**Determining the Effects of Collaborative SQ3R method on Reading Comprehension Among Grade 10 Students**

**ABSTRACT**

Reading comprehension is a crucial academic skill that significantly impacts pupils' overall learning outcomes. Nevertheless, numerous learners encounter difficulties in efficiently absorbing and evaluating texts. This study uses a one-group pretest-posttest research design to examine the effectiveness of the Collaborative SQ3R (Survey, Question, Read, Recite, Review) technique in enhancing reading comprehension among Grade 10 students at a Public Secondary School in Davao City. A baseline evaluation was conducted to assess students' initial comprehension skills, followed by a structured four-week intervention utilizing the Collaborative SQ3R method. The post-intervention assessment findings revealed a statistically significant enhancement in reading comprehension scores, illustrating the effectiveness of collaborative and structured reading practices in promoting deeper text engagement, critical analysis, and retention. These findings highlight the efficacy of Collaborative SQ3R as an evidence-based instructional method for improving literacy skills in secondary education.

This study investigated the effectiveness of the Collaborative SQ3R technique in improving reading comprehension among 10th-grade students at a public secondary school in Davao City.

Quasi-experimental research design using one-group pretest-posttest. In a Public Secondary School in Davao City, Philippines, during the academic year 2024-2025. Eighty students participated, divided into control and experimental groups. The experimental group underwent a structured four-week Collaborative SQ3R intervention. Pretest and posttest comprehension scores were collected and analyzed using paired and independent sample t-tests, as well as Cohen’s d. Interviews explored students’ perceptions. The experimental group showed a significant gain in comprehension scores (M=4.20, SD = 1.47), compared to the control group (M = 0.40, SD = 0.63), with p <0.001. The large effect size reflects a substantial improvement in the experimental group’s reading comprehension as a direct result of the intervention, suggesting that the collaborative SQ3R technique effectively strengthens students’ ability to understand and retain test-based information. Collaborative SQ3R significantly enhances reading comprehension and promotes active engagement and collaboration in the reading task.

Keywords: Collaborative SQ3R, reading comprehension, Grade 10 students, mixed-methods research, active learning

**I. INTRODUCTION**

Reading and comprehending written texts or interpreting the written message in any form is fundamental to a student's academic performance, personal development, and community participation. It serves as a foundation for learning in all subjects, allowing individuals to acquire knowledge, cultivate critical thinking skills, and become active community members. The most prevalent reading comprehension deficits substantially adversely impact students at all levels worldwide.

Global research has revealed children's challenges in achieving reading comprehension proficiency levels. According to the 2018 PISA [1] (The Programme for International Student Assessment) evaluation, most 15-year-old students in various countries cannot fully comprehend and analyze texts. The findings of the PISA report are also consistent with the research conducted by De la Peña and Luque Rojas on the reading comprehension deficiencies of students in higher education. De la Peña and Luque Rojas conducted a comprehensive analysis and meta-analysis of students' reading comprehension challenges in college in 2021. Additionally, literacy has been considerably altered due to ongoing technological advancements and the proliferation of online communication. As a result, these circumstances have led to the development of new requirements. In his work, Luyten (2022) contends that writing and conversing digitally may impede readers' literacy. Therefore, educational reading sectors must modify their instructional methodologies to remain competitive with the rapidly expanding technology.

The students' acquisition of other subjects is significantly influenced by their robust reading comprehension abilities, which extend beyond language arts. Krawitz et al. (2022) underscored the significance of reading comprehension in mathematical modeling, asserting that it influences students' interest in arithmetic and their ability to construct world models. This is a location where we can observe the correlation between reading comprehension and various academic disciplines.

The situation in the Philippines mirrors the world reading comprehension problem, which is acknowledged as a significant issue. The Philippine Informal Reading Inventory (Phil-IRI), a periodic national reading test, reveals that many Filipino children struggle with reading comprehension. Consequently, they perform poorly in other academic disciplines and are impeded in their career pursuits. Villanueva (2022) exposes additional aspects of this issue through an investigation that illuminates the correlation between the language profile, metacognitive reading strategies, and reading comprehension performance of college students in the Philippines. These findings underscore the urgent necessity of implementing efficient literacy programs and well-targeted interventions to address this critical issue at the national level.

Improving reading comprehension among Grade 10 students at Davao City's Public Secondary School is an essential priority. My public secondary school is aware of the importance of reading comprehension for educational success and career readiness and is indeed supported by many other schools. Reading comprehension observations and preliminary evaluations show that a significant portion of the Grade 10 student population, approximately 80 students, is having trouble with reading comprehension. Many students are exposed to inferential comprehension, critical text analysis, and deep engagement with complicated subjects in a challenging setting. The problem is not limited to our school; other schools face comparable challenges in strengthening students' reading comprehension skills. This local context, which is also consistent with the overall picture, reflects a trend that emphasizes the need for effective and tailored treatments that can satisfy the kids' reading comprehension demands. This research employs a sequential explanatory mixed-methods approach. The preliminary quantitative study, which focused on the impact of the Collaborative SQ3R method on reading comprehension, has already been published in the Asian Journal of Language, Literature and Culture Studies (Dumasig & Fernandez, 2024). The present article reports the full mixed-methods results, broadening the scope by incorporating qualitative data derived from student interviews. This augmentation gives further insight into the impact of the Collaborative SQ3R strategy on students' engagement, understanding, and collaborative learning outcomes.

The research aims to determine the effect of the collaborative SQ3R method on the reading comprehension skills of grade 10 students in a public secondary school in Davao City. Reading comprehension skills are labeled as the basis for academic success and professional development by this study, and for the opportunity to implement an intervention. The research has been extensively acknowledged. By examining the intervention's overall impact and the aspects of co-constructing learning in the research groups, the project can provide invaluable insights to teachers looking for better ways to improve reading comprehension and students who are more proficient and active readers.

**II. OBJECTIVES OF THE STUDY**

This study aims to investigate the impact of collaborative SQ3R on the reading comprehension skills of Grade 10 students at a Public Secondary School in Davao City, focusing on both the overall effect of the intervention and the characteristics of cooperative learning within groups. Specifically, the study aims to determine the following:

1. What is the mean gain score of the students in the control group exposed to the traditional method?

2. What is the gain score of the experimental group students exposed to the Collaborative SQ3R intervention?

3. Is there a significant difference in the main gain score of the students in the control and experimental groups?

4. What are students' perceptions of the Collaborative SQ3R method in improving their reading comprehension skills?

**III. REVIEW OF RELATED LITERATURE**

Reading comprehension is undoubtedly the foundation for academic success and lifetime learning. It serves as the foundation for students' knowledge acquisition, critical thinking skills development, and active participation in the world. Reading comprehension abilities are essential for language arts and understanding content in all disciplines. Unfortunately, numerous students struggle with reading comprehension, which impedes their academic growth and limits their potential. The literature analysis focuses on the key components of this research - reading comprehension, the SQ3R technique, and cooperative learning - to investigate the impact of collaborative SQ3R on Grade 10 students at a public secondary school in Davao City.

***Reading Comprehension Challenges and the Need for Effective Interventions***

Reading comprehension issues remain a significant issue around the world. Children struggle to make conclusions, summarize, and critically examine texts. The situation worsens as the number of digital texts increases, necessitating more adaptable reading skills from children. Good intervention programs are essential for allowing children to work with complex texts. This concept is consistently supported by research. In particular, research studies evaluating the efficacy of specific reading comprehension strategies, such as problem-based learning in conjunction with SQ3R (Yuliana et al., 2024) or the CIRC model (Lestari & Fajrin, 2025), demonstrate the ongoing quest for and advancement toward effective ways. The challenge is significant and impacts individuals of all ages and educational backgrounds. Villanueva (2022) asserts that metacognitive strategies influence reading abilities, regardless of whether students are in college. The articles have comprehensively investigated the complexities of reading comprehension deficits and have elucidated the ongoing need for research to better understand and enhance the effectiveness of intervention strategies.

***SQ3R Strategy***

The SQ3R strategy (Survey, Question, Read, Recite, Review) is a methodical reading approach emphasizing active engagement. It aids in acquiring early knowledge and a deeper understanding and memory of the content. Some scholars have attempted to determine whether using SQ3R improves reading comprehension. Saputra and Al Haddar (2024) found that the strategy worked. Aside from that, a new group of persons conducting the same research (Asyhari for 10th pupils and Jalil for 8th graders) demonstrated that none other than reading comprehension development is the most excellent choice for using the SQ3R quasi-experiments. Kamila et al. (2024) concentrated on using the SQ3R approach in the educational sphere, whereas Sudarsono and Astutik (2024) underlined its contribution to reading competency. Meza López's (2023) thesis is a study that shows how the SQ3R approach may be applied and how it affects reading comprehension, which is one of the grounds for maintaining the evidence base.

***Cooperative Learning, Fostering Collaboration, and Peer Support***

Small-group cooperative learning is ideal for starting a young learner on a positive social and scholastic path. This strategy promotes cooperation, peer support, and active engagement and inspires students to collaborate and share. Creating an open and passionate learning atmosphere surely helps students reach their full potential since they get to share their ideas on the things they are studying, correct misconceptions, and gain new insights. According to research, cooperative learning is essential for boosting academic achievement and social skills. Several studies, including Sunarti et al.'s (2021) research on the most efficient reading technique and Anyang and Warganegara's (2022) study on students' science reading comprehension, share the goal of increasing reading skills through cooperative learning. Musa's study on the influence of collaborative learning on secondary school students' reading comprehension supports the above-stated opinion. If you have any doubts, Lestari and Fajrin (2025) can help since they argue that using cooperative learning strategies (such as CIRC) is the ideal way to enhance students' continuing growth of reading literacy. According to Kusuma (2024), the DRTA and SQ3R effectively improve pupils' reading comprehension.

Furthermore, current investigations on the implementation of the SQ3R method, such as those conducted by Saepudin (2022), Sinulingga et al. (2023), and Jatmika (2022), continue to demonstrate its effectiveness. They emphasize the importance of mixed-grade settings in children's reading development. Kshta et al. (2021) describe how symbiosis of methods such as KWL and SQ3R can be applied in the context of integrated approaches.

This overview of studies has focused on three primary themes: reading comprehension challenges and the need for appropriate intervention, the SQ3R technique as a foundation for active reading, and the benefits of cooperative learning. The papers analyzed highlight students' never-ending challenges in developing excellent reading comprehension skills and the need to provide them with the appropriate tools. The SQ3R technique formalizes active reading, while cooperative learning maintains a collaborative and friendly atmosphere. Even though there is independent research on SQ3R and cooperative learning, this study still sheds light on the connection between the two in the literature by investigating the impact of collaborative SQ3R on the reading comprehension of tenth graders in general and within cooperative groups. This collaborative approach has the potential to solve the complexities of reading comprehension growth while also disclosing some valuable information to instructors seeking to improve their instructional techniques. The analyzed research provides a starting point for additional investigation into the potential use of collaborative SQ3R to enhance reading comprehension skills.

**IV. METHODS**

**Research Design**

 In this study, a sequential explanatory mixed-methods design was utilized, wherein both quantitative and qualitative designs were implemented. Initially, a quasi-experimental quantitative strategy was applied to investigate the effect of the Collaborative SQ3R technique on reading comprehension of the students, comparing the pretest and posttest scores between those given conventional instruction and those who underwent the intervention. Following this was a qualitative descriptive strategy through interviews with the students to elicit perspectives on their experiences and perceptions regarding the Collaborative SQ3R approach.

**Research Respondents**

The quantitative portion of the study involved 80 Grade 10 students from a public secondary school in Davao City. Students participated in an experiment assigned to either a traditional learning approach or an experimental group using a non-random, purposive sampling method. The number of students in each group corresponded to one class section. Five students from the experimental group were purposively chosen for the qualitative phase based on participation and availability for post-intervention interviews. Assent form and informed written consent were obtained from all participants and their parents before the commencement of the study, affirming their voluntary participation and the confidentiality of their responses.

**Data Collection**

This study was initially conducted in two phases. The first phase was dedicated to gathering and examining quantitative data. A verified and piloted pretest-posttest questionnaire was used to attain this goal. The measure assessed students' reading proficiency levels before and after treatment. A lesson plan was developed to document the effectiveness of the teaching technique. Data that can be assessed quantitatively was collected over four phases: the baseline in week one, implementation in weeks two and three, and post-implementation activities in week four. The latter stages of data collection were qualitative. This was accomplished through direct connection with students, whether in groups or individually. As a result, when the teaching style was implemented, students who participated in the process were interviewed or invited to create focus groups during week 4. In other words, qualitative data was collected to help students grasp the collaborative SQ3R technique. Both of these phases have been investigated to find answers to the research questions and to understand the collaborative SQ3R technique as a way for students to develop their reading comprehension skills.

**Data Analysis**

The data analysis plan has been designed so that the acquired data can be methodically evaluated, allowing each research question to be adequately addressed. A mixed-methods approach that combined quantitative and qualitative data analysis techniques was used to explore the impact of collaborative SQ3R on the reading comprehension skills of grade 10 students at a Public Secondary School in Davao City. The study started with the quantitative phase, which involved statistical analysis of pretest and posttest results. A Likert scale measured the students' reading comprehension skills to track their achievements before and after the treatment. The Likert scale responses were analyzed using mean and standard deviation. The paired t-test was necessary to check if the students had significantly altered their pretest and posttest performances in each group.

The posttest scores of participants of the two groups were also analyzed to see if there was a difference by applying an independent samples t-test. The test confirmed the effectiveness of the SQ3R strategy, which was the main argument. Also, the intervention's effect size was deduced using Cohen's d. Cohen's d indicates the magnitude of the effect size. The interview guide consisted of questions about students' experiences with the SQ3R strategy, the effect of collaboration on their understanding, whether they had any problems or benefits, and whether they would change something. This study is thus the combination of two approaches, namely statistical analysis and qualitative thematic exploration, to provide a thorough assessment of the impact of collaborative SQ3R on students' reading comprehension.

**V. RESULT AND DISCUSSION**

**Mean Gain Scores of Students in the Control Group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GROUP** | **N** | **Pretest Mean****(SD)** | **Posttest Mean (SD)** | **Mean Gain Score (SD)** |
| Experimental Group | 40 | 15. 25 (1.33) | 19.45 (0.78) | 4.20 (1.47) |

Table 1 presents the mean scores of the control group's pretest and posttest, which were accomplished by conventional methods. The statistics show that the **posttest mean** **score increased to 14.13 (SD = 1.87), while the pretest mean score was 13.73 (SD = 1.62). This resulted in a mean gain score of 0.40 (SD=0.63).** The findings imply that students improved their exam scores despite not being exposed to the intervention.

**Table 1: Mean Gain Scores of Students in the Control Group**

The findings show that traditional teaching approaches are ineffective in significantly improving reading comprehension. Although learners in the control group showed a slight rise in posttest scores, the subtle uptick suggests that lecture-based and teacher-centered techniques may be insufficient for building significant comprehension abilities. These findings demonstrate the need for more engaging student-centered strategies that allow students to participate in reading actively.

The findings are consistent with previous research demonstrating the deleterious effects of passive learning tactics on text comprehension. Villanueva (2022) emphasizes the importance of metacognitive reading activities in developing comprehension. At the same time, Yuliana et al. (2024) confirm that interventions based on the Problem-Based Learning paradigm, when paired with SQ3R, produce results that outperform standard methods. The article also supports Luyten's (2022) work, which suggests that changes in reading habits due to the widespread use of digital communication necessitate explicit educational interventions to improve comprehension. On the other hand, Vygotsky's (1978) constructivist assumptions show that children develop best when actively involved, which supports the notion that passive learning in the control group results in relatively modest development.

**Mean Gain Scores of Students in Experimental Group Collaborative SQ3R Strategy**

Table 2 shows the average scores of students in the experimental group who were taught with the Collaborative SQ3R technique before and after the intervention. The figures indicated that the mean of the **pretest was** **15.25 (SD = 1.33), which then increased to 19.45 (SD = 0.78), giving a mean gain score of 4.20 (SD = 1.47)**, the control group being significantly smaller. These findings indicate that students who participated in the Collaborative SQ3R reading intervention performed much better in reading comprehension.

**Table 2. Average scores of students in the experimental group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GROUP** | **N** | **Pretest Mean****(SD)** | **Posttest Mean (SD)** | **Mean Gain Score (SD)** |
| Control Group | 40 | 13. 73 (1.62) | 14.13 (1.87) | 0.40 (0.63) |

The high mean gain score demonstrates that Collaborative SQ3R significantly impacted the students' reading comprehension. The SQ3R (Survey, Question, Read, Recite, and Review) technique was well-structured, and it undoubtedly increased students' enthusiasm for the book, efficiency in their comprehension strategies, and learning from group discussions. Traditional learning is passive; however, Collaborative SQ3R encourages critical thinking, questioning, and active recall, all contributing to improved text retention and understanding.

 The study's findings show that students who received the Collaborative SQ3R intervention outperformed those who received the standard technique. Furthermore, the experiment's findings are consistent with previous research demonstrating that active learning strategies increase student involvement, information retention, and critical thinking abilities (Villanueva, 2022; Yuliana et al., 2024; Kamila et al., 2024; Sinulingga et al., 2023). Furthermore, their findings are consistent with constructivist learning theories, which say that students learn best by active engagement, collaboration, and application of knowledge in real-world circumstances (Villanueva, 2022; Yuliana et al., 2024; Meza López, 2023). A follow-up study can corroborate the ongoing success of these treatments by investigating student perceptions and levels of participation, allowing for additional validation of these findings.

**Significant Difference in Mean Gain Scores Between Control and Experimental Groups**

An independent sample t-test was conducted to see whether there was a statistically significant difference in average gain scores between the control and experimental groups. Table 3 shows that the t**-statistic is 15.00, and the p-value is < 0.001. A p-value less than 0.05 indicates that the null hypothesis of no significant change is rejected**, confirming that the intervention had a beneficial influence on student achievement.

**Table 3: Test of Significant Difference in Mean Gain Scores Between Control and Experimental Groups**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Mean Gain Score (SD)** | **t-statistics** | **p-value** | **Interpretation** |
| Control Group | **0.40 (0.63)** | 15.00 | < 0.001 | *Significant* |
| Experimental Group | **4.20 (1.47)** |

The results indicate that the students who received the Collaborative SQ3R intervention did better than those taught using the regular method. Studies indicate that dynamic learning methods have a positive impact on students' engagement, memory, and critical thinking abilities (Villanueva, 2022; Yuliana et al., 2024; Kamila et al., 2024; Sinulingga et al., 2023). These findings support constructivist learning theories, which suggest that students learn most effectively when they actively engage with content, collaborate with peers, and apply their knowledge in real-life situations (Villanueva, 2022; Yuliana et al., 2024; Meza López, 2023). Additional research is required to confirm that these interventions have profound long-term effects on students' emotions and participation.

The significant discrepancy between the two groups indicates that standard teaching approaches may fail to engage students and generate deep learning profoundly. The previous way of teaching certainly enhanced learning, albeit less successfully than the Collaborative SQ3R technique. More collaborative, student-centered techniques may be essential for increasing academic attainment and long-term information retention.

 This study's results significantly affect teachers, curriculum writers, and legislators. The experimental group made significant progress. Hence, it is recommended that Collaborative SQ3R be integrated into teaching methods to improve student learning.

 Teachers should consider shifting from teacher-centered instruction to more participatory ways to prepare students to be active problem solvers, collaborators, and inquiry-based learners. This is especially crucial in secondary education, where students are expected to develop higher-order thinking skills.

Furthermore, the findings are consistent with constructivist learning theories, which argue that students benefit the most when they actively create knowledge through meaningful interactions with their peers and learning materials (Villanueva, 2022; Yuliana et al., 2024). Future research might look into the long-term benefits of the Collaborative SQ3R approach in terms of academic accomplishment and how it motivates and engages learners in other areas.

 This research is initially a qualitative study that seeks to collect the perspectives of tenth-grade students regarding the Collaborative SQ3R technique to enhance reading comprehension. The gathered qualitative data theme analysis primarily concerns six major thought clusters for students' knowledge and experience. The components of the major themes were built through a process of students re-categorizing and rechecking their ideas. Some identified themes include improved text retention and comprehension, increased motivation and active participation, strengthened peer collaboration and support, challenges in group work dynamics, student recommendations for SQ3R improvement, and validation of method effectiveness. These themes describe the students' perceptions of how the collaborative SQ3R reading approach changed their learning behavior and improved their comprehension.

**Challenges in Group Work Dynamics**

**Enhances Text Retention and Comprehension**

**Validation of Method Effectiveness**

**Strengthened Peer Collaboration and Support**

**Figure 1. Themes describing the perception of grade 10 students on the use of collaborative SQ3R in improving their reading comprehension skills**

**Students' Recommendations for SQ3R Improvement**

**Increases Motivation and Active Participation**

**1.1 Enhances Text Retention and Comprehension**

This theme highlights how students benefited from the structured process of the Collaborative SQ3R method. The strategy helped break down the reading task into manageable steps, enhancing their ability to understand and recall the content. One student shared, “Naghatag siya sa akoa og klaro nga proseso sa pagbasa… mas sayon ug dali ra masabtan ang lessons.” (S1, L11-13*),* while another noted, “mas naging organisado rin ang aking pag-aaral at madali kong naintindihan ang mga konsepto.” *(S2, L23-24),* another student add, “better grasp of the material.. easier to remember” *(S3, L14-15),* another student shared,“Improved how I process and remember information” *(S4, L14), another student cited,* “mag break og big reading into small steps… my grades got better, better..”*(S5, L18-19)*

This qualitative insight is consistent with the study's quantitative findings, which demonstrated a substantial increase in the posttest scores of the experimental group of students who implemented Collaborative SQ3R (mean gain score = 4.20). This supports the notion that the method improves comprehension and retention.

This theme aligns with existing research emphasizing the effectiveness of SQ3R in supporting comprehension and learning retention (Asyhari, 2024; Saputra & AI Haddar, 2024)

**1.2 Increases Motivation and Active Participation**

 This theme highlights how students felt more involved and interested in reading tasks due to the Collaborative SQ3R method. The structured nature of the approach helped them feel more responsible and engaged in their learning process. As one student put it,

“mas… kanang mas active ko sa mga ano sa… sa skwelahan, mas maka pasabot pud ko sa uban.” *(S1, L24-27*), another student shared, “Mas naging interesado ako… At mas naging aktibo rin ako sa mga talakayan”*- (S2, L27-28).* Another student added “learning a lot more fun… responsible for my learning.” *(S3, L23-24),* another student cited, “I felt more motivated to read and participate because I knew I’d be discussing. The materials with my group” (*S4, L18-19),* another student shared also, “Before using the method, learning felt passive- which is ga basa ra mi and ga memorize rapud mi. After implementing, learning became more active” *(S5, L30-31)*

These responses are based on the quantitative data, demonstrating that the experimental group's posttest performance was substantially superior to that of the control group. Consequently, these students were more engaged and motivated during the intervention. Villanueva (2022) also supports this, reporting that autonomy and structure in reading strategies foster motivation. Similarly, the results align with the principles of Self-Determination Theory (Ryan & Deci, 2000).

**1.3 Strengthened Peer Collaboration and Support**

This theme highlights students’ perception that the method fostered peer teamwork and academic support. Group activities are allowed to clarify confusing topics and reinforce their understanding. The method fostered group learning:

 “Talking things over with my group…helped clear up any confusion I had” *(S3, L19-20).* Another remarked, "I think the question and review stage is the most effective ask….ing question before reading sets a goal for what to look for and reviewing as a group helps reinforce everything we learn.” *(S4, L31-32); another student cited,* “It made me more motivated because learning became a team effort.” *(S5, L22)*

This positive collaborative dynamic observed here complements the structured cooperative learning approach used in the study. The success of peer discussion contributed to improved comprehension scores reported in the quantitative phase.

 This supports Vygotsky’s Social Development Theory and research by Kamila et al. (2024), which emphasizes that peer discussions in collaborative learning environments contribute significantly to comprehension.

**1.4 Challenges in Group Work Dynamics**

This theme refers to students’ experience managing group dynamics, such as time constraints and uneven participation. Despite these challenges, they developed coping strategies that contributed to their learning. Students identified obstacles, including unequal participation and poor time management. However, they developed ways to overcome them, as one student said.;

“daghan pud ang kanang dli mag participate sa groupo ug kanag usahay pud kanang naa mi sayop so, like lisod jud siya, pero amo na siyang gi sulbad because every mistake man is a lesson.” *(S1, L32-33), another remarked*, “The biggest challenge was finding times that worked for everyone in my group. We solved that by using a group chat and planning ahead.” *(S3, L28 -29), another student shared,* “Maraming mga hamon ang aking naranasan isa na dun ay ang pag-aayos ng oras para sa mga grupo ng.. ng naming Gawain at nalampasan ko ito sa pamamagitan ng maayos na pagpaplano at komunikasyon sa aking mga kagrupo.” *(S2, L33-35), another student cited,* “it was hard to adjust to the instruction.” (*S4, L22), another student said,* “different study habits. We overcome this by setting clear expectations” *(S5, L26)*

These responses reflect the student's ability to adapt and problem-solve in collaborative environments, which enhanced the method's effectiveness and improved test scores.

This finding aligns with Sunarti et al. (2021), who noted that coordination and group dynamics are crucial in maximizing the benefits of cooperative strategies, such as SQ3R.

**1.5 Students' Recommendations for SQ3R Improvement**

This theme reflects the students’ constructive feedback on how to enhance the method. They called for more precise instructions, more structured materials, and additional training. As one student said,

“Actually, nindot pud mag gamit ug apps or online tools aron mas paspas ug sayon ang group work.” (*S1, L45-46), another student cited*, “maaaring dagdagan ang mga interactive na aktibidad upang mas maging kawili-wili ang pag-aaral. Maaari ring magkaroon ng mas malinaw na gabay sa paggamit ng method.”(*S2, L45-46),* another student shared, “more time for the recite and review”*(S3, L44)* another student said, “more structured type of worksheets for each stage would help” *(S4, L35),* another remarked, “more and more training pa using the method to make sure nga ang tanan kay maka understand how to use each step properly.” *(S5, L40-41)*

These recommendations suggest that instructional support and scaffolding further enhance the method's outcomes, especially when implemented at a school-wide scale.

Lestari and Fajrin (2025) advocate for scaffolding instruction and ongoing teacher support to improve comprehension outcomes in collaborative learning.

**1.6 Validation of Method Effectiveness**

This theme highlights that students generally found the Collaborative SQ3R method effective in enhancing their reading comprehension and overall learning experience. One student expressed,

“Yes, I would like uhm.. recommend it jud kai… hmm kai mas effective jud siya sa pag basa ug mas madali jud ang imuhang pag sabot*.” (S1, L49-50*), another student said,“Epektibo ito lalo na sa mga estudyanteng mahilig sa pagtutulungan” *(S2, L53),* another student shared, “It helps you understand things better and get better grades”*(S3, L49),* another student cited, “reading more meaningful and easier to understand.”*(S4, L38),* another student said, “studying more active and less overwhelming.” *(S5, L44-45)*

This result is a direct reflection of the significant learning achievements that were observed in the experimental group during the quantitative phase. It also confirms the efficacy of the method and the students' satisfaction.

These perceptions validate the method’s positive influence, consistent with the findings of Jalil (2024) and Meza López (2023), who similarly found that students using SQ3R experienced significant growth in comprehension, particularly when the method was applied consistently and collaboratively.

**CONCLUSION**

The study's objective was to examine the impact of Collaborative SQ3R on students' reading comprehension skills. The research demonstrated that the control group, which exclusively received traditional instruction, exhibited significantly inferior reading comprehension compared to the experimental group, which was instructed using the Collaborative SQ3R technique. Statistical analysis has been conducted on the figures, and the results indicate that the experimental groups achieved substantially higher gain ratings than the control groups. Furthermore, the quantitative data was supplemented by qualitative findings that gave students' perspectives and deeper insights. A thematic analysis identifies six major themes: improving memory and understanding of the text, becoming more motivated and active, peer collaboration and support building, problems in group work dynamics, student proposals for SQ3R improvement, and method effectiveness confirmation. Students stated that the cooperative SQ3R approach was the most beneficial reading approach because it was clearer, more structured, and more enjoyable. It also helped them learn more, gain confidence, and create a pleasant learning environment. These findings are consistent with some previous evidence, which provides active learning strategies to be effective in facilitating comprehension, interest, and critical thinking (Yuliana et al., 2024; Villanueva, 2022), as well as Vygotsky's Social Development Theory, which emphasizes the role of social interaction and scaffolding in developing learning. The method is also consistent with the Self-Determination Theory (Ryan & Deci, 2000), notably regarding competence and its relationship to other sources that support intrinsic motivation while developing students. Finally, the research findings indicate that the most persuasive arguments are the Collaborative SQ3R method as a reading strategy and a comprehensive instructional approach that improves students' cognitive, motivational, and social learning traits, thereby developing academic achievement and holistic growth.

**RECOMMENDATION**

This study suggests that the Collaborative SQ3R technique effectively increases reading comprehension among Grade 10 students. The strategy has significantly boosted student performance while promoting positive attitudes toward motivation, comprehension, and collaboration. To successfully utilize the SQ3R technique, teachers must be trained to use structured resources that assist students through the many stages of the learning process. Teamwork training is a means of uninterrupted work since it solves difficulties with participation and time management and ensures that work runs smoothly by allocating duties and, therefore, helping to better manage time. The use of digital collaboration tools may enable more efficient task coordination. School administrators are the first to be held accountable for implementing the Collaborative SQ3R technique into reading programs and offering regular professional development seminars to ensure its effectiveness and sustainability. Policymakers should consider incorporating student-centered learning methods such as Collaborative SQ3R into national literacy improvement policies and allocating funds to develop instructional materials and technology to enable the integration of collaborative learning environments. Later research should investigate the long-term effects of the Collaborative SQ3R technique with various student groups and subjects to provide greater proof of its promising potential and advocate for its widespread implementation in education.

**ETHICAL APPROVAL AND CONSENT**

The study adhered to ethical standards for research involving human participants. Participation was voluntary, and handwritten informed consent was obtained prior to the participation. Anonymity and confidentiality codes and ensured by assigning identification codes and securing all data in password-protected devices. The institutional ethics committee approved the study, and all procedures complied with the Data Privacy Act of 2012.

**DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

Authors hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during the writing or editing of this manuscript

# REFERENCES

1. Asyhari, M. N. (2024). THE USE OF SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) METHOD IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS READING

COMPREHENSION (Quasi-Experimental Research the Tenth Graders of SMA Sultan Agung 1 Semarang in the Academic Year of 2023/2024) (Doctoral dissertation, Universitas Islam Sultan Agung Semarang). <http://repository.unissula.ac.id/id/eprint/34326>

1. De-la-Peña, C., & Luque-Rojas, M. J. (2021). Levels of reading comprehension in higher education: systematic review and meta-analysis. Frontiers in Psychology, 12, 712901. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.712901/full>
2. Jalil, A. (2024). The SQ3R Method for Enhancing Reading Comprehension Among 8th-Grade Students at SMP Islam Insan Kamil Wonoayu. English Language and Literature in Education Journal, 2(2), 89–105. http://elline- journal.com/index.php/ejournal/article/view/22
3. Jatmika, S. S. (2022). Upaya Meningkatkan Kemampuan Siswa Dalam Reading Comprehension Teks Narrative Melalui Model SQ3R di Kelas VII-E SMPN 1 Cikembar Kabupaten Sukabumi. Jurnal Syntax Fusion, 2(09), 742-749https://www.fusion.rifainstitute.com/index.php/fusion/article/view/221
4. Kamila, N., Kariadi, M. T., & Cakrawati, L. M. (2024). Improving Students’ Reading Comprehension through SQ3R: A Classroom Action Research. Jurnal Vokasia, 4(2), 1-10. <https://jos.unsoed.ac.id/index.php/vokasia/article/view/14301>
5. Krawitz, J., Chang, Y. P., Yang, K. L., & Schukajlow, S. (2022). The role of reading comprehension in mathematical modeling: improving the construction of a real-world model and interest in Germany and Taiwan. Educational Studies in Mathematics, 109(2), 337-359. <https://link.springer.com/article/10.1007/s10649-021-10058-9>
6. Lestari, E. E., & Fajrin, N. D. (2025). The Effect of the Cooperative Integrated Reading and Composition (CIRC) Model on Reading Literacy Skills of Grade V Elementary School Students. Literasi Nusantara, 5(1), 111-130.

<http://journal.citradharma.org/index.php/literasinusantara/article/view/1325>

1. Luyten, H. (2022). The global rise of online chatting and its adverse effect on reading literacy.

Studies in Educational Evaluation, 72, 101101. <https://www.sciencedirect.com/science/article/pii/S0191491X21001279>

1. Meza López, J. C. (2023). The SQ3R method and the Reading Comprehension (Bachelor's thesis, Universidad Técnica de Ambato-Facultad de Ciencias Humanas y de la Educación-Carrera de Pedagogía de los Idiomas Nacionales y extranjeros).https://repositorio.uta.edu.ec:8443/handle/123456789/39019
2. Musa, H. Effects of Cooperative Learning Strategy on Reading Comprehension Among Secondary School Students in Potiskum Education Zone, Yobe State, Nigeria. [https://www.ijmrsti.com/wp-content/uploads/2024/07/Effects-of-Cooperative- Learning-Strategy-on-Reading-Comprehension-Among-Secondary-School-students-in- Potiskum-Education-Zone-Yobe-State-Nigeria.pdf](https://www.ijmrsti.com/wp-content/uploads/2024/07/Effects-of-Cooperative-%20Learning-Strategy-on-Reading-Comprehension-Among-Secondary-School-students-in-%20Potiskum-Education-Zone-Yobe-State-Nigeria.pdf)
3. Nadya Oktarima Kusuma, N. (2024). INTEGRATING THE DIRECTED READING THINKING ACTIVITY (DRTA) WITH THE SURVEY, QUESTION, READ, RECITE, AND REVIEWS (SQ3R) STRATEGY TO ENHANCE STUDENTS COMPREHENSION OF DESCRIPTIVE TEXT IN SENIOR

HIGH SCHOOL (Doctoral dissertation, UNIVERSITAS LAMPUNG). <http://digilib.unila.ac.id/id/eprint/80624>

1. Qishta, W. I., Keshta, A., & Al-Astal, I. (2021). The Effect of KWL and SQ3R Strategies on Developing Reading Comprehension Skills Among Eighth Graders in Gaza. IUG Journal of Educational & Psychological Studies, 29(4). https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&auth type=crawler&jrnl=24102946&AN=151272904&h=7BP28qR2c7stw9gMMpHlJT9abnIIr3 HvA9S7FCmaceDXvEink%2BgVbyv35mUaG8be5thCZkDhop8jdO4M2x8c7w%3D%3D&cr l=c
2. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American psychologist, 55(1), 68.
3. Saepudin, A. (2022). The Effect Of Sq3r Technique On Reading Comprehension (Doctoral dissertation, UIN SMH BANTEN).http://repository.uinbanten.ac.id/8262/
4. Saputra, D. G., & Al Haddar, G. (2024). Enhancing Reading Comprehension in Education: A Study on the Effectiveness of the SQ3R Method. Jurnal Ilmu Pendidikan dan Humaniora, 13(3), 167-179. <https://journals.ristek.or.id/index.php/jiph/article/view/95>

16. Sinulingga, S., Saragih, E., & Purba, C. A. (2023). Improving students' reading comprehension skills through the survey, question, read, recite, review (SQ3R) method. Jurnal EDUCATIO: Jurnal Pendidikan Indonesia, 9(1), 492-

499.https://jurnal.iicet.org/index.php/j-edu/article/view/2940

17. Sudarsono, F. W., & Astutik, Y. (2024). Evaluating the Effectiveness of the SQ3R Method in Enhancing Students' Reading Proficiency. Script Journal: Journal of Linguistics and English Teaching, 9(1), 24-41. https://jurnal.fkip- swim ac.id/index.php/Script/article/view/1598

18. Sunarti, S., Chairunnisa, N. M., Irwan, M., & Rizal, A. (2021). Comparing Students' Learning Results on Reading Comprehension Through SQ3R and Reciprocal. Jurnal Ilmiah Pendidikan dan Pembelajaran, 5(3), 455-464.

<https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/39974>

19. Villanueva, J. M. (2022). Language profile, metacognitive reading strategies, and reading comprehension performance among college students. Cogent Education, 9(1), 2061683. <https://www.tandfonline.com/doi/abs/10.1080/2331186X.2022.2061683>

20. Vygotsky, L. S., & Cole, M. (1978). Mind in society: The Development of higher psychological processes. Harvard University Press.

21. Warganegara, I. R. P. (2022). THE COMPARISON OF THE STRATEGIES OF KNOW WANT, LEARN (KW), AND SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) ON STUDENT COMPREHENSION ACHIEVEMENT WITH DIFFERENT PERCEPTIONS

(Doctoral dissertation, LAMPUNG UNIVERSITY). <http://digilib.unila.ac.id/58260/>

22. Yuliana, Y., Hartono, R., & Suwandi, S. (2024). The Effectiveness of Problem-Based Learning and Survey, Question, Read, Recite, Review to Improve Students’ Reading Comprehension. English Education Journal, 14(3), 416 427.https://journal.unnes.ac.id/journals/eej/article/view/9286