

**EFFECTIVENESS OF SQ3R IN IMPROVING THE LEVEL OF READING
COMPREHENSION OF GRADE THREE – MASINOP PUPILS IN
GENITLIGAN ELEMENTARY SCHOOL, S.Y. 2024-2025**

A Completed Action Research Report
Submitted to
Schools Division Research Committee (SDRC)
Schools Division Office of Catanduanes
Virac, Catanduanes

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CY 2025

ABSTRACT

RODULFO, JOAN G. EFFECTIVENESS OF SQ3R IN IMPROVING THE LEVEL OF READING COMPREHENSION OF GRADE THREE – MASINOP PUPILS IN GENITLIGAN ELEMENTARY SCHOOL, S.Y. 2024-2025

DATE OF TA: MAY 19, 2025

The purpose of the study was to test the effectiveness of SQ3R in improving the level of reading comprehension of Grade Three – Masinop pupils in Genitligan Elementary School, S.Y. 2024 – 2025. Specifically, it sought to answer the following questions: (1) What is the reading profile of the pupils before the conduct of the SQ3R? (2) What is the reading profile of the pupils after the conduct of the SQ3R? (3) Is there a significant difference between the reading profile of the pupils before and after the conduct of the SQ3R? (4) What is the total experience of the pupils in the implementation of SQ3R as observed by the teacher and as perceived by the pupils?

The participants of this study were the Grade Three Masinop pupils of Genitligan Elementary School for school year 2024 – 2025. The researcher administered the Pretest CRLA to the 23 pupils to determine their reading profile, i.e. Full Intervention, Moderate Intervention, Light Intervention and Meets Expectations. After administering the pretest, every afternoon the adviser in Grade Three allotted one hour of reading lesson applying the contextualized SQ3R strategy and conventional reading strategies applying Differentiated Instruction. It is done in accordance with the approval of the parents and school principal through a PTA Meeting. A posttest was given to the same pupils with the abovementioned instrument. The reading profiles of the learners were identified using the same

CRLA profile used in the pretest. For the qualitative part, the researcher utilized phenomenological approach using interview and observations and analyzed through thematic analysis.

The following were the findings of this study: (1) The reading profile of the pupils before the conduct of SQ3R was nine falls on Full/Moderate Intervention, ten pupils falls on Light Intervention and only four pupils Meet Expectations; (2) The reading profile of ten pupils after the conduct of SQ3R were Meets Expectations, nine pupils were on Light Intervention, four pupils were on Moderate Intervention and no one falls on Full Intervention; (3) There is a significant difference between the reading profiles of the pupils before and after the conduct of the SQ3R; and (4) the total experience of the pupils in the implementation of SQ3R as observed by the teacher and as perceived by the pupils were “empowered and holistic learning outcomes” and “promoted self-discipline and focused learning”.

In the light of the findings, recommendations were forwarded to Grade 3 teachers to enhance struggling learners' reading profiles using SQ3R, to adapt the intervention program to other grade levels, and to be patient in exploring other methods.

ACKNOWLEDGEMENT

All praise and my profound gratitude to these people who supported me in this endeavor.

I would like to thank Ms. Aroline Borja, Education Program Supervisor, for suggesting my title, though I did not make it the first time I passed this research proposal because of the accident I met which led to my rehabilitation leave for three months.

I would like to sincerely thank Mrs. Rosana S. Abundo, Ed. D., Catanduanes State University, Vice-President for Research and Extension Services, for improving my title to be align in action research and revising my entire proposal despite her busy schedules.

My heartfelt thanks also to Catanduanes State University, Dean of the Graduate School, Ms. Maria Charlene A. Cantar, Ed. D., for always motivating me despite the times I feel unmotivated to continue my research.

My heartfelt thanks to the members of the Schools Division Research Committee especially to Dr. Floren P. Clavo, SEPS in Research and Planning, for their constructive suggestions and recommendations for the improvement of my study.

I gave my profound gratitude to Ma'am Mary Jean S. Romero, SGOD Chief, Division of Catanduanes, for meticulously checking every parts of the research proposal and giving suggestions for the improvement of the paper.

Special thanks are also extended to Mrs. Annabel T. delos Reyes, Grade 3 Adviser, for allowing her pupils to be my respondents. Without her class, this research will not be realized.

My thanks to our School Principal, Mr. Jan Marvin A. Toledana, the ever-supportive head, for allowing me to conduct this study in our school, Genitligan Elementary School. My gratitude also to my co-teachers, Ma'am Che, Ma'am Weng, Ma'am Ella, Ma'am Emma, Ma'am Beth, Ma'am Ayen, Ma'am Hannah, Ma'am Ericka, Ma'am Chona and Sir Raymond.

My thanks also to my statistician, Mr. Alvin T. Icaranom, teacher at Agban National High School, for proving that the use of SQ3R is beneficial in improving literacy skills among elementary pupils.

I am forever indebted also to my mother, Mama Ellen, for taking care of my kids while I am conducting this research. Also, a big thanks for my siblings, Tita Noemz, Sr. Leng, Bobo, Chin2x, Bherose, and Nesne for always being there.

To my husband – Michael, I love you and thank you. No words can express how thankful I am for God gave me you. My children, Kuya Enzo, Ate Tere and Bibi Mosnik – you were always be my source of motivation and strength to go on.

And above all to our Almighty God, for silently guiding me to go on despite life's obstacles and for giving me another chance to live despite the accident I encountered. Thank you so much Lord.

J.G.R.

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I. CONTEXT AND RATIONALE

Reading difficulties usually begin as early as kindergarten. Children who have not mastered reading skills by third grade will continue to fall behind their peers and probably never catch up without the right interventions. Reading interventions are activities and strategies that help struggling readers develop their ability to read. Struggling readers can be students who are not able to decode, or break-up, words into syllables. Through decoding, students sound out unfamiliar words they encounter while reading. On the other hand, you may have a reader who can decode but cannot comprehend what they're reading (stepnstoneacademy.com).

Reading intervention is extra support and instruction for students who are struggling to learn to read. Teachers intervene to reteach and provide instruction that strengthens students' skills. Reading intervention involves intensive or targeted instruction on reading skills to accelerate the reading skills of students who are reading below grade level. Intervention is provided in addition to core instruction, so students receive the general lessons and additional intervention (Cleaver, 2023).

Bautista (2023) & de Vera (2022) stated that according to a World Bank (WB) report in 2022, nine out of 10 or 91 percent of Filipino children were still struggling to read simple texts by age 10 or the late primary age. This made the Philippines one of the countries with the highest rates of "learning poverty" in the East Asia and Pacific Region and among lower-middle-income economies, the Washington-based lender said in a brief dated June 2022. Learning poverty is

being unable to read and understand short age-appropriate texts by the age of 10, or between Grades 4 and 5 under the country's K-12 educational system.

The United Nations Children's Fund also said in an April 2022 report that 85 percent of Filipino school children were struggling with reading simple texts. The long school closure caused by the COVID-19 pandemic in the country were a contributing factor, it pointed out. In the 2018 Program for International Student Assessment (PISA) conducted by the Organization for Economic Cooperation and Development, Filipino students aged 15 scored the lowest in reading comprehension with an average score of 340 points, way below the survey average of 487 points.

It is also reiterated by the Global Education Evidence Advisory Panel (GEEAP) report co-hosted by UNICEF in Bangladesh (2022) and World Bank, learning loss must be recovered with urgency to avoid long-term damage to children's well-being and productivity. More so, DepEd plans to intensify its reading interventions and develop appropriate assessment tasks and resources.

The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) highlights the government's commitment to provide quality education for all. Under this law, the DepEd is mandated to develop and implement a comprehensive and sustainable literacy program to enhance the reading skills of students. In addition to the Enhanced Basic Education Act, the K to 12 Basic Education Program, as well as the Mother Tongue-Based Multilingual Education (MTB-MLE) Policy, provide further support for the DepEd Reading Program. These policies recognize

the role of language and literacy in ensuring that every learner is equipped with the necessary skills to succeed in education and beyond.

DepEd Order No. 70, s. 2011, commonly known as the Guidelines on the Utilization of Funds for Every Child A Reader Program (ECARP), is utilized to support the implementation of Reading Recovery (RR), the administration of Philippine Informal Reading Inventory (Phil-IRI) together with the development of the Philippine Word Lists in English (PWLE) for Grades 1, 2 & 3.

The Reading Recovery (RR) is an early literacy intervention designed to reduce reading and writing difficulties in schools. The intervention provides children who are beginning to fall behind in reading and writing to give them a second chance. It identifies those children having difficult, before problems become complicated and provides specialized one-to-one assistance from a teacher trained in RR procedures. Appropriate learning can be established in a short time and the hardest-to-teach six-year old children catch up with the average performance of their classmates. The RR also provide training to teachers to ensure that a school has expert assistance available to provide intensive, individual help, for the few children not making satisfactory progress.

The Philippine Informal Reading Inventory (Phil-IRI) is the assessment component of ECARP. It is a nationally-validated assessment tool for measuring the reading proficiency level of public elementary pupils in both English and Filipino languages. New set of assessment tools are reproduced and distributed in a yearly basis. Likewise, the data from the assessment will serve as basis for designing appropriate intervention at the school, division, regional and national levels.

Meanwhile, DepEd Order No. 12, s. 2015, commonly known as the Early Language, Literacy and Numeracy Program (ELLN) focuses on capacitating the Kindergarten to Grade 3 teachers and instructional leaders on the basic knowledge and pedagogical skills in literacy and numeracy and in establishing and managing a school-based mentoring/learning partnership program as a mechanism for continuous professional development of teachers/mentors, teachers/mentees, school managers and instructional leaders and an avenue for teachers to listen to storytelling and read aloud activities from the best storytellers through the School-based Learning Action Cell.

One of the objectives of this program is to improve reading and numeracy skills of the K to 3 learners following the K to 12 program. These foundational skills serve as building blocks, fostering cognitive development, effective communication, and social skills. Early exposure to literacy and numeracy instills confidence, independence and a love for learning. It prepares children for school, equipping them with essential life skills and enhancing their long-term academic performance (Chetana Education, 2023).

In response to ELLN program of the Deped is a birth of Developmentally Appropriate Practices (DAP). Some of the most important principles and essential guidelines of DAP as indicated by the National Association for the Education of Young Children (NAEYC), include knowing what is appropriate for each child, including what's culturally appropriate, understanding child development, emphasizing student's strengths, challenging students to do more but not beyond what they are capable, and asking questions.

DepEd Memorandum No. 173, s. 2019, the 3Bs initiative (Hamon: Bawat Bata Bumabasa) helps strengthen Every Child a Reader Program (ECARP) which primarily aims “to equip learners with reading skills to make them proficient and independent readers in their grade level”.

The said memorandum is continuously fulfilling the mandate of the Department of Education to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning. To make every learner a proficient reader, schools across the country are tasked to help learners to develop their reading skills. However, such initiatives are still not enough based on the recent results of national assessment for students learning. The overall results of the national assessment reveal the following: (a) There are still many early grade learners struggling to meet the learning standards in early language, literacy, and numeracy. (b) Low achievement levels in English, Math and Science appear to be caused by gaps in learners’ reading comprehension. This means that there are many low performing learners who could not comprehend (read and understand) Math and Science word problems that are written in English. Hence, they were unable to demonstrate their knowledge in these content areas. (c) Elementary and high school learners are still deficient in literacy skills both in languages and content areas, more so in reading.

In order to address these gaps, there is a need to strengthen the reading proficiency of every learner and to nurture a culture of reading which is a requisite skill in all content areas. Thus, the “Bawat Bata Bumabasa” initiative is grounded on the needs of the learners and shall develop subsequent interventions for the

learners. It will require reading coordinators who will be in charge of the reading center/clinic to be established in every school. All language teachers who are willing to be tapped for their school initiative on reading literacy programs will serve as the reading teachers who will conduct intensive reading instruction and interventions to struggling readers and non-readers.

DepEd Memorandum No. 1, s. 2024 shall implement Catch-Up Fridays beginning January 12, 2024, across elementary and secondary schools and community learning centers (CLCs) nationwide. All Fridays of January 2024 shall be dedicated to the “Drop Everything and Read” (DEAR) activity and orientation for field officials. It shall also be used as a venue to gather feedback from field implementers on the guidelines of Catch-up Fridays.

It shall not be graded. Individual progress shall be monitored through the Learner’s Reflection Journal, compiling reading experiences, learnings and appreciation of Values, Health, and Peace Education. Learners may also articulate their thoughts through stories, journals, personal essays and other forms of creative expression that reflect their unique learning experiences.

The Comprehensive Rapid Literacy Assessment (CRLA) is a continuum of reading diagnostic and formative assessments in mother tongue, Filipino, and English designed to help grades 1 to 3 teachers quickly classify their students according to reading ability so they can be provided with appropriate instruction. The main goal is to identify children who need additional support and what support they need in reading.

It was initially conceived as a 5-minute start-up reading assessment designed to help teachers quickly determine the reading profiles of their G1-G3 learners and develop appropriate reading instructional strategies. The main goal is to identify children who need additional support in reading. The CRLA was developed in response to the extended break that learners experienced over the summer of 2020 due to the pandemic. After 32 weeks of no class, teachers needed a rapid, easy to use tool, to determine what level of readiness and support the returning children needed.

The beginning of school year tasks focused on letter sounds, isolated words and sentence in reading in MT (G1), Filipino (G1-G2) and English (G1-G3). In the Philippines, learners are expected to transition from their mother tongue (MT) to Filipino and English (L2 and L3 respectively) by grade 4. However, the earliest standardized assessment used in the Philippines is for Filipino starting in G3 and English starting in G4. Prior to the CRLA, there were no existing standardized tools or systems used to assess in the MT. It was also a tool that could be administered remotely (online or even over the phone) which proved critical for schooling in the new normal where face to face classes were not permitted. Thus, the CRLA met the needs of teachers who were missing such a tool in their early grade assessment toolbox.

The CRLA was initially piloted in November 2020 with select schools. The experience of the pilot led DepEd to scale up the CRLA to all schools in the ABC+ Target Regions. The feedback from the schools and teachers who utilized the CRLA was encouraging. Many schools used the results of the CRLA to develop

remedial and focused reading programs in the context of the new normal and identify the struggling readers to provide additional support.

Based on the success of the beginning of school year RLA, the Department of Education requested ABC+ to help develop middle and end of year assessments that would align to their curricular competencies. Keeping to the same criteria (rapid and easy to administer and analyze), the team incorporated listening comprehension, oral reading fluency and reading comprehension tasks for end of year administration. At the request of DepEd, ABC+ is currently in the process of expanding the number of MT languages supported by the CRLA and incorporating it into their operations manual for mother tongue-based multi-lingual education.

With the theme “Bayanihan Para sa Paaralan”, DepEd Bicol launch the 2021 Brigada Pagbasa — an offshoot of Brigada Eskwela which is a reading intervention program for Bicolano learners aiming to improve the competency of learners. The Regional Brigada Pagbasa Program is one of the major activities of DepEd Bicol for Brigada Eskwela this year. The said program was launched last June 2021 in partnership with World Vision Philippines, USAID and various partners in the Region. The project seeks to enhance the reading skills of learners especially those from Kinder to Grade 3 levels.

Bicol Regional Director Gilbert T. Sadsad said that there are already more than 140,000 volunteers from across the Region who signified their support to Brigada Pagbasa as volunteer teachers and as donor of different learning materials to various school beneficiaries.

In support of the MATATAG agenda of making the curriculum relevant for learners, and as a continuing initiative within RAISE-DepEd Region V's Learning Recovery Plan, Year 2 of the 8-week shall be implemented in all elementary schools of DepEd Region V to address remaining gaps in learning, especially foundational skills in literacy and numeracy among Grade 1-3 learners in pursuant to Regional Memorandum No. 378, s. 2023. It aims to provide a continuum of intervention for learners in different ability groups to ensure learners' readiness for learning in their grade level by equipping them foundational skills in literacy and numeracy.

Pursuant to Regional Memorandum No. 00744, s. 2024, the DepEd Region V shall continue to implement 8-week Learning Recovery Curriculum in all elementary schools this School Year 2024-2025. All Grade 1 learners will undergo the said curriculum while for Grades 2 and 3, only those who are classified as Emerging and Developing Readers based on EoSY Modified Rapid Literacy Assessment Results (School Year 2023-2024) and for Intervention and Consolidation based on the EoSY Rapid Mathematics Assessment (SY 2023-2024) shall be placed in the 8-week Learning Recovery Curriculum.

The result of the assessment of the 8-week Learning Recovery Curriculum will tell us how the students learn best and where we can start in our Lesson Map in teaching them how to read. It will give us an idea of their strengths and weaknesses in terms of how they learn and what skills they already know and do not know yet.

Former Schools Division Superintendent Susan S. Collano said that the LRP or Learning Recovery Program of SDO Catanduanes aims to ensure that the present generation of learners does not suffer a disadvantage in comparison to past and future generations. It also seeks to ascertain that the cohort of learners fully recovers learning loss during the pandemic and give priority to remedial or accelerated education approaches to address challenges and get all learners to grade-level proficiency. Furthermore, she stated, the plan would invest appropriate resources to offset the learning losses, minimize drop-out rates and mitigate the potential downstream of economic, labor market and social impacts.

Based on the report of the SDO Catanduanes during the launching at Queen Maricel Inn in Virac, 145 students out of the 106,477 learners from Grades 1 to 12 have failing grades and 455 Kindergarten learners have significant and slight delay in their Philippine Early Childhood Development (PECD) indicators.

The CRLA data showed that a total of 10,257 learners in Grades 1 to 3 are considered full refresher learners in the Mother Tongue, along with 4,310 Grades 2-3 learners in Filipino and 864 Grade 3 learners in English. Those with full refresher reading profiles need to be retaught previous grade level reading concepts and skills.

On the other hand, several thousand learners are also considered moderate refreshers, who have a grasp of previous grade level reading concepts and skills but need a lot of practice and guidance while light refreshers just need practice for accuracy.

Eighty-four of the 234 elementary schools in Catanduanes and forty of the 42 secondary schools do not have School Reading Intervention Activities (SRIA), the report added.

Through the Learning Recovery Plan, SDO Catanduanes hopes to address the gaps in learning by the end of 2023 by achieving 100% readers and numerates for K-3 learners and at least 75% performance level of all learners in all learning areas.

At Genitligan Elementary School, there is a Reading Teacher that focuses on the pupils who are left behind during the pandemic and caters primarily to Grade 4, 5 & 6 pupils. In the primary grade, Basahan: A Reading Intervention Material was shared by Grades 1, 2 & 3 pupils. This Basahan is an offshoot during the first implementation of the eight-week Learning Recovery Program in the Division of Catanduanes and an innovation by the researcher.

For School Year 2022-2023, out of the 28 Grade 3 pupils, there are 9 Full Intervention, and no one fall in Moderate Intervention both in Mother Tongue and Filipino, 3 for Light Intervention and 16 for Grade Ready in Mother Tongue. Meanwhile, there are 4 pupils in Light Intervention and only 15 for Grade Ready.

In Filipino, no one fall in Moderate Intervention while there are 9 pupils in Full Intervention, 4 in Light Intervention and 15 pupils are Grade Ready. Likewise, in English subject, the Full Intervention lessened to only 4 pupils, 9 for Moderate Intervention and Grade Ready and only 6 for Light Intervention.

Similarly, the CRLA result for S.Y. 2023-2024, out of the 26 Grade 3 pupils, 5 pupils are in Moderate Intervention in Mother Tongue while only 6 pupils with the

same reading profile in Filipino. Only 14 pupils are in Light Intervention for both Mother Tongue and Filipino while there are no Full Intervention for both subject. To note, there were only 23 incoming Grade Three pupils because three of them are repeaters or will remain in Grade 2. On the other hand, in English there are 13 pupils who are in Full Intervention, 7 in Moderate Intervention while only 1 pupil in Light Intervention. Meaning to say, 13 pupils find it hard to read or simply to recognize a word in English. Thus, I devised a reading intervention strategy that will be of great help to my Full Intervention pupils. I let them read individually every after class, that is between 3:00-4:00 in the afternoon. For those who are waiting, I let them write what they are about to read to practice their cursive writing.

With this context, the researcher believes that children haven't fully developed their reading comprehension skills in English and its importance to their studies. Thus, the researcher was motivated to conduct this study and designed an intervention using the SQ3R strategy to improve the reading comprehension level of the pupils.

II. INNOVATION, INTERVENTION AND STRATEGY

A. SQ3R as an Innovation

AdLit.org (2023) explains that SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading. Often categorized as a study strategy, SQ3R helps students "get it" the first time they read a text by teaching students how to read and think like an effective reader.

SQ3R includes the following five steps:

1. Survey. Students review the text to gain initial meaning from the headings, bolded text and charts.
2. Question. Students begin to generate questions about their reading from previewing it.
3. Read. As students read, they need to look for answers to the questions they formulated during their preview of the text.
4. Recite. As students move through the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying.
5. Review. After reading, students should review the text to answer lingering questions and recite the questions they previously answered.

B. SQ3R as an Intervention

Primary grades are very important time in children's education, because that were when students transition from what are often known as the "lower grades" to the "upper grades." It is a crucial period in students' learning as they become more independent and mature learners. In 3rd grade, students' progress from practicing basic skills to mastering them, and move on to develop more complex skills (scholastic.com, 2020).

Fowler (2023) said that if a student is not proficient in reading by the end of third grade, there is little chance that they will be able to overcome future academic challenges as the curriculum becomes more difficult and intense.

It is further asserted by oxfordlearning.com that third grade marks a huge transition for students. This is the year when schoolwork switches from learning to read to reading to learn. When learning goes from decoding words using the alphabet and phonics to interpreting fact-filled texts, children can struggle with improving fundamental literacy and comprehension skills, poor grades, short attention spans and lack of confidence in the classroom.

A study of Annie E. Casey Foundation (2011) found that third graders who lack strong reading skills are four times more likely to become high school dropouts.

Thus, the use of SQ3R help improve the reading skills of Grade 3 – Masinop pupils of Genitligan addressing the abovementioned gaps in reading.

C. SQ3R as a Strategy

The steps to be employed in the implementation of SQ3R is presented in Table 1.

Table 1	
Steps of Implementation of SQ3R	
SQ3R Method	Contextualized SQ3R (classroom setting)
Survey	The teacher provided pictures of the characters in the story which can be found in the community to make learning relevant and authentic. If the characters can be found abroad, the teacher gave substitute pictures which can be found locally.
Question	The teacher asked question to the children activating their prior knowledge on the given topic. For example, the topic is "The Little Red Hen", the teacher asked the children: <ul style="list-style-type: none"> a. Based on your own experience, where do the hens live? b. Who are the possible friends of the hen? c. In this story, why is it that the hen's friends don't want to help?

<p>Read</p>	<p>In this stage, the teacher used comprehension monitoring strategies as the learners read the whole story. Using the same example, the teacher regularly asked questions to clearly understand the story like for example:</p> <ul style="list-style-type: none"> a. What did the little red hen find on the ground? b. Who help the little red hen plant the kernels? c. Who help the little red harvest the corn? d. Who help the little red cook the corn? e. What are the characteristics of the little red hen's friends? f. What do you think will be the ending of the story? <p>The teacher also used literature buddy wherein a pupil can have a partner to collaborate with while reading the text.</p>
<p>Recite As students move through the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying.</p>	<p>Students stand up and answer to the comprehension questions. They can also make inferences based on the graphic and semantic organizers presented by the teacher.</p>
<p>Review After reading, students should review the text to answer lingering questions and recite the questions they previously answered.</p>	<p>The students retell the story in their own words using the story structure. They can also summarize the story based on what they have understand. I also make sure that it can be interactive and creative to make the learning fun and enjoyable.</p>

III. ACTION RESEARCH QUESTIONS

This study aimed to determine the effectiveness of SQ3R in improving the Level of Reading Comprehension of Grade Three – Masinop pupils in Genitligan Elementary School, S.Y. 2024-2025.

Specifically, the study sought to answer the following questions:

1. What is the reading profile of the pupils before the conduct of the SQ3R?
2. What is the reading profile of the pupils after the conduct of the SQ3R?

3. Is there a significant difference between the reading profile of the pupils before and after the conduct of the SQ3R?
4. What is the total experience of the pupils in the implementation of SQ3R as observed by the teacher and as perceived by the pupils?

IV. ACTION RESEARCH METHODS

a. Participants and/or Other Sources of Data and Information

The participants to this action research as presented in Table 2, were 23 Grade Three – Masinop at Genitligan Elementary School, School Year 2024 – 2025, Grade 3 Adviser & one school principal of the said school.

Table 2

Participants of the Study

Participants	Male	Female	Total
3 – Masinop Learners	10	13	23
Evaluators (Grade 3 Adviser and School Principal)	1	1	2
Total			25

b. Data Gathering Methods

This study followed data gathering methods with 3 phases: pre-implementation, implementation and post-implementation.

Pre-Implementation Phase.

To calculate the data of the pupils who are in the non-reader or poor reader stage, the researcher made use of the Comprehensive Rapid Literacy Assessment (CRLA) which is an assessment introduced in 2021 by Department of Education in coordination with ABC+. It is a continuum of standardized reading assessment

designed to help teachers quickly determine the reading profiles of Grade 1 to 3 learners and develop appropriate reading instruction for each profile. The main goal is to identify children who need additional support in reading.

The researcher used End of the School Year Comprehensive Rapid Literacy Assessment School Year 2023 – 2024 as baseline for grouping the learner in the different ability groups such as Full Intervention, Moderate Intervention, Light Intervention and Grade Ready.

At the onset, the researcher administers the Pretest CRLA to the 23 pupils to determine their reading profile. The reading profiles are the following:

- Full Intervention- cannot read a single word accurately in one minute
- Moderate Intervention- a pupil reads less than 50% of the passage accurately in one minute
- Light Intervention- a pupil reads 50% to 100% of the passage mostly accurately in one minute BUT answers 0 to 3 questions correctly only
- Meets Expectation- a pupil reads most or 100% of the passage accurately in one minute AND answers 4 to 5 questions correctly

After administering the pretest, every afternoon the adviser in Grade Three allotted one hour of reading lesson applying the contextualized SQ3R strategy and conventional reading strategies. Moreover, the reading activities to be used during the intervention process will be the reading lesson as stipulated in the Curriculum Guide for Grade Three English. For enrichment, the pupils can utilize the reading books provided by an external donor.

She then asked the consent of the parents/guardian of the children included in the intervention phase through a letter of approval since it was done outside class hours. Then, she conducted a PTA Meeting together with her school principal to further explain the objective of the said activity.

Absenteeism of the pupils is given the main priority in the meeting. It is because those who are slow readers are the one who likes to absent more in class. Thus, she asked the parents to be cooperative with this undertaking. In addition, the researcher found out that they are also members of the 4P's. The researcher encouraged the parents that the more that they should let their children go to school if they are given this privilege by the government.

Likewise, the researcher asked donations of story books from external stakeholders to further foster love for reading in the children. These story books will be read by the pupils in their free time and can widen their vocabulary.

Implementation Phase.

The researcher devoted 1 hour for teaching the children to read and comprehend. She conducted Differentiated Instruction wherein each child are given specific task suited to their needs. For those who find it really difficult, the researcher let them borrow books and ask help from their families as an enrichment activity. This is done to boost the morale of the pupils that he/she is not alone in his/her dilemma, rather assisted and taken care of.

When the students began reading the text, the intervention is delivered. The teacher discussed the phrase strategic SQ3R reading and demonstrated it to the

students while reading a book. After the students finished the reading process using the SQ3R approach, the teacher provides comments.

Finally, the researcher administered the reading comprehension exam to the pupils. They were given another hour to respond. The researcher based the result from the CRLA Reading Comprehension Level. The average scores were used to assess the students' post-reading comprehension.

Likewise, the researcher gave them rewards to boost their confidence and let them aspire for more excellence and not mediocrity.

Post-Implementation Phase.

At last week of January 2025, a posttest was given to the same pupils with the abovementioned instrument. The researcher, Grade 3 Adviser and one school principal let these pupils read, answer the comprehension questions of the EOSY CRLA and check if the pupils improved their level of reading profile. The reading profiles of the learners were identified using the same CRLA profile used in the pretest.

For the qualitative part, the study utilized phenomenological approach. It focused on understanding the meaning of lived experiences of the pupils. It aimed to uncover how pupils perceive and interpret their experiences.

The teacher-researcher used interview and observation to gather the responses and insights from the lived experiences of the pupils. The teacher-researcher prepared loosely structured interview as one of the tools in gathering

the data. Moreover, the teacher-researcher also used observation to verify the responses of the pupils during the conduct of the intervention.

Qualitative research study according to Dovetail (2023) is constructive or interpretive, ensuring to get the most out of the data one gathered after spending considerable time and effort in interviewing persons for research. More so, using qualitative research, the 23 Grade 3 pupils would be able to see the world from their viewpoints (Corbin & Strauss, 2015). The researcher found this method most applicable to the inquiry to provide a comprehensive analysis on the overall experiences of the pupils. After the interviews, the researcher conducted a thematic analysis of the interview responses. The teacher researcher adopted Braun & Clarke (2006) process of thematic analysis as presented in Table 3.

Table 3

Six Phases of Thematic Analysis

Step	Action
1	Become familiar with the data
2	Generate initial codes
3	Search for themes.
4	Review themes
5	Define themes
6	Write-up

The first step of the thematic analysis aimed to make notes and jot down early impressions. The researcher read and reread the data until one is familiar with it. The second step was organizing the data in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning. The third step conducted by the researcher was examining the codes and collate them together into a theme.

This was followed by categorizing into cluster of themes and consider whether the data really did support it. Themes should be coherent and distinct from each other. This was followed by aligning the themes and extracting what is the importance of a theme. Finally, the researcher writes up all the themes that comes out into a report (Maguire, M. & Delahunt, B., 2017).

V. Discussion of the Results and Reflections

This part contains the presentation of the analysis of the data gathered, and the interpretation of the findings of the study.

1. Reading profiles of the pupils before the conduct of SQ3R

Table 4 shows the reading profiles of the pupils before the conduct of the SQ3R study strategy. The researcher utilized the BOSY (Beginning of the School Year) mCRLA (Modified Comprehensive Rapid Literacy Assessment) to the 23 pupils.

Table 4

Reading Profiles of the Pupils before the Conduct of the SQ3R

Reading Profiles	Number of Pupils	Percentage
Full Intervention	1	4.35%
Moderate Intervention	8	34.78%
Light Intervention	10	43.48%
Meets Expectations	4	17.39%
Total	23	100%

At the onset, only one pupil cannot read a single word accurately in one minute. Eight pupils read less than 50% of the passage accurately in one minute while ten pupils read 50% to 100% of the passage mostly accurately in one minute but answers 0 to 3 questions correctly only while a minimal of four pupils reads

most or 100% of the passage accurately in one minute and answers four to five questions correctly.

2. Reading profiles of the pupils after the conduct of the SQ3R

The researcher utilized the EOSY (End of the School Year) mCRLA (Modified Comprehensive Rapid Literacy Assessment) to the 23 pupils. Table 5 shows the reading profiles after the conduct of the SQ3R study strategy.

Table 5

Reading Profiles of the Pupils after the Conduct of the SQ3R

Reading Profiles	Number of Pupils	Percentage
Full Intervention	0	0%
Moderate Intervention	4	17.39%
Light Intervention	9	39.13%
Meets Expectations	10	43.48%
Total	23	100%

Based on the results, there is a remarkable increase of six from four, thus, there are ten pupils who reads most or 100% of the passage accurately in one minute and answers 4 to 5 questions correctly. There are nine pupils who reads 50% to 100% of the passage mostly accurately in one minute but answers 0 to 3 questions correctly. Meanwhile, there are four pupils who reads less than 50% of the passage accurately in one minute. Finally, no one falls in full intervention. It only means that all the Grade Three pupils can read and comprehend a simple story.

3. Significant difference between the reading profile of the pupils before and after the conduct of the SQ3R

This study examined the effectiveness of the SQ3R method in improving the reading comprehension levels of Grade Three – Masinop pupils at Genitligan Elementary School for the School Year 2024 – 2025. A paired sample t-test design was used, with 23 pupils participating in both assessments. Table 6 presents the test of significance in this study.

Table 6

Test of Significant Difference between the Reading Profile of the Pupils Before and After the Conduct of the SQ3R

$H_0: m_1 = m_2$	Before SQ3R	After SQ3R
Mean performance	3.32	5.00
Standard Deviation	1.80	0.00
Computed t-value (t-computed)	4.73788	
Critical t-value (t-tab) at $\alpha=0.05$ with $df= 24$	2.064	
p-value	<0.001	

As shown, the null hypothesis is that there is no significant difference between the reading profiles of the pupils before and after the conduct of the SQ3R. The null hypothesis will be rejected if the t_{comp} is equal or greater than the $t_{tab} = 2.064$, otherwise, accept the null hypothesis. Since $t_{comp} = 4.73788$ is greater than the t_{tab} , then Null hypothesis is rejected.

This suggests that the difference between the pre-test and post-test scores is statistically significant. Therefore, the results provide strong evidence that the SQ3R method significantly improved the reading comprehension of the students.

The findings of this study align with the study of Cleaver (2023) emphasizing the effectiveness of SQ3R in enhancing reading comprehension skills. The

structured approach helped students engage more actively with reading materials, leading to better retention and understanding. These results suggest that incorporating SQ3R into regular classroom instruction may be beneficial in improving literacy skills among kindergarten pupils.

4. Total experience of the pupils in the implementation of SQ3R as observed by the teacher and as perceived by the pupils

The total experiences of the pupils in the implementation of the SQ3R were also explored in this research. Table 7 shows the summary of responses of the pupils during the interview and observation conducted.

Table 7

Total experience of the pupils in the implementation of SQ3R as observed by the teacher and as perceived by the pupils

Themes	Codes	Descriptions
Empowered and Holistic Learning Outcomes	<ul style="list-style-type: none"> • Garnered higher results of exam • Could express their own words • Ventured into other disciplines 	<i>Promotes academic success, critical thinking, and a well-rounded educational experience that nurtures intellectual, emotional, and social growth in learners.</i>
Promoted Self-Discipline and Focused Learning	<ul style="list-style-type: none"> • Created study habit • Lessened unruly behavior 	<i>Internal motivation, responsibility, and behavioral control in students, promoting productive habits and reducing distractions, leading to better academic and personal outcomes.</i>

Pupils have expressed that SQ3R gave them “empowered and holistic learning outcomes” and “promoted self-discipline and focused learning”.

The first theme citing that they experienced “higher results of exam”, they “can express their own words” in peer teaching, and they “ventured into other

disciplines” like campus journalism. This means that SQ3R promotes academic success, critical thinking, and a well-rounded educational experience that nurtures intellectual, emotional, and social growth in learners.

One pupil said, “*Masaya po ako na mataas ang nakuha ko sa exam* (I am happy because I got higher results in exam)”.

Another one shared “*Masaya ako dahil kahit paano kaya kong ituro kung tungkol saan ang kuwento gamit ang sarili kong salita* (I am happy because I can use my own words when teaching my classmate)”.

Moreover, another notable response of the pupils is “*Naintindihan ko ng mas maayos ang pinarereview sa akin ni ma’am sa Copyreading & Headline Writing ng dahil sa SQ3R* (I can fully comprehend the topics in Copyreading & Headline Writing because of SQ3R)”.

Among the responses that emerged in terms of the “promoted self-discipline and focused learning” were “created study habit” and “lessened unruly behavior”. This pertains that SQ3R gives internal motivation, responsibility, and behavioral control in students, promoting productive habits and reducing distractions, leading to better academic and personal outcomes.

One pupil said, “*Nagkaroon po ako ng study habit or natuto akong mag-aral ng may pagkukusa* (Our teacher inculcated in us the habit of self-study)”.

Likewise, one of my hyperactive pupils said that “*Nadivert po ang atensiyon ko. Imbes na mag-ingay ako, gusto ko na lang magbasa kasi nag-eeenjoy po ako* (My attention was diverted. Instead of roaming around the room, create noise and bully my classmates, I just want to sit and read silently at our small library nook)”.

Considering the results discussed, the following recommendations are forwarded:

1. Grade 3 teachers can use this method to improve the reading profile of their struggling learners.
2. Grade 3 teachers adopt and/ or improve the design of the intervention program introduced in this research to cater other grade levels.
3. Grade 3 teachers will have patience in exploring other methods to help pupils improve their reading comprehension skills.

VI. ACTION PLAN

To disseminate the research result findings, the researcher hold a session titled “*Dissemination of Action Research Report on the Effectiveness of SQ3R in Improving the Level of Reading Comprehension of Grade Three – Masinop pupils in Genitligan Elementary School, S.Y. 2024-2025*” focused on introducing teachers to the use of SQ3R in improving the level of reading comprehension of pupils not only in grade 3 but in all grade levels. The session highlighted that third grade is a crucial period wherein one switches from reading to learn to learning to read based from [oxford.learning.com](https://www.oxfordlearning.com). It is imperative therefore that comprehending the text is essential to learners not only in academic but in surviving life itself.

This also encourage teachers to be innovative in teaching so that their pupils enjoy while learning. Gone are the days wherein the teacher is the highlight in classroom. Today, pupils are the center of classroom innovation and the beneficiary of all these developmentally-appropriate, authentic and relevant

pedagogical theories and practices. In my personal experience, it is very heart-warming knowing that my pupils learn what I'm teaching. Only then can I say that I am an effective and efficient teacher. The awards and promotions that a teacher get is validated if and only if his/her pupils excel not only in the academe but in facing life's trials and surpassing it with flying colors.

The dissemination of research findings further asserted the effectiveness of SQ3R in enhancing reading comprehension skills. The structured approach of Survey, Question, Read, Recite, and Review helped students engage more actively with reading materials, leading to better retention and understanding. These results suggest that incorporating SQ3R into regular classroom instruction may be beneficial in improving literacy skills among elementary pupils.

The training started with the registration of the participants followed immediately by an opening program to set the objectives of the day. The first session includes on the preliminaries on the basic parts of the action research, what to do if there is a call-up through a memo in the division and a brief explanation on the difference between basic and action research. It begins with an encouragement that what I'm doing right now can also be done/replicated by my fellow teachers.

It is followed immediately by a session entitled "What is SQ3R: 5 W's & 1H? How is it use as an innovation, intervention and strategy? I have explained that they can contextualized this method in their own classroom. This method can be used in any subject because mainly all subjects requires comprehending the text. Thus, it is timely that teachers know this information. Likewise, my colleagues said

that they are doing this strategy already but they don't know the name. They appreciated the sharing of strategies done inside the classroom. The dissemination also involves modeling the said SQ3R method of the researcher and her fellow teachers as the pupils to further enriched the meaning of the said method. It is in consonance with experiential learning theory or "learning by doing" wherein individuals or participants gain knowledge and skills through hands-on.

The activity concluded through sharing of challenges faced by the researcher or the behind-the-scenes of this journey. The researcher affirmed her fellow teachers that these problems is just an ingredient to further ignite the passion on research. Challenges encountered during the conduct of research is just an avenue to fully savor the happiness of completing it.

Given the good feedback from the participants, the full support of our school principal and the positive results of the findings of this intervention, it is highly recommended that SQ3R is highly beneficial in the classroom. Additional training sessions could be organized to support the innovation conducted by the teacher in their own classroom. It is a wake-up call for those principals and school heads that they discouraged the enthusiasm of their teachers in inventing other ways and means to make their teaching more fun and meaningful. It is also recommended that the SDO may provide more learning materials to cater to the different needs of the learner.

To furtherly disseminate the action research titled "*Dissemination of Action Research Report on the Effectiveness of SQ3R in Improving the Level of Reading Comprehension of Grade Three – Masinop pupils in Genitligan Elementary School,*

S.Y. 2024-2025", after conducting it to the school level, the next phase would be presenting it at the district level wherein Grade Three Teachers would be the participants of the said activity in coordination with the Public Schools District Supervisor. This focus group discussion can share insights and suggestions on how to improve the innovation as it may vary depending upon the needs of the pupils and the locality. At the division level, the researcher aims to participate in action research forums like BANHI organized by the Schools Division Office of Catanduanes. An abstract and full research paper can be submitted to presentation highlighting key findings and implication for classroom instruction. Furthermore, the study can be contextualized by the teacher in using it in their own classroom.

VII. FINANCIAL REPORT

This action research was funded by Basic Education Research Fund (BERF). Mainly, the expenses were on school and office supplies and printing.

Table 8 presents the financial report of this action research with total of Php15, 000.00.

Table 8

Financial Report

Activity	Cash-out	Balance
Basic Education Research Fund (BERF)		15,000.00
Supplies and materials	1,297.00	13, 703.00
Transportation Expenses	3,281.00	10, 422.00
Communication Expenses	3,542.00	6, 880.00
Reproduction, printing and binding Expenses	4,610.00	2, 270.00
Food Expenses	1,350.00	920.00
Dissemination Expense	920.00	0.00

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