

**THE EFFECTIVENESS OF THE SOCRATIC QUESTIONING METHOD
ON SPEAKING AT PPS ULYA BAQIYATUSSALAF RUMAH QURAN
NAHDLATUL WATHAN LOMBOK.**

ARTICLE



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Abstract

This study aimed to determine the effectiveness of the Socratic Questioning Method in speaking ability of the eleventh grade at *PPS Ulya Baqiyatussalaf RQNW Lombok* in the school year 2023/2024. The population used in this study was 22 students. This research was pre-experimental which consists of pre-test, treatment, and post-test. Oral and written tests were the tools to collect data. The data was analyzed using descriptive statistics and paired sample T-test, which was significant level (2-tailed) less than 0.05. The results of this study shown that the SQM method had a significant impact on learning English speaking in the classroom. This was shown based on the significance results in the paired sample-t test of pre-test and post-test results (p) is 0.00. It could be concluded that the Socratic Questioning method was significantly effective on the speaking ability of *PPS Ulya Baqiyatussalaf RQNW Lombok* students in the school year 2023/2024.

Key words: Speaking skill, Socratic Questioning Method.

1. Introduction

Language is a complex system of communication that humans use to express thoughts, ideas, and emotions (Wati et al., 2024). It is a set of structured or conventional symbols, such as words or gestures, combined according to specific rules, known as grammar, to convey meaning between individuals or groups. Language serves several functions, including expressing thoughts and ideas, conveying information, asking questions, giving commands, and engaging in social interaction (Handini et al., 2022). It allows humans to share knowledge, express emotions, coordinate activities, and engage in cultural and social practices (Jaelani et al., 2022).

In English language learning, there are four main skills are listening, speaking, reading, and writing. These skills are interconnected and collectively contribute to effective communication in English (Fikni et al., 2024). Listening refers to the ability to understand spoken English. It involves comprehending and interpreting the meaning of words, phrases, and sentences as they are spoken by others. Speaking involves expressing oneself in English. It includes using correct pronunciation, grammar, vocabulary, and intonation to convey ideas and communicate with others (Asrobi et al., 2023). Reading involves understanding written English. It includes comprehending texts, such as articles, books, newspapers, or online content, and extracting meaning from them. Reading skills encompass various aspects, including vocabulary recognition, understanding context, inference, and identifying main ideas, supporting details, and the author's purpose or viewpoint (Suherman, 2024). Writing refers to the ability to produce written English. It involves composing coherent and grammatically correct sentences, paragraphs, and longer texts. Writing skills encompass different forms, such as essays, emails, reports, and creative writing (Husnu et al., 2024).

Among the four main language skills, speaking is considered the most important skill in communicating ideas and thoughts. Speaking refers to the act of expressing thoughts, ideas, or information through verbal communication (Wati et al., 2024). It is a fundamental mode of human interaction and a key aspect of effective communication. Speaking involves the use of spoken words, intonation, tone of voice, and nonverbal cues such as gestures and facial expressions to convey meaning and engage with others (Fikni et al., 2024).

There are various challenges or problems that students face when learning to speak in English. lack of vocabulary was usually the main cause of students not confident in speaking English. not only vocabulary was the cause of students' lack of confidence but it could be caused by the methods used by teachers who were still classical so that they could not attract students' interest in learning to speak English. teaching methods were very important to stimulate students' interest in learning (Fikni et al., 2023). the method that could be used to stimulate students in learning speaking was Socratic Questioning Method or SQM. In this case the present researcher used SQM to mention Socratic Questioning Method.

SQM could be a valuable tool for improving speaking skills. By incorporating Socratic questioning into speaking activities, students were encouraged to think deeply, analyze their ideas and articulate their thoughts effectively.

SQM could be encouraging active engagement. It promoted active participation during speaking activities. Teachers could use open-ended questions to initiate discussions, encourage students to express their ideas, and provide constructive feedback. This interactive approach kept students engaged, strengthens their speaking skills, and cultivates their ability to communicate effectively with others. It was expanding

vocabulary and language proficiency. In this SQM, students were prompted to explain their ideas in greater detail (Husnu & Mardiyah, 2022). This process could lead to the use of more precise and sophisticated vocabulary, expanding their linguistic repertoire. By encouraging students to articulate their thoughts accurately, SQM helped improve their overall language proficiency and speaking fluency. The SQM could Build confidence. It provided a supportive environment for students to express their opinions and ideas (Wati et al., 2024). By asking open-ended questions and actively listening to their responses, teachers created a space where students feel valued and encouraged to share their thoughts. This boosts their confidence in speaking and reduces anxiety, leading to more effective and confident oral communication.

When incorporating SQM into speaking activities, teachers should aim to strike a balance between guiding the discussion and allowing students to actively participate and express their ideas. By providing a structured framework for inquiry and thoughtful questioning, teachers can foster critical thinking, improve speaking skills, and empower students to become more confident and articulate speakers.

2. Method

The method used in this research is pre-experimental design using quantitative approach. The research design of a pre-experimental design typically involves a single group. The present researcher took one group to pre-test and post-test to know the result of the treatment. In this design, a single group measured the dependent variable both before and after the intervention.

2.1 Setting of the study

At *PPS Ulya Baqiyatussalaf Rumah Quran Nahdlatul Wathan Lombok*, this study was carried out. The *Toya Aikmel* sub-district was where this school was situated. During the first semester the academic year 2023/2024. The present researcher did this study with the students of the eleventh-grade at *PPS Ulya Baqiyatussalaf Rumah Qur'an Nahdlatul Wathan Lombok*.

2.2 Participant of the study

The participants of the research were students at *PPS Ulya Baqiyatussalaf Rumah Quran Nahdlatul Wathan Lombok* the eleventh-grade students in the academic year 2023/2024. The total number of the student was 22. The present researcher used the study population to conduct the research.

2.3 Data Collection

In collecting the data, the present researcher used pre-test, treatment, and post-test. The test was given to know the students' speaking skills before giving the treatment. A pre-test was given at the first meeting. The students asked questions on the paper and get oral test about how to describe something in English. After giving the pre-test, the students were taught to speak using the SQM. During the treatment, the students got questions about how to describe something and tried to apply the student's vocabulary for speaking. In the first meeting the present researcher only defined descriptive text and how to describe people. Second meeting the present researcher gave the material about how to describe the animals. The third day, the students got how to describing think. On the last day, the students got how to describe the place. After giving the material students will have time to practice. This

treatment purposed to provoke the students' desire to speak English. The post-test was given after treatment. The purpose of this test to know students' improvement in speaking English after applying SQM. Students were asked the answer by SQM. The students answered the question by oral text and writing on paper.

2.4 Data Analysis

The present researcher explains how the process of analyzing the data. Data analysis was done by describing the results of the pre-test. After that, the present researcher put the result of the pre-test and post-test. The present researcher also used analyze the responses of the students to the method of learning speaking using Socratic Questioning Method.

3. Result

The present researcher made a percentage frequency table as a reference to determine the result.

Score Interpretation Criteria	Category
0- 20	Very Low
21 – 40	Low
41- 60	Sufficient
61 - 80	High
81 – 100	Very High

The Speaking Assessment Rubric

No	Criteria	Rating Scores	Descriptions
1.	Vocabulary	1	A great number of lexical errors and present

		2	Many lexical errors and present
		3	Some lexical errors and present
		4	Few lexical errors and present
2	Grammar	1	A great number of grammatical errors present
		2	Many grammatical errors present
		3	Some grammatical errors present
		4	Few grammatical errors present
3	Pronunciation	1	A great number of mispronunciations are present
		2	Many mispronunciations are present
		3	Some mispronunciations are present
		4	Few mispronunciations are present
4	Fluency	1	A great number of pauses and corrections occur
		2	Many pauses and corrections occur
		3	Some pauses and corrections occur
		4	Few pauses and corrections occur
5	Comprehension	1	Not comprehension at all, great listening effort is required.
		2	Little comprehension, and much listening effort is required.
		3	Reasonably comprehension, some listening effort

is required.

- 4 Large comprehension, few listeners effort is required.

(Moedjito et al., 2019)

In this part, the present researcher presented the description of the effectiveness of SQM on speaking at *PPS Ulya Baqiyatussalaf Nahdlatul Wathan Lombok*, the present researcher used pre-experimental research by using a one-group pre-test and post-test design. In the first meeting, the present researcher carried out the pre-test. It aimed to know the students' speaking ability before the treatment. The treatment was conducted for a few meetings by using the SQM Method. Then, a post-test was taken turn after treatment. The present researcher would know that SQM improves the student's speaking ability. Based on the data that had been gotten in the pre-test and the post-test. The mean score of the pre-test was 23,59 and the post-test was 69,9. The lowest score of the pre-test was 15 and the highest score was 32 while the lowest score on the post-test was 58 and the highest score was 93. The mean score of the post-test was higher than the main score of the pre-test, it proved that SQM was effective in teaching speaking.

4. Discussion

In this research, the present researcher was focused on the effectiveness of the SQM method on speaking. The purpose of this research is to find out the effectiveness of SQM for teaching speaking to the eleventh-grade students of *PPS Ulya Baqiyatussalaf Nahdlatul Wathan Lombok* in the school year 2023/2024. The implementation of the

treatment made a good impact. It was proven through the activities conducted by the present researcher that increased the speaking ability.

After the implementation of SQM in treatment, the mean score of the students was higher than before. It can be seen from the mean score of the pre-test and post-test, it was 23,59 for the pre-test and post-test was 69,90. The lowest score of the pre-test was 15 and the highest score was 32 while the lowest score of the post-test was 58 and the highest score was 93, standard deviation of the post-test was 10,728. The mean score of the pre-test is higher than the mean score of the post-test. These findings approved that SQM was significantly effective to improve students' speaking ability. The treatment was run well in four meetings. Therefore, the students were involved when they studied by SQM. It was seen how the present researcher applied SQM including the student funnier, more excited, enjoy and the students more active to memorize vocabulary and making sentences to speak and understand the topic. The present researcher found that SQM is significant in teaching speaking. It can be seen from the result of paired sample T-test where the significant two-tailed was lower than 0,5.

5. Conclusion

After the present researcher finished the previous chapter, the present researcher drew some conclusions as the result of the study on the effectiveness of using SQM on improving students' speaking skill at the eleventh-grade students *PPS Ulya Baqiyatussalaf Nahdlatul Wathan Lombok* in the school year 2023/2024. Based on the research result and discussion of the data analysis in the previous chapter, there were some conclusions which can be drawn from the result of the pre-test and post-test.

Based on the results of the research, the present researcher concludes that the students' speaking before being taught using SQM at *PPS Ulya Baqiyatussalaf Nahdlatul*

Wathan Lombok was low because the mean score was 23,5. Meanwhile, the student's speaking after being taught using SQM, because the mean score was 69,9. It means that the mean score of the post-test was higher than the mean score of the pre-test.

Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means SQM was effective in teaching speaking for eleventh-grade at *PPS Ulya Baqiyatussalaf Nahdlatul Wathan Lombok*, based on the testing, the process of using SQM in teaching and learning. SQM was significantly effective in teaching speaking for eleventh-grade at *PPS Ulya Baqiyatussalaf Nahdlatul Wathan Lombok* in the school year 2023/2024.

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