

ABSTRACT

Nurhaliza, Nisa (2025): **Analyzing Reflective Thinking Based on John Dewey's Theory in English Textbook entitled "Bahasa Inggris: Work in Progress 10th Grade of Senior High School".** A Paper. English Education Departement, Faculty of Tarbiyah and Teaching Training, UIN Sunan Gunung Djati Bandung.

This study investigates the availability reflective thinking indicators based on John Dewey's theory in the learning materials and learning activities of the English textbook *Bahasa Inggris: Work in Progress for the 10th Grade of Senior High School*. Reflective thinking is recognized as a core component of higher-order thinking skills and is increasingly emphasized in Indonesia's *Kurikulum Merdeka*, making it essential to analyze how textbooks support the development of this competency. This study aims to identify and analyze the availability of reflective thinking indicators based on John Dewey's (1933) five phases of reflective thinking.

This research employs a qualitative document analysis approach. The data were obtained from the learning materials and learning activities presented in the selected textbook and were analyzed using a rubric grounded in John Dewey's (1933) reflective thinking theory as the primary analytical framework. In addition, Kress and van Leeuwen's (2006) visual grammar framework was applied to examine the multimodal elements of the textbook, particularly visual materials.

The findings reveal that most learning materials predominantly reflect the *Suggestion* phase of reflective thinking, largely due to limited instructional scaffolding that restricts progression to higher reflective phases. However, several visual materials demonstrate potential to engage learners in more advanced stages of reflective thinking. In contrast, the learning activities provide clearer and more structured pathways that guide students through multiple phases of reflective inquiry, thereby supporting deeper cognitive engagement.

The study concludes that the textbook partially supports the development of reflective thinking, with stronger potential evident in multimodal content and well-sequenced learning activities. Therefore, English Language Teaching (ELT) materials should incorporate explicit instructional guidance and multimodal cues that consistently scaffold all phases of reflective thinking to enhance students' reflective learning experiences.

Keywords: *Reflective thinking, English textbooks, John Dewey (1933)*