CHAPTER I

INTRODUCTION

This chapter contains several points of the research introduction. It deals with the research background, research questions, research purposes, significances, research scope, conceptual framework, and previous studies.

A. Background

This research aims to explore in-depth how a self-questioning strategy for reading promotes students' critical thinking skills in emergency remote teaching. This research is conducted in the third semester of the English Education Department at an Islamic University in West Java. The importance of this research is to gain detailed information concerning the self-questioning strategy for reading, students' critical thinking skills, and students' perception towards the strategy.

Critical thinking, known as the 21st century learning skills, is a must-have skill to solve new challenges in the globalized era regarding how people survive in the midst of widespread information (Kurniawati et al., 2020). Critical thinking skill adds consistency to both the way of thinking and working. It helps people to make better and right informed decisions about whether something could be genuine, effective, and productive (Cottrell, 2011). Accordingly, critical thinking is very important to develop. It is a skill that everyone must possess because it makes a person more skilled in overcoming a problem and always consider an idea or information based on the advantages and disadvantages as well as other negative effects. Moreover, the classroom of the 21st century also requires students to experience real-world issues that need higher-order thinking skills (Živkoviü, 2016). Regardless of its academic significance, critical thinking is a valuable resource for preparing, organizing, tracking, and evaluating academic assignments that extend beyond the classroom, students' personal and social lives (Phan,2010 in Wechsler et al., 2018).

However, the development of teaching critical thinking remains a challenge and fraught with difficulties, as concepts about individualism and self-expression are foreign to non-western authors (Vyncke, 2012 in Kurniawati et al., 2020). Considering how essential critical thinking skill is, it needs to be developed early on because it is not inherited or an innate ability; critical thinking is an ability to be learned (Cottrell, 2011). Hence, education should also concentrate on developing students' critical thinking skills. With this in mind, it is proposed that teachers can facilitate students to become critical and support them to succeed in future performance through employing an appropriate teaching strategy to develop critical thinking skills.

Self-questioning is one of the alternative strategies for enhancing critical thinking skills and transferring knowledge of specific language elements to more general aspects of the study. Furthermore, self-questioning is one of the strategies of teaching reading that entails students asking questions about the text and the author's intentions and finding knowledge to explain and expand their reasoning before, during, and after reading (Safarpoor, 2015). In EFL contexts such as Indonesia, a self-questioning strategy is considered valuable as an appropriate strategy to cultivate students' critical thinking, where large classes of 30-40 students are typical. There are few opportunities for student participation and interaction, and the use of this strategy can be highly beneficial for teachers (Sunggingwati & Nguyen, 2017). Therefore, self-questioning seems to be an appropriate strategy to be applied in Indonesian EFL classes.

However, the COVID-19 pandemic raises new challenges, especially for teachers in facilitating students to continue to get meaningful learning in an emergency remote teaching. A state of unexpected and temporary transition is seen in the delivery of instructors during the school pandemic to focus on accessible digital technologies that enable rapid adaptation. However, true digital transformation involves the integration of Industry 4.0 tools (artificial intelligence, robotics, internet of things, education data analytics) as well as re-learning the teaching and learning process itself (Bonfield et al., 2020). Emergency remote

teaching is a crisis response that differs from pre-planned online learning. It provides rapid-growing temporary instructional support in a crisis without the need for pre-planned services or infrastructure (Whittle et al., 2020).

Nevertheless, a limited observation in the research site shows that the teacher finds developing critical thinking in an emergency remote teaching is quite challenging to apply. The challenges are the limited space for interaction between the teacher and students which became one of the challenges to teach meaningfully, furthermore, to promote students' critical thinking skills. Besides, the difference in students' motivation and engagement during teaching-learning activities also becomes an obstacle in remote teaching. Furthermore, students in the research site are still struggling with their critical thinking ability in reading. Hence, to explore in-depth, this present research intended to implement self-questioning for reading to promote students' critical thinking skills in emergency remote teaching.

There are a number of researches related to this present research. First, a study carried out by Rahayu (2019) focuses on students' reading ability before and after using a self-questioning strategy and its significance to improve students' reading ability. Second, the research conducted by Safapoor (2015) concerned with the influence of using a self-questioning strategy as a generative learning strategy on Intermediate EFL reading comprehension. Third, a study by Syamsiah (2018) focuses on students' reading comprehension process through the implementation of a self-questioning strategy. The previous researches focus on implementing a self-questioning strategy on students' reading comprehension, reading ability, and reading process. Meanwhile, this current research concerns with cultivating students' critical thinking skills through a self-questioning strategy for reading in the emergency remote teaching.

B. Research Questions

Based on the background above, the problems are formulated into three following questions:

1. How is teaching-learning process of implementing a self-questioning strategy for reading to promote students' critical thinking skills in an emergency remote teaching?
2. How are the students' critical thinking skills as the result of self-questioning strategy implementation?
3. How are the students' perceptions of implementing a self-questioning strategy for reading to promote students' critical thinking skills in an emergency remote teaching?

C. Research Purposes

Based on the research questions above, this research aimed at obtaining the following purposes.

1. To explore the process of self-questioning strategy for reading implemented to promote students' critical thinking skills in emergency remote teaching.
2. To discover the students' critical thinking skills as the result of self-questioning strategy implementation.
3. To find out the students' perceptions of implementing a self-questioning strategy for reading to promote students' critical thinking skills in emergency remote teaching.

D. Research Significances

This research attempted to give significances in several aspects, theoretically and practically.

Theoretically, this research is expected to give more information about the implementation of the self-questioning strategy for reading activities to promote students' critical thinking skills in an emergency remote teaching. This research can be helpful for researchers who are interested in conducting further research about the issue, English teachers and lecturers in enriching knowledge of cultivating

students' critical thinking by applying self-questioning strategy, and all readers with the same interest in the issue.

Practically, this research is expected to help teachers settle the problems of students' critical thinking skills by employing self-questioning as one of the reading strategies in ERT. For students, the result of this research is expected to level up their motivation to foster their critical thinking skills by engaging themselves with the learning process using a self-questioning strategy in reading.

E. Research Scope

This study is intended to implement a self-questioning strategy for reading to promote students' critical thinking skills in emergency remote teaching. This research focuses on three matters. The first is portraying the implementation of a self-questioning strategy for learning reading in the emergency remote teaching. The second concerns with the students' critical thinking skills. The third focuses on students' perception toward self-questioning strategy for learning reading in the emergency remote teaching.

F. Conceptual Framework

Critical thinking skills bring detailed insight into how to think and perform; as Cottrell (Cottrell, 2011) stated that in critical thinking, the practice helps to be more accurate and specific in recognizing whether something is essential or not. Critical thinking is typically connected to other skills considered essential in the learning process of students, stakeholders, and the family life of everyone in the 21st century: metacognition, motivation, and creativity (Bezanilla et al., 2019). While critical thinking can sound like a slow process because it is detailed, it helps students once they have learned excellent skills because they learn to recognize the essential details faster and more accurately. Hence, developing critical thinking among students is a primarily educational purpose in societies worldwide (Larsson, 2017b). Moreover, integrated critical thinking should be undertaken in the classroom's teaching and learning to train the students to think critically (Fadhillah, (2017). Accordingly, students are required to develop critical thinking skills to dig

deeper below the surface of the subjects they are researching and engage with their key ideas and claims in constructive dialogue (Cottrell, 2011).

The COVID-19 pandemic forces the learning process to switch from face-to-face to distant learning; it is called emergency remote teaching. Emergency Remote Teaching (ERT) is a temporary transfer in instructional delivery to an alternative delivery model due to crises instead of experiences prepared from the start and configured to be online (Hodges et al., 2020). Learning that switches from face-to-face methods to distance learning naturally affects the approaches, methods, and learning strategies used, particularly in the context of reading and students' critical thinking skills. Therefore, this research intended to promote a self-questioning strategy for reading to cultivate students' critical thinking skills in the emergency remote teaching context.

Critical thinking is mostly found in reading learning activities. Since academic competence is strongly correlated with students' reading proficiency, reading ability plays an essential role in students' academic success (Sewasew & Sanford, 2019). Reading is one of the language skills most considered necessary. Students obtain a large amount of knowledge and information through reading to enhance their prosperity in life. Reading is an activity involving the ability to interact with the students in language visual input and is commonly used for such purposes as reading for broad and specific information, as well as textual meaning and references (Handayani et al., 2019). Reading as a thinking process involves word recognition, logical comprehension, interpretation, critical reading, and imaginative understanding (Syamsiah, 2018). According to these explanations, it can be said that the reading process is closely linked with critical thinking (Zubaidah et al., 2018). There are some strategies that the teacher takes from some experts to choose from (Ikhsan, 2017). The strategies are; visualization strategy, highlighting strategy, self-questioning strategy, and anticipation guide strategy.

Self-questioning has shown positive results across degrees and skill levels for diverse learners. Self-questioning strategic interventions require students to monitor their understanding of reading by asking themselves before, during, and

after reading a passage (Joseph et al., 2016). Self-questioning can significantly improve learning quality when the teacher increases their repertoire of questioning techniques (Nappi, 2017). There are procedures for implementing the self-questioning strategy (Elisah, Sada, 2015). Firstly, before reading, the teacher gives a text to students. Then, the teacher instructs or stimulates students to use the self-questioning strategy steps. Secondly, the teacher asks students during reading to identify the text using a self-questioning strategy. Instead, the student writes the finding down and discusses them with his team. Finally, after reading, students must show their work while the others check their friends' work.

G. Previous Studies

There are a number of researches relevant to this present research. First, a study conducted by Rahayu (2019) focuses on improving students' reading ability through a self-questioning strategy. This research aims to investigate the significant difference between students' reading ability before and after using self-questioning as the teaching strategy. This study was a pre-experimental study with pretest and posttest. Students of SMAN 9 Garut are the population, and thirty students of the 10th grade of MIPA 1 are the sample of the study. This study found that the average score of the pretest is 62.63 (low category), while the average score of the posttest is 79.27 (high category). The result revealed that there is a significant difference between students' reading ability before and after the implementation of the self-questioning strategy. In other words, a self-questioning strategy is appropriate to be used to develop students' reading ability.

Second, the research conducted by Safapoor (2015) aims to investigate the effect of self-questioning strategy as a generative learning strategy on the performance of reading comprehension of EFL learners. This research used a kind of quasi-experimental design. Seventy-five undergraduate students from two universities, Garmsar Payame Noor University and the Sabzevar Tarbiat Moallem University of Iran, majoring in English, were the research participants. Only sixty of the seventy-five students in total who met the criteria were selected as an intermediate subject in this study. In a reading comprehension test, the chosen students were pretested.

The pretest resulted in thirty students from both universities being chosen and assigned to the experimental and control groups. The results indicated that the use of the self-questioning strategy had a significant impact on the readers' comprehension performance, and the learners in the experimental group outperformed the learners in the control group. There were also significant disparities in favor of male students in understanding after using the self-questioning strategy.

Third, a research conducted by Syamsiah (2018) focused on the use of a self-questioning strategy on students' reading comprehension process. This research used a qualitative approach with the ethnography method as the research design. The participants of this research were students of the fifth semester of the English Education Program of UIN Raden Intan Lampung. The study discovered a distinctive cultural theme, namely the implementation of self-questioning in students' reading comprehension process with a pattern of connected and effective actions. The different forms of questions generated by students during the reading process characterize self-questioning in the students' reading comprehension process.

Fourth, research by Yildirim & Soylemez (2018) aimed to discover the effectiveness of reading activities with critical reading questions on students' reading ability and critical thinking. Two hundred and thirty-two students of the Ağrı Ibrahim Çeçen University of Turkey were the participants of this research. This research used a mixed-method design. The study's qualitative component was based on a screening model, and the data was gathered through document analysis and interviews and then analyzed using content analysis. The study's quantitative component was based on a quasi-experimental model. Before and after a 7-week application, the data was obtained using a Critical Thinking Self-Evaluation Form and a Critical Reading Scale (pretest-posttest). A statistical software package was used to analyze the data. This research used T-test and ANOVA for analysis. The findings suggest that critical reading questions in reading activities impact students'

critical thinking and reading abilities significantly. These findings are also supported by the qualitative data.

However, this current research is different from the previous researches. The previous researches focus on implementing general reading strategies on critical thinking and self-questioning on students' reading comprehension, reading ability, and reading process. Meanwhile, this present research explores how a self-questioning strategy for reading is implemented to promote students' critical thinking skills. Besides, this current research also focuses on the students' perceptions toward self-questioning strategy for reading to promote students' critical thinking skills in the emergency remote teaching context. Moreover, the previous researches used pre-experimental design, quasi-experimental design, qualitative approach with the ethnography method, and mix-method design. Meanwhile, this present research is used a qualitative approach with the case study as the research design to explore in-depth the implementation of a self-questioning strategy to promote students' critical thinking skills in an emergency remote teaching.