

CHAPTER I INTRODUCTION

This chapter elaborates on the background, research questions, purpose, significance, scope, conceptual framework, and previous research.

A. Background

Teachers who pay attention to the affective dimensions of students' learning experiences should probably be concerned when classes are not going well. Reflect on teaching so teachers can improve it and enhance the student learning experience. Every teacher must encourage reflective thinking in an educational process in which students are engaged.

Reflective thinking is critical in stimulating learning during problem-solving situations because it allows students to look back and consider how they solve problems and how reflective thinking strategies are appropriate for achieving their goals Rudd (2007). It means that reflective thinking skills need to be improved and developed. Therefore, reflective thinking is developed because there is a skill that brings students' creativity, meaning, and criticism out of learning activities.

Furthermore, the process of thinking is closely related to reading text. Through reading, students participate in the following process: past and present events and analysis of character behaviour. Students reflect on the whole reading situation. Therefore, students are encouraged to use thinking strategies that can be a helpful resource for teaching reading. In addition, Hennings (1992) clarifies that this reading and reflective thinking are closely related. Students gain knowledge by working with the reflective thinking process. One of the primary goals of the reading process is to prepare students to read accurately and effectively to acquire information and entity meaning from written material. According to Sheng (2000), reading is a process of recognizing and perceiving written or printed material. According to Woolley (2011) in Maizarah (2018), reading is the way of understanding what is explained in the text instead of obtaining meaning from isolated words or sentences. Reading has become an essential part of the language learning process, especially for students in EFL

(English as a Foreign Language), because reading is one of the abilities students must have. In addition, according to Krashen and Brown (2007), reading is the most important of the four language skills because it improves overall linguistic competence.

The importance of reading strategies was hinted at in the Indonesian National Curriculum in 2006. The curriculum points out that teaching reading as one of the four primary skills for learning EFL in junior high school aims to fully develop students' reading ability to understand the information in specific reading texts. Regarding the nature of this course, Nuttal (1996) points out that an essential purpose of reading is to give meaning to the text. For example, this means the process by which the reader decodes the message from the text.

A limited interview has been conducted with several students of Junior High School in Karawang, Indonesia. The interview data shows that students do not understand how to elaborate their reflections on their reading experience. Brevig (2009) states that reflection is essential for any student's understanding of texts and helps build productive conversations about literature and important sociocultural issues.

There is previous research regarding reflective thinking and its implementation in different fields. First, Alian (2019) found that developing literary reading text and metacognitive reading awareness can be implemented to foster students' reflective thinking skills. Second, Nemer (2017) research elaborated that advance organizers can develop students' reading comprehension skills in tenth-grade senior high school. Last Al (2018) viewed that the reflective thinking model can improve EFL second-grade students' hermeneutical interpretation skills, identify literary fallacies, and assess their impact on their literary attitudes using the reflective thinking model based on phenomenological reading theory.

This research is different from the previous research above. While the previous research focuses on developing and assessing students' reflective thinking in a reading context, this research focuses on the process of teachers fostering reflective

thinking in a reading classroom context. In addition, most research on reflective thinking utilized quantitative paradigms, this study uses qualitative paradigms.

B. Research Questions

In light of these issues, the research aims to provide answers to the following questions:

1. How is the process of fostering EFL students' reflective thinking in a reading classroom context?
2. What are the teacher's problems when fostering EFL Students' reflective thinking?

C. Research Purposes

Based on the research questions, this research is formulated for two following purposes:

1. To investigate the process of fostering reflective thinking in a reading classroom context.
2. To find out the teacher problems when fostering EFL Students' reflective thinking.

D. Research Significances

This study is expected to provide theoretical and practical helpful information about fostering reflective thinking in ELT: EFL reading classroom context.

Theoretically, the result of this study is expected to support the benefit of fostering students' reflective thinking in a reading classroom context. Practically, this research has implications for teachers, students, and other researchers.

a. To teachers

The results of this study can serve as an additional resource for teachers when teaching students English as a foreign language. Especially when fostering reflective thinking in the reading classroom context.

b. To students

The proposed method has been shown to foster students' reflective thinking and can serve the students' reading classroom context.

c. To other researchers

Hopefully, this research can serve as a resource for other researchers working on similar topics. This research will provide more information to help students succeed in thinking reflectively in a reading classroom context.

E. Research Scope

The limitations of this study are as follows:

- a. The research is accomplished at Junior High School 1 Telukjambe Timur Karawang, particularly among the eighth- grade students.
- b. The research is limited to one English teacher of Junior High School 1 Telukjambe Timur Karawang.
- c. This study focuses on the process of reflective thinking in class. The researcher does not measure students' reflective thinking but only sees and describes it based on reflective journals from students.

F. Conceptual Framework

This conceptual framework will be divided into three sections that explain the general explanation and the importance of reflective thinking. First, reflective thinking is part of the emotional process that starts with curiosity. Second, reflective thinking is essential in identifying and solving a problem. Third, reflective thinking encourages students to connect between what they know and what they learn from new experiences; it also allows students to connect things and see new relationships. Last, the teacher can guide students through reflection and improve the educational experience by incorporating the reflective thinking models.

According to Dewey (1933), reflective thinking is an emotional process that begins with a state of curiosity and then progresses to a search for solutions to overcome that curiosity. In addition, Alian (2019) said that reflective thinking involves more personal uncertainty. As a result, more is expected to increase current knowledge and criteria as the mind opens up new possibilities. When confused or full of doubts, a reflective thinker will carefully consider and consider new opportunities; these features attest to the open-minded element of the right attitude (Geertsen, 2003). Dewey's concept of reflective thinking plays a vital role in the actions taken to identify and solve problems (Nottingham, 1998, cited in Wain, 2017).

Reflective thinking is an essential process in teachers' ability to follow improvements in educational science, incorporate what they have learned, and follow their gains by scientific knowledge and findings. In line with Orakci (2021), he said that reflective thinking should be considered in practical and theoretical contexts. An appropriate environment should be created to assist teachers in developing the ability to use reflective thinking. According to Chi (1997), reflective thinking inspires students to make connections between what they understand and what they learn due to new experiences; in addition, it allows students to connect things and helps them see new relationships. In other words, it has become an experience of discovery, uncovering the range of meanings in the text. He concluded that reflective thinking is the power that readers use to analyze and transform information from situations they find themselves in when they pause to reflect.

Meanwhile, according to Smith (1997), cited in Alian (2019), reflective thinking occurs in three stages: reflecting on previously read literature, engaging in a reaction, and writing. By integrating the three components, teachers can guide students through reflection and enhance the educational experience.

G. Previous Studies

Little is known about reflective thinking in a reading classroom context. Nonetheless, some related studies are on teaching reflective thinking in a reading classroom

context. Alian (2019) said reflective thinking strategies impact developing literary reading skills and metacognitive reading awareness in EFL student teachers. The study used the quasi-experimental design. The participants of the study are one experimental group of 40 major English students at the third-year Faculty of Education at Zagaziz University in Egypt. An academic reading test was developed and used pre-posttest and a metacognitive reading awareness scale as the instruments. The study presented that reflective thinking positively affects the development of literacy reading skills and metacognitive reading awareness in EFL student teachers.

In addition, Nemer (2017) highlighted the effectiveness of advance organizers in developing students' English reading comprehension and reflective thinking skills. To achieve the aims of this study, Nemer used the experimental method and randomly chose the participants from tenth-grade students. The researcher also used pre-posttest as the instruments in the reading comprehension and reflective thinking skills. The findings indicated that using advance organizers before reading a text and reflective thinking activities had a positive impact and were suitable for tenth graders' EFL students. Al (2018) employed a study to determine the reflective thinking that develops EFL second-grade students' hermeneutical interpretation, determines literary fallacies skills, and affects students' literary attitudes. The participants was 60 randomly drawn students that divided into two groups: treatment (N = 30) and non-treatment (N = 30). The instruments of the study were: a) a hermeneutic interpretation test to measure the development in the treatment groups' students' hermeneutical interpretation skills, b) a literary fallacies mandating test, to measure the enhancement of identifying the literary fallacies in the treatment group student, c) a literary attitudinal scale to measure how the students' attitudes towards studying the drama in general and the Shakespearean plays in particular have changed positively after conducting the experiment. The study indicated a positive effect of using reflective thinking to improve students' hermeneutical interpretation and determine literary fallacies and their literary attitudes.