

## ABSTRACT

**Sopia, Lilih. (2021). SELF-QUESTIONING STRATEGY FOR READING TO PROMOTE STUDENTS' CRITICAL THINKING SKILL IN AN EMERGENCY REMOTE TEACHING: A Case Study at the Third Semester of English Education Department of a State Islamic University in West Java.** A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Critical thinking is one of the 21<sup>st</sup> century learning skills that are very crucial to develop. Moreover, the classroom of the 21<sup>st</sup> century also requires students to experience real-world issues that need higher-order thinking skills (Živkoviü, 2016). The students are still struggling with their critical thinking skills, and the development of critical thinking remains challenged and fraught with difficulties. Furthermore, the Covid-19 pandemic raises new challenges, particularly for teachers in facilitating students to get meaningful learning and improving critical thinking skills in an emergency remote teaching.

Therefore, this research aims to explore in-depth the process of implementing a self-questioning strategy, students' critical thinking skill as the result of self-questioning strategy implementation, and the students' perception of implementing a self-questioning strategy for reading to promote students' critical thinking skills in an emergency remote teaching.

This current research conducts a case study design with the qualitative method to analyze, elaborate, interpret the data, and explore the process of the strategy implementation the students' critical thinking skills after the strategy implementation and students' perception of the self-questioning strategy for reading to promote students' critical thinking skills in an emergency remote teaching. This current research takes place at State Islamic University in West Java, Indonesia. The data is gained through observation, document analysis, and interviews.

This research revealed, during two times of the teaching-learning process: First, the self-questioning strategy can be implemented in an emergency remote teaching-learning activity. This research also found that students' critical thinking in reading could be promoted through the self-questioning strategy; Second, the data from students' independent practice showed students could generate questions critically with the higher knowledge and understanding level, explaining and reasoning with a sophisticated understanding of the reading; Third, the research explored the students' perceptions toward the implementation of a self-questioning strategy. For the teaching-learning aspect, the students showed a positive perception of course content and activity. The students found challenges in questioning while reading by using a self-questioning strategy. However, it encourages them to think more critically. The students thought that the self-questioning strategy is helpful and could be implemented for reading activities in fostering their critical thinking skills.

In conclusion, the self-questioning strategy is one of reading strategies that could be implemented in promoting students' critical thinking skills. This study is recommended for teachers who need to promote students' critical thinking skills.

**Keywords:** *Self-Questioning, Critical Thinking, Reading, ERT*