THE PRAXIS OF SOCRATIC QUESTIONING METHOD AND CRITICAL THINKING SKILLS IN LEARNING ENGLISH FOR AGRIBUSINESS: STUDENTS’ SENTIMENTS

Abstract
Critical thinking skill has characterized the learning system of the 21st century, and thus, it is pivotal for the higher education. The study is aimed at exploring students' sentiments on the praxis of the Socratic questioning method assistance to the development of critical thinking in learning English for Agribusiness. The qualitative paradigm is employed with the type of grounded theory. The subject of the present study is 40 third semester Agribusiness students enrolling in English for Agribusiness course which is carried out using hybrid learning. A set of really open-ended questionnaires (Popping, 2015) is administered to the subject of the study. Also, an online interview is conducted for six students of which two low, two mid, and two high achiever Agribusiness students are categorized, as well as an online observation is used. The findings suggest that 1) the Agribusiness students' sentiments are positive towards the praxis of Socratic questioning method and critical thinking skill in learning English for Agribusiness course; 2) the Socratic questioning method is an excellent strategy to trigger students’ critical thinking skills; 3) the praxis assists Agribusiness students to become aware of the notion of Socratic questioning method and critical thinking skill; 4) and the use of combining platforms in learning English for Agribusiness course culminate students' critical thinking skill. The findings come up with the fact that the Socratic questioning method is adaptable and it has plenty of impacts on students' critical thinking skills as well as students' understanding of the material of English for Agribusiness.

Keywords: Socratic Questioning Method, Critical Thinking.

Abstrak
Keterampilan berpikir kritis telah menjadi ciri sistem pembelajaran abad ke-21, dan dengan demikian, sangat penting untuk pendidikan tinggi. Penelitian ini bertujuan untuk menggali sentimen siswa terhadap praksi pendampingan metode Socrates Questioning terhadap pengembangan berpikir kritis dalam pembelajaran Bahasa Inggris untuk Agribisnis. Paradigma kualitatif digunakan dengan tipe grounded theory. Subjek penelitian ini adalah 40 mahasiswa Agribisnis semester tiga yang mendaftar mata kuliah Agribisnis Bahasa Inggris yang dilaksanakan dengan pembelajaran hybrid. Satu set kuesioner yang benar-benar terbuka (Popping, 2015) diberikan kepada subjek penelitian. Selain itu, wawancara online dilakukan...
terhadap enam mahasiswa yang dikategorikan dua mahasiswa Agribisnis berprestasi rendah, dua sedang, dan dua tinggi, serta digunakan observasi online. Temuan ini menunjukkan bahwa 1) sentimen mahasiswa Agribisnis positif terhadap praksis metode Socrates questioning dan keterampilan berpikir kritis dalam pembelajaran bahasa Inggris untuk mata kuliah Agribisnis; 2) metode Socrates Questioning merupakan strategi yang sangat baik untuk memicu kemampuan berpikir kritis siswa; 3) praksis tersebut membantu mahasiswa Agribisnis untuk menyadari pengertian metode bertanya Socrates dan keterampilan berpikir kritis; 4) dan penggunaan platform kombinasi dalam pembelajaran bahasa Inggris untuk mata kuliah Agribisnis meningkatkan kemampuan berpikir kritis mahasiswa. Temuan ini menunjukkan fakta bahwa metode Socrates questioning dapat beradaptasi dan memiliki banyak dampak pada keterampilan berpikir kritis siswa serta pemahaman siswa tentang materi Bahasa Inggris untuk Agribisnis. 

Kata Kunci: Metode Socrates Questioning, Berpikir Kritis.

I. INTRODUCTION

The emergence of the Covid-19 pandemic appears to be daunting for all stakeholders in all aspects of life. Concurrently, it is undeniable that artificial intelligence, the internet of things (Hocheng, 2018) resulted in a new challenge and demands (Gleason, 2018) has an excellent contribution to the presence of the Disruption Era (DE). Consequently, this made a shift of learning systems from traditional undertaken face-to-face to online or hybrid learning. This hard condition which is still uncertain encourages all scholars to integrate digital literacy as a component to arise a pleasant atmosphere as well as students’ confidence (Asma, 2021); and thinking skills in the teaching and learning process. Mainly, the educational practitioners are getting harder in creating future successful leaders who have the excellent skill, in particular, the high quality of thinking critically (Waugh, 2017; Barnes & Payette, 2017; Payette, & Barnes, 2017; Suherdi, 2018; Susilo, Mufanti, & Fitriani, 2021). Yet, the evidence of the research and media report (DeVise, 2012) that critical thinking development in higher education has not been sufficient enough, even, it is still unsatisfying (Rohayati, 2017; Belkin 2015).

For this reasons, the related stakeholders are recently being intrigued to introduce proposals, in particular, those who are involved in the educational field, to develop
students' critical thinking in higher education (Bruce, 2016; Rohayati & Friatin, 2019; Rohayati & Rachmawati, 2021; Roohr et al., 2019; Bezanilla et al., 2019; O’Leary et al., 2020; Bangun & Pragholapati, 2021). The combination of several excellent skills that have been developed by UNESCO (2015, p. 6), including 1) critical and innovative thinking, 2) interpersonal skills, 3) intrapersonal skills, 4) global citizenship, 5) media and Information literacy, and 6) others, are the main focus for the research to be carried out. In particular, as the focus of the present study, critical thinking has been developing for some years by the experts (Dekker, 2020; Dwyer & Walsh, 2020; Yang et al., 2014).

Several previous studies on related topics have given plenty of contribution to the present study. For example, Manurung and Siregar (2018) investigated the occurrence type of the Socratic questioning method and its assistance in improving students' critical thinking. Meanwhile, the result of the study conducted by Suhardiana (2019) analyzed the integration of Socratic Questioning, critical thinking, and Bloom's taxonomy in a language learning process to result in qualified critical thinking. The study carried out by Makhene (2019) is similar to Sulaiman & Ahmed, 2020 in that the Socratic questioning method can facilitate and develop students' critical thinking. Susilo, Mufanti, & Fitriani, (2021) focused on the use of the CIRC (Cooperative Integrated Reading and Composition) technique to promote students' critical thinking. However, studies on the EAP context, in particular, in the context of English for Agribusiness course, in the condition where Covid-19 pandemic takes place, and in hybrid learning system using Google Classroom, Zoom, and Whatsapp Group are still sparse. In addition, non-of them used the method of inquiry with the assistance of “really open-ended questionnaires” as suggested by Popping (2015). Then, the curiosity comes up with “What are the Agribusiness students' sentiments to and the
contribution of the praxis of Socratic questioning method assistance to the development of critical thinking in learning English for Agribusiness?”

II. LITERATURE REVIEW

The Concepts of Critical Thinking

Regarding critical thinking, there are two main concepts of critical thinking, i.e., general critical thinking (applicable in all fields) and subject-specific critical thinking (applicable in a limited field). The definitions of critical thinking in this study have been proposed by the critical thinking movement. For almost 3 decades, Ennis (2016) has been arguing that critical thinking pertains to a "reasonable reflective thinking focused on deciding what to believe or do". Others also propose well-known definitions on this idea which are not significantly different from previous ones.

As claimed by Scriven and Paul (1987):

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.”

In addition, Siegel (1988) defines critical thinking as someone's ability to "focus on reason and the power of reasons to warrant or justify beliefs, claims, and action" (p. 22). In his essay, Facione (2015) explicitly depicts critical thinking as someone's purposeful reflective judgment which is characterized by her/ his cognitive skills to interpret, analyze, evaluate, infer, explain, and have self-regulation. Fisher and Scriven (1997, p 20) define critical thinking as "a skilled, active interpretation and evaluation, of observation,
communication, information, and argumentation". The last, Kuhn (2015, p 47) claims that critical thinking is a cognitive competence involving intellectual skills, inquiry, and argument.

Most recently, the aforementioned definitions are elaborated into comprehensive, detailed, and rigorous conception, namely, "The Alpha Conception of Critical Thinking" (Ennis, 2015) as can be seen in Table 1. This kind of critical thinking conception is categorized as a combination of General and subject-specific critical thinking abilities and dispositions that are applicable in all, or almost all, areas of fields. This combination of general critical thinking and subject-specific critical thinking abilities (and dispositions) are more relevant to be employed in the present study.

Table 1 Brief outlines of general critical thinking dispositions and abilities

1. Dispositions. Ideal critical thinkers are disposed to:
   - Seek and offer clear statements of the conclusion or question
   - Seek and offer clear reasons, and be clear about their relationships with each other and the Try to be well-informed
   - Use credible sources and observations, and usually mention them
   - Take into account the total situation
   - Keep in mind the basic concern in the context
   - Be alert for alternatives
   - Be open-minded
   - Seriously consider other points of view
   - Withhold judgment when the evidence and reasons are insufficient
   - Take a position and change a position when the evidence and reasons are sufficient
   - Seek as much precision as the nature of the subject admits
   - Seek the truth when it makes sense to do so, and more broadly, try to "get it right" to employ their critical thinking abilities and dispositions

2. Abilities. Ideal critical thinkers can:
   (Basic Clarification)
   - Focus on a question
   - Analyze arguments
   - Ask and answer clarification questions
   - Understand and use elementary graphs and maths
   (Bases for a decision)
   - Judge the credibility of a source
   - Observe, and judge observation reports
   - Use existing knowledge
   - Background knowledge, including (with discrimination) internet material
   - Their knowledge of the situation
   - Their previously-established conclusions
   (Inference)
   - Deduce, and judge deductions
   - Make, and judge inductive inferences and arguments
   - Enumerative induction
   - Argument and inference to the best explanation
   - Make, and judge value judgments
   (Advanced clarification)
   - Define terms, and judge definitions
   - Handle equivocation appropriately
   - Attribute and judge unstated assumptions
   - Think suppositionally
   - Deal with fallacy labels
   - Be aware of, and check the quality of, their thinking ("metacognition")
   - Deal with things in an orderly manner
   (Non-Constitutive, But Helpful)
   - Employ rhetorical strategies

(Adapted from Ennis, 2015)

The Socratic Questioning Method
As previously mentioned, many educators have a great concern about developing critical thinking skills in higher education. The questions may arise on what kind of media, or device is the potential to stimulate students' critical thinking. Previous research reported the beneficial values of the Socratic questioning method that can be applied in any context of the learning process, any area of studies, in cultivating a deeper understanding of certain topics as well as developing critical thinking (Biggin & Phillips, 2018; Suhardiana, 2019; Manurung & Siregar, 2018).

The Socratic questioning method is a strategy for teaching the thinking related to philosophy and knowledge by delivering questions, and it was first employed by the famous ancient Greek philosopher Socrates during teaching his followers by asking questions. Accordingly, the procedure of Socratic questioning methods comprises: 1) questions for collecting information (clarifying), 2) probing assumption, 3) probing reason and evidence, 4) revealing beliefs (viewpoints and perspective), 5) probing implications and consequences, 6) question about question (Paul and Elder, 2016).

The implementation of the Socratic questioning method in teaching English for Agribusiness is intended to instill Agribusiness students' critical thinking without neglecting the students' sustainable engagement during the learning process in the Covid-19 pandemic. For that reason, exploring the students' sentiments on the service of teaching using the Socratic questioning method to foster Agribusiness students’ critical thinking might become an ultimate strategy in increasing the students’ participation during the learning activity.

**Sentiment Analysis**

Sentiments analysis refers to the study of public user point-of-view of all different subjects resulting in beneficial information (Dang et al., 2020; Ligthart et al., 2021). In
the current study, sentiment analysis is restricted to explore deeply the Agribusiness students' opinion, knowledge, and experience on the implementation of the Socratic questioning method in teaching English for Agribusiness courses.

III. METHODS

Research design

The study utilized a qualitative paradigm with the type of grounded theory. The paradigm of qualitative enabled the researcher to construct and overcome the problem around her/his social world (Halliday, 2005). Meanwhile, grounded theory underpinned the framework of present research because of its characteristics that fulfilled the goal of the research. As suggested by Cresswell (2011, 1), grounded theory provided the researcher of the present study the opportunity to construct or reconstruct the theory, hypotheses, the concepts of variables which were based on the high, large, deep conceptual data obtained from the field, and dealt with the case, action, as well as substantial process. Accordingly, the present study was the scientific methodologies that were carried out empirically, systematically, and carefully. Creswell also goes on his claim that grounded theory can produce a generalized significance and relevance of theory and observation that can be generalized, provable, as well as can be researched precisely and carefully.

Research site and participants

The current study was carried out in one of the private universities in West Java, the Faculty of Agriculture majoring in Agribusiness. Since the hybrid learning took place, the learning process of the English for Agribusiness course was facilitated with the assistance of Google Classroom, Zoom, and WhatsApp Group. The availability and relevance of the ESP (English for Specific Purposes) curriculum implemented by the Faculty of Agriculture enable the researcher to conduct the study which was in line with the researcher's expertise. It is manifested by
English for Academic Purposes (EAP) using the code course, namely English for Agribusiness.

The participants of the study were 40 students of the third semester enrolling English for Agribusiness course for one semester. The participants were sampled purposively because the researcher herself made the judgment on selecting the participants. The accessibility provides the researcher the opportunity to conduct the research naturally. Unlike Raudhaturrahmi, Kasim, & Fitriani (2021) and Amjusfa, Yasin, & Muthalib, (2021), the present study selected six sampled students each of which two low, two mid, and two high achiever students are categorized.

**Data collection and analysis**

The first primary data was collected by using the “really open-ended questionnaires” and was administered to the respondents online. This type of questionnaire was relevant since 1) the present study is aimed to develop a new theory; 2) there was an intention of digging out the respondents' argumentation, explanation and enables the respondent to present their knowledge and motivation (Popping, 2015). Subsequently, the result of the questionnaires was analyzed by using the text analysis application that has been downloaded and accessed via android, namely, Text Analyze (available in Google Playstore).

The second primary data was obtained by employing an online interview with 6 Agribusiness students who were categorized as two high, two mid, and two low achiever students. Each student category consists of one student attending online and 1 student attending offline class. Then, the result of the online interview was categorized, coded, condensed, and interpreted (Kvale, 1996). This sort of primary data was pivotal to endeavor what assistances have been obtained from the Socratic questioning method in
English for Agribusiness course during Covid-19 pandemic. 

The third primary data was online participatory observation through Google Classroom, Zoom, and WhatsApp to reveal the Agribusiness students’ behavior during the implementation of the Socratic questioning method in English for Agribusiness course during the Covid-19 pandemic. The screenshots of chats that appeared in the platform aforementioned were artifacts that were any sort of material product of cultures including photographs and diaries. These artifacts were considered as the evidence of all teaching and learning activities during online class by using Google Classroom, WhatsApp Group, and Zoom. Therefore, the writer collected the screenshots of chats obtained from Google Classroom, Zoom, and WhatsApp Group.

IV. RESULTS

It has been mentioned previously that the current study is intended to explore the students’ sentiments on praxis of Socratic questioning method assistance in developing Agribusiness students’ critical thinking in English for Agribusiness course that is taken place during Covid-19 pandemic. The findings are organized into three central themes: 1) the Agribusiness students’ sentiment towards the praxis of Socratic questioning method and critical thinking skill in learning English for Agribusiness course; 2) the Socratic questioning method as a strategy to trigger their critical thinking skill in learning English for Agribusiness course; 3) arising Agribusiness students’ knowledge on Socratic questioning method and critical thinking skill in learning English for Agribusiness course; 4) The use of combining platforms to culminate students’ critical thinking skill. The result of the study appeared to be ultimate substantial issues that will be outlined in the following organization:

The Agribusiness Students’ Sentiment towards the Praxis of Socratic Questioning
Method and Critical Thinking skill in Learning English for Agribusiness

The data of “really open-ended questionnaires” administered to 40 Agribusiness students attending hybrid learning were analyzed by using Text Analyze (available in Google Playstore). The result of Text Analyze displayed the percentage of students’ sentiments and the summary.

There were 15 students were attending offline learning in the classroom. The rest were attending online classes via Zoom Meeting. There are two substantial issues to be explored consisting of the Agribusiness students’ sentiments and the summary of the praxis of Socratic questioning method and critical thinking skill in learning English for Agribusiness course during the Covid-19 pandemic.

Firstly, as can be seen in Figure 1, Agribusiness students’ sentiment tended to be positive (10.00). The distribution of Agribusiness students who perceived the activity positively covered 72%, followed by 7% who had a negative sentiment, and 22% who were neutral.

Secondly, based on the summary of Text Analyze, the Agribusiness students' answer might become a testimony that could be utilized as considerations in implementing the praxis of the Socratic questioning method and critical thinking skill. The Agribusiness students realized the steps used by the teacher such as follows:

a. Lecturers provided material on Google Classroom.
b. The meeting is preceded by the lecturer's explanation on the topic being scheduled, followed by giving some questions to the students and those who post their answers on the Google Classroom forum are given the score.

c. The questions delivered by the lecturer are relevant to the scope of the material being taught, and thus it is relatively easy for students to answers.

d. The lecturer provides the students 3 minutes to 10 minutes for answering the questions.

e. Lecturers also provide the students both oral and written direct questions via Zoom, Google Meet, and WhatsApp Group forum.

f. After carrying out the activity, they begin to understand the material given, i.e., cash income, net agricultural income, management, and income, labor from agricultural business income.

g. The Socratic questioning method, as a critical question, is applied to develop students' critical thinking skills.

The result of Text Analyze came up with the fact that 1) there is no barrier for the Socratic questioning method to be implemented because it is adaptable in any context of learning and discipline; 2) The Socratic questioning method can stimulate students’ critical thinking skills optimally if the environment had the sufficient internet access. Thus, these substantial issues link to what has been called by Ennis (2015) as "The Alpha Conception of Critical Thinking" in that they can observe, judge observation reports in an orderly manner and dispose to offer clear statements of conclusion or questions.

Apart from the result of “really open-ended questionnaires”, the result of Agribusiness students’ interviews might
become the indicators of how the Socratic questioning method assisted students' understanding deeply towards the subject matter. Moreover, the praxis of the Socratic questioning method and critical thinking in learning English for Agribusiness stimulate students’ motivation and engagement. The Agribusiness students' first interview results are given in the following excerpts:

**Low Achiever attending the offline learning:**
I feel very excited as well as nervous due to the short time given by the lecturer.

**Low Achiever attending the online learning:**
I find the hybrid learning method more enjoyable than online learning

**Mid Achiever attending offline learning:**
This meeting is a hybrid learning. I feel the current meeting is fun and understandable; coincidentally, I got an offline class schedule for the course so that I could be more focused and open to lectures.

**Mid Achiever attending online learning:**
It made me easier to understand the term of Cash Income Derivation, Net Farm Income, Management, and Investment Income and Labour Income from Farm Business Income; and being given the questions with due time given stimulated students' knowledge.

**High Achiever attending the offline learning:**
Fortunately, I got an offline schedule; so my opinion for this meeting was that the activity quite effective resulting in the material delivered could be absorbed directly, clear and acceptable.

**High Achievers attending the online learning:**
In my opinion, this meeting was similar to the previous one, but the time given to answer the quiz questions was longer than before. Consequently, the students had more free time to carry out the process of answering.

After analyzing the six results of Agribusiness students' online interview, it is clear that they had positive experiences
towards the implementation of the Socratic questioning method and critical thinking skills in learning English for the Agribusiness course during the Covid-19 pandemic. They found the activity fun, enjoyable, and effective to increase students' ability.

**The Socratic Questioning Method as a Strategy to Trigger Students Critical Thinking Skill in Learning English for Agribusiness**

The praxis of the Socratic questioning method in learning English for Agribusiness course during hybrid learning has been claimed by Agribusiness students as a strategy to trigger their critical thinking skills. These claims might become an evaluation towards the activity based on the Agribusiness students' point of view who was represented by two low, two mid, and two high achiever students. The results of the second interview questions are given in the following excerpts:

*Low achiever attending offline learning*

During the activity, the students were in pursuit of time; so they were stimulated to think critically.

*Low achiever attending online learning*

The Socratic questioning method required the students to think critically in that they had to offer arguments.

*Mid achiever attending offline learning*

The Socratic questioning method forced the students to have the ability to think critically, be more agile and concentrate on the course of study.

*Mid achiever attending online learning*

The Socratic questioning method enabled the students to answer questions with clarity.

*High achiever attending offline learning*

This activity involved the direct questions that had to be answered quickly; and thus, it could trigger critical thinking while reading to find the best answers.

*High achiever attending online learning:*
At the time the learning process took place, students were given questions that required students' critical thinking. The questions had to be answered carefully, meaningful, logical, reasonable, and provable.

The elaboration of Agribusiness students' second interview questions concluded that 1) one of the alternative ways in triggering students' critical thinking kill can be assisted by Socratic questioning method; 2) the students’ deep understanding of the certain learning topic would be very effective with the help of the Socratic questioning method. These hypotheses are underpinned by the report of Biggin & Phillips (2018), Suhardiana (2019), as well as Manurung and Siregar (2018).

However, this type of strategy would be more maximum if it is empowered by the involvement of internet-based technology devices such as Zoom and Google Classroom. This links to what has been delineated previously from the result of “really open-ended questionnaires” in that the environment with sufficient internet access resulted in optimal students' critical thinking skills.

**Arising Agribusiness Students’ Knowledge on Socratic Questioning Method and Critical Thinking Skill in Learning English for Agribusiness**

After implementing the activity, students became more aware of the Socratic questioning method and critical thinking skills. Students were able to state the concept of critical thinking skills and the Socratic questioning method. This claim is based on the Agribusiness students' third interview questions who were represented by two low, two mid, and two high achiever students. The following excerpts elaborate on the Agribusiness students' awareness of critical thinking skills and the Socratic questioning method.

**Students’ knowledge on critical thinking:**

*Low Achiever attending the offline learning:*
Critical thinking ability is the ability of students to analyze arguments, make conclusions using reasoning, assess or evaluate, and make decisions or problem-solving. Elements of critical thinking include 1. Determining goals; 2. Formulate questions or outline problems; 3. Show evidence; 4. Analyze the concept; 5. Perspective assumptions; which will be used later on the involvement and suitability of the elements criteria consisting of; clarity, accuracy, precision, and relevance.

Low Achiever attending the online learning:
Critical thinking is an ability to think rationally and orderly which aims to understand the relationship between ideas and/or facts. Elements of critical thinking include 1. setting goals, 2. formulating questions or framing problems, 3. presenting evidence, 4. analyzing the concept, and 5. assumptions. The criteria elements consist of clarity, accuracy, thoroughness, and relevance.

Mid Achiever attending offline learning:
From the ability to think critically, I think I can understand the meaning of reading both questions and statements so that it helps me to know the problem discussed.

Mid Achiever attending online learning:
Thinking critically in reading aims to find out the facts contained in the reading then provide an assessment of those facts. By thinking critically we can find the best solution to a problem. Elements of critical thinking are objectives, questions, information, initial conclusions, concepts, assumptions, and points of view.

High Achiever attending the offline learning:
Critical thinking ability is the ability to find out facts contained in the reading and then be able to provide an assessment of these facts. Elements of critical thinking, namely determining goals, formulating questions or framing problems, presenting evidence, analyzing concepts, assumptions.

High Achievers attending the online:
What I know about the ability to think critically is the ability to think critically, extensive and detailed. So that people with a lot of knowledge or even more, usually have more critical thinking abilities.

Students' knowledge of Socratic questioning method:

**Low Achiever attending the offline learning:**
In my opinion, the Socratic question is an educational method that focuses on delivering questions to students.

**Low Achiever attending the online learning:**
It is a cool method for the students that required them to think more deeply.

**Mid Achiever attending offline learning:**
Socratic questions are types of questions that are beneficial for comprehending deeply the knowledge or material that has been learned.

**Mid Achiever attending online learning:**
The Socratic questions method is an educational method that focuses on students' answering the question.

**High Achiever attending the offline learning:**
The activity that made the lecturers and students more interactive in learning

**High Achievers attending the online learning:**
In my opinion, Socratic questions assisted the learning more lively, more enjoyable, and interactive.

Has been so far elaborated the result of the third interview questions. The two conclusions can be drawn from this primary data which is in line with Ennis (2015) on the term of combining critical thinking and subject-matter teaching rather than saying general critical thinking or specific critical thinking. Firstly, the implicit reinforcement of general critical thinking incorporated in subject-matter teaching makes the teaching of critical thinking principles explicit enough for the students. In this case, if there is no opportunity for critical thinking to be taught autonomously and separately, the teacher can reinforce the principle of critical thinking implicitly at the end of the subject-matter
teaching process. This leads students to learn by themselves and autonomously the concept of critical thinking.

Another conclusion is drawn from the fact that Agribusiness students are also aware of the Socratic questioning method. Concurrently, the Agribusiness students' claims are relevant to the result of the second interview question regarding the Socratic Questioning Method as a strategy to trigger critical thinking skills. Apart from that, the Socratic questioning method also arise students' engagement meaning that this kind of method is adaptable for various contexts and subject-matter teaching.

Referring to Ennis (2015), the result of the Agribusiness third interview questions represented students’ critical thinking ability in defining terms, and judging definitions. This ability is an impact of students' knowledge resulting from their willingness to read a lot. Reading a lot of facts and "the world" enables the students to have an effective argument and point of view. Also, the involvement of internet access accelerates students' critical thinking skills.

The forthcoming discussion is based on the result of online observation, well-known as an artifact, a screenshot result of Google classroom, Zoom, and WhatsApp. They will be delineated in the next part.

Combining Platforms to Culminate Students Critical Thinking Skill

The last primary data were obtained from online observation which was in the form of artifacts. It was a screenshot of WhatsApp Group chat, Zoom chat, and students and lecturer comments on Google Classroom. The result of online observation is given in the following excerpt:

The observation result of WhatsApp Groups:
During hybrid learning, WhatsApp Group was used for inviting the students to visit Google Classroom and attend the hybrid learning through the Zoom application. There was not much interaction between students and
lecturer but greeting, invitation and reply the invitation only.

The observation result of Google Classroom: There were a total of 96 students' and lecturers' comments. Nine lecture comments are the question and the due time given by the lecturer for answering the questions. Of all 14 students who attended offline learning, there were only 7 students who posted the comments. On the contrary, all 26 students who attended the class online indicated that approximately 15 students posted the comments.

The observation result of Zoom: During the hybrid learning process, students attending online classes via Zoom were not enthusiastic to open their Zoom cameras. However, it showed students' concentration on answering the question.

The result of online observation comes up with several substantial claims which reflected Agribusiness students' disposition and critical thinking skills as listed in "The Alpha Conception of Critical Thinking" (Ennis, 2015). To begin with, Agribusiness students are disposed to "offer a clear statement" of the questions posed in the Forum of Google Classroom. Moreover, it is a fact that students dominantly posted their statements in Google Classroom indicating the evidence of students' alertness for alternatives. This context implies that students alerted the Forum of Google Classroom as the right room to post the statements or questions as instructed by their lecturer. The Agribusiness students did not need to open the camera of Zoom and to be interactive verbally, and neither did they post any comments on the other two platforms, namely, Zoom chat, and WhatsGroup chat. The latter platforms were used by the lecturer for inviting students to join the lesson (WhatsApp Group) and having virtual learning (Zoom).

In addition, Agribusiness students were disposed to have the Forum of Google Classroom as their basic concern to be kept in
mind during the context of learning. All they did also indicated Agribusiness students’ critical thinking ability in that they were able to "focus on a question" in such hectic situations. Meanwhile, the proportion of students who posted the comments on the Forum of Google Classroom was balanced in terms of those who attended online and offline classes. This built the assumptions that the hybrid learning system is considered the right learning strategy for developing students' critical thinking skills. Besides the assumption that the Socratic questioning method was adaptable, the findings also implied that students would culminate their critical thinking skills optimally both in online and offline learning systems as long as there is sufficient internet access for the environment where the students study.

V. CONCLUSION

It has been discussed the successful result of the present study on exploring the students’ sentiments on the praxis of Socratic questioning method assistance in developing Agribusiness students’ critical thinking in learning English for Agribusiness course during Covid-19 pandemic. The findings might become a piece of evidence that Agribusiness has a positive sentiment towards the praxis of the Socratic questioning method to develop their critical thinking ability during the Covid-19 pandemic and realize all the steps of the activity. The reasons were that the activity provides the Agribusiness students the assistance to deliver opinion, argument, problem-solving, to think fast, to comprehend the material, and to learn autonomously. In addition, the Agribusiness students become aware of and appreciate the notion of critical thinking and the Socratic questioning method. Also, the students claim that the implementation of the Socratic questioning method in hybrid learning using combining platforms might become a valuable strategy to foster students’ critical thinking.

Further research is recommended to conduct the same studies with different subjects, areas, and contexts. It is including to the more reliable device for analyzing the data which is in the form of excerpts, to analyze the barriers of the implementation of the
Socratic questioning method to stimulate students’ critical thinking among the one in traditional learning, virtual learning, hybrid learning, the synchronous and asynchronous mode of learning; assessing critical thinking before and after being implemented by with the use of the Socratic questioning method. Recalling this challenging condition, the teacher's creativity and ability in navigating the types of learning platform is a must.

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