THE SOCRATIC QUESTIONING METHOD FOR THE
INDONESIAN EFL SPEAKING CLASS: STIMULATING
STUDENTS’ SPEAKING AND CRITICAL THINKING

A DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the Degree of
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Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor Pendidikan (Dr.) pada Fakultas Pendidikan Bahasa dan Seni

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Hereby, the writer certifies that this dissertation, entitled The Socratic questioning method for the Indonesian EFL speaking class: Stimulating students’ speaking and critical thinking, is an original work of the writer. Any ideas or statements from various sources used in the dissertation are properly acknowledged.

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ABSTRACT

The Socratic questioning method is one of the teaching methods which was firstly introduced by the great philosopher Socrates with the concept of meaning-making and truth-seeking through questioning. This research aims to investigate the implementation of the Socratic questioning method to stimulate students’ speaking skill and critical thinking in English as a Foreign Language (EFL) learning. This research uses parallel convergent mixed methods to converge or merge both quantitative data and qualitative data to provide a complete understanding of the research questions. The participants of this research are one teacher and thirty-eight students of the third semester of English department of one state university in Tarakan, North Kalimantan. Data collections are test, observation, interview, reflective practice, and students’ profile. Quantitative data analysis uses non-parametric statistics, Wilcoxon sign rank test for a comparison test. In qualitative data analysis, the researcher describes phenomena, classifies, and sees how concepts are interconnected from initial description through the process of breaking down data, see the connection to a new account based on data reconceptualization. The Socratic questioning method implementation in this teaching program is divided into three stages; preparation stages, running process stages, and assessment stages. The Wilcoxon sign rank test result shows that 38 students improved their speaking skill and 26 students improved their critical thinking. The significance value is $0.000 < 0.05$ for both speaking test result and critical thinking test result, which means there is an improvement in students’ speaking skill and critical thinking after going through the Socratic questioning method. The teacher and the students perceive that the implementation of the Socratic questioning method to stimulate speaking skill and critical thinking is useful, interesting, effective, and appropriate to be used in teaching speaking course. The critical factor for the success of the Socratic questioning method in the classroom is preparation.

**Keywords:** Socratic questioning method, speaking skill, critical thinking
ABSTRAK

Metode pertanyaan Sokratik adalah salah satu metode pengajaran yang pertama kali diperkenalkan oleh filus besar Socrates dengan konsep pembuatan makna dan pencarian kebenaran melalui pertanyaan. Penelitian ini bertujuan untuk menyelidiki penerapan metode pertanyaan Sokratik untuk merangsang keterampilan berbicara siswa dan berpikir kritis dalam bahasa Inggris sebagai pembelajaran Bahasa Asing (EFL). Penelitian ini menggunakan metode campuran konvergen paralel untuk menyatukan atau menggabungkan data kuantitatif dan data kualitatif untuk memberikan pemahaman lengkap tentang pertanyaan penelitian. Partisipan dalam penelitian ini adalah satu guru dan tiga puluh delapan siswa semester tiga jurusan Bahasa Inggris dari satu universitas negeri di Tarakan, Kalimantan Utara. Pengumpulan data adalah tes, observasi, wawancara, latihan reflektif, dan profil siswa. Analisis data kuantitatif menggunakan statistik non-parametrik, uji peringkat Wilcoxon untuk uji perbandingan. Dalam analisis data kualitatif, peneliti menggambarkan fenomena, mengklasifikasikan, dan melihat bagaimana konsep-konsep saling berhubungan dari deskripsi awal melalui proses pemecahan data, melihat koneksi ke akun baru berdasarkan rekonsentualisasi data. Implementasi metode pertanyaan Sokratik dalam program pengajaran ini dibagi menjadi tiga tahap; tahap persiapan, tahap proses yang berjalan, dan tahap penilaian. Hasil tes peringkat Wilcoxon menunjukkan bahwa 38 siswa meningkatkan keterampilan berbicara mereka dan 26 siswa meningkatkan pemikiran kritis mereka. Nilai signifikansinya adalah .000 <0,05 untuk hasil tes berbicara dan hasil tes berpikir kritis, yang berarti ada peningkatan dalam keterampilan berbicara dan pemikiran kritis siswa setelah melalui metode pertanyaan Sokratik. Guru dan siswa memahami bahwa penerapan metode pertanyaan Sokratik untuk merangsang keterampilan berbicara dan berpikir kritis bermanfaat, menarik, efektif, dan sesuai untuk digunakan dalam pengajaran mata kuliah keterampilan berbicara. Faktor penting untuk keberhasilan metode pertanyaan Sokratik di kelas adalah persiapan.

Kata kunci: metode pertanyaan Sokratik, keterampilan berbicara, berpikir kritis
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<td>Documentations of Teaching Program</td>
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