



IMPROVING STUDENTS' CRITICAL THINKING PERFORMANCE USING “VIRTUAL ORAL INSTRUCTION WITH CAPSULIZED ETIVITY” (VOICE)

Atis, Honey Beth D.
Completed 2020



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

Improving Students' Critical Thinking Performance Using "Virtual Oral Instruction with Capsulized Etivity" (VOICE)

Atis, Honey Beth D.

email: honeybeth.atis@deped.gov.ph

Pagadian City National Comprehensive High School, Pagadian City
Department of Education, Division of Pagadian City
09101647302

Abstract

This study explored the effectiveness of Virtual Oral Instruction with Capsulized Etivity (VOICE) in improving students' critical thinking compared to the modular approach. This study was conducted at Pagadian City National Comprehensive High School during School Year 2020-2021, with 26 Senior High School students as respondents. The study used a time-series single-group experimental research design to generate the necessary data. The main instruments used were the pretest and post-test results in two trial runs. Tests were validated by experts in the field consisting of selected Master Teachers of Pagadian City Division. The obtained test results were analyzed statistically using descriptive statistics and ANCOVA to know whether VOICE intervention yields favorable results to the critical performance of the students. Data revealed that using the VOICE strategy greatly enhanced students' critical thinking performance compared to using the Modular approach. Moreover, the study confirmed a significant difference in students' critical thinking performance when taught using VOICE Strategy (experimental variable) during the first trial run compared to the Modular approach (control variable) during the second trial run. Thus, the use of VOICE intervention is proven effective in improving the level of critical thinking performance of students. Hence, it is highly advised that teachers should continue to offer technical assistance to students online or any form of communication that may suit the needs of the learners.

Keywords: Modular Approach; Time-Series Design; Virtual Oral Instruction with Capsulized Etivity

Acknowledgment

The researcher wishes to express her heartfelt gratitude to the following persons for their valuable assistance in making this action research possible.

To Danny B. Cordova, EdD, CESO VI, Division Superintendent of Pagadian City, for the opportunity to be part of this research endeavor and for making it possible to be one of the recipients of the Basic Education Research Fund (BERF).

To Ma. Colleen L. Emoricha, EdD, CESE, Assistant Schools Division Superintendent of Pagadian City and Schools Division Research Committee Chairman, for the unwavering support to all researchers conducting the study.

To Joseph O. Fulloso, Senior Education Program Specialist in Planning and Research, for the guidance.

To Mrs. Lilia L. Larubis, Pagadian City National Comprehensive High School's former principal, for encouraging the researcher to pursue this study despite the many commitments needed to be made.

To Dr. Evelyn Maalam-Valdez, Pagadian City National Comprehensive High School, school principal, for the trust and confidence given, which motivated the researcher to finish the study.

To Mr. Carlo G. Cuba, research adviser, for the precious time offered in giving technical assistance throughout the study.

To the research panelists, namely: Elmar L. Ancog, Lee G. Baraquia, Lourman B. Galiza, Mohamad Ali E. Ramber, Matthew T. Sabales, and Carlo G. Cuba, for the constructive comments and suggestions in enhancing the research.

To all the Master Teachers and Head Teacher who serve as validators: Mrs. Regie O. Jabillo, Mrs. Geraldine R. Catipay, Mrs. Gina G. Montealto, Mrs. Luz Concepcion S. Español, and Mrs. Beverly A. Calo for sharing their ideas and inputs in validating the research instruments.

To the respondents, Grade 11 and Grade 12 students, for inspiring me to think of a solution addressing the need to improve the critical thinking performance of senior high school students amidst the pandemic.

To the researcher's dearest family, for the financial and moral support.

Above all, to Almighty God, the source of life and wisdom.

Context and Rationale

Reading plays a significant role in the lives of learners. It is an essential skill to understand texts they face daily in the classroom. However, reading with understanding coupled with critical thinking is one of the problems most students are experiencing today.

In his book *An English Major's Ultimate Guide LET Reviewer*, Padilla explained that reading involves interaction between the reader, the text, schema, and the situation. To read is to understand something written; to speak aloud (from a book); to interpret; to obtain information (Webster's New English Dictionary 2011).

Critical reading is a kind of reading whereby the reader analyzes and interprets a reading material to know if it presents logical ideas and a connection of ideas (Raymundo 2016).

The Second Quarter Mean Percentage Score in English for Academic and Professional Purposes of Grade 11-Aquino revealed that out of 26 students, 7 or 27 percent have "fairly satisfactory" performance; 8 or 31 percent obtained "satisfactory"; 6 or 23 percent obtained "very satisfactory" and only 5 or 19 percent got an outstanding performance. The data depicts that most students need help with reading comprehension and critical thinking skills, considering that the subject deals with interpretations of various professional and academic texts. The data motivated the researcher to conduct a study to determine students' level of critical thinking performance in reading texts and to implement an intervention strategy leading to the solution. Hence, the proponent initiated an intervention in improving students' critical thinking performance using Virtual Oral Instruction with Capsulized Etivity (VOICE).

Grabe (2011) in Baraceros (2014) explained that the "higher level reading process" happens when you merge your schemata or experience of the printed words with the author's ideas symbolized by the words in the book. McKown and Barnett (2007) revealed a positive impact on students' comprehension when teacher modeling, student practice of the reading comprehension strategies, and teacher think-aloud process are utilized.

DepEd Order No. 018, s. 2020, accentuating the public health emergency brought about by COVID-19, calls for the Department of Education (DepEd) to be innovative and resourceful in delivering quality, accessible, and relevant education. Hence, the researcher was eager enough to conduct Virtual Oral Instruction with Capsulized Etivity (VOICE) as an intervention to help students improve their critical thinking performance.

Virtual instruction can be defined as using the internet or digital information transmission systems as the primary medium of instruction. It can be synchronous or asynchronous, or a combination of the two. (<https://www.lawinsider.com/dictionary/virtual-instruction>). **E-tivity** is a term coined by the Australian academic Gilly Salmon and is defined as an online activity designed to encourage active engagement by learners in an online environment. It involves some interaction/cooperation from students and teachers online.

The participants of this study were determined using purposive sampling as it is considered appropriate given time constraints and limited resources. The study respondents were the Grade 12 and Grade 11 students of Pagadian City National Comprehensive High School (PCNCHS), Banale, Pagadian City. The researcher chose 26 students with gadgets like smartphones, computers, laptops, and the like to undergo the VOICE intervention program for two months, from November to January 2021.

These 26 respondents were asked to participate in both online and modular approaches to determine the effectiveness of VOICE.

The sole purpose of this action research was to determine the effectiveness of the personalized intervention called Virtual Oral Instruction with Capsulized Etivity (VOICE) towards improving students' critical thinking compared to the modular learning approach.

Innovation, Intervention, and Strategy

Considering the fact that the majority of the students have problems with reading comprehension and critical thinking skills, as revealed in their Second Quarter Mean Percentage Score in English for Academic and Professional Purposes where out of 26 students, only 27 percent have "fairly satisfactory" performance; 31 percent obtained "satisfactory"; 23 percent received "very satisfactory" and 19 percent got an outstanding performance, Virtual Oral Instruction with Capsulized Etivity (VOICE) which was once an idea came into reality.

Virtual Oral Instruction with Capsulized Etivity is an intervention strategy to address the learners' problems in understanding texts using their critical thinking skills. In this program, 26 students from both grade 11 and grade 12 enrolled in the School Year 2020-2021 with gadgets like smartphones, computers, laptops, and the like will participate in the VOICE intervention program for two months from November to January 2021 where the teacher conducted a regular virtual class using Google Meet. Students can analyze texts targeting two of English's Most Essential Learning Competencies (MELCs) for Academic and Professional Purposes for the Second Quarter of the School Year 2020-2021. Capsulized Etivity (Electronic Activity) aided the virtual class using test.moz, an online test generator at the end, where students answered critical thinking skills questions online based on what they learned.

Djamas and Tinedi (2021, 522), in their study entitled Development of Interactive Multimedia Learning Materials for Improving Critical Thinking Skills, research result showed that interactive multimedia learning materials are valid, practical, and effective. This result indicates that interactive multimedia learning materials can enhance students' critical thinking skills. Likewise, this study manifested a favorable outcome using Virtual Oral Instruction with Capsulized Etivity effectively improves students' critical thinking performance.

In addition, Lunney et al. (2008), in their study, Facilitating Critical Thinking through Online Courses, noted that online learning permits students the opportunity to review and re-review lectures and discussions, thus enabling additional thinking time and that online courses enhance the ability to learn, reflect, and problem solve through the use of critical thinking strategies. Similarly, VOICE allows students to use their necessary thinking skills as they undergo classes online through answering capsulized etivities (electronic activities) after the session. Thus, helping them improve their critical thinking performance.

The researcher finds it crucial to implement this intervention given the situation where most students are suffering from the pandemic, and it is observable that they cannot study and learn well with their modules by themselves. Since face-to-face classes were put on hold while the government was trying to resolve the problem of the widespread of COVID-19 virus, it was indeed of great necessity that students' ability to read and think critically would be facilitated by their teacher through the virtual class. Hence, this study aimed to determine the effectiveness of the personalized intervention

called Virtual Oral Instruction with Capsulized Etivity (VOICE) towards improving students' critical thinking compared to the modular learning approach.

Action Research Questions

The sole purpose of this action research was to determine the effectiveness of the Virtual Oral Instruction with Capsulized Etivity (VOICE) intervention program in improving the critical thinking performance of the Senior High School students of Pagadian City National Comprehensive High School, SY 2020-2021.

Specifically, it sought to answer the following research questions:

1. What is the students' level of critical thinking performance using Virtual Oral Instruction with Capsulized Etivity (VOICE) and modular approach as revealed in the pretest and post-test during the two (2) trial runs?
2. Is there a significant difference in the students' critical thinking performance using VOICE and the modular approach?
3. Based on the study findings, what teaching-learning guide can be developed to enhance the students' critical thinking performance?

Action Research Methods

Research Design

This study employed quantitative research design, specifically the time-series single-group experimental research design. Time-series single-group experimental research design is a type of quasi-experimental research design where a series of periodic measurements were taken from one group of test units. The quantitative method was used in determining the level of critical thinking performance of the SHS students, as revealed in the pretest and post-test results.

Participants and/or other Sources of Data and Information

The participants of this study were determined using purposive sampling as it is considered appropriate given time constraints and limited resources. The study respondents were the Grade 12 and Grade 11 students of Pagadian City National Comprehensive High School (PCNCHS), Banale, Pagadian City.

Specifically, the researcher chose 26 students with gadgets like smartphones, computers, laptops, and the like to undergo the VOICE intervention program for two months, from November to January 2021. These 26 respondents were asked to participate in both online and modular approaches to determine the effectiveness of VOICE and avoid bias in gathering data.

Research Instruments

To determine the level of critical thinking performance of the research participants, pretest and post-test adapted from the Critical Thinking Assessment Practice Quiz and Assessment Day Practice Aptitude Tests were the main instruments used, which were validated by the experts, specifically Master Teachers of Pagadian City Division.

Data Gathering Procedure

Before data gathering, the researcher asked permission from the Schools Division Superintendent and then to the School Principal. After the approval, the researcher

oriented the participants about the nature and purpose of the study. They were oriented on their participation and assured of their anonymity and so with the confidentiality of their answers. Further, the proponent secured parents' letters of consent.

Following the time-series single-group experimental research design, the exploration started with the pretests of the two trial runs. Critical Thinking Tests adapted from Critical Thinking Assessment Practice Quiz and Assessment Day Practice Aptitude Tests were administered to the respondents as pretests and post-tests to determine students' level of critical thinking performance. These research instruments were validated by experts in the field consisting of five Master Teachers of the Pagadian City Division. This type of quasi-experimental research design is characterized by a series of periodic measurements taken from one group of test units: the 26 Senior High School students of PCNCHS, followed by a treatment, then another series of measures (Ortiz, Fundamentals of Methods of Research, n.d.).

The implementation of VOICE intervention program (experimental) and a Modular Approach (control) to the research participants for two months followed. Afterward, post-test materials were administered in two trial runs. And then, the researcher tabulated the data using Microsoft Excel. After data processing, results were generated and discussed by the researcher.

Data Analysis

For the analysis and interpretation, data testing was processed in the computer software known as the Special Package for Social Sciences (SPSS) to ensure the accuracy and reliability of the results.

One-way Analysis of Covariance (ANCOVA) was used to examine the significant difference in the critical thinking test scores between the students who answered questions using VOICE and those who responded to questions using the modular approach. The Mean Percentage Score (MPS) of the pretest and post-test results of the students in all trial runs were also used to determine the level of critical thinking performance of the students in both control and experimental approaches.

The NAT Achievement Level Descriptive Equivalence based on DepEd Memorandum No. 160, s. 2012 was adopted in measuring and interpreting students' mastery levels.

MASTERY/ACHIEVEMENT LEVEL	
MPS	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 -14%	Very Low
0 – 4%	Absolutely No Mastery

Results and Discussion

This part of the action research presents the results obtained from data collection. It also includes the significant difference between variables and reflection.

Students' level of critical thinking performance using VOICE and modular approach. Table 1 shows the results in determining the level of students' critical thinking performance. As depicted in the table, during the first trial run, the experimental approach (VOICE) showed a post-test result of 62%, which can be descriptively interpreted as "Average" with a percentage increase of 22%. On the second trial run, the modular approach showed a post-test result of 45%, which can be descriptively interpreted as "Average," with a percentage increase of 5%. As observed, a percentage increase difference of 17% was posted between the first trial run and the second trial run in favor of the experimental approach (VOICE Strategy). Thus, the results for the experimental method (VOICE Strategy) are better than its counterpart, the Modular approach, as shown in the post-test results and percentage increase differences. Hence, the results in the two trial runs revealed that the students' critical thinking performance level when using the VOICE Strategy showed more effective output on the students' critical thinking performance compared to using a modular approach to learning.

Table 1: Level of Students' Critical Thinking Performance

Trial	Approach	Test	MPS	Descriptive Equivalent
First Trial Run	VOICE Strategy (Experimental Variable)	Pretest	40%	Average
		Post Test	62%	Average
		Percentage Increase	22%	
Second Trial Run	Modular Approach (Control Variable)	Pretest	40%	Average
		Post Test	45%	Average
		Percentage Increase	5%	

**Scale: 96 – 100% = Mastered; 86 – 95% = Closely Approximating Mastery; 66 – 85% = Moving Towards Mastery; 35 – 65% = Average; 15 – 34% = Low; 5-14% = Very Low; 0-4% = Absolutely No Mastery*

This study supports the idea that students' critical thinking performance will be significantly improved with the assistance of the teacher. Similarly, McKown and Barnett (2007) proved that there is a positive impact on teacher modeling, the teacher think-aloud processes, and student practice of the reading comprehension strategies, including predicting, making connections, visualizing, inferring, questioning, and summarizing. Therefore, it is essential to note that teachers and students are indispensable in improving critical thinking performance.

Lunney et al. (2008), in their study entitled, *Facilitating Critical Thinking through Online Courses*, noted that online learning permits students to review and re-review lectures and discussions, thus enabling additional thinking time. These online courses enhance the ability to learn, reflect, and problem-solve through critical thinking strategies. They also added that online teaching methods enable a "stick to it" format that is impossible in in-class teaching based on several factors, such as insufficient time, verbose versus quiet students, intimidation, and environmental issues. In the same manner, the use of Virtual Oral Instruction with Capsulized Etivity greatly enhanced the students' critical thinking skills.

This study also concurs with the idea presented by Dhawan (2020) in his research, *Online Learning: A Panacea in the Time of COVID-19 Crisis*, where he noted that E-learning methods and processes are powerful. Aside from the fact that these

strengths of online learning modes can rescue us from these challenging times, it is also considered student-centered and offers excellent flexibility in terms of time and location. The e-learning methods customize procedures and processes based on the needs of the learners. Various online tools are available, which is vital for an effective and efficient learning environment. Educators may utilize audio-visual materials to reach out to their students during a crisis to maintain a human touch to their lectures. Online learning can create a collaborative and interactive learning environment where learners can give immediate feedback, ask queries, and learn interestingly.

Testing the difference in the students' critical thinking performance using VOICE and modular approaches. As revealed in the post-test results with the pretest results as covariance, which was tested using ANCOVA at 0.05 level of significance, the null hypothesis states that there is no significant difference in the critical thinking performance of the SHS students using VOICE strategy (experimental variable) and Modular approach (control variable) was rejected.

Table 2: Analysis of Covariance to Test Students' Critical Thinking Performance Using VOICE Strategy and Modular Approach; First and Second Trial Run

Source	Type III Sum of Squares	df	Mean Square	F-ratio	p-value
Corrected Model	465.747*	2	232.874	20.117	.000
Intercept	731.933	1	731.933	63.227	.000
Pretest	145.728	1	145.728	12.589	.001
Main Effects	320.019	1	320.019	27.645	.000
Error	567.234	49	11.576		
Total	14313.000	52			
Corrected Total	1032.981	51			

*R squared = .451 (Adjusted R Squared = .428)

Using One-Way Analysis of Covariance (ANCOVA) to analyze, test and interpret the difference in the post-test results while controlling the pretest results as a covariate in the experimental and control variables, the main effects on Table 2 confirms that there was a significant difference in students' critical thinking performance when they were taught using VOICE Strategy (experimental variable) during the first trial run and Modular approach (control variable) during the second trial run ($F\text{-ratio} = 27.645$; $p\text{-value} = 0.000$); hence null hypothesis is rejected. Also, since the p-value is less than 0.05, the pretest's covariate significantly adjusts the association between the post-test results of the experimental and control variables. The adjusted R squared shows that the variations in using the VOICE strategy and Modular approach account for 42.8% of the variation in students' critical thinking performance. This data implies that the independent variable has an effect in terms of the proportion of the variation in the dependent variable. In other words, the percentage of variation explained by the independent variables that affect the dependent variable is 42.8%. Since the p-value is lower than 0.05 level of significance, using the VOICE strategy greatly enhanced students' critical thinking performance compared to using the Modular approach. Given the study's findings, a teaching-learning guide using VOICE is highly recommended to be developed and utilized to improve students' critical thinking performance.

According to the study by Djamas and Tinedi (2021, 522) entitled Development of Interactive Multimedia Learning Materials for Improving Critical Thinking Skills, the research result shows that interactive multimedia learning materials are valid, practical,

and effective. Based on this result, interactive multimedia learning materials can enhance students' critical thinking skills. Likewise, this study proved that using Virtual Oral Instruction with Capsulized Etivity effectively improves students' critical thinking performance.

Al-Mubaid (2014), in his study, *A New Method for Promoting Critical Thinking in Online Education*, explored the use of *Individual components*, which consists of three steps: List, Evaluate, and Restructure and *Team-based component*, which includes three steps: List, Discuss/Evaluate, and Integrate/Restructure. The researcher explained that using the proposed method, several learning tasks, including class team projects and term paper assignments, have been utilized for applying and promoting critical thinking among the students in the past few years. The method guides the learners to use and practice critical thinking to achieve high learning quality and a deep understanding of the concepts in each learning task. Likewise, VOICE aided the learners in their daily learning tasks, which improved their critical thinking performance.

Since the study proved that VOICE is effective in improving students' critical thinking performance, it is highly recommended that teachers should utilize a teaching and learning guide using VOICE as a new teaching approach and that the Department of Education should consider the result of the study as one of the bases for possible programs and policies that would benefit the learners.

Conclusion and Recommendations

The result of the study revealed that using the VOICE strategy greatly enhanced students' critical thinking performance compared to using the Modular approach. This study allowed the researcher to reflect on the teachers' critical roles in the new normal education, especially on ways to help students learn amidst the pandemic. As the DepEd vision states, "We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation;" the researcher believed that to enable learners to realize their full potential and contribute meaningfully to the nation, teachers should continue to provide technical assistance to learners by offering them new ways of teaching-learning situation such as VOICE as this study proved its effectiveness. Hence, teachers must continue to venture ways to improve pedagogies for the benefit of the learners.

Teachers should continue to listen to the voice of the learners and offer solutions to the existing problems in the delivery of the curriculum. They should continue to communicate and look for alternative ways of the teaching-learning process so that genuine and effective learning can still be achieved. Many students are yet to be heard, and many interventions are yet to be implemented. Although modular distance learning can be helpful or beneficial to teachers and learners in avoiding the spread of the COVID-19 virus, it can also be detrimental considering the level of authentic knowledge gained by the students during this pandemic. Looking closely at the students' answers in their respective modules, unique solutions can barely be seen, but primarily uniform responses. Therefore, the assurance of the learning of the students seems impossible.

As a coping mechanism, the researcher found reaching out to the students challenging yet fulfilling. Hence, this action research entitled "Improving Students Critical Performance Using Virtual Oral Instruction with Capsulized Etivity" (VOICE) was initiated where students who can join online classes enjoyed a virtual class with the teacher. As students entered the class, that feeling of satisfaction seeing the faces of learners yearning for learning was such a great joy! They were improving not only

their answers to their modules but their level of confidence as well since they were free to share ideas and open questions with the teacher and their peers in the virtual room.

Based on the result of this study, it was proven that the use of VOICE is more effective in improving students' critical thinking performance compared to modular learning. It also confirmed that there was a significant difference in students' critical thinking performance when they were taught using VOICE Strategy (experimental variable) during the first trial run and the Modular approach (control variable) during the second trial run. Therefore, it is highly advised that teachers should not be contented with the modular approach to learning and should continue to offer technical assistance to students online or any form of communication that may suit the needs of the learners.

Action Plan



Republic of the Philippines
DEPARTMENT OF EDUCATION
 Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
 Pagadian City



Form no. 01-TPF-HRTDS-2017

TRAINING PROPOSAL FORM

TITLE OF THE TRAINING: LAC ON THE USE OF VIRTUAL ORAL INSTRUCTION WITH CAPSULIZED ETIVITY IN IMPROVING CRITICAL THINKING PERFORMANCE OF STUDENTS

TARGET PARTICIPANTS AND NUMBER OF PARTICIPANTS: 6 TEACHERS (ENGLISH)

PROPOSED DATE AND VENUE: FEBRUARY 20, 2021 (Via Google Meet)

FUNDING SOURCE: MOOE

REGISTRATION FEE: NONE

PROPONENT/S: HONEY BETH D. ATIS, *Teacher III*

I. RATIONALE:

DepEd Order No. 018, s. 2020, states that the public health emergency brought about by COVID-19 calls for the Department of Education (DepEd) to be innovative and resourceful in delivering quality, accessible, and relevant education. Hence, teachers must continue to find ways to offer students quality education amidst the pandemic.

Virtual Oral Instruction with Capsulized Etivity (VOICE) as an intervention was proven more effective in helping students improve their critical thinking performance than the modular approach. Therefore, teachers are encouraged to adopt new teaching methods in the new normal education.

II. OBJECTIVES: This LAC aims to allow teachers to:

1. Identify problems encountered in the teaching-learning situation.
2. Provide technical assistance to students using VOICE and other 21st-century pedagogies.

III. TRAINING CONTENT and METHODOLOGIES

Time/Session	Activities/ Topics	Speaker/Facilitator	Output
8:00-8:30	Registration/ Attendance	Ednaly C. Duldulao	Attendance using Google Forms
8:30-9:00		Karen Agnes Z. Rivera	

9:00-10:00	Virtual Short Opening Program	Honey Beth D. Atis	Program
10:00-12:00	Discussion on the result of the action research "Improving Students' Critical Thinking Performance Using Virtual Oral Instruction with Capsulized Etivity"		Reflection on the Intervention, VOICE
	Identify problems encountered in the teaching-learning situation and plans for intervention.	Honey Beth D. Atis	Teaching Learning Guide
	LAC Session by group		
	Wrap-Up and Checking of Outputs	Nelfa A. Blen	
	Closing Program		Program

II. EXPECTED OUTPUTS:

- Online Registration of English Teachers using Google Forms
- Teaching Learning Guide

III. LIST OF TRAINERS (Indicate qualifications)

Name of Trainers/Resource Speakers	Relevant Qualifications	Topic Assigned
HONEY BETH D. ATIS	Teacher III	Discussion on the result of the action research "Improving Students' Critical Thinking Performance Using Virtual Oral Instruction with Capsulized Etivity" Identifying problems encountered in the teaching-learning situation and plans for intervention

References

- Al-Mubaid, Hisham. 2014. "A New Method for Promoting Critical Thinking in Online Education." *International Journal of Advanced Corporate Learning* 7, no. 4: 34. DOI:10.3991/ijac.v7i4.4048.
- Baraceros, Esther L. 2014. *Improving Students' Study Skills and Reading or Thinking Strategies*. Sampaloc, Manila: Rex Book Store Inc.
- Critical Thinking Assessment Practice Quiz. *Critical Thinking Skills Success in 20 Minutes a Day*. <https://herveyscience.files.wordpress.com/2015/06/critical-thinking-exercise.pdf>.
- DepEd Memorandum No. 160 s. 2012. *Maximizing Utilization of the National Achievement Test (NAT) Results to Raise the Achievement Levels in Low Performing Schools*. https://www.deped.gov.ph/wp-content/uploads/2012/09/DM_s2012_160.pdf.
- DepEd Order No. 18 s. 2020. *Policy Guidelines for the Provision of Learning Resources*. https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_018.pdf.
- Dhawan, Shivangi. 2020. "Online Learning: A Panacea in the Time of COVID-19 Crisis." *Journal of Educational Technology Systems* 49, no. 1: 5–22. doi/10.1177/0047239520934018.
- Djamas, Djusmaini, and Vonny Tinedi. 2021. "Development of interactive multimedia learning materials for improving critical thinking skills." In *Research Anthology on Developing Critical Thinking Skills in Students*, pp. 507-525. IGI Global.
- Etivity Definition. <https://bit.ly/3DSSiPz>.
- Free Critical Thinking Test Questions Booklet. *Assessment Day Practice Aptitude Tests*. <https://www.assessmentday.co.uk/CriticalThinkingTest-Questions.pdf>.
- Lunney, Margaret, Keville Frederickson, Arlene Spark, and Georgia McDuffie. 2008. "Facilitating Critical Thinking through Online Courses." *Journal of Asynchronous Learning Networks*. Volume 12: 85-97.
- McKown, Brigitte A., and Cynthia L. Barnett. 2007. "Improving Reading Comprehension Through Higher-Order Thinking Skills." A Research Project. Saint Xavier University. Chicago, Illinois. <https://files.eric.ed.gov/fulltext/ED496222.pdf>.
- Ortiz, C.B. (n.d.). *Fundamentals of Methods of Research*. An Instructional Module for the Course, Methods of Research for Graduate Students.
- Padilla, Edward John. (n.d.). *An English Major's Ultimate Guide LET Reviewer*. Sampaloc, Manila: MET Review Center.
- Raymundo, Helen C. 2016. *Reading and Writing Skills*. Makati City: Diwa Learning System Inc.
- Virtual Instruction Definition. <https://www.lawinsider.com/dictionary/virtual-instruction>.
- Webster's New English Dictionary. 2011. Manila: WS Pacific Publications, Inc.

Financial Report

The table below shows the financial report, which was utilized before, during, and after the conduct of this action research.

Particulars	Quantity	Unit Price	Estimated Cost
Short Bond paper sub-20	3 reams	Php 175.00	Php 525.00
A4 Bond paper sub-20	1 ream	Php 185.00	Php 185.00
Long Bond paper	1 ream	Php 275.00	Php 275.00
Black ink	2 bottles	Php 200.00	Php 400.00
Colored ink	3 bottles	Php 225.00	Php 675.00
Short Ordinary Folder	4 pcs	Php 7.00	Php28.00
Long Ordinary Folder	4 pcs	Php 10.00	Php40.00
Internet Costs		Php1,500.00	Php1,500.00
Token for Statistician		Php1,500.00	Php1,500.00
Grand Total			Php 5,128.00

Prepared:

HONEY BETH D. ATIS
Researcher

Appendix A



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

November 27, 2020

The Respondents:

May I appeal for your support by answering the herein test questions in line with the conduct of action research on **“IMPROVING CRITICAL THINKING PERFORMANCE AMONG SENIOR HIGH SCHOOL STUDENTS USING VIRTUAL ORAL INSTRUCTION with CAPSULIZED ETIVITY”** to determine students’ level of critical thinking performance in reading academic and professional texts?

Please answer all the items honestly as much as you can to arrive at a very holistic result. Rest assured that the data gathered are held strictly confidential.

Thank you for your usual support.

(SGD) **HONEY BETH D. ATIS**
SHS T – III, Researcher



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

PRETEST I

Directions: Read carefully each statement. Choose the letter of the best answer.

1. Should companies downsize their workforces to decrease expenses and maximize profits?
 - A. Yes, downsizing will protect the company from bankruptcy in hard economic times.
 - B. No, companies have the obligation to employ more people than it can handle.
 - C. Yes, companies which have no control over the size of their workforce will be highly vulnerable to economic climates and market changes.
 - D. No, downsizing leads to demoralization of the workforce and causes a drop in employee productivity
2. Should university-level education be free to all students?
 - A. No. Too much education can lead to over-qualification, and therefore unemployment.
 - B. Yes, having a highly qualified workforce ensures high levels of employee productivity in organizations.
 - C. No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree.
 - D. Yes, free education leads to high passing rate of students for they are interested to study considering it is free.
3. Should employers allow all staff the option of flexible time working hours?
 - A. Yes, giving staff greater flexibility will improve their work-life balance, and therefore their productivity.
 - B. Yes, organizations that value their staff are on average more productive and show lower staff turnover.
 - C. No, flexible time leads to employees working fewer hours. Working fewer hours will decrease an employee's exposure to the workplace, making career progression harder and leading to a less experienced workforce.
 - D. No, employees should not be given flexible time as it will make them hard headed.
4. Should governments implement a minimum wage, outlining a minimum amount an employee is to be paid per hour?
 - A. Yes, the existence of minimum wages is a key part of a civilized society.
 - B. Yes, countries that do not have a minimum wage are often impoverished and dysfunctional.
 - C. No, minimum wage leads to under-employment by forcing companies to take on staff part time, as they cannot afford to hire them on a full-time basis.
 - D. No, minimum wage leads to abuse of staff or employees.

5. Should banks and financial institutions be obligated to engage in socially responsible investing?

- A. Yes, engaging in socially responsible investing leads to a happier and more fulfilled workforce compared to banks which do not engage in socially-responsible investing.
- B. Yes, banks are for-profit institutions and have the obligation to social issues
- C. No, focusing on social responsibility detracts from the aim of making money, which is the most important endeavour for banks, and leads to a decrease in revenue and profit.
- D. No, over-regulation in the financial sector leads to decreased opportunities and therefore lower profits.

6. Should governments be engaging in space exploration research?

- A. No, the money spent on these programs could be used to increase funding for education and healthcare, which would lead to increasing the quality of life for a country's people.
- B. No, countries have collectively spent trillions of dollars on space exploration research already.
- C. Yes, the findings of these space exploration research and development programmes have been successfully applied to industry, boosting the economies of the host country.
- D. Yes, space exploration has led to numerous discoveries and ushered in the space age.

7. Choose the best conclusion for an argument that begins, *"The other members of Philip's swim team"*

- A. won their events, so Philip will win his event, too.
- B. have been swimming for at least six years, so Philip has been swimming for six years, too.
- C. wear swim trunks with the school logo on them, so Philip wears them, too.
- D. prefer to swim in outdoor pools, so Philip prefers outdoor pools, too.

8. Marcy's Lit teacher gives a quiz every Monday on the 50 pages of reading he assigns on Fridays. His quizzes are becoming harder as the semester progresses, and Marcy hasn't been doing very well on them. What can she do to troubleshoot the problem and hopefully get better grades on the quizzes?

- A. plan to get to class early on Monday to skim the pages
- B. look for a new outfit to wear on Monday so she'll be relaxed
- C. set aside time on Sunday to read and review the new material
- D. spend an hour on Saturday looking over what she missed on past quizzes

9. Which is NOT a sound argument?

- A. Sabrina wanted to be a better figure skater, so she took extra lessons and practiced every day. Her skating improved so much that she entered a competition.
- B. Yesterday, a black cat ran in front of me, and later, I lost my wallet. If I don't see that black cat today, I won't have any bad luck.
- C. We had a storm last night with hurricane-strength winds, and many trees were downed. There was a citywide power outage.
- D. On a clear day, I can see the top of Murphy Monument from my house. If it's clear tomorrow, I'll be able to see the monument.

10. You are trying to decide what kind of car to buy. You make a chart to compare a two-seater sports car, a two-door sedan, and a minivan in three categories. Which would NOT be a suitable category?

- A. price
- B. gas mileage
- C. tire pressure
- D. storage capacity

11. Which scenario best represents a situation that has been decided by emotion alone?

A. Sue hates the winter, so even though she can't afford it, she takes a vacation to the Bahamas.

B. The school shuts down after a bomb threat.

C. Third-quarter earnings for Marie's company were much higher than predicted.

D. Alexis needs a new mixer, so she watches the newspaper ads and buys one when it goes on sale.

12. You read a story in the newspaper about salary negotiations with public transportation workers. The workers are threatening to go on strike tomorrow if their demands for higher wages and better benefits are not met. What can you infer from this news story?

A. Health insurance premiums are very expensive.

B. The cost of gas will make ticket prices increase in the next few weeks.

C. People who ride the bus should look for possible alternative transportation.

D. Employers never like to meet salary demands.

13. What is wrong with this argument? *"You think we need a new regulation to control air pollution? I think we already have too many regulations. Politicians just love to pass new ones, and control us even more than they already do. It is suffocating. We definitely do not need any new regulations!"*

A. The person speaking doesn't care about the environment.

B. The person speaking has changed the subject.

C. The person speaking is running for political office.

D. The person speaking does not understand pollution.

14. Which is NOT a valid argument?

A. There are six cans of tomatoes in Carlo's pantry and 14 in his basement. There are no other cans of tomatoes in his house. Therefore, he has 20 cans of tomatoes in his house.

B. Everyone northbound on the Interstate yesterday was late to work. Faith was northbound on the Interstate. Faith was late to work.

C. Huang lives in either Kansas City, Kansas, or Kansas City, Missouri. If he lives in Kansas, then he is an American.

D. No one who eats in the cafeteria likes pizza. My boss eats in the cafeteria. Therefore, my boss does not like pizza.

15. Which statement represents a judgment instead of a fact?

A. My presentation was excellent. I am sure my boss will promote me now.

B. My presentation was excellent. The clients all told me they liked it.

C. My presentation was excellent. It won an award from management.

D. My presentation was excellent. It was cited as such on my peer evaluation.

16. Which is a judgment, not a fact?

- A. That production of *Hamlet* was first-rate; you'll never see it done better.
 - B. That production of *Hamlet* was first-rate; it was cited as such in the *Daily News*.
 - C. That production of *Hamlet* was first-rate; it won an award this year.
 - D. That production of *Hamlet* was first-rate; 94% of audience members interviewed after the show agreed.
17. What is wrong with the following argument? *America—love it, or leave it!*
- A. There is nothing wrong with the argument.
 - B. It implies that if you leave the country on vacation, you do not love it.
 - C. It does not tell you how to love it.
 - D. It presents only two options, when in fact there are many more.
18. What is wrong with the logic of the following statement? *"How can you believe his testimony? He is a convicted felon!"*
- A. The fact that the person testifying was convicted of a crime does not mean he is lying.
 - B. A convicted felon cannot testify in court.
 - C. The person speaking has a bias against criminals.
 - D. The person speaking obviously did not attend law school.
19. Evidence shows that people who live in the Antarctic score higher on happiness surveys than those who live in Florida. Which is the best conclusion that can be drawn from this data?
- A. Floridians would be happier if they moved to the Antarctic.
 - B. People in colder climates are happier than those in warmer climates.
 - C. There are only happy people in the Antarctic.
 - D. Those in the Antarctic who scored high on a happiness survey probably like snow.
20. Which of the following is a sound argument?
- A. Rain was predicted yesterday, so I took my umbrella to our outdoor rehearsal of *Romeo & Juliet*. It didn't rain. To make sure it doesn't rain during today's rehearsal, I'll take my umbrella with me.
 - B. You and Danny broke up the night you had dinner at Mangano's, so don't worry; you and Max won't break up as long as you never go to Mangano's!
 - C. My science teacher bases a lot of our grade on class participation. Last quarter, he said I needed to participate more. If I want a better grade this quarter, I need to take part in more class discussions.
 - D. Our washing machine is broken. The last time we had trouble with it, we hired a new repairman. He's probably the reason the machine broke!
21. Which explanation is weakest?
- A. The steak was overcooked because I cooked it too long.
 - B. Jose didn't drive his car today because it was in the shop for repairs.
 - C. We don't belong to the country club anymore because we can't afford it.
 - D. Gabrielle overslept because she stayed up very late last night.
22. Which of these problems is most severe?
- A. Your professor is sick and misses class on the morning you are supposed to take a big exam.
 - B. You lose track of your schedule and forget to study for a big exam.
 - C. You can't find one of the books you need to study for a big exam.

D. The big exam is harder than you thought it would be and includes a section you did not study.

23. Which is the most important reason for evaluating information found on the internet?

A. Authors who publish on the internet are typically less skilled than those who publish in print.

B. Web writers are usually biased.

C. Anyone can publish on the internet; there is no guarantee that what you are reading is truthful or objective.

D. Information found in print is almost always more accurate than that found on the internet.

24. What is wrong with the following argument? *"We should not change our grading system from letters to numbers. The next thing you know, they will take away our names and refer to us by numbers, too!"*

A. The conclusion is too extreme.

B. There is nothing wrong with the argument.

C. Students should not have a say in the type of grading system used in their schools.

D. It does not explain why they want to get rid of letter grades.

25. Sarah owns a new company. New companies are more likely to fail than well established companies. Therefore:

A. Sarah's company will fail.

B. Sarah's company is more likely to fail than a well-established company.

C. Well-established companies are more likely to succeed than new companies.

D. Sarah's company will not fail.

26. Statistics have shown that companies selling baked goods, such as cakes and pastries, are more likely to be successful if they are advertised as French or Belgian. Therefore:

A. French and Belgian products are more expensive.

B. French and Belgian baked goods must taste better.

C. It is a sound business model to advertise baked goods as "French" or "Belgian"

as this is more likely to result in successful sales.

D. French and Belgian products are cheaper.

27. May 2012 had the highest level of rainfall on record for the preceding fifty years. Predictions of rainfall are rarely accurate. Therefore:

A. It rained more than expected in May 2012.

B. The rainfall in May 2012 was greater than in May 2011.

C. May is usually dry.

D. May is the best month of the year.

28. Facebook was launched on the American stock market in May 2012. However, statistics suggest that several previously high-performing companies, such as Pandora, Groupon and LinkedIn fell in value after they were launched on the American stock market. Therefore:

A. It is possible that Facebook will also drop in value after May 2012.

B. Social networking sites perform badly once they become publicly listed on the stock market.

C. All companies decrease in value when first launched on the American stock

market.

D. Facebook will never drop in value forever.

29. There are currently three problems facing the financial sector. Firstly, bankers are no longer seen as reliable or trustworthy. Secondly, executives of financial institutions are seen by the general public as being overpaid. Finally, it is difficult to regulate the financial sector. Therefore:

A. Banks have never been trusted by the general public.

B. Reliability is no longer an issue when considering the failings of the financial sector.

C. Overpaying financial executives may contribute to problems facing the financial sector.

D. Banks have always been trusted by the general public.

30. Coley is a company that produces scented candles, using only natural products. Coley is

against testing on animals and does not use pesticides in any of its products.

Therefore:

A. The scent from Coley's candles is made from fruits and berries.

B. Coley's products are unlikely to contain man-made setting agents.

C. Coley's products are likely to be more expensive.

D. Coley's products are likely to be cheaper.



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

December 12, 2020

The Respondents:

May I appeal for your support by answering the herein test questions in line with the conduct of action research on **“IMPROVING CRITICAL THINKING PERFORMANCE AMONG SENIOR HIGH SCHOOL STUDENTS USING VIRTUAL ORAL INSTRUCTION with CAPSULIZED ETIVITY”** to determine students' level of critical thinking performance in reading texts?

Please answer all the items honestly as much as possible to arrive at a holistic result. Rest assured that the data gathered are held strictly confidential.

Thank you for your usual support.

(SGD) **HONEY BETH D. ATIS**
SHS T – III, Researcher



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

PRETEST II

Directions: Read each story carefully. Then answer the questions that follow. Choose the letter of the best answer.

Nathan and Sean were in the same Math class. Their teacher returned the tests she had graded. When they saw their grades, Nathan smiled, but Sean looked unhappy. The teacher said that many students had received low grades, and she hoped they would study more for the next test.

1. Based on this story, what is MOST LIKELY to be true?
 - A. Nathan received a better grade on the test than Sean did.
 - B. Nathan usually receives better grades than Sean in math.
 - C. Sean had expected to do better on the test than he did.
 - D. Sean did not do as well on the test as he would have liked.
2. What does the teacher believe?
 - A. Studying helps students do well on math tests.
 - B. Many students did not study for the test.
 - C. None of the students studied enough for the test.
 - D. Students cannot do well in math without studying.

Natalie and Robert are in the same gym class. Natalie was the fastest runner in the class. Robert did the most pull-ups. Each student claimed to be the best athlete in the class. David said neither one could be the best because both students are short, and tall people are usually better athletes. After a lot of talking, the students agreed to let their friend Simon decide who is the best.

3. Simon knew Natalie won second place in the pull-up contest, and Robert was fourth in running. Robert is taller than Natalie. Why did Simon MOST LIKELY choose Natalie as best athlete?
 - A. Overall, Natalie did better than Robert.
 - B. Simon likes Natalie better than Robert.
 - C. Robert is too slow to be the best athlete.
 - D. Overall, Simon thinks short people are better athletes.
4. What is LEAST likely to be true in this story?
 - A. Natalie and Robert think short people are usually good athletes.
 - B. Natalie and Robert think being the best athlete is important.
 - C. Natalie and Robert think Simon will make a fair decision.
 - D. Natalie and Robert think David is not a good judge of athletes.

Bill and Lee went camping with their parents at a local park one weekend. The park was very crowded. On Saturday afternoon, their father asked them to pick up some litter and then to go into the woods to cut branches for cooking hot dogs.

The two brothers did as their father asked. As they stepped out of the woods, a park ranger stopped them. He looked at their sticks and asked, “Don’t you know that in the park you should take nothing but pictures and leave nothing but footprints?” The boys were puzzled by what the ranger had said. They told him that their father had asked them to cut the branches for cooking hot dogs. The ranger walked the boys back to their campsite and talked to their father alone. That evening, the ranger joined the family for dinner. Early the next morning, the family packed up and went home.

5. Why were the boys puzzled?
 - A. The boys had only done what they were asked to do.
 - B. The boys had taken only a few branches from the woods.
 - C. The boys did not understand the ranger’s question.
 - D. The boys thought it was okay to cook hot dogs.
6. What is the most likely reason the ranger talked to the father?
 - A. To explain that the boys had cut too many branches
 - B. To explain proper park behavior
 - C. To explain why boys should not be alone in the woods
 - D. To explain why people should take pictures in the woods
7. What was the MOST LIKELY reason the family went home the day after the ranger visited?
 - A. The ranger had told the family to leave.
 - B. The family had planned to leave that day.
 - C. The ranger had upset the family.
 - D. The family had no more sticks for cooking hot dogs.
8. What did the ranger think when he asked, “Don’t you know that in the park you should take nothing but pictures and leave nothing but footprints”?
 - A. He thought the boys should have known how to behave in the park.
 - B. He thought the boys should have been taking pictures.
 - C. He thought the boys were going to make a fire in the woods.
 - D. He thought the boys were afraid of getting in trouble
9. Why might the ranger tell other children this story?
 - A. To teach them to pick up litter in the park.
 - B. To teach them to obey their parents while camping.
 - C. To teach them to protect the trees in the park.
 - D. To teach them to be honest with park rangers.
10. Why did the ranger talk to the boys’ father ALONE?
 - A. To complain about the boys’ behavior
 - B. To tell the father the family had to leave the park
 - C. To find out if the boys were really brothers
 - D. To discuss the situation without embarrassing the father

Carla was nervous as she stood on the stage before her performance. As she sang, the students in the audience began to laugh. Carla heard the laughing and sang even louder. By the time she had finished her song, almost everyone was laughing. The music stopped, and Carla smiled and bowed. As the curtain closed, Carla’s teacher wiped away tears and gave Carla a big hug. Carla was glad her song was finished. When she got home, Carla told her parents that the audience had loved her song.

11. Based on the story, what is MOST LIKELY to be true?
 - A. Carla's teacher felt sorry for her.
 - B. Carla's parents were proud of her.
 - C. Carla is a bad singer.
 - D. Carla sang a funny song.
12. Based on the story, what BEST shows that Carla may have told her parents the truth?
 - A. She was nervous about singing.
 - B. Her song made the students laugh.
 - C. She was glad when her song was over.
 - D. Her teacher gave her a big hug after her song.
13. Based on the story, how did Carla's teacher feel?
 - A. She was proud of Carla.
 - B. She was angry that the students laughed.
 - C. She felt sorry for Carla.
 - D. She was sad that Carla's parents were not there.
14. What is the LEAST LIKELY reason why Carla sang louder?
 - A. She wanted the students to be able to hear the song.
 - B. She had reached the most important part of the song.
 - C. She was ignoring the students who were making fun of her.
 - D. She had become less nervous as she sang
15. Which statement BEST shows that Carla was prepared for her performance?
 - A. She kept singing while the students laughed.
 - B. She was glad when she was done.
 - C. She hugged her teacher to thank her.
 - D. She smiled and bowed when she was done.

Paco and his mother were shopping at the mall. Paco wanted a new jeans jacket like the one many of the popular kids in his class were wearing. He asked his mother to buy one for him. She said she could not afford one right then because she needed to buy a new jacket for herself. She wanted a nice jacket to wear to a meeting about a new job. Paco told her that all his friends had jeans jackets. He was afraid that if he did not get one, no one would like him. His mother listened to Paco, but she disagreed with him. She bought the jacket for her meeting. Paco said, "You care more about your new job than about me."

16. What did Paco and his mother both believe?
 - A. Wearing the wrong clothes can make people dislike you.
 - B. It is more important for adults to look good than children.
 - C. What you wear affects what others think of you.
 - D. Women's jackets cost more than boys' jackets.
17. Based on the story, what did Paco's mother think?
 - A. Her meeting was more important than Paco's friendships.
 - B. She needed a new jacket more than Paco did.
 - C. A cheaper jeans jacket would be better for Paco.
 - D. Paco's friends should care more about him than about his clothes.
18. IF all the popular kids in Paco's class wear the same type of jeans jacket, what is MOST LIKELY true?
 - A. The jacket they wear is the best type of jeans jacket.

- B. Popular kids like the jeans jacket.
- C. Wearing the jeans jacket makes kids popular.
- D. Paco will be unpopular unless he has the jeans jacket.

Tanya works at a large summer camp. She is a counselor for ten campers who share a cabin. Many of Tanya's campers were often late for dinner. Tanya told the campers she would take them to a movie if everyone came to dinner on time for a whole week. All of Tanya's campers were on time for dinner that week. Tanya took them to a movie. Tanya told Mrs. Greene, the camp owner, how well the reward had worked. Mrs. Greene disagreed. She reminded Tanya that she had made a new rule for the whole camp last week. The new rule said anyone late for dinner would not get dessert. Mrs. Greene said her new rule had caused Tanya's campers to come to dinner on time. Tanya did not argue with Mrs. Greene. But, she was sure that her reward, not the new rule, had gotten her campers to come to dinner on time.

19. What caused Tanya's campers to come to dinner on time?
 - A. Mrs. Greene's rule
 - B. Tanya's reward
 - C. Neither the rule nor the reward
 - D. There is no way to know
20. What do Tanya and Mrs. Greene each believe?
 - A. Punishments work better than rewards.
 - B. Her own action changed the campers' behavior.
 - C. Campers who are late for dinner are rude.
 - D. Campers who are on time for dinner should be rewarded.
21. What is the main question in this story?
 - A. Does reward work better than punishment?
 - B. Does Tanya know more about campers' behavior than Mrs. Greene?
 - C. What can be done to make campers come to dinner on time?
 - D. Why did Tanya's campers come to dinner on time?
22. What would Tanya MOST LIKELY tell her campers if they stopped making their beds?
 - A. They should behave better.
 - B. She would tell Mrs. Greene about their behavior.
 - C. She would give them popcorn if they made their beds.
 - D. She would send them to bed early if they did not make their beds.

Juan took apart an old wooden clock, piece by piece. Juan's sister, Maria, was happy to sit and watch him. After taking apart the old clock, Juan looked closely at each piece. He wiped each wheel and gear with an oily cloth. He put all of the pieces on a table. Juan rubbed his hands together and looked at his watch with concern. He worked to put all of the small pieces back together. Much later, when Juan looked out the window, he saw his parents get out of their car. He looked at his watch and smiled.

23. Why did Juan look at his watch with concern?
 - A. He wasn't sure his watch was working.
 - B. He was afraid his parents would be angry.
 - C. He hoped to finish before his parents arrived.
 - D. He found the job was taking longer than he had hoped.

24. Why did Juan take the clock apart?
- A. He wanted to fix a broken part.
 - B. He wanted to clean the clock.
 - C. He wanted to see inside the clock.
 - D. He wanted to see how clocks work.
25. Why did Juan look at his watch and smile?
- A. He had finished the clock in time.
 - B. His watch was working well.
 - C. His parents had arrived on time.
 - D. He had a surprise for his parents.
26. What would MOST LIKELY have happened if Juan had not finished the clock before his parents arrived?
- a. Maria would have been upset.
 - b. Maria would have had to explain everything.
 - c. Juan's parents would have been angry.
 - d. Juan would have been disappointed.
27. What BEST shows that Juan is careful?
- A. He checked to see how long his work was taking.
 - B. He asked his sister to watch him work.
 - C. He checked every part of the clock.
 - D. He was proud when he finished the clock.
28. IF you expect Juan to be punished if his parents see him with the clock, what are you assuming?
- A. Juan was supposed to have been watching Maria.
 - B. Juan was supposed to fix the clock before his parents arrived.
 - C. Maria and Juan were not supposed to make a mess.
 - D. Juan was not supposed to touch the clock without permission.

John's friend Paul usually talks and laughs a lot during lunch. On Tuesday, Paul was very quiet during lunch. On the way to class, John asked Paul if he was upset with him, and Paul said, "No." Then John asked Paul what was wrong, and Paul said, "Nothing is wrong." John thought Paul might be angry because John had not chosen him for his basketball team in gym class on Friday. John decided that if Paul was not going to talk to him, he would not talk to Paul either.

29. Based on the story, what is MOST LIKELY John's point of view?
- A. He thinks Paul should not be upset about gym class.
 - B. He feels sad that Paul is not talking as much as usual.
 - C. He thinks something he did caused Paul to be quiet.
 - D. He feels bad about not choosing Paul for his team.
30. What new information would BEST show that John was wrong about why Paul was quiet?
- A. Paul was quiet during lunch on Monday.
 - B. Paul and John have been best friends for a long time.
 - C. Paul got a bad grade on a math test before lunch.
 - D. Paul does not like to play basketball.



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

December 12, 2020

The Respondents:

May I appeal for your support by answering the test questions in line with the conduct of action research on **“IMPROVING CRITICAL THINKING PERFORMANCE AMONG SENIOR HIGH SCHOOL STUDENTS USING VIRTUAL ORAL INSTRUCTION with CAPSULIZED ETIVITY”** to determine students' level of critical thinking performance in reading texts?

Please answer all the items honestly as much as you can to arrive at a very holistic result. Rest assured that the data gathered are held strictly confidential.

Thank you for your usual support.

(SGD) **HONEY BETH D. ATIS**
SHS T – III, Researcher



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

POST-TEST I

Directions: Read carefully each statement. Choose the letter of the best answer.

1. Coley is a company that produces scented candles, using only natural products. Coley is against testing on animals and does not use pesticides in any of its products. Therefore:
 - A. The scent from Coley's candles is made from fruits and berries.
 - B. Coley's products are unlikely to contain man-made setting agents.
 - C. Coley's products are likely to be more expensive.
 - D. Coley's products are likely to be cheaper.
2. Should university-level education be free to all students?
 - A. No. Too much education can lead to over-qualification, and therefore unemployment.
 - B. Yes, having a highly qualified workforce ensures high levels of employee productivity in organizations.
 - C. No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree.
 - D. Yes, free education leads to high passing rate of students for they are interested to study considering it is free.
3. Should employers allow all staff the option of flexible time working hours?
 - A. Yes, giving staff greater flexibility will improve their work-life balance, and therefore their productivity.
 - B. Yes, organizations that value their staff are on average more productive and show lower staff turnover.
 - C. No, flexible time leads to employees working fewer hours. Working fewer hours will decrease an employee's exposure to the workplace, making career progression harder and leading to a less experienced workforce.
 - D. No, employees should not be given flexible time as it will make them hard headed.
4. Should governments implement a minimum wage, outlining a minimum amount an employee is to be paid per hour?
 - A. Yes, the existence of minimum wages is a key part of a civilized society.
 - B. Yes, countries that do not have a minimum wage are often impoverished and dysfunctional.
 - C. No, minimum wage leads to under-employment by forcing companies to take on staff part time, as they cannot afford to hire them on a full-time basis.
 - D. No, minimum wage leads to abuse of staff or employees.
5. You are trying to decide what kind of car to buy. You make a chart to compare a two- seater sports car, a two-door sedan, and a minivan in three categories. Which would NOT be a suitable category?

- A. price
 - B. gas mileage
 - C. tire pressure
 - D. storage capacity
6. Should governments be engaging in space exploration research?
- A. No, the money spent on these programs could be used to increase funding for education and healthcare, which would lead to increasing the quality of life for a country's people.
 - B. No, countries have collectively spent trillions of dollars on space exploration research already.
 - C. Yes, the findings of these space exploration research and development programmes have been successfully applied to industry, boosting the economies of the host country.
 - D. Yes, space exploration has led to numerous discoveries and ushered in the space age.
7. Choose the best conclusion for an argument that begins, "*The other members of Philip's swim team ...*"
- A. won their events, so Philip will win his event, too.
 - B. have been swimming for at least six years, so Philip has been swimming for six years, too.
 - C. wear swim trunks with the school logo on them, so Philip wears them, too.
 - D. prefer to swim in outdoor pools, so Philip prefers outdoor pools, too.
8. Marcy's Lit teacher gives a quiz every Monday on the 50 pages of reading he assigns on Fridays. His quizzes are becoming harder as the semester progresses, and Marcy hasn't been doing very well on them. What can she do to troubleshoot the problem and hopefully get better grades on the quizzes?
- A. plan to get to class early on Monday to skim the pages
 - B. look for a new outfit to wear on Monday so she'll be relaxed
 - C. set aside time on Sunday to read and review the new material
 - D. spend an hour on Saturday looking over what she missed on past quizzes
9. Which scenario best represents a situation that has been decided by emotion alone?
- A. Sue hates the winter, so even though she can't afford it, she takes a vacation to the Bahamas.
 - B. The school shuts down after a bomb threat.
 - C. Third-quarter earnings for Marie's company were much higher than predicted.
 - D. Alexis needs a new mixer, so she watches the newspaper ads and buys one when it goes on sale.
10. Should banks and financial institutions be obligated to engage in socially responsible investing?
- A. Yes, engaging in socially responsible investing leads to a happier and more fulfilled workforce compared to banks which do not engage in socially-responsible investing.
 - B. Yes, banks are for-profit institutions and have the obligation to social issues
 - C. No, focusing on social responsibility detracts from the aim of making money, which is the most important endeavour for banks, and leads to a decrease in revenue and profit.

D. No, over-regulation in the financial sector leads to decreased opportunities

11. Which is NOT a sound argument?

A. Sabrina wanted to be a better figure skater, so she took extra lessons and practiced every day. Her skating improved so much that she entered a competition.

B. Yesterday, a black cat ran in front of me, and later, I lost my wallet. If I don't see that black cat today, I won't have any bad luck.

C. We had a storm last night with hurricane-strength winds, and many trees were downed. There was a citywide power outage.

D. On a clear day, I can see the top of Murphy Monument from my house. If it's clear tomorrow, I'll be able to see the monument.

12. You read a story in the newspaper about salary negotiations with public transportation workers. The workers are threatening to go on strike tomorrow if their demands for higher wages and better benefits are not met. What can you infer from this news story?

A. Health insurance premiums are very expensive.

B. The cost of gas will make ticket prices increase in the next few weeks.

C. People who ride the bus should look for possible alternative transportation.

D. Employers never like to meet salary demands.

13. What is wrong with this argument? *"You think we need a new regulation to control air pollution? I think we already have too many regulations. Politicians just love to pass new ones, and control us even more than they already do. It is suffocating. We definitely do not need any new regulations!"*

A. The person speaking doesn't care about the environment.

B. The person speaking has changed the subject.

C. The person speaking is running for political office.

D. The person speaking does not understand pollution.

14. Which is NOT a valid argument?

A. There are six cans of tomatoes in Carlo's pantry and 14 in his basement. There are no other cans of tomatoes in his house. Therefore, he has 20 cans of tomatoes in his house.

B. Everyone northbound on the Interstate yesterday was late to work. Faith was northbound on the Interstate. Faith was late to work.

C. Huang lives in either Kansas City, Kansas, or Kansas City, Missouri. If he lives in Kansas, then he is an American.

D. No one who eats in the cafeteria likes the pizza. My boss eats in the cafeteria. Therefore, my boss does not like the pizza.

15. Which statement represents a judgment instead of a fact?

A. My presentation was excellent. I am sure my boss will promote me now.

B. My presentation was excellent. The clients all told me they liked it.

C. My presentation was excellent. It won an award from management.

D. My presentation was excellent. It was cited as such on my peer evaluation.

16. Which is a judgment, not a fact?

A. That production of *Hamlet* was first-rate; you'll never see it done better.

B. That production of *Hamlet* was first-rate; it was cited as such in the *Daily News*.

C. That production of *Hamlet* was first-rate; it won an award this year.

D. That production of *Hamlet* was first-rate; 94% of audience members interviewed after the show agreed.

17. What is wrong with the following argument? *America—love it, or leave it!*
- A. There is nothing wrong with the argument.
 - B. It implies that if you leave the country on vacation, you do not love it.
 - C. It does not tell you how to love it.
 - D. It presents only two options, when in fact there are many more.
18. What is wrong with the logic of the following statement? *"How can you believe his testimony? He is a convicted felon!"*
- A. The fact that the person testifying was convicted of a crime does not mean he is lying.
 - B. A convicted felon cannot testify in court.
 - C. The person speaking has a bias against criminals.
 - D. The person speaking obviously did not attend law school.
19. Evidence shows that people who live in the Antarctic score higher on happiness surveys than those who live in Florida. Which is the best conclusion that can be drawn from this data?
- A. Floridians would be happier if they moved to the Antarctic.
 - B. People in colder climates are happier than those in warmer climates.
 - C. There are only happy people in the Antarctic.
 - D. Those in the Antarctic who scored high on a happiness survey probably like snow.
20. Which of the following is a sound argument?
- A. Rain was predicted yesterday, so I took my umbrella to our outdoor rehearsal of *Romeo & Juliet*. It didn't rain. To make sure it doesn't rain during today's rehearsal, I'll take my umbrella with me.
 - B. You and Danny broke up the night you had dinner at Mangano's, so don't worry; you and Max won't break up as long as you never go to Mangano's!
 - C. My science teacher bases a lot of our grade on class participation. Last quarter, he said I needed to participate more. If I want a better grade this quarter, I need to take part in more class discussions.
 - D. Our washing machine is broken. The last time we had trouble with it, we hired a new repairman. He's probably the reason the machine broke!
21. Which explanation is weakest?
- A. The steak was overcooked because I cooked it too long.
 - B. Jose didn't drive his car today because it was in the shop for repairs.
 - C. We don't belong to the country club anymore because we can't afford it.
 - D. Gabrielle overslept because she stayed up very late last night.
22. Which of these problems is most severe?
- A. Your professor is sick and misses class on the morning you are supposed to take a big exam.
 - B. You lose track of your schedule and forget to study for a big exam.
 - C. You can't find one of the books you need to study for a big exam.
 - D. The big exam is harder than you thought it would be and includes a section you did not study.
23. Which is the most important reason for evaluating information found on the internet?
- A. Authors who publish on the internet are typically less skilled than those who publish in print.

- B. Web writers are usually biased.
 - C. Anyone can publish on the internet; there is no guarantee that what you are reading is truthful or objective.
 - D. Information found in print is almost always more accurate than that found on the internet.
24. What is wrong with the following argument? *"We should not change our grading system from letters to numbers. The next thing you know, they will take away our names and refer to us by numbers, too!"*
- A. The conclusion is too extreme.
 - B. There is nothing wrong with the argument.
 - C. Students should not have a say in the type of grading system used in their schools.
 - D. It does not explain why they want to get rid of letter grades.
25. Sarah owns a new company. New companies are more likely to fail than well established companies. Therefore:
- A. Sarah's company will fail.
 - B. Sarah's company is more likely to fail than a well-established company.
 - C. Well-established companies are more likely to succeed than new companies.
 - D. Sarah's company will not fail.
26. Statistics have shown that companies selling baked goods, such as cakes and pastries, are more likely to be successful if they are advertised as French or Belgian. Therefore:
- A. French and Belgian products are more expensive.
 - B. French and Belgian baked goods must taste better.
 - C. It is a sound business model to advertise baked goods as "French" or "Belgian" as this is more likely to result in successful sales.
 - D. French and Belgian products are cheaper.
27. May 2012 had the highest level of rainfall on record for the preceding fifty years. Predictions of rainfall are rarely accurate. Therefore:
- A. It rained more than expected in May 2012.
 - B. The rainfall in May 2012 was greater than in May 2011.
 - C. May is usually dry.
 - D. May is the best month of the year.
28. Facebook was launched on the American stock market in May 2012. However, statistics suggest that several previously high-performing companies, such as Pandora, Groupon and LinkedIn fell in value after they were launched on the American stock market. Therefore:
- A. It is possible that Facebook will also drop in value after May 2012.
 - B. Social networking sites perform badly once they become publicly listed on the stock market.
 - C. All companies decrease in value when first launched on the American stock market.
 - D. Facebook will never drop in value forever.
29. There are currently three problems facing the financial sector. Firstly, bankers are no longer seen as reliable or trustworthy. Secondly, executives of financial institutions are seen by the general public as being overpaid. Finally, it is difficult to regulate the financial sector. Therefore:

- A. Banks have never been trusted by the general public.
 - B. Reliability is no longer an issue when considering the failings of the financial sector.
 - C. Overpaying financial executives may contribute to problems facing the financial sector.
 - D. Banks have always been trusted by the general public.
30. Should companies downsize their workforces to decrease expenses and maximize profits?
- A. Yes, downsizing will protect the company from bankruptcy in hard economic times.
 - B. No, companies have the obligation to employ more people than it can handle.
 - C. Yes, companies which have no control over the size of their workforce will be highly vulnerable to economic climates and market changes.
 - D. No, downsizing leads to demoralization of the workforce and causes a drop in employee productivity



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

December 19, 2020

The Respondents:

May I appeal for your support by answering the test questions in line with the conduct of action research on **“IMPROVING CRITICAL THINKING PERFORMANCE AMONG SENIOR HIGH SCHOOL STUDENTS USING VIRTUAL ORAL INSTRUCTION with CAPSULIZED ETIVITY”** to determine students' level of critical thinking performance in reading texts?

Please answer all the items honestly as much as you can to arrive at a very holistic result. Rest assured that the data gathered are held strictly confidential.

Thank you for your usual support.

(SGD) **HONEY BETH D. ATIS**
SHS T – III, Researcher



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

POST-TEST II

Directions: Read each story carefully. Then answer the questions that follow. Choose the letter of the best answer.

Natalie and Robert are in the same gym class. Natalie was the fastest runner in the class. Robert did the most pull-ups. Each student claimed to be the best athlete in the class. David said neither one could be the best because both students are short, and tall people are usually better athletes. After a lot of talking, the students agreed to let their friend Simon decide who is the best.

1. Simon knew Natalie won second place in the pull-up contest, and Robert was fourth in running. Robert is taller than Natalie. Why did Simon MOST LIKELY choose Natalie as best athlete?
 - A. Overall, Natalie did better than Robert.
 - B. Simon likes Natalie better than Robert.
 - C. Robert is too slow to be the best athlete.
 - D. Overall, Simon thinks short people are better athletes.
2. What is LEAST likely to be true in this story?
 - A. Natalie and Robert think short people are usually good athletes.
 - B. Natalie and Robert think being the best athlete is important.
 - C. Natalie and Robert think Simon will make a fair decision.
 - D. Natalie and Robert think David is not a good judge of athletes.

Nathan and Sean were in the same Math class. Their teacher returned the tests she had graded. When they saw their grades, Nathan smiled, but Sean looked unhappy. The teacher said that many students had received low grades, and she hoped they would study more for the next test.

3. Based on this story, what is MOST LIKELY to be true?
 - A. Nathan received a better grade on the test than Sean did.
 - B. Nathan usually receives better grades than Sean in math.
 - C. Sean had expected to do better on the test than he did.
 - D. Sean did not do as well on the test as he would have liked.
4. What does the teacher believe?
 - A. Studying helps students do well on math tests.
 - B. Many students did not study for the test.
 - C. None of the students studied enough for the test.
 - D. Students cannot do well in math without studying.

Bill and Lee went camping with their parents at a local park one weekend. The park was very crowded. On Saturday afternoon, their father asked them to pick up some litter and then to go into the woods to cut branches for cooking hot dogs. The two brothers did as their father asked. As they stepped out of the woods, a park ranger stopped them. He looked at their sticks and asked, "Don't you know that in the park you should take nothing but pictures and leave nothing but footprints?" The boys were puzzled by what the ranger had said. They told him that their father had asked them to cut the branches for cooking hot dogs. The ranger walked the boys back to their campsite and talked to their father alone. That evening, the ranger joined the family for dinner. Early the next morning, the family packed up and went home.

5. Why were the boys puzzled?
 - A. The boys had only done what they were asked to do.
 - B. The boys had taken only a few branches from the woods.
 - C. The boys did not understand the ranger's question.
 - D. The boys thought it was okay to cook hot dogs.
6. What is the most likely reason the ranger talked to the father?
 - A. To explain that the boys had cut too many branches
 - B. To explain proper park behavior
 - C. To explain why boys should not be alone in the woods
 - D. To explain why people should take pictures in the woods
7. What was the MOST LIKELY reason the family went home the day after the ranger visited?
 - A. The ranger had told the family to leave.
 - B. The family had planned to leave that day.
 - C. The ranger had upset the family.
 - D. The family had no more sticks for cooking hot dogs.
8. What did the ranger think when he asked, "Don't you know that in the park you should take nothing but pictures and leave nothing but footprints"?
 - A. He thought the boys should have known how to behave in the park.
 - B. He thought the boys should have been taking pictures.
 - C. He thought the boys were going to make a fire in the woods.
 - D. He thought the boys were afraid of getting in trouble
9. Why might the ranger tell other children this story?
 - A. To teach them to pick up litter in the park.
 - B. To teach them to obey their parents while camping.
 - C. To teach them to protect the trees in the park.
 - D. To teach them to be honest with park rangers.
10. Why did the ranger talk to the boys' father ALONE?
 - A. To complain about the boys' behavior
 - B. To tell the father the family had to leave the park
 - C. To find out if the boys were really brothers
 - D. To discuss the situation without embarrassing the father

Carla was nervous as she stood on the stage before her performance. As she sang, the students in the audience began to laugh. Carla heard the laughing and sang even louder. By the time she had finished her song, almost everyone was laughing. The music stopped, and Carla smiled and bowed. As the curtain closed, Carla's teacher wiped away tears and gave Carla a big hug. Carla was glad her song was finished. When she got home, Carla told her parents that the audience had loved her song.

11. Based on the story, what is MOST LIKELY to be true?
 - A. Carla's teacher felt sorry for her.
 - B. Carla's parents were proud of her.
 - C. Carla is a bad singer.
 - D. Carla sang a funny song.
12. Based on the story, what BEST shows that Carla may have told her parents the truth?
 - A. She was nervous about singing.
 - B. Her song made the students laugh.
 - C. She was glad when her song was over.
 - D. Her teacher gave her a big hug after her song.
13. Based on the story, how did Carla's teacher feel?
 - A. She was proud of Carla.
 - B. She was angry that the students laughed.
 - C. She felt sorry for Carla.
 - D. She was sad that Carla's parents were not there.
14. What is the LEAST LIKELY reason why Carla sang louder?
 - A. She wanted the students to be able to hear the song.
 - B. She had reached the most important part of the song.
 - C. She was ignoring the students who were making fun of her.
 - D. She had become less nervous as she sang
15. Which statement BEST shows that Carla was prepared for her performance?
 - A. She kept singing while the students laughed.
 - B. She was glad when she was done.
 - C. She hugged her teacher to thank her.
 - D. She smiled and bowed when she was done.

Paco and his mother were shopping at the mall. Paco wanted a new jeans jacket like the one many of the popular kids in his class were wearing. He asked his mother to buy one for him. She said she could not afford one right then because she needed to buy a new jacket for herself. She wanted a nice jacket to wear to a meeting about a new job. Paco told her that all his friends had jeans jackets. He was afraid that if he did not get one, no one would like him. His mother listened to Paco, but she disagreed with him. She bought the jacket for her meeting. Paco said, "You care more about your new job than about me."

16. What did Paco and his mother both believe?
 - A. Wearing the wrong clothes can make people dislike you.
 - B. It is more important for adults to look good than children.
 - C. What you wear affects what others think of you.
 - D. Women's jackets cost more than boys' jackets.
17. Based on the story, what did Paco's mother think?
 - A. Her meeting was more important than Paco's friendships.
 - B. She needed a new jacket more than Paco did.
 - C. A cheaper jeans jacket would be better for Paco.
 - D. Paco's friends should care more about him than about his clothes.
18. IF all the popular kids in Paco's class wear the same type of jeans jacket, what is MOST LIKELY true?
 - A. The jacket they wear is the best type of jeans jacket.
 - B. Popular kids like the jeans jacket.
 - C. Wearing the jeans jacket makes kids popular.

D. Paco will be unpopular unless he has the jeans jacket.

Juan took apart an old wooden clock, piece by piece. Juan's sister, Maria, was happy to sit and watch him. After taking apart the old clock, Juan looked closely at each piece. He wiped each wheel and gear with an oily cloth. He put all of the pieces on a table. Juan rubbed his hands together and looked at his watch with concern. He worked to put all of the small pieces back together. Much later, when Juan looked out the window, he saw his parents get out of their car. He looked at his watch and smiled.

19. Why did Juan look at his watch with concern?
 - A. He wasn't sure his watch was working.
 - B. He was afraid his parents would be angry.
 - C. He hoped to finish before his parents arrived.
 - D. He found the job was taking longer than he had hoped.
20. Why did Juan take the clock apart?
 - A. He wanted to fix a broken part.
 - B. He wanted to clean the clock.
 - C. He wanted to see inside the clock.
 - D. He wanted to see how clocks work.
21. Why did Juan look at his watch and smile?
 - A. He had finished the clock in time.
 - B. His watch was working well.
 - C. His parents had arrived on time.
 - D. He had a surprise for his parents.
22. What would MOST LIKELY have happened if Juan had not finished the clock before his parents arrived?
 - a. Maria would have been upset.
 - b. Maria would have had to explain everything.
 - c. Juan's parents would have been angry.
 - d. Juan would have been disappointed.
23. What BEST shows that Juan is careful?
 - A. He checked to see how long his work was taking.
 - B. He asked his sister to watch him work.
 - C. He checked every part of the clock.
 - D. He was proud when he finished the clock.
24. IF you expect Juan to be punished if his parents see him with the clock, what are you assuming?
 - A. Juan was supposed to have been watching Maria.
 - B. Juan was supposed to fix the clock before his parents arrived.
 - C. Maria and Juan were not supposed to make a mess.
 - D. Juan was not supposed to touch the clock without permission.

Tanya works at a large summer camp. She is a counselor for ten campers who share a cabin. Many of Tanya's campers were often late for dinner. Tanya told the campers she would take them to a movie if everyone came to dinner on time for a whole week. All of Tanya's campers were on time for dinner that week. Tanya took them to a movie. Tanya told Mrs. Greene, the camp owner, how well the reward had worked. Mrs. Greene disagreed. She reminded Tanya that she had made a new rule for the whole camp last week. The new rule said anyone late for dinner would not get dessert. Mrs. Greene said her new rule had caused Tanya's campers to come to dinner on time. Tanya

did not argue with Mrs. Greene. But, she was sure that her reward, not the new rule, had gotten her campers to come to dinner on time.

25. What caused Tanya's campers to come to dinner on time?
 - A. Mrs. Greene's rule
 - B. Tanya's reward
 - C. Neither the rule nor the reward
 - D. There is no way to know
26. What do Tanya and Mrs. Greene each believe?
 - A. Punishments work better than rewards.
 - B. Her own action changed the campers' behavior.
 - C. Campers who are late for dinner are rude.
 - D. Campers who are on time for dinner should be rewarded.
27. What is the main question in this story?
 - A. Does reward work better than punishment?
 - B. Does Tanya know more about campers' behavior than Mrs. Greene?
 - C. What can be done to make campers come to dinner on time?
 - D. Why did Tanya's campers come to dinner on time?
28. What would Tanya MOST LIKELY tell her campers if they stopped making their beds?
 - A. They should behave better.
 - B. She would tell Mrs. Greene about their behavior.
 - C. She would give them popcorn if they made their beds.
 - D. She would send them to bed early if they did not make their beds.

John's friend Paul usually talks and laughs a lot during lunch. On Tuesday, Paul was very quiet during lunch. On the way to class, John asked Paul if he was upset with him, and Paul said, "No." Then John asked Paul what was wrong, and Paul said, "Nothing is wrong." John thought Paul might be angry because John had not chosen him for his basketball team in gym class on Friday. John decided that if Paul was not going to talk to him, he would not talk to Paul either.

29. Based on the story, what is MOST LIKELY John's point of view?
 - A. He thinks Paul should not be upset about gym class.
 - B. He feels sad that Paul is not talking as much as usual.
 - C. He thinks something he did caused Paul to be quiet.
 - D. He feels bad about not choosing Paul for his team.
30. What new information would BEST show that John was wrong about why Paul was quiet?
 - A. Paul was quiet during lunch on Monday.
 - B. Paul and John have been best friends for a long time.
 - C. Paul got a bad grade on a math test before lunch.
 - D. Paul does not like to play basketball.

Appendix B



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

Consent to Participate in a Research Study

“IMPROVING CRITICAL THINKING PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS USING VIRTUAL ORAL INSTRUCTION with CAPSULIZED ETIVITY”

November 25, 2020

THE PARENTS

This school
Banale, Pagadian City

Dear Parents or Guardians,

A pleasant day.

The undersigned is conducting action research on **“IMPROVING CRITICAL THINKING PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS USING VIRTUAL ORAL INSTRUCTION with CAPSULIZED ETIVITY”** to determine students’ level of critical thinking performance in reading academic and professional texts.

I will conduct this intervention program from November 30 through January 8, 2021. The activities related to the program will take place every Monday and Tuesday, and students will engage in a virtual class with their teacher, presenting the lesson aided with electronic activities at the end of each class to improve their critical thinking performance. The gathering of data during these series of activities offers no risks of any kind to your child.

Your permission allows me to include your child's data in reporting information for my study through a pretest and a post-test. All information gathered will be kept entirely confidential.

Participation in this study is entirely voluntary. However, students who will be joining have the opportunity to learn more in addition to their modular learning, for the researcher will be focusing on the first two competencies of English for Academic and Professional Purposes and Practical Research 2 subjects offered this semester.

If you agree to have your child participate in the project, please sign the attached statement and return it to me next week at Pagadian City National Comprehensive High School, Banale, Pagadian City, at your most convenient time. If you have questions, please contact me at 0910-164-7302 for more details about this project.

Thank you, and God bless.

Sincerely,

(SGD) **HONEY BETH D. ATIS**
SHS T – III



Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
DIVISION OF PAGADIAN CITY
West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

Consent to Participate in a Research Study
“IMPROVING CRITICAL THINKING PERFORMANCE OF SENIOR HIGH SCHOOL
STUDENTS USING VIRTUAL ORAL INSTRUCTION with CAPSULIZED ETIVITY”

I, _____ the parent/legal guardian of the student named below, acknowledge that the researcher has explained to me the purpose of this research and offered to answer any questions I may have about the nature of my child's participation. I freely and voluntarily consent to my child's participation in this study. I understand all information gathered during this project will be completely confidential.

NAME OF STUDENT: _____

GRADE & SECTION: _____

TRACK: _____

STRAND: _____

Signature Over Printed Name of Parent/Legal Guardian

Date



Appendix C
 Republic of the Philippines
 Department of Education
 Region IX, Zamboanga Peninsula
 DIVISION OF PAGADIAN CITY
 West District



PAGADIAN CITY NATIONAL COMPREHENSIVE HIGH SCHOOL

November 19, 2020

DR. DANNY B. CORDOVA, CESO VI

Schools Division Superintendent
 Pagadian City Division
 This City

Thru:

DR. MA. COLLEEN L. EMORICHA, CESE

Assistant Schools Division Superintendent
 This Division

Sir:

A pleasant day.

The undersigned is conducting action research on **“IMPROVING CRITICAL THINKING PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS USING VIRTUAL ORAL INSTRUCTION with CAPSULIZED ETIVITY”** to determine students’ level of critical thinking performance in reading academic and professional texts.

Anent to this, I am requesting permission from your good office to allow me to conduct my study. Attached herewith is a copy of my Action Research Proposal.

I am looking forward to your approval.

Thank you, and God bless.

Very truly yours,

(SGD) **HONEY BETH D. ATIS**

SHS T - III

RECOMMENDING APPROVAL:

(SGD) **MA. COLLEEN L. EMORICHA, Ed.D., CESE**

Assistant Schools Division Superintendent

APPROVED:

(SGD) **DANNY B. CORDOVA, EdD., CESO VI**

Schools Division Superintendent