

ABSTRACT

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ENHANCING INDEPENDENT THINKING OF STUDENTS THROUGH SOCRATIC DIALOGUE IN EFL CLASSES

(x + 25 pages: 3 tables; 10 appendices)

Knowledge should be gained with an understanding of its essential, with a combination of foundational belief and empirical evidence. Recognizing the responsibility given by God to use the rationality, creativity, and wisdom in each mind, educational systems should support the independent thinking of their students. However, there are still problematic issues in the process of enhancing independent thinking among the students during online learning, majoring in limited time and less interaction. This educational issue was based on an online teaching practicum and the indicators of a lack of independent thinking were observed. To overcome the issue of the lack of independent thinking, Socratic dialogue as an instrument that promotes an effective and holistic understanding is suggested. Widening minds through dialogical skills that analyze beliefs, perspectives, and principles certainly can enhance independent thinking. Therefore, this paper aims to discuss the steps of Socratic dialogue implementation in order to help the enhancement of independent thinking. This aim is answered through qualitative descriptive method. Based on the online practicum, the practice of Socratic dialogue in a discussion forum is effective to enhance independent thinking of students.

References: 60 (1990-2019).