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The Impact of Socratic Seminar Strategy on EFL College Students' Performance in Reading Comprehension

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Abstract

This study is Experimental research that deals with using the Socratic Seminar Strategy to improve students' understanding of written texts. The purpose of this study was to reveal the impact of the Socratic Seminar Strategy in the process of written text teaching and learning, and also to explain reading comprehension after using the Socratic Seminar strategy in the classroom.

This study aims at:

1. Finding out the impact of the Socratic Seminar Strategy on students' achievement in reading comprehension.

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2. Finding out whether there is any statistically significant difference between experimental group achievement in the Pre-test and Post-test.
3. Finding out if there is any statistically significant difference between experimental groups achievement at the recognition level and the production level.

To achieve the aims of the study and verify its hypotheses, a sample of (60) students randomly selected from third-year, college students at the University of Tikrit, College of Basic Education, Department of English in Al-Shirqat city. The sample is divided into two groups, they are the experimental, which includes (30) students and the control group, which includes (30) students. Both groups were equalized in age, parents' academic level and students' achievement in the previous year in the Reading Comprehension subject.

The researcher prepared an achievement test of six questions to assess the students' success in the dependent variable, to verify its validity, and to obtain its reliability. Then the data was statistically analysed and the following results found:

1. There are statistically significant differences in the mean scores of the experimental group and that of the control group in the Post-test.
2. There are statistically significant differences between the mean scores of experimental group achievement of the recognition level and that of the production level in the Post-test.

There are statistically significant differences in the mean scores of the students' achievement of the experimental group and the Pre-test and Post-test.

Key Word: Socratic Seminar Strategy, Reading, Reading Comprehension, Impact, Performance.

أثر استراتيجية الحلقة السقراطية على أداء طلاب الكلية دارسي اللغة الإنجليزية لغة أجنبية في الفهم القرائي

عياش احمد عبدالله

جامعة تكريت

و

أ.د. نغم قدوري يحيى

جامعة تكريت

المستخلص

هذه الدراسة عبارة عن بحث تجريبي يتعامل مع استخدام استراتيجية الحلقة السقراطية لتحسين فهم الطلاب للنصوص المكتوبة. كان الغرض من هذه الدراسة هو الكشف عن تأثير استراتيجية الحلقة السقراطية في عملية تدريس وتعليم النص المكتوب، وكذلك شرح الفهم القرائي بعد استخدام استراتيجية الحلقة السقراطية في الفصل الدراسي.

تهدف الدراسة الحالية إلى:

١. معرفة تأثير استراتيجيات الحلقة السقراطية على تحصيل الطلاب في الفهم القرائي.
 ٢. معرفة ما إذا كان هناك فرق ذو دلالة إحصائية بين تحصيل المجموعة التجريبية في الاختبار القبلي والبعدي.
 ٣. معرفة ما إذا كان هناك فرق ذو دلالة إحصائية بين تحصيل المجموعة التجريبية على مستوى الإدراك ومستوى الإنتاج.
- لتحقيق الأهداف تمت صياغة عدد من الفرضيات:
١. لا توجد فروق ذات دلالة إحصائية في متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في الاختبار البعدي.
 ٢. لا توجد فروق ذات دلالة إحصائية في متوسط درجات تحصيل الطلبة للمجموعة التجريبية والاختبار القبلي والبعدي.
 ٣. لا توجد فروق ذات دلالة إحصائية بين متوسطي درجات تحصيل المجموعة التجريبية لمستوى الإدراك ومستوى الإنتاج في الاختبار البعدي.
- لتحقيق أهداف الدراسة و اختبار فرضياتها، تم اختيار عينة عشوائية من (٦٠) طالب وطالبة من المرحلة الثالثة من طلاب الكلية بجامعة تكريت، كلية التربية الأساسية/الشرقاط، قسم اللغة الإنكليزية في مدينة الشرجاط ، مقسمة إلى مجموعتين. المجموعة التجريبية وتضم (٣٠) طالب و طالبة والمجموعة الضابطة وتضم (٣٠) طالب و طالبة. وقد كوفئت كلتا المجموعتين من حيث العمر والمستوى الأكاديمي لوالديهم و درجات الطلبة للعام السابق.
- تم تدريس المجموعتين نفس المادة العلمية للفهم القرائي من قبل الباحث. درست المجموعة التجريبية باستراتيجية الحلقة السقراطية، وبالطريقة الأكاديمية للمجموعة الضابطة. بعد ذلك، تم تحليل محتوى المادة العلمية، ثم تم تصميم اختبارات الفهم القرائي واستخدامها كاختبار قبلي واختبار بعدي. حيث تم تدريس المجموعة التجريبية والضابطة لمدة عشرة أسابيع.
- اعد الباحث اختبار تحصيلي من ستة أسئلة لتقييم نجاح الطلبة في المتغير التابع، والتحقق من صحته، والحصول على موثوقيته. ثم تم تحليل البيانات إحصائياً وظهرت النتائج التالية:
١. توجد فروق ذات دلالة إحصائية في متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في الاختبار البعدي.

٢. توجد فروق ذات دلالة إحصائية بين متوسطي درجات تحصيل المجموعة التجريبية لمستوى الإدراك ومستوى الإنتاج في الاختبار البعدي.

٣. توجد فروق ذات دلالة إحصائية في متوسط درجات تحصيل الطلبة للمجموعة التجريبية والاختبار القبلي والبعدي.

يستنتج من ذلك أن ستراتيجية الحلقة السقراطية المقترحة فعالة جدا في تنمية مهارة الفهم القرائي لمستوى المرحلة الثالثة لدى طلاب الجامعات في العراق. بالاعتماد على نتائج الدراسة، قدمت مجموعة من التوصيات كما تم تقديم بعض الاقتراحات لمزيد من البحوث المستقبلية.

الكلمات الدالة: استراتيجيات التدو، السقراطية، القراءة، القراءة الاستيعابية، الاثر، الاداء.

SECTION ONE

Introduction

1.1. Problem of the Study and Its Significance

Nowadays, English language plays an important worldwide given that it is the most common used language commercial, scientific, technological and communication fields. So, developing English language skills is considered as an important factor for keeping the generations connected with the outside world. Thus, students and learners should be able to master reading, listening, speaking, and writing skills (Mubarokah, 2016:35).

Students in Iraqi universities encounter many difficulties in reading comprehension, so there is a need to have some strategies to help the teacher to increase students' ability to read and comprehends the foreign language which help them to produce more ideas. The Socratic Seminar Strategy is used to improve students' reading comprehension ability by giving opportunities to the students to actively participate in the sessions which enable them to use their own experiences and knowledge (Ansari& Husain, 2012:512).

The growth of the printed language has become significantly remarkable in recent decades. Accordingly, reading has become more and more vital for students as to get information and knowledge. For advanced levels, readers not only need reading, but also they are in need to comprehend what they are reading in order to extract the meaning and build on it or for creating new ideas from the written text. Reading is the most vital skill among the other language skills as it can develop the overall language proficiency (Snow, 2007: 47).

Despite of having the ability to read and to comprehend, some students face difficulties using a suitable strategy would promote the process of reading and comprehension. Thus, using a suitable strategy would increase the interaction between the text and the reader until there are more ideas on mind. However, generating more and different ideas might need a group of students who read and comprehend the same text and each one of them would have chance to express the idea based on their background (Bidabadi & Yamat, 2010:220).

1.2. Aims of the study

The current study aims at:

1. Finding out the impact of Socratic Seminar Strategy on students' achievement in reading comprehension.

2. Finding out whether there is any significant difference between experimental group achievement in the Pre-test and Post-test.
3. Finding out if there is any statistically significant difference between experimental groups' achievement at the recognition level and at the production level.

1.3. Hypotheses

The aims of the study are supposed to be achieved through verifying the following hypotheses:

1. There are no statistically significant differences in the mean scores of the experimental group and that of the control group in the Post-test.
2. There are no statistically significant differences in the mean scores of the students' achievement of the experimental group and the Pre-test and Post-test.
3. There are no statistically significant differences between the mean scores of experimental group achievement of the recognition level and that of the production level in the Post-test.

1.4. Value of the Study

The researcher hopes that this study is beneficial to:

1. Curriculum designers and education policy makers in designing reading skill activities by adding more specialized reading strategies
2. The Socratic Seminar Strategy is incredibly beneficial to teachers who are teaching English (as a second language) by providing necessary information and procedures to enhance their students' reading skills.
3. The study provides information to the teachers about the role and impact of using the Socratic Seminar Strategy to enhance the students' reading comprehension.

1.5. Limits of the Study

1. The 3rd year EFL students in the Department of English Language, College of Basic Education/Shirqat, at University of Tikrit during the academic year of 2021-2022.
2. Fluency in English - An integrated course for advanced students, L. G. Alexander, 1970.

1.6. Definition of Basic Terms

1. Impact

Impact is a marked effect or influence, and it's worth highlighting 'marked,' meaning that there's some ability to observe or ideally measure the effect (Simons, 2007: 41).

Impact refers to a change that is caused on a person or a thing by another person or another thing (Collins, 1987: 451).

2. Socratic Seminar Strategy

The Socratic Seminar Strategy is a strategy used in instructional activities and evaluation that is based on the learners' questions and dialogues. (Peter & Elder 2008).

Socratic Seminar Strategy is a strategy used in a student-centred classroom where the instructor functions as a facilitator in the process of learning instead of a holder of knowledge, enabling disciplined discussion of the text. (Chorzempa & Lapidus, 2009).

3. Performance

Performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect is most important knowledge such as facts (Unity & Igbudu, 2015:102).

Performance is the determination of a students' academic competencies in related content areas; abilities necessary to success in school and real-world context (Hattie & Anderman, 2013: 5).

4. Reading Comprehension

According to Snow (2002:9) reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Ostrov (2003:2) states that comprehension is one of important factors that indicate how well people read. When we read extremely fast a text but we cannot understand what we have read, it means we do not read it with comprehension.

SECTION TWO

Theoretical Background and Previous Studies

Theoretical Background

2.1.The Concept of Socratic Seminar Strategy

The Socratic seminar strategy is considered a type of metacognitive discussion during which students actively engaged in the learning process. Socratic seminars are modelled around Socrates' questioning techniques of teaching. They cover a wide range of themes, including specific texts, scientific presentations, and art forms. Furthermore, the technique of the seminar improves conceptual thinking, win-win dispute resolution, and value clarity (Polite & Adams, 1997).

The seminars take place in student-centred setting, with the teacher serving as a facilitator of the discussion in the seminar rather than a knowledge holder. There are several approaches to executing a Socratic seminar, but the basic principle is for students to read a specific text (passage) and then produce questions to further understand that text in a discussion-based context (Chorzempa & Lapidus, 2009).

2.2.The Model of the Study

The Socratic Strategy is one of the teaching strategies that engages adult learners in thinking about the concepts and subjects they are going to 'learn.' Supporters of this technique strategy argue that it is a type of structured discussion about the concepts and difficulties that specific themes bring, involving to involve students actively in the learning process by imposing them to activities relevant to their own experiences and therefore engaging them emotionally (Tredway, 1995: 26).

In adult education, the Socratic Strategy emphasizes the use of systematic questioning, inductive thinking, and the construction of broad concepts. Adult learners are provided with a scenario or topic, and the teacher asks a sequence of pre-determined questions. The questions are meant to direct the learners' mental processes into specific directions. The learners must utilize their prior experience and knowledge to solve basic or more complicated problems or challenges made by the questions. Therefore, inductive approaches are utilised to assist learners in moving beyond the details of the text and conceptualising its wider implications. Once the general ideas and concepts are grasped (comprehended), the facilitator (the teacher) uses questions to assist students in developing a logical understanding or a more universal description of the notions. As a result, the

students will be able to demonstrate a thorough mastery of the subject matter (Macmillan and Garrison, 1988: 97).

2.3.Principles of Socratic Seminar Strategy

Boghossian (2012: 44) stated that the main principle of the Socratic Strategy is that it is not -teaching- in the conventional definition of the word. The teacher is an observer, a helper, and a guide but not the holder of knowledge. Lectures with absolute facts and truths and rote memorization or, in other words, guiding the students are replaced with shared discussions amongst students and teachers where both are responsible for driving and leading the dialogue forward through critical questioning.

1. The participants sitting in the inner circle feel free to ask questions about the text for each other.
2. Participants are encouraged to ask questions about what they don't understand, no matter how trivial it, the goal is to clearly understand the meaning of the written text.
3. Cite the text in the discussion to give evidence for the opinions/conclusions.
4. References to material outside of the written text must be logically and cogently linked to the written text and discussion at hand, and explained in general principle, and comprehensible to general reasoning.
5. During the discussion, reason is the only authority (ibid).

2.4.Procedures of Socratic Seminar Strategy

According to Davies, M., & Sinclair, A. (2014: 34) a Socratic seminar session has some special steps. They explain that in six steps as follows.

1. First Step: Preparing for the setup session

Provide students with texts for pre-reading to comment on and getting ready for the seminar and divide the students into two circles, one inner and one outer, the classroom should accommodate the participants.

2. Second Step: Introducing the Seminar

Students in the inner circle can interact with each other but not with the facilitator (the teacher). Students sit in the outer circle are not allowed to speak; but they are tasked to observe and actively listen to the discussion (or take notes).

3. Third Step: Session 1

The facilitator (the teacher) first motivates students by posing an open-ended, driving question instructing them to start discussing the pre-reading text. If students lose track of the topic or lose concentration on the lesson or discussion objectives, the teacher needs to redirect the discussion by asking a conceptual or debatable question relating to the topic's central idea. This is applicable when a silence gap lasts more than two minutes.

At the end of this session, the facilitator will request a few students (2-3) from the outer circle to recap what was discussed (5 minutes maximum).

4. Fourth Step: Session 2 (5-25 minutes)

The facilitator (the teacher) first motivates students by posing an open-ended, driving question directs them to start discussing a pre-reading text that differs from pre-reading of the discussed in the Session 1. If students lose track of the topic or lose concentration on the lesson or discussion objectives, the teacher needs to redirect the discussion by asking a conceptual or debatable question relating to the topic's central idea. This is applicable when a silence gap lasts more than two minutes

5. Fifth Step: Pair-Share/Share Out (5-10 minutes)

The student pairs who are sitting in the inner and outer circles will discuss what they found most interesting in the seminar. The teacher will ask certain students to present to the two circles the highlights of their pair sharing.

6. Sixth Step: Debrief and Assess (5 minutes)

Papers Peer-Assessment and Self-Assessment will be provided to the students. The sheets will be completed silently, after that the feedback will be shared to their partner taking from the sheets as a starting point. Finally, other observations and feedback will be shared by the facilitator (the teacher) to the both circles.

2.5.The Concept of Reading

Reading is an essential tool for student's lifetime learning and one of the most important components of the English language. Education must therefore prepare students to adapt to social and technological changes. Under these conditions, education is heavily reliant on language proficiency. Reading, in particular, is a resource for continuing education, acquiring knowledge and skills, and receiving information from the media, particularly newspapers, books, television, and computers. As a result, it is clear that reading abilities must be developed in order to obtain the greatest education. (Gomez and Constain, 2009: 55) There are four skills in English that must be altogether acquired. They are namely listening, reading, speaking, and writing. They might be divided into two categories based on particular criteria: productive and receptive skills. Because speaking and writing include language production, these skills are considered productive skills. Listening and reading, on the other hand, require receiving messages and are hence considered receptive skills (Harmer, 2006: 34).

According to Gilakjani (2016: 229), effective reading techniques are key abilities that have gained specific attention in children's reading comprehension abilities. Reading is an interacting skill wherein readers create a meaningful explanation of a given text.

Aini (2017: 31) states that "reading is understood as an 'interactive' processes that occur between a reader and a written text which lead eventually to automaticity or reading fluency."

2.6.Types of Reading

Patel and Praveen (2008) classify the reading types into four types, namely Intensive, Extensive, Aloud and Silent Reading. They are furtherly explained below:

1. Intensive reading

It is a form of reading that is utilised to improve students' language skills with the teacher's instruction. It has two categories, they are linguistic and content are meant to facilitate the practise of particular reading techniques, with the text being viewed as a means to an ultimate objective.

2. Extensive Reading

It includes students reading books for pleasure and to improve their overall reading abilities. For instance: The students read as various types of literature as they can, mainly for enjoyment and just need a broad comprehension of the contents, such as journals, newspapers, and magazines.

3. Aloud reading

It is a type of reading that utilises loud and clear voice as its main principles. It is like reading poetry, conversation, and other types of written material.

4. Silent reading

The purpose of this practise (reading) is to effectively teach students how to read silently so they can concentrate their attention or better understand the written materials. As an illustration, the learner is memorization reading.

2.7.The Concept of Reading Comprehension

Reading and comprehension are related to each other since understanding what was read is the outcome of reading action. Comprehending the text as well as the author's intention is necessary for effective reading. Building a representation of the meaning that the author is supposed to intended involves the conscious and unconscious application of a variety of procedures, such as problem-solving techniques. (Gomez and Constain, 2009: 62).

According to Brown (2000: 306), creating effective, suitable comprehension techniques is the key to improving reading comprehension. The readers should be familiar with the text in order to understand it. It indicates that the readers should create an image of what they are going to read in order to better understand the content. In order to forecast what will happen later in the written text and how some new, unexpected, piece of information will relate to what is already known.

Generally, readers generate predictions based on their prior knowledge. It is obvious that decoding techniques are crucial for understanding and that readers utilise them in conjunction with more complicated meaning-generation procedures. It is as obvious, though, that readers read in order to learn new knowledge. Identification, interpretation, and perception of written or printed content are all parts of reading. While comprehension entails the deliberate tactics that result in knowing and is the process of grasping the meaning of written material (ibid).

Snow (2002: 9) defines the term of reading comprehension as the process of simultaneously extracting and constructing meaning through the interaction and involvement of written language. Based on Snows view, reading comprehension is determined by three elements: the reader, the text, and the activity. In many educational literatures, the term 'reading comprehension' is often used to describe the understanding of texts to differentiate this activity from comprehension of language when listening.

SECTION THREE

Procedures

3.1. Experimental Design

An experimental design is a strategy for allocating experimental groups to various levels of treatment, as well as the accompanying statistical analysis of the collected data (Kirk, 1995: 1). A series of associated activities are involved in designing an experiment, including the following:

1. The establishment of statistical hypotheses relevant to the scientific hypothesis.
2. Determining the levels of treatment (independent variable), the required measurement levels (dependent variable), and the distraction variables that must be controlled.
3. Specifying the population from which the sample is made and the necessary number of experimental units.
4. Define the randomization process that will be used to allocate the experimental units to the various levels of treatment.
5. Choosing the statistical analysis that will be carried out (ibid).

This study used an experimental design which is entitled "The Post-test only, Equivalent-Group Design" which includes the following points:

1. Forming two groups of randomly selected students, and dividing them into experimental and control groups.
2. Establish a balance in certain areas between the students in the experimental group and the students in the control group.
3. The experimental group is administered under the independent variable.
4. Using the academic method in teaching the control group with the same instructional materials.
5. Create a post-test for both student groups.
6. Examine the gathered data using statistical methods to obtain the findings.

3.2. Population and Sample

According to Arikunto (2006 :130), "population is the totality of the research subject, while sample is portion of the population that is researched in a research". Definitely, the populations are all individuals that are related to object of the research.

The total population of the current study includes (85) EFL third-year university EFL students from the Department of English in Al Shirqat District, in the academic year of 2021-2022.

Two sections are formed from the population: (A and C). Eighty-five participants overall have been divided into sections (A) and (C), which will serve as the experimental and control groups, respectively. section (A) has forty-two students while section (C) has forty-three students. In order to participate in the pilot project, twelve students from section (A) and thirteen students from section (C) are selected.

3.3. Instructional Material and Students' Instruction

This has been limited to the one unit from the Reading Comprehension Book "**Fluency in English – a course for advanced students**" for the third students in the Department of English. This unit has been specified according to the yearly plan of this subject. It is limited to narrative reading comprehension text.

The experiment of this study has been done in the second semester of the academic year 2021-2022. The two groups of study began on **twenty-eight of March** and continued for about **ten weeks**, and ended on **2nd of June 2021**. The experimental group is taught by the using Socratic seminar strategy in teaching reading comprehension texts, while the control group is taught by using the academic method.

3.4. Construction of the Achievement Post-Test

An achievement test has been constructed by considering the contents and behavioural objectives of the instructional material. It consists of six questions with thirty items and scored out of hundred, as shown it in table (3.8)

The test is divided into Oral (section A), the students discuss the questions of this section inside the class, with 35 marks, and Written (section B), the students are subjected to written test with 65 marks.

Table (3.8)

The Table of Specifications for the Content, Behaviours, Items, and Scores of the Post-test

Type	Level	No of Qs.	Content	Behavioural objectives	No of items	Score
Oral Test	Production	Q1	Answer Questions	Read the following passage and discuss the questions below	5	20
		Q2	Giving meaning	Explain the meaning of the following words and phrases as they are used in the above passages.	5	15
Written Test	Production	Q3	Answer Questions	Read the passage carefully and answer the questions	5	20
		Q4	Giving Meaning	Explain the meaning of the following words and phrases as they are used in the above passages.	5	15
	Recognition	Q5	Multiple Choice Questions	Choose the correct option.	5	15
	Production	Q6	Comparison	Compare between the pairs of words.	5	15
Total		6			30	100

3.5. Validity of the Test

How well a test truly measures what it is meant to assess is by far the most difficult requirement of a good test (Brown,2000: 387). The degree to which results obtained from assessment findings are relevant, meaningful, and valuable in view of the assessments' objectives (Gronlund, 1998 :226). To measure what is supposed to be measured is the validity (Field, 2005:69).

There are two important types of validity: face validity and content validity.

1. Face Validity

Face validity, which examines if the test seems to test what it is intended to test from the learner's perspective, is a notion that is very closely connected to content validity. A student must be persuaded that the exam is really testing what it supposed to be measuring in order to perform at their "peak" level on it (Brown,2000: 387). The researcher presented

the test items to a jury of professionals to confirm the accomplishment test's face validity, as shown in appendix (G). The jurors have mostly agreed on the appropriateness of the test items to its takers except for few modifications that have been considered, later on.

2. Content Validity

A test can be considered to have content validity if it includes a sample of the material from which findings are to be made and if it requires for the test taker to exhibit the behaviour being assessed. If the researchers can precisely identify the accomplishment that they are assessing, they may typically verify content validity through observation (Brown,2000: 387).

Tests may make use of content-related evidence of validity, also known as content validity, if they really select the material from which inferences are to be formed and if they require test-takers to exhibit the behaviour that is being assessed (Hughes,2003:216). Therefore, the content of the test, subjects' behaviours, the number of items as well as their scores have been specified, in detail.

3.6. Pilot Administration of the Test

The purpose of the pilot study, which is a preliminary investigation using the test sample, is to acquaint the researcher with any potential obstacles (Good et al, 1973:143). The aim of the pilot study is to inform the researcher about the way the system functions and to estimate the time needed to complete all test items or questions. Evaluation of the test's level of difficulty, the degree of discrimination, and consistency of test instructions are other objectives.

As a result, the exam has been administered to a pilot sample of (25) students who were chosen at random from each of the two sections that were involved, namely (A) and (C). The results show that it takes between 80 and 90 minutes to complete all of the test items, and the test's instructions are clear.

3.7. Reliability of the Achievement Tests

One of the characteristics of a successful test is reliability. According to Urquhart (1993:20), a test must first be trustworthy before it can be valid, and if a test is reliable, its findings may also be trusted. According to Alexander (1977: 197), a trustworthy test has results that are largely constant from one administration to the next. According to Jope (2000:1), dependability is the degree to which results are stable over time and is defined as an accurate representation of the whole population under study.

The research instrument is regarded as dependable if the study's findings may be obtained using a comparable approach. The Alpha-Cronbach formula is used to assess the Post-test reliability. The coefficient value is (0.91), which is regarded as acceptable.

CHAPTER FOUR

Analysis of Data and Discussion of Results

4.1 Discussion of the Obtained Results

The findings of the present study demonstrate that the experimental group's student

achievement, which was taught using the Socratic Seminar Strategy, is higher than that of the control group, which was taught using the academic method.

This indicates that Socratic Seminar Strategy is proven to be more efficient than the academic method, in teaching English written texts. According to researcher's point of view as well as from other 'specialists' points of view, that students' achievement in reading comprehension skill was improvement by using Socratic Seminar strategy and this could be attributed to the below factors:

1. Teachers and students can easily implement the Socratic seminar strategy.
2. It is entertaining to use and adaptable.
3. It inspires students by utilising a different teaching methodology.
4. It boosts students' self-assurance in their capacity to learning.
5. It aids students' comprehension, memorization, and retrieval of events and facts in written texts.

Students find it easier to understand a written text when the Socratic seminar strategy is used because they may ask questions or discuss views about each paragraph that are discussed through the Socratic seminar strategy. Staal (2000: 205), beliefs that applying the Socratic seminar strategy enables students to ask insightful questions about the content they have read and receive new information and answers to their inquiries.

Lastly, this strategy for teaching reading comprehension is better for enhancing students' reading comprehension skills than the academic method that teachers often employ.

CHAPTER FIVE

Conclusions, Recommendations and Suggestions

5.1. Conclusions

Based on the results of the research and the explanations in previous chapter, the following points have been concluded:

1. The Socratic Seminar Strategy focuses on providing the students with an organizational guide to use when reading that includes the sitting shape and the role of each circle.
2. The Socratic Seminar Strategy is able to improve EFL college students' reading comprehension and it is found positive responses from the students.
3. The Socratic Seminar Strategy is an effective way in teaching and practicing reading concept. Learning becomes enjoyable as the Socratic Seminar Strategy provides learners with a meaningful role of leading and practising communicatively.
4. The strategy also motivates the students, help them to comprehend idea and text easily and give some benefits and improved students' reading English texts.
5. Using Socratic Seminar Strategy increased the students' interaction in class as it was a new strategy for them and very easy to use.
6. By using Socratic Seminar Strategy, students can learn to distinguish between significant and less significant ideas and information and enable them to organize pieces of information into a comprehension component.

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