

Student Level of Critical Thinking Skills in Filipino

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Abstract: To explore about learning outcomes and related to academic performance, the study on students' level of critical thinking skills in Filipino was conducted. Objectively, it sought to identify students' level of critical thinking skills considering the seven components; analyzing, applying standards, discriminating, information-seeking, predicting, logical reasoning and transforming knowledge. Respondents of the study were first year students of the second semester of SY 2013-2014 enrolled in Filipino 33. Descriptive research design was used and proportionate simple random sampling method was employed. It was anchored on the theory of constructivism and other concepts that strengthen it.

Overall finding of the study revealed fair students' level of critical thinking skills. Considering the seven components; analyzing, applying standards, discriminating and predicting were fair while information-seeking and transforming knowledge were good but logical reasoning was poor.

Furthermore, the findings of this study substantiate the call to revisit the department's instruction and instructional materials such as the existing syllabi, course outline, scope and sequence, table of specification, textbooks and other reading materials, assessment tools and assessment practices used to address this concern. Innovations in teaching strategies and methodologies related to this are called for. Learning outcomes and learning competencies should be geared toward improving students' level of critical thinking skill. Hence, constant use of higher order thinking skill questions and classroom activities that enhance students' critical thinking of students inside the classroom are highly recommended.

Keywords: Filipino 33, constructivism, fair, critical thinking skills, analyzing, applying standards, discriminating, information-seeking, predicting, logical reasoning and transforming knowledge.

I. INTRODUCTION

One of the goals of every educational institution is to produce critical and creative thinker graduates who are expected to give impact in the needs of society. Research has shown the importance of critical thinking in changing students' misconceptions in learning environment (Kowalski & Taylor, 2004). Law & Kaufhold (2009) found that students who engage in regular activities that promote the development of critical thinking skills perform higher on tasks of higher order thinking.

The Filipino Department as a service department in the College of Arts and Sciences of Xavier University aims to produce students who can fluently use Filipino and are critical thinkers. As observed and revealed in the assessments conducted in classes, students in Filipino are weak in tasks and learning activities that involves critical thinking.

This paper is anchored on the theory of constructivism by Bruner (1966) that states, students gain knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation on the other hand, is to reframe the world and new experiences into the mental capacity that is already present. Individuals conceive a particular fashion in which the word operates. When things do not operate with that context, they must accommodate and reframe the expectations with the outcomes.

Moreover, Richardson, Morgan & Fleener (2012) stressed that when students can make sense of their learning by developing their knowledge base on constructing their own purposes for reading a selection and developing tasks on their own that demonstrate their learning, they are constructing meaning. The constructivist learning theory emphasizes the important role of the learner in literacy tasks allowing readers to feel comfortable with learning because they are so fully integrated in putting it all together. In this theory, students are asked through active consideration and assimilation to internalize material and reshape or transform information into thought that make sense in their world (Brooks & Brooks, 1993). Furthermore, it emphasizes a student's ability to solve practical, and real-life problems.

In a constructivist classroom, students must be encouraged to utilize higher order thinking skills in order to find meaning in classroom experiences. Teachers do not only limit to "one correct answer" to every question. Students' ability to ask provoking questions is highly encouraged, on any particular situations should accept a variety of possible interpretations because constructivism requires more than factual recall to questions and factual-recall type of tests as the central evidence that learning occurs in classroom setting. The main job for teachers is asking good and challenging questions.

There are seven cognitive components of critical thinking skills based on Rubenfeld & Scheffer (2010): analyzing, applying standards, discriminating, information seeking, logical reasoning, predicting and transforming knowledge. These components were described carefully by the proponents. According to them, **analyzing** refers to separating or breaking a whole into parts to discover their nature, functions and relationships. **Applying standards** refers to judging according to established rules or criteria while **discriminating** is recognizing similarities and differences among things or situations and distinguishing carefully as to category or rank. **Information seeking** on the other hand is searching for evidence, facts or knowledge by identifying relevant sources and gathering objective, historical, and current data from those sources. **Logical reasoning** refers to *drawing inferences or conclusions* that are supported in or justified by evidence (Rubenfeld & Scheffer, 2010). Predicting is envisioning a plan and its consequences and **transforming knowledge** is changing or converting the condition, nature, form, or function of concepts among contexts.

Relative to this is the concept of Paul and Elder (2001) which states that critical thinking is that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. There are three components in the framework: intellectual standards, intellectual traits and elements of reasoning. The intellectual standards should be applied to the elements of reasoning; the intellectual traits are associated with a cultivated critical thinker as results from the consistent and disciplined application of the intellectual standards to the elements of thought.

Generally, this paper aims to measure the students' level of critical thinking skills in Filipino through a researcher-made questionnaire. Result of this study will be utilized as a tool to revisit the departments programs and plans that relates to faculty and instruction. It only sought to answer the question on, what is the students' level of critical thinking skills in terms of the following components: analyzing, applying standards, discriminating, information seeking, predicting, logical reasoning and transforming knowledge?

The study will be beneficial to the following group of individuals:

Teachers in Filipino 33. This gives them information on the extent impact of their teaching performance based on the students' result in their critical thinking skills. The data will be useful in their teaching innovations such as exploring reading activities and the like as reflected in the course syllabus.

Students in Filipino 33. As immediate recipients of the teaching-learning process, results will be utilized in the conduct of teaching of all teachers in Filipino. They will benefit whatever action plans that the department will impose based as concrete action to be implemented upon the completion of this study.

Administrators. The result of the study will give them insights in the creation of institutional training so that teachers can improve strategies and assessment practices that would lead students to enhance their critical thinking skills. This will serve as feedback for accurate judgments for which the department will need to implement to ensure quality teaching and learning.

Curriculum planners/policy makers/subject coordinators. The outcomes of this study can provide significant information geared towards curriculum preparation, acquisition of materials including syllabi, book selection, modules and other reading materials. In addition, results will be considered as basis for creating meaningful and reliable assessment and test instruments that would help determine students' level of critical thinking skills.

Future researchers. The findings of the study can be used as basis to come up with similar or different studies using other variables related to students' critical thinking skills.

II. RESEARCH DESIGN AND METHODS

This section discusses the research design, sampling procedure and respondents of the study, data gathering procedures, validity and reliability of instruments, scoring procedures and statistical treatment of data.

The Research Design

The study used the descriptive method of research which according to Best and Khan (2006), descriptive research was considered to be the most suitable design in studying the styles, habits and skills that occur and exist. It is more concerned with the relationships and practices that prevail, beliefs or points of view that take place, processes that are going on, effects that are being felt or trends that are developing. Every process goes beyond the mere gathering and tabulating data. It involves presentation, interpretation, analysis on the meaning or significance of what is described.

Nine full-time teachers in the Filipino department who handled Filipino 33 classes during the semester this study was conducted. Nine classes were selected through proportionate simple random sampling where the respondents were asked to sign the first part stating their voluntary participation in the study and were assured of the confidentiality of their personal data. The values given were: $N = 1,000$; $\alpha = 0.05$; $Z = 1.96$; $HV = 35$; $LV = 0$; and $E = 0.99$. The sample size of 320 was obtained but discarded one respondent because the questionnaires were not properly answered.

A researcher-made instrument was used to measure students' level of critical thinking skills where five questions were allocated for each of the components of critical thinking skills: analyzing, applying standards, discriminating, information seeking, logical reasoning, predicting and transforming knowledge. Reading selections were also considered and was plotted in the table of specifications. Prior to data gathering, the researcher consulted the Filipino department faculty members for comments and suggestions and was submitted to the chairperson for approval. It was also tested through a test of reliability using the Cronbach Coefficient Alpha formula and it showed reliable with the numerical value of 0.65.

The following procedures were followed after permission to gather data was granted by the Department Chairperson. All instruments were personally administered by the researcher during the school year. Before the actual data gathering, pre-administration procedures were observed such as: setting schedules with the respondents, giving pre-discussion for instruction and clarification about the instrument.

The following scoring procedures were used in the study. One point is awarded for each correct answer. Five points were awarded per category of critical thinking skills which totals to 35 points. Over all, students' level of critical thinking skills in Filipino 33 was described using simple statistics such as percentages, frequency counts; mean and standard deviation.

The following terms in the study are defined conceptually and operationally:

Critical Thinking Skills: It is a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion. It involves students' abilities and capabilities to evaluate objectives and content of the excerpts of the selection used as springboard. In the study this includes seven components namely: analyzing, applying standards, discriminating, information seeking, logical reasoning, predicting and transforming knowledge.

Analyzing: In the study, this term refers to separating or breaking a whole into different aspects such as sorting out or studying the following as depicted within the selection: main idea or the theme, objective, tone, prevailing emotion and point of view.

Applying Standards: In the study, this refers to judging according to established rules or criteria. Measures of this are geared towards identifying and judging the concepts or ideas looking its validity, fact or opinion.

Discriminating: In the study this refers to recognizing differences and similarities among things or situations such as noting main idea and supporting details. It also involves distinguishing chronological orders, sequencing and procedure.

Information-seeking: In the study, this refers to identifying the validity of ideas or concepts through evidence, facts or knowledge, identifying relevant sources and gathering objective, subjective, historical, and current data that are shown through visual presentation such as map, chart, graph and table.

Logical Reasoning: In the study this refers to drawing inferences or conclusions by deducing information or the rationale for the conclusion. Making of hypothesis is one major activity on this.

Predicting: In the study, this refers to envisioning of a plan and the consequences as reflected in the selection. Activities include determining solutions or possibilities from an existing problem. Identifying cause of the effect or consequence is also included herein.

Transforming knowledge: In the study, this refers to changing or converting of the condition, nature, form, or function of concepts among contexts of the selections used in the study. Formulating generalization and summarizing are activities that are included.

III. RESULTS

This section presents the result of the study as presented in tables according to how they are arranged in the statement of the problem. What is the students' level of critical thinking skills considering the following: analyzing, applying standards, discriminating, information-seeking, logical reasoning, predicting, transforming knowledge. Thus, findings are presented from tables 1-8.

Table 1 shows students' level of critical thinking skills in analyzing with 40% described as fair. Poor to very poor description is noted by 28.21%. Some 31% of them are between good to excellent. Overall mean score of 2.02 is described as fair. The numerical value denotes that students demonstrated average skill in analyzing. Standard deviation of 0.21 on the other hand explains closely related means scores.

Table 1 Percentage Distribution of the Students' level of critical Thinking Skills Considering Analyzing (n=319).

Range	Description	Frequency	Percentage
5.00	Excellent	3	0.94
4.00-4.99	Very Good	16	5.02
3.00-3.99	Good	82	25.71
2.00-2.99	Fair	128	40.13
1.00-1.99	Poor	69	21.63
0-0.99	Very Poor	21	6.58
Total		319	100.00

Mean: 2.04

Description: Fair

Standard Deviation: 0.21

Indicators

Percentage of Correct responses

1. Ano ang layunin ng teksto?	43.33
2. Ano ang tono ng talata?	29.00
3. Anong pananaw ang ginamit sa kuwento?	46.00
4. Alin sa mga sumusunod ang pinakaangkop na tema ng kuwento?	67.00
5. Paano ipinalilitaw ang pangunahing kaisipan ng akda?	18.00

Table 2 shows students' level of critical thinking skills in applying standards. Finding reveals that 40.13% of the respondents have fair ratings followed by both 31.66% good and poor ratings respectively while those with very poor rating obtained are 30.41%. Students between very good and excellent rating discloses 19.75%. Over all mean score of 2.53 shows fair skills in applying standards revealing an average skill and its standard deviation of 0.24 describes closely related mean scores.

Table 2 Percentage Distribution of the Students' Level of Critical Thinking Skills Considering Applying Standards (n=319).

Range	Description	Frequency	Percentage
5.00	Excellent	8	2.51
4.00-4.99	Very Good	55	17.24
3.00-3.99	Good	101	31.66

Table 4 Percentage Distribution of the Students' level of critical Thinking Skills Considering Information-Seeking (n=319).

Range	Description	Frequency	Percentage
5.00	Excellent	69	21.60
4.00-4.99	Very Good	107	33.50
3.00-3.99	Good	78	24.50
2.00-2.99	Fair	50	15.70
1.00-1.99	Poor	11	3.40
0-0.99	Very Poor	4	1.30
Total		319	100.00

Mean: 3.5 Description: Good Standard Deviation: 0.22

Indicators	Percentage of Correct Responses
1. Aling pahayag sa kuwento ang nagpapatunay na mahirap sa buhay ang mag-asawa?	49.20
2. Ano ang sanhi ng pagkamatay ng sanggol sa semento?	80.60
3. Sino-sino ang sumalubong sa manganganak sa lobi ng ospital?	77.40
4. Anong talata ng kuwento ang hudyat ng pagtuklas na isang mahirap lamang ang manganganak?	53.90
5. Sino ang nagsabing maaaring magamit ang natirang PDAF para sa mga biktima ng mga kalamidad.	90.00

Table 5 illustrates students' level of critical thinking skills in logical reasoning where about forty percent (39.18%) are with rating of fair followed by with poor ratings covering 26.96%. Good ratings are obtained by 21.63% whereas, more than 8% got very poor rating and almost 4 % have ratings between very good and excellent. Overall mean score on this skill is 1.87 and described as poor. It further shows low level of skills in terms of logical reasoning. Its standard deviation of 0.18 however shows closely related means scores.

Table 5 Percentage Distribution of the Students' level of critical Thinking Skills Considering Logical Reasoning (n=319).

Range	Description	Frequency	Percentage
5.00	Excellent	1	0.31
4.00-4.99	Very Good	11	3.45
3.00-3.99	Good	69	21.63
2.00-2.99	Fair	125	39.18
1.00-1.99	Poor	86	26.96
0-0.99	Very Poor	27	8.46
Total		319	100.00

Mean: 1.87 Description: Poor sd: 0.18

Indicators	Percentage of Correct Responses
1. Aling kalagayan sa buhay ang ibig ilarawan ng mga pangungusap na nasa loob ng ikatlong talata?	73.68
2. Anong positibong katangiang Filipino ang ipinakita sa pangyayaring nasa ikaapat na talata?	15.05
3. Alin sa mga sumusunod ang pinakamalapit na lagom ng kuwento?	28.20
4. Alin sa mga sumusunod ang hinuha ng awtor batay sa binasang teksto?	13.00
5. Alin sa mga sumusunod na pahayag ang maituturing na isang lagom?	58.00

Students' level of critical thinking skills in predicting is shown in table 6 where fair rating is obtained by 32.60% while 26.33% are with good ratings. Some 20.38% are with ratings ranging from very good to excellent and 20.69% are with ratings from poor to very poor. Overall mean score for this skill is described as fair (2.44) that explains average skill in predicting with its standard deviation of 0.14 showing closely related mean scores.

Table 6 Percentage Distribution of the Students' level of critical Thinking Skills Considering Predicting (n=319).

Range	Description	Frequency	Percentage
5.00	Excellent	11	3.45
4.00-4.99	Very Good	54	16.93
3.00-3.99	Good	84	26.33
2.00-2.99	Fair	104	32.60
1.00-1.99	Poor	47	14.73
0-0.99	Very Poor	19	5.96
Total		319	100.00

Mean: 2.44

Description: Fair

sd: 0.14

Indicators

Percentage of
Correct Responses

- | | |
|--|-------|
| 1. Alin ang maituturing na pinakamalapit na bunga alinsunod sa pahayag ni Senator Drilon. | 63.60 |
| 2. Ano ang maituturing dulot ng agarang pagtuklas sa katiwalian ng mga nabanggit na mambabatas? | 43.00 |
| 3. Anong hulwaran sa pag-organisa ng teksto ang ginamit sa pangungusap na "Inaasahan natin na patuloy na mabubuksan ang lahat ng daanan upang maging tuloy-tuloy na ang pagdaloy ng tulong sa mga biktima ng bagyo". | 24.80 |
| 4. Ano ang maging epekto ng pagdating ng mga tulong sa mga biktima ng Yolanda? | 34.00 |
| 5. Aling kadahilanan ang pinakamalapit alinsunod sa mabagal na paglilinis ng mga kalsada. | 79.00 |

Table 7 illustrates students' level of critical thinking skills in transforming knowledge. Respondents with very good ratings are around 35.74% followed by 26.33% with good ratings. Excellent ratings are obtained by 22.88% and those between fair to very poor ratings at 15.05%. Overall mean score of 3.63 for this component shows good description with standard deviation of 0.28 illustrating closely related mean scores. The data manifest moderate skill in transforming knowledge.

Table 7 Percentage Distribution of the Students' Level of Critical Thinking Skills Considering Transforming Knowledge (n=319)

Range	Description	Frequency	Percentage
5.00	Excellent	73	22.88
4.00-4.99	Very Good	114	35.74
3.00-3.99	Good	84	26.33
2.00-2.99	Fair	38	11.91
1.00-1.99	Poor	8	2.51
0-0.99	Very Poor	2	0.63
Total		319	100.00

Mean: 3.63

Description: Good

sd: 0.28

Indicators

Percentage of
Correct Responses

- | | |
|---|-------|
| 1. Aling gawi ang hindi dapat tularan mula sa balita? | 83.07 |
|---|-------|

2. Bilang mambabasa anong reyalisasyon ang mabubuo sa iyong isipan?	82.40
3. Batay sa mga pahayag ng balita, ano ang pinakamainam gawin upang makatulong?	73.70
4. Saka-sakaling may dumating sa inyong isa sa mga nasalanta ng bagyo, ano ang iyong gagawin?	44.80
5. Alin sa mga sumusunod ang nararapat gawin ng bawat tao bilang tugon sa pangangailangan ng mga nasalanta ng bagyong Yolanda?	78.70

Overall students' level of critical thinking skills is shown in table 8. Of the total respondents, 47.65% obtained fair rating followed by 28.53% good rating. Poor ratings are obtained by 20.06% while 1.88% of them with very good and very poor ratings. An overall fair description is manifested by its mean score of 2.61 illustrating that their ability to think critically is averagely developed. With a standard deviation of 0.23 it shows closely related mean scores.

Considering the seven components tested, it shows that two components where students obtained good rating (information-seeking 3.50 and transforming knowledge 3.63). Meanwhile, four components where students have fair levels (applying standards 2.53, predicting 2.44, discriminating 2.30 and analyzing 2.04). Poor rating skill generated by the students is on information-seeking with a mean score of 1.84.

Table 8 Percentage Distribution of the Students' Over-all Level of Critical Thinking Skills (n=319).

Range	Description	Frequency	Percentage
5.00	Excellent	0	0.00
4.00-4.99	Very Good	6	1.88
3.00-3.99	Good	91	28.53
2.00-2.99	Fair	152	47.65
1.00-1.99	Poor	64	20.06
0-0.99	Very Poor	6	1.88
Total		319	100.00

Mean: 2.61

Description: Fair

sd: 0.23

Indicators	Mean	Standard Deviation	Description
Analyzing	2.04	0.21	Fair
Applying standards	2.53	0.24	Fair
Discriminating	2.30	0.17	Fair
Information seeking	3.5	0.22	Good
Logical Reasoning	1.84	0.18	Poor
Predicting	2.44	0.14	Fair
Transforming Knowledge	3.63	0.28	Good

IV. DISCUSSION

This part discusses the data obtained based on the purpose or objectives of the study. The findings of the study are shown and discussed in tables 1-8 illustrating important details to consider in the students' level of critical thinking skills considering the seven components. Analyzing is fair (mean=2.04) which further explains that students have average skill in separating or breaking a whole into different aspects such as sorting out or studying the following as depicted within the selections: main idea of the theme, objective, tone, prevailing emotion and point of view. Considering the five indicators for this component, it shows that majority or almost all respondents are unable to identify the correct answer especially those that requires to identify the objective of a reading material thus, students could not point out the objective since this was not explicitly mentioned in the text. In like manner, this result could be inferred that topic was not given enough emphasis by the teacher in the conduct of their classes. It shows that students difficulty in understanding the question since this was not explicitly stated in the selection. Noting the tone of the author needs critical thinking. Hence, asking them the same question gives them hard time to answer correctly. This also implies that majority of the students had low level in determining the point of view used by the author.

Their inability to answer this type of question could be related to their minimal exposures on this type of test which the usual practice is during examinations and quizzes, questions formulated deal only with simple recall and memorization.

Furthermore, some literatures support this finding. For Shively (2001) research describing the current practice of critical thinking provides results that are clear but often unfavorable. The goal of having students think critically remains elusive and unrealized. Also, Scott Mackeen Palmer (2007) cited Coon (1997) saying the importance of faculty members possessing critical thinking skills: Instructor is one variable that would seem to be directly linked to the critical thinking skills phenomenon.

Applying standards with fair rating (mean=2.53) which refers to judging according to established rules or criteria. Determinants of this skill are when students are able to identify or judge the concepts or ideas according to its validity or whether the idea can be considered as fact or opinion. It is the students' ability to apply standards for ideas using validity, fact and opinion. Their fair rating manifests averagely developed skill in judging established rules or criteria. This can be due to the usual practice in the classroom where reading tests are only considered in the prelim term of the semester.

Discriminating is also described as fair (mean=2.30). This refers to students' ability to recognize differences and similarities among things or situations such as the main idea against supporting details and to distinguish carefully as to category or rank or according to social status that can be detected through chronological order, sequencing and procedure. This result suggests that students need intervention activities relating to this skill. More practice and or drill should be instituted for them to fully develop the said skill.

In Information seeking students obtained overall mean score as good which means that they have shown moderate skill in identifying the validity of ideas or concepts by searching for evidence, facts or knowledge; by identifying relevant sources and gathering objective, subjective, historical, and current data that are identified in the visual presentation such as map, chart, graph and table. Their good rating denotes that to some extent they have developed the skill to identify valid ideas associated with evidences or facts. Their understanding on the concepts shown in visual or graphical presentation is already in its development.

Logical reasoning is described as poor showing students' very minimal skill in drawing inferences or conclusions or deducing information or the rationale to arrive at the conclusion. This result means that students experienced difficulty in meeting required knowledge and skills and core understanding to generate inferences and or conclusions. It further shows that students have developed this skill minimally which need utmost attention to help them carry through what is desired output expected of them.

This difficulty is supported by the words of Palmer (2007) as cited by Salman (2013), stating that, logical reasoning is a process of evaluating, comparing and judging existing data against expected data. The cognitive skills of analysis, discrimination, and applying standards are intimately involved with logical reasoning in making diagnosis.

Fair rating in Predicting is also obtained by the students that shows they have fair skill in envisioning a plan and its consequences as reflected in the selections as to determine solutions or possibilities from an existing problem or identifying the cause of the effect or consequence. The result gives an impression that their predicting skill is not yet developed. This could be associated to their very minimal exposures in the same kind of tests or exercises.

Transforming knowledge is a skill where students obtained good rating thus, it shows that they have moderate skill in changing or converting the condition, nature, form, or function of concepts among contexts of the selections used in the study by formulating generalization or summary. Their exposures in the university offerings like NSTP, FFP and other formation subjects could be part of this result. Their ability to transform knowledge could be influenced by their direct or indirect experiences as a student and as a Filipino citizen.

Students' overall critical thinking skill has shown fair development. This could be summarized as a challenge that administrator and faculty members of the Filipino department. Students' inability to answer tests on critical thinking skills correctly denotes minimal exposures and practices of such test. It simply means that in the subject where reading and writing are developed did not severely show their skills. Thus, an impression that students lack the ability to master the seven components of critical thinking calls for revisiting the departments' faculty and instruction components.

Literature proving how difficult critical thinking skills is that of Rainbolt & Dyer (2012) which they say critical thinking is a skill of correctly evaluating arguments made by others and composing good arguments of your own. It is a skill of

making decisions based on good reasons. Learning to think critically is one of the valuable skills a person/student can acquire because it's reflective, analytical, and evaluative aspects can be brought to bear on any problem or issue.

Inch & Warnick (2011, 2006, 2002, 1998, 1989), also strengthen it by saying critical thinking skills require the ability to analyze, and evaluate conclusions based on a complete and coherent understanding of relevant issues.

Kurfiss cited Inch and Warnick (2011) who stated that critical thinking is an investigation, whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that therefore can be convincingly justified.

Many theorists have explored critical thinking and the role it plays in education, in understanding the world, and in oneself. It helps one think systematically and rigorously about issues and problems that arise (Inch & Warnick, 2011).

Therefore, all educators agree that critical thinking skill is an essential attribute of an educated person (Salman, 2003). Critical thinking has led people to create ideas and inventions that make life today dramatically better than it was in the past (Rainbolt & Dyer, 2012).

V. CONCLUSION

Fair description of students' critical thinking skill considering the seven components strongly manifests students' lack of skills required to be critical thinkers. This further illustrates minimal exposures in the light of answering questions of analyzing, applying standards, discriminating, information-seeking, logical reasoning, predicting, transforming knowledge. In like manner, students' inability to answer critical thinking skills test could be due to practices, learning styles and attitudes. Minimal level of critical thinking skill would mean minimal exposure to exercises, drills and examinations related to this. In general, the theory of constructivism where this study is anchored upon reflects that it is true that when students are not directly exposed to task that should be measured; their tendency is not to show the desired outcome that is expected of them. Hence, more similar activities should be instituted to address this concern.

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