USING BLENDED STATION ROTATION MODEL IN IMPROVING THE
READING COMPREHENSION SKILLS OF GRADE 5 STUDENTS
IN DE LA SALLE SANTIAGO ZOBEL SCHOOL

A Master's Thesis Presented to
the Faculty of the College of Liberal Arts and Communications
Graduate Studies
De La Salle University - Dasmariñas
City of Dasmariñas, Cavite

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in English as a Second Language

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June 2017
ABSTRACT

This study focused on determining the effect of using Blended Station Rotation Model in improving the reading comprehension skills of Grade 5 students in De La Salle Santiago Zobel School, School Year 2016-2017. The study was anchored on different concepts and theories adopted from the metacognitive model in Reading, the Theory of Hybrid and Technology Integration Matrix as its main framework to construct understanding of how hybrid instructional methods affect the reading comprehension of learners. This study also used the practitioner research paradigm as it advocates the practitioner-researcher into a reflective process while conducting a quasi-experimental research design and obtaining both quantitative and qualitative data to provide rich data in creating learning communities. The quantitative data were taken from the pretest and posttest scores and performance task scores of the respondents. On the other hand, the qualitative data were taken from the responses evaluated from the IF interview and IRF journals of the chosen participants. A total of 195 respondents were selected via purposive sampling in gathering the quantitative data. A total of 20 participants were selected via fishbowl method in gathering the qualitative data of the study. Findings from the comparison of the pretest and posttest scores of the respondents revealed that there was a significant improvement in the comprehension level of the respondents in the targeted reading comprehension skills based on the significant increase in mean score of the respondents in the posttest compared to their pretest scores. The study also revealed that there was an observed significant improvement in the students’ performance after the instruction using hybrid model based on the high frequency of their performance task scores. In addition, responses taken from the IF interviews and IRF journals of the participants also showed that students highly recommended the use of Blended Station Rotation Model as they found it unique, helpful and fun. It was also revealed in the participants’ responses that they found time allotment as a major difficulty in the said teaching model. Thus, the study recommends that future practitioner-researchers who venture on the use of hybrid methods in instruction should develop a better learning module that would facilitate varied activities that flexibly suit the time allotment for each station in the Blended Station Rotation Model or other hybrid models or they may opt to provide other alternative instructional hybrid methods with flexible time allowance to effectively cater to the specific needs of their diverse learners.
TABLE OF CONTENTS

Title Page 1
Abstract 2
Approval Sheet 3
Acknowledgments 4
Table of Contents 6
List of Tables 9
List of Figures 10
Introduction 11
  Background of the Study 11
  Statement of the Problem 24
  Conceptual Framework 25
  Operational Framework 29
Method 30
  Design 30
  Participants 33
  Research Instruments 34
  Statistical Tools 36
    Quantitative Statistical Tools 36
    Qualitative Statistical Tools 38
  Data Collection Techniques 38
    Quantitative Data Collection 38
De La Salle University - Dasmariñas
GRADUATE PROGRAM

Qualitative Data Collection 39
Research Procedure 40
Data Analysis 41
Quantitative Data Analysis 41
Qualitative Data Analysis 42
Inter-coder Reliability 43

Results and Discussion 44

Results 44

Pretest and Posttest Scores of Respondents 44
Comprehension Level of Respondents 45
Respondents’ Performance Task Scores 48
Students’ Feedback on Station Rotation Model 51

Discussion 56
Conclusion and Recommendations 60

References 63

Appendices 73

A Interactive Applications 73
B Learning Management System 74
C Anticipation Guide Worksheet 75
D IF Interview and IRF Journal Items 76
E Try-out Results 82
F Letter to the Stakeholders 83
G Letter to the IPA Office (Statistician) 85
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Performance Task Rubric</td>
<td>86</td>
</tr>
<tr>
<td>I</td>
<td>Pretest Items</td>
<td>88</td>
</tr>
<tr>
<td>J</td>
<td>Posttest Items</td>
<td>92</td>
</tr>
<tr>
<td>K</td>
<td>IF Interview Transcripts</td>
<td>96</td>
</tr>
<tr>
<td>L</td>
<td>Video Recording Transcripts</td>
<td>127</td>
</tr>
<tr>
<td>M</td>
<td>IRF Journals of Participants</td>
<td>173</td>
</tr>
<tr>
<td>N</td>
<td>Pretest and Posttest Scores</td>
<td>185</td>
</tr>
<tr>
<td>O</td>
<td>Paired Samples T-test of Pretest and Posttest</td>
<td>190</td>
</tr>
<tr>
<td>P</td>
<td>Performance Task Mean and Standard Deviation</td>
<td>193</td>
</tr>
<tr>
<td>Q</td>
<td>IF Interview and IRF Journal Coding</td>
<td>194</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table

1 Station Rotation: Group Rotation Flow 32
2 Pretest and Posttest Results of Respondents 45
3 Paired Samples Test on Noting Details 46
4 Paired Samples Test on Sequencing Events 46
5 Paired Samples Test on Story Elements 47
6 Paired Samples Test on Overall Test 48
7 Mean and Frequency of Performance Task Scores 49
8 IF Interview Summary of Participants’ Responses 51
9 IRF Journal Summary of Participants' Responses 54
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conceptual Framework of the Study</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Station Rotation Model</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>Operational Framework of the Study</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>Sample Audio Fiction Book</td>
<td>50</td>
</tr>
</tbody>
</table>