

THE APPLICATION OF CRITICAL QUESTIONS IN THE INDONESIAN LANGUAGE CLASSROOM FOR THE ELEVENTH GRADERS AT SMAN 9 GOWA

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Submitted: 2022-02-17, Reviewed: 2022-03-18, Accepted: 2022-05-13
 DOI: 10.22216/jcc.2022.v7i2.1112 URL: <http://dx.doi.org/10.22216/jcc.2022.v7i2.1112>

Abstract

This research is a type of descriptive qualitative research. This study aimed to describe the application of critical questions given by the teacher to the eleventh graders at SMAN 9 Gowa in the Indonesian language classroom. Qualitative research methods were employed, where data were collected through observation, recording, and field notes. The research instrument uses observation guidelines. The results showed that in the Indonesian language classroom, the teacher posed: (1) nine interpretation questions which can be divided into three aspects, namely categorizing, explaining the meaning, and clarifying meaning, and (2) four analysis questions classified into three categories, namely detecting ideas, detecting arguments, and analyzing arguments, (3) four inference questions which can be divided into three aspects, namely concluding, considering the evidence, and proposing alternatives, (4) two evaluation questions on evaluating claims and evaluating arguments, (5) five explanation questions classified into questions to state results, justify procedures, and present arguments, and (6) eleven self-regulation questions which are divided into two aspects, namely self-assessment, and self-correction.

Keywords: Application critical question, Indonesian language classroom

Abstrak

Penelitian ini adalah jenis penelitian kualitatif deskriptif. Penelitian ini bertujuan untuk mendeskripsikan penerapan pertanyaan kritis yang diberikan oleh guru kepada siswa kelas XI SMAN 9 Gowa di kelas bahasa Indonesia. Teknik pengumpulan data yakni dikumpulkan melalui observasi, rekam dan catat. Instrumen penelitian yang digunakan yakni pedoman observasi. Hasil penelitian menunjukkan bahwa di dalam kelas Bahasa Indonesia tersebut, sang guru mengajukan: (1) sembilan pertanyaan interpretation yang terbagi ke dalam tiga aspek yakni mengkategorikan, menjelaskan arti dan mengklarifikasi makna, (2) empat pertanyaan analysis yang diklasifikasikan ke dalam tiga kategori, yakni mendeteksi gagasan, mendeteksi argumen, dan menganalisis argumen, (3) empat pertanyaan inference yang terbagi dalam tiga aspek, yaitu menarik kesimpulan, mempertimbangkan bukti, dan mengajukan alternatif, (4) dua pertanyaan evaluation tentang menilai klaim dan menilai argumen, (5) lima pertanyaan explanation yang digolongkan ke dalam pertanyaan untuk menyatakan hasil, membenarkan prosedur, dan menyajikan argumen, dan (6) sebelas pertanyaan self-regulation yang terbagi dalam dua aspek yakni penilaian diri dan koreksi diri.

Kata kunci: bahasa Indonesia, kelas Bahasa Indonesia, pertanyaan kritis aplikasi

INTRODUCTION

The main purpose of the classroom learning process is to enhance students' cognitive abilities and other related skills.

Indonesian is one of the required subjects that students must learn in school. In the process of learning the language, the teacher gives students oral and written questions.

Questions constitute the core of classroom interaction. Teachers can utilize questions to evaluate student performance, promote or facilitate learning, and encourage student participation in classroom activities. Questions can also be viewed as a fundamental method for assessing students' comprehension of the lesson (Oreng & Bernardus, 2021: 27). Questions play a significant role in language acquisition because they provide possibilities for language learners to participate in the learning process. Due to the significance of questions in language acquisition, teachers must be aware of the types of questions that have the potential to aid students in acquiring the target language. Questions provide pupils with a meaningful learning experience. Socrates believed that all knowledge would be known or unknown to students only if the teacher exhibited effective questioning techniques in the classroom (Helmiati, 2014: 57). Therefore, each learner must be instilled with the desire to inquire. Unfortunately, teachers generally do not ask questions favorable to the teaching and learning process. In other words, teachers cannot formulate questions that challenge students' thinking abilities to enhance classroom interaction.

The 2013 curriculum mandates that teachers assist pupils in developing their critical thinking skills. Teachers play a crucial role in developing students' critical thinking skills through classroom materials and activities (Sainyakit, 2020:112). The 2013 curriculum requires that classroom learning plans incorporate materials that can support the development of critical thinking. In other words, the 2013 curriculum stresses the application of critical thinking-based learning (Mulyasa, 2014:60). Therefore, educational resources must support the development of students' critical thinking skills. Questioning skills are an asset for any individual. Asking is a daily occurrence and

an integral component of effective interaction. Students' interests will be stimulated, their thought processes and active learning methods developed, and their curiosity about the subject will be piqued using questions (Supriyadi, 2011: 108). Asking is a verbal utterance that requests a response from a known person, where the response can be in the form of information or effective stimulation that motivates a person to think (Asril, 2013: 81). Questions serve social, psychological, and instructional purposes in the learning process (Guspatni, 2017:23). In the classroom, the interaction pattern of questions occurs between teachers and students and between students and teachers. The teacher typically asks questions at learning activities' beginning, middle, and end.

Critical thinking affects the quality of education and the students of a nation. As a global academic assessment program, the Program for International Student Assessment (PISA) surveyed students' education levels and quality in different countries. In 2016, the OECD (Organization for Economic Cooperation and Development) ranked Indonesia at the bottom of 72 nations through the PISA survey. This survey's findings can serve as the basis for evaluating education in Indonesia. Changes to the quality of education in Indonesia are possible if high-level thinking is encouraged in the classroom. This is because critical thinking helps students improve their cognitive skills. Students' critical thinking can be developed through teaching materials that contain critical questions. Critical thinking is the capacity to formulate an in-depth analysis of a situation. The idea of critical thinking used as a guide in this study is Facione's (2015) concept of critical thinking since it is congruent with the qualities of higher levels of thinking. Facione categorizes critical thinking skills into several elements, namely

inference, explanation, evaluation, self-regulation, interpretation, and analysis. Categorizing critical thinking into six components is an attempt to distinguish critical thinking skills from other thinking skills. As part of an effort to integrate 21st-century learning in the classroom, students critical thinking in this study will be assessed based on questions found in the Indonesian language textbook.

Many studies on critical thinking have been conducted. According to Faizah et al. (2018), questions arise more frequently during initial activities than during main learning activities. The order in which these questions occur does not correspond to the cognitive domain level provided by Anderson's Taxonomy. Instead, the questions are typically "how-to" or probing in nature. Arik Rohmawan (2020) indicates six critical and creative thinking aspects in a student-written textbook. In the textbook, six features of critical questions are presented as commands, whereas eleven aspects of creative questions were identified. In addition, research conducted by Oren and Bernardus (2021) demonstrates that teachers are more likely to connect with pupils using procedural and convergent questions in the eighth grade.

Applying critical questions to the Indonesian language-learning process utilizing Facione's theory is an essential feature that has not been examined in previous studies. Therefore, this study classified the critical questions utilized in the eleventh-grade Indonesian language classroom at SMAN 9 Gowa. According to the literature review, no research employs Facione's theory to characterize the critical questions used in the Indonesian language acquisition process. Thus, it is the novelty of this research. The present study, therefore, was aimed to describe: (1) the application of *interpretation* questions in the eleventh-grade Indonesian language classroom at

SMAN 9 Gowa; (2) the application of *inference* questions in the eleventh-grade Indonesian language classroom at SMAN 9 Gowa; (3) the application of *analysis* questions in the eleventh-grade Indonesian language classroom at SMAN 9 Gowa; (4) the application of *evaluation* questions in the eleventh-grade Indonesian language classroom at SMAN 9 Gowa; (5) the application of *explanation* questions in the eleventh-grade Indonesian language classroom at SMAN 9 Gowa; (6) the application of *self-regulation* questions in the eleventh-grade Indonesian language classroom at SMAN 9 Gowa

RESEARCH METHOD

This study employed a descriptive qualitative design and was conducted in December 2021 at SMAN 9 Gowa. The research data contained questions the Indonesian language teacher posed to the students in the classroom. The data sources in this study were Indonesian language teachers and class XI students of SMAN 9 Gowa. The main instrument in this study was the researchers themselves, supported by observation guidelines. The data were gathered by observing, documenting, and recording the learning process in the Indonesian language classroom for eleventh graders at SMAN 9 Gowa. Data triangulation was conducted through (1) peer-checking, (2) observation extension, which involved rechecking of the data sources, and (3) increased persistence, namely observation activities in detail regarding the data. Meanwhile, the data analysis was conducted through (1) data transcription, namely copying recordings into the text; (2) data reduction, identifying and selecting data based on Facione's theory; (3) data presentation, namely interpreting data according to the critical thinking aspects suggested by the Facione's theory; and (4) conclusion drawing, namely

interpreting data and classifying data based on the Facione's theory.

RESULTS

The Application of Interpretation Questions in the Eleventh-Grade Indonesian Language Classroom at SMAN 9 Gowa

Interpretation questions based on Facione's theory are categorized into categorizing, explaining the meaning, and classifying meaning. The results of the data analysis on the *interpretation* question categories are explained as follows.

Categorizing

The results of the data analysis on the *categorizing* aspect of the critical questions posed in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. An example of the data is presented below.

Datum (1)

Look at the example of procedure text on page 5. What kind of procedure text do you think it is?

Datum 1 shows a critical question that aims to categorize information. The question, "*What kind of procedure text do you think it is?*" assists students in categorizing situations and information in the text. By asking this question, the teacher tries to get students to use critical thinking to figure out what kind of text it is.

Explaining Meaning

The results of the data analysis on the *explaining* aspect of the critical questions posed in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. An example of the data is presented below.

Datum (2)

"The author's insight can affect the depth of the explanatory text he writes" What is the meaning of that sentence?

Datum 2 illustrates a critical question that aims to explain the meaning. The question, "*What is the meaning of the sentence?*" helps students identify language choices (vocabulary/sentences) that describe the text's objectives, values, or perspectives. In this inquiry, the instructor is attempting to encourage students' critical thinking so that they can explain the meaning of a sentence.

Clarifying Meaning

The results of the data analysis on the *clarifying meaning* questions posed in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. An example of the data is presented below.

Datum (3)

What is the significance of Ir. Soekarno's statement that "the struggle of the younger generation will be more difficult because they must face their own nation"?

Datum 3 presents an example of a critical question that aims to clarify meaning. The question, "*What is the significance of Ir. Soekarno's statement . . . ?*" prompts students to determine the intent behind Ir. Soekarno's use of language throughout his speech. The teacher attempts to instill critical thinking in students through the clarification of meaning so that they can reply to the intent of a sentence with appropriate descriptions.

The Application of Analysis Questions in the Eleventh-Grade Indonesian Language Classroom at SMAN 9 Gowa

Analysis questions based on Facione's theory are categorized into (1) detecting ideas, (2) detecting arguments, and (3) analyzing arguments. The results of the data analysis on the *analysis* question categories are explained as follows.

Detecting Ideas

The results of the data analysis on the *detecting ideas* questions posed in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. An example of the data is presented below.

Datum (4)

How are explanatory texts beneficial to students and society in general?

Datum 4 shows an example of a critical question that aims to detect an idea. The question, "*How are explanatory texts beneficial. . .?*" is included in the critical question regarding *detecting ideas* because it tries to investigate students' thought processes in order to highlight a problem with the existence of explanatory texts among students and the general public.

Detecting Arguments

The results of the data analysis on the *detecting arguments* questions posed in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. An example of the data is presented below.

Datum (5)

Do you agree with the assertion that conflicts in Indonesia result from a lack of motivation to implement the Bhinneka Tunggal Ika ideals and

principles? Organize your argument logically.

Datum 5 shows an example of a critical question that aims to detect an argument. The question, "*Do you agree with the assertion that. . .?*" assists students in identifying statements that support or oppose a viewpoint or position. For sentence analysis, students are given a stimulus as an argument or viewpoint.

Analyzing Arguments

The results of the data analysis on the *analyzing arguments* questions posed in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. An example of the data is presented below.

Datum (6)

Are reader comments important to writers?

Based on the data analysis, datum (6) contains a question that aims to analyze an argument. The question invites students to reveal reasons to support or against a claim, opinion, or point of view.

The Application of Inference Questions in the Eleventh-Grade Indonesian Language Classroom at SMAN 9 Gowa

Inference questions based on Facione's theory are categorized into (1) drawing conclusions, (2) considering the evidence, and (3) proposing alternatives. The results of the data analysis on the *inference* question categories are explained as follows.

Drawing Conclusions

The results of the data analysis on the *drawing conclusions* questions posed in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are

explained in this section. The example of the data is presented below.

Datum (7)

Write the text's conclusion based on your comprehension.

Based on the data analysis, datum (6) contains a question that aims to conclude. The command "*Write the text's conclusion . . .*" directs students to determine and draw conclusions based on evidence.

Considering Evidence

The results of the data analysis on the *considering evidence* questions posed in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. The example of the data is presented below.

Datum (8)

Which linguistic components stand out in the text? Include examples or evidence in writing found in the text.

Datum (8) shows an example of a critical question that aims to consider the evidence. The instruction, "*Include examples or evidence in writing found in the text...?*" directs students to formulate information that supports the statement according to the text listed in the description of the question.

Proposing Alternatives

The results of the data analysis regarding *proposing alternatives* in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. The example of the data is presented below.

Datum (9)

After reading the text, what does the author offer the solution to environmental hygiene?

Datum (9) shows an example of a critical question that invites students to propose alternatives. The question, "*What is the solution offered by the author regarding the problem of environmental hygiene?*" encourages students to consider alternatives to the teacher-posed problems. The sentence demonstrates that pupils recognize the pieces necessary for a guess or hypothesis and analyze pertinent data.

The Application of Evaluation Questions in the Eleventh-Grade Indonesian Language Classroom at SMAN 9 Gowa

Evaluation questions based on the Facione's theory are categorized into evaluating claims and arguments. The results of the data analysis on the *evaluation* question categories are explained as follows.

Evaluating Claims

The results of the data analysis regarding *evaluating claims* in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. An example of the data is presented below.

Datum (10)

What language rules are missing from the procedure text? Justify your claim!

Based on the data analysis, datum (10) contains a question that aims to evaluate a claim. The question leads students to evaluate the reliability of information or opinions and the reasons contributing to establishing a view or claim.

Evaluating Arguments

The results of the data analysis regarding *evaluating arguments* in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. The example of the data is presented below.

Datum (11)

Examine the entire content of the text. What, in your opinion, is the author's main weakness in terms of language use?

Based on the data analysis, datum (10) contains a question that aims to evaluate an argument. The question encourages students to identify and evaluate the shortcomings of the argument used to defend a particular point of view.

The Application of Explanation Questions in the Eleventh-Grade Indonesian Language Classroom at SMAN 9 Gowa

Explanation questions based on the Facione's theory are categorized into stating results, justifying procedures, and presenting arguments. The results of the data analysis on the *explanation* question categories are explained as follows.

Stating Results

The results of the data analysis regarding *stating results* in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. The example of the data is presented below.

Datum (12)

What data does the speaker utilize to support his claims? Write down the facts in the text.

Datum (12) shows a critical question that invites students to state results. The instruction "Write down the facts in the

text." directs students to create accurate assertions based on analysis, evaluation, and inference. Additionally, students can explicitly convey the concepts and contextual factors used to address the text's deficiencies.

Justifying Procedures

The results of the data analysis regarding *justifying procedures* in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. The example of the data is presented below.

Datum (13)

Does the text use linguistic rules that characterize the explanation text?

Based on the data analysis, datum (13) contains a question that aims to justify a procedure. The question leads students to evaluate the presentation of an explanation text and expose the author's subjectivity or objectivity. Students can also argue for or against how the author presents the linguistic criteria that define the explanation text.

Presenting Arguments

The results of the data analysis regarding *presenting arguments* in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. The example of the data is presented below.

Datum (14)

Comment on the selection of language features utilized in the text.

Based on the data analysis, datum (14) contains an instruction that directs students to explain the reason for accepting or rejecting an opinion or viewpoint

regarding the selection of linguistic features utilized in the displayed text.

The Application of Self-Regulation Questions in the Eleventh-Grade Indonesian Language Classroom at SMAN 9 Gowa

Self-regulation questions based on the Facione's theory are categorized into self-assessment and self-correction. The results of the data analysis on the *self-regulation* question categories are explained as follows.

Self-Assessment

The results of the data analysis regarding *self-assessment* in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. The example of the data is presented below.

Datum (15)

How do you respond to reader feedback in the form of criticism if you are a writer of explanation texts?

Datum (15) contains a self-assessment question. The question "*How do you respond to reader feedback in the form of criticism?*" instructs students to think critically to reflect on the activities of the author of the intended explanatory text. Then, students are implicitly asked to expose the things within themselves that can impact their acceptance or rejection of an explanation text author's conduct.

Self-Correction

The results of the data analysis regarding *self-correction* in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa are explained in this section. The example of the data is presented below.

Datum (16)

What will you prepare to respond to reader comments?

Data analysis shows that datum (16) contains a self-correction question. For example, the question "What will you prepare to respond to reader comments?" motivates students to design a solution to comments from text readers that result from preconceived beliefs or dominant acts on the part of a reader.

Discussion

The critical questions posed by the teacher in the Indonesian language classroom for eleventh graders at SMAN 9 Gowa can be classified as follows. Nine *interpretation* questions were found, consisting of five *categorizing* questions, three questions *explaining meaning*, and one question *clarifying meaning*. *Interpretation* questions focus on comprehending and disclosing the general meaning or significance of a variety of scenarios, data, or occurrences. The teacher's *categorizing* questions urge students to develop categories of events or information in the text and to define specific situations, opinions, and perspectives. The teacher assists students in identifying language choices that describe the goals, attitudes, or perspectives expressed in the question's text using "*explaining meaning*" questions. Also, *clarifying meaning* questions ask students to rewrite the language choices and use descriptions to answer questions about the text's purpose or point of view.

In general, critical questions are given by the teacher to stimulate students to categorize an opinion or problem. In line with Sayani (58: 2020) who found that to solve problems that students in groups had determined, students would try to explore, collect information from various sources or literature. As students construct and

interrogate the structure of their concept maps, they also see a representation of their own thinking for the first time. This combination of critical thinking and concept maps provides an opportunity to assess critical thinking patterns by calculating the frequency with which critical thinking questions are used as links between concepts. Sources of information are not only from the teacher but can be from various sources. The teacher acts as a facilitator to direct problems so that students can still focus on critical thinking in answering questions given by the teacher (Riestyan & Wardono, 2019:440).

This study also revealed four *analysis* questions, consisting of one question on detecting ideas, one on detecting arguments, and two on analyzing arguments. Analysis questions aim to find and relate statements, questions, concepts, or descriptions to communicate a belief, judgment, justification, or opinion. The teacher's *analysis* questions aid students in determining the hidden or concealed meaning of a persuasive sentence. Then, the *detecting arguments* question encourages students to determine which statements support or oppose a claim, opinion, or viewpoint. Moreover, the *analyzing arguments* question uncovers the reasons for supporting or opposing a claim, opinion, or viewpoint.

Asking is a verbal utterance that asks for a response from someone known, the response given can be in the form of knowledge to things such as effective stimulation that encourages thinking skills (Asril, 2013: 81). In the teaching and learning process, the interaction pattern of the questions asked occurs between teachers and students and between students and teachers. The questions asked by the teacher are usually carried out at the beginning, core activities, and end of learning activities. The teacher's ability to ask questions is viewed

from two aspects: the type of questions asked and the teacher's technique in asking these questions. The teacher prioritizes giving critical questions so that the cognitive processes in these questions are included at a high level (Hamsah & Sultan, 2014). The critical questions asked by the teacher were only to determine the students' mastery of the subject matter. In addition, the few critical questions that were found in the lessons asked by the teacher were also caused because the teacher did not plan the questions he asked.

The three *inference* questions in this study's classroom interaction consist of one question on drawing conclusions, two on considering evidence, and one on proposing alternatives. *Inference* questions aim to identify the elements needed to draw reasonable conclusions, make conjectures and hypotheses, and consider relevant information. The *drawing conclusions* question helps students construct a conclusion that is supported by relevant evidence. Considering evidence questions lead students to formulate information that supports statements. Furthermore, the *question of the proposing alternatives* helps students assess relevant information by determining acceptability, formulating alternatives for problem-solving, and projecting possible consequences, policies, or beliefs.

Inference skills involve activities to conclude, consider evidence, and propose alternatives. Larsson (2017: 77) suggests that critical thinking can be used as an effective strategy for teaching Indonesian. It can also bring about positive changes in students' attitudes by nurturing their intellectual traits such as integrity, courage, humility, empathy, autonomy and perseverance. However, the teacher asks very few questions in the learning process from beginning to end. The types of questions asked by teachers based on the

level of higher thinking ability, it was found that knowledge questions dominated the learning process, teachers only occasionally asked synthesis and evaluation questions. This shows the teacher's lack of creativity in making critical questions so that students can think critically as one of the main objectives of learning.

On the *evaluation* aspect, this study's findings showed one question on evaluating claims and one question on evaluating arguments. *Evaluation* questions assess the credibility of statements based on perceptions, situations, beliefs, or opinions. *Evaluating claims* questions are used to assess the credibility of information or opinions and assess the factors that influence the emergence of a view or claim. Then the *evaluating arguments* question is asked to assess the weakness of a conclusion or argument used to support a point of view.

Evaluating skills involve reading activities to assess the claims and arguments presented through the data found in the questions. Khonamri and Karimabadi (2015: 65) argue that critical thinking contributes to students' success by helping them achieve their course targets efficiently and comprehensively. Critical questions cannot be asked spontaneously but must be planned. Questions that have good quality should be planned in advance. Teachers must be able to process learning well so that students' critical thinking skills can develop. This is similar to the research of Widjaya, et al (2013: 76) on the analysis of teacher questions in the Indonesian language learning process which found that teachers were less able to use questions to develop students' critical thinking power in solving problems. Through questions of knowledge and understanding, teachers are less able to make students use Indonesian as a tool for critical thinking.

This study has five explanation questions posed by the Indonesian language

teacher. The questions consist of one question on stating results, two questions on justifying procedures, and two questions on presenting arguments. *Explanation* questions are asked to state or provide an explanation of evidence-based information or ideas, concepts, methods, and criteria. The results-stating question found in this study was used to produce accurate statements because of analysis, evaluation and inference and to present concepts and contextual considerations used to correct deficiencies. Then, *justifying procedures* questions are used to assess how information is presented to reveal the subjectivity or objectivity of a text and justify or reject the way the writer presents information. Furthermore, presenting arguments questions are applied to stimulate students' ability to present an idea to accept a certain opinion or view of dominance.

Damaianti & Abidin (2020:297) stated that learning must involve students' reasoning power to develop ideas in writing. In this context, teachers are required to rearrange teaching materials in learning to follow the context of critical thinking. The forms of critical questions found in the research results are following the critical thinking process in Faccione's theory. The application of the form of clarifying critical questions the teacher gives to stimulate students' thinking patterns. Student response in answering questions is also an important aspect that must be known by the teacher so that learning takes place according to the objectives. In line with Mattson (2014: 57) argues that the superior pattern processing of the human mind is the foundation of imagination, thinking and creativity. In this case, in learning Indonesian, students can excel in processing patterns that are made more through critical thinking processes in the cognitive domain.

Thirteen *self-regulation* questions in this study can be divided into two

categories: self-assessment (9 questions) and self-correction (4 questions). Self-analysis and evaluation purpose of self-regulation questions is to monitor cognitive activity. Self-assessment questions enable students reflect on prejudice-based personal attitudes or acts and uncover variables inside themselves that can impact acceptance or rejection of an action. Then, self-correction questions aid students in formulating remedies to overcome their own prejudiced or dominant ideas and acts.

Student-centered learning means that in learning students are heavily involved in constructing competencies (Asrizal, 2018: 50). Meaningful learning means that in learning students experience an event directly so that the information obtained is stored for a long time in their memory. On the other hand, community-related learning means that learning materials are not much different from people's daily lives. Andrews and Rapp (2015: 46) review the literature on collaboration by citing its distinctive advantages and challenges in enhancing cognitive and psychological development. While the benefits of collaboration for participants' individual well-being are social, affective, and psychological, the challenges include transmitting and incorporating misinformation into existing knowledge structures.

During the collaborative phase, students work together to exchange concept maps, and then create a new shared concept map using critical thinking questions (Zandvakili, Washington, Gordon, & Wells, 2018). Meaningful learning means that in learning students experience an event directly so that the information obtained is stored for a long time in their memory. On the other hand, community-related learning means that learning materials are not much different from people's daily lives.

CONCLUSION

Based on the analysis of critical questions posed by the teacher in the Indonesian language classroom for the eleventh graders at SMAN 9 Gowa, it was found that: (1) nine questions were categorized as interpretation questions, consisting of questions on categorizing, explaining, and clarifying meaning; (2) four questions fall into the analysis category, which consists of three aspects, namely detecting ideas, detecting arguments, and analyzing arguments; (3) four questions were inference questions, which are divided into drawing conclusions, considering evidence, and proposing alternatives; (4) two evaluation questions contained questions on evaluating claims and evaluating arguments; Five explanation questions were used; they asked how to state results, justify procedures, and present arguments. In addition, eleven self-regulation questions were split into self-evaluation and self-correction questions.

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