

The effects of SQ3R (Survey, Question, Read, Recite, Review) to the reading comprehension of the grade 6 pupils of Sagurong Elementary School

IREEN B. ALVARAN *

Master of arts in education, Major in English, Daniel B. Peña Memorial College Foundation, Inc., Tabaco City.

International Journal of Science and Research Archive, 2026, 20(01), 452–455

Publication history: Received on 04 June 2026; revised on 10 July 2026; accepted on 13 July 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.20.1.1480>

Abstract

This study investigated the effects of the SQ3R (Survey, Question, Read, Recite, Review) strategy on the reading comprehension of Grade 6 pupils at Sagurong Elementary School, School Year 2025–2026. Thirty-three pupils participated in the experimental method, with performance measured through pre- and post-tests. Results revealed that learners initially demonstrated low mastery across comprehension skills, particularly in evaluating information and identifying similarities and differences. After six weeks of SQ3R intervention, significant improvements were observed, with most skills reaching mastery or near full mastery. The paired t-test confirmed a significant difference between pre- and post-test scores, rejecting the null hypothesis. However, least mastered skills remained in comparing content, identifying similarities and differences, and evaluating information for accuracy. Enhanced lesson plans were developed to address these gaps. Findings highlight SQ3R's effectiveness in fostering active, reflective, and purposeful reading among elementary learners.

Keywords: SQ3R; Reading comprehension; Grade 6 mastery

1. Introduction

Reading comprehension is a foundational skill essential for academic success and lifelong learning. It enables learners to decode, interpret, and critically analyze texts, supporting communication, problem-solving, and independent learning. Within the English macro skills, reading plays a central role by reinforcing listening, speaking, and writing, thereby promoting holistic language development. Despite its importance, global and national assessments reveal persistent challenges. International reports from UNICEF, UNESCO, and the World Bank highlight widespread learning poverty, with many children unable to read and understand simple texts. In the Philippines, PISA results consistently place Filipino learners among the lowest performers in reading literacy, with only 24% reaching minimum proficiency. Regional initiatives such as Project 6Bs and Catch-Up Friday's attempt to address these gaps, yet comprehension difficulties remain. At Sagurong Elementary School, Grade 6 pupils struggle with fluency, vocabulary, and critical analysis, exacerbated by limited resources in their island setting. This study explores the SQ3R strategy as a structured, learner-centered approach to improve comprehension. By guiding pupils through survey, questioning, active reading, recitation, and review, SQ3R fosters deeper engagement and retention. The research aims to determine its effectiveness in enhancing comprehension and to develop lesson plans targeting least mastered skills.

2. Materials

The primary materials used in this study were researcher-made pre-tests and post-tests designed to measure reading comprehension across nine specific skills. Each test consisted of 40 items, distributed among skills such as describing informational texts, identifying text types and signal words, making connections to personal experiences, distinguishing

* Corresponding author: IREEN B. ALVARAN

bias and propaganda, detecting evaluative word choices, analyzing propaganda techniques, comparing and contrasting content, identifying similarities and differences, and evaluating information for accuracy and relevance. A table of specifications ensured balanced coverage of skills. Validation was conducted through thesis committee review and evaluation by three Master Teachers, who recommended revisions to improve clarity, difficulty balance, and alignment with competencies. A dry run with 50 items was administered, followed by item analysis to refine the instrument to 40 items. Secondary materials included references from books, journals, and reports to contextualize findings and strengthen the study's theoretical foundation.

3. Methods

This study employed the experimental method to determine the effects of SQ3R on Grade 6 pupils' reading comprehension. Thirty-three pupils from Sagurong Elementary School were selected as the experimental group, categorized into above average, average, and below average based on English grades. The intervention lasted six weeks during the third quarter of School Year 2025–2026. Pupils first took a pre-test to establish baseline performance. The SQ3R strategy was then implemented in reading lessons, guiding learners through survey, questioning, active reading, recitation, and review. After the intervention, a post-test was administered to measure improvement. Data were analyzed using frequency counts, mean scores, and performance levels. The paired t-test was applied to determine the significance of differences between pre- and post-test results. This rigorous procedure ensured that observed changes in comprehension were attributable to the SQ3R strategy, providing reliable evidence of its effectiveness in enhancing reading skills.

4. Results

The pre-test results revealed low mastery across most comprehension skills. Pupils scored 42% in describing informational texts, 38% in identifying text types and signal words, 39% in making connections, 32% in distinguishing bias, 33% in detecting evaluative words, and 32% in analyzing propaganda techniques. Comparing and contrasting content scored 26%, while identifying similarities and differences scored 23%, both indicating no mastery. Evaluating information for accuracy and relevance was lowest at 24%. Overall performance was 33%, classified as low mastery. After six weeks of SQ3R intervention, significant improvements were observed. Pupils achieved near full mastery (84%) in describing informational texts, and mastery (76–82%) in identifying text types, making connections, distinguishing bias, detecting evaluative words, and analyzing propaganda techniques. Skills in comparing and contrasting, identifying similarities and differences, and evaluating information improved to near mastery (68–73%). The overall performance rose to 78%, described as mastery. The paired t-test confirmed a significant difference between pre- and post-test scores, rejecting the null hypothesis. Despite substantial gains, least mastered skills remained in comparing and contrasting, identifying similarities and differences, and evaluating information, which became the focus of enhanced lesson plans.

5. Discussion

The findings demonstrate that SQ3R significantly improved Grade 6 pupils' reading comprehension, transforming low mastery into mastery or near mastery across most skills. The structured approach of surveying, questioning, reading, reciting, and reviewing encouraged active engagement, deeper understanding, and better retention. Pupils became more organized readers, capable of analyzing texts and identifying bias. However, persistent challenges were noted in higher-order skills such as comparing content, identifying similarities and differences, and evaluating information for accuracy. These skills require advanced critical thinking and synthesis, which may demand extended practice beyond the six-week intervention. The results highlight the importance of integrating SQ3R into regular instruction while supplementing it with targeted lesson plans for complex comprehension tasks. Overall, the study confirms SQ3R's effectiveness as a learner-centered strategy that fosters reflective reading and supports the development of independent, confident readers in resource-limited contexts.

6. Conclusions

This study concludes that the SQ3R strategy is an effective tool for improving reading comprehension among Grade 6 pupils. Pre-test results revealed low mastery and even no mastery in critical skills such as identifying similarities and differences and evaluating information. After six weeks of SQ3R intervention, pupils demonstrated significant improvement, with most skills reaching mastery or near full mastery. The paired t-test confirmed a statistically significant difference between pre- and post-test scores, validating the effectiveness of the strategy. Despite these gains, least mastered skills remained in comparing and contrasting content, identifying similarities and differences, and

evaluating information for accuracy. These findings underscore the need for enhanced lesson plans focusing on higher-order comprehension skills. The study recommends that teachers integrate SQ3R into daily reading instruction, supported by targeted interventions for complex tasks. Policymakers and education leaders may also adopt SQ3R as a basis for literacy programs, particularly in resource-constrained schools. By fostering active, reflective, and purposeful reading, SQ3R equips learners with essential skills for academic success and lifelong learning. Ultimately, the strategy contributes to addressing literacy challenges in the Philippines and supports the development of competent, independent readers prepared for future educational and professional demands.

Would you like me to also format these into a journal-style layout (with headings, spacing, and numbering) so it looks ready for submission?

Compliance with ethical standards

Acknowledgments

The researcher sincerely acknowledges the guidance, support, and valuable insights provided by my adviser, teachers, and peers, whose contributions made this study possible.

Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of ethical approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Tabaco City.

Statement of informed consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

References

- [1] World Bank Group. (2023, July 25). 70% of 10-year-olds now in learning poverty, unable to read and understand a simple text. World Bank. <https://www.worldbank.org/en/news/press-release/2022/06/23/70-of-10-year-olds-now-in-learning-poverty-unable-to-read-and-understand-a-simple-text>. Retrieved: January 8, 2026, 5:00 pm.
- [2] A. B. Bernardo, et al., (2022). Global citizenship competencies of Filipino students: Using machine learning to explore the structure of cognitive, affective, and behavioral competencies in the 2019 Southeast Asia Primary Learning Metrics. *Education Sciences*, 12(8). https://twas.org/sites/default/files/cv/ABIBernardoCV_2023.pdf. Retrieved: January 8, 2026, 5:30 pm.
- [3] OECD. (2023). Philippines. OECD. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/philippines_a0882a2d-en.html. Retrieved: January 9, 2026, 6:30 pm.
- [4] C. Chi, (2024, January 11). Explainer: With students' poor literacy, are all teachers now "reading teachers"? Philstar.com. <https://www.philstar.com/headlines/2024/01/11/2325063/explainer-students-poor-literacy-are-all-teachers-now-reading-teachers>. Retrieved: January 8, 2026, 7:00 pm.
- [5] F. Avvisati, et al. (2022). PISA 2022 results (Volume I and II): Country notes – Philippines. OECD. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/philippines_a0882a2d-en.html. Retrieved: January 10, 2026, 5:00 pm.
- [6] J. Martin. (2025, September 10). Goal 4: Education – United Nations Sustainable Development. United Nations. <https://www.un.org/sustainabledevelopment/education/>. Retrieved: January 10, 2026, 9:00 pm.
- [7] M. Atun. (2023, November 24). DepEd taps volunteer teachers to help Bicol kids struggling with reading, math. Philippine Information Agency. <https://pia.gov.ph/news/dep-ed-taps-volunteer-teachers-to-help-bicol-kids-struggling-with-reading-math>. Retrieved: January 8, 2026, 6:20 pm.

- [8] H. D. Brown, (2007). Teaching by principles: An interactive approach to language pedagogy. Pearson Education, Inc.
- [9] Study method SQ3R. (2026). Effective U, University of Minnesota. <https://effectiveu.umn.edu/tips/study-method-sq3r>. Retrieved: January 10, 2026, 4:00 pm.
- [10] Study method SQ3R. (2026). Effective U, University of Minnesota. <https://effectiveu.umn.edu/tips/study-method-sq3r>. Retrieved: January 10, 2026, 4:25 pm.
- [11] Study method SQ3R. (2026). Effective U, University of Minnesota. <https://effectiveu.umn.edu/tips/study-method-sq3r>. Retrieved: January 10, 2026, 4:33 pm.
- [12] Study method SQ3R. (2026). Effective U, University of Minnesota. <https://effectiveu.umn.edu/tips/study-method-sq3r>. Retrieved: January 10, 2026, 4:50 pm.
- [13] Study method SQ3R. (2026). Effective U, University of Minnesota. <https://effectiveu.umn.edu/tips/study-method-sq3r>. Retrieved: January 10, 2026, 4:55 pm.
- [14] Z. L. Gasoc. (2025). English – Factual & literary texts. Scribd. <https://www.scribd.com/document/911973062/English-Factual-Literary-Texts>. Retrieved: January 12, 2026, 5:10 pm.
- [15] Evaluative language. (2022, November 25). Student Academic Success. <https://www.monash.edu/student-academic-success/improve-your-academic-english/the-language-of/adopting-a-critical-position/evaluative-language>. Retrieved: January 8, 2026, 5:15 pm.