PERCEIVED EFFECTIVENESS OF REVISED SQ3R READING STRATEGY AND READING COMPREHENSION IN THE TRANSITION PHASE OF IN PERSON CLASS TOWARDS PERFORMANCE IN ENGLISH

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ABSTRACT

This study aimed to determine the effectiveness of Revised SQ3R Reading Comprehension Strategy to the Performance in English of Grade 7 Students.

Specifically, it sought to answers the following questions: (1) what is the level of effectivity using Revised SQ3R of the respondents in terms of: learners' engagement, self-regulation, self-assessment and mastery (2) What is the level reading comprehension of respondents in terms of identifying maid idea, sequencing, identifying unfamiliar words, making inferences and answering questions (3) What is the level of the performance in English of students in pre-test and post-test (4) Is there a significant difference in respondents' pre-test and post-test (5) Does Revised SQ3R significantly affect students' performance in English and (6) Does Reading Comprehension have significant effect on students' performance in English.

The descriptive method was utilized to be able to gather data using a validated questionnaire. After the distribution and retrieval of the questionnaires, the data gathered was tabulated, and analyzed for data processing.

The following are significant findings of the study: It was then found out that the level of effectiveness Revised SQ3R in terms of learners' engagement (M=4.86), self-regulation (M=4.73) self-assessment (M=4.71) and mastery (M=4.68) While the pretest level of comprehension in terms of identifying main idea is (M=2.03). While in the level of post-test (M=3.84) is The pretest level of comprehension in terms of sequencing (M=3.42). While in the level of post-test (M=4.22) The pretest level of comprehension in terms of identifying unfamiliar words (M=2.64) While in the level of post-test (M=3.83). The pretest level of comprehension in terms of making inferences (M=2.27). While in the level of post-test (M=3.59). Lastly, the pre-test level of comprehension in terms of identifying answering questions is (M=1.84). While in the level of post-test (M=3.45).

The significant effect between the Comprehension Strategies and Reading Comprehension in terms of Post Test is at 0.05 level of significance, the null hypothesis "There is no Significant Effect of Language Skills' Acquisition on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing is partially accepted.

The results obtained in this research led to the realization of the following conclusion: (1) Students require a reading strategy in any form to increase their reading comprehension. The kind of reading strategy given, whether using Revised SQ3R will guide them as they enhance their reading comprehension; and students' reading comprehension is better when the Revised SQ3R is used as a reading strategy. It encourages the students to be more organized in understanding their reading and

(2) Based on the presentation of the results of the research and discussion, it can be concluded that the implementation of the Revised SQ3R strategy can improve students' reading comprehension skills in identifying main idea, sequencing, identifying unfamiliar words, making inferences, and answering questions. Therefore, the hypothesis that there is no significant effect between Revised SQ3R Strategy and students' performance in English is rejected.

This study recommended that comprehension strategies have been noted to develop reading skills effectively when appropriately used with well-identified students. It is highly suggested that the strategies be used and tried to develop other skills.

Keywords:
Reading Comprehension Strategies. SQ3R, performance in English, reading skills, learners' engagement,motivation, identifying main idea, sequencing, identifying unfamiliar words

INTRODUCTION

Reading is the process of looking at a series of written symbols and getting meaning from them. Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated, the act is not simple to teach, learn or practice.

Over the years, the students under achievement in English was not just a concern for particular countries but had become a global concern. In some study, cited from released result of 2018 Program for International Student Assessment (PISA) it showed that over ten million 15-year-olds students were not able to complete even the most basic reading tasks. Philippines scored 340, below the average of participating Organization for Economic Co-operation and Development (OECD) countries and ranked last among 79 countries in terms of reading comprehension. (oecd.org, 2018)

In the Philippines, English education is facing a dilemma as shown in the assessment conducted by the United Nations Children's Fund (Unicef) Poor reading skills among Philippine kids is caused by lockdowns. Report found less than 15 per cent of schoolchildren could read simple texts, in large part due to the school closure of more than 70 weeks during the pandemic. The latest Unicef assessment translates to a learning poverty, defined by the World Bank as the share of 10-year-olds who cannot read or understand a simple story.

In support of the implementation of the K to 12 Basic Education Program, the Department of Education (DepEd) is continuously fulfilling its mandate 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 develop their reading skills. However, such initiatives are still not enough based on the recent results of national assessments for student learning.

The mentioned dilemma above can be seen and observed in an actual classroom situation. Many of the students enter high school with severe gaps in reading skills that result difficulty in coping up with competencies assigned by the Department of Education. If students are not equipped even the very basic concept in reading, then it will have a domino effect on the latter years.

The study sought to find out the Effectiveness of Revised SQ3R Reading Strategy and Reading Comprehension in the Transition Phase of In-Person Class towards Performance in English of Grade 7 Students at Sta. Catalina Integrated National High School. Specifically, it sought to answer the following questions:

1. What is the level of effectivity using Revised SQ3R Reading Comprehension Strategy of therespondents in terms of:

1.1 Learner's Engagement

1.2 Self-Regulation

1.3. Self-Assessment

1.4 Mastery

2. What is the level of reading comprehension of students in pretest and post-test in terms of:

    2.1 Identifying Main Idea

    2.2 Sequencing

    2.3 Identifying Unfamiliar Words

    2.4 Making Inferences

    2.5 Answering Questions

3. What is the level of performance in English of students in pretest and post-test result?

4. Is there any difference in the respondents' pre-test and post-test result?

5. Does the Revised SQ3R significantly affect students' performance in English?

6. Does Reading Comprehension have significant effect in the students' performance in English?

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and studies consist of the different variables of the study such as the independent variables with communicative activities and linguistic environment and the dependent variable such as vocabulary, pronunciation and intonation.

Artis (2013) states that in SQ3R strategy, students are able to be more active and hands – on in their reading. He points out that SQ3R enables students to change their negative thoughts on reading textbooks and tasks. He also argues that "SQ3R introduces a diverse set of metacognitive reading techniques in a way students can easily understand and implement". According to him, SQ3R is a valuable source for students when they work independently without depending on the teacher for guidance, as it is a step – by – step process allowing students to be self-sufficient and self-managing.

Although there is individual difference among students, Phakiti (2015) states that using SQ3R strategy increases students' engagement with the text, as students subjectively consume information in an effort to answer self – generated key questions regarding the text content. Reading becomes an evolving interaction between the text and the background of the students. This is accomplished through the use of a set of procedures which are both cognitive and metacognitive.

The main idea is what that the paragraph is about supporting sentence is the sentences with n a paragraph that support the topic sentence. Understanding the structure of the text of the reading text is very helpful for the reader in determining the main idea. Broek et al. (2017) explored readers' ability to pinpoint main in narrative texts and the growth of this skill. In particular, the authors tasted students' understanding of the narrative paragraph goal system.

According to Lynch (2021), the main idea of a sentence is typically straightforward to identify. It is as easy as identifying the subject of the sentence. On the other hand, whole chapters or books can seldom be easily reduced to expression in the form of a single main idea. For these reasons, the paragraph offers the learner the most suitable format to practice their main idea identification skills.

English text such as novel and story books also beneficial for the development of students' English skills, one of those skills is vocabulary. Vocabulary are acquired through exposure of wide array of words that is repeatedly read, from reading the students can understand the meaning of word from decoding vocabulary through reading context. Celik (2019) states that reading English text will support the students to learn from what others have written.

Mastery is defined as an intrinsic type of motivation and focus on learning a task thoroughly. In addition, according to self-improvement motivation, mastery go also help with the development of new skills and competence of trying to accomplish something challenging. It derives from an individual's motivation for personal enjoyment, interest, or pleasure (Schunk, Pintrich, & Meece, 2014)

METHODOLOGY

This study used experimental method which is a scientific approach to research. One or more independent variables are manipulated and applied to one or more dependent variables to measure their effect on the latter. The effect of the independent variables on the dependent variables is usually observed and recorded over some time to aid the researcher in drawing a reasonable conclusion regarding the relationship between these two variable types (Dr. Saul McLeod, 2013). This research method is appropriate since it measured the percentage of the respondents' effectivity to the respondents' comprehension strategies on the reading skills.

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This study involved the population of one hundred twenty (120) Grade 7 students of Sta. Catalina Integrated National High School, S.Y. 2022-2023.

RESULT AND DISCUSSION

Table 1. Level of Effectivity using Revised SQ3R Reading Comprehension Strategy in Terms of Learner's
Engagement

STATEMENTS	MEAN	SD
I am more excited about going to class	4.89	0.38
I get so focused on activities in our classes.	4.83	0.40
I am eager to participate in the discussion.	4.88	0.40
I find reading text an engaging activity.	4.80	0.46
Revised SQ3R Reading Strategy helps me learn on my own.	4.91	0.32

The students gained the lowest mean score of (M=4.80, SD=0.46) on the fourth statement where they found the reading text as an engaging activity. Overall, the Revised SQ3R reading comprehension strategy was highly effective in promoting learners' engagement as shown by the mean of 4.86.

This means that the revised SQ3R reading strategy helped students ready for effective reading. Reading activity remains no more dull practice for them. It helped them engage to comprehend a text in a better way.

These results may be attributed to the study of Kuh (2013) that the level of learners" engagement has been found to be a sign of learning progress. He found that the level of engagement can statistically be predicted by environmental factors such as the use of technology, class size, and teachers" verbal immediacy. The level of engagement was found to be positively correlated with academic achievement or learning outcome and course satisfaction.

Table 2. Level of Effectivity using Revised SQ3R Reading Comprehension Strategy in Terms of Self-Regulation

STATEMENTS	MEAN	SD	REMARKS
I usually keep track of my progress in comprehending a text.	4.76	0.70	Strongly Agree
I enjoy answering hard questions because of SQ3R.	4.78	0.52	Strongly Agree
I'm certain I can master the skillstaught in my classes this year	4.61	0.61	Strongly Agree
I'm certain I can figure out how to do the most difficult schoolwork.	4.68	0.55	Strongly Agree
I can do even the hardest work in my classes if I try	4.82	0.39	Strongly Agree

Weighted Mean = 4.73
SD = 0.55
Verbal Interpretation = Highly Effective

The table shows the level of effectivity using Revised SQ3R Reading comprehension strategy in terms of self-regulation. The strategy helped the students do even the hardest work in their classes if they try (M=4.82, SD=0.39) enjoy answering hard questions because of the revised SQ3R (M=4.78, SD=0.52) and keep track on their progress in comprehending a text (M=4.76, SD=0.70). The students were certain that they can figure out how to do the most difficult schoolwork (M=4.68, SD=0.55) It followed by the third statement that the students were certain they can master the skills taught in their classes throughout the year (M=4.61, SD=0.61)

Overall, the Revised SQ3R reading comprehension strategy was highly effective in terms of self-regulation as showed by the mean of 4.73.

This means that students are engaged in making the Revised SQ3R as a habit. At first, applying the approach may feel time-consuming. However, the more they use it, the less they must think about the process. The students were confidents to use it each time they need to read something in detail.

Self-regulation includes personal characteristics such as "a person's trait-level perseverance and passion for long-term goals" referred to as grit, which is argued to be an individual trait and has drawn attention from educational researchers given its consistent prediction of study and achievement outcomes. (Wolters and Hussain, 2015).

Table 3. Level of Effectivity using Revised SQ3R Reading Comprehension Strategy in terms of Self-Assessment

STATEMENTS	MEAN	SD	REMARKS
I follow all the steps in SQ3R Reading strategies.	4.80	0.42	Strongly Agree
I guess the meaning of unknown words or phrases by using the strategy.	4.75	0.49	Strongly Agree
I can write questions about the text without any problems.	4.65	0.59	Strongly Agree
I can write the most important ideasin the text without any problems.	4.68	0.66	Strongly Agree
I can read more effectively with the use of the strategies.	4.68	0.52	Strongly Agree

Weighted Mean = 4.71
SD = 0.54
Verbal Interpretation = Highly Effective

The students strongly agreed to had followed all the steps in SQ3R Reading strategies (M=4.80, SD=0.42), guessed the meaning of unknown words or phrases by using the strategy (M=4.75, SD=0.49), could write the most important ideas in the text without any problems (M=4.65, SD=0.59) and could read more effectively with the use of the strategies (M=4.68, SD=0.66, SD=0.52)

Overall, the Revised SQ3R reading comprehension strategy was highly effective in terms of self-assessment as showed by the mean of 4.71.

Self-assessment helps learners develop learner autonomy and develop reflective thinking, thereby supporting their growth as competent interpreters. Therefore, it is important for students to learn the techniques of self-assessment during training, which can encourage students to engage in a life-long learning process that transcends the classroom (Lee, 2013).

This means that because of the students' diverse literacy needs, they need to differentiate the process and content of learning according to their interest, learning style and readiness. The research reminded them of the value of their own assessment. Motivation to learn increases when students are asked to analyze their own learning.

Table 4. Level of Effectivity using Revised SQ3R Reading Comprehension Strategy in Terms of Mastery

STATEMENTS	MEAN	SD	REMARKS
I predict the main idea of the whole passage from itstitle or subtitle.	4.55	0.66	Strongly Agree
I try to guess the main idea of the text based on pictures, charts or figures.	4.75	0.58	Strongly Agree
I grasp the gist of the reading material through quickly reading the first and the last paragraph.	4.61	0.63	Strongly Agree
I try to grasp the general idea of a sentence beforegoing to read the next sentence.	4.70	0.56	Strongly Agree
I try to interpret the writer's intention while reading in English.	4.81	0.44	Strongly Agree

Weighted Mean = 4.68
SD = 0.57
Verbal Interpretation = Highly Effective

Table 4 above shows the level of effectivity using Revised SQ3R Reading Comprehension Strategy in Terms of Mastery. The students strongly agreed to interpret the writer's intention while reading in English (M=4.81, SD=0.44) guessed the main idea of the text based on pictures, charts or figures (M=4.75, SD=0.58), grasped the general idea of a sentence before going to read the next sentence (M=4.70, SD=0.56), predicted the main idea of the whole passage from its title or subtitle (M=4.55, SD=0.66)

Overall, the Revised SQ3R reading comprehension strategy was highly effective in terms of mastery as showed by the mean of 4.68.

This means that the students' mastery of the revised SQ3R reading strategy helped them grasp the comprehension skills such as identifying the main idea of a selection and interpret the writer's intention while and after reading. They mastered the skills on how to easily get the main idea by looking at the images, figures or charts or by simply reading the title of the text.

Mastery is defined as an intrinsic type of motivation and focus on learning a task thoroughly. In addition, according to self-improvement motivation, mastery go also help with the development of new skills and competence of trying to accomplish something challenging. It derives from an individual's motivation for personal enjoyment, interest, or pleasure (Schunk, Pintrich, & Meece, 2014)

Table 5. Level of Reading Comprehension in terms of Identifying Main Idea

Reading Comprehension Raw Score	Pre-Test			Post Test		
	Frequency (f)	Percentage (%)	Verbal Interpretation	Frequency (f)	Percentage (%)	Verbal Interpretation
5	2	1.67	Outstanding	32	26.67	Outstanding
4	16	13.33	Very Satisfactory	38	31.67	Very Satisfactory
3	22	18.33	Satisfactory	49	40.83	Satisfactory
2	36	30.00	Fair	1	0.83	Fair
0 – 1	44	36.67	Needs Improvement	0	0.00	Needs Improvement
	N=120	100 %		N=120	100 %	
	Mean =2.03 SD=1.24		Fair	Mean =3.84 SD=0.83		Satisfactory

It was found out that most of the respondents belong to the 3 raw score, forty-nine (49) students get the score or 40.83% of the respondents. Followed by the 4 raw score, thirty-eight (38) students get the score or 31.67% of the respondents. It is followed by the 5 raw score, thirty-two (32) students get the score or 26.67% of the respondents.

The student showed fair level of reading comprehension in terms of main idea (M=2.03) and satisfactory level in the post test. (M=3.84).

The standard deviation of 0.83 indicates that the level of reading comprehension in identifying main idea is homogenous.

The above suggests that students' skills in finding the main idea of a paragraph or longer passage is one of the most important to master along with the concept like finding the authors' purpose. With the use of Revised SQ3R's first step which is the Survey, the students learned to observe the topic sentence even the implied main idea by looking at the content, specific words, sentences, images that are used and repeated to deduce what the author is communicating. They isolate those sentences to see if they make sense as the overarching theme of the passage.

The findings on Table 5 are congruent in the study of Lian (2016), Identifying the main ideas in reading through the use of SQ3R reading comprehension strategy accomplished reading activities better than those who did not. It represents the essential point that the author is trying to convey. The main idea is usually reinforced by a series of other points or details which support the premise of the main idea. These are called supporting ideas and may also be stated or implied.

Table 6. Level of Reading Comprehension Strategy in terms of Sequencing

Reading Comprehension Raw Score	Pre-Test			Post Test		
	Frequency (f)	Percentage (%)	Verbal Interpretation	Frequency (f)	Percentage (%)	Verbal Interpretation
5	43	35.83	Outstanding	60	50.00	Outstanding
4	20	16.67	Very Satisfactory	28	23.33	Very Satisfactory
3	24	20.00	Satisfactory	30	25.00	Satisfactory
2	16	13.33	Fair	2	1.67	Fair
0 – 1	17	14.17	Needs Improvement	0	0.00	Needs Improvement
	N=120	100 %		N=120	100 %	

Mean =3.42 SD=1.55 Satisfactory   Mean =4.22 SD=0.88 Very Satisfactory

It was found out that most of the respondents belong to the 5 raw score, sixty (60) students get the score or 50% of the respondents. Followed by the 3 raw score, thirty (30) students get the score or 25% of the respondents. It is followed by the 4 raw score, twenty-eight (28) students get the score or 23.33% of the respondents.

The student showed satisfactory level of reading comprehension in terms of sequencing (M=3.42) and very satisfactory level in the post test. (M=4.22).

This implies that there was a significant difference between the pretest and post-test scores of the students. Clearly, this shows that there was an improvement o the students reading comprehension in terms of sequencing.

Students will be better equipped to narrate or retell what happened in a story. Instead of recounting the story in one big chunk, students can break it down into three parts: beginning, middle, and end. Students are given the opportunity to study the text and story structure through sequencing tasks, which develops their writing skills (Teacher Vision, 2015).

The standard deviation of 0.88 indicates that the level of Reading Comprehension in Sequencing is homogenous.

Table 7. Level of Effectivity using Revised SQ3R Reading Comprehension Strategy in terms ofIdentifying Unfamiliar Words

Reading Comprehension Raw Score	PreTest			Post Test		
	Frequency (f)	Percentage (%)	Verbal Interpretation	Frequency (f)	Percentage (%)	Verbal Interpretation
5	12	10.00	Outstanding	31	25.83	Outstanding
4	17	14.17	Very Satisfactory	41	34.17	Very Satisfactory
3	31	25.83	Satisfactory	44	36.67	Satisfactory
2	40	33.33	Fair	4	3.33	Fair
0 – 1	20	16.67	Needs Improvement	0	0.00	Needs Improvement
	N=120	100 %		N=120	100 %	

Mean =2.64 SD=1.26   Fair   Mean =3.83 SD=0.86   Satisfactory

It was found out that most of the respondents belong to the 3 raw score, forty-four (44) students get the score or 36.67% of the respondents. Followed by the 4 raw score, forty-one (41) students get the score or 34.17% of the respondents. It is followed by the 5 raw score, thirty-one (31) students get the score or 25.83% of the respondents.

The student showed fair level of reading comprehension in terms of sequencing (M=2.64) and satisfactory level in the post test. (M=3.83).

This implies that there was a significant difference between the pretest and post-test scores of the students. Clearly, this shows that there was an improvement on the students reading comprehension in terms of identifying unfamiliar words. The revised SQ3R helped the students hunt for clues like root words, or any information in the sentence.

When a student has challenges within the phonological area, the weakness blocks decoding, which in turn interferes with word identification. A student experiencing this challenge will need explicit support to understand the phonology and orthography of the word before moving on to determine its meaning and appropriate context. (Stowe & Rozelle, 2015)

The standard deviation of 0.86 indicates that the level of Reading Comprehension in Identifying Unfamiliar Words is homogenous.

Table 8. Level of Reading Comprehension Strategy in terms of Making Inferences

Reading Comprehension Raw Score	Pre Test			Post Test		
	Frequency (f)	Percentage (%)	Verbal Interpretation	Frequency (f)	Percentage (%)	Verbal Interpretation
5	6	5.00	Outstanding	15	13	Outstanding
4	17	14.17	Very Satisfactory	47	39	Very Satisfactory
3	26	21.67	Satisfactory	53	44	Satisfactory
2	33	27.50	Fair	4	3	Fair
0 – 1	38	31.67	Needs Improvement	1	1	Needs Improvement
	N=120	100 %		N=120	100 %	

Mean =2.27 SD=1.30   Fair   Mean =3.59 SD=0.78 Satisfactory

It was found out that most of the respondents belong to the 3 raw score, fifty-three (53) students get the score or 44% of the respondents. Followed by the 4 raw score, forty-seven (47) students get the score or 39% of the respondents. It is followed by the 5 raw score, fifteen (15) students get the score or 13% of the respondents.

The student showed fair level of reading comprehension in terms of sequencing (M=2.27) and satisfactory level in the post test. (M=3.59).

This implies that there was a significant difference between the pretest and post-test scores of the students. Clearly, this shows that there was an improvement on the students reading comprehension in terms of making inferences. The reading strategy helped the students read between the lines and make a well-informed guess.

Good inference making has been demonstrated as a key to text comprehension according to Eason et al., (2014). Studies on the development of inference making have demonstrated that young children generate similar inferences to those made by adults; however, they tend to do so more slowly than adults. Furthermore, training in inference making can improve the reading comprehension ability of children.

The standard deviation of 0.78 indicates that the level of Reading Comprehension in Making Inferences is homogenous.

Table 9. Level of Effectivity using Revised SQ3R Reading Comprehension Strategy in terms of Answering Questions

Reading Comprehension	Pre Test			Post Test		
	Frequency (f)	Percentage (%)	Verbal Interpretatio	Frequency (f)	Percentage	Verbal Interpretation

Raw Score			n		(%)	
5	5	4.17	Outstanding	12	10	Outstanding
4	11	9.17	Very Satisfactory	36	30	Very Satisfactory
3	16	13.33	Satisfactory	66	55	Satisfactory
2	33	27.50	Fair	6	5	Fair
0 – 1	55	45.83	Needs Improvement	0	0	Needs Improvement
	N=120	100 %		N=120	100 %	
	Mean =1.84 SD=1.32		**Fair**	**Mean =3.45 SD=0.74**		**Satisfactory**

It was found out that most of the respondents belong to the 3 raw score, sixty-six (66) students get the score or 55% of the respondents. Followed by the 4 raw score, thirty-six (36) students get the score or 30% of the respondents. It is followed by the 5 raw score, twelve (12) students get the score or 10% of the respondents.

The student showed fair level of reading comprehension in terms of sequencing (M=1.84) and satisfactory level in the post test. (M=3.45).

The standard deviation of 0.74 indicates that the level of Reading Comprehension in Answering Questions is homogenous.

This implies that there was a significant difference between the pretest and post-test scores of the students. Clearly, this shows that there was an improvement on the students reading comprehension in terms of answering questions. The reading strategy helped the students understand questions in searching the text to access relevant information.

According to Ness (2015) in the second step of SQ3R reading strategy, the students formulate questions in their mind based on their skimming and any prior knowledge. While reading the question and the choices, readers would mainly focus on monitoring the comprehension of the questions and their correspondence with the alternatives since the goal in this step is to select the right choice.

Table 10. Test Difference between the Reading Comprehension in terms of Pre Test and Post TestScores

Reading Comprehension		Mean	Standard Deviation	Mean Difference	Computed t-value	Critical t-value	VI
Identifying Main Idea	Pre-Test	2.03	1.24	1.81	17.85	1.98	S
	Posttest	3.84	0.83				
Sequencing,	Pre-Test	3.42	1.55	0.80	7.77	1.98	S
	Posttest	4.22	0.88				

Identifying Unfamiliar Words	Pre-Test	2.64	1.26	1.19	12.04	1.98	**S**
	Posttest	3.83	0.86				
Making Inferences	Pre-Test	2.27	1.30	1.32	13.98	1.98	**S**
	Posttest	3.59	0.78				
Answering Questions	Pre-Test	1.84	1.32	0.58	15.36	1.98	**S**
	Posttest	3.45	0.74				

It can be seen from the above that there is a significant difference between the reading comprehension in terms of Pre Test and Post Test as revealed in the table which shows the Identifying Main Idea, Sequencing, Identifying Unfamiliar Words, Making Inferences and Answering Questions are all significant.

The mean difference of 1.81; 0.80, 1.19, 1.32, 0.58; the computed t-value of 17.85, 7.77, 12.04, 13.98, 15.36 respectively at a critical value of 1.98 are all verbally interpreted as significant.

Table 11. Effect of the Comprehension Strategies on the Reading Comprehension in terms of Post Test

Comprehension Strategies	Reading Comprehension in terms of Post Test	Coefficient	t-value	p-value	Analysis
Learner's Engagement	Identifying Main Idea	0.1693	0.6583	0.5117	**NS**
	Sequencing	-0.5355	-1.9905	0.0488	**S**
	Identifying Unfamiliar Words	0.2655	0.6101	0.5430	**NS**
	Making Inferences	0.2314	0.9555	0.3413	**NS**
	Answering Questions	0.0258	0.1119	0.9111	**NS**
Self-Regulation	Identifying Main Idea	0.1289	0.7163	0.4752	**NS**
	Sequencing	-0.2929	-1.5457	0.1249	**NS**
	Identifying Unfamiliar Words	0.1860	0.4058	0.6856	**NS**
	Making Inferences	0.0903	0.5313	0.5962	**NS**
	Answering Questions	0.0854	0.5297	0.5973	**NS**
Self-Assessment	Identifying Main Idea	-0.0037	-0.0205	0.9837	**NS**

	Sequencing	-0.3271	-1.7196	0.0881	**S**
	Identifying Unfamiliar Words	0.1873	0.0873	0.9306	**NS**
	Making Inferences	0.1835	1.0768	0.2838	**NS**
	Answering Questions	0.0081	0.0496	0.9605	**NS**
Mastery	Identifying Main Idea	0.0000	0.7583	0.4498	**NS**
	Sequencing	-0.3675	-2.1373	0.0346	**S**
	Identifying Unfamiliar Words	0.1704	-0.1958	0.8451	**NS**
	Making Inferences	0.1053	0.6771	0.4997	**NS**
	Answering Questions	0.0118	0.0796	0.9367	**NS**

There is an Effect on the Comprehension strategies in terms of the learners' engagement into the Sequencing based on the computed t-statistic with a p-value that is less than the significance alpha 0.05.

There is a Significant Effect on the Comprehension strategies in terms of the self-assessment into the Sequencing based on the computed t-statistic with a p-value that is less than the significance alpha 0.05.

There is a Significant Effect on the Comprehension strategies in terms of the Mastery into the Sequencing based on the computed t-statistic with a p-value that is less than the significance alpha 0.05.

There is no observed effect between the Comprehension strategies in terms of the learners' engagement into the reading comprehension in terms of Identifying the main idea, identifying unfamiliar words, making inferences and answering the questions based on the computed t-statistic with a p-value that is greater than the significance alpha 0.05.

There is no observed effect between the Comprehension strategies in terms of the self-regulation into the reading comprehension in terms of Identifying the main idea, sequencing, identifying unfamiliar words, making inferences and answering the questions based on the computed t-statistic with a p-value that is greater than the significance alpha 0.05.

There is no observed Significant Effect between the Comprehension strategies in terms of the self-assessment into the reading comprehension in terms of Identifying the main idea, identifying unfamiliar words, making inferences and answering the questions based on the computed t-statistic with a p-value that is greater than the significance alpha 0.05.

There is no observed effect between the Comprehension strategies in terms of the mastery into the reading comprehension in terms of Identifying the main idea, identifying unfamiliar words, making inferences and answering the questions based on the computed t-statistic with a p-value that is greater than the significance alpha 0.05.

From the findings, we can infer that at 0.05 level of significance, the null hypothesis "There is no Significant Effect of Revised SQ3R Reading comprehension strategy on students' Performance in English is partially accepted.

CONCLUSION

Based on the presentation of the results of the research and discussion, it can be concluded that the implementation of the Revised SQ3R strategy can improve students' reading comprehension skills in identifying main idea, sequencing, identifying unfamiliar words, making inferences, and answering questions. Therefore, the hypothesis that there is no significant effect between Revised SQ3R Strategy and students' performance in English is rejected.

RECOMMENDATIONS

Based on the findings and conclusions made, the following recommendations are presented:

1. Comprehension strategies have been noted to develop reading comprehension skills effectively when appropriately used with well-identified students. It is highly suggested that the strategies be used and tried to develop other skills.

2. Step by step practices in applying reading strategies in discussion during reading class is also recommended to make students get used to applying the strategies. Students can be autonomous, strategic, and critical readers.

3. Further research is recommended to reveal some techniques to increase the level of understanding of the students.

4. To fellow English teachers, the learners' reading strategies can drastically change along the way. They can adapt metacognitive strategies to further strengthen students' learning acquisition in terms of Reading Skills.

ACKNOWLEDGEMENTS

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