

CHAPTER 1

INTRODUCTION

This chapter discusses several sections; research background, research questions, research purposes, research significances, research scope, conceptual framework, and previous research.

A. Background Study

Reflective thinking is recognized as a core component of higher-order thinking skills in education. It enables individuals to analyze their experiences, examine their values, and make informed decisions through deliberate and structured reflection. According to Seema (2022), reflection is a technique for self-improvement and deeper learning, involving a return to past experiences in order to learn from them before progressing. In language learning, reflective thinking allows students to connect classroom knowledge with real-life contexts, fostering a deeper understanding of language and its broader implications. Additionally, reflective thinking enhances responsiveness to the unique needs and learning styles of each individual, promoting more personalized and effective educational outcomes (Garcia & Kim, 2022).

One of the primary tools for integrating reflective thinking into classroom instruction is the textbook. Textbooks are widely used as core teaching materials in schools and play a significant role in shaping the learning experience (Li & Wang, 2024). Ripalga and Fitrawati (2023) emphasize that English textbooks introduce students to the content they are expected to learn. As such, textbooks are not only vehicles for linguistic input but also have the potential to present tasks and questions that require reflection, analysis, and critical engagement. Therefore, examining the presence of reflective thinking elements in textbooks becomes crucial in evaluating their cognitive depth.

In the context of Indonesia's *Kurikulum Merdeka*, educational materials are expected to promote key student competencies such as critical thinking, independence, creativity, and reflective thinking. These competencies are embedded in various aspects of the curriculum, including student activities and textbook content. Reflective thinking enables learning to become more

meaningful, adaptive, and responsive to the unique needs of each individual. Consequently, analyzing how reflective thinking is represented in English textbooks is essential to understand how well these materials align with curriculum expectations.

The English textbook "*Bahasa Inggris: Work in Progress for Grade X Senior High School*" is a recently developed educational resource that aligns closely with the principles and objectives of the *Kurikulum Merdeka*, Indonesia's latest curriculum reform. This textbook is structured around thematic units that present real world topics relevant to students' lives, alongside project-based tasks and communicative activities that aim to foster active engagement and enhance reflective thinking. Its content is designed not only to develop linguistic competence but also to encourage collaborative learning, creativity, and critical thinking core components emphasized in the *Kurikulum Merdeka*. However, while the textbook's overall structure clearly supports the attainment of curriculum goals, a deeper analysis is necessary to evaluate the extent to which it incorporates reflective thinking. This includes examining whether the learning materials and learning activities provide sufficient opportunities for students to engage in self-assessment, make connections between their learning and personal experiences, and develop metacognitive awareness of their own learning processes. Understanding this aspect is essential to determine how effectively the textbook contributes to holistic student development as envisioned by the curriculum.

Several recent studies have focused on the analysis of English textbooks used in Indonesian schools, aiming to evaluate their content, structure, and alignment with educational goals. Rahmadani and Zainil (2023) conducted an analysis of reading comprehension questions in the *Bahasa Inggris: Work in Progress* textbook, identifying variations in question types and levels of comprehension based on Barrett's taxonomy. Sumarni and Salsabila (2023) examined how English textbooks for vocational schools incorporate elements of critical thinking, such as analysis and evaluation, in their exercises and activities. Meanwhile, Reynaldi and Refnaldi (2024) investigated the extent to which the

same textbook accommodates diverse student learning styles, such as visual, auditory, and kinesthetic, and found that the material generally supports inclusive learning. These studies highlight the growing scholarly attention toward the evaluation of English textbooks in Indonesia, particularly regarding their effectiveness in supporting students' learning needs and curriculum objectives.

Despite these contributions, there is a noticeable gap in research concerning the application of availability indicators of reflective thinking based on John Dewey's theory in textbook analysis. To date, no study has systematically examined the textbook *Bahasa Inggris: Work in Progress 10th Grade of Senior High School* through Dewey's reflective thinking framework. This research aims to address that gap by analyzing the availability indicators of reflective thinking based on John Dewey's theory in the learning materials and learning activities of English textbook.

B. Research Questions

Based on the description above, this research aims to answer the following question:

1. What learning materials contain the availability indicators of reflective thinking based on John Dewey's theory in the *English textbook Bahasa Inggris: Work in Progress 10th grade senior high school*?
2. What learning activities contain the availability indicators of reflective thinking based on John Dewey's theory in the *English textbook Bahasa Inggris: Work in Progress 10th grade senior high school*?

C. Research Purposes

The purpose this research are as follows:

1. To identify learning materials contain the availability indicators of reflective thinking based on John Dewey's theory in the *English textbook Bahasa Inggris: Work in Progress 10th grade senior high school*.
2. To analyze learning activities contain the availability indicators of reflective thinking based on John Dewey's theory in the *English textbook Bahasa Inggris: Work in Progress 10th grade senior high school*.

D. Previous Studies

Several previous studies have investigated reflective and critical thinking in English language textbooks from different analytical perspectives. Fatmawati et al. (2020), in a study focusing on the evaluation of critical and reflective thinking elements in Indonesian senior high school English textbooks, employed a qualitative content analysis of nationally used textbooks as their primary data source. The findings revealed that although the textbooks contained indicators of critical thinking, such as questioning and problem-solving tasks, the learning activities rarely facilitated students' reflective thinking processes, particularly in terms of evaluating experiences and drawing reasoned conclusions. This suggests that reflective thinking was not systematically operationalized in the textbook design.

Similarly, Kusumawati (2018) conducted a textbook analysis examining the extent to which reflective tasks were incorporated into English language teaching materials. Using English textbooks for secondary school as the main data source, the study found that most activities emphasized linguistic outcomes, including grammar accuracy, vocabulary acquisition, and reading comprehension. Reflective tasks that required learners to examine assumptions, justify opinions, or evaluate learning experiences were limited. Consequently, the study concluded that cognitive and reflective development received less instructional attention than language form mastery.

In a broader pedagogical discussion, Richards and Renandya (2002) explored the role of reflective thinking in language learning materials through a theoretical and pedagogical review. Rather than focusing on a single textbook, their work synthesized classroom practices and instructional design principles in language education. They argued that language textbooks should incorporate reflective tasks that encourage learners to engage in self-evaluation, critical analysis, and connections between classroom learning and real-life contexts. Their work highlights reflective thinking as a crucial component for meaningful and contextualized language learning.

More recently, Sari and Dewi (2021) conducted a qualitative content analysis of English textbooks used in the Indonesian educational context. The data sources consisted of officially published textbooks for senior high school. The study found that reflective thinking components were often implicitly embedded within the materials and were not explicitly stated as learning objectives or structured learning activities. As a result, opportunities for students to engage in systematic reflective thinking were limited and highly dependent on teacher mediation.

Taken together, these studies demonstrate that although reflective or critical thinking elements have been acknowledged in English textbooks, they are often insufficiently articulated, inconsistently implemented, or subordinated to linguistic objectives. Moreover, most previous studies did not employ John Dewey's (1933) reflective thinking theory as a comprehensive analytical framework to examine learning materials and learning activities simultaneously. Therefore, this study aims to analyze the English textbook *Bahasa Inggris: Work in Progress for 10th Grade of Senior High School* by focusing on the availability and distribution of reflective thinking indicators in both learning materials and learning activities based on Dewey's reflective thinking framework

E. Research Significances

This research is aimed to provide benefits in terms of knowledge and understanding of practice and theory, especially for teachers, researcher and book authors in the future.

1. Theoretical Significances

This research aims to significantly contribute to the academic field of language education by focusing on reflective thinking as an essential component of effective learning. Specifically, it provides a deeper understanding of how reflective thinking incorporated into English textbooks and aligns with Dewey's (1933) theory of reflective thinking. Furthermore, the research offers a framework for analyzing the learning material and learning activities of textbooks on reflective thinking, which can serve as a foundation for future studies in similar contexts.

2. Practical Significances

a. Researchers

The study provides a reference of reflective thinking and its integration into English textbook. It expands expertise in analyzing learning materials and learning activities of the textbook. It is also necessary to understand how reflective thinking can be integrated into textbook content.

b. Teachers

The findings of this study provide teachers of reflective thinking insights in English textbooks *Bahasa Inggris: Work in Progress 10th Grade Senior High School*. This information can guide teachers who use the book in designing supplementary activities or modifying existing tasks to implement reflective thinking.

c. Book Authors

This research identifies gaps in the analysis of the availability indicators of reflective thinking in an English textbook *Bahasa Inggris: Work in Progress 10th Grade Senior High School*. It offers valuable recommendations for authors and publishers on designing textbooks that actively implement textual indicators of reflective thinking.

F. Research Scope

This research is limited to analyzing the availability indicators of reflective thinking embedded in the written and visual learning materials also learning activities of the English textbook *Bahasa Inggris: Work in Progress for 10th grade Senior High School*. The analysis utilizes John Dewey's (1933) theory of Reflective Thinking as the central assessment framework, and utilizes Material Discourse Analysis theory, particularly the meta-functions proposed by Kress and van Leeuwen (2006)—*representational, interactive, and compositional*—to examine how different elements of an image work together to create meaning. This analytical framework enables a systematic identification of learning materials and learning activities that contain indicators of reflective thinking, which have the potential to engage students in reflective processes and encourage them to connect prior knowledge with new

concepts. The selection of this theoretical lens is grounded in its longstanding relevance to educational research and its applicability to language learning contexts, where reflective thinking is considered an essential skill for deeper comprehension and learner autonomy.

In order to ensure a focused and manageable scope of analysis, this study further confines its investigation to two chapters out of the total eight chapters contained in the textbook. This delimitation is not intended to diminish the value of the remaining chapters; rather, it is a methodological choice made to enable a more detailed, qualitative examination within the constraints of time, resources, and the depth required for a thorough application of the availability indicators of Dewey's theory framework. The two chapters that consist of selected learning materials and learning activities determined based on the alignment with the research purposes and the potential to illustrate a range of the availability indicators of reflective thinking. By concentrating on these chapters, the research seeks to provide a representative yet sufficiently intensive analysis that may be extrapolated to offer broader insights into the textbook as a whole.

G. Conceptual Framework

Reflective thinking refers to a technique of self-improvement and deeper learning that involves reflecting on past experiences in order to gain insights before proceeding to subsequent actions (Seema, 2022). Through this process, learners are encouraged to consciously evaluate their experiences, beliefs, assumptions, and existing knowledge. Such evaluation enables individuals to identify strengths and weaknesses in their understanding, thereby supporting continuous improvement in learning outcomes as well as personal and academic growth. Reflective thinking thus functions not only as a cognitive process but also as a metacognitive strategy that promotes meaningful and intentional learning.

The concept of reflective thinking was systematically introduced by John Dewey in his seminal work *How We Think* (1933). Dewey defines reflective thinking as the active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the evidence that supports it and the

conclusions to which it leads. According to Dewey, reflective thinking begins with a state of doubt or uncertainty that motivates inquiry and problem-solving. This process requires learners to move beyond surface-level understanding by examining reasons, testing assumptions, and drawing reasoned conclusions. Dewey's perspective positions reflective thinking as a disciplined form of inquiry that is essential for intellectual development and informed decision-making.

In the context of language learning, practicing reflective thinking enables students to connect classroom experiences with real-life situations and broader social contexts. Through reflection, learners are able to analyze how language is used, interpret meanings critically, and evaluate their own learning processes. This connection enhances students' comprehension, engagement, and ability to apply language skills beyond the classroom. Consequently, reflective thinking supports deeper understanding of language learning as a dynamic and meaningful process, rather than a mere accumulation of linguistic knowledge. Integrating reflective thinking into instructional materials and learning activities therefore plays a crucial role in fostering students' higher-order thinking skills and lifelong learning.

According to Misrah (2002), the characteristics of reflective thinking encompass problem-solving, critical reflection, and action orientation. Problem-solving involves a deliberate pause to analyze and evaluate one's experiences and actions, and the traits of problem solving are defining problem, analyzing the problem and strategizing the problem. Then critical reflection goes beyond basic reflection by questioning underlying assumptions and considering the broader context. And the traits are analytical thinking awareness of contexts and theory development. Last is action orientation, reflective thinking culminates in action and the traits are implementing changes, continuous improvement.

Reflective thinking can be integrating in learning material such as textbooks. Textbook is important resources and tools for teachers' teaching and students' learning (Li & Wang, 2024). Textbooks are an integral and fundamental component of the educational process, often acting as the primary source of

classroom content, guidance, and structure. Conversely, it represents a valuable resource for both teachers as course designers and students acquiring knowledge (Stara et al., 2017). Through textbooks, students can gain insights, and it helps students understand the English learning activities in textbooks.

To help students understand the learning activities, the textbook should be practical. Effective English textbooks go beyond presenting information in a passive, one-way manner. It should actively engage students by encouraging them to think critically about the content, make connections between the material and their personal experiences, and reflect on their learning processes (Li & Wang, 2024). This point can be seen in the characteristics of reflective thinking mentioned. In addition to cognitive engagement, textbooks that contain of students' reflective thinking also encourage students to engage in self-awareness and self-regulation.

However, despite textbooks' clear potential for reflective thinking, not all textbooks incorporate these reflective thinking. In many cases, textbooks may focus primarily on delivering information and providing exercises reinforcing basic comprehension skills without encouraging deeper engagement with the material or learning activities.

Furthermore, this research is conducted with the intention of analyzing how reflective thinking is integrated and represented in the English textbook entitled *Bahasa Inggris: Work in Progress 10th Grade of Senior High School*. This textbook, which is used as a primary learning resource in Indonesian secondary education, is examined through the lens of John Dewey (1933) of reflective thinking. Dewey's phases of reflective thinking which emphasizes *suggestion*, *intellectualization*, *hypothesis*, *reasoning* and *testing* serves as the theoretical basis for identifying the availability of reflective thinking in the textbook. The study focuses on how learning materials and learning activities within the textbook potentially encourage students to reflective thinking. By applying indicators of reflective thinking based on John Dewey (1933) theory, the research aims to provide a deeper understanding of the textbook's that potential to stimulate reflective thinking in the context of English language learning.

According to Dewey (1933) five phases can be used for analyze reflective thinking. There are: *Suggestion* (recognize or engage with an issue), *Intellectualization* (identification and definition of the issue), *Hypotheses* (suggestions for a possible solution), *Reasoning* (rational elaboration of an idea) and *Testing* (test and formation of conclusions). The phases for analyzing content in the textbook by John Dewey's (1933) theory can be used for exploring of what learning material and learning activities in English textbook entitled "*Bahasa Inggris: Work in Progress 10th Grade of Senior High School*" contain of availability indicators of reflective thinking based on John Dewey's theory. Through this process, the study will identify the availability indicators of reflective thinking in the English textbook *Bahasa Inggris: Work in Progress for 10th of Grade Senior High School*".

