CHAPTER V
CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the conclusion, implications of the research, and recommendations. Initially, Section 5.1 presents the conclusion of the Socratic questioning method implementation in speaking class that stimulates students' speaking skill and critical thinking. This section also shows the limitations of the research. Section 5.2 explains the implications of the research theoretically and practically. The last, Section 5.3 gives recommendations for the teachers, policymakers, and future researchers.

5.1. Conclusion

This research aims at investigating the implementation of the Socratic questioning method to stimulate students' speaking skill and critical thinking in English as a Foreign Language (EFL) learning. In particular, this research aims at providing a comprehensive analysis and discussion from quantitative and qualitative data. The data were compared and integrated to see the process of the Socratic questioning method implemented in the speaking course, the effectiveness of this method in stimulating students' speaking skill and critical thinking, the correlation of speaking skill and critical thinking, also teacher's and students' perception of Socratic questioning method implementation.

The Socratic questioning method implementation in this teaching program is divided into three stages; preparation stages, running process stages, and assessment stages. The process of preparation consisted of eleven steps: (1) making a website to help the teacher and the students understand the teaching program; (2) making handbook about the Socratic Method and teaching speaking as guidance in running the method in speaking class; (3) synchronizing the teaching program with speaking course objectives; (4) synchronizing the teacher's background information and the students' background information; (5) selecting the topics for the teaching program; (6) making syllabus and learning contract; (7) preparing e-

books and website links to support the teaching program; (8) selecting the questions from the six types of Socratic questions to be used in the teaching program; (9) utilizing technology to support the Socratic questioning method; (10) introducing the teaching program to the students; and (11) conducting a pre-test to know students' speaking skill and critical thinking.

Next, the running process was done in six steps as follows: (1) introducing the topic; (2) conducting inner circle discussion; (3) conducting outer circle discussion; (4) closing statement; and (5) conducting students' reflective practice.

Lastly, the assessment process was done in six steps, as follows: (1) selecting the topics for pre-test, mid-test, and post-test; (2) selecting the materials for pre-test, mid-test, and post-test; (3) selecting the six types of Socratic questions for pre-test, mid-test, and post-test; (4) using the scoring rubrics in assessing students' speaking skill and critical thinking; (5) converting the scoring rubric result into score; and (6) announcing the grades to the students.

Speaking test reveals the comparison of pre-test and post-test result in speaking performance that 38 students had better speaking skill after using Socratic Questioning Method. No student 's speaking skill decreased after using the method, and none of them had the same speaking skill before using the method. Wilcoxon test result obtains significance value of $.000 < 0.05$, which means that there was an improvement in students' speaking skill after going through the Socratic Questioning Method. Critical thinking test proved the comparison of pre-test and post-test result in critical thinking performance that 26 students had better critical thinking skill after the implementation of the Socratic Questioning Method. There was no student whose critical thinking skill decreased from pretest until post-test. There were 12 students who had the same critical thinking skill from the pretest until post-test. Specifically, Wilcoxon test result obtained significance value of $.000 < 0.05$, in meaning that there was an improvement in students' critical thinking skill after being exposed to the Socratic Questioning Method.

Investigation on teacher's perception and students' perception of the teaching program revealed that the implementation of the Socratic questioning method was good, interesting, effective, and appropriate to be used in teaching speaking course. They realized that this teaching method could improve students'

speaking skill and critical thinking skills. They agreed that the key factor for the success of the Socratic questioning method in the classroom was preparation. In addition, vocabulary, grammatical rules, self-confidence, topic selection, questioning skill, and reasoning skill should also be considered, since they needed waiting time to think and process the given information or questions. Furthermore, teacher's and students' role should be clearly stated to make each party understood their rights and responsibilities, especially those who are signed in inner circle group and outer circle group.

These research findings confirmed what previous research already revealed about the implementation of the Socratic questioning method. Saadi and Rashidi (2016) proved that the dialogic approach improved students' critical thinking, cognitive and affective skill. Hajhosseiny (2012) proved that dialogic teaching especially Socratic dialogue could encourage the students to express the ideas, stimulate their critical thinking, and increase their self-confidence. In addition, Sorvatzioti (2012) found that students' engagement was built during the process of Socratic dialogue which was guided by the teacher who stimulated them through endless questions in order to reach a reasonable conclusion after logical inferential questioning to the problem-solving process. Al-darwish (2012) revealed that teaching using the Socratic Method could give benefits in the acquisition of knowledge organization, intellectual skill development, and in understanding the values and ideas.

This research has limitations in terms of research methodology and the implementation of the Socratic questioning method in the speaking course. The first limitation is the use of a single case which is only focused on one class and no control class. Findings in this research cannot be generalized, but this research results and previous research results show that the Socratic questioning method could be implemented in English teaching as a foreign language for English department students. The second limitation is related to the content analysis of Socratic questioning method implementation that focused only on Socratic circle speaking pattern and frequency of Socratic questions appeared in the conversation. The third limitation is related to the topic selection where the researcher asked the students to choose the available topics and did not consider students' voice to give

their idea about the topics, which were used in the discussion although the researcher thought that the available topics had three different difficulty levels; easy, medium, and difficult. The fourth limitation is reflective practice was only done for students to evaluate themselves. This research employed multiple data collection such as test, observation, interview, reflective practice, students' profile to understand research questions comprehensively.

5.2. Implications

This research has several theoretical implications and practical implications based on the findings of the research.

5.2.1. Theoretical implications

There are four theoretical implications that the researcher has obtained from the research results. First, understanding the concept of the Socratic questioning method, critical thinking, and teaching speaking. It is essential for the teacher and the students to comprehensively explore those concepts in order to optimize the teaching and learning goals. Second, understanding teacher-students' perspective on the Socratic questioning method, critical thinking, and teaching speaking. The teacher and the students' perception of those concepts influence their attitude in implementing the teaching method. Third, building teacher-students beliefs on the Socratic questioning method, critical thinking, and teaching speaking. The teacher and the students' positive beliefs will lead them to the success of the Socratic questioning method implementation, and vice versa. Fourth, confirming the implementation of the Socratic questioning method in the speaking course. This research result revealed that the pedagogical practice of the Socratic questioning method in English as a Foreign Language (EFL) teaching and learning, especially the teaching of speaking skill, can be successfully done.

5.2.2. Practical implications

There are nine practical implications that the researcher has obtained from the research results. First, the development of the syllabus, lesson plan and the material development. After going through the Socratic questioning method, the

researcher concluded that this teaching method needs careful an thoughtful preparation, especially in designing the syllabus, lesson plan, and the materials. Teacher's creativity is required in order to design them appropriately based on the learning objectives. Second, the implementation of the stages of the Socratic questioning method. The teacher should be careful with these stages to avoid the obstacles in implementing this method in the classroom. Third, training of the teacher related to the Socratic questioning method and teaching of critical thinking. The teacher needs some training on the Socratic questioning method and critical thinking to understand these concepts better. Fourth, the preparation of teaching using the Socratic questioning method. It is a critical factor for the success of the Socratic method implementation. Fifth, the topic selection in the teaching and learning process. Appropriate topic selection influences students' speaking in the Socratic circle speaking. Sixth, the on-going discussion activity. There are six types of Socratic questions that should be selected appropriately and adjusted based on students' speaking and critical thinking levels. Seventh, the classroom management, including seating arrangement. The students should be placed equally in the inner circle and the outer circle based on their category (low-achiever students, middle-achiever students, and high-achiever students). Eighth, the integration of technology-supported the Socratic questioning method. The use of mobile learning applications will give benefits to optimize the success of this method. In this research, the researcher used some mobile applications to assisst the students outside the classroom, by utilizing online dictionary, language translator, speaking practice, English grammar, speech to text, google chrome, critical thinking, YouTube, weebly, WhatsApp, and email. Lastly, the process of assessing students' cognitive skill and critical thinking. It is important to design appropriate assessment in dialogic speaking test to evaluate both students' speaking skill and their critical thinking skills.

5.3. Recommendations

Several recommendations are proposed based on what the researcher found during the teaching program. These recommendations are directed for teachers who

are interested to implement the Socratic questioning method in teaching, policymakers at schools or universities, and future researchers.

5.3.1. Recommendations for teachers

There are six recommendations for teachers who are interested to implement the Socratic questioning method in teaching. First, to explore as much as possible the theories of dialogic learning especially a Socratic questioning method and critical thinking. Second, to follow online class about the Socratic questioning method and teaching critical thinking. Third, to make team teaching if they are not confident to implement the Socratic questioning method independently. Fourth, to adjust difficulty levels of topics and Socratic questions used in the discussion. Fifth, to do reflective practice to evaluate the implementation of the Socratic questioning method, hence the quality of every meeting could be improved. Sixth, to assess not only on students' cognitive skill but also their critical thinking.

5.3.2. Recommendations for policymakers

There are three recommendations for policymakers who have the authority to make regulations. First, to consider infusing critical thinking in teaching and learning process after seeing its importance. Second, to introduce the Socratic questioning method and critical thinking through socialization. Third, to make appropriate regulation on the implementation of the Socratic questioning method and teaching of critical thinking.

5.3.3. Recommendations for future researchers

There are four recommendations for future researchers who have the same interest and concern with this topic. First, to explore theories and previous research as much as possible in order to have a better understanding on the Socratic questioning method, critical thinking, and teaching speaking. Second, to use different research methodology to get a better understanding of the Socratic questioning method, critical thinking, and teaching speaking. Third, to integrate technology to support the implementation of the Socratic questioning method, critical thinking, and teaching speaking. Fourth, to broaden the research topic. For

example, curriculum and material development, content analysis of Socratic dialogue transcript, roles of inner circle group, and role of outer circle group, reflective practice, teacher's readiness, students' readiness, technology-supported Socratic questioning method, development of assessment, focus on other language skills such as listening, reading, and writing, and also comparing with another teaching method.