



‘TIP’ Reflective Writing Model: A Tool to Enhance Learners’ Critical Thinking Skills in English Literature Education

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Abstract: This study aimed to develop a new reflective writing model to enhance critical thinking skills of students in English literature education while also addressing the gap in the research fields of reflective writing and critical thinking skills. The study focused on ninety-eight second-year English majors of the School of Liberal Arts, Mae Fah Luang University who enrolled in the Study of Poetry and Drama course of the second semester, academic year 2021. The research team developed a new reflective writing model by synthesizing from previous studies including Gibbs’ reflective cycle (1988), Rolfe’s reflective model, and the DEAL model by Ash and Clayton (2009). The new model called TIP (Tell-Investigate-Prepare) was designed to be compatible with English literature courses’ instructional fashion to lessen the complexity of reflective writing and provide sufficient freedom for students to reflect their learning experiences. The seven characteristics of a person with critical thinking by Bernstein & Isaac (2018) were applied as a framework for the content analysis to explore learners’ critical thinking skills. In the results, thirty-six out of ninety-eight learners possessed seven comprehensive critical thinking characteristics – 1) problem identification 2) question clarification 3) logic argument 4) evidence/supportive information 5) synthesis of ideas 6) references 7) problem-solving. Moreover, all reflective writings contained one writing style, ‘describing’, which was not a critical thinking characteristic by Bernstein and Isaac (2018). There were 1,076 instances where describing was used. The second and third frequencies were referring to learned materials (580 times) and identifying problems (404 times) which were the characteristics of a person with critical thinking (Bernstein & Isaac, 2018). Therefore, the TIP model could be an effective guideline to enhance learners’ critical thinking skills.

Keywords: reflective writing, critical thinking skills, critical thinking characteristics, English literature courses, learning experiences

Introduction

While critical thinking skills are one of the top ten skills of 2025 (World Economic Forum, 2021); people's thinking skills are shifting away from deep and critical to just survival thinking (Lenovo's Think Report, 2022). This emergence predates the pandemic disruption in 2020, having been a critical concern for more than a decade. There have been studies since 2011 stating that university graduates were in a deficit of critical thinking skills (Arum & Roksa, 2011; Flores, et al., 2012; Lane & Oswald, 2016; Pascarella, et al., 2011).

Thailand's Higher Education Commission realized this worrisome situation, resulting in the national educational plan of 2017-2036 to include critical thinking skills as one of the learner aspirations (Ministry of Education, 2017). Accordingly, the Bachelor of Arts program in English at the School of Liberal Arts, Mae Fah Luang University, Thailand has determined one of the Program Learning Outcomes (PLOs) is that the graduates shall have analytical, critical, and synthesizing skills. Additionally, the program also aims to see that students should be able to integrate English knowledge into other disciplines to create language innovation for local development in the twenty-first century. Critical thinking is a yearly desired outcome for second-year students, specifically the ability to solve complex problems.

Therefore, instruction to promote critical thinking skills is crucial to assist the learners in achieving learning outcomes and it could help graduates succeed in the labor market. Consequently, the researchers who serve as the English curriculum committee members searched for pedagogical approaches and assessment methods that could enhance and assess learners' critical thinking skills. The research team found that reflective writing has been one of the methods applied in classrooms, especially in the fields of education and health sciences that were effective and widely used without high financial cost for the curriculum, for both lecturers and students. However, there are a limited number of studies and evidence showing that reflective writing is used in the context of Thailand, especially in language classrooms. Therefore, the research question is whether the 'TIP' reflective writing model is an effective tool for enhancing the critical thinking skills of English majors in English literature classes within Thai higher education.

Literature Review

Critical Thinking Skills

The ability to think critically is one of the fundamental abilities of the twenty-first century, along with creativity, communication, and collaboration, all of which are crucial for surviving and prospering in a changing world (Katende, 2023). Efforts to define critical thinking in an educational context have been ongoing since the early twentieth century. John Dewey, who is also considered as the pioneer of modern critical thinking, defined it as the active and careful examination of a belief or idea, taking into account the supporting evidence and evaluating the potential conclusions that may arise (Katende, 2023). Moreover, it has been discovered that most of those early studies' definitions of critical thinking skills concentrated only on the capacity to analyze information or problems to reach reasonable and logical conclusions (Katende, 2023).

However, the definitions of critical thinking skills are complex and connected to other cognitive abilities. For example, Glaser (1941) stated that there are three components that make up critical thinking; 1) problem-solving skills that carefully considered the connection between problems and one's experience; 2) inquiry skill and logical thinking skills; and 3) self-learning and self-directed skills to validate one's beliefs and verify knowledge. In alignment with Bloom's Taxonomy (1956), Scriven and Paul (1987) explained that critical thinking was the cognitive process of formulating ideas, applying, synthesizing, analyzing and/or evaluating information. Scriven and Paul further

stated that throughout their cognitive process, critical thinkers gathered or created information from observing, using experience, reflecting, reasoning and/or communicating. And this process would later become a guideline for one's belief and action.

Similarly, Somsak (1997) stated that critical thinking process consisted of six steps: 1) defining problems to raise awareness of the issue and to develop sound solutions; 2) gathering information on knowledge and experiences that are relevant to the issues or arguments; 3) separating facts from views, structuring the information as a guideline for making assumptions, and considering the reliability and adequacy of the information; 4) making assumptions by establishing a connection between the organized information; 5) drawing a conclusion or making a reasonable decision based in logic; and 6) assessing the conclusion to determine whether it is applicable, or if further data is needed to generate a new hypothesis and new conclusion.

In addition to the concept of critical thinking as a cognitive process, a number of earlier studies classified critical thinking as a combination of multiple skills. Paul and Elder (2007) described critical thinking as the ability to self-direct, self-discipline, self-examine and self-correct in the decision-making process under a given circumstance in order to arrive at an effective decision and communication rather than a self-centered decision. Similarly, according to Susaorat (2008), critical thinking skills entail the ability to understand both one's own and other people's circumstances, accept other people's viewpoints, and seek out knowledge that would help one make decisions taking into account the appropriate evidence. Notably, from the aforementioned studies, the process of decision making is an essential component of critical thinking skills. In addition, previous studies have confirmed that groups of students who possess critical thinking abilities are more likely to succeed in other spheres of life. (Guamanga et al., 2024; Butler, 2012)

Drawing from Bloom's taxonomy, many leading educational organizations partnered with the Partnership for 21st Century Skills (P21) in 2007 to emphasize the value of the teaching process in order to develop students' critical thinking abilities. Miterianifa et al. (2021) showed that critical thinking skills can enhance students' higher-order thinking skills (HOTS) by employing a learning model that stimulated thinking, such as a problem-based learning model. Moreover, Cananau (2021) investigated critical thinking in higher education within English literature courses in Sweden. The study found that argumentation-based classrooms allowed students to express their personal attitudes and resist oppression, resulting in them using critical thinking as a way of life and not just a theoretical concept

Based on previous research, the research team defines critical thinking as a complex cognitive process involving problem-solving, logical inquiry, and self-directed learning. It includes identifying problems, organizing relevant information, distinguishing facts from opinions, drawing conclusions, and reflecting to confirm or adjust them. Critical thinking also involves continuous self-improvement, with the goal of making informed, fair-minded, and unbiased decisions.

The study by Bernstein and Isaac (2018), which synthesized multiple studies on critical thinking skills, proposed seven comprehensive characteristics of critical thinking: 1) problem identification, 2) question clarification, 3) logic of argument, 4) evidence/supportive information, 5) synthesis of ideas, 6) references, and 7) problem-solving. These traits were suggested as effective criteria for evaluating learners' critical thinking. Accordingly, the current study adopts Bernstein and Isaac's (2018) definition of critical thinking skills and applies it in the content analysis, which will be further explained in the data analysis section.

Reflective Writing

Gibbs (1988) defined reflective writing through his Gibbs Reflective Cycle consisting of six stages, namely 1) Description: Objective recounting of the experience, 2) Feelings: Reflection on emotional responses during the experience, 3) Evaluation: Assessment of what was positive and negative about the experience 4) Analysis: Investigation of why things happened as they did and understanding the situation in its context, 5) Conclusion: Deriving lessons learned and insights gained from the experience; and 6) Action Plan: Planning for future situations based on what has been learned. Gibbs emphasized that reflective writing is essential for learning from experiences, helping individuals develop self-awareness and improve future practices. The creation of this cycle allowed a way for people to structure reflection, making it applicable across various fields such as education, healthcare, and professional development.

According to Rolfe et al. (2001), reflective writing is framed through a simple model that encourages practitioners to explore their experiences using three guiding questions: 1) What?: describing the experience or event, capturing the facts and details of what happened; 2) So What?: analyzing the significant experience, considering personal feelings, reactions, and the application of their knowledge and skills; 3) Now What?: reflecting on what the learner has learned and considering how they might adjust their practice or behavior in the future based on these new insights. This structured approach seeks to simplify the reflection process, enabling individuals to gain valuable insights from their experiences in a practical and accessible manner.

In addition to previous meanings about reflective writing, Ash and Clayton (2009) defined reflective writing as an intentional process of considering one's experiences in relation to specific learning goals. They emphasized that reflective writing was not just about describing an experience; it was about examining it in a way that enhances understanding and learning. This reflective process helps learners connect their experiences to academic concepts and prepares them for future applications of their knowledge. Their model, known as the DEAL model, encourages students to 1) Describe their experiences, 2) Examine the significance of those experiences in the context of course objectives, and 3) Articulate the learning gained from the experiences, while also considering how it applies to their future. This structured approach aims to enhance learning and ensure that reflection generates meaningful insights and development of an individual's learning.

In addition to the well-known reflective writing models, Monyanont (2014) noted that reflective writing has been applied in educational contexts for a few reasons. The application of reflective writing not only highlights the thought process regarding what occurred, the response to the experience, and the evaluation of that experience, but also fosters self-awareness, critical thinking, and continuous development. As a result, reflective writing enables learners to review and reflect on their actions, using it as a tool for personal and professional growth.

Additionally, reflective writing is widely used in the learning process in health sciences and teaching practices because it integrates learning with practice, decision-making, critical thinking, questioning, and reasonable problem-solving. Reflection through writing is one of the learning processes that learners can use to develop themselves in their future practice (Nithitantiwat, 2014; Johns 2009; Lobo et al., 2013).

From the above definition of reflective writing, it can be seen that the concept of the reflective practice is consistent with critical thinking in which the process consists of self-regulation, self-discipline, self-monitoring, and self-correction (Paul & Elder, 2007). Therefore, it can be said that reflective writing is an excellent tool to potentially enhance critical thinking skills. It is important to note that a number of studies support the idea of using reflective writing. For example, to develop critical thinking skills, Bjerkvik and Hilli (2019) examined seventeen quantitative and qualitative

studies related to reflective writing among nursing learners. The study suggested that critical thinking skills were possible through the application of reflective writing as it promoted the process of self-awareness. In a secondary school study, Ramlal and Augustin (2020) found that attentive reflection and reflective writing were tools to promote critical thinking and metacognition skills including personal, intellectual and professional skills development. This is consistent with research by Hussein (2018) which concluded that reflective journal writing had a significant effect on lesson understanding and growth mindset.

Moreover, a number of research studies investigate the use of reflective writing in classrooms. In the first study, Aase (2011) examined reflective writing in literature classes, focusing on the use of reflection of teachers in literature teaching. In this case, reflective writing was used as a tool to promote teachers' recognition of literature values. The study showed that once the teachers realized the value of what they were teaching, they were able to better guide their students in creating connections between literature and their life.

Next, while Aase (2011) focused on the outcomes for the teachers in terms of reflective writing, Tarkiainen et al. (2022) studied the specific benefits that reflective writing can have for the students. During their study, Tarkiainen et al. (2022) applied students' learning reflections through the use of fiction to assist students' learning in social work education. It can be concluded for this specific study that the combination of literary fiction and reflective writing was used to enhance students' critical thinking skills and help them adapt analytical learning strategies

Furthermore, reflective writing, whether from the teachers or students' perspectives, can be done in a variety of ways. Taylor (2023) conducted a study using several writing tasks: writing reflective journals, reflections on writing assignments, reflections on teacher and peer feedback, writing-to-learn activities, and letters to the reviewer to promote reflective learning. The results concluded reflective writing was versatile in its nature resulting in the possibility to adapt in various classrooms' contexts, courses' nature and learner populations.

Looking at both the corpus of research and the reflective writing models used in earlier studies, neither were specifically designed for literature education. To elaborate, the guided questions in reflective writing models, such as those by Gibbs (1988), Rolfe et al. (2001), and Ash and Clayton (2009)—including prompts like 'What happened?' or 'What did you experience?'—focused on general learning experiences. This gap is why the research team, who are members of the English program committee and lecturers of English literature, believe that a reflective writing model tailored specifically for language classrooms is needed to effectively assess learners' critical thinking skills.

Therefore, the current study's objectives are to 1) create a new reflective writing model that is useful for enhancing students' critical thinking abilities and more in line with the nature of the instructional process in English literature classrooms, and 2) use the newly created reflective writing model to assess students' critical thinking abilities.

Methodology

Participants

The participants are ninety-eight second-year English majors students enrolled in the course Study of Poetry and Drama (1006256) in the second semester of the academic year of 2021. The participants were EFL (English as a Foreign Language) learners with an English proficiency level approximately equivalent to B1 on the CEFR scale. They volunteered to participate in the research project. Since critical thinking abilities have been incorporated as a course learning outcome of

Study of Poetry and Drama, all students who enrolled in the course were evaluated with reflective writing. As a result, in the course, both research volunteer students and non-research volunteer students received the same evaluation process.

Tools

The three phases of this research project are explained below.

Phase 1: Systematic literature review about critical thinking skills and reflective writing was conducted to gather information concerning definitions and application in language classrooms. This step involved investigating the potential for creating a fresh reflective writing model. The three reflective writing models of Rolfe et al.'s Reflective Model (2001), Gibbs' Reflective Cycle (1988) and Ash and Clayton's DEAL Model (2009) were studied in this project. The researchers found that the first two models - Rolfe et al.'s (2001) and Gibbs' (1988) were widely used in health science; while the DEAL model of Ash and Clayton (2009) was effective in experiential learning and education fields. These three models shared some common reflective steps with guided questions. Therefore, the research team used them as guidelines and adapted them to better suit the Study of Poetry and Drama literature course.

Phase 2: Using data from phase 1, the researchers developed a new reflective writing model called TIP model, maintaining the three steps of reflection according to Rolfe et al.'s Reflective Model. The three stages of the model ask learners to consider their learning experiences regarding what happened, the implications of the occurrence, and the consequences for future action. The acronym TIP stands for the three reflection actions a learner is supposed to follow. The T stands for telling which is the stage where the learner should tell what they have learned; what they have felt and what challenges they have faced. The I stands for investigating, and this is where the writer should explore deeper into themselves in terms of expectation, impression and knowledge application connecting with their prior experiences. Lastly, the P stands for preparing or planning; in this section the learner should identify how they will improve their learning experiences in the future. Every step of the TIP model includes both learners' experience and literary characters' experience.

Phase 3: The new reflective writing model (TIP) was applied with the participants to enhance their critical thinking skills. This stage aimed to fulfill the second research objective.

Prior to phase 3, the research team developed a new reflective writing model which was a research tool. In developing a new reflective writing model, the research team tailored it to be appropriate for English literature classes. As a result, the TIP model incorporates reflective actions and guided reflective statements, enabling learners to engage in more comprehensive reflection on their learning experiences (Table 1). Subsequently, three experts in the field of education and literature assessed the tool's Index of Consistency (IOC), and the research team made adjustments based on their recommendations before implementing it with the participants.

Table 1
The Framework of "TIP" Reflective Writing Model

Reflective Action	Guided Reflective Statements
1. Tell/Narrate/Report learning experience(s)	1. Telling what I have learned from the course in terms of course content, information, my feelings and challenges in learning.
2. Investigate learning experiences	2. Investigating how the learning experiences in terms of expectation, impression, knowledge and application connect with my experiences
3. Prepare for the next learning experiences	3. Preparing how to improve my future learning experiences

The participants' critical thinking abilities were promoted by the researchers using the TIP reflective writing model. Since this study aimed to explore the effectiveness of the model itself, no pre- and post-tests were conducted. At the start of the semester, the participants were informed verbally and in writing about the course requirements, including the requirement to write a reflection using the TIP model as a part of the evaluation process. The researchers explained the objective of the assignment and the writing process according to the TIP reflective writing model. The research team deliberately chose not to provide examples of reflective writing, allowing learners to freely reflect on their experiences while guided by specific questions.

The participants had two weeks to write a reflection and submit it via Google Classroom. Ninety-eight reflections were collected for data analysis. Since this research project was integrated into the "Study of Poetry and Drama" course, where English was the medium of instruction, students were required to write their reflections in English. Additionally, each reflection was a length of approximately 700-800 words, following an essay structure. And lastly, the participants were required to follow guided reflective statements of the TIP model.

Data Analysis

Analyzing the data, the research team used content analysis which contained five steps as follows.

1. Gathering data from ninety-eight reflections.
2. Determining the meaning units for content analysis according to the principles of the seven comprehensive critical thinking characteristics synthesized by Bernstein and Isaac (2018). There are 1) identifying problems 2) clarifying questions 3) providing logical arguments 4) supplying evidence and supportive information 5) synthesizing ideas 6) referring to learned material and 7) offering solutions to problems.
3. Specifying the principles for analyzing content that the similar meanings should be listed in the same category although the information appears in different forms, such as words, phrases, and sentences.
4. Coding the data using a directed content analysis approach ensured inter-rater reliability, with coders working independently and then reaching a consensus to validate the coding process.
5. Examining the information and drawing a conclusion.

Result

To accomplish the first research objective in creating an innovative reflective writing model for critical thinking skills assessment, the research team synthesized the reflective writing models from existing patterns, namely the Reflective Cycle of Gibbs (1988), the Reflective Model (2001) of Rolfe et al., and the DEAL Model of Ash and Clayton (2009). Consequently, the TIP reflective writing model

was created to fit the way English literature classes are taught. To be more specific, the TIP model simplifies reflective writing by providing three steps of reflective actions and suggested reflective statements, which learners can use as guidance to reflect on their learning experiences as presented in Table 1.

The second aim of the study is to evaluate the participants' critical thinking abilities using the TIP reflective writing technique. While coding, the research team found that the writing of the participants contained some content that did not adhere to Bernstein and Isaac's seven criteria for critical thinking abilities, but rather provided literary text's background information and described the stories from their perspective. For example, "The main characters are soldiers coming back from the war with victory." "A Doll's House by Ibsen was written in 1879 which was in the 19th Century era." "In this reflection, I will discuss what I have learned in the class." Therefore, a new category called "describing" was added to the content analysis. The nature of literary discussion requires students to provide proof to support their arguments. This resulted in a number of descriptive sentences.

After analyzing all ninety-eight pieces of TIP reflections, it was found that the participants were "describing", seen the most at 1,076 times. "Referring to learned materials", a critical thinking characteristic, was the second trait that frequently occurred; it was discovered 580 times. Reading materials, course materials, classroom experiences, and the students' past were all considered "learned materials" in this study. The critical thinking characteristic that was discovered the third most with 404 times was "identifying problems". This characteristic could have included challenges or concerns found while learning such as the main character's financial problem, conflicts between characters, theme, context, and historical background. In addition, problems also covered students' problems in learning such as incomprehension of the content, language difficulties and one's own learning methods. Moreover, in total the top three critical thinking characteristics appeared 2,060 times, meaning occurring about 65.57% of the time.

Next, the frequency and percentage of each critical thinking trait observed in TIP reflections is shown in the table below, from most to least frequent. Interestingly, four critical characteristics—synthesizing ideas, providing logical arguments, offering future learning plans, and supplying evidence and supportive information—were found less than 200 times. Additionally, it is worth mentioning that thirty-six out of ninety-eight participants demonstrated all seven comprehensive characteristics of critical thinking skills. The sample statements for each critical thinking characteristic are demonstrated in Appendix A. The findings will be discussed in the next section.

Table 2

Frequency of Critical Thinking Characteristic Found in TIP Reflections

Critical Thinking Characteristic	Frequency	Percentage
Describing	1,076	34.25
Referring to learned materials	580	18.46
Identifying problems	404	12.86
Clarifying questions	356	11.33
Synthesizing ideas	198	6.30
Providing logical arguments	194	6.17
Offering future learning plans	187	5.95
Supplying evidence and supportive information	147	4.68

Discussion

The findings of the study show that "describing" appeared in reflections the most; 1,076 times. This writing quality does not fit into Bernstein and Isaac's (2018) seven components of critical thinking skills. It is important to note that the students' descriptions ranged in complexity from simple retellings of the stories they had learned, characters in the stories, and the outcomes of class discussions, to summaries of the material that reflected their own understanding. This may be due to the first reflective action in the TIP model, "Telling," which was crucial in encouraging students to reflect openly. As a result, "describing" was the highest frequency in the reflections. This result also showed that the participants completed the task of "Telling" their learning experiences.

In addition, the second most common frequency (580 times) in student writing is "referring to learned materials", which was a component of Bernstein and Isaac's Critical Thinking Characteristics (2018). This reason for this may be similar to the explanation above about the most frequent characteristic "describing" in that the keyword T (Telling) stimulated learners' reflection about the learned materials. Literary analysis typically requires evidence, so learners refer to their materials to build a strong argument.

The third most frequent (404 times) characteristic of the critical thinking skills by Bernstein and Isaac (2018) found in this study was "identifying problems." The learners did not consider only the problems or issues that they identified from the reading materials, but also included their own learning problems. Interestingly, the fourth most frequent (356 times) critical thinking characteristic was "clarifying questions." This characteristic usually followed "identifying problems." This occurrence could show how once the students identified a problem, they demonstrated their understanding of the problems by clarifying more details. A phenomenon which could further demonstrate how the students organized their ideas. The fact that the learners reflected on problems and questions in a relatively large number may be due to the reflection-activating keywords of the TIP reflective writing model. In the "Telling" stage, learners may feel an opportunity to freely report issues found in literary texts and challenges in their learning experiences.

In the "Investigating" stage, learners were encouraged to explore themselves and consider their expectations, impressions, and past experiences. As a result, the students could point out and elaborate difficulties with the course materials and their unique learning experiences. These reflective steps might pave the way for the next critical thinking skill, which is for the students to provide a solution to their own problems. Despite the fact that most participants in this study were unable to offer answers to their difficulties, there were a number of reflections that were particularly good at "identifying problems" and "clarifying questions" and offered future learning plans as remedies for their current challenges. This discovery was a crucial stage in demonstrating how this group of students was able to complete the cycle of reflective practice, gain comprehensive elements of critical thinking skills, and eventually "Prepare" themselves to better their future educational experiences.

However, it was discovered in this study that the students' reflections did not yet clearly demonstrate the other four qualities of critical thinking skills. By ranking the frequencies from the highest to the lowest, they were as follows: synthesizing ideas (198 times), providing logical arguments (194 times), offering solutions to problems (187 times), and supplying evidence and supportive information (147 times). Through comparing these four characteristics of critical thinking skills proposed by Bernstein and Isaac (2018) with Bloom's Taxonomy of the cognitive domain (1956), the researchers discovered that these four skills aligned with Bloom's cognitive domain. According to Bloom, there are six levels of cognitive thinking - remembering, understanding, applying, analyzing, evaluating and creating. These levels of thinking are divided

into two categories: 1) lower-order thinking (LOT), which includes remembering, understanding, and applying, and 2) higher-order thinking (HOT), which includes applying, analyzing, evaluating, and creating. Notably, applying appears in both categories because at this stage, learners begin the transition to higher levels of cognitive thinking. Bloom explained that thinking occurs within a hierarchy and continuum of cognitive processes. In contrast, the seven comprehensive characteristics of critical thinking proposed by Bernstein and Isaac (2018) do not need to occur in a hierarchical order.

The four characteristics of critical thinking skills that were demonstrated at lower frequencies in the study fall within Bloom's higher-order thinking skills (HOT), which require greater cognitive engagement in the learning process. We will compare the four characteristics of Bernstein and Isaac (2018) with Bloom's HOT as follows. Bernstein and Isaac's "synthesizing ideas" and "offering solutions to problems" relate to Bloom's "creating" level as the students construct some novel ideas or solutions by themselves. Bernstein and Isaac's "providing logical arguments" shared some common definitions as in Bloom's "evaluating" level in which the students make some sound judgments. Bernstein and Isaac's "supplying evidence and supportive information" aligns with Bloom's "analyzing" level where students draw connections and organize ideas.

The keywords of reflective action in the TIP Model – Tell, Investigate, and Prepare – as well as the guided reflective statements allowed learners to reflect on their learning experiences freely. The TIP model purposely did not provide specific questions to direct learners in creating justifications for their arguments, in accordance with the reflective writing principles established in earlier studies. When writing a reflection, a learner should be able to reflect on their educational experiences, support their argument, and prepare themselves for future learning without leading questions (Nithitantiwat, 2014; Johns 2009; Lobo et al., 2013). Based on the principles of reflective writing, inexperienced learners may be able to reflect only on their direct learning experiences but may struggle to articulate the more complex thinking classified under Bloom's higher-order thinking (HOT).

Several studies (Gokhale, 1995; Muzfirah et al., 2023; Yue-Yi, 2016) suggest that the drill-and-practice model can improve students' higher-order thinking skills. The drill-and-practice model, traditionally associated with establishing foundational skills through repetition, can also contribute to the development of higher-order thinking (HOT) skills when applied thoughtfully. By reinforcing basic concepts and procedures, this model builds the cognitive foundation needed for more complex thinking. As learners repeatedly practice and internalize foundational knowledge, they become more capable of applying, analyzing, evaluating, and creating—key components of HOT. Similarly, Visande (2014) discovered that repetitive reflection as a formative assessment facilitates the development of constructive habits and leads to the enhancement of critical thinking skills. When combined with reflective practices like the TIP model, the drill-and-practice approach helps students move from basic recall to deeper, more critical engagement with content, enabling them to think more flexibly and critically across different contexts. Therefore, we propose integrating these methods with the TIP model in future applications, using a repetitive approach to help learners familiarize themselves with the three steps (Tell-Investigate-Plan) and the guided reflective statements. This approach may enable them to think more critically and write more reflectively, especially in the "Investigating" and "Plan" phases.

Conclusion

From the research results, it can be concluded that the new reflective writing model (TIP Model) can be utilized as a tool for enhancing critical thinking skills without costing any extra expenses to the curriculum or students. Additionally, the TIP reflective writing model could be integrated into the evaluation of literature courses without overburdening teachers and students. This integration

would promote repeated usage of the model, potentially helping learners become more familiar with the process and supporting the development of critical thinking skills even though further research is needed to confirm this effect.

Furthermore, it is noteworthy that the participants were required to write the reflections in English which was not their native language. This might be one of the factors that prevented the learners from fully conveying their learning experiences. Interestingly, the participants who exhibited all seven comprehensive critical thinking characteristics shared a common written structure for their reflections. They started their reflective writing with a clear topic sentence which was followed by major and minor supporting details. This issue about the relationship between critical thinking skills and writing skills could be a potential study in the future to enhance learners' critical thinking abilities.

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Appendix

Sample Statements from Learners' TIP Reflections

Critical Thinking Characteristics	Definition	Sample Statements from Students' TIP
Describing	<ul style="list-style-type: none"> - Explanation of what a student learned - Restatement of the content 	<ul style="list-style-type: none"> - "Much Ado About Nothing is a Comedic play by Shakespeare." - "The play was written during the Renaissance period."
Referring to learned materials	<ul style="list-style-type: none"> - References to readings, learned materials, classroom learning experiences 	<ul style="list-style-type: none"> - "As illustrated in the play, when Claudio was in love with Hero at first sight, the two parties, which are Don Pedro and Leonato, negotiated together for Claudio and Hero's relationship." - In "Much Ado About Nothing" Claudio believes the lies of Don John and he canceled the wedding with Hero, everyone believed those words, even the father of Hero (Shakespeare, 1933) that reflect the social values and historical influences in that time values masculinity.

Critical Thinking Characteristics	Definition	Sample Statements from Students' TIP
Identifying problems	<ul style="list-style-type: none"> - Problems in learning, reading, understanding texts/ lessons - Problems or conflicts in texts 	<ul style="list-style-type: none"> - "It's not just about the insufficient time, but also the situation of the corona virus that makes it difficult for me and my friends to practice" - "In "A Doll's House" I have a feeling that I don't like the ending of this story too."
Clarifying questions	<ul style="list-style-type: none"> - Explanation, recognition and clarification of problems 	<ul style="list-style-type: none"> - "What both works have in common is that accidents develop through lies and misunderstandings. - "It also reflects on the masculine; husband should be a worker to earn money."
Synthesizing ideas	<ul style="list-style-type: none"> - Collection of information (gathering and comparing) from different sources, leading to one own's version of information, argument 	<ul style="list-style-type: none"> - "Plus, I have brought some knowledge about reading as evaluation devices of writing, how the tone and emotion of each role and chapter could be, and noticed the plot or theme to make the character more powerful which caused me to understand about the drama." - "My impression about the good points of both plays is that they both show love in many forms."
Providing logical arguments	<ul style="list-style-type: none"> - Reasons, causes and effects 	<ul style="list-style-type: none"> - "It shows that in the Elizabethan era it was important that a woman maintained her virginity until she got married, because a woman who has lost her virginity before marriage would be seen as an inglorious woman." - "For me, I like this ending because I don't want Nora to live with a selfish man like Helmer anymore."
Offering future learning plans	<ul style="list-style-type: none"> - Presentation of solutions, plan, organization for self-improvement 	<ul style="list-style-type: none"> - "Therefore, I think if I had to re-study the two plays, I would change the way of learning that I did in which I will also learn from the video clips of the plays instead of learning them just reading the contents of the plays in the course reader to assist me to understand the content of the plays faster and easier." - "If there is a chance to go back and read both of these works, it is important to understand that the writers have an understanding of the context of the society of that period to write impressively and see the change in people in today's society, and the difference is like looking back at the people of the past."
Supplying evidence and	<ul style="list-style-type: none"> - Evidence to support logical arguments 	<ul style="list-style-type: none"> - "The pronoun that the protagonists use to call each other "thee", "thou", and "thy" there are

Critical Thinking Characteristics	Definition	Sample Statements from Students' TIP
supportive information		<p>specific pronouns in early modern English that people are not familiar with nowadays, so it is difficult to understand.”</p> <ul style="list-style-type: none">- “From this excerpt “Hence from her, let her die” (IV.i.153) when Leonato rashly believes Claudio’s shaming of Hero at the wedding ceremony, he tries to obliterate her entirely which shows that even her father does not accept her honor.”