

**THE EFFECT OF APPLYING SOCRATIC SEMINAR ON THE
STUDENTS' ACHIEVEMENT IN SPEAKING AT ELEVENTH GRADE
FOR SENIOR HIGH SCHOOL**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
English Educational Program*

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ABSTRACT

Yunita. 1302050196. The Effect of Applying Socratic Seminar on The Students' Achievement in Speaking at Eleventh Grade of SMK PAB 2 Helvetia at Academic Years 2016/2017. English Department on Teachers' Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2017.

This study deals with The Effect of Applying Socratic Seminar on The Students' Achievement in Speaking. The objective of this study was to investigate the significant effect of applying Socratic Seminar on the students' achievement in speaking which was focused of asking and giving opinion. The population of this research was the the Eleventh Grade students' of SMK PAB 2 Helvetia, academic year 2016/2017. There were five classes with total number 150 students. Two classes was taken as samples. There were 60 students as sample which divided into two classes namely Experimental class (XI-RPL¹) consisted of 30 students and Control class (XI-RPL³) consist of 30 students. Purposive Sampling was used to determine the experimental and the control group. In The method used in this research was oral tests by using true experimental design typed of pre-test and post-test design. Besides, quantitative approach was applied. In addition, there were pre-test , treatment or teaching and post-test in both of the groups.the students' had been given the test which consist one question : the students were asked to write conversation with their partner seat according to the option about asking and giving opinion and then practice in front of the class. Every answer in the test was scored based on component to evaluate speaking.the finding shows that the students who taught by using Socratic Seminar the better score than those who taught by using Discussion Method. Students' mean scores of pre-test in the Experimental Group was 70.2 and 84.83 for post-test. Meanwhile, students' mean scores of pre-test in Control Goup was 69.27 and 77.03 for the post-test. Thus, the t-test was 8.64 and t-table was 2.00 which was used 0,05 as the significant level of this research. because the t-test value is higher than the t-table ($8.64 > 2.00$), it show that the result in t-test was accepted (Ha). Based on the result of this research, it can be concluded that applying Socratic Seminar was significantly more effective to increase in teaching speaking.

Keyword : Socratic Seminar, Speaking Achievement

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is actually an ability to convey messages through spoken language. According to Brown and Yule (2012: 2) state that talking can be defined as the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings verbally. Speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning (Mart, 2012: 91).Teaching speaking is considered to be difficult among the four skill. Communication is the activity of conveying through the exchange of thoughts, ideas and information.

English has include as one of school subject since elementary school up to the university level, it is hoped that students can speak english well. Although it has been tought since elementary school, but they still can not speak english well and afraid to speak in front of class cause they have less in vocabulary. Nowdays, most of company requires the employee to be able to speak in english. But the process of english learning from elementary school up to the senior high school cannot make the employee fulfill the requirment. It seems that it's also not enough to learn english and to speak well on it.

Based on educational unit-educated curriculum (KTSP), the standard competence of English teaching speaking skills to the eleventh grade students of Senior High School were students can understand the meaning orally in both of interpersonal and transactional written text formally as well as informally in the

forms of short spoof, narrative, explanation, and hortatory exposition,discussion and review in the context of daily life. It is hoped that students can speak english well. In fact, most of the students are still really difficult in expressing their idea or opinion, in the learning process they are also less opportunity in practicing the target language.

Based on the researcher's experience in PPL (Practical Teaching Practice), there were many students problem in speaking such as: many students cannot express their ideas or opinios, it comes from students itself they are shy to speak English in front of class when students work in pairs or group they just end up chatting in their own language. The second reasons many students have nothing to say, the students cannot each the speaking topic, because it is strange from them. So they do not know what to say and they easily get frustate since they cannot understand or be understood by native speaker. They fell afraid to speak because of lack of vocabulary. They confuse they do not know what they want to say. The monotonous teaching technique applied in speaking classroom made students get bored easily and uninterested in speaking English subject.

The problems above inspired the researcher to conduct a research by applying a socratic seminar that has never been applied in classroom. Some of innovative learning model after developed by experts, one of learning model available to teachers is a socratic seminar learning model. This learning model directed by teachers using open-ended questions (Ulnahir, Ultani, 2010:9). This learning model using the ideas of Socrates, Socrates is an expert on Greek philosophy which is known to has critical thinking are ideal. Koeller, Clark,

Stalling & Hoover (2002:686) Stated that socratic seminar learning model is very effective to motivate the students to think and communicate.

Socratic seminar is one of the technique that is appropriate to cover students's problems in speaking because this technique is kind of discussion based on the text, so students can express their opinion and share with the others in form of discussion section. The socratic seminar allows students to exchange their opinions and put into practice effective communication skills in search for answer regarding a particular literary work. In Socratic Seminar, students should pay attention and sharpen their thinking to solve and respond to the other thoughts. They also learned to work cooperatively to share their opinions.

It why, the researcher submitted this research, which is the tittle of "**The Effect of Applying Socratic Seminar on the Students' Achievement in Speaking at Eleventh Grade for Senior High School**".

B. The Identification of the Problems

The problems of the research was identified as follows :

1. The students had less vocabulary.
2. The students are not able to arrange the words to be uttered in a short conversation.
3. The teacher still use a traditional and monolingual way when teach in classroom.

C. The Scope and Limitation

Based on the problems above, the scope of this research was about Speaking achievement and then limited on expressing of asking and giving opinion.

D. The Formulation of the Problem

The problems of this study are formulated as :

“ Is there any significance effect of applying socratic seminar on the students’ achievement in speaking?”

E. The Objectives of the Study

Based on the formulation of problem, the objective of research was:

“To investigate the significance effect of applying socratic seminar on the students achievement in speaking”

F. The Significance of the Study

Finding of the study were expected to be useful in terms of theoretically and practically, it was described as following :

1) Theoretically

To add knowledge and experience, as well as in the application of materials research using Socratic seminar, especially regarding our knowledge about speaking skill.

2) Practically

- a. The English teacher, they will be aware the technique of teaching still needs improving to overcome the students' difficulty in speaking. It can be seen from the students' weakness which is still shame to show their ideas or opinion in speaking. So, they will make an improvement on their new technique.
- b. The students, they will realize that demand on speaking is not only enable to answer the teacher's question as the usually do, but also to make them communicate with other people.
- c. The other researcher, it can encourage and motivate candidate to be teachers to increase their technique of teaching by using technique.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This Study with theories that will support the concept. In this case, theoretical frameworks to give some clear concept apply in this research. In intend to define the boundary of this study. There are many points in this study will be discuss as follows :

1. Description of Speaking

Speaking skills are often considered the most important part an English Foreign Language course. In foreign language teaching and learning, the ability to speak is the most essential skill since it is the basic for communication. Speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language. Moreover, much of the communication is made through speaking. In short, learning language remains incomplete if one does not achieve competence in speaking. Speaking can be realized as the most common way to convey the message to others and the ability to communicate effectively is a basic requirement which needs to be taken seriously in English education. (Azadi et.al 2015) Speaking is one of four basic skills in learning foreign language besides listening, reading and writing. They possess inability in communicating appropriately and correctly. This leads to learners' lack of self-confidence and avoidance when communicating with native English speakers. Brown and Yule (2012: 2) state that talking can be defined as the ability to pronounce the sounds of language to express or convey thoughts, ideas or

feelings verbally. Speaking in English can prove to be a challenging task to the English language learners, especially if they do not have a good command of the language (Tom, Johari, Rozaimi&Huzaimah, 2013). Speaking is an important linguistic skill that helps the individual to communicate and socialize within his circle or discourse community.

Mc Donald (2013:151) elaborates that speaking only the oral production of writing a language but also involves learner in mastering of a wide range skill which added together consistantoveral competence in the spoken language. Student's achievement in speaking English is not easy task. As Foreign Service Institue (FIS) evaluate as pronounciation, fluency, grammar, vocabulary and accent.

Speaking is an activity when people use their vooice to deliver their opinion, suggestion, information even critic. When we talk about something of course there are many elements that we should understand those are : the topic of what speaking about vocabulary, grammar, and also intonation. Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to divide the important things from the topic what will be asked to the listeners. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea. Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation, by using the appropriate intonation probably make the information succesfully transferred the

listeners. All of the elements are needed to make a good understanding between speaker and listener.

From all the statements above it can be conclude that speaking skills is an importabt skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people have belief that language mastery is able to be judged from how well someone speak. In language teaching, language is essentially speeech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a compregensible situation in speaking. In addition, the language function should able be involved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in a social interaction. Therefore the appropriate method and technique are needed to improve students' speaking skill.

The students would be able to produce basic structures correctly. Besides they needed to understand word and connecting divides that link them together. Thereefore, in researcher point of view, producing the spoken forms correctly important. Such as practice provides the students with intensive experience to the language station. In other word, the teacher could easily evaluate their accuracy and fluency.

The learner would be able to produce basic structures correctly. Besides they need to understand word and connecting divides that link them together. In producing the correct form language, the students needed the practice the

language they are learning. They must practice more, more fluency they can speak.

1.1. Teaching Speaking

Teaching and learning process of English in Senior High School is based on the school based curriculum. English subject has some proposes :

- a. Improving the communication capability in the form of spoken and written to gain information literacy level.
- b. Have the awareness about the essence and important English to improve nation competition in the global society.
- c. Developing the understanding in relation between language and culture to gain the information of culture.

It means that students are able to communicate oral and written language which is implemented in the daily life context. From the quotation above, the purpose of teaching English in Senior High School is the ability of communication.

A teacher of English subject has to make speaking class that gives more chance for students to communicate. Teacher can link the lesson with students' daily problems and give materials relate on how to solve the problems. It is also good if students can learn moral values from the lesson that will be used in their daily life. The important thing for the teacher is to give the students more opportunity to practice their speaking skill by providing more activity that put them into the real practice of communication.

1.2. Principle for Teaching Speaking

In the communicative model of language teaching, the teacher helps the students in real life communication. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. According to Nunan(2003) there are some principles for teaching speaking. Some of which are describe below :

1. Give students practice with both fluency and accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, " Pair work and group work can be used to increase the amount of time the learners get to speak in the target language during lesson." In this way, students will get chance to interact and practice the language other students.

1.3.The Assesment of Speaking

Scot Thombury (2005:124-126) says that testing, both informally and formaly, takes place at the beginning and at the and of most language courses, as well as at various times during the course itself. An assesment of learners'

speaking skill can be done by means of an interview that includes, different oral task. A placement test that includes no spoken components provides an inadequate basis for assessing speaking and the same can b said for any test of overall language proficiency, whether it aims to test progress during the course, or achievement at the end of it. There are five types of spoken test that commonly used.

1) Interviews

These are relatively easy to set up especially if there is a room apart from the classroom where learners can be interviewed. The rather formal nature of interviews (wheter the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive to testing more informal conversational speaking styles, if the interviewer is also the assessor, it may be difficult to maintain the flow of the talk while at the same time making objective judgment about the interviewer's speaking ability. A causal that at the beginning can help put candidates at their ease. If the questions are the same for each interview, the interviewer effect is at least the same for all the candidates.

2) Live monologues

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interview. If other students take the roke of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak

interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are likely to need.

3) Recorded Monologues

Are perhaps less stressful than a more public performance and, for informal testing. They are also more particable in a way that live monologues are not. Learners can take turn to record themselves talking about a favorite sport or pastime.

4) Role plays

Most students will be used to doing at least simple role-plays in class, so the same fornat can be used for testing. The other ‘role’ can be played either by the tester or another student but again the influence of the interlocutor is hard to control. The role play should not require sophisticated performance skills or a lot of information. They might involve using data that has been provide in advance.

5) Collaborative Tasks and Discussions

There are similar to role-plays except that the larners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between selectons of job applicants or the learners simply respond with their own opinions to a set of statements relevant to a theme.

1.4. The Indicators of Students’ Achievement in Speaking

According to Brown (2007:172-173) there are several aspects that indicate students’ achievement in speaking such as teh following :

- a. Fluency

This refers to how good the students are at keeping talking at the right speed and how good they are at connecting their ideas together. There are many factors that influence the fluency of a speaker. For instance, the ability to combine the sentences can interfere with the fluency. Besides, when a listener listens to the speaker, he may not concentrate on the sound to the message.

b. Vocabulary

The word vocabulary is used to indicate that they are lists of words, which should be understood in order to communicate well. It means the whole stock of words used by a nation, by any set of persons or by an individual.

c. Grammatical Range and Accuracy

This refers to how many structures the students have and how well they use them. Grammatical refers to the grammatical mastery in speaking. It is important because the language is a system that should be followed.

d. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communicative effect of the students' pronunciation, there is evaluation of how much strain it causes on a listener, and how noticeable their accent is although accent itself is not to be able to produce the phonological features of speech.

e. Comprehension

This refers to how good the students understand the meaning of something. The word 'comprehension' refers to the ability to make sense of something or to understand something. It can also be defined as the art of knowledge that is

acquired through understanding. When the speaker say something, they must understand about information or message that they say.

2. Description of Socratic Seminar

Some of innovative learning model after developed by experts, one of learning model available to teachers is a socratic seminar learning model. This learning model directed by teachers using open-ended questions (Ulnahir, Ultani, 2010:9). This learning model using the ideas of Socrates, Socrates is an expert on Greek philosophy which is known to has critical thinking are ideal. Koeller, Clark, Stalling & Hoover (2002:686) Stated that socratic seminar learning model is very effective to motivate the students to think and communicate.

Socratic seminar is one of the technique that is appropriate to cover students's problems in speaking because this technique is kind of discussion based on the text, so students can express their opinion and share with the others in form of discussion section. In Socratic Seminar, students should pay attention and sharpen their thinking to solve and respond to the other thoughts. They also learned to work cooperatively to share their opinions. Socratic seminar is a technique that requires the students to discuss certain topic based on the text. According to Parker in Wooden (2012:4), purpose of a socratic seminar is to achieve a deeper understanding about the ideas and values in a text. In the Socratic seminar, participants systematically use speaking skill by questioning and examining issues and principles related to a particular content, and articulating different opinions

bsed on the text. It can help the students to developed their understanding about the text itself and also increase their ability in speaking.

Socratic seminar is a powerful teaching and learning strategy that improves comprehension and challenges students to think and apply knowledge on increasingly higher levels. A thoughtful dialogue that fosters reflective and critical thinking, the seminar is a catalyst for lively discussion that lead to a deeper understanding of issues, themes, and ideas. The seminar discussion is one component of a three-step process. Each step increases students' understanding of the “big ideas” within a chosen text.

The Socratic seminar allows students to exchange their opinions and put into practice effective communication skills in their search for answers regarding a particular literary work. It is like a non-confrontational debate that can be applied to many topics and which nobody is trying to “win”. It is like an open-discussion, but with more structure, speculation, and defined goals. Led by the teacher, students are encouraged to respond thoughtfully to questions posed in the seminar, and use evidence from the text (or other resource) in order support their statements. In the course of seminars, students are not only having their minds opened to ideas and their understanding of those ideas developed, but they are also learning how to read, how to listen to questions and to what other students say, how to speak when called upon to answer questions and engage in discussion, and above all how to think critically, when they are confronted with questions that call for debate and resolution or with problems that require sustained reflection.

The goal of a Socratic seminar is for students to help one another understand the ideas, issues, and values reflected in a specific text. Students are responsible for facilitating a discussion around ideas in the text rather than asserting opinions. Through a process of listening, making meaning, and finding common ground students work toward shared understanding rather than trying to prove a particular argument. A socratice seminar is not used for the purpose of debate, persuasion, or personal reflection, as the focus is on developing shared meaning of a text.

2.1.Elements of Socratic Seminar

A good seminar consists of four interdependent. Elements :

1. The Text

Socratic Seminar texts are chosen for their richness in ideas,issues, and values and their ability to stimulate extended, thoughful dialogue. The text can be drawn from reading in litearture, history, science, mathh, health, and philosophy or from works of art or music. A good text raises important questions in the participants' minds, questions for which there are no right or wrong answers. At the end of a successul Socratic Seminar, participants often leave with more questions than they started with.

2. The Question

A Socratic Seminar opens with a question, either posed by the leader or solicited from participants as they acquire more experience in seminars. An opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question

generate new questions from the leader and participants, leading to new responses. In this way, the line of inquiry in a Socratic Seminar evolves on the spot rather than being predetermined by the leader.

3. The Leader

In a Socratic Seminar, the leader plays dual roles as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when arguments become confused, and involving reluctant participants while restraining their more vocal peers.

4. The Participants

In a Socratic Seminar, participants share with the leader the responsibility for the quality of the seminar. Good seminars occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas.

2.2. Role of Participants in a Socratic Seminar

The seminar can be divided into three time periods :

Before applying Socratic Seminar

1. Teacher : Select a seminar text, compile any background information, Review the text and mark it for discussion, Create opening questions.
2. Students : Read seminar text, mark text/take notes on points of interest, brainstorm questions for seminar, and complete pre-seminar assignments.

3. Group : Approach the seminar with a cooperative mindset, not an individual performance.

During Applying Socratic Seminar

1. Teacher : Create a risk-taking environment, ask opening questions, provide wait time, actively listen to responses, ask follow-up questions, encourage equal participation by all students.
2. Students : Actively participate in discussion, be respectful and courteous, address the whole group, support statements, take risks with unusual ideas.
3. Group : Work cooperatively to solve questions/problems.

After Applying Socratic Seminar

1. Teacher : Give follow-up assignments, use ideas presented in seminar to make connections to other topics in other lessons.
2. Students : Do post-seminar assignments, incorporating essential ideas from the seminar, apply seminar ideas to other topics.
3. Group : Continue providing the support for ideas generated in the seminar.

2.3. The Advantages applying Socratic Seminar

1. Stimulates critical thinking.
2. Forces a reasonably well-prepared student to go beyond the “obvious” to consider broader implications.
3. Forces non-participating students to question their underlying assumptions of the case under discussion.
4. Constant feedback.

5. Fosters an interactive and interesting learning environment.

2.4 The Disadvantages applying Socratic Seminar

1. Can foster an unhealthy adversarial relationship between an instructor and his student.
2. Creates a fearful learning environment.
3. Generally more time-consuming than lecture based environment.

B. Conceptual Framework

This research will use socratic seminar. Socratic Seminar can be applied to had better in way teaching speaking. The goal of speaking is to convey their ideas, arguments, or thought to other people by using organ of speech. Speaking is considered as the most difficult one to study for many students' by the reason that is very difficult in develop their ideas, arguments, or thoughts. Their difficult in pronunciation, grammar, vocabulary, fluency, and comprehension. Their also not speak with the sentences well, and then students does not active in speaking, it also not easy for the students' to informing their ideas or thoughts in the from speaking.

By applying Socratic Seminar can allows students to exchange their opinions and put into practice effective communication skills in search for answer regarding a particular literary work. In Socratic Seminar, students can express their opinion and share with the others in form of discussion section, and should

pay attention and sharpen their thinking to solve and respond to the other thoughts. They also learned to work cooperatively to share their opinions.

C. Hypothesis

Based on the conceptual framework, the researcher formulated of hypothesis, which still needed to be investigated as follow “There is significance effect of applying Socratic Seminar on the students’ achievement in speaking”. This hypothesis will be gotten the result after research has done. To know if there any significance effect of applying Socratic Seminar on the students’ achievement in speaking the researcher use formula bellow:

Ha: There is significant effect of applying Socratic Seminar on the students’ achievement in speaking.

Ho: There is no significant effect of applying Socratic Seminar on the students’ achievement in speaking.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMK PAB 2 HELVETIA Jl. Veteran Psr. IV Helvetia, Kec. Labuhan Deli. The research was focused in Eleventh grade of 2016/2017. The reason for choosing in that school because when the researcher did observation at the school in Field Practice Experience, the researcher found some problems of the students in speaking. The students are difficult to share and express their idea to others and they can not perform speaking English well.

B. Population and Sample

1. Population

The population of this research in eleventh grade at SMK PAB 2 Helvetia of 2016/2017 Academic year, which consists of five classes, they are XI-RPL¹ consists of 30students, XI-RPL² consists of 30 students, XI-RPL³ consists of 30 students, XI-RPL⁴ consists of 30 students, and XI-RPL⁵ consists of 30 students so total of the population are 150students.

Table 3.1
Population

No	Class	Population
1	XI-RPL ¹	30
2	XI-RPL ²	30
3	XI- RPL ³	30

4	XI-RPL ⁴	30
5	XI-RPL ⁵	30
	Total	150

2. Sample

Sampling is a final phase in taking data sample is the only a part of population which would be taken and used to determine the characteristics of population. The researcher used Purposive Sampling technique. Sample in this research was 60 students in two classes, that is XI-RPL¹ and XI-RPL³. These two classes divided in two groups class XI-RPL¹ as experimental group and class XI-RPL³ as control group.

Table 3.2
Sample of the Research

No	Class	Population	Sample
1.	XI-RPL ¹	30	30
2.	XI-RPL ³	30	30
	Total	60	60

C. Research Design

This study was conducted by using experimental design which applied quantitative method. This means that treatments follow the concept. This study was conducted in two groups, namely : an experimental and a control group. The experimental group received treatment using by Socratic seminar, while the control group received by Discussion method

Table 3.3

Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental(X)	✓	Socratic Seminar	✓
Control (Y)	✓	Discussion Method	✓

1. Pre-test

Pre-test was administrated to the sample before doing the treatment. Pre-test was given to experimental and control group. It was used to measure students' ability before applying the treatment. Pre-test consisted of oral test. In pre-test the researcher was taken the question from the situation in their environment. For example, asking to make expressing asking and giving opinion based on the situation that was given by written and spoken term.

2. Treatment

Table 3.4
Procedure of Research

No.	Experimental group	Control group
1.	1. Teacher greeted the students to open the class	1. Teacher greeted the students to open class
	2. Teacher gave the pre-test	2. Teacher gave pre-test
	3. Every students practice their task in front of the class.	3. Every students practice their task in front of the class.
	4. Teacher collect the answer sheet of students.	4. Teacher collect the answer sheet of students.

5. Teacher calculated the score.
2. 1. The teacher introduce the topic that would discussed and explained to students about the lesson demanding the creativitywith applying socratic seminar can help them in speaking.
2. Teacher gave the examples about expressing of asking and giving with applying socratic seminar.
3. Teacher asked the students, whether the students are already understand or not.
4. Teacher asks the students to write their conversationwith their partner seat according to the option and practice in front of the class.
5. Teacher collected their answer.
6. Teacher made data analysis.
3. 1. Teacher gave direction realted to the post-test.
2. Teacher gave post-test.
3. Teacher collected the data answer sheet of the students.
4. Teacher calculated the score.
5. Teacher calculated the score.
1. Teacher discussed the material about expressing of asking and giving opinion
2. Teacher gave the exampleabout expressing of asking and giving opinion.
3. Teacher ask the students whether the students are already understand or not.
4. Teacher asked the students to write their conversation with their partner seat according to the option and practice in front of the class.
5. Teacher collected their answer.
6. Teacher made data analysis.
1. Teacher gave direction realted to the post-test.
2. Teacher gave post-test.
3. Teacher collected the data answer sheet of the students.
4. Teacher calculated the score.

3. Pre-test

After having the treatment, the post-test was given to the students. The post-test is same as the pre-test. The post-test is the final test in this research, especially in measuring the treatment, whether is significant or not, it means to know whether the treatment gave the effect or no on the students' achievement in speaking. Also, in the experimental and control group, a post-test is administrated. The administrating of the post-test is mean to find out the differences score of both experimental and control group before and after treatment.

D. The Instrument of the Research

The data of this research was collected by using an oral test about asking and giving opinion. The students were asked to write their conversation with their partner seat according to the option about asking and giving opinion and practice in front of the class, in collecting data it was collected by giving test, pre-test and post-test that was given to experimental and control group. The test and the source of material will be taken from English text book for Senior High School the topic is Expressing of Asking and Giving Opinion.

E. The Technique of Collecting the Data

In collecting the data, some steps would be applied as follows :

1. Giving Pre-test to both of classes.
2. Giving Treatment to the experimental group by applying Socratic Seminar.
3. Giving Treatment to the control group by using Discussion method.
4. Giving Post-test to both classes.
5. Evaluating the effect of Socratic Seminar.

F. The Techniques of Data Analysis

In analyzing the data, the result of the data was analyzed by using statistical procedure which consist of mean, standard deviation (SD), varians, and independent t-test. The mean will be used to find out the average of the sample. To find the mean, Ary (2010:109) such as :

1. Mean

$$\bar{X} \equiv \frac{\sum X}{N}$$

Where : \bar{X} = mean

\sum = sum of

X = raw score

N= number of cases

To measure the students score, the researcher will use standard deviation formula as follows :

2. Standard deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

Where : S_D =Standard deviation

D= Differences between with t-test and post test

N= Number of pairs

3. Varians

$$S^2 = \frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2}{n(n-1)}$$

Where :

S^2 = Varian

$X_i = \text{Score}_i - \bar{x}$

N = Number of sample

4. Independent Sample T-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 - (\sum X_1)^2/n_1}{n_1 - 1} + \frac{\sum X_2^2 - (\sum X_2)^2/n_2}{n_2 - 1}}}$$

Where : \bar{X}_1 = Mean score of control group.

\bar{X}_2 = Mean score of experimental group

n = The number of sample

S_1 = Standard deviation of control group

S_2 = Standard deviation of experimental group

G. Statistical Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following :

If $t \geq t_{\text{table}}$ = H_a is accepted and H_0 is rejected

If $t \leq t_{\text{table}}$ = H_a is rejected and H_0 is accepted

H_a : There is a significant effect of Applying Socratic Seminar on the students' achievement in speaking (the hypothesis will be accepted).

H_0 : There is not significant effect of Applying Socratic Seminar on the students' achievement in speaking (the hypothesis will be rejected).

CHAPTER IV

THE DATA AND DATA ANALYSIS

A. Data Collection

The data was taken from students' oral test. The research took place at SMK PAB 2 Helvetia. This research used total sample 60 students were taken as the samples. The samples were divided into two groups, such as experimental group and control group, they are Experimental Group consists of 30 students and Control Group consists of 30 students.

The data of this study was the scores of pre-test and post-test. The data collection used five indicators in assessing speaking, that were :

P : Pronunciation

G : Grammar

V : Vocabulary

C : Comprehension

F : Fluency

The following table was the score of pre-test and post-test of the two groups, Experimental and Control group.

Table 4.1
The Score Pre-Test in Experimental Group

No.	Students' Initial Name	Indicator					Total Score
		P	G	V	C	F	
1.	ARS	15	13	14	15	14	71
2.	AY	13	12	13	14	14	66
3.	AG	14	13	14	15	14	70
4.	ALA	15	14	16	16	13	74
5.	DP	13	13	15	14	14	69
6.	DKS	15	13	15	14	14	71
7.	FS	15	13	16	15	14	73
8.	FMR	14	13	15	14	15	71
9.	GFR	15	14	16	15	14	74
10.	GNA	14	13	15	14	15	71
11.	IF	14	12	15	14	14	69
12.	IMS	13	12	13	14	13	65
13.	KK	14	12	14	13	14	67
14.	MAG	14	13	15	12	13	67
15.	MA	13	13	14	14	12	66
16.	MCK	15	13	17	16	14	75
17.	MWB	15	14	16	13	14	72
18.	NH	12	13	12	12	14	63
19.	NA	14	14	15	16	13	72

20.	NL	14	13	16	17	15	75
21.	RA	14	12	15	14	13	68
22.	RTH	14	13	15	12	13	67
23.	RN	13	13	15	15	14	70
24.	RAN	15	13	15	16	15	74
25.	SL	14	14	14	16	14	72
26.	SI	13	13	12	14	13	65
27.	SA	15	13	15	16	15	74
28.	SFY	13	12	14	14	14	67
29.	SYI	15	13	16	15	14	73
30.	SYA	14	13	17	16	15	75
Total		421	390	444	436	417	2106
Mean		14.03	13	14.8	14.5	13.9	70.2

The data in table 4.1 showed the result of the pre-test in the experimental group. Based on the data previously the highest scored was 75, the medium scored was 69 and the lowest scored was 63. If look from five indicators in speaking, student who got 75 and 69 low in grammar, where the student who got 75 got 13 in grammar and student who got 69 got 12 in grammar. The lowest score was 63 from the indicators the lowest score was 12 in pronunciation, vocabulary and comprehension. The students were not able to apply good grammar, vocabulary, pronunciation, and comprehension, it was because the basic knowledge of their English is not good and also the students feel difficult and confused because never practicing on speak English.

Table 4.2

The Score Post-Test in Experimental Group

No.	Students' Initial Name	Indicator					Total Score
		P	G	V	C	F	
1.	ARS	16	15	19	18	17	85
2.	AY	18	15	19	17	17	86
3.	AG	17	16	19	18	17	87
4.	ALA	17	15	19	17	16	84
5.	DP	17	15	19	16	15	82
6.	DKS	17	15	19	17	16	85
7.	FS	18	16	18	18	17	87
8.	FMR	17	15	18	18	17	85
9.	GFR	16	17	20	17	14	84
10.	GNA	17	17	20	16	18	88
11.	IF	17	15	19	18	17	85
12.	IMS	16	16	18	17	16	83
13.	KK	16	15	18	17	17	83
14.	MAG	18	17	20	18	17	90
15.	MA	17	15	19	18	16	85
16.	MCK	18	18	20	19	18	94
17.	MWB	17	16	20	17	16	86
18.	NH	15	14	15	14	14	72
19.	NA	16	15	18	17	17	83
20.	NL	18	18	20	19	18	94
21.	RA	17	16	19	16	16	84

22.	RTH	17	15	20	17	16	85
23.	RN	16	15	19	17	16	83
24.	RAN	16	15	19	16	16	82
25.	SL	17	14	18	18	16	83
26.	SI	15	15	18	16	15	79
27.	SA	16	17	20	18	17	88
28.	SFY	16	15	19	18	18	86
29.	SYI	17	14	17	17	19	84
30.	SYA	16	18	17	17	15	83
Total		501	469	563	516	504	2545
Mean		16.7	15.6	18.7	17.2	16.8	84.83

The data in table 4.2 showed the result of the post-test in the experimental group. Based on the table previously, the highest score 94, the medium score was 85 and the lowest score was 72. Student who got 94 was student that got 75 in pre-test experimental, where the score of grammar was 18. Student who got 85 was the student got 69 in pre-test experimental, where the score in grammar was 15, and student who got 72 was student who got 63 in pre-test experimental, where score in pronunciation was 15, vocabulary was 15 and comprehension was 14. It could be seen that there was differences between pre-test and post-test score in experimental group. It means that there was increased after the researcher applied socratic seminar in learning speaking. The progress made by the students then can be drawn into diagram as following:

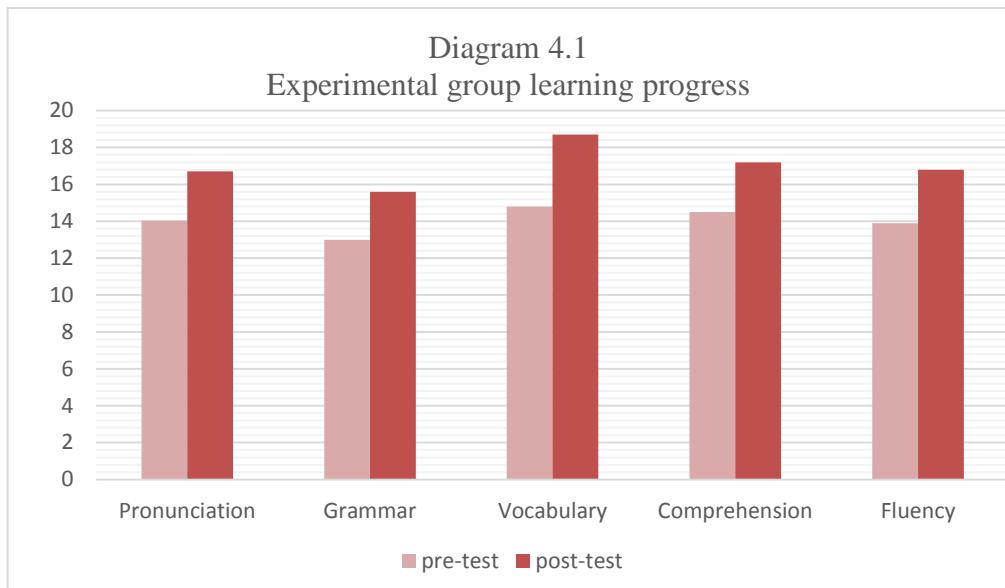


Table 4.3
The Score Pre-Test in Control Group

No.	Students' Initial Name	Indicator					Total Score
		P	G	V	C	F	
1.	AFS	13	13	15	15	13	69
2.	AGT	14	12	16	15	13	70
3.	AFY	14	13	16	13	13	69

4.	BS	13	13	15	15	12	68
5.	BT	12	13	14	15	14	68
6.	DWD	14	13	12	13	12	65
7.	DIS	14	13	16	15	14	72
8.	EW	13	13	15	14	12	67
9.	FWP	14	13	17	15	14	73
10.	IPS	13	12	14	12	13	65
11.	IDY	13	14	14	14	13	68
12.	IA	13	13	15	14	14	69
13.	JY	14	12	15	15	14	70
14.	JW	14	12	16	15	13	70
15.	KDF	13	14	14	14	13	68
16.	KWY	15	12	14	15	14	70
17.	KS	13	14	15	16	14	72
18.	MHW	13	13	14	14	15	69
19.	MM	14	12	16	14	14	70
20.	MAK	13	12	15	14	14	68
21.	NA	14	13	16	15	15	73
22.	RGM	14	13	14	16	14	71
23.	RS	13	13	14	15	14	69
24.	RAD	14	12	15	15	14	70
25.	SNA	15	12	15	15	15	72
26.	SS	12	14	14	14	15	69
27.	SA	13	12	16	13	14	68

28.	SAR	13	13	12	14	13	65
29.	TI	14	12	17	14	14	71
30.	TAP	14	12	15	14	15	70
	Total	403	382	446	432	411	2078
	Mean	13.5	12.7	14.8	14.4	13.7	69.27

The data in table 4.3 showed the result of the pre-test in control group. Based on the table previously, the highest scored was 73, the medium scored was 70 and the lowest scored was 65. If look from five indicators in speaking, students who got 73 and 70 low in grammar, where the student who got 73 got 13 in grammar and student who got 70 got 12 in grammar. The lowest score was 65 from all indicators the lowest score was 12 in vocabulary and comprehension. The students were not able to applied good grammar, vocabulary, comprehension and pronunciation, it was because the basic knowledge of their English is not good and also because the students feel difficult and confused because never practicing on speak English.

Table 4.4
The Score Post-Test in Control Group

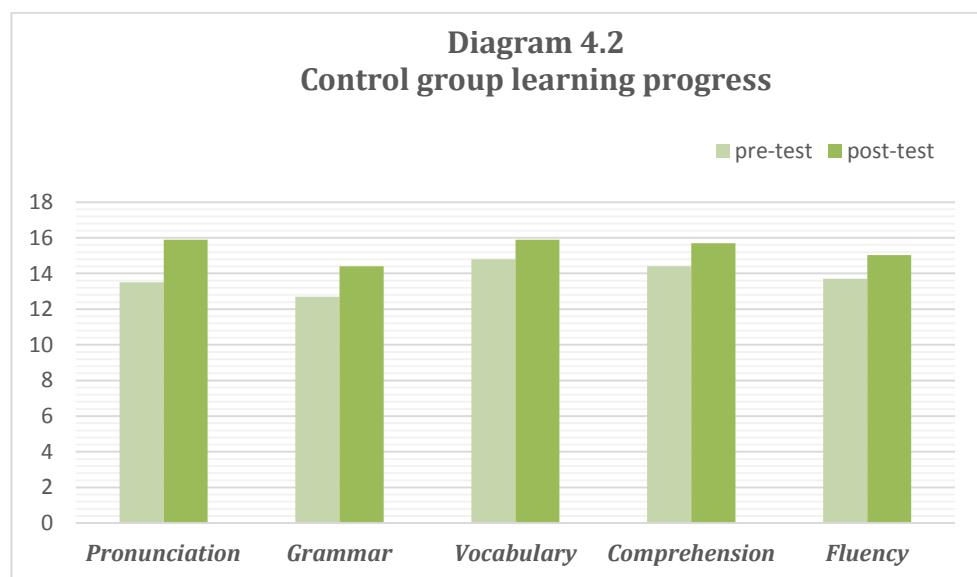
No.	Students' Initial Name	Indicator					Total Score
		P	G	V	C	F	
1.	AFS	15	14	14	15	14	72
2.	AGT	16	14	16	15	14	75
3.	AFY	15	14	16	16	16	77
4.	BS	16	15	15	16	14	76

5.	BT	16	14	15	14	15	74
6.	DWD	16	15	14	15	13	73
7.	DIS	15	15	16	16	14	76
8.	EW	16	16	15	17	15	79
9.	FWP	17	14	18	17	17	83
10.	IPS	15	15	15	14	14	73
11.	IDY	15	15	16	14	15	75
12.	IA	17	16	16	16	16	81
13.	JY	16	13	17	16	16	78
14.	JW	17	13	17	16	15	78
15.	KDF	16	16	17	17	16	82
16.	KWY	17	15	17	16	15	81
17.	KS	16	16	15	17	16	80
18.	MHW	16	15	15	16	15	77
19.	MM	17	13	17	16	15	78
20.	MAK	16	15	16	17	16	80
21.	NA	17	14	18	18	16	83
22.	RGM	15	15	15	16	15	76
23.	RS	15	14	14	15	14	72
24.	RAD	17	13	17	16	15	78
25.	SNA	15	15	16	16	15	77
26.	SS	16	14	16	16	15	77
27.	SA	15	14	16	15	14	74
28.	SAR	15	14	15	14	15	73

29.	TI	16	15	16	14	14	75
30.	TAP	16	13	17	16	16	78
	Total	477	434	477	472	451	2311
	Mean	15.9	14.4	15.9	15.7	15.03	77.03

The data in table 4.4 showed the result of the post-test in the control group.

Based on the table previously, the highest score was 83, the medium score was 78 and the lowest score was 73. Student who got 83 was student that got 73 in pre-test control, where the score of grammar 14. Student who got 78 was the student got 70 in pre-test control, where the score in grammar 13, and student who got 73 was student who got 65 in pre-test control, where score in vocabulary was 14 and comprehension was 15. The learning progress of the students in control group then inputted into the diagram as following:



Based on two groups result, the differences and similarities of the test can be seen clearly through the combined of diagram of both class as below:

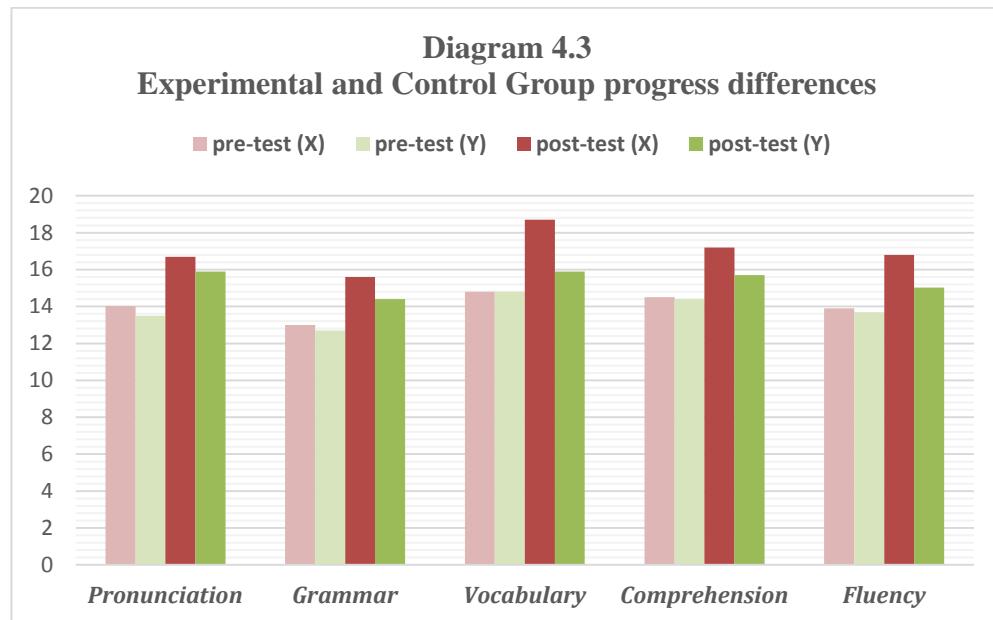


Table 4.5
The Result of Pre-test and Post-test in Experimental group.

No.	Students' Initial Name	Score	
		Pre-test	Post-test
1.	ARS	71	85
2.	AY	66	86
3.	AG	70	87
4.	ALA	74	84
5.	DP	69	82

6.	DKS	71	85
7.	FS	73	87
8.	FMR	71	85
9.	GFR	74	84
10.	GNA	71	85
11.	IF	69	88
12.	IMS	65	83
13.	KK	67	83
14.	MAG	67	90
15.	MA	66	85
16.	MCK	75	94
17.	MWB	72	86
18.	NH	63	72
19.	NA	72	83
20.	NL	75	94
21.	RA	68	84
22.	RTH	67	85
23.	RN	70	83
24.	RAN	74	82
25.	SL	72	83
26.	SI	65	79
27.	SA	74	88
28.	SFY	67	86
29.	SYI	73	84

30.	SYA	75	83
	Total	$\Sigma X = 2106$	$\Sigma X = 2545$
	Mean	70.2	84.83

The data in table 4.5 showed the result of the pre-test and post-test in experimental groups. Based on the data previously, it can be showed that was the differences between pre-test and post-test in experimental group. The data in experimental group in pre-test was 75 as the highest score and the lowest score was 65 before applying socratic seminar , while the highest score of post-test was 94 after giving treatment by applying socratic seminar in learning speaking, and the lowest score was 72. After calculate the data for the experimental group previously the total score pre-test was 2106 and mean 70.2 and the total score for post-test was 2545 and the mean was 84.83.

Table 4.6
The Result of Pre-test and Post-test in Control group

No.	Students' Initial Name	Score	
		Pre-test	Post-test
1.	AFS	68	72
2.	AGT	69	75
3.	AFY	68	77
4.	BS	68	76
5.	BT	68	74
6.	DWD	65	73
7.	DIS	72	76

8.	EW	67	79
9.	FWP	73	83
10.	IPS	65	73
11.	IDY	68	75
12.	IA	69	81
13.	JY	70	78
14.	JW	70	78
15.	KDF	68	82
16.	KWY	70	81
17.	KS	72	80
18.	MHW	69	77
19.	MM	70	78
20.	MAK	68	80
21.	NA	73	83
22.	RGM	71	76
23.	RS	69	72
24.	RAD	70	78
25.	SNA	72	77
26.	SS	69	77
27.	SA	68	74
28.	SAR	65	73
29.	TI	71	75
30.	TAP	70	78
Total		$\Sigma X = 2078$	$\Sigma X = 2311$

Mean	69.27	77.03
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The data in table 4.6 showed the result of the pre-test and post-test in control groups. Based on the data previously, it can be showed that was the differences between pre-test and post-test in control group. The data in control group in pre-test was 73 as the highest score and the lowest score was 65, while the highest score of post-test was 83, and the lowest score was 72. After calculate the data for the control group previously the total score pre-test was 2078 and mean 69.27 and the total score for post-test was 2311 and the mean was 77.03.

B. Data Analysis

After the researcher assessed students scores then were calculated into formulas to find of Variance, Standard Deviation and T-test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables below :

Table 4.7
Varians in Experimental Group

No.	Students' Initial Name	Score		D $X_2 - X_1$	D^2
		Pre-test	Post-test		
1.	ARS	71	85	14	196
2.	AY	66	86	20	400
3.	AG	70	87	17	289
4.	ALA	74	84	10	100

5.	DP	69	82	13	169
6.	DKS	71	85	14	196
7.	FS	73	87	14	196
8.	FMR	71	85	14	196
9.	GFR	74	84	10	100
10.	GNA	71	85	14	196
11.	IF	69	88	19	361
12.	IMS	65	83	18	324
13.	KK	67	83	16	256
14.	MAG	67	90	23	529
15.	MA	66	85	19	361
16.	MCK	75	94	19	361
17.	MWB	72	86	14	196
18.	NH	63	72	9	81
19.	NA	72	83	11	121
20.	NL	75	94	19	361
21.	RA	68	84	16	256
22.	RTH	67	85	18	324
23.	RN	70	83	13	169
24.	RAN	74	82	8	64
25.	SL	72	83	11	121
26.	SI	65	79	14	196
27.	SA	74	88	14	196
28.	SFY	67	86	19	361

29.	SYI	73	84	11	121
30.	SYA	75	83	8	64
Total		2106	2545	$\sum D=439$	$\sum D^2=6861$
		Mean		14.63	228.7

To measure variance in Experimental Group, so the researcher analyzed the sample by using formula as follows:

$$\begin{aligned}
 S^2 &= \frac{n(\sum D^2) - (\sum D)^2}{n(n-1)} \\
 &= \frac{30(6861) - (439)^2}{30(30-1)} \\
 &= \frac{30(6861) - (192721)}{30 \cdot 29} \\
 &= \frac{205830 - 192721}{870} \\
 &= \mathbf{15.06}
 \end{aligned}$$

From the analyzed above, the result of variance in experimental groups was 15.06. After knew the result of variance in experimental group then the researcher analyzed standard deviation (SD) to know differences between pre-test and post-test. So, the researcher used formula below:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - (\sum D)^2}{N-1}} \\
 &= \sqrt{\frac{6861 - (439)^2}{30-1}} \\
 &= \sqrt{\frac{6861 - 192721}{29}}
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{\frac{6861 - 6424,03}{29}} \\
 &= \sqrt{15,06} \\
 &= 3.88
 \end{aligned}$$

So, Variance of Experimental group was 15.06 mean while standard Deviation of Experimental Group was 3.88.

Table 4.8
Varians in Control Group

No.	Students' Initial Name	Score		D X2-X1	D^2
		Pre-test	Post-test		
1.	AFS	68	72	4	16
2.	AGT	69	75	6	36
3.	AFY	68	77	9	81
4.	BS	71	76	5	25
5.	BT	68	74	6	36
6.	DWD	65	73	8	64
7.	DIS	72	76	4	16
8.	EW	67	79	12	144
9.	FWP	73	83	10	100
10.	IPS	65	73	8	64
11.	IDY	68	75	7	49
12.	IA	69	81	12	144
13.	JY	70	78	8	64
14.	JW	70	78	8	64

15.	KDF	68	82	14	196
16.	KWY	70	81	11	121
17.	KS	72	80	8	64
18.	MHW	69	77	8	64
19.	MM	70	81	11	121
20.	MAK	68	78	10	100
21.	NA	73	83	10	100
22.	RGM	71	76	5	25
23.	RS	69	72	3	9
24.	RAD	70	78	8	64
25.	SNA	72	77	5	25
26.	SS	69	77	8	64
27.	SA	68	74	6	36
28.	SAR	65	73	8	64
29.	TI	71	75	4	16
30.	TAP	70	78	8	64
Total		$\sum X=2078$	$\sum X= 2311$	$\sum D=234$	$\sum D^2=1947$
Mean				7.8	64.9

To measure Variance in Control Group, so, the researcher analyzed the sample by using formula as follows :

$$\begin{aligned}
 S^2 &= \frac{n(\sum D^2) - (\sum D)^2}{n(n-1)} \\
 &= \frac{30(1947) - (234)^2}{30(30-1)}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{30(1947) - (54756)}{870} \\
&= \frac{58410 - 54756}{870} \\
&= \frac{3654}{870} \\
&= \underline{\underline{4.2}}
\end{aligned}$$

From the analyzed above, the result of variance in control group was 4.2 after know the result of variance in control group then, the researcher analyzed Standard Deviation (SD) to know differences between pre-test and post-test. So, the researcher used formula below :

$$\begin{aligned}
S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}} \\
&= \sqrt{\frac{1947 - \frac{(234)^2}{30}}{30-1}} \\
&= \sqrt{\frac{1947 - \frac{54756}{30}}{29}} \\
&= \sqrt{\frac{1947 - 1825,2}{29}} \\
&= \underline{\underline{4.2}} \\
&= \underline{\underline{2.049}}
\end{aligned}$$

So, variance of control group was **4.2** mean while standard deviation of control group was **2.049**.

Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 - (\sum X_1)^2/n_1 + \sum X_2^2 - (\sum X_2)^2/n_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$\begin{aligned}
 t &= \frac{14,63 - 7,8}{\sqrt{\frac{(439)^2}{30} + \frac{(234)^2}{30} - \frac{1}{30+30-2} \left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 t &= \frac{6,83}{\sqrt{\frac{6861 - \frac{(192721)}{30}}{58} + \frac{1947 - \frac{(54756)}{30}}{58} - (0,033 + 0,0033)}} \\
 t &= \frac{6,83}{\sqrt{\frac{6861 - 6424,03 + 1947 - 1825,2}{58} (0,066)}} \\
 t &= \frac{6,83}{\sqrt{\frac{436,97 + 121,8}{58} (0,066)}} \\
 t &= \frac{6,83}{\sqrt{\frac{558,77}{58} (0,066)}} \\
 t &= \frac{6,83}{\sqrt{9,63 (0,066)}} \\
 t &= \frac{6,83}{\sqrt{0,63}} \\
 t &= \frac{6,83}{0,79} \\
 t &= \mathbf{8,64}
 \end{aligned}$$

The result of t-calculation showed that t-test is 8.64 and t-table is 2.00. the t-test is higher than the t-table ($8.64 > 2.00$). It means that using socratic seminar significantly effects on students' speaking of asking and giving opinion.

C. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of $\alpha 0.05$. the testing criterion used for hypothesis result is, If $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) was rejected. Furthermore, the t-table with the level significance of $\alpha 0.05$ with the degree of freedom (df) $\rightarrow N_1+N_2-1 = 60-2 = 58$ is 2.00. This means that H_a is this study was accepted since the students' t-test in Experimental group is 8.64 and the t-table is 2.00. Because the t-test value is higher than the t-table ($8.64 >$

2.00). Therefore, it can be concluded that Socratic Seminar had effectin speaking of asking and giving opinion.

D. Discussion

From the result, it is found that there was significant differences between experimental group and control group. Teaching speaking of asking and giving opinion in experimental group by using socratic seminar was more effective than teaching speaking of asking and giving without using socratic seminar. Teaching speaking by using Socratic Seminar is one of the technique that is appropriate to cover students's problems in speaking because this technique is kind of discussion based on the text, so students can express their opinion and share with the others in form of discussion section. Meanwhile, conventional method was not effective in teaching speaking because conventional method teacher centered and include the use of lectures and discussions.

E. Findings

The findings of the research were described as following :

1. The t-test value was higher than the t-table ($8.64 > 2.00$).
2. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was significant effect of applying socratic seminar on the students' achievement in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, conclusion can be stated that Socratic Seminar in teaching speaking of asking and giving opinion can improve the students' speaking skills. The t-test was applied in order to know whether the differences between the pre-test and post-test mean was significant or not. The result of computation in t-test was 8.64, while the critical value of 0.05 significant level was 2.00. The conclusion from the data analysis is value of t-test (8.64) is higher than the t-table (2.00). It means that the alternative hypothesis (H_a) is accepted and the teaching by using Socratic Seminar significantly affects on students' speaking of asking and giving opinion.

B. Suggestions

Related to the conclusions, the suggestions were put forward as following: The teacher can use Socratic seminar in learning speaking, because it is can interesting and easy to understand by the students. The teacher should try to make variations in teaching speaking, so students feel more interest to follow the lesson.

The teacher should be creative in choosing the teaching technique until she/he succeeds in teaching subject, and the teacher should motivate the students especially in giving and guiding the students to get achievement in study. Often invite the students to speak English during teaching learning, so the students can practice speaking and improve their pronunciation.

The Students should study harder to improve their achievement in speaking, practice to speak with someone is very important because without practicing, students will not be able to make a good English even teaching speaking. So, the students should practice their English in their daily activities, not only at school but also in their environment, so that will make them more competent in English.

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<http://www.greececsd.org/district.cfm?subpage=1554>

APPENDIX 1

LESSON PLAN (EXPERIMENTAL CLASS)

School Name	: SMK PAB II HELVETIA
Subject	: English
Class	: XI (Experimental Class)
Time Allocation	: 2x45 Minutes
Skill	: Speaking
Theme	: Expressing of Asking and Giving Opinion

A. Standard of Competence

1. Understanding the meaning of short transactional and interpersonal to interact in their social life.
2. Expressing the meaning of short transactional and interpersonal conversation to interact in their social life.

B. Basic of Competence

1. Respond the meaning in short transactional and interpersonal in asking and giving opinion.

2. Expressing the meaning in short transactional and interpersonal in asking and giving opinion.

C. Indicator

1. Identify expressions of asking and giving opinion.
2. Differentiate expression of asking and giving opinion.
3. Respond expressions of asking and giving opinion.

D. Learning Objectives

After Finishing the lesson, the students are expected can:

1. Identify expression of asking and giving opinion.
2. Differentiate expression of asking and giving opinion.
3. Respond expressions of asking and giving opinion.

E. Learning Materials

EXPRESSIONS OF ASKING AND GIVING OPINION

Opinion is including the words of opinion and argument/reasons. Opinion dialogue is a dialogue consist of two persons or more who have opinion each other's. It can use the expressions, such as in my opinion, in my view, I think etc. Argument dialogue is a dialogue that states the arguments or reasons. It can use the words such as first, second etc for arranging arguments.

Asking Opinion

Formal

- Do you have any comments on...
- Do you have any idea?
- Do you have any opinion on...
- Would you give me your opinion on...
- What is your reaction to...
- What is your opinion about...
- What are you feeling about...
- What are your views on...
- Please give me your frank opinions/

Informal

- What do you think of...
- What do you think about...
- What is your opinion?
- Why do they behave like that?
- Do you think its going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea?
- How do you feel abou this diction?

Giving Opinion

Formal

- I personally believe...
- I personally consider..

- I personally think/feel...
- I hold the opinion...
- My own view of the matter is...
- Well, personally..
- If i had my view, I would...

Informal

- I think I like it
- I don't think I care for it.
- I think it's good nice/terrific...
- I think that awful/not nice/terrible...
- I don't think much of it.
- I think that...
- In my opinion, i would rather...
- In my case...
- What I'm more concerned with...
- What I have in my mind is...
- The way I see is that...
- No everyone will agree with me, but...
- To my mind...
- From my point of view...
- If you ask me, I feel...
- Absolutely...

Note :

- Informal Expressions are used in a situation where you are talking between friends or close friends.
- The Expressions usually respond to something that you discuss in an informal situation.
- Formal Expressions are used in a situation where you are talking in a formal situations, such as in the office or school between the teacher and students.
- Think about is used when a person is occupied with something or somebody.

Dialogue Examples :

Mr. Zoe : What do you think of my new house?

Shane : It is beautiful. I think. Oh you have many novels in your new house.

Mr. Zoe : Yeah, some. I Andrea Hirata's novels.

Mr. Zoe : I feel they are great novels.

Shane : Yes, you are right. I think it is going to rain.

Mr. Zoe : I don't think so. Look outside at the sky! It's so clear. No clouds there.

Shane : But I watched the weather forecast yesterday. It said that today is going to rain.

F. Learning Method/ Technique

Socratic Seminar Technique

G. Sources/Materials/Tools

1. Contextual English for Grade XI
2. Internet.

H. Learning Steps

a. Pre Activity

1. Greeting and checking student attendance.
2. Beginning students knowledge about how to express.
3. The teacher tells the students about the learning objectives.

b. Main Activity

1. The teacher divide the students into groups.
2. The students hear the teacher's explanation about what words are used to express the ask and express opinions.
3. Teacher gives the examples about expressing Asking and Giving opinion.
4. The students understand phrases that have gives teachers.
5. Each groups make a statement/expression on the picture and ask the other groups to comment on his opinion (active, cooperative, creative).
6. Each groups practice English in front of the class about dialogue expressing asking and giving opinion.

7. The teachers with the students do a flashback and feedback in order to gain experience difficulty learning by asking students to express/ express request and opinion expression.
8. Asks the students to apply the expressions learned in the actual situation.
9. Teacher evaluate the students' result of study.

c. Closing Activities

1. Summarizing the lesson
2. Giving chances for students to ask question dealing with the material
3. Clossing the lesson

I. Appraisal

Assesment Technique

Written test and Speaking Test

Form Instrument

Speaking Test

Scoring System

There are five categories in evaluation speaking, vocabulary, accuracy, fluency, comprehension, and pronounciation each categories wil be given 20 points so the total score is 100 points.

The Five component to Evaluate Speaking Ability

A. Vocabulary

Level	Explanation
16-20	Very good : Rarely has trouble
11-15	Good : Sometimes user in appropriate term about language
6-10	Fair : Frequent user wrong words speech limited to simply vocabulary
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult

B. Comprehension (20)

Level	Explanation
16-20	Very good : Few noticeable errors
11-16	Good : Occasionaly grammatical errors which do not obscure meaning
6-10	Fair : Errors of the basic structure, meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory : Usage definetly unsatisfactory frequently needs to rephrase construction or district

himself to basic structure.

C. Pronounciation (20)

Level	Explanation
16-20	Very good : Understandable
11-15	Good : Few noticeable errors
6-10	Fair : Errors of basic pronounciation
1-5	Unsatisfactory : Hard to understand because of sound, accent, pitch, difficulties and incomprehensible

D. Fluency (20)

Level	Explanation
16-20	Very good : Understandable
11-15	Good : Speech in generally natural
6-10	Fair : Some definite stumbling but manage to rephrase and continue
1-5	Unsatisfactory : Speecd of speech and lenght of utterances are far bellow normal, long, pauses, utterances left unfinished

Grammar (20)

Level	Explanation
16-20	Very good : Errors in grammar are quite rare
11-15	Good : Control of grammar is good
6-10	Fair : construction quite accurately but does not have through or confident control of the grammar
1-5	Unsatisfactory : Errors in grammar frequent to speak language

Test Item

Choose one of the topic below. Make a dialogue using expressing of asking and giving opinion. Then practice it in front of the class.

- a. Drugs
- b. Smoking
- c. Food
- d. Fruits
- e. Movie
- f. Hobby
- g. Song
- h. Drink

Answer :

Food

Sifa : Lisa, How about its food? Do you think it is delicious?

Lisa : I think yes! Do you know gudeg ? It's delicious.

Sifa : Yes I know gudeg. By the way which one is more delicious? Gudeg or Rendang ?

Lisa : According to me, gudeg is more delicious than rendang.

Sifa : I don't think so. I think Rendang is more delicious than gudeg because rendang is my favorite food.

Lisa : so we have different favorite foods then.

Sifa : I think so.

Assesment

No	Name of Students	Components to Evaluate Speaking Ability					Total score
		Pronounci ation	Fluency	Vocabulary	Comprehensi ons	Grammar	
1.							
2.							
3.							

Maximal score : 100

Students score : $\frac{\text{Score acquisition}}{\text{Maximal Score}} \times 100$

Medan, February 2017

English Teacher

Researcher

AjjaSitiHafnisyah, S.S.

Yunita

Head Master of
SMK PAB II HELVETIA

Drs. H. Ahmad Nasution, M.Pd

Name :

Class :

Test Item

Choose one of the topic below. Make a dialogue using expressing of asking and giving opinion. Then practice it in front of the class.

- a. Drugs
- b. Smoking
- c. Food
- d. Fruits
- e. Movie
- f. Hobby
- g. Song

APPENDIX 2

LESSON PLAN (CONTROL CLASS)

School Name	: SMK PAB II HELVETIA
Subject	: English
Class	: XI (Control Class)
Time Allocation	: 2x45 Minutes
Skill	: Speaking
Theme	: Expressing of Asking and Giving Opinion

J. Standard of Competence

3. Undestanding the meaning of short transactional and intrepersonal to interact in their social life.
4. Expressing the meaning of short transactional and interpersonal conversation to interact in their social life.

K. Basic of Competence

3. Respond the meaning in short transactional and interpersonal in asking and giving opinion.
4. Expressing the meaning in short transactional and interpersonal in asking and giving opinion.

L. Indicator

4. Identify expressions of asking and giving opinion.
5. Differentiate expression of asking and giving opinion.
6. Respond expressions of asking and giving opinion.

M. Learning Objectives

After Finishing the lesson, the students are expected can:

4. Identify expression of asking and giving opinion.
5. Differentiate expression of asking and giving opinion.
6. Respond expressions of asking and giving opinion

N. Learning Materials

EXPRESSIONS OF ASKING AND GIVING OPINION

Opinion is including the words of opinion and argument/reasons. Opinion dialogue is a dialogue consist of two persons or more who have opinion each other's. It can use the expressions, such as in my opinion, in my view, I think etc. Argument dialogue is a dialogue that states the arguments or reasons. It can use the words such as first, second etc for arranging arguments.

Asking Opinion

Formal

- Do you have any comments on...
- Do you have any idea?
- Do you have any opinion on...
- Would you give me your opinion on...
- What is your reaction to...
- What is your opinion about...
- What are you feeling about...
- What are your views on...
- Please give me your frank opinions/

Informal

- What do you thin of...

- What do you think about...
- What is your opinion?
- Why do they behave like that?
- Do you think its going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea?
- How do you feel abou this diction?

Giving Opinion

Formal

- I personally believe...
- I personally consider..
- I personally think/feel...
- I hold the opinion...
- My own view of the matter is...
- Well, personally..
- If i had my view, I would...

Informal

- I think I like it
- I don't think I care for it.
- I think it's good nice/terrifie...
- I think that awful/not nice/terrible...
- I don't think much of it.
- I think that...

- In my opinion, i would rather...
- In my case...
- What I'm more concerned with...
- What I have in my mind is...
- The way I see is that...
- No everyone will agree with me, but...
- To my mind...
- From my point of view...
- If you ask me, I feel...
- Absolutely...

Note :

- Informal Expressions are used in a situation where you are talking between friends or close friends.
- The Expressions usually respond to something that you discuss in an informal situation.
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- Think about is used when a person is occupied with something or somebody.

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Mr. Zoe : Yeah, some. I Andrea Hirata's novels.

Mr. Zoe : I feel they are great novels.

Shane : Yes, you are right. I think it is going to rain.

Mr. Zoe : I don't think so. Look outside at the sky! It's so clear. No clouds there.

Shane : But I watched the weather forecast yesterday. It said that today is going to rain.

O. Learning Method/ Technique

Direct Method

P. Sources/Materials/Tools

3. Contextual English for Grade XI
4. Internet.

Q. Learning Steps

d. Pre Activity

1. Teacher greet the students to open the class and students attendance roll.
2. Teacher convey information about the material, purpose, benefits, and lesson plans that will be implemented.

e. Main Activity

1. Teacher distributes the material expressing of asking and giving opinion.
2. Teacher gives the example about expressing of asking and giving opinion.
3. Teacher asks the students, whether the students are already understand or not.
4. Teacher asks the students to make conversation with pair.
5. Teacher evaluates the students' result of study.

f. Closing Activities

1. Teacher gives conclusions and feedback about the material.

2. Teacher suggest the students to use that expression in daily activity

R. Appraisal

Assesment Technique

Written test and Speaking Test

Form Instrument

Speaking Test

Scoring System

There are four categories in evaluation speaking, vocabulary, accuracy, fluency, comprehension and pronunciation each categories wil be given 20 points so the total score is 100 points.

The Five component to Evaluate Speaking Ability

E. Vocabulary	
Level	Explanation
16-20	Very good : Rarely has trouble
11-15	Good : Sometimes user in appropriate term about language
6-10	Fair : Frequent user wrong words speech limited to simply vocabulary
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult
F. Comprehension (20)	
Level	Explanation
16-20	Very good : Few noticeable errors

11-16	Good : Occasionaly grammatical errors which do not obscure meaning
6-10	Fair : Errors of the basic structure, meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory : Usage definetly unisfactory frequently needs to rephrase construction or district himself to basic structure.

G. Pronounciation (20)

Level	Explanation
16-20	Very good : Understandable
11-15	Good : Few noticeable errors
6-10	Fair : Errors of basic pronounciation
1-5	Unsatisfactory : Hard to understand because of sound, accent, pitch, difficulties and incomprehensible

H. Fluency (20)

Level	Explanation
16-20	Very good : Understandable
11-15	Good : Speech in generally natural
6-10	Fair : Some definite stumbling but manage to rephrase and continue
1-5	Unsatisfactory : Speecd of speech and

	length of utterances are far below normal, long, pauses, utterances left unfinished
Grammar (20)	
Level	Explanation
16-20	Very good : Errors in grammar are quite rare
11-15	Good : Control of grammar is good
6-10	Fair : construction quite accurately but does not have thorough or confident control of the grammar
1-5	Unsatisfactory : Errors in grammar frequent to speak language

Test Item

Choose one of the topics or situations here. Make a dialogue using expressing of asking and giving opinion. Then practice it in front of the class.

- | | |
|------------|----------|
| i. Drugs | m. Movie |
| j. Smoking | n. hobby |
| k. Food | o. Song |
| l. Fruits | p. drink |

Answer :

Food

Sifa : Lisa, How about its food? Do you think it is delicious?

Lisa : I think yes! Do you know gudeg ? It's delicious.

Sifa : Yes I know gudeg. By the way which one is more delicious? Gudeg or Rendang ?

Lisa : According to me, gudeg is more delicious than rendang.

Sifa : I don't think so. I think Rendang is more delicious than gudeg because rendang is my favorite food.

Lisa : so we have different favorite foods then.

Sifa : I think so.

Assesment

No	Name of Students	Components to Evaluate Speaking Ability					Total score
		Pronunciation	Fluency	Vocabulary	Comprehensions	Grammar	
1.							
2.							
3.							

Maximal score : 100

Students score : $\frac{\text{Score acquisition}}{\text{Maximal Score}} \times 100$

Medan, February2017

English Teacher

Researcher

AjjaSitiHafnisyah, S.S.,YunitaHead Master of
SMK PAB II HELVETIADrs. H. Ahmad Nasution, M.Pd

Name :

Class :

Test Item

Choose one of the topic below. Make a dialogue using expressing of asking and giving opinion. Then practice it in front of the class.

a. Drugs

b. Smoking

c. Food

d. Fruits

e. Movie

f. Hobby

g. Song

h. Drink

CURRICULUM VITAE

1. PERSONAL IDENTITY

Name :Yunita
Place/Date of Birth :Pulau Rakyat Tua, May 27th 1994
Status :Single
Religion :Islam
Nationally :Indonesian
Address :Jln.SM Raja Garu VI GgCendrawasih
Phone Number :0812-6566-5838
Email address :yunita.yn532@gmail.com
Social Media :ig : Nitha_yunita13
Hobby : Teaching, Singing, Travelling, Cooking

2. PARENT'S DATA

Father's Identity

Name :SelametRiadi
Place /Date of Birth :Rahuning, December 15th 1967
Address :DesaMekar Sari Dsn II, Kec. Pulau Rakyat Kab.
Asahan
Occupation :Farmer

Mother's Identity

Name :NormaDalimunthe
Place /Date of Birth :Rahuning, May 15th 1970
Address :DesaMekar Sari Dsn II, Kec. Pulau Rakyat Kab.
Asahan
Occupation :Housewife

3. EDUCATION HISTORIES

Elementary School SD Negeri 017137 Pulau Rakyat Graduated in 2001-2007

Junior High Shool SMP Negeri 03 Pulau Rakyat Graduated in 2007-2010

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