

## Learning Acquisition through The Art of Reading: A Theory

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**ABSTRACT:** The purpose of this study was to determine the challenges on the implementation of SQ3R on the reading comprehension of students and to find out what theory can be generated from the study. The method in this study is a qualitative research design grounded theory model. The Theory on the learning process has been generated and formulated, "Learning can be facilitated through a reading activity if students experience something new or novel activity when they are engaged in tasks especially on mental organizations and interaction among themselves and with the teacher." The result revealed that SQ3R reading strategy improves students' learning outcomes it is recommended that Teachers could apply effective strategies in the teaching-learning process to enhance students' learning outcomes.

**Keywords:** *SQ3R, reading comprehension, novelty, mental organization, interaction, learning process*

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## INTRODUCTION

Students of the modern world must recognize learning how to read and how to get into the present educated society. Indeed, a reader can extend others to light. However, it is believed that appropriate guidance from the teacher would likely help to encourage the full development of the reading comprehension skills of the students. Taba, as cited in Asiri (2017) [1] identified that “cognitive learning” depends mostly on the students’ progress in the comprehension process.

A reading intervention program has been crafted for the school year 2016-2017 after a study has determined the reading proficiency level of the grade 10 students in Region 8. It was evaluated through the Philippine-Informal Reading Inventory (Phil-IRI) materials to look into the level of students’ reading proficiency. The result revealed that the level of reading proficiency in silent reading was in Frustration level, wherein less proficient in reading were males compared to females in both silent and oral reading [2].

It has been an observation that some classes use the conventional method in their approach to reading. This strategy goes about the typical pattern of learning, wherein the teacher inside the reading class merely gives common concepts, students were then tasked to go about the reading material and let the students give their feedback to the question given from the text that they have read, afterward the teacher does not correct the responses of the students. The conventional reading strategy does not encourage active participation in the learning process. In this case, the students are obviously passive learners which depict the ineffectiveness of the strategy employed. This results in student failure of knowledge absorption for the record that the teacher was not able to employ some encouragement during the implementation of the said strategy.

To improve the students’ reading skills, the researcher used the SQ3R method. The reading strategy composes of Surveying, Questioning, Reading, Reciting, and Recalling. These different steps were introduced to the learners. This strategy has been an effective strategy for reading classes because it reproduces the different styles in reading a text for readers who are proficient and offers an active learning ability for reading who failed to meet the standard of proficiency, which at the end result of the implementation is the full development of the reading comprehension. Moreover, SQ3R also facilitates an engaging and motivating learning process [5].

In order to enhance the teaching-learning process inside a classroom, there should be an effective learning management program that will target the improvement of students’ reading comprehension ability in all learning disciplines, for such reason that the researcher wanted to explore the effectiveness of the implementation of the SQ3R strategy. Thus, in this light, the research was conducted.

The aim of the study was to explore the effectiveness of the implementation of the SQ3R Method in the Third Year Bachelor of Elementary Education of Palompon Institute of Technology School Year 2019-2020 towards the development of a theory.

It is also aimed that the method can be implemented in online reading or learning environments.

## METHODOLOGY

This research study utilized the qualitative research design. During the data collection phase, the researcher used Grounded Theory Glaserian approach to build a theory exploring the students’ processes of improving the reading comprehension skills.

This phase further validates the results gathered from the quantitative phase to strengthen the result of the research study.

The study was conducted at the Palompon Institute of Technology, a state college in Palompon, Leyte, Philippines. It is mandated to provide higher vocational, professional, and technical instruction and training in trade and industrial education and other vocational courses, professional courses, and offer engineering courses. It is also mandated to promote research, advanced studies, and progressive leadership in the fields of trade, technical, industrial, and technological education. In the conduct of the data collection, the identified participants of the interview session were at the College of Teacher Education Audio-Visual Room a well-designed and air-conditioned adequately suitable for confidential interviews.

There were 11(Eleven) participants who were purposively selected, 10 (Ten) coming from the students who got excellent results in their reading comprehension tests during the entire duration their reading comprehension class , and an English teacher participant under the Language and Literature Department who handled the mentioned class and was part of the qualitative data collection phase.

An in-depth interview research instrument was used in the study, a schedule consisting of two parts – Part A, demographic information, and Part B, open-ended semi-structured questions. The interview guide was constructed in two versions: English and Cebuano version as deemed appropriate. Content validity of the constructed interview questions was assessed by the experts, adviser, subject expert, and research expert.

There were four phases of interviews that were done during the conduct of the study. The study guide was then revised accordingly to fully acquire the needed data for the qualitative phase. Constant comparison was one of the main basis for the revision of questions to complete the data saturation.

## **RESULTS**

A collection of all data is considered the first requirement of the process beforehand the analysis. An emerging theoretical category is used in the Grounded theory during the fieldwork of the data collection procedure. In the analysis of the data, lived experiences from the participants were taken to attend on how the world constructed them. It is on the premise of theory generation where grounded theory is used in various levels to take a deep cognizance and full grasp of the social phenomenon [7][8].

In the first phase of the qualitative study, the different processes were undergone to arrive at the needed information. The sampling was the first step done in the study where the ten (10) study participants who got the highest score during the reading comprehension test of the quantitative phase are purposively selected. One (1) teacher participant who handled the subject was purposively selected to participate in the interview. They were grouped into four sets as to how they have responded to the guided interview questions. Questions were revised accordingly as the interview has progressed to meet data saturation at the end. Interpretation of responses through coding technique for meaning interpretations of the observations. A memo was done as the basis for hypothesis and tentative theory formulation. Lastly, a schematic diagram in each facet was presented to show a clear constant comparison of the data gathered.

### *Facet 1*

The following steps are included in the Facet 1 of the process in theory generation: the sampling, data-gathering, coding, memoing, and theorizing that can be

done simultaneously. The modes of data analysis provide ways of discerning, examining, comparing and contrasting, and interpreting meaningful patterns.

**The Sample.** Purposive sampling was used to get excellent students in reading comprehension to be the participants of the qualitative phase of the study. The students who got excellent results in their reading comprehension belong to the same class under the Developmental Reading subject.

**Data-gathered.** Listed below are responses of the data gathered during the preliminary to actualize the first analysis; addressing the inquiry: What are the experiences encountered during the implementation of SQ3R?

Participant one (1) expressed his experience as to how the SQ3R strategy gave him a positive impact towards his understanding of the reading material.

*“It is an easy reading strategy because it allows me as a reader to have smooth process of understanding of the reading material.” (P1)*

Likewise, participant two (2) agreed with the first participant in looking into the strategy’s contribution in creating a clear direction in her reading activities.

*“It helped me to create a concrete flow of what I am reading sir.” (P2)*

A well-established reading strategy is how the third participant described her experience the moment she applied the strategy during her reading activities.

*“I find the SQ3R process a well-established reading strategy sir.” (P3)*

Lastly, the fourth participant gave emphasis on how she found no difficulty in using the SQ3R strategy.

*“No sir, I did not find any difficulty in the process of SQ3R,” (P4)*

**Coded Data.** This is the process of transforming collected information or observations into a set of meaningful, cohesive categories. The process of summarizing and re-presenting data in order to provide a systematic account of the recorded or observed phenomenon.

**Memoing.** After the interview, a memo was written down right after the students with excellent results in Reading Comprehension were interviewed about the Research Question.

The students believed that when they started applying the reading strategy, the process of reading has been at ease for them, learning to understand the reading material has less difficult. An easier grasp of information was then observed, by using the method they became more active learners. They have also considered the importance of the strategy as to how they have become more engaged in the text. It has also helped them construct their own learning out of what they have read through the aid of the reading strategy. Meaningful learning has become apparent as they have progressed reading and surely they have said that it has helped them to be more active to grasp and in comprehending a text. Though they have acknowledged the difficulty of the steps and the issue of time at first, still they were able to overcome it, which by using and understanding the reading strategy, students using it became trained as to how to go about the process of attaining varied information deeper, thus fully acquiring the learning that they have gone through with the aid of the reading strategy.

**Formulated hypothesis.** If students will be introduced to a well-organized strategy, students' learning outcomes would improve.

With the help of the learning strategy, students become more involved in learning most specifically in the written text. This appeared to recommend how the strategy has encouraged mental organizational skills once they start using it. Through the aid of the strategy, students' learning outcomes would likely improve because of the developed skill the strategy has offered. It is considered that the methodology of going through steps simultaneously helped the students' construct and interact in their own knowledge that made the entire learning process meaningful.

**Tentative Theory.** SQ3R strategy develops students' learning organization skills.

Organized and understandable reading strategy for students' reading comprehension guides their reading comprehension. This explains that if the students are provided with a strategy that is organized they will be able to have a comprehensible learning activity with the reading material. The organization is a prerequisite to achievement. In reading comprehension, the readers are encouraged in understanding the written materials so their lexical knowledge is a crucial aspect. SQ3R gives utmost focus to improving reading comprehension and has drawn meaning from words. Besides, reading comprehension is the process of simultaneously extracting and constructing meaning through a step-by-step interaction and involvement with written language. In brief, the interaction between the readers and written materials depends on how they can illustrate the meaning of words in reading. Directly teaching organizational skills aids students in their current tasks. An organized reading strategy gives a clear, focused, logical, and effective understanding of the reading material. Creating order makes it easier to understand the task at hand.

#### *Facet 2*

The same steps were performed in Facet 2 where another group of participants were interviewed.

Listed below are responses of the data gathered in Facet 2 during the preliminary to actualize the first analysis; What are the experiences encountered during the implementation of SQ3R?

Participant five (5) expressed his experience of difficulty of the strategy's process most especially that it has cost her much time in doing such.

*"The process is very lengthy and takes me so much time to do the different steps of SQ3R." (P5)*

The experience felt by participant six (6) is equally similar with the previous participant emphasizing each step of the strategy was difficult to do.

*"There are five steps to follow and each steps requires task that are so difficult to do." (P6)*

**Memoing.** Participants' experience while using the technique has remained a tedious process for them. The lengthy and complicated process makes the entire application of the method very difficult for them. They felt like they were being burned- out because of the strategy's unfamiliarity. The circumstance makes the process more complicated, along the process they became disinterested in using the strategy, however, left without a choice but to execute each step to complete the task that they were assigned. The methodological factor has affected the entire learning process however, in the good sight

have slowly developed their critical thinking ability as to how they are going to solve the problem that they have experienced. Various ways were done by the students just to look for solutions to the methodological problems encountered.

While students recognize that this method is fine for it has improved their reading comprehension achievement. SQ3R provided them with a different method of reading textbooks that will most likely enhance understanding and retention of material. Though it is not a quicker way to use the strategy if the strategy is practiced frequently. It is important to note, that not all problems encountered can discourage learning, some develop more learning ability such as this learning strategy has done in the teaching-learning process. Everyone experiences problems from time to time in learning. Some of the problems are big and complicated, while others may be more easily solved. There is no shortage of challenges and issues that can arise in the learning scenario. Whether these problems are large or small, they were able to deal with constructively and fairly. The presence of critical thinking means that being aware of the context and being empathetic play a crucial role in being a critical thinker when learning.

**Formulated hypothesis:** SQ3R's methodological factors trigger students' critical thinking.

It is acknowledged that SQ3R is an efficient strategy to help the students learn and understand the lesson. Besides, it has even made the text easier to comprehend the reading process has been more effective and more active by using the method. Furthermore, an engagement towards the text while going about the content material has developed the skill and has been observed despite the problems faced. The faced methodological factors helped the students to meaningfully construct learning in their mind while effectively developing critical thinking while solving problems.

However, it is undeniable to recognize the complexity of the methods in using strategy has led to a time-consuming scenario, where students become reluctant to regularly use it as a reading strategy and consider it as a dull strategy. Reading is a very important skill to master off. The main disadvantage of working with the SQ3R Method is the complexity of using it. By using and applying a complex strategy, students' eagerness to use it was triggered to develop a good foundation of strategy habit on which they can develop relevant information by using it otherwise. Because of the strategy's difficulty, students were able to work hard to efficiently and actively use the said strategy, the SQ3R method becomes an effective method that should be put into practice and get a head start with this reading strategy.

**Tentative Theory.** Students might have encountered problems in doing the SQ3R. However, it has effectively improved students' ability in reading comprehension at a certain period of time though certain issues in methods were met by the students as they go about the different steps. It developed students' ability to emerge critical skills and ability to build a good foundation of reading comprehension as they progress in reading a certain text.

The achievement of the students was attained through the aid of the learning strategy. The reading strategy was able to help the students' critical thinking ability and later improved their reading comprehension as well as the learning process in general. It is said, that by having a good reading comprehension ability, students would likely have a better learning outcome. Indeed, comprehension is very relevant when students involve themselves in reading. Problems with the strategy methods would likely make the process of learning a failure if continuously encountered so. It is true that readers will continuously make sense of what they are reading when they can connect to the text that

they are reading, and the strategy helps to aid such way. It also means that by solving problems with the methods, comprehension would develop with the interest shown in the method.

### **Facet 3**

The following are the results on the same steps performed into the 3<sup>rd</sup> group of participants.

Participant eight (8) expressed the first-time encounter of the SQ3R strategy, she experienced how if it is difficult to follow and understand.

*"This is the first time that I have encountered the strategy." (P8)*

Likewise, participant nine (9) she also gave focus as to how her lack of knowledge when a new strategy was introduced.

*"I don't really have idea on how to use the strategy." (P9)*

Lastly, participant ten (10) expressed her encounter with the strategy

*"I haven't yet encountered this strategy since then." (P10)*

**Memoing.** The problem reading strategy's novelty may have caused a negative impact on the students at the beginning, a series of the frequent area of difficulty might have been encountered that has caused loss of attention to the text because of the complexity and unfamiliarity encountered by the students. However, the problem faced has made them interested and motivated to undergo the process. The students' ability to apply the strategy in reading activity has helped the memory to work and progress as new information emerged. There might have been difficulty in interest, but it has eventually diminished as it has made new information developed, resulting in an unlimited acquisition of material.

The learning strategy has also impacted learning in the face of its novelty input which has made learning that is most engaging. This usually occurs with a good outcome. The theory has determined that while integrating novel input is part of learning development, students can be helped in the process by providing adequate experience and modeling. As a result, learners may not move along the continuum more quickly but might do so with less confusion and more confidence in their own ability to make sense of the learning process.

It emphasizes the relevance of novelty in learning which suggests that students are better accommodators of novel information because they hold prior knowledge, receive good modeling or input, and are allowed time to organize novel stimuli in the teaching-learning process. It is generally accepted that novel stimuli are examined for about twice as long as familiar stimuli as the brain responds with a burst of interconnected neural activity whenever it detects something new. Such connectivity may translate into extended task engagement if novel stimuli are interesting to the learner.

**Formulated Hypothesis:** The more novel the strategy is, the more anxious the students will become.

The problems faced with the methods created a wide array of problems in terms of using the strategy. Its burdensome activities and the lack of familiarity make the strategy more difficult to apply during a reading class. The strategy's difficult method

caused the students to feel anxious. Time and effort were spent carefully to introduce a new reading strategy. Process might result in lengthy reading scenarios, yet it could also be an advantage in the absorption of new knowledge from the reading material. The act of laying down a new learning strategy might be very difficult and may result in a tremendous retaining of information acquisition.

For many students, applying a new strategy can be very ineffective. Problems faced during the application of the SQ3R strategy made their experience challenging. Introducing a new strategy to students with a lack of familiarity could attempt to trigger the brain to do more tasks as the process progresses. The lack of knowledge in using the five-step process prompted the act of negative attitude towards using it and passive absorption of information through the negative impression may lead to poor learning outcome, otherwise because of its novelty, students internal aspect could also react positively wherein an active engagement of learning can occur knowing the fact that some students are really welcoming new learning strategy. However, that is if it is best applied and when there is a proper orientation of the strategy; rather than hoping that strategy will be naturally absorbed without letting them use it properly. This likely develops meaningful learning as the highlight of the strategy's novelty.

***Tentative Theory:*** Students' perception of a new strategy affects their learning engagement.

The skill cannot be developed if the new learning strategy is not properly introduced as a new learning strategy. Development of the skill depends on how the learning strategy has made an approach towards the students. In order to develop students' learning engagement and develop one's reading comprehension ability, the SQ3R strategy can be introduced effectively considering its complexity. It introduces steps that would likely improve readers; however, because of the strategy's complexity, the effective purpose for weak readers to improve would otherwise turn differently, and would somehow lead to a misconception of the purpose and goals of the strategy. The unfamiliarity of the SQ3R strategy causes students to be anxious in applying it; thus, it made the reading process difficult and uninteresting.

Students' impression about the strategy has been the source for students' difficulty while working on their own, whereas they failed to fully apply the learning strategy to their reading activities. The theory has determined that while integrating novel input is part of learning development, students can be helped in the process by providing adequate experience and modeling. As a result, learners may not move along the continuum more quickly but might do so with less confusion and more confidence in their own ability to make sense of the learning process.

#### *Facet 4*

In Facet 4, the following were the results: ***The Sample***. Purposive sampling was used to get the teacher participant of the qualitative phase of the study.

The Teacher participant expressed his experience in using the SQ3R strategy and how it had made a difference in his reading class.

*“Reading class is a difficult class, I had hard time looking for the best strategy that could really improve my students' reading comprehension. And SQ3R helped me in such way.” (P7)*



**Coded Data.** This is the process of transforming collected information or observations to a set of meaningful, cohesive categories. The process of summarizing and representing data in order to provide a systematic account of the recorded or observed phenomenon.

**Memoing.** Teachers have considered the reading strategy useful for it has made the teaching-learning process more facilitative. Students' reading abilities were developed because of direct instruction of the strategy facilitated by the teachers. It is very apparent how the strategy resulted in a good learning outcome.

**Formulated Hypothesis:** The more guided the strategy is, the easier it is to facilitate the teaching-learning process.

Reading is an important skill. Teachers implementing the strategy helps the learners to become more active in learning. It is believed that the more the strategy helps in guiding the students the more it would likely facilitate the learning process. As a strategy that observes different steps, each step has become part and parcel for guidance on how each level of reading is to be done. Each step provides learning experiences, as students go about the reading material; the steps provide the utmost guidance on how they are going to attain learning from the text that they have gone through.

Having such a guided reading strategy, the teacher has played an important role in attaining the full learning process. The teachers' role during the application of the strategy is to guide and assist the students on what to do as they go about the different steps of learning. The strategy has equipped the learners to have a systematic type of learning that only if they are to apply it and will carefully be facilitated by their teachers. Reading activity will remain a practice and a skill later on if they will get used to it as they progress in using it. At the latter, it will develop an effective and intrusive dynamic type of learning.

**Tentative Theory.** The SQ3R facilitates the teacher in the teaching-learning process.

Learning outcomes are obtained through the learning process, where the learning process is not only marked and memorized but also must be known and understood about what and how it must be learned. At the end of a learning process, students will get a learning result. Learning outcomes are the result of an intrusion of learning actions and teaching actions. In order to obtain optimal learning outcomes, the learning process must be implemented effectively.

It can be drawn that if a reading strategy is integrated successfully into a student's study habits, the more it is likely to be effective. Thus, it leads to the growth of their reading comprehension scores. A clear set of guidelines during the implementation is vital to help the learners and educate them on how to properly apply the strategy in their learning activities. Students do not naturally develop a reading strategy; it should be carefully facilitated in order for it to be successful.

## CONCLUSIONS AND RECOMMENDATIONS

In order to elaborate the value of reading comprehension performance in reading classes, the interview has been examined by the researcher that has later arrived at the construction of hypotheses. In Grounded Theory Research, every researcher will go about a study without the testing of a hypothesis, but, he is the one who formulates a hypothesis over a continuous constant listening and comparison to the interview.

The main research question is *“What are the challenges encountered during the implementation of the SQ3R Strategy?”* Based on the data gathered the researcher arrived at the first hypothesis, *If students will be introduced to a well-organized strategy, students’ learning outcome would improve.* Proposition 1 states that *“Learning is developed when students are engaged in tasks which developed their organizational skills.”* Hence, Tentative Theory 1 is formulated, ***“SQ3R strategy develops students’ learning organization skills.”***

As the analysis of the data progressed the second hypothesis is formulated, *“The more number of steps in the strategy, and the more complex is the learning process.”* Proposition 2 states that *“When the steps in the learning process are logical, learning is facilitated.”* Hence, the second tentative theory is made, ***“SQ3R’s methodological factors trigger students’ critical thinking.”***

With further analysis of data, the researcher has arrived at the third hypothesis, *“The more novel the strategy is, the more anxious the students will become.”* Proposition 3 states that *“Novel strategy challenges students to learn.”* Hence, the third Tentative Theory is formulated, ***“Students’ perception towards a new strategy affects their learning engagement.”***

Lastly, the researcher arrived at the fourth Hypothesis, *“The more guided the strategy is, the easier it is to facilitate the teaching-learning process.”* Proposition 4 states that *“Learning is attainable when learning is facilitated.”* Hence, the fourth Tentative Theory is formulated, ***“The SQ3R facilitates the teacher in the teaching-learning process.”***

It is said that acquiring reading comprehension may easily be learned, but, one must take note that this skill takes an effort to work it out, shape, and continuous practice of using it before one can acquire it. The reading strategy concentrates on picking out every single process implemented to fully improve the learning ability of the students. It is enabled to quickly allow simple acquisition learning from the reading material. It presents detailed progress of steps of how the reader could carefully acquire learning as he progresses.

It is important that the teachers in the classroom would allocate cater time to choose which learning strategy best aids diverse learners in a continuously changing learning environment. There should be encouragement from the facilitator to hold new learning strategies and how learners take part in embracing its novelty towards a positive attitude of learning.

The instruction strategy was able to help the students to be more organized in understanding their learning, so, the students can use their time most effectively. It was able to encourage students to go about a thorough understanding of the different stages of the learning process in creating and strengthening the correct implementation of the said strategy. There is a positive impact through providing a guideline on how to correctly use the strategy. Engagement for impact goes beyond the improvement of students’ learning ability.

Foster lasting and meaningful strategic impact, mechanisms for using the strategy need to be firmly embedded in the different classes. While the process is challenging, an approach that embraces the process of using the strategy can yield significant results in learning disciplines of reading classes for all spheres most especially in terms of; mental organizational skills, learning engagement, and how it further facilitated learning in general to improve a positive learning outcome.

The theory generated can be summarized as follows:

*“Learning can be facilitated through a reading activity if students experience something new or novel activity when they are engaged in tasks especially on mental organizations and interaction among themselves and with the teacher.”*

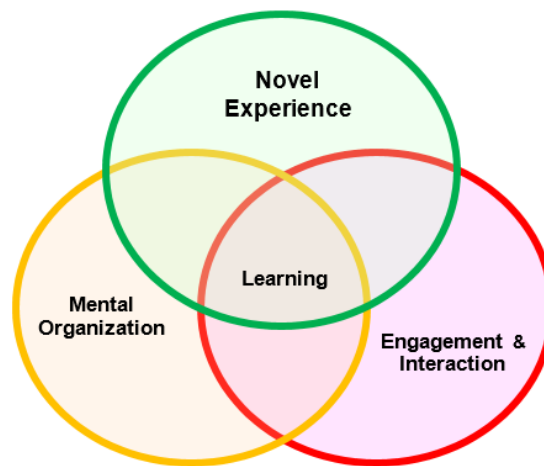


Figure 1. Conceptual Model of Cataraja's Reading- Learning Theory.

In the education systems, learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials, and understanding contents. Efficient growth of knowledge inside and outside of school is only possible if students have skills that initiate, guide, and control the search for information and later on its processing and storage. Learning these techniques are called learning strategies.

The learning strategy gives impact to learning in the face of its novelty input which has made learning that is most engaging. This usually occurs with a good outcome. The theory has identified that going through the novelty of the strategy has become part and parcel of new learning development. Students are assisted in this process by providing them enough experience to integrate the present learning. This will result in continuous confidence in learning ability that would make a student make sense of himself involved in the learning process.

The theory result illuminates compelling ideas for learning. It emphasizes the relevance of new learning which recommends students as new learning accommodators of information because they hold prior knowledge in the association with the present one. This generally, accepts the idea as to how the novelty becomes a stimulus that the brain detects to respond positively because of information curiosity.

However, alongside the novelty, students are too often being passive receptors of information. Through this learning strategy, the amount of methodological factors they have encountered maybe massive yet has become a stimulus-response that has developed

the mental ability of the students. It is important to note, that not all problems encountered can discourage learning, some develop more learning ability that this learning strategy has done in the teaching-learning process. Students encounter challenges everyday most especially in learning. And those challenges may it be big or small, are surely could be solved; and these are dealt with in a constructive and fair manner. The presence of critical thinking means that being aware of the context and being empathetic play a crucial role in being a critical thinker when learning. Thus, cognitive skills and intellectual capacity are highly useful to meet the needs of a given situation and to improve its conditions most especially in the aspect of how it has helped the students to develop their mental organizational skills.

The learning strategy is aimed at organizing new knowledge by making connections between the different knowledge elements. By using such, it is important to acknowledge how information is identified or depicted visually, details are combined and clustered and thus a deeper understanding of the new subject matter was achieved. Utilizing a strategy that develops organizational skills is generally beneficial for students of different personalities, skills, and needs. For one, this strategy is important for every student as it helps organize large amounts of subject matter by dividing the learning content into suitable sequences. The depiction of facts in a mind map or a poster helps visually oriented learners to store the connections between learning content in their long-term memory. The subject matter can be made clearer and put into the context of meaning with forms of external visualization.

Finally, because of facilitative learning students are able to respond positively through the act of an active learning engagement. Teachers must remember how it is essential for students to be actively involved in learning, and this could be made so possible with their assistance during the entire learning process. The job of the teacher is to ensure the relevance of their presence in the process of learning for learners to becomes active and would easily learn if they are facilitated with a greater capacity of learning strategy. Thus, engaged students seek out learning, that leads to success or learning. They also display curiosity, a desire to know more, and positive emotional responses to learning in general.

[There is no recommendation regarding integration of technology.]

If possible, provide a concluding remarks section to indicate the summary of results and the recommendations as well as the future directions.

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