately opened the class by saying "Assalamu'alaikum wr wb, good morning students! How are you today?" the teacher started the class he used English to create an English atmosphere in the class. Then continued with the student's response to the greeting by saying "Walaikumsalam Wr. Wb. good morning Mrs I'm fine thank you and how are you?". After the teacher and students greeted each other and then continued with the teacher checking the presence of students by calling them one by one. Then the teacher reviewed the material "Asking and Giving Opinion" by saying "Students, at the previous meeting we have studied various expressions about expressing opinions. Please mention any examples." The student's response when getting a question like that is a bit slow, the student is still silent and has not responded. Until the teacher gave instructions for students who still remember to raise their hands, and there were students who raised their hands and gave examples, she said "Giving opinion: in my opinion, as far as I'm concerned. Asking opinion: what do you think? do you agree with me?. Agreeing: I couldn't agree more, I feel the same. Disagreeing: I'm afraid I'm disagree, I don't think so. Partly disagreeing: I see your point but, I agree with you to an extent, however." From the answers of some of the children with the help of the notes they had, they still chose expressions that were familiar to them.

Next, the teacher gives instructions to students to prepare seats according to the groups that have been formed at the previous meeting. In one class, 6 discussion groups were formed. When students form discussion groups the class atmosphere becomes less conducive because of the change in seating

positions. In dealing with this, the teacher immediately reminded students not to be too loud when forming groups. After all students sit down with their respective groups, the teacher then gives notes about what things must be considered when making a dialogue. The note had previously been broadcast via whatsapp messenger, which contained today's discussion. That broadcast will be a guide for students in conducting group discussions. After all students are ready, then the teacher gives the signal for group discussion to begin. At the moment when all students discuss here, the teacher observes how the group discusses, and goes around several times. When the discussion process took place, the class atmosphere became very active in conducting group discussions, and when a group was confused, they did not hesitate to raise their hands and ask the teacher. The teacher gives time to discuss until the 5th lesson is over.

In the process of dialogue in a Socratic Seminar, the student who acts as the first questioner will force other students in his group to act as a source of information, students will be asked an opinion about something, and other students will exchange information or provide arguments to the questioner. According to Delic (2016) he stated that the philosophical basis of this dialogue is from Socrates himself which is enshrined in the writings of his student, Plato. Where Socrates was born a sculptor and he realized that his true calling was to sculpt young minds. The final process of task-4 is that students in groups are invited to come forward and carry out discussion dialogues according to what has been made. Mrs. SB said that the use of the method in this material could not only be used to assess students' speaking skills but also to assess their confidence to speak in front of the class.

b) Divide the order of group presentations.

The teacher makes lottery numbers for group presentations. Each group representative is welcome to take the lottery. By distributing affairs with the lottery will make students more conducive compared to allowing free random presentations.

c) Groups make presentations on the results of the discussion, according to the serial number of the lottery that has been taken.

After the 5th hour was over, the teacher gave a signal that the discussion session would end by saying “Excuse Me, all of you the time is up! Are you ready for the presentation?” but most of them still haven't finished by responding “Not yet!”, then the teacher gives an additional 5 minutes for students to prepare the presentation. After all ready. Then one representative from each group come forward to take the lottery number provided by the teacher. By using lottery numbers to determine the order of the group progress, the teacher has made the dialogue presentation sequence process more orderly because indirectly students must be ready with the results of the presentation sequence draw.

d) The teacher supervises other groups who are in the audience to pay attention, when one of the other groups is making a presentation in front.

Before students make presentations, the teacher reminds students who are in the audience so that when the presentation takes place, all students who are in the audience can listen to the discussion carefully and not be noisy. And for the group who is presenting in front to make a presentation with straightforward pronunciation so that the entire audience can hear it.

e) *The teacher observes how the dialogue process is presented by students.*

Before students make presentations, the teacher reminds students who are in the audience so that when the presentation takes place, all students who are in the audience can listen to the discussion carefully and not be noisy. And for the group who is presenting in front to make a presentation with straight forward pronunciation so that the entire audience can hear it.

When the dialogue presentation is running, the presentation begins with a greeting and the introduction of the names of group members. Observed in the introduction to the first group "Hello, good morning friends! Let me introduce myself, my name is, and....." followed by the name of each member, "we are from 1 group and will present our dialogue". Greetings and introductions in presentations are often reminded in class by the teacher, so that students get used to it, although in practice most of the students still use Indonesian, but some have started to be confident in using English. Mrs. SB explained that the material "Asking and Giving Opinion" can make the students learn the way to expressing their point of view and by using various expressions that match what they want to convey, whether asking for opinions, responding agree or disagree, and also giving rebuttals. This material serves to provide encouragement to students about any vocabulary or expressions in the "Asking and Giving Opinion" material and applied in future meetings and in daily life.

In group dialogue presentations in front of the class, each conversation in the dialogue will begin with a questioner, who asks other people's opinions on something. In line with the Socratic Seminar method itself, which is a method in the teaching and learning process that emphasizes self-examination through question and answer. By Kusmaryani in his journal she state:

Socratic question is question introduced by Socrates which consists of six types of question such as Conceptual clarification questions, Probing assumptions, Probing rationale, reasons, and evidence, Questioning viewpoints and perspectives, Probe implications and consequences, Questions about the questions.

Therefore, for more details, we can see an example of a question in the functional language box in task-3 which is a reference for students to make the dialogue below.

Table 1. Funtional Language

Asking Opinion
What do you think/reckon?
Do you see what I'm getting at?
Do you know/see what I mean?
Do you agree with me?
Would you go along with that?
Would you agree with me that ...?
What are your thoughts on that?
Don't you think (that)...?

In task-4, students create a discussion dialogue instead of a debate, in which the dialogue contains arguments that make each informant provide different information based on their experience or the extent of their knowledge. As stated by Huo-En Chang in his journal entitled "Application of the Socratic dialogue on corrective learning of subtraction" he state:

There are several key points in the Socratic method when it is applied for learning. Firstly, its learning objective is "inquiry". Its purpose is not to completely oppose student's original arguments, but to partially modify their original arguments. Secondly, its method is a dialogue between student and teacher. The role for the teacher is to ask the questions and the student's role is to organize their past experiences in answering the questions....

This is very related to learning "Asking and Giving Opinions" but here the teacher acts as an observer only, he gives questions that become material for group discussion and is not involved in the discussion.

This discussion method is an alternative for the teacher to hone students' skills in discussing, practicing to be more active in speaking English. And with the results of class observations when conducting group discussions and conducting dialogues in front of the class, they enjoy learning activities in class. The application of this method can be said, by using this group discussion students can work on dialogues by helping each other, developing their opinions, moreover with the two themes offered by the teacher to become material for discussion are themes related to their daily activities so that students have personal experience about these themes. The teacher's role when students are having discussions is to observe students doing their assignments, it is not uncommon for the teacher to go around checking each group to make sure that they understand their assignments and work together in doing the work. Mrs. SB, she said that there were still some students who had not fully participated. There are still students who are not active when asked to show courage in speaking English, they are still embarrassed to speak up in front of the class, so students who are shy or not confident usually have a low voice for fear of being wrong, so they must always be reminded.

During class observations when students came forward in groups for dialogue in front of the class, observers found that some students had problems. When they wanted to say expressions in English. Those who experience one of them is when students had a difficulties in pronouncing English words. One of the students said the reason was because they feel that the vocabularies are still foreign and have never heard of how to pronounce them. In terms of voice intonation and clarity, found that there were several groups who did a presentation in a voice that was not loud enough to be heard by the audience, but almost all of the students did it well.

All groups conducted a dialogue according to the theme they chose, every question in the dialogue and the response to their opinion did not come out of the context of the chosen theme.

After the whole group has finished presenting the dialogue in front of the class, then the group representatives collect the results of the dialogue that have been written on a piece of paper, with the names of group members. The teacher gives feedback on the learning process by asking "Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you will be involved in the interaction. How do you feel during the lesson? Is there anyone who wants to say something?". After that the teacher conveys the conclusions of today's activities. Provide good input from the aspect of the structure of the text because there are some groups that are still not right in using grammar and vocabulary so that it can affect the meaning. The next step is to evaluate how students make presentations, provide examples of good and correct dialogue, and provide motivation to be more confident to speak in front of the class.

Evaluation of Socratic Seminar Method

The stage after implementation is the evaluation stage. In terms of teaching instruction, it is not easy to decide the best teaching instruction which is most suitable for increasing students' understanding. As stated by Windhariyati (2018) in her journal, this situation refers to the fact that classes in every Indonesian environment have different characteristics. Likewise with the class that is the object of this research. Some children have high and low proficiency, some consist of active and less active children, things like that will be factors that will be encountered during the process of implementing the Socratic Seminar method.

Of the series of lesson plans from mapping the steps towards the expected goals, the strategy or method applied is the Socratic Seminar method, then the evaluation

stage. This stage is a moment for the teacher to provide an assessment of learning achievements as long as the material is delivered to carry out group discussion assignments. In accordance with Mrs. SB teaching module for class 10th grade majoring in Kecantikan 1, in the material "Asking and Giving Opinions" which has the aim that students can analyze and capture the meaning contextually of social functions, text structures, and linguistic elements as well as designing texts of oral transactional interactions that involves giving and asking for opinions critically, creatively and politely on the topic of natural and social phenomena with an optimal level of fluency and accuracy. So the end result of this lesson was given two tasks to be an evaluation tool for their teacher there are 1) the presentation of the dialogue in front of the class and 2) collecting the results of the dialogue that had been written on a piece of paper.

Evaluation of learning English on the material "Asking and Giving Opinions" is by presenting discussion dialogues in front of the class to assess students' speaking skills. Based on the module that is the teacher's reference, this evaluation process has several things that must be considered to provide an assessment of student speaking, namely lexicogrammatics, systematics, speech and intonation and interactive communication or confidence and fluency in taking turns to speak. In accordance with the observations of researchers in class, here the teacher's role is to observe how students dialogue, whether students are able to analyze main ideas, how students expand vocabulary mastery, how students communicate in asking questions and clarifying questions. During the presentation of each group, it was observed by the researcher that each group had presented a discussion dialogue using the theme chosen by each group. All groups have demonstrated their speaking skills through dialogue discussions. In this case the teacher's concern is how students can be confident to speak English in front of the class.

Furthermore, in addition to assessing students' activeness in carrying out dialogues and presentations in front of the class, there are also other written assessments. The results of the analysis of the main ideas or themes of each group are set forth in a dialogue conversation narrative text. This written assessment is intended so that the teacher can evaluate how students make dialogue texts, whether they have followed the instructions for making dialogues or not, corrected mistakes in writing English words, and grammar.

At this evaluation stage it ends with a reflection from the teacher. The teacher asks students about how the student learning process is while studying the material "Asking and Giving Opinions". As for some of the things that the teacher asks students, such as whether during the process of delivering the material the students can understand the material? How is the process of group discussion during learning? Are there any difficulties with the material?. After asking a few things earlier the teacher also gave a review of how the student process was during learning, pointed out deficiencies that needed to be corrected again and also provided motivation so that future students would be better at learning English.

Discussion

The application of the Socratic Seminar method in teaching speaking to 10th-grade students majoring in Kecantikan 1 at State Vocational High School 3 Purwokerto yielded successful results. The effectiveness of the Socratic Seminar method was evident in the positive impact it had on the students. By engaging in opinion dialogues, students were able to express their thoughts, share ideas, and actively participate in discussions. This method provided a platform for students to develop confidence in speaking and articulate their viewpoints effectively. The students' good responses during the learning process indicate their active involvement and improvement in speaking skills.

Notably, the application of the Socratic Seminar method extended beyond assessing students' speaking abilities. It also played a vital role in enhancing their motivation and sense of responsibility within a group setting. Through the method's implementation, students were encouraged to take ownership of their learning and collaborate with their peers. The group discussions and dialogues fostered a sense of accountability and promoted a supportive learning environment.

Comparing the Socratic Seminar method with traditional teaching approaches highlights its advantages in the context of improving speaking skills. Unlike conventional methods that often rely on teacher-centered instruction, the Socratic Seminar method promotes critical thinking, active participation, and collaborative learning. By engaging students in dialogue and encouraging them to explore diverse perspectives, this method cultivates higher-order thinking skills and fosters a deeper understanding of the subject matter.

While the application of the Socratic Seminar method proved effective in this study, it is important to acknowledge certain limitations. The study was conducted in a specific educational setting with a particular group of students. Therefore, the generalizability of the findings may be limited. Additionally, variations in teaching contexts, student populations, and subject areas may influence the effectiveness of the method. Further research is warranted to explore the applicability of the Socratic Seminar method in diverse settings and investigate its impact on other language skills.

In conclusion, the application of the Socratic Seminar method in teaching speaking to 10th-grade students majoring in Kecantikan 1 at State Vocational High School 3 Purwokerto was successful. The method's implementation through stages of preparation, implementation, and evaluation, involving activities such as group discussions, dialogues, and presenting dialogues in front of the class, led to positive

outcomes. The method not only assessed students' speaking abilities but also enhanced their motivation and sense of responsibility within a group setting. The findings suggest that the Socratic Seminar method is an effective approach to managing and improving students' speaking skills, offering potential benefits for language teaching and learning.

D. CONCLUSION AND SUGGESTION

Conclusion

Based on the data obtained from class observations, interviews, and document analysis, it can be concluded that the application of the Socratic Seminar method in teaching speaking to 10th-grade students majoring in Kecantikan 1 at State Vocational High School 3 Purwokerto was successful. The method was implemented through stages of preparation, implementation, and evaluation, involving activities such as group discussions, dialogues, and presenting dialogues in front of the class. The application of this method had a positive impact, as students were able to engage in opinion dialogues, demonstrate confidence in speaking, and show good responses to the learning process. This method not only assessed students' speaking abilities but also enhanced their motivation and sense of responsibility within a group setting. Overall, the application of the Socratic Seminar method proved to be effective in managing and improving students' speaking skills.

Suggestion

Based on the findings, researchers have recommendations for both teachers and students. For teachers, it is suggested to optimize classroom management and adequately prepare students for the learning process, ensuring they can learn effectively and achieve the learning objectives. As for students, they are advised to actively listen to English conversations available online, pay more attention during instructions, and support each other when practicing English speaking in front of

the class. The researchers express their appreciation for the teacher's efforts in managing the classroom, including analyzing students' language skills, facilitating learning materials, and employing effective learning strategies. The teacher's creativity in using these methods has provided valuable insights into English teaching techniques, which can potentially be beneficial in the future.

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