

SOCRATIC QUESTIONING TO PROMOTE THE STUDENTS' CRITICAL THINKING IN READING EXPLANATION TEXT

Vina Roudotun Nissah

English Department, Language and Arts Faculty, Universitas Negeri Surabaya

Vinanissah16020084006@mhs.unesa.ac.id

Abstrak

Minat baca siswa yang rendah menyebabkan siswa tidak bisa berpikir kritis. Padahal kurikulum 2013 menerapkan siswa menjadi kritis. Untuk mengatasinya, guru menggunakan teknik sokratik dalam teks eksplanasi untuk mendorong siswa berpikir kritis dikarenakan mengandung penjelasan tentang mengapa dan bagaimana suatu proses. Penelitian ini memperlihatkan tentang penerapan teknik pertanyaan sokratik dalam membantu siswa mengembangkan pemikiran kritis dalam membaca teks eksplanasi. Subjek penelitian adalah siswa kelas 2 sma di jawa timur. Peneliti melakukan observasi dan merekam penerapan teknik sokratik yang berfungsi untuk mendeskripsikan penerapan teknik dalam perkembangan cara berpikir kritis siswa. Peneliti juga melakukan wawancara untuk menjelaskan tanggapan tentang teknik sokratik sokratik. Dan, peneliti menggunakan tugas siswa sebagai hasil dari penerapan teknik sokratik. Hasil penelitian menunjukkan bahwa guru telah menerapkan teknik sokratik dengan benar sesuai dengan teori. Hasil wawancara juga memperlihatkan bahwa siswa mengalami perubahan positif setelah penerapan teknik sokratik. Selanjutnya, tugas siswa menunjukkan bahwa siswa mampu mencapai level tertinggi dalam taksonomi bloom.

Kata Kunci: berpikir kritis, teknik, pertanyaan sokratik, teks eksplanasi, membaca.

Abstract

The low student interest in reading causes students could not think critically. Whereas, the 2013 curriculum implemented the students to be critical thinker. To overcome the problem, the teacher uses Socratic techniques in explanation text to promote students to think critically because it has the explanations of why and how a process happens. This research shows the implementation of Socratic question technique to promote the students' critical thinking in reading explanation text. The subject of the study was 11th graders in Jawa Timur. The researcher observes and records the implementation of Socratic questioning techniques, which aimed to describe the implementation of techniques in promoting the students' critical thinking. Researchers also interviewed the students in order to explain the students' response toward the technique. And, researchers use student assignments as a result of the implementation of Socratic techniques. The result showed that the teacher implemented Socratic questioning technique very well based on the stated theory. The result of interview showed that the students showed that the students had changed into positive behavior after the implementation of Socratic questioning technique. In addition, the students' task showed that the students were able to achieve the highest level of taxonomy bloom.

Keywords: critically think, technique, Socratic questioning, explanation text, reading

1. INTRODUCTION

English language is known as an international language, so English language is needed to be taught since elementary school until senior high school. Many senior high schools used English language as a foreign language to be learned in the school. The purpose of it is to make the students able to understand and communicate using English language. However, many students have a problem in reading English text which was the students could not comprehend the content of the text because of the different languages between Indonesian and English language. For example, there is a case founded in

Indonesia that many students prefer to translate the vocabulary in English reading text one by one rather than understanding the text which makes the students could not understand the meaning of the text (Paran, 2016). Furthermore, the reason why the students could not comprehend about the content of the reading text was because the students could not find about the text clue. Also, the students only understand the meaning of English language vocabulary minimally. This problem enhanced the students' laziness in reading English reading text because of the different meaning between English and Indonesian language. For example, there are various type in reading but the students prefer to choose to translate the

meaning of the text because the students' thought that it was the efficient way in reading the text (Husein, 2017). Moreover, many students felt frustrated when reading English text because the student did not akan hasil dan manfaat penelitian. remember about the meaning of the word since the first paragraph. on the other hand, students needed to build their critical thinking ability when reading the text to connect between the students' schemata with the new information in the reading text (Hamra, 2010). In fact, due to the reading problem, the students could not comprehend the meaning of the text. For instance, when the students have to do the task as in answering some questions, the students always look out the answer in the reading text because the questions and the book content always have the same vocabulary. It could be concluded that the students prefer to answer the question explicitly rather than implicitly which lead to the students' bad habit. The effect of the students' bad habit is the students thinking ability would stick in low order thinking. In addition, the students often asked the teacher a question that has the answer in the reading text in order to improve about the students' score. When Vong & Keawurai (2014) conducted research, they found that many students tend to ask a question to the teacher in order to increase their score without thinking critically. They further explained that there were only a few students that think critically which showed that the students get high academic achievement. According to Hamra (2010), the high achievement students used to read as a tool to build their critical thinking ability which would be shown in the students' comprehension. Due to that reason, reading is the most important tool to promote the students' critical thinking, so the students needed to read a lot.

There are four skills in English which was speaking, listening, reading, and writing. Amid those skills, reading is known as the most likely to have influence for the students because reading could develop the students' comprehension by getting new information in the reading text (Eny, 2016). By reading the text, the students would be able to think actively in filtering the answer by making a concept, applying the concept, and evaluating the answered question. Therefore, the critical thinking ability is the most needed ability for the students because it could enhance the students' knowledge. In addition, based on Yousefi (2016), reading is the verbal idea of the author thought which is transferred in the written form which was aimed to transfer the author's knowledge into the students. Mohammadi and Yousefi (2016) stated that reading activity is a bridge to promote the students' critical thinking because students could understand the meaning of the text deeply. In the other hand, many schools did not maximize reading activity because there were only limited activities that made the students could enhance their

critical thinking ability. It showed that many students would hardly upgrade to have high order thinking which impacted to their poor comprehension. Due to this problem, the teacher chose to use explanation text in the teaching and learning process as the text that will be going to be learned in order to promote the students' critical thinking because explanation text obtained of why and how about the occurrence of phenomenon. Based on curriculum 2013, there were various text that is used by the teacher in the teaching learning process in senior high school. Explanation text is a text that is listed in the 11th grade syllabus. Explanation text obtained the why and how of the process of the occurrence of natural or unnatural phenomena. Moreover, according to curriculum 2013, students were expected to be able to analyse and solve the problem by their selves to practice the students using their high order thinking. Based on Program for international student assessment (2017) as cited in Rosyida (2019) surveyed stated that the position of Indonesian students is at the bottom position for the reading performance because students were founded to like copy-paste the answer in the reading text. Whereas, curriculum 2013 necessitated the students to enhance the students thinking by building the students' logical argument and solving the problem which is the part of critical thinking in reading an English text. The critical thinking is needed because students have to state several argumentations in an issue in order to see some aspects before concluding the problem. Critical thinking is famous for the other name which is called as high order thinking. In general, critical thinking contained high order thinking that obliged the students to think in depth (Schriiven, & Paul, 2016). Furthermore, an action that is considered as critical thinking was stating the fact which needed to state the example, and an argumentation in answering the question because critical thinking is a cognitive process that used the mind first before answering the question. In addition, there were several conditions that considered as critical thinking (Krathwohl, 2016). First, how students explained about the explanation of a fact that happen in reality in reading the text. Second, the argumentation statement that support the students' critical thinking because an argumentation could fortify the students' statement after stating a fact. Third, how the student formed a conclusion after making a decision whether their answer is advantageous or not.

Based on curriculum 2013, the government hoped that curriculum 2013 would change the students' low order thinking into high order thinking in order to reach the expectation to be an inductive learner. There are some reasons why the teacher has to promote the students' critical thinking (Yet, & Chen, 2016). First, the students would be able to filter the information whether the information is a hoax or the truth. Second, it was easier to

have the critical thinking ability in daily life because students would be able to maintain their argumentation, so the students would not be able to believe others' provocation. Here, implementing Socratic questioning technique in comprehending the text could be used to promote the students' critical thinking.

According to Paul, Elder, and Bartell (2016), Socratic questioning is asking continually questions that aimed to make the students realize their infirmity in thinking. The example of the infirmity thinking by the students is the students prefer to answer the close question rather than the open-ended question which could not promote the students' critical thinking. Another example of the students' infirmity in thinking, students often answered the question carelessly because of the lack of knowledge among the theme of the question which made the wrong answer. The aim of the Socratic questioning and the general question is different which differentiates between them. Moreover, Socratic questioning could promote the students in having rational thinking. However, the general question could be answered by the students after searching about the answer for the explanation of the text.

According to Brown (1996), the function of Socratic questioning is changing the students' ability from low order thinking into high order thinking which means that the students would be able to comprehend about the content of the text in the teaching-learning process. Moreover, the teacher began to deliver the question in order to promote the students' critical thinking which would make the students becoming active learners as the expectation of curriculum 2013. For instance, when the students answer the teacher's question, their answer should not only contain the answer that was stated in the content of the book but also in the answer considered about another effect from one to another (Paul, & Elder, 2016). The example of Socratic questioning, what do you know about the earthquake? How does earthquake occur? Please mention the effects of earthquake. tsunami is one of the effects of earthquake, so how could tsunami become the effects of earthquake?

Based on Copeland (2016) as cited in Kazantzis (2018), the main part of Socratic questioning is practicing the students to think logically when answering the teacher's question. On the other hand, many students complain that Socratic question is a question that hard to be answered because the answer should bring some evidences. Students concede that students do not have a proper environment in reading activity, so students feel that they lack of knowledge. In fact, many teachers do not provide a proper environment in reading which cause that students have low order thinking. However, the teacher could enhance the students high order thinking by giving Socratic questioning in order to level up the standard of

proper environment (Paul, & Elder, 2016). The previous studies show that students prefer to answer the easy question because they do not have to think critically. For instance, many students often answer the easy question that has stated the answer in the book without analysing the answer exclude from the answer in the book which cause that many students do not enhance their critical thinking ability (Shoereym & Mochtari, 2016). This problem can be solved by using Socratic questioning technique because Socratic questioning function is to promote the students' critical thinking ability. When the teacher implemented the Socratic questioning technique, the teacher used one of the stages of Socratic questioning which was giving a reason which aimed for the student to focus in building their critical thinking ability (Paul and Elder, 2016). Many teachers trusted this technique could promote the students' critical thinking ability based on the researcher's experience, the implementation of Socratic questioning bring some advantages in promoting the students' critical thinking ability.

On the other hand, there is no researcher that ever conduct the study about Promoting the students' critical thinking ability by implementing the Socratic questioning technique in reading explanation text. From this explanation, It can be drawing a conclusion from this research that investigated the use of Socratic questioning to promote the students' critical thinking needs to be conducted because the previous studies used other types of text in implementing Socratic questioning, such as, argumentative text. Whereas, this technique also could be used for reading explanation text to enhance the students' critical thinking. Thus, the formed research problem would be: How does the Socratic questioning promote the students' critical thinking in explanation text?

Based on the research problem, the researcher made 3 reasons to conduct this study. First, how the teacher implements Socratic questioning in enhancing the students' critical thinking in reading explanation text. The purpose of it is to check whether the teacher used all of the stages of Socratic questioning or not. Second, how the students' response after the teacher implemented the Socratic questioning in the teaching-learning process. The third, how the students' work after the teacher implemented the Socratic questioning technique in reading explanation text.

RESEARCH METHODOLOGY

This study purpose is to describe the Socratic questioning technique to promote the students' critical thinking in understanding the explanation text for senior high school. The researcher would use qualitative research in conducting this study in order to reach the aim of this

study. According to Ary, et al (2010) qualitative research is research is to explain in depth about the data in the form of words rather than explaining the data in the form of numbers. In this study, the researcher chose to use descriptive research because descriptive research's purpose is to explain the detail information about a person, and situation (Kothari, 2004) as cited in Pesia's thesis in (2019).

This study will be hosted in the state of senior high school in Gresik. The researcher selected this school because one of the tutors had already implemented the Socratic questioning technique in the teaching-learning process and the tutor agreed to help the researcher in conducting this study. In addition, conducting this study in this school will match the researcher's objective which was describing the Socratic questioning in promoting the students' critical thinking ability in reading explanation text. The subject of this study is eleventh graders who would be taught explanation text. The number of the eleventh graders is 28 students.

The researcher would be the primary instrument in this study because the researcher would be the one who collected the data for the research questions. Therefore, the researcher needed another instrument in order to help the researcher to complete this study in gathering all of the data. In this study, the researcher used observation which also included observation sheet, field note, recorded file, and the students' task. Based on Kothari (2004), observation is one of the methods that help the researcher to gather all of the data when conducting a research, this method used the researcher as a tool to investigate the data by itself. In addition, Ary, et al (2010) stated that field note is a note that is taken when the researcher observed or interviewed the subject. Furthermore, the researcher also used file-recorded as in an audio recorder when observing the implementation of Socratic questioning technique in the teaching-learning process. The purpose of the file-recorder is to help the researcher to remember the implementation of Socratic questioning and the students' interview. Moreover, the researcher also used the students' task in order to monitor the students whether the role of Socratic questioning could promote their critical thinking ability.

the researcher would use observation which obtained field note and observation sheet and file recorder in order to answer the first research question. When the researcher did an observation, the researcher went into the classroom group after getting permission from the teacher. After that, the researcher observed the teacher implementation of Socratic questioning while taking note and looking for the checklist on the observation sheet. From all of this instrument, the researcher would be able to describe the implementation of Socratic questioning in enhancing the

students' critical thinking in reading explanation text which also means that the researcher would be able to answer the first research question. The researcher would interview the students to answer the researcher's questions. The researcher has prepared open-ended question to know the students' response after the implementation of Socratic questioning the students but there was some added question for interviewing the subject which from the subjects' response (Bloom & Crabtree, 2006). In addition, the open-ended question for the interview was got by observing the implementation of Socratic questioning technique in constructing the students' critical thinking in reading explanation text. The interview subject only took 6 students out of 28 students because this study was a qualitative research which only needed small subject to conduct this research. The 6 students would explain in-depth about their response about the Socratic questioning technique. Moreover, the researcher used the students' task in order to know whether this technique could help the students in promoting their critical thinking ability from all the data that was used for answering the research questions, the researcher would gather all of the data. The data included the observation sheet, field note, the recorded file from the teaching and learning process and from the students' interview, and the students' task.

The researcher classified the data between the observation sheet and the recorded file in order to answer the first research question. After that, the researcher analyzed the observation sheet which includes checking the teacher implementation of Socratic questioning stages that has been stated in the observation checklist. Checking the stages means that checking whether the stages of Socratic questioning was the same as the theory that has been written in the literature review. In addition, the researcher also transcribed the audio recorder in order to keep track of the implementation of Socratic questioning technique.

The researcher also used an audio recorder to answer the second research question. The researcher transcribed the 6 students' interview in order to know about the students' response toward the implementation of Socratic questioning technique.

After that, the researcher would collect the students' work and check the students work based on the summary's rubric. After checking the students' work, the researcher would examine the Socratic questioning technique could promote the students' critical thinking ability. Then, the researcher would select the data based on the criteria to make the researcher's job easier in analysing the data.

RESULT AND DISCUSSION

The Implementation of Socratic Questioning Technique to Promote the Students' Critical Thinking in Reading Explanation Text.

Socratic questioning is a technique that help the students' promoting their critical thinking ability because the teacher gave the student question continually until the students realize about their weaknesses in thinking (Paul, Elder, & Bartell, 2016). From the teaching-learning process in implementing the Socratic questioning technique, it showed that the teacher could promote the students' critical thinking because the teacher obeyed the curriculum 2013 suggestion which was conducting the inductive teaching learning process. According to Silver Harvey (2012), inductive learning is giving the students chance to be the main part in the teaching-learning process because the teacher only as a facilitator. According to McMohan (2016). There are several phases of Socratic questioning which was reading the text, discussion, giving the question to the students, Hypothesis, synthesizing and evidence.

- a. Reading the text: this phase shows in the beginning of the implementation of Socratic questioning. The teacher gave the students an explanation text with the Covid-19. The students are asked to read and comprehend the text in order to be able to answer questions. The aim of reading is to make the students comprehend the material that was going to be asked (McMohan, 2016).
- b. Discussion: the second phase of the Socratic questioning is the discussion. The teacher would give the students some time to discuss about the theme that are going to be asked. After the time was passed, the teacher upgrade to the phases of Socratic questioning which hypothesize. According to McMohan (2016), the aim of the discussion is to make the students to be able to share the thought about the theme, so it could smooth the students' process in answering the question.
- c. Giving the question: after the discussion time was finished, the teacher started to give the students' answer. At the first, the teacher asked about the general question. The general question's function is to help the students to stimulate their thinking ability started from the low, average, and difficult question (Reynold, 2011). The low question means that the teacher started to give the students an easy question which include asking about the general question about the theme in order to know about the students' schemata.

- d. Hypothesis: the students have to answer the question based on their schemata and their opinion related to the theme. According to Pea (1993) as cited in Ertmer (2011), when the students were able to answer the hypothesis answer, it means that the students were comprehended about the theme. The students' comprehension could enhance the students' thinking ability into constructive thinking. In this phase, the teacher tried to ask several questions in order to grasp the critical thinking rubric by Taxonomy Bloom. In this phase, the student tried to answer the question by giving an explanation based on the students' schemata and opinions.
- e. Synthesizing: the match answer between the students answer based on the students' schemata or opinion with the investigation of the related data. In this phase, the teacher began to active the students' critical thinking because the students were expected to give their interpretation toward the questions.
- f. Evidence: the last stage of Socratic questioning was evidence. The aim of this last phase was to make the students realize about their answer whether their answer was correct or not. Many students were able give evidences based on the reality which mean that the students reached the highest level of critical thinking which was evaluating.

The Students' Response Toward the Socratic Questioning.

According to the students' response after the implementation of Socratic questioning, the researcher got a good response from the 6 students. The first question of the interview was about the students' understanding of the teacher's question. The students' replied that they were understood about the meaning of the question because the teacher helped them by giving the clue. The clue means that the teacher leaked about several themes that was being asked by the teacher, so the students could prepare to read a lot in order to answer about the theme.

The second research was about the students' opinion toward the Socratic questioning promoting the students' critical thinking. The students' replied that the Socratic questioning develop their comprehension because the students began to accustomate to thinking in depth when answering the question. In addition, the students also replied that Socratic questioning could trigger the students thinking ability in thinking logically and critically.

The third research question asked the students about the effectiveness of Socratic questioning technique in changing the students' habit in answering the question. The students replied that had the positive habit for the

students in answering the question because they had changed their old habit. The students' old habit means that the student tended to look at the answer in the book/ text without looking for the truth about the information. After the teacher implemented the Socratic questioning, the students tried to think about the question first and looking for the answer with weighing whether their answer is wrong or correct. Based on the students responded when replying the researcher interview, the Socratic questioning has been proven in promoting the students' critical thinking. According to Usman (2013), the teacher is considered success in the teaching-learning process when the students could do inductive learning because the students who was the one who will be active and the teacher was only a facilitator.

The fourth research question is about the students' capability in answering all of the question from the teacher. The students' answered that the students were able in answering all of the question because the students have done preparedness because the teacher leaked about the theme.

The fifth research question is about the advantages of the implementation of Socratic questioning technique, the students replied that Socratic questioning brings the advantages for them because the students have changed, the way how the students' think. For example, the Socratic questioning made the students analyzing their answer first than answering the question

The Students' Task

The students' task was making a summary. Based on the students' result of summary, it could be seen that the students were enhanced their critical thinking ability by the Socratic questioning because the students got an excellent score from making the summary. The excellent score was judged by the summary's rubric. However, there were only several students that get a moderate score.

The students were spelled out about the discussion of Socratic questioning technique discussion. The summary contained about the general information until the specific information based on the discussion, the students stated the fact in the general information and stated about the problem that is caused by the topic in the specific information. The students nearly got the perfect tense in writing the summary. On the other hand, the students also have a slightly mistake by writing the wrong punctuation.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion, the research was successful because the teacher implemented all of the phases of Socratic questioning. In the implementation,

there were many students who were active in answering the Socratic questioning. The result showed that the students were able to answer all of the Socratic questions after reading the explanation text which showed that this technique could promote the students' critical thinking. However, there was a disadvantage of implementing this technique because it implemented using E-learning. The teaching-learning process depended on the signal to begin the learning process.

The researcher could jump into conclusion based on the interview. Indeed, this technique could promote the students' critical thinking because the students could change the way how they think. And the students' habit. The students stated that Socratic questioning make the student realize that it is important to analyse their answer first before stating the answer.

Based on the students' task, it presented that the students were engaged in the teaching- learning process because the students got an excellent score. The result presented that many students has reached last level taxonomy bloom which was creating. The last stage was one of the high orders thinking skills. By summarizing, the student had met the researcher expectation in this research which was able to create something in the learning process. In addition, the summary got the highest score because it has the slightly mistake. The mistake was from the punctuation.

Suggestion

There were some suggestions for the teacher in order to improve the implementation of Socratic questioning. First, the teacher needs to give the time for the students in answering the Socratic questioning in order to get all of the responses from the students. Second, the teacher should ask the students about "Do you want to add the answer? Or Do you have another explanation?" "when the teacher wanted to upgrade to the next phase of the technique.

There is a suggestion for the students. The students needed to do a lot of preparation when the teacher wanted to implement the Socratic questioning because this question would ask the student continually until the students are able to give the evidence.

There are some suggestions for future researcher. The researcher should conduct this research in quantitative research in order to know the significance of the difference between the students who get the treatment or not. In addition, the researcher should provide another task in the pre-activity in order to warming up the students' thinking ability before implementing this technique.

REFERENCES

- Alyousef, H. S. (2005). Teaching reading comprehension to ESL/EFL learners. The reading Matrix 5(2), September 2005. Accessed on November 25th,

- 2019.[http.acrobet/rider.co.id](http://acrobet/rider.co.id)
- Arifuddin, H., & Eny, S. (2010). Developing a model of teaching reading comprehension for EFL students. *Teflin Journal*, 21(1).
- Ary, D. e. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning
- Brown, H. D. (2001). *Teaching by principles. and interactive approach to language pedagogy*. New York: A Pearson education company.
- Buckley, J., Archibald, T., Hargraves, M., & Trochim, W. M. (2015). Defining and Teaching Evaluative Thinking: Insights From Research on Critical Thinking. *American Journal of Evaluation*, 36(3), 375–388. Retrieved September 15, 2018 from <https://doi.org/10.1177/1098214015581706>
- Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (2009). *Developing reading comprehension*. Southern Gate, UK: John Wiley & Sons. Retrieved September 21, 2018 from <http://doi.org/10.1080/01443410.2014.910979>.
- Ennis, R. H. (2013). *A Definition of Critical Thinking*. 17(8), 599-612. Retrieved from <http://www.jstor.org/stable/20197828>
- Frichard. (2018). Questioning with Bloom and summarizing. *The National Behavior Support Service*.
- Hughes, J. (2014). *Critical Thinking in the Language Classroom*. ELI
- Kazantzis, N., Fairburn, C. G., Padesky, C. A., Reinecke, M., & Teesson, M. (2014). Unresolved issues regarding the research and practice of cognitive behavior therapy: The case of guided discovery using Socratic Questioning. *Behaviour Change*, 31(1), 1–17. Retrieved September 21, 2018 from <https://doi.org/10.1017/bec.2013.29>
- Kazantzis, N., & Stuckey, M. E. (2018). Inception of a Discovery: Re-defining the Use of Socratic Dialogue in Cognitive Behavioral Therapy. *International Journal of Cognitive Therapy*, 11(2), 117–123. Retrieved September 21, 2018 from <https://doi.org/10.1007/s41811-018-0015-z>
- Kemendikbud. (2011). *Survei International TIMMS*. Retrieved May 8, 2014 from <http://litbang.kemendikbud.go.id/indek.php/survei-international-timss>.
- Kwan, Y. W., & Wong, A. F. L. (2015). Effects of the constructivist learning environment on students' critical thinking ability: Cognitive and motivational variables as mediators. *International Journal of Educational Research*, 70, 68–79. Retrieved August 29, 2018 from <https://doi.org/10.1016/j.ijer.2015.02.006>
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & Principles in Language Teaching* (3rd ed.). Oxford University Press.
- Maree, D., & Anne, S. (2014). Socratic questioning in the paidea method to encourage dialogical discussions. *Research Paper in Education*. 29(1). 20-43. Retrieved March 10, 2016 from <http://dx.doi.org/10.1080/02671522.2012.742132>
- McKinley, J. (2015). Critical Argument and Writer Identity: Social Constructivism as a Theoretical Framework for EFL Academic Writing. *Critical Inquiry in Language Studies*, 12(3), 184–207. Retrieved August 15, 2018 Retrieved <https://doi.org/10.1080/15427587.2015.1060558>
- Mehta, S. R., & Al-Mahrooqi, R. (2015). Can thinking be taught? Linking critical thinking and writing in an EFL context. *RELC Journal*, 46(1), 23–36. Retrieved August 10, 2018 from <https://doi.org/10.1177/0033688214555356>
- Miyong, L., Hyewon, K., & Minjeong, K. (2014). The effects of socratic questioning on critical thinking in web-based collaborative learning, 18(2), 285-301. Retrieved from <http://dx.doi.org/10.1080/16823206.2013.849576>
- Nunan, D. (2003). *Practical english language teaching*. New York. The McGraw-Hill Companies.
- Nuttal, C. (2000). *Teaching reading skills in a foreign language*. Oxford. Macmillan education.
- Okkinga, M. (2018). Effects of reciprocal teaching on reading comprehension of low-achieving adolescents, The importance of specific teaching skills. *Journal of Research in Reading*, 41(1), 20–41. <http://doi.org/10.1111/1467-9817.12082>
- Oyler, D. R., & Romanelli, F. (2014). The fact of ignorance revisiting the socratic method as a tool for teaching critical thinking. *American Journal of Pharmaceutical Education*, 78(7), 1–9. Retrieved September 9, 2018 from <https://doi.org/10.5688/ajpe787144>
- Palinscar, A. S., Brown, A. L., Palinscar, A. S., & Brown, A. L. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities Reciprocal Teaching of Comprehension- Fostering and Comprehension- Monitoring Activities, *Cognition, and Instruction*, 1(2), 117-175, DOI: 10.1207/s1532690xci0102
- Palermo, C., & Thomson, M. M. (2018). Teacher implementation of Self-Regulated Strategy Development with an automated writing evaluation system: Effects on the argumentative writing performance of middle school students. *Contemporary Educational Psychology*, 54(July), 255–270. Retrieved August 29, 2018 from <https://doi.org/10.1016/j.cedpsych.2018.07.002>
- Paul, R. D., & Elder, L. D. (2006). *Critical Thinking (Concept and Tools)*. Performance + Instruction, 34(6), 14–17. <https://doi.org/10.1002/pfi.4170340606>
- Pezhman, Z., & Jayakaran, M. (2015). The use of socratic

method as a teaching/learning tool to develop students' critical thinking: a review of literature. *Language in India*. 15(6). Retrieved June, 2015 from www.languageinindia.com

Rachid, A. (2018). The Socratic Method of Instruction: An Experience With A Reading Comprehension Course. *Journal of Educational Research and Practice*. 8(1), 41-53. Retrieved from DOI:10.5590/JERAP.2018.08.1.04

Rosyida, N. F. (2019). Self-explanation strategy: supporting students critical thinking in reading comprehension for science class in senior high school. (Thesis, Universitas Negeri Surabaya)

Stuppel, E. J. N., Maratos, F. A., Elander, J., Hunt, T. E., Cheung, K. Y. F., & Aubeeluck, A. V. (2017). Development of the Critical Thinking Toolkit (CriTT): A measure of student attitudes and beliefs about critical thinking. *Thinking Skills and Creativity*, 23, Retrieved October 1, 2018 from 91–100. <https://doi.org/10.1016/j.tsc.2016.11.007>

Tofade, T., Elsner, J., & Haines, S. T. (2013). Best practice strategies for effective use of questions as a teaching tool. *American Journal of Pharmaceutical Education*, 77(7). Retrieved October 13, 2018 from <https://doi.org/10.5688/ajpe777155>

Vong, S. A. (2016). Instructional Model Development to Enhance Critical Thinking and Critical Thinking Teaching Ability of Trainee Students at Regional. *Kasesart Journal of Social Sciences*, 30(1-8). Retrieved October 10, 2018 From <https://doi.org/10.1016/j.kjss.2016.05.002>

Wilson, K. (2016). Critical reading, critical thinking: delicate scaffolding in English Academic Purposes (EAP). *Thinking Skills and Creativity*. Retrieved from <http://dx.doi.org/10.1016/j.tsc.2016.10.002>

Yang, Y. T. C., Chuang, Y. C., Li, L. Y., & Tseng, S. S. (2013). A blended learning environment for individualized English listening and speaking integrating critical thinking. *Computers and Education*, 63, 285–305. Retrieved October 9, 2018 from <https://doi.org/10.1016/j.compedu.2012.12.012>

Yousefi, S., & Mohammadi, M. (2016). Critical Thinking and Reading Comprehension among Postgraduate Students: The Case of Gender and Language Proficiency Level. *Journal of Language Teaching and Research*, Vol. 7 (4), 802-807. DOI: <http://dx.doi.org/10.17507/jltr.0704.23>.

Zhou, Z. (2018). A Study on the Cultivation of Critical Thinking Ability of English Majors. *Theory and Practice in Language Studies*, 8(3), 349–353. Retrieved October 29, 2018 from <https://doi.org/http://dx.doi.org/10.17507/tppls.0803.11>