

REASONING SOCRATIC QUESTIONING METHOD TO ENHANCE UNIVERSITY STUDENTS' CRITICAL READING IN CRITICAL READING COURSE

Unsia Fika Umami Abidah

Universitas Negeri Surabaya

unsia.17020084095@mhs.unesa.ac.id

Abstrak

Di zaman yang super padat ini, mahasiswa harus tahu bagaimana cara 'mencerna' segudang pengetahuan atau informasi di sekitar mereka. Setiap tempat, bahkan setiap jam mereka akan memiliki peluang besar untuk menemukannya. Untuk membangun perspektif mahasiswa yang lebih luas, hal pertama yang perlu diketahui adalah mengenai 'alat' yang dapat membantu mereka. Penelitian ini bertujuan untuk mengeksplorasi 'apa dan bagaimana' cara mempelajari pola membaca kritis secara tepat. Singkatnya, orang yang ingin membangun pola membaca kritis, mereka dapat memanfaatkan metode ini untuk diri mereka sendiri bahkan tidak hanya untuk tujuan akademis tetapi juga dalam kehidupan sehari-hari. Cara ini dikenal dengan sebutan metode tanya jawab sokratik. Untuk partisipan, peneliti telah mengambil 5 mahasiswa dari jurusan Bahasa Inggris untuk mengisi 10 pertanyaan dalam kuisioner dan juga untuk diwawancara. Penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian. Peneliti memberikan contoh dari pola metode sokrates dan 4 dari 5 setuju bahwa metode tersebut telah mengajak mahasiswa untuk berpikir kritis, terlebih lagi metode ini dapat membantu mereka untuk membaca secara kritis ketika mereka merasa penting untuk membaca dengan analisis kritis. Cara mereka mengolahnya cukup mirip tapi berbeda, memahami ide pokok, menemukan tujuan literatur, kemudian menguraikannya. Untuk mencapai metode berpikir sokrates, mahasiswa harus melewati 5 tahapan berikut; mempertanyakan, hipotesis, *elenchus*, penerimaan/penolakan, tindakan. Metode Sokrates tidak hanya mampu menjawab pertanyaan mereka, tetapi juga membantu mereka untuk menganalisis informasi lebih lanjut karena mereka terus mencarinya. Hal ini juga menunjukkan bahwa mahasiswa harus lebih banyak membaca tentang beberapa metode yang dapat membantu mereka untuk membaca kritis karena masih banyak mahasiswa yang belum mengetahui secara dalam apa itu metode tanya jawab sokratik.

Kata Kunci: Metode Berpikir Sokratik, Membaca Kritis, Kelas Membaca.

Abstract

In this super busy era, students have to know how to 'digest' bunch of knowledge or information around them. Every place, even every hour they will have a big chance to find it. In order to build student's perspective broader, first thing to know is about the tools that can help them to survive. This study was aimed to explore 'what and how' to learn reading skill in a proper way. In short, people who want to establish their learning skill of reading through it, they could take the advantage of the method for themselves not only in academic purposes but also in daily life too. This method is well-known as socratic questioning method. For the participants, the researcher has taken 5 university students from English department to filled 10 questions in the questionnaire and also to be interviewed. This study used descriptive qualitative as a research design. The researcher gave an example from a pattern of socratic method and 4 out of 5 agree that the method has asked university students to think critically, and further than that, its method also help them to read critically when they thought it is essential to read with the critical analysis. The way how they to process critical reading are quite similar but different, understanding the main ideas, finding literature review, then, breaking it down. To reach the socratic method, the students have to pass these 5 stages; wonder, hypothesis, *elenchus*, acceptance/rejection, action. Socratic method did not only answer their question, but also help them to analyze as further information as they keep looking for it. It is also showed that university students have to read more about some methods that can help them to read critically because there are still lots of students who do not know what socratic questioning method is.

Keywords: Socratic Questioning Method, Critical Reading, Reading Course.

INTRODUCTION

English is extremely well-known as one of the global languages around the world. To survive against it, people must be really triggered that every one of them have to try build a great skill on it, in exception from those who was born with English as their mother language. In English itself, it has two types of skills. First, it is listening and reading for receptive skills. Second, in productive skills, they have speaking and writing. It is necessary that students need to consider which skills they really need to be developed first. This is not only about the method of what and how, but also reconsidering which media that might enhance the learning process (Peregoy & Boyle, 2000). One of the most well-known invention in the last century for helping people in reading comprehension is Critical Reading (CR). CR is an obligatory 21st century's skill to help students process information and convince the argument from what they read. When people start to confer about CR, it means that they have to begin with analyze and evaluate something from its information, then, they go beyond that. Once students begin to read something, their brain's engine likely to start all of those steps coherently. Since it is good to use CR in every reading comprehension process, every academic person or university student should know 'when' and 'how' to apply it (Baten, 2010).

Speaking of CR, it is not only about helping students analyze text contained information is valid or invalid, but also they will find out exactly what they have to do to evaluate it. In addition, it does not really effective in L2 country. We realize that it is not easy for L2 country to always practice the CR on their learning process, even if there are bunch of groups of people who already realized how urgent the use of CR is. It happens even if there are lots of discussion and/or academic research 'talks' about it, even if all the whole books in the town talking about CR begins with English for the young ages until university students. In fact, most of L2 country's university students have appeared as students who are lack of interest trying how to read critically (Lane & Oswald, 2016).

Nonetheless, students actually may begin their critical ways of learning through many ways, without any excuses or unacceptable reason. According to Baghori (2018), reason means differentiating and applying characteristics and characteristics to draw conclusions, hypothesis suggestions, finding relevant information, and obtaining data, experiences, statements, and results related to the situation. Meanwhile, university students' poor reading quality is getting higher nowadays, it is needed to be solved

immediately. Richmond found that university students in L2 country are difficult to build a good reading habit, this may cause them some hardship in order to develop student's CR (Richmond, 2007).

In contrast, university students are needed to learn CR deeply, the reason is; they have to read, learn, and process bunch of knowledge at least to gain an academic research paper at the end. Instead of the lecturers have to keep enhancing their students' ability while doing learning process, it must be a huge challenge for them if their students do not know how to read critically. To write something incredibly may begin from 'what' and 'how' students start to read first. Students can clearly 'express' and analyze their purpose or goal and adjust their reading's result to serve it, students can also recognize the point of view or frame of reference in which they are reading, they also may reconsider their alternative points of view (Hendricks, Newman, & Stropnik, 1996). At the point when the vast majority considered critical reading, they thought that their words should get "criticized" and destroyed in contention, in fact, all it implies is that they are standards-based. These standards require that we differentiate fact from fiction; synthesize and assess data; problem solving and find facts.

In order to know how to build those standards-based to improve the accurate CR, they need 'a tool' to construct it. There are several tools in academic development to enhance CR and it works well, one of those tools are found as socratic questioning method. Socrates' method was trailed by Plato (who recorded Socrates' thought), Aristotle, and the Greek skeptics. Every founding fathers are having their own accentuated that things are unique in relation to what they seem to be and what mind has prepared its set up to see through the manner in which things look to us on a superficial level (deceptive appearances) to the what they truly are underneath the surface (the more profound realities in life). The researcher chose Socrates in spite of other because Socrates truly sets the plan for the custom of critical thinking (and later it contributes a lot for critical reading), in detailed and deeper, to brilliantly address arguments and facts, convictions and clarifications that are reasonable and logical. The major aspect of the Socratic method is that it is not related to "educating" in the traditional sense of the word; rather, it is an academic instructor as an observer, an assist, and a guide, but not as a knowledge purveyor. Talks about "undeniable" aspects, truth, and repetitive retention, or, in other words,

"controlling the students," are being replaced by shared conversations between students and lecturers, in which both are responsible for advancing the discourse through questioning. (Hendricks et al., 1996).

Using socratic questioning method, lecturers essentially drive students' reasoning (the coherent connection of their present information and experience) by asking them questions rather than giving the answers. Because critical reading abilities cannot be taught directly, the socratic approach engages and develops them, and finally, the students are encouraged to have a better skill of reading critically (Lam, 2011). Critical reading is urgent to help university students build their valid way of reading. Robert Ennis has declared critical reading as "reasonable reflective reading that is focused on deciding what to believe and do." After building the pattern, university students will automatically implement being critical in daily life. It will help them absorb and percolate things faster when they learn something or read something, specifically in English context as the international language. As the international language, it must be translated from any thoughts and bunch of different people's perspective. In short, when they are explained from broader aspect, this is such reasonable reason why it is a must to every university student being criticized. Regardless, critical reading should be implemented in daily life, university students might begin in a very basic form in their subject, such reading comprehension. They do essentially need to use critical reading in any text of knowledge because it can help to survive beyond solving their problem too.

In English skills from four, reading is an outstanding way to enhance how does the CR work (Hendricks et al., 1996). When students understand what they read, they could check and repair how to learn in a better way, both receptive and productive skills (Lane & Oswald, 2016). From reading, we gain information and data base, that is why it is effortless to analyze and evaluate things in reading comprehension rather than speaking, listening, and writing. Through language learning and understanding what reading comprehension is, students will construct an outstanding idea from its development (Peregoy & Boyle, 2000). According to Boyle, students should not only please to know what they have to learn about, but also the way how they learn something through something. They need to develop their own learning strategies which are needed on their own. First, they might start with order (Hendricks et al., 1996). The way how the logic build, then, it is a must to set up those logics orderly because logic can build the mental habit of reading, in case someday they need to look

backward what has happened, it is called as repeated memory. Next, it is a power. Logic has power; the power of proving and those persuasions. This power is used to win the truth or defeat error. Third, reading. Books are the single most effective technological invention in the history of education. Fourth, defining the logic's limits. Logic has severe limits (Hendricks et al., 1996). Those are the simplest orders to help students' CR requiring their reading comprehension. In conclusion, the writer finally decided to do this research because all those inquiries are needed to enhance university's students CR in reading comprehension. It has huge impacts when they comprehend the information and gain knowledge at the end.

The critical reading course is designed to allow students to practice a variety of critical reading strategies, including speed reading, marking and charting the text, taking notes, identifying underlying assumptions (both stated and unstated), identifying argument and author position, justifying argument, summarizing, and writing responses to written academic texts at a college level (claim, evidence and reasoning). Although critical reading is a common objective and a 21st-century skill, it has not been highly promoted in socratic questioning method. Many students in Indonesia do not realize that critical reading skills development is very much involved in socratic questioning method. In addition, since there has been little research regarding the use of socratic questioning method, this study aims to describe how students process their critical reading and describe how socratic questioning method enhance university students' critical reading in reading course. Therefore, the research objectives are formulated as follows:

1. To describe how university students process their critical reading.
2. To describe how socratic questioning method to enhance university students' critical reading in critical reading course.

METHOD

The researcher employed a qualitative research design in this study by considering several characteristics. This study was aimed to focus on the implementation of the Socratic questioning to help the students enhancing their critical reading in comprehending reading text. Regarding as the previous explanation, the researcher intended to use descriptive qualitative as part of the qualitative research. According to Ary, qualitative research is concerned with social phenomena as perceived through the eyes of a human

in a natural situation. He also added that qualitative research will use many descriptions of people, objects, events, places and conversations. This research employs descriptive qualitative methods because they are pertinent to the study's objectives, which rely on students' problems when applying critical reading in reading course using Socratic questioning method. The statement above is in accordance with what (Ary, Jacobs, & Sorensen, 2010) stated in their book; which is, the goal behind the qualitative study is to give an absolute data of an information that is in the form of words to give better and more profound arrangement. Population and sample are very important in conducting a research.

Donald Ary defines a population as "all members of a well-defined group of people, events, or objects." The population size has a significant impact on how a population is studied. If the sample size is substantial enough for a qualitative study, the researcher will almost certainly encounter challenges conducting the study due to restricted resources, energy, and time. To circumvent these difficulties, researchers could sample only the smallest possible range. The researcher decided to take 5 university students whose three of them are the top-3 ranked in English education major. Using questionnaire and interview to collect the data. According to Donald Ary, a sample is a subset of a population or a representation of a population. A sample is a subset of a population that has been chosen for observation and investigation. It is designed to facilitate the research's optimal operation. What was discovered through the sample and the conclusions drawn represent the entire population of respondents. As a result, the population sample should be properly representative.

RESULTS AND DISCUSSION

The way university students process their critical reading in reading course

Regarding the results of questionnaire and interview, they use almost different steps to process their critical reading. It is stated from one of the participants, *I usually read and reread the information until I get the gist of it. The researcher found others said, "personally, I will aim for the topic that I'm going to discuss. Then, I search the materials from credible sources. Soon after the materials are collected, I will getting familiarize the data and organize them for making them easily to be read. Finally, I can conclude and interpret them through my sentence composition."* In addition, once they said, *understanding the main ideas, finding literature review, breaking it*

down." Until the simplest one, *"maybe by connecting my prior knowledge."*

The process of critical reading entails determining the extent to which authors have adequately justified their arguments. Each assessment is based in part on the authors' communication and in part on additional relevant information, experience, and inference that you can contribute to the table. Additionally, the ability to engage in self-critical reading entails convincing readers to accept the writer's statements (Wallace & Wray, 2011). From those explanations we can said that, every students' point of view might have different opinion of processing critical reading due to how far the writer tries to justify their claims for making them decide what their self-critical way of style is. It also can be proven from every readers' academic tradition and styles. Based on Wallace & Wray, all academic traditions require a critical engagement with the works of other scholars. Nonetheless, some cultures place a greater emphasis on it than others. Based on their prior education, students may have been pushed to take a predominately one or the other approach to what they read. This also helps us to take conclusion that students' critical reading process depends on how many articles, books, and other reading passages they have read or will read later on, in case to help them having their own principal to read critically. Although students' everyday literacy practices are changing at an unprecedented pace as a result of their interest in the internet-in fact, according to a recent survey, if students could have access to only one medium/media, they would still rather choose the internet over the television, telephone, and radio (Knowledge Networks, 2002)- college literacy tasks look pretty much the same. Textbooks predominate, with the content of such texts being rarely questioned by either students or lecturers. This situation, we feel, emphasizes the importance of teaching children to read critically and to consider how writers and artists are reflecting people and ideas in other words, how individuals who create texts make those texts work. Additionally, it demonstrates the importance of lecturers demonstrating to students how all materials, including their textbooks, consistently encourage or quiet particular points of view.

Contrastingly, for some students, when they have begun to comprehend a text in a reading course, it is proved that they cannot be separated from critical reading. Surprisingly, they use critical reading not only in the classroom but also in daily life too. One of the respondents said that, *"I think applying critical reading in daily life is very important and essential because in modern era you cannot just believe*

everything you read on the internet and the news. So, critical reading is actually very important to you. You cannot evade with a hoax and examine the article or the news before you take judgement of it." It is also approved that critical reading could help university student find a way of learning something. It was also said by the other respondents, *"for me, if we read some kind of materials deeply, we automatically know every element about the context, both explicitly and implicitly. It was called to implement those skills in another context not only for academic setting but also by integrating rules that we mastered, thought, and our principle/strategies on learning something."* The researcher also found something interesting from another respondent, she said that, *"it is about something beyond the line. I do not know why, when I answered your questionnaire, I directly remember Ma'am Retno (our critical reading's lecturer). When she taught us about critical reading, she always says; "there are lots of advantages in applying critical reading. It can help you to think beyond the line," I always remember about it. So, I think in critical reading, we are not only having the advantage in the classroom but also outside the classroom."*

Constructing meaning requires readers to establish objectives for their reading and to actively assess whether those objectives are being realized. This requires a deliberate effort on the side of the reader, which is where lecturers should bring in. Evidence from both quantitative and qualitative research shows that lecturing student strategies for self-questioning, graphically depicting the relationships between and among texts, recognizing different text structures and summarizing crucial information, all contribute to increase understanding. (National Reading Panel, 2000). Moreover, the evidence from both quantitative and qualitative research indicates vocabulary instruction and its associated strategies for developing word meaning can facilitate students' comprehension, but exactly how that facilitation takes place is unknown at present (Harmon, 1998; National Reading Panel, 2000). Comprehension is merely the first step toward developing knowledge of the critical nature of all types of texts. It is frequently asserted that comprehension is synonymous with constructing the meaning of a book, whereas critical reading is concerned with determining how a text acquires its particular meaning. Students who are taught to read critically will be able to assess how writers, illustrators, and others involved reflect people and their ideas—in other words, how those who generate texts make those texts work (Alvermann, 2001). When we read the

term critical thinking, how does it affect our perspective on how to describe it? Critical thinking, according to Paul, is a logical-illogical contradiction inherent in human nature that has relevance for human learning. One can acquire knowledge either through the rational faculties of the human mind or through its irrational tendencies. There are compelling reasons to cultivate the human mind's capacity for self-discipline and thinking direction through adherence to intellectual norms. Unfortunately, much academic learning is abysmal: unstructured, associative, and inert. Much of it is an impediment to education rather than a facilitator. Much of it obstructs actual comprehension. For me then, critical reading is a way to make our 'thinking and talking about knowledge' broader and beyond the limits.

Socratic questioning method as an approach for helping university students' critical reading

The researcher has interviewed five university students in English Department about how far they know the essential socratic questioning method. From three out of five, unfortunately, they have just heard about socratic questioning method, but right after they read the explanation the researcher had given, they were so curious to apply it. After they have finished to try out the method, all of them definitely agree if its method would help discourage them to read critically. One of my respondent was said that, *"socratic questioning means we do not accept their statement before we read (or making analysis) so we have to find whether the information is correct or not by making a question, by asking ourselves is this information correct? then, we discuss it to our friends, so that we will know if the text is valid or not, whether it has weaknesses or the strength. By the way, I just knew socratic questioning from you, so before this (filling your questionnaire and having interview) I just do not really know about it."* In the questionnaire, the researcher has asked about; do you know how to read critically? Please elaborate. Five out of five have different answers. Once written in depth, stay focused while you read the text, understand the main idea of the text, understand the overall structure or organization of the text, retain what you have read, pose informed and thoughtful questions about the text, evaluate the effectiveness of ideas in the text. Once also written in a simplest step, the way to read critically is by taking an in-depth look toward particular issue and considering several elements inside, such as how, when, who, where, why. From different answers of the results in the questionnaire, it makes the researcher wants carry out a step of thinking critically and would like to introduce a tool

that actually does not a new thing anymore but people still not familiar with it. It is called socratic questioning method.

Socrates, an Athenian philosopher who flourished around 470 B.C., is credited with inventing the socratic method. Socrates was the son of an artist and received training as a sculpture. He soon recognized, however, that his true calling was in fact the molding of young minds (Knezic, et al, 2010). He created affection, commitment, and a sense of appreciation in those who studied under him. One of his students, Xenophon, wrote of him: "Socrates set an example for all who mingled with him as a man of honorable and great character" (Knezic, et al, 2010). Socrates gained notoriety for his ability to engage others in discussions aimed at defining large concepts such as virtue, beauty, justice, courage, and friendship via discussion of their ambiguities and complexities. All of this was ultimately included into dialogues written by his disciple Plato. Thus, Plato's Dialogues are the most authoritative source for understanding Socrates' approach and ideas (Knox, 1998). In those dialogues, he assumed the character of a student, compelling his respondents to assume the role of instructor.

Nicholas Schiller (Schiller, 2008) provides an intriguing explanation of the Socratic method in his paper, citing Copleston's History of philosophy. The procedure is as follows: "...Accordingly he asked questions, letting the other man do most of the talking, but keeping the course of the conversation under his control, and so would expose the inadequacy of the proposed definition of courage. The other would fall back on a fresh or modified definition, and so the process would go on, with or without final success" (Schiller, 2008, p. 3).

"The guide on the side" vs "The sage on the stage"

Chang, Lin, and Chan's work elaborates on the Socratic Method (1998). The authors explained in their work that "there are numerous critical aspects in the Socratic method when applied to learning." To begin, its educational purpose is "inquiry". Its objective is not to entirely refute students' initial arguments, but to tweak them slightly. Second, it employs a dialogue between student and lecturer as its strategy. The lecturer's function is to pose the questions, while the students' responsibility is to organize their prior experiences and knowledge in order to respond to the questions. Thirdly, its method is not only interactive between the lecturer and the students, but also inductive. The professor constantly leads students into erroneous reasoning and then provides the counterexample to

elucidate the issue. The Socratic strategy has five phases (Boghossian, 2012):

1. Wonder (offering conversation, for example, what is fortitude, what is perfection, and so forth);
2. Hypothesis (a response to reconsider, one offers his input or claim about the inquiry which turns into a hypothesis of the discourse);
3. Elenchus, invalidation and interrogation (the root of Socratic practice; the hypothesis is called into question and the counterexample is given to prove or disapprove the hypothesis);
4. Acceptance/rejection of the speculation (participants accept or reject the counterexample);
5. Action (following up on the discoveries of the inquiry)

Socrates technique has separated into two main classes. Maxwell (2013) separated into classic and modern method. Socrates stated that "to have no knowledge on even the most basic standards, such equity, purity, amity or goodness" (Maxwell, 2013). The point is to accomplish a satisfactory comprehension of fundamental standards as opposed to moving to further developed and convoluted issue. In contrast, a person who does not collect information cannot be a skeptic, as he or she would have nothing to doubt. And, unless the skeptic's objections are completely unreasonable, they must be anchored in some understanding of how that knowledge is received. Epistemology cannot begin with awe or doubt. It should begin with an acknowledgement of the source of the information we are questioning or doubting. Any rational justification or rational differentiation of such awe or uncertainty must be grounded in its ancestry.

The disadvantage of the classic method is that it frequently fails to produce a good response to a question during a conversation. This method is most effective when it comes to defining the phrases and subjects to be discussed. There is no point in enquiring about justice if one does not understand what justice is. The objective of the socratic method's first style is to prepare people to think and to improve themselves via increased understanding. This phase deconstructs people's prior understanding, leaving them less certain of what they previously knew, or assisting them in being aware of their ignorance of a particular subject, allowing them to identify what they do not know (Delic, 2016).

The term "modern socratic technique" was chosen not because it was invented recently, but because it is widely employed in contemporary times. It derives from Plato's

dialogues and differs from the standard socratic technique in that it guides the subject step by step and knowledge is learned through a series of questions. If the classic technique consists solely in naming or recognizing various themes, the current method delves deeper, providing specialized knowledge about those areas. Individuals are challenging their own beliefs, thereby honing their critical thinking skills (Delic, 2016). The modern socratic method creates an environment in which pupils are not uninformed and are aware of the correct response. One of the benefits of the socratic approach is that it creates a closeness between the student and lecturer that cannot be obtained by lecturing, since both become active participants in the teaching and learning process (Knox, 1998). The emphasis should be on developing well-formed questions and pursuing the study, not on obtaining definitive answers. The researcher tried to give an example or a pattern of socratic method. They applied it in some certain reading passage they have. They analyze what they had read, soon after that, they use its method for implementing what critical reading is. They did it through asking question anything on their head. It is considered to prove this method could help them to reach their goal to read critically.

Conceptual clarification questions

Get them to think more about what exactly they are asking or thinking about. Prove the concepts behind their argument. Use basic 'tell me more' questions that get them to go deeper.

Why are you saying that?
What exactly does this mean?
How does this relate to what we have been talking about?
What is the nature of ...?
What do we already know about this?
Can you give me an example?
Are you saying ... or ...?
Can you rephrase that, please?

Probing assumptions

Probing their assumptions makes them think about the presuppositions and unquestioned beliefs on which they are founding their argument. This is shaking the bedrock and should get them really going!

What else could we assume?
You seem to be assuming ...?
How did you choose those assumptions?
Please explain why/how ...?
How can you verify or disprove that assumption?
What would happen if ...?
Do you agree or disagree with ...?

Probing rationale, reasons and evidence

When they give a rationale for their arguments, dig into that reasoning rather than assuming it is a given. People often use un-thought-through or weakly-understood supports for their arguments.

Are these reasons good enough?
Would it stand up in court?
How might it be refuted?
How can I be sure of what you are saying?
Why is ... happening?
Why? (keep asking it – you'll never get past a few times)
What evidence is there to support what you are saying

Questioning viewpoints and perspectives

Most arguments are given from a particular position. So attack the position. Show that there are other, equally valid, viewpoints.

Another way of looking at this is ..., does this seem reasonable?
What alternative ways of looking at this are there?
Why is it ... necessary?
Who benefits from this?
What is the difference between... and...?
Why is it better than ...?
What are the strengths and weaknesses of...?
How are ... and ... similar?
What would ... say about it?
What if you compared ... and ...?
How could you look another way at this?

CONCLUSION

Relating to the results of questionnaire and interview, socratic questioning method toward university students' critical reading was not quietly common on their area. As written before, it was uneasy for L2 country to implement this method, it was not only difficult, but also tremendously difficult, 4 out of 5 still did not really understand deeply what socratic question method is. Much academic learning is abysmal: unstructured, associative, and inert. It is also showed that university students have to read more about some methods that can help them to read critically because there are still lots of students who do not really understand deeply what socratic questioning method is. The researcher gave an example from a pattern of socratic method and 4 out of 5 agree that socratic questioning method asked university students to think critically, further than that, its method also help them to read critically when they thought it is essential to read with the critical analysis. Socratic method did not only answer their question, but also help them to analyze as further information as they keep looking for it.

REFERENCES

- Alvermann, D. E., & Eakle, A. J. (2003). Comprehension instruction: Adolescents and their multiple literacies. *Rethinking Reading Comprehension*, (January 2003), 12–29. <https://doi.org/10.1598/RT.59.4.1>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). Introduction to Research in Education. In *Wadsworth, Cengage Learning*. USA.
- Barkhuizen, G., Benson, P., & Chik, A. (2010). Narrative Inquiry in Language Teaching. In *Routledge*. <https://doi.org/10.1159/000348708>
- Baten, C. E. (2010). Your Classroom. In *Journal of Education* (Vol. 88). <https://doi.org/10.1177/002205741808801819>
- Block, C. C., Parris, S. R., Reed, K. L., Whiteley, C. S., & Cleveland, M. D. (2009). Instructional Approaches That Significantly Increase Reading Comprehension. *Journal of Educational Psychology*, 101(2), 262–281. <https://doi.org/10.1037/a0014319>
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods*.
- Cohen, L. (2007). Research Methods in Education. In *Research Methods in Education*. <https://doi.org/10.4324/9780203029053>
- Delic, H. (2016). Socratic Method as an Approach to Teaching. *European Researcher*, 111(10). <https://doi.org/10.13187/er.2016.111.511>
- Dornyei, Z. (2007). *[Zolt_n_D_rnyei]_Research_Methods_in_Applied_Ling u(z-lib.org).pdf* (p. 336). p. 336.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). Introduction to Research in Education. In *Wadsworth, Cengage Learning*. USA.
- Delic, H. (2016). Socratic Method as an Approach to Teaching. *European Researcher*, 111(10). <https://doi.org/10.13187/er.2016.111.511>
- Hendricks, K., Newman, L., & Stropnik, D. (1996). *Using Higher Order Thinking Skills To Improve Reading Comprehension*.
- Lane, D., & Oswald, F. L. (2016). Do 45% of College Students Lack Critical Thinking Skills? Revisiting a Central Conclusion of Academically Adrift. *Educational Measurement: Issues and Practice*, 35(3), 23–25. <https://doi.org/10.1111/emip.12120>
- Peregoy, S. F., & Boyle, O. F. (2000). English learners reading English: What we know, what we need to know. *Theory into Practice*, 39(4), 237–247. https://doi.org/10.1207/s15430421tip3904_7
- Richmond, J. E. D. (2007). Bringing critical thinking to the education of developing country professionals. *International Education Journal*, 8(1), 1–29.
- Studies, L., International, A., & Centre, A. (2016). Developing critical thinking through Socratic Questioning: An Action Research Study. *International Journal of Education and Literacy Studies*, 4(3). <https://doi.org/10.7575/aiac.ijels.v.4n.3p.62>
- Suhardiana, I. P. A. (2019). Socratic Questioning To Promote Efl Students' Critical Thinking in a Language Learning. *Yavana Bhasha: Journal of English Language Education*, 2(1), 83. <https://doi.org/10.25078/yb.v2i1.994>
- That, Q., Purpose, P., That, Q., & Assumptions, P. (2006). *Questions for a Socratic Dialogue*. 1–4.
- Wallace, M., & Wray, A. (2011). *Mike Wallace, Alison Wray - Critical Reading and Writing for Postgraduates-Sage Publ. (2011)*.
- Wenglinsky, H. (2000). How Teaching Matters. Bringing classroom back into Discussion of Teacher quality. A policy information report. *ETS Report*, 41. Retrieved from <https://www.ets.org/Media/Research/pdf/PICTEAMAT.pdf%0Ahttp://www.ets.org/Media/Research/pdf/PICTEAMAT.pdf>