

## Using Small Group Rotation to Improve the Reading Comprehension Skills of Grade 11 Students

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**Abstract:** This study investigated the effectiveness of the Small Group Rotation Method in enhancing the reading comprehension skills of Grade 11 students. The Small Group Rotation Method is an instructional strategy that involves dividing students into small groups and rotating them through various stations, each focusing on a particular aspect of the subject matter. The study used a one-group pretest-posttest design, and the participants were 60 Grade 11 students who voluntarily consented to participate in the study. The participants were chosen from a private high school in Davao City, Philippines. The pretest was administered to the participants to measure their initial reading comprehension skills, and then the Small Group Rotation Method was implemented for four weeks. After the four-week intervention, a posttest was conducted to measure the participants' improvement in reading comprehension skills. The findings of the study revealed that there was a significant improvement in the participants' reading comprehension skills from pretest to posttest. The results showed that the Small Group Rotation Method was an effective teaching approach for enhancing the reading comprehension skills of Grade 11 students.

**Keywords:** Small group rotation, reading comprehension, language teaching strategy

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### Introduction

Reading comprehension is a crucial skill that enables students to understand and analyze written texts, making it an essential aspect of academic achievement. However, many students struggle with reading comprehension, especially in higher grades, which can impede their academic progress. Hence, it is imperative to identify effective teaching strategies to enhance students' reading comprehension skills. One such teaching approach is the Small Group Rotation Method, an instructional strategy that involves dividing students into small groups and rotating them through various stations, each focusing on a particular aspect of the subject matter. The Small Group Rotation Method allows students to engage in collaborative learning, provides individualized instruction, and promotes active participation.

A study by Banditvilai (2020) on the effectiveness of reading strategies on reading comprehension revealed that students often struggle to comprehend the texts they have read. Students should employ a variety of tactics during reading to aid in the gathering, storing, and retrieval of knowledge. He emphasized the importance of the strategies in training students to become independent readers and successfully comprehending the materials provided by the teacher. He also pointed out that teachers, at the same time, must enhance their skills in teaching reading strategies to ensure students become skilled readers.

Comparatively, Ventic and Eslit (2018) conducted a study on the comprehension skills of senior high school students. The study revealed that the level of reading comprehension of the respondents was "good" at the literal level, "fair" at the interpretive level, "poor" at the evaluative level, and "fair" at the application level. They were able to deduce that these students are "slow readers" with poor comprehension when it comes to critical reading. With this in mind, Ventic and Eslit (2018) suggested that reading strategies and interventions must be made, specifically the Reading Enhancement Program, which they claim would address and enhance the student's reading comprehension.

In the study conducted by Yapp, de Graaff, and van den Bergh (2021), it was found that reading intervention programs which include seven reading strategies were effective in higher education second language learners. The results of the study showed that average weaker readers improved more than good readers from all levels, even pupils with a senior vocational degree as prior schooling. In addition, they also stated that weak readers not only with vocational backgrounds, but also from all levels of education showed significant improvement with the said reading intervention. Yapp, de Graaff, and van den Bergh (2021) stated that even though the students in this study were much older than those in Pressley's (2006) study, both studies used explicit reading strategy training to teach students how, why, and when to utilize reading strategies. They also pointed out that the research community had paid little attention to the question of how and when educators should be teaching reading.

In a Philippine context, a study by Albia and Sonsona (2021) stated that challenges with background knowledge, vocabulary, and fluency are the top three issues that have a negative impact on reading among

students with learning difficulties. The findings show that although teachers may use some reading comprehension techniques that have been proven successful by research, they also adjust some of these techniques in light of the needs and skills of the students. Some of the reading strategies commonly used by teachers were graphic organizer, questioning and peer assisted strategy. Albia and Sonsona (2021) added that for learners whose poor reading levels prohibit them from fully absorbing a material, teachers adapt some methods by breaking them down into smaller chunks.

The relevant studies proved the relevance of the problem on the reading comprehension and the impacts of the teaching strategies to the students. In connection, the study Gallardo (2020) found that using Small Group Rotation as a strategy in a language classroom has increased students' active participation over the course of the year. Thus, it paved the way for the current study which aims to ascertain whether the small group rotation method used in language class will enhance students' reading comprehension abilities. Small Group Rotation is an approach with differentiated activities in which students work in small groups and have the opportunity to experience various activities and one-on-one time with the teacher during their turn, allowing for the establishment of more meaningful connections.

Finally, the study will benefit not just the language teachers, but also everyone inside the educational institution. It will provide them insightful knowledge about the application of the Small Group Rotation method in the English classroom. The results will provide the educational community with useful information and provide recommendations for efficient methods to increase language teaching and learning.

### **Statement of the Problem**

This study aims to determine the effectiveness of the Small Group Rotation Method in enhancing the reading comprehension skills of Grade 11 students. Specifically, it seeks to answer the following question:

1. What is the pretest mean score of Grade 11 students in Reading Comprehension in terms of:
  - 1.1 identifying
  - 1.2 determining
  - 1.3 inferring
  - 1.4 summarizing
  - 1.5 analyzing; and
  - 1.6 evaluating
2. What is the post-test mean score of Grade 11 students in Reading Comprehension in terms of:
  - 2.1 identifying
  - 2.2 determining
  - 2.3 inferring
  - 2.4 summarizing
  - 2.5 analyzing; and
  - 2.6 evaluating
3. Is there a significant difference between the pretest and post-test mean scores of students' Reading Comprehension?

### **Hypothesis**

This study is tested at 0.05 level of significance as:

HO1. There is no significant difference between the pretest and posttest mean scores of students Reading Comprehension.

### **Literature Review**

#### **Small Group Rotation Method**

Gone are the days when passive teaching and learning were once practiced. In the 21st century, teaching and learning are improved for the goal of a learner-centered or student-centered learning. Active participation, contextualized, authentic learning, and the emphasis on collaboration are concepts found in a teaching method called "The Small Group Rotation." Goodell (2019) stated that small group rotation is an effective and practical way to maximize student and teacher time. This method also works best for self-contained classrooms for students with special needs but states that it is also applicable on general education campuses. Upon dividing the students by group, Goodell (2019) asserts the need to take into consideration the background and context of the learners according to their individual intelligence and levels of independence. Employing this method means being consistent to avoid confusion from the students and also from the teacher. This is why rotation charts/

schedule charts are essential. They show the tasks and activities for the whole week and also the groups that are assigned to them.

In the same way, McKimm and Morris (2009) view the small group method as effective and encouraging as it stimulates student engagement and discussion. The "small group," according to them, must preferably be among four to ten members as this allows "generating and criticizing ideas, compelling unwilling members to help out, a sufficient number of members to enable roles and responsibilities equally allocated, faster completion of work, and foster creative support from each member. McKimm and Morris (2009) also discussed the roles of teachers in a small group method. They stated that teachers must: manage the group, manage the activities, and manage the learning. Teachers in this method are facilitators of learning. They will lead discussions, ask open-ended questions for students to reflect upon, guide the tasks and activities, monitor students' learning, and ensure active participation from learners. The only challenge in this method is that the teacher must adopt a range of roles to respond to how small groups function and behave.

Moreover, Holly (2019) states that small group rotation is a common approach to running group work in the classroom. This method allows students to move through various teacher-planned tasks and activities. Such an approach is much more effective in teaching English and Literature as it sets activities that focus on different literary concepts. With one rotation, the learning outcomes of the lesson can be covered. Holly (2019) asserts that this approach is best employed for students with individual differences and diverse ability levels because it allows focusing on particular areas of development for each group. In addition, teachers must keep in mind that in planning small group rotations, what is essential is to consider what will best benefit the students. Holly (2019) made it clear that every group must pick a good leader each week, and that leader must be responsible for ensuring that tasks and activities will be completed. Lastly, teachers utilizing small group rotations must be proactive. They must discuss the approach to be used before the school year starts and also the behavior expectations, as it will yield a massive benefit in the long run.

Ferlazzo (2021) recommends teachers how to set up small-group instruction best. It would be to utilize the small group rotation or as he calls it the station rotation model and project-based learning strategies. In classrooms, stations must be set up for the students to rotate through during the week. Each station contains a collaborative station for them to work with their group members, an independent station, and small-group instruction. Students are grouped and put at the stations using formative assessments. Additionally, he states that small-group instruction is a powerful strategy as it aims to meet students where they are. Ferlazzo (2021) introduced three plans that must be attended to in this specific approach. The first is to anticipate and plan for multiple means of engagement. Teachers must provide parallel activities so students can work collaboratively. The second is to anticipate and plan for multiple representations. Teachers must provide scenarios and allow students to represent them, and then ask them to connect these scenarios to the lesson. The third is to anticipate and plan for multiple modes of expression. Teachers must give students multiple options for expressing their thinking.

### **Small Group Activities in English Language Classrooms**

In a Title I school, one class was used for the research. The results demonstrate that student involvement in Spanish class has improved as a result of employing differentiated activities during small group rotation. The majority of the students who took part in this study said they enjoyed class more and were able to finish the few tasks that were given to them. The few students who complained about the small group rotations said they preferred working alone and did not like working in teams. The installation of small groups had a number of effects, including an increase in the amount of time needed to prepare for class setup and manage transition times, which resulted in a reduction in instructional time and focus. However, even when the research yielded positive results, it also gave new challenges. That is, the routine is new to the students and thus it is imperative that teachers create well-planned lessons to keep them engaged. Furthermore, the use of small group rotation method needs a longer duration to conduct in classes and so the teacher has to find ways to help students be aware of their time during each session (Gallardo, 2020).

There are a lot of advantages from using small group activities in the language classroom. One of these advantages is that "it provides a non-threatening context for practice" (Osa-Melero, 2015). Students find it less stressful to practice/study with peers before doing new activities on their own. With regards to reading comprehension, Osa-Melero (2015) cited prior studies which emphasized the superior results of incorporating small group activities in improving reading comprehension than individualized activities. However, the result of Osa-Melero's study suggested otherwise. The results of her study suggested that individual approaches "significantly assist" the participants in multiple-choice assessments than the small group activities. She further explained that the group approach may have made students dependent on their groups and thus felt the lack of structure and guidance by their peers when answering the questions.

Darise (2018) explored how small-group discussions can be used to enhance the students' reading comprehension skills. This study sought to determine whether the small group discussion method could improve students' reading comprehension skills. This approach is based on the principle of active learning. The opportunity is provided for the pupils to independently experience the learning process. According to the research findings, using the small group discussion method helped students' reading comprehension skills. Furthermore, Darise (2018) discussed that with the short attention span of students, the teachers need to be creative in making classes active and fun to engage the learners more. Small group activities can be used to promote active learning in language classrooms, especially in promoting reading comprehension skills.

### **Instructional material to make Teaching English Effective**

Instructional materials give the teacher and the student a method of analyzing progress. These are the content or information conveyed within a course. These include the lectures, readings, textbooks, multimedia components, and other resources in a course. According to UNESCO (2014) and Jacob (2016) For instructors and students, multimedia and digital materials represent an increasing source of knowledge. In schools, more access to ICTs can help close the digital divide between low- and high-income groups, according to a number of studies, same with textbooks it is the most visible aspects of a curriculum and is often considered the main script that shapes the teaching and learning processes. In addition, Teachers are supported in their teaching strategies by teachers' guides. Effective teachers' guides should: provide knowledge and support to help understand and implement lesson plans; contain explicit communication of conceptual goals with links to suggested activities; reinforce knowledge of important pedagogical content; provide direction on the use of and comprehension of such activities; present options and freedom of choice; and encourage teachers to reflect frequently.

Read (2015) and Treffgarne (2011) studies show that investments in reading books and school libraries have an even greater correlation with increases in student achievement in lower grades than investments in textbook provision. Since reading books enhances your vocabulary, allowing you to travel through words, and many times motivates you to stand and start again through various motivational kinds of literature; Libraries provide another space for children to learn. They can help students navigate the internet, offer a quiet area for students to study, and encourage students to read. The staff, knowing what books a student enjoys, can help them choose books that are similar to their interests.

Furthermore, Elliott and Corrie (2015) stated that Supplementary materials include books, newspapers, informational pamphlets, and other materials printed in the mother tongue and instructional languages reflecting local customs and concerns. They enrich teaching, engage students in multi-dimensional learning, build students' abilities to apply their knowledge and are thus critical for literacy outcomes.

### **Assessment in Reading Comprehension**

According to Nair and Feroze (2022), the most popular form of assessment in the realm of education is the multiple-choice question and it is an essential component of many assessment methods used by schools and universities all over the world. Multiple-choice exams are frequently preferred as reading assessments since they can be quickly and reliably scored. With their ability to contain a large number of items, MCQs provide a variety of advantages over other testing formats. For example, they make it easier to provide score reliability in crowded groups while still maintaining high content validity (Polat, 2020). They are frequently utilized in standardized exams, including TOEFL and other language proficiency assessments. Although multiple-choice exams are frequently employed, they have several drawbacks. Multiple-choice tests do not assess productive skills; they only assess receptive knowledge (Singhal, 2020). Further advantages of taking MCQ examinations include the fact that they are very motivating for students; support the growth of self-esteem and assist teachers in identifying a student's challenges in learning. Moreover, a recent study found that students who had the option to choose their own answers to multiple-choice questions on each topic did better on the written test at the conclusion of the semester. The study of Nair and Feroze (2022) also concluded that an efficient teaching-learning strategy is to augment the didactic lecture with MCQs toward the end of the class. Students also say they have a great attitude about it.

In the study of Kayarkaya and Unaldi (2020), it stated that in the current study, tests based on multiple choice items are investigated in terms of their potential to facilitate or preclude cognitive processes that lead to higher level reading processes necessary for text level microstructure formation. It is a common belief that text level comprehension can be attained even on multiple choice (MC) tests by developing various test items on the major themes in a text. Given that MC exams are frequently used to evaluate academic reading ability, the issue is whether an MC assessment tool is an effective evaluation method that can take into consideration the pertinent reading abilities and sub-skills indicative of scholarly reading ability. Kayarkaya and Unaldi (2020) stated in their study that in terms of assessing, MC activities are practical, and they are unquestionably helpful in evaluating a few different reading skills. For instance, MC activities can be viewed as useful teaching and

assessment tools for reading sub-skills that demand command of sentence and paragraph level reading comprehension and the capacity to conduct information searches.

On the other hand, in the study of Brown and Abdalnabi (2017), they also agreed that multiple-choice questions (MCQs) are frequently employed in assessment assignments for higher education because they are quick, easy to score, and effectively cover the curriculum. However, according to Brown and Abdalnabi (2017), studies that assessed the reliability of MCQs used in higher education examinations discovered a few incorrect items, leading to inaccurate conclusions about student performance and tarnishing crucial choices. Hence, MCQs must be statistically analyzed to guarantee that high-quality items are used as the foundation for inference. Stated by Kayarkaya and Unaldi (2020), research has shown, however, that the results of MC examinations evaluating reading comprehension may not accurately reflect test takers' knowledge of the textual material.

### **Existing Studies**

Much research has been conducted over the years with the aim of enhancing reading abilities of students, which are of the utmost importance right now. Kolness (2018) believes that reading is one of the essential skills that must be acquired at the early stage of learning. With this, he conducted action research to see if using a small group instruction strategy would improve the reading skills of intermediate learners. All students in the same grade level took the pretest, and those who scored below grade level were selected to participate. The mentioned method was put through a series of tests for a few weeks. The findings demonstrated that pupils' reading abilities improve through specialized small group reading instruction.

Cubillas and Venture (2019) examined the impact of small group instruction in enhancing the reading abilities of sixth-grade students. The study set out to assess the efficacy of small group instruction as a reading intervention technique to improve the reading performance of Grade 6 students. The study used a pretest, post-test pre-quasiexperimental design. Following the pretest, students were sorted into groups based on their reading profiles. Reading remediation was given to them, depending on their abilities. The study's findings indicate that grade 6 students reading at a grade 3 level have improved their word recognition and comprehension skills after receiving small group instruction. The students in grade 6 with reading levels in grades 4 and 5 had the same outcome. Evidence also suggests that the used reading intervention technique was successful. Therefore, teachers are advised to utilize a reading intervention program emphasizing small-group instruction to enhance their students' reading performance.

According to Nisa (2018), numerous blended learning model options exist. However, the researcher focused on using the Station Rotation Model in her research to determine whether it effectively enhances pupils' reading abilities in the tenth grade. This paradigm enables students to travel between stations with differentiated activities, including online learning, discussions, in-person instruction with teachers, and small-group or group projects. It also allows them to work in small groups. The study's findings clearly distinguished between the experimental and control groups; the former significantly outperformed the latter regarding achievement following treatment. Therefore, the Station Rotation Model was found to be successful in enhancing the pupils' reading abilities.

A study by Maslina, Rahmi, and Mulyani (2020) aimed to determine how students respond to the small group discussion method when teaching reading comprehension. The researcher identified difficulties with English students in comprehending texts. The study used a qualitative-descriptive method, and the data was obtained through an observation sheet and questionnaire for students. The findings revealed that students responded favorably to the small-group discussion method to enhance their reading comprehension skills. The analysis of the questionnaire responses from the students indicated that they had benefited from reading comprehension through small group discussions, enjoyed the learning experience, and found it simpler to understand the English text through these discussions.

### **Method**

The study employed the one-group pretest-posttest research design. It was conducted in one of the private schools in Davao City, Philippines. The sample consisted of 60 Grade 11 students. The research instrument was a multiple-choice pretest and post-test questionnaire comprising six subtests for each indicator. The goal of the pretest questionnaire was to gather information about the students' Reading Comprehension Skills prior to intervention, while the posttest intended to confirm whether using the Small Group Rotation Method in the classroom effectively improved the students' Reading Comprehension Skills. Before administering the pretest, a pilot test was conducted. The pilot test resulted in a highly reliable test. The pretest was administered to the students before the start of the intervention. The Small Group Rotation Method was implemented in the language classroom within a span of four weeks. After the experiment, the posttest was

given to the participants. The researchers asked for participants' consent before utilizing their pretest and posttest data.

### Results & Discussions

This section presents and analyzes the findings obtained in this study related to the use of Small Group Rotation Method in improving the reading comprehension skills of the students.

Table 1. Pretest Mean Score of Grade 11 Students in Reading Comprehension

Reading Comprehension Indicators	SD	Mean
Identifying	2.18	5.90
Determining	2.70	6.20
Inferring	2.04	4.38
Summarizing	2.84	5.17
Analyzing; and	2.33	6.32
Evaluating	2.20	4.80
<b>Overall Mean Score</b>		<b>32.77</b>

Table 1 shows the pre-test result of the Grade 11 senior high school students in terms of its five (6) reading comprehension indicators namely: identifying, determining, inferring, summarizing, analyzing, and evaluating. It presents the mean and standard deviation of each indicator. Further, the overall level of reading comprehension skills during pre-test is shown.

The pretest mean score of *identifying* is 5.90 which has the third highest mean score. This result showed that students have an average level of reading comprehension before applying the 'Small Group Rotation' method. This implies that before applying the method, students have an average percent in identifying newly acquired information through reading, especially in their vocabulary. According to Al'Otaiba, et. Al. (2008) Identifying includes activities that involve picking out the important details conveyed through a text. Examples include verbally listing, underlining, highlighting, or otherwise no major points. Highlighting differs from 'summarizing' because it explicitly involves identifying the important details within the text.

The pretest mean score of grade 11 students in *determining* has the mean score of 6.20 which has the second highest mean score. The data showed that the students have notably high-level skills in determining before applying the 'Small Group Rotation' method. This implies that before applying the said method in the classroom, students already have average skills in determining or reading a text and sorting information to figure out what is important and what is just an interesting detail. Determining allows students to move through a text coherently, developing a line of thinking that helps our reading make sense. According to Rawson & Kintsch (2005), a reader's background knowledge is necessary for building a coherent representation of a text. Well-connected memory storage facilitates quicker retrieval and use of relevant information.

The pretest mean score of grade 11 students in *inferring* has the mean score of 4.38 which has the lowest mean score. The data shows that the students have low average level skills in inferring before applying the 'Small Group Rotation' method. This implies that before applying the said method in the classroom, students have experienced difficulties in making educated guesses based on available information. According to Elbro & Buch-Iversen (2013) and Kendeou, McMaster, & Christ (2016) Effective inference instructional techniques include teaching students to use their background knowledge and integrate it with the information in the text, self-generated elaborations, graphic organizers that connect concepts to one another, and text clues. Kaefer, Neuman, & Pinkham (2015) stated as well that prior knowledge of a domain predicts text recall for students across development and supports the ability to make inferences and learn new words.

The pretest mean score of *summarizing* is 5.17 which has the fourth highest mean score. This result showed that before applying the 'Small Group Rotation method' in the classroom, it was seen that a significant amount of students have low summarizing skills compared to the post-application of the method. According to Ozdemir (2018), in order to enhance the use of the approach and produce more effective summary texts, summarization strategy instruction should be included in the curricula of educational organizations starting in primary school. To add, in order to give information and skills about summarizing techniques during the training process, application-based studies should be carried out. Repeated summarizing improves the effectiveness of the process.

The pretest mean score of *analyzing* is 6.32 which has the highest mean score of all reading comprehension indicators. This implies that students have already notably high skills in analyzing newly read materials and information. As stated in the study of Rabain (2022), It is crucial to analyze texts since it fosters the development of critical thinking abilities. To put it more precisely, analysis entails dissecting concepts to

better comprehend a text's meaning, determining whether an argument is supported by concrete evidence, drawing conclusions, and establishing links to other texts and the wider world.

The pretest mean score for *evaluating* is 4.80 which has the second least score of all the indicators of reading comprehension. This implies that students have notably low skills in evaluating newly read information and texts. The study of Hemalainen et al., (2021), the current findings point to the need for teaching that covers both the depth of evaluations and the evaluation of various credibility elements. Given that some students are already proficient evaluators, teachers may use collaborative learning techniques so that students can exchange and benefit from their peer's efficient evaluation techniques cited from.

As reflected in table 1, the overall mean of the reading comprehension of Grade 11 students is 32.77 which means that the students' overall reading comprehension is on average level during pre-test. It means that students demonstrate adequate reading comprehension skills.

Table 2. Post-test Mean Score of Grade 11 Students in Reading Comprehension

Reading Comprehension Indicators	SD	Mean
Identifying	1.32	8.28
Determining	1.28	8.08
Inferring	1.45	7.33
Summarizing	2.06	7.55
Analyzing; and	1.24	8.30
Evaluating	1.72	7.95
<b>Overall Mean Score</b>		<b>47.50</b>

Table 2 shows the post-test result of the Grade 11 senior high school students in terms of its five (6) reading comprehension indicators namely: identifying, determining, inferring, summarizing, analyzing, and evaluating. It presents the mean and standard deviation of each indicator. Further, the overall level of reading comprehension skills during post-test is shown.

Among the indicators, Analyzing has the highest mean score of 8.30. The data showed that the students increased their scores on the post-test after applying the Small Group Rotation method. This implies that after the application of the Small Group Rotation method in the classroom, students can have a more detailed examination of the elements and structure of a text and break these into component parts to uncover interrelationships and draw conclusions. Furthermore, students can now understand the connection of the parts to each other as a whole (Thompson, 2018).

This is followed by Identifying which has the second highest mean score of 8.28, then *Determining* which has 8.08 mean scores. These data showed improvement based on the students' scores reflected in the students' pretest scores. This implies that students can now identify basic concepts and determine facts and information stated directly in the text. Nurjanah and Putri (2022) asserted that *Identifying* and *Determining* which fall under literal reading comprehension is crucial for enhancing students' understanding before moving on to the next levels.

Next, *Evaluating* which has a mean score of 7.95. The data showed that the students increased their percentages on the post-test after the application of the Small Group Rotation method. This implies that after applying the Small Group Rotation method in the classroom, students improved their skills in evaluating and judging the parts of the text. Students can now weigh the details presented in the text that they read, the data provided, and the conclusions and see if they add up to a strong, compelling argument.

*Summarizing* has a mean score of 7.55. The data showed that the students increased their scores on the post-test after applying the Small Group Rotation method. This implies that after the application of the Small Group Rotation method in the classroom, students improved in making mental summaries of new information obtained through reading the text. They can now summarize major ideas, mentally paraphrase the text they have learned, expand on new words and ideas, and unite new information from the previous information. According to the study of Pishkar (2022), students can summarize texts as effectively as possible by providing them intervention and innovative techniques in learning a text.

Lastly, *Inferring* which has the lowest mean score of 7.33 among other indicators. However, the data still showed improvement as compared to the students' pretest mean score. This implies that students already have the ability to realize the hidden concepts and interpret information implied in a text after using the Small Group Rotation Method.

Overall, the result showed that the posttest mean score of the six indicators is 47.50; way higher than the pretest mean score of the students. It clearly showed that students have improved their reading comprehension skills through the use of the Small Group Rotation Method. This findings is supported by that of Indah (2018) which found that Small Group Technique have improved students' reading comprehension and that they have

responded positively on the technique. Also, parallel to the findings of Draayer (2021) which found that Station Rotation Model, similar to that of Small Group Rotation, has made students improved in Reading Comprehension.

Table 3 Significant difference between the pretest and post-test mean scores of students' Reading Comprehension

	SD	Mean	P-value	Decision on the Null Hypothesis
Pre-test	10.49	32.77	0.0000000000000384	<b>Reject</b>
Post-test	5.18	47.50		

Alpha level = 0.05 level of Significance

Table 3 showed the significant difference between the pretest and the post-test mean scores of the students' Reading Comprehension. Since the P-value is 0.0000000000000384 which is below the alpha level of significance, then the null hypothesis ( $H_0$ ) is therefore, rejected. This means that there is a significant difference in the Pretest and the Post-test mean scores of the students.

### Conclusion

Based on the findings of this study, it is evident that the Small Group Rotation Method is an effective teaching approach for enhancing the reading comprehension skills of Grade 11 students. The significant difference between the pretest and post-test mean scores indicates that the Small Group Rotation Method intervention led to a significant improvement in the students' reading comprehension skills. The rejection of the null hypothesis ( $H_0$ ) confirms that the Small Group Rotation Method was a significant factor in the improvement of students' reading comprehension skills. Therefore, it can be concluded that the Small Group Rotation Method is a useful and practical teaching strategy that can be utilized in enhancing reading comprehension skills among Grade 11 students.

Based on the study's results, it is recommended that teachers and educators should consider implementing the Small Group Rotation Method in their classrooms to improve students' reading comprehension skills. The Small Group Rotation Method can be used as a supplement to traditional teaching methods to provide students with a collaborative and engaging learning experience.

Moreover, the findings of this study can inform curriculum developers and policymakers about the potential benefits of the Small Group Rotation Method in enhancing students' academic outcomes. The Small Group Rotation Method can be incorporated into the curriculum as a teaching strategy to enhance students' reading comprehension skills and improve their academic performance.

However, it is essential to note that further research is necessary to investigate the long-term effects of the Small Group Rotation Method on students' learning outcomes and to investigate its effectiveness in other subject areas. Furthermore, future studies should also explore the most effective ways to implement the Small Group Rotation Method to maximize its potential benefits in improving students' reading comprehension skills.

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