Station Rotation Blended Learning and the Critical Thinking Skills in English and American Literature among Grade 9 Students

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Abstract

The low rank of the Philippines in Education Rankings by country showed the growing problem of the Filipino student in Critical Thinking Skills as well reading and comprehension about foreign literature. The study aimed to used station rotation blended learning to enhance the critical thinking skills of the students in studying the English and American Literature. it attempted to answer the following questions: (1) What are the Pre-Test scores of the respondents in English ang American Literature in critical thinking skills? (2) What are the Pre-Test scores of the respondents in English ang American Literature in critical thinking skills? (3) Is there any significant difference between the Pre-test and Post Test Scores of the respondents in English and American Literature in critical thinking skills? The respondents of the study included one hundred six (106) Grade 9 students who were enrolled in San Pablo City Science Integrated High School for the academic year 2021-2022. Purposive Sampling was used to determine the respondents. The researcher crafted the pre-test and post-test which was administered to the respondents. Questions were aligned to the Most Essential Learning Competencies for the third quarter and the Critical Thinking Skills based on Bloom's Taxonomy. Paired t-test was utilized to identify if there will be significant difference between the pre-test and post-test. Based on the computed value, there is a significant difference between the pretest and posttest scores of the students in Conceptualizing, Applying, Synthesizing and Evaluating. Only the Analyzing skill got a decreasing mean score from 6.84 to 5.92. This signified that even Analyzing is not the most difficult skill in critical thinking, it can bring confusion on how the students perceive the literary pieces in English ang America Literature. The following recommendations were given after the findings were discussed: Teachers may consider using station rotation blended learning in teaching English even in other levels as its effectiveness were shown based on the increase of the scores in most of the critical thinking skills stated in this study; Other researchers may opt to seek further study related to station rotation blended learning and its significant effect with the different critical thinking skills as this study focused only on the five critical thinking skills; and further studies on station rotation blended learning may be conducted to further develop other 21st century skills of the students.

Keywords: Station Rotation Blended Learning, Critical Thinking Skills, English and American Literature, Purposive Sampling, Pared t-test