Enhancing Speaking Skill and Critical Thinking by Using Socratic Method at Senior High School Students' of Al-Fath Modern Islamic Boarding School

Fhadillah Dhuha[1], Sondang Manik[2]
[1]Pesantren Al-Fath Air Hitam Kecamatan Gebang
[2]Universitas HKBP Nommensen
Email: fhadillahdhuhaO@gmail.com, sondang.manik@gmail.ac.id

ABSTRACT

Answering questions is considered more popular than asking questions. Socratic questioning is a method of learning by conversation or discussion where students are faced with some eccentric problems that create a series of questions. This research uses a qualitative descriptive design by collecting data from documents, observations and interviews. Then the data is analyzed using qualitative data analysis. Miles and Huberman show the theory about collecting data analysis which includes data collection, data display, and conclusion drawing/verification. In Socratic Method develops the expansion of cognitive and analytical abilities, Socratic method could be an appropriate way to teach English. This method involves asking questions in a way that allows everyone to share ideas and also helps to create a positive environment for learning. Questioning where the types of questions most widely used by students are questions that explore information, reasons, evidence, and causes. Questions for clarification appeared. Questions about viewpoints and perspectives appear, followed by questions that explore assumptions, questions about questions and the least common question is questions about implications/consequences. As a way to train critical thinking skills, speaking and critical thinking skills are very important in the learning process that requires both skills and analytical process while students have lack of grammar and vocabulary, facts and evidence. How to make students enjoy learning speaking that would be a challenge for the writer when he taught at senior high school students' of Pondok Pesantren Modern Al-Fath. Another thing the result of the research: theoretically could become a new way in practicing speaking by using Socratic Method especially for critical thinking skills in English.

Keywords: *Socratic Method, Speaking, Critical thinking, Qualitative Research*

Introduction

The teachers has a huge responsible as communicators among the students for building, creating the comfort environment and zone for motivating the students more than speak and memorization of knowledge, such as asking questions, having open-minded and out-of-the box ideas, point of views, and beliefs which can enhance students' critical thinking.

The biggest interested of the researcher has to focus on "Enhancing Speaking Skill and Critical Thinking by Using Socratic Method at Senior High School Students' of Pondok Pesantren Modern Al-Fath". "Speaking" is derived from the term speak, which means "to convert, to convey, to say meaning." Speak" is the method for hearing it out or offering (Berger, 2021)

perspectives, in other words, saying what we all want to say. In so far as we can tell, "speaking" has a wide spectrum of uses in our lives (Rao, 2019). Critical" word is derived etymologically from two Greek words: "kriticos," which is the skill of considering a decision from a rational conclusion, and "criterion," which is the quality or criteria that would be used to assess ideas. Etymologically, the development of discerning judgement is based on standards (Kusmaryani et al., 2018). (Macalister & Nation, 2019) Critical thinking is integrated into the Indonesian curriculum to help students achieving their reasoning skills and ability to critically evaluate texts. It is the instructor's responsibility to assist students in developing critical thinking skills .

Furthermore, speaking skill prompts the ability to listen at the same time in supporting the transferring and accepting the message (Leong & Ahmadi, 2017; Rao, 2019). both skills should be

well mastered by the speakers because speaking has a variety of potential responses that cannot be predicted, the only way to have clear communication is to listen and respond (Narzieva Nilufar Atakulovna, 2021; Wahyuni et al., 2019).

In this research, the researcher will analyze the interaction among the students in English class. Based on the analysis above, the researcher will be conducting Qualitative Research to collect data to determine whether Socratic Method has a significant effect on the students' speaking skill and critical thinking. At last, the researcher conducted a study titled "Enhancing Speaking Skill and Critical Thinking by Using Socratic Method at Senior High School Students' of PPM Al-Fath."

Therefore, this method makes the situation more lively and enthusiastic. In fact, speaking activity is crucial and interesting in almost all classes. Since, the purpose of the research is "Enhancing Speaking Skill and Critical Thinking by Using Socratic Method at Senior High School Students'of PPM Al-Fath."

Based on the introduction on the previous page, the researcher formulated the objective of the study as follows: 1) To find out whether Socratic Method effect speaking skill of senior high school student's at PPM Al-Fath. 2) To find out whether Socratic Method effect critical thinking of senior high school students at PPM Al-Fath. 3) To identify what obstacles are most faced by students when learning speaking and critical thinking in English.

Method

This study is design qualitative research with a descriptive approach based on data analysis. This Qualitative research collects data from study participants and develops procedures, referred to as protocols, for recording data as the project progresses. Theoretical and analytical approaches was employed to analyze the topics were discuss in this study since the data was in the form of list of questions. The researcher chose to analyze how far the students to create depeer dialogue by whole participants based on the materials are given. and asking the Socratic questioning was implemented in assessing student's speaking and critical thinking through giving a checklist of six types of question.

Questions have been listed by them to each other which were formed up of orally, words, and summarise each session. representation of the real situation. The sample of this research was taken from 12 Santri's of Tenth Grade at PPM Al-Fath, Langkat. They will be divided into the inner circle (speakers) and the outer circle (observers) Students in the inner circle will be given the first opportunity to present their ideas and list of questions.

Findings and Discussion

Socratic Questioning improve Speaking and Critical Thinking Skills. After seven meetings or two months of research, from the data in the form of questionnaires that have been analyzed, there are 136 Socratic Questioning questionnaires where the types of questions most used by students are questions that explore information, reasons, evidence and causes in 53 cases (39%). Questions for clarification appeared in 25 cases (18%). Questions about viewpoints and perspectives were 21 cases (15%), followed by questions that probe assumptions 15 cases (11%), questions about questions 13 cases (10%) and the least common questions were questions about implications/consequences 9 cases (7%).

The Socratic method with questioning or dialogue techniques will build an extraordinary capacity for critical thinking if the issue being discussed is something they like, they know well. thus teachers and students must be able to arrange issues or events to be discussed so that with good mastery of the material all students will be encouraged to express or express orally well. In this case, issues number 2, 3, 4, and 6 are issues that attract a lot of students' attention.
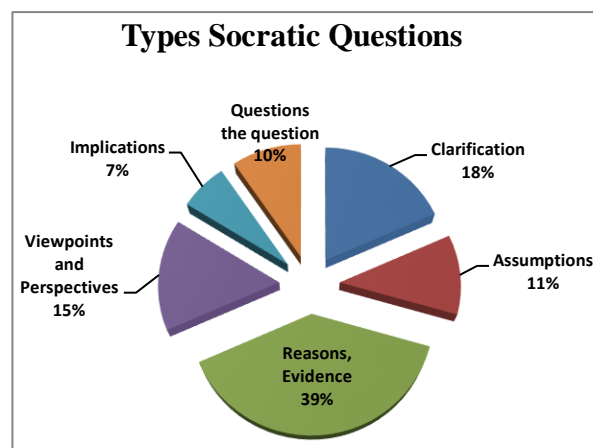
The Percentage of the most socratic questions Diagramme 1

The Students' Speaking Result

From the data analyzed, there are five most important elements in the assessment of speaking skills that researchers must pay attention to, namely grammar, vocabulary, pronunciation, fluency and comprehension in each pronunciation of the list of Socratic questions by Al-Fath students at the aliyah level. The result shows that students' reflexive practice could optimize students' speaking and critical thinking. Speaking result shows that in Excellent category 1 student (8%), in Good category 8 students (67%), in Fair category 3 students (25%), 0% in Weak and Poor category.

The category of Excellent covers; students who are very fluent in speaking, have a rich vocabulary, and a perfect voice tone when pronouncing the words. In addition, "Accent" covers students who are in excellent and good effort at accentuating their speech. "Vocabulary" covers students who are excellent in controlling the language features and have a wide range of well-chosen vocabulary. "Grammar" covers students who do accuracy and variety of grammatical structures correctly. And covers students who are excellent in describing and providing additional details beyond the required.

Students were Good in speaking, some hesitated, searched some words, and some words were inaudible in pronouncing words and accent; students were in good effort in accent; in vocabulary; students were in good strength in directing language; good space, well-chosen vocabulary; for grammar students, they committed grammatical errors in structure due to different grammatical functions, but they did provide clear descriptions including necessary information.

The fair category includes; students are quite fluent in speaking, occasionally hesitating, paraphrasing makes students unbalanced by looking for a number of words and hesitant tone of voice in pronouncing, non-native accents are sometimes attempted, in vocabulary aspects students provide adequate language control and less vocabulary variety, in grammar students make more frequent mistakes but do not affect the idea and limited style in grammar, and in detail students provide sufficient explanation and add some detailed information.

The weak category includes; the tendency to speak hesitantly with incomplete sentences, the tone of voice is quiet and lower in pronunciation, limited and hard to understand and for native accents there is no effort, the student's vocabulary is weak, directing the language and using tasks that do not match the vocabulary used, errors in grammar are more frequent even in simple grammar that affects understanding, and critically limited details so that listeners are difficult to catch the point.

The category of "Poor" category : not being fluent in speaking, having difficulty thinking how to speak continuously, and not being able to be heard. In addition, the students have difficulty pronouncing the words correctly, and they have very limited vocabulary when it comes to speaking. Finally, the grammar of the students is often incorrect, and this also affects the meaning of what they are saying.
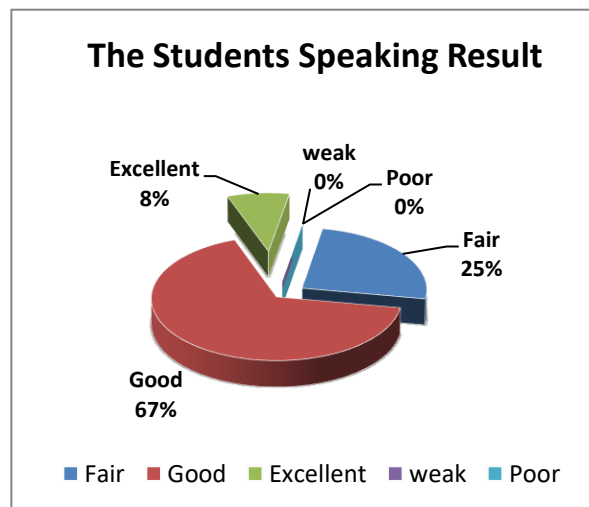
The relationship between the Socratic method in improving students' critical thinking capacity can be analyzed based on the type of Socratic questions were uttered by students. Then, the analysis of data can be categorized the level of students ' questions with cognitive levels based on Bloom's taxonomy that has been revised. the following is in accordance with the example of questions related to critical thinking skills (KBK).

1. Questions for clarification

Examples: Do we understand the meaning of education" itself and "element" termBy being sarcastic or mocking a friend can it be said to have committed bullying? Can you give me an example of cyberbullying? The KBK that emerged were interpretation, analysis, evaluation

2. Questions that probe purpose/ assumptions

Examples: Many people think and assume "smart people" usually lack "manners" is that always the casse or vice versa? Is there a connection between a child's adab being transmitted by his parents? What is the percentage of suicide rate in Indonesia? The KBK that emerged were interpretation, analysis, evaluation, decision-making.

3. Questions that probe Information, reasons, evidence and causes

Examples: Are there any proofs that explained dating is not part of Islam? How does Islam regulate

the relationship between women and the opposite sex or vice versa? How does Islam organise education for women? What should parents do if they know their child is a victim of bullying or even vice versa? Why is adab more important than knowledge? Is there any basis to explain this? How does Allah describe the right mate for each of His servants? How much influence do parents have in supporting their children to succeed in education? The KBK that emerged were analyse, prove, examine, relate, evaluate, criticise, compare.

4. Questions about Viewpoints and Perspectives Examples: According to the KBBI, love is a feeling of love and affection for something or someone else. Islam explains that love is an outpouring of Allah's compassion for all His creatures, so that Allah created the world and its contents perfectly. But, why are there feelings of hatred, envy, jealousy and other bad things in humans? Why is self-defence the best solution to get away from bullying? The KBK that emerged were Analyzing, argumentation, proof and conclusion.

5. Questions that probe implications, consequences Examples: How much this "suicide issue" change the way we think, behave and talk, how much care and sensitivity do we have? What if a student critise and express the shortcomings regarding of the quality of the school, are there any consequences that students will be received? The KBK that emerged was Analyse and evaluate

6. Questions about the question Examples:The most important thing in discussing this issue is whether we are willing to do something to help the victim of bullying? As students we have our own ideal teacher criteria, if we change the question to can and are we ready to accept the fact that we are not their favourite student? Have we ever thought about why we as students dislike a teacher, whether it's the way they teach in class or whatever, but why we never reflect on our weaknesses?

Based on the data above we can see that the six types of Socratic questions are closely related specifically to Bloom's taxonomy in the cognitive domain of higher order thinking which contains learning objectives that make learners to interpret, analyse, evaluate or even be able to manipulate previous information, then it is not monotonous. The data shows the frequency of cognitive domains shown by students, namely C4 and C5 (Analize and Evaluating).

Disscusion

In this session the researcher will outline the research results obtained from the analysis of data collected to answer research questions. There are 136 data that have been analyzed in the form of a list of questions containing the six types of Socratic questions. the dominant types of question are probing rationale, reasons and evidences,

clarification questions and questioning viewpoints. from the data makes a satisfaction also to the researcher because many students have been able to strengthen their arguments through research data, quotations of holy verses, examples and things that can support their arguments so that they are able to link into the material. Meanwhile, (Noviarani et al., 2021) clarification questions are types of questions encourage students to analyze and elaborate on the material to gain clarity and allow students to form impressions and reason with evidence. for examples: by being sarcastic or mocking a friend can it be said to have committed bullying? can you give me an example of cyber bullying?. The last is questioning viewpoints and perspectives this type of question really helps to expand the student's perspective, and shows that there is more than one way of thinking about a topic, so this question not only develops the ability to speak and think (Issabella, 2019), but also openness in accepting differences of opinion so that it does not rule out the possibility of creating a solution (Saputra, 2019). Discussion is one of the learning activities that underlies the oral skills of students in the classroom. Students will be more engaged and motivated to participate in discussions if they choose topics that match their likes and dislikes. Based on the data were collected by the researcher, it shown that the selection of issues or problems involving the role of students in choosing and sorting out the issues discussed whether appropriate, whether they like it is very influential on the tendency of students to verbalize lists of critical questions. of the seven meetings that presented seven materials, researchers found that if students are encouraged to be active both orally and understand the issues or problems discussed through a trend, but also relate and are close to their own lives, then the (Richards & Rodgers, 2001) Socratic method will be successful in the classroom. Thus, from this research that the Socratic method does not consist of boring questions or dialogues, but a constructive dialogue between teacher and student that leads to inductive questions starting from simple to complex questions. This aims to explore students' curiosity more deeply, forming critical thinking patterns that lead to deep understanding, so as to discover new things as well as review and evaluate the validity of what students believe. (Kant et al., 2021)This approach allows students to improve their speaking and critical thinking and gain a greater understanding of what they are studying.

Conclusion

Testing foreign language oral proficiency student is a task that is not easy because it requires careful assessment so that each process is likely to cause many problems (Berthier, 2022). The

Socratic questioning method can be used as an alternative in assessing students ' speaking skills. Tips for using Socratic questions: 1) what subject matter will be studied, 2) develop two or three general questions and begin the implementation of the question and Answer, 3) see or observe whether there is a possibility of student incompatibility, conflict, or cognitive conflict, 4) ask again about things that cause cognitive conflict, 5) continue the question and answer so that students can solve the conflict until it moves to a deeper level of analysis, and 6) conclude the question and answer results by showing the important things that students should have obtained.

The level of critical thinking skills taught through Socratic questions tend to be more improved than students taught with conventional learning. Critical thinking skills include ability to perform interpretation, analysis, evaluation, inference, explanation, argumentation, criticize and self-regulation. Critical thinking skills of Al-fath students who are taught with Socratic Question techniques are superior in analyzing and evaluating indicators.

The Socratic method is a type of constructive questioning to make the student question the validity of his reasoning or to arrive at a conclusion in the face of a problem. so that the application of this method will create students who have intellectual standards such as clarity of accuracy, quality, accuracy, relevance, depth of depth, imagination of thinking and integrating, sensitivity, and rhetorical skills.

References

Berger, A. (2021). Designing a Speaking Competence Course for Future Teachers of English: Exploring Students' Needs. In *English Language Education* (Vol. 22, pp. 343–363). https://doi.org/10.1007/978-3-030-79241-1_28

Berthier, M. L. (2022). Language testing. *Transcortical Aphasias*, 19–35. https://doi.org/10.4324/9781315784717-2

Issabella, R. (2019). Developing ESP syllabus Teaching Materials For Port Business Employes. *Magister Scientie*, *46*(1), 183–200.

Kant, N., Prasad, K. D., & Anjali, K. (2021). Selecting an appropriate learning management system in open and distance learning: a strategic approach. *Asian Association of Open Universities Journal*, *16*(1), 79–97. https://doi.org/10.1108/aaouj-09-2020-0075

Kusmaryani, W., Musthafa, B., & Purnawarman, P. (2018). Optimizing Students' Speaking and Critical Thinking through Students' Reflective Practice in Socratic Circle Speaking. *Bandung English Language Teaching International Conference (BELTIC 2018)*, 201–209.

Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, *2*(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

Macalister, J., & Nation, I. S. P. (2019). Language Curriculum Design. In *Language Curriculum Design*. https://doi.org/10.4324/9780429203763

Narzieva Nilufar Atakulovna. (2021). Factors Supporting Teaching and Learning English in Non-English Speaking Countries. *Researchjet Journal of Analysis and Inventions*, 297–305.

Noviarani, I., Suherdi, D., & Kurniawan, E. (2021). EFL Teachers' Considerations in Developing Online Teaching Materials. *Journal of English Language Teaching and Linguistics*, *6*(2), 515. https://doi.org/10.21462/jeltl.v6i2.597

Rao, P. S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal*, *2*(2), 6–18.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (Second Edi). Cambridge University Press. https://doi.org/10.36074/logos-28.05.2021.v2.05

Saputra, D. B. (2019). The Implementation of Curriculum 2013: English Teachers' Perceptions on Developing Lesson Plan and Teaching Materials. *54 Linguist: J. Linguist. Lang. Teach*, *5*(2), 2019–2054. http://ejournal.iainbengkulu.ac.id/index.php/linguists

Wahyuni, S., Qamariah, H., Gani, S. A., Yusuf, Y. Q., & Syahputra, M. (2019). Critical Thinking Skills: British Parliamentary Debate System to Improve English as Foreign Language (EFL) Students' Critical Speaking. *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, 429–433.