

ABSTRACT

Fadhillah Naisya Dara Priyanka., Fostering Reflective Thinking in ELT: EFL Reading Classroom Context; A Case Study at 8th Grade Students at SMP Negeri 1 Telukjambe Timur Karawang. A paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Reflective Thinking (RT) is the ability of students to select the knowledge in their memory. This ability occurs when students have difficulty understanding and solving a text or information problems. Moreover, the era of disruption provides convenience in disseminating information. This ability is urgent in this 21st-century life in which students may face problems in selecting or understanding a text or information due to its massive dissemination. This study aims to describe: (a) the process of fostering students' reflective thinking in a reading classroom context and (b) the teacher's problems when implementing RT.

The qualitative method and case study design were employed as the research method. Observation and interviews were conducted as the research instrument. Moreover, this study investigates "how and what" a phenomenon happened, the teaching steps, and the teachers' problems in teaching RT. This study was conducted in the eighth-grade EFL reading class at Junior High School in West Java, Indonesia.

The result of this study revealed that implementing a reflective thinking strategy in a reading classroom can foster students' reflective thinking during the teaching- learning process. This implementation was broken down into three steps; before, during, and post-reading. The teacher activates the students' prior knowledge at the pre-reading stage. Furthermore, it encourages students to learn and think reflectively during reading. Last, the activity ended at the post-reading stage by asking students about the course, and the teacher summarized the lesson. Thus, implementing reflective thinking in a reading classroom enables student-centred learning activities.

Moreover, there are several highlighted points toward the result of the teacher's interview. First, the teacher's problem during reflective thinking is the lack of several students' interest in reading. Second, the difficulties of creating a conducive classroom to build students' curiosity.

However, this research indicated that reflective thinking in a reading classroom context could foster through the reflective thinking strategy. This study is recommended that English teachers use this strategy to foster students' reflective thinking ability, especially in a reading classroom.