

SQ3R Method: Its Effect to Students' Filipino Subject Performance

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ABSTRACT: This study investigated the extent of teachers' use of the SQ3R Method, Survey, Question, Read, Recite, and Review and its effect to students' Filipino subject performance. It further assessed the relationship between the use of the SQ3R method and students' Filipino subject performance, and to determine the best components of SQ3R Method that influence the students' Filipino subject performance. This study employed quantitative correlational and causal research designs with documentary analysis. A researcher-made questionnaire which passed the validity and reliability tests was conducted to 340 junior high school students. Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient and Multiple Linear Regression were the statistical tools used. Results showed that teachers' use of the SQ3R method is high. Students' performance in Filipino is at Very Satisfactory level. There is a low to moderate positive correlation between the teachers' SQ3R method and students' Filipino subject performance. Thus, SQ3R Method aids students' performance in Filipino. Teachers may continue employing the SQ3R with supplemental materials to maintain or increase the Filipino subject performance.

KEYWORDS: SQ3R (survey, question, read, recite, review), student performance, teaching method

I. INTRODUCTION

The Filipino subject is crucial in developing language skills and cultural awareness, thus serving as an essential part of the system's framework of education in the Philippines. Nonetheless, from the researcher's observations of the classes and the work done by students, it appears that a number of junior high school students within the Division of El Salvador City face difficulties with the more advanced aspects of reading including comprehension, vocabulary, and critical analysis. The barriers to learning these students face detract from the enjoyment of Filipino literature, undermining their academic performance throughout the curriculum. Moreover, the advanced grammar and relative complexity of the Filipino language pose additional hurdles to understanding for learners.

As Sahito (2025) argued, the rich details of Filipino culture deepen its complexity, which adds to the learner's burden. Culture alone brings a complex reality, but advanced thinking is required to understand the blend of new vocabulary, culture, and nuance, which is an aspect many students find challenging. The adoption of active learning techniques can enhance student participation and academic outcomes, leading to effective navigation through the complexities.

Language comprehension can be tackled through oral and silent reading, as these are dynamic and systematic techniques. In the same vein, the absence of a systematic framework leads mostly to skewed results and gaps in the overall performance of students from the Philippines in various subjects. These challenges can be efficiently tackled through the SQ3R method, which teachers can implement flexibly, as per the needs of the students.

In the Survey phase of the SQ3R method, students need to set reading goals and highlight pivotal topics or sections within the material. Accessing the content using these strategies aids in activating what students already know, enables them to direct their attention effectively, and promotes a more productive approach toward challenging Filipino materials. Students are expected to possess materials and knowledge that form the core of the history and culture of formal education in the Philippines. Cataraja (2022) stated that the SQ3R Method enhances students' comprehension of the readings and helps them assimilate the material more easily, which is effective at the primary level.

During the Question phase, students facilitate their learning by creating questions about the text. This process captures their attention and motivates them to think deeply about the content. According to a study by Sun et al. (2024), prompting students to consider answers facilitates understanding and engagement. For responsiveness, responding to their questions helps

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focus their learning. This phase allows learners to apply the knowledge they have acquired in the Filipino subject, rich in literature, culture, and thematically based topics.

In the Read phase, students systematically search for the answers to their formulated questions. This process further enhances their engagement and understanding of the subject. After reading, they proceed to the Recite phase. Here, they explain the main ideas and key points of the text in their own words, summarizing what they have learned. This helps reinforce their understanding and ensures they remember the important details. Recitation improves memory by assisting students in establishing their comprehension and creating significant links between concepts. In the last step, called Review, students are encouraged to go back and rethink the materials they have learned. This stage is crucial for remembering things over a long period. By revisiting the content, they can fill in any gaps in their understanding and reinforce their knowledge (Pitcher, 2024).

Although the SQ3R Method offers many benefits, Filipino students often struggle with reading skills due to several challenges. These challenges include not being interested in reading, having poor study habits, and experiencing anxiety when reading. Such issues are major barriers that prevent students from engaging effectively with reading materials, as noted by Çelik et al. (2024) study. However, educators can play a vital role in helping students overcome these obstacles by applying specific strategies like the SQ3R method. Students, through their posture, can achieve great improvements in their reading skills. adequately practicing the SQ3R method is currently under discussion, and its relevance to improving literacy results is longstanding. Traditional forms of instruction are centered on rote learning. Unlike other methods, SQ3R Method promotes critical thinking, active learning, rich interaction with content, and greater participation at a deeper level.

This study aimed to examine the relationship between students' performance in Filipino subject and their teachers' decision to use the SQ3R method in teaching Filipino. This research would help create successful teaching strategies that are suited to the needs of students in Filipino subject.

The SQ3R Method, Survey, Question, Read, Recite, and Review provides a strategy for reading comprehension that fosters active interaction with the text. Based on the constructivist learning theory, the SQ3R method observes that learners construct their knowledge through engagement, experience, and reflection. Constructivist theory, initiated by Jean Piaget in 1952 and developed further by Lev Vygotsky in 1978, argued that learning is most effective if it is active, communal, and builds on what has already been learned. In relation to the Filipino subjects in the junior high school classes, the SQ3R method helps students to manage complex texts, comprehend them better, and retain information more efficiently.

Incorporating new information into what existing knowledge learners have sculpted understanding as Piaget put it, while social interactions via Vygotsky's Zone of Proximal Development (ZPD) illustrates learning socially. These considerations relate directly to the different phases of SQ3R method. The Survey phase where learners are scanning the text for concepts that they know. This serves as activating prior knowledge that enhances learning, which is a critical component in education. In the Question phase, learners formulate questions which both fuel curiosity and sharpen focus, enhancing self-guided learning, critical thinking, and exploration. Supporting the role of the Survey and Question stages in understanding culturally relevant materials, Mendoza (2024) emphasized the contextual knowledge as a crucial cornerstone for improving literacy skills in Filipino.

Vygotsky (1978) argued that knowledge is better constructed through collaborative learning strategies. The Question and Recite stages are primary examples of this since students participate in class dialogues, provide and receive comments from their classmates, and interact with the teacher in a guided manner. As Sudarsono et al. (2024) noted, students' reasoning and comprehension skills improve remarkably when they are actively involved in formulating questions and discussing the passages with their classmates. In the Read phase, students search for information that answers their questions during reading, and in the Recite phase learners check if they remember and explain in writing or speech what they learned using their own phrases which, in constructivist theory, is fundamental for retaining knowledge.

Finally, in the Review the content helps learners revisit concepts and reinforce knowledge to ensure content mastery. This approach to self-regulated learning allows students to evaluate their understanding and address gaps in their knowledge. The SQ3R method encourages learners through all five phases, fostering comprehension, critical reflection, and academic independence. Thus, this study aims to explore to what extent teachers use the SQ3R method in teaching Filipino and its correlation with student performance to determine ways to improve literacy achievement among junior high school students.

II. METHODOLOGY

This study utilized quantitative approaches integrating correlational and causal research designs, along with documentary analysis, to interpret and analyze data collected through the questionnaires. In the correlational research design, the dependent variable was the students' performance in the Filipino subject, while the independent variables were the phases of the SQ3R method Survey, Question, Read, Recite, and Review. The purpose of this design was to determine whether a relationship exists

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between the use of the SQ3R method and student performance, without manipulating any variables. According to Hassan (2024), correlational studies examine the extent to which two variables are related, but they do not establish causality. This design was particularly useful in identifying patterns and trends in how instructional strategies relate to academic outcomes.

The causal research design, on the other hand, was used to determine whether the independent variables specifically the components of the SQ3R method have a direct influence on students' performance in Filipino. This design aims to assess cause-and-effect relationships by evaluating how specific teaching strategies impact learning outcomes. As emphasized by Ozturk et al. (2024), causal research explores the underlying reasoning and relationships that drive changes in behavior or performance, particularly in educational contexts. Through this approach, the study explored how the implementation of Recite and Review phases, in particular, may lead to measurable improvements in student comprehension and academic achievement. Additionally, documentary analysis was employed to provide context by examining relevant records and documents related to the use of the SQ3R method in the selected public secondary schools in the Division of El Salvador City.

In order to analyze and interpret the collected data, the questionnaire responses were counted and documented. The statistical methods listed below were used to examine the data. Problems 1 and 2 utilized Weighted Mean and Standard Deviation to assess teachers' use of the SQ3R method and students' reading proficiency. Problem. Problem 3 utilized Pearson Product Moment Correlation Coefficient or Pearson r analyzing the significant relationship between the independent and the dependent variables. Problem 4 employed the Multiple Linear Regression to ascertain which of the independent variable/s singly or in combination influence/s the dependent variable.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of Teachers' SQ3R Method in teaching Filipino in terms of:

- 1.1. survey;
- 1.2. question;
- 1.3. read;
- 1.4. recite; and
- 1.5. review?

Table 1. Summary Table of SQ3R Method

Variables	Mean	SD	Description	Interpretation
Survey Method	3.90	0.96	Agree	High
Question Method	3.88	0.96	Agree	High
Read Method	4.04	0.92	Agree	High
Recite Method	3.97	0.92	Agree	High
Review Method	4.02	0.94	Agree	High
Overall	3.96	0.94	Agree	High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Table 1 presents the summary of the SQ3R method. As noted, it has an average Mean of 3.96 with SD=0.94, which is described as Agree, interpreted as High. This indicates that students' perception of the SQ3R method is reasonably good. The Method is positive, effectively implemented, and applied with a strongly conducive learning atmosphere. This constitutes a highly beneficial attitude necessary for the constructive refinement of study skills, understanding subjects comprehensively, and boosting overall academic performance. The constructive attitude, especially towards study techniques, motivates and commits students to perform better academically. Such perception also aids in effectively retaining good study techniques while reducing academic tension, which negatively affects students, thus enabling them to succeed throughout their educational life.

According to Nabilla et al. (2022), the SQ3R method is an instructional strategy utilized for teaching comprehension and retention since it incorporates capturing the learner's attention while applying relevancy. Other methods of teaching lack engagement, leading to less motivation. Constructively and strategically designed study techniques achieve better preparation for the learner in an understanding-centered environment. The self-efficacy, or the sense of control and autonomy over education that learners possess, is enhanced through the SQ3R method. Motivation and engagement is further driven by confidence in one's ability to comprehend and retain information, making participating in lessons effortless. The nurturing of both a positive participatory atmosphere and effective learning environment is fostered through the implementation of this strategy. The SQ3R

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framework encourages learners to develop skills for independent study, collaboration, and enables educators to nourish supportive, academically wealthy classroom environments.

In the same table, the variable Read Method registered the highest Mean of 4.04 with SD=0.92, which is described as Agree and interpreted as High. This shows that the respondents perceive the Read Method as very effective within the SQ3R Method. Such effectiveness is critical as it greatly enhances the learning experience through proper understanding and retention of material. It states that learners have increased comprehension and retention of the content, which enhances their sense of achievement and confidence when they actively engage with the text. This effectiveness contributes to the academic performance of a respondent while also improving the satisfaction a student derives from studying. It further helps to explain the essential nature of simple active reading methods that support effective concentration on the study and motivate sustained focus and discipline towards the study process. Active reading promotes the completion of the text with the expectation of better understanding. So, more favorable productivity in the teaching-learning process will be realized, thus enhancing the knowledge of the material.

Meyiwa (2024) emphasized that learners undergo training on how to optimally use tools for reading so that they develop appropriate understanding of the materials. This captures the need for clear and intentional guidance provided through deliberation within learning fostering effective study environments. When students are taught how to strategically apply reading instruments, such as SQ3R, they learn self-discipline, concentration, and direction towards academic achievement. It is also noteworthy that systematic study together with proper instruction not only reinforces comprehension, but also enhances students' ability to manage, control, and commit to their academic work. All in all, the proper application of these methods enhances personal development resulting in improvement of academic achievement.

Meanwhile, the variable Question Method had the lowest Mean of 3.88 with SD=0.96, considered Agree and High. Although the Question Method is regarded favorably, it is perceived more negatively than other measures. How questions are put forward or used in the study may need some improvement. Even with a favorable view, the comparatively lower rating signifies that student feel the Question Method could be more engaging or effective. Improving the Question Method may better motivate students, allowing them to connect more with the material and deepen their understanding. This alteration might improve performance, participation in class activities, and overall learning.

Purposeful questioning has been shown to improve comprehension outcomes significantly, as exhibited within a legal reading case study (Yin et al., 2024). Students are actively involved with such engagement strategies, which facilitate the development of understanding and critical thinking. By promoting an educational atmosphere where students are constructively challenged, teachers can heighten concentration, encourage mental development, and ultimately improve achievement in all subjects. This not only fosters academic growth, but encourages learners to actively reflect upon the provided questions, motivating them to find the answers.

Problem 2. What is the level of Students' Filipino Subject Performance?

Table 2. Academic Performance

Grade	Frequency	Percentage	Mean	Standard Deviation	Interpretation
90-100	129	37.94	88.91	1.95	Very Satisfactory
85-89	113	33.24			
80-84	81	23.82			
75-79	17	5.0			
Total	340	100			

Note: .90-100 Advanced 85-90 Proficient; 80-84 Approaching Proficiency; 75-79 Developing; 74 below Beginning

Table 2 reveals the level of Students' Performance in Filipino, with the Mean score being 88.91, which indicates Very Satisfactory, alongside an SD= 1.95. This implies that students perform adequately in Filipino, suggesting that most students can learn the subject well. This also shows appropriate teaching strategies and a strong, conducive learning environment. Furthermore, such high performance indicates that most students interact with the materials provided to them, can understand the fundamental concepts, and apply the knowledge they learn in their day-to-day activities. The strong performance score indicates that the school can create an environment that promotes scholarly achievement, and adequate resources can support the student's efforts. Together with productive students, this also further suggests the school's educational framework, highlighting its effectiveness in performance-oriented appraisal.

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Furthermore, Egar et al. (2024) ascertained that students' understanding of Filipino subjects mediated their learning experiences and communicative skills. The study concluded that students' knowledge of Filipino mediates at least partly how students' learning experiences relate to students' communicative skills. That emphasizes the value understanding has regarding effective communication and suggests that students' knowledge of the underlying concepts must be developed to enhance their academic performance.

In the same table, the grade range of 90-100 marks the highest frequency of 129 students, which is 37.94%. This suggests that many students can perform at high standards, showing mastery in the Filipino subject. This implies that these students perform excellently in their studies as there is effective instruction, a conducive learning environment, student motivation, and a ready commitment to exert effort. Such a level of performance is vital for students achieving and gaining self-confidence because this motivates them to pursue high levels of achievement further. In addition, it demonstrates a need to extend quality educational materials and other resources that enhance learning focused on students.

Also, as Caparos et al. (2024) stated, the rationale behind having Filipino subjects in secondary school is to give attention to teaching and learning Filipino, appreciating the lessons, and removing the disengaged. This caring approach is crucial for improving student achievement. Instructional strategies that utilize a positive frame of reference can result in higher performance levels among students in their Filipino subjects. This not only helps to improve learners' performance but also enhances their overall academic performance.

In addition, 17 students, or 5.00% of the respondents, fall within the grade range of 75 to 79. This indicates that a small percentage of learners are performing at a developing level, which suggests they may require additional support and resources to enhance their understanding and performance of the Filipino subject. It indicates that most learners are performing satisfactorily, but there exist some students who, with the right support, could reach their optimal levels of accomplishment. These areas can be improved, and the performance achieved can be raised as much as possible, with all students succeeding. Students' appreciation of the Filipino subject is highly connected to their academic performance which illustrates the need of participation in order to improve attitude and achievement (Ranque et al., 2024; Dagoc & Oco, 2024). Learners with better understanding of language usually display high self-efficacy as well as exhibit better performance in class and overall achievement. Supporting this appreciation will improve academic performance, bolster self-confidence, and motivate students which will drive them to engage and excel in their Filipino language studies.

Problem 3. Is there a significant relationship between the Teachers' SQ3R method in teaching Filipino and the Students' Filipino Subject Performance?

Table 3. Test of Correlation Between the Teachers' SQ3R method in teaching Filipino and the Students' Filipino Subject Performance

Independent Variables	r-value	p-value	Description	Decision on Ho	Interpretation
Survey Method	0.226	0.000	Low Positive	Reject	Significant
Question Method	0.258	0.000	Low Positive	Reject	Significant
Read Method	0.356	0.000	Low Positive	Reject	Significant
Recite Method	0.379	0.000	Low Positive	Reject	Significant
Review Method	0.426	0.000	Moderate Positive	Reject	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 reveals the correlation between Teachers' SQ3R method in teaching Filipino and the Students' Filipino Subject Performance. Survey method registered a computed value of 0.226 P-value of 0.000 which described as low positive and interpreted as significant. This implies that the calculated P-value is significant at 0.05 level. Thus, the null hypothesis, according to which there is no significant association is rejected. This indicates that while the Survey Method is beneficial, it may not be as impactful as other methods within the SQ3R method. The low correlation implies that surveying the text helps students gain an initial understanding, but it may not significantly enhance their overall performance on its own. This method is likely more effective when used as a preliminary step to identify key concepts and areas that require further attention. As Rashid et al. (2022) noted, vocabulary acquisition plays a crucial role in the literacy development of students who struggle with language skills.

This is closely related to the Survey phase of the SQ3R method, where learners skim a text to identify important vocabulary and concepts before reading it in detail. By integrating vocabulary exercises at this phase, teachers may assist learners cognitively in overcoming the barrier of comprehension, identifying key concepts, and constructing context which all are integral

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for understanding. This strategy enhances comprehension for learners and as language comes more easily, their self-efficacy and performance also improves. This marks a turning point for their overall performance. While very useful, the impact of the Survey phase is enhanced when combined with other active teaching methods throughout the SQ3R's method.

As for the Question method, a computed value of 0.258 and a P-value of 0.000, which is considered low and positive, was observed. It has, however, been interpreted as statistically significant. This means that the P-value is valid for level 0.05, and thus, the null hypothesis, which states no considerable association, is henceforth rejected. Even though the impact of the Question method on overall performance is modest, it can be assumed, based on the provided data, that it contributes tacitly to engagement along with understanding and retention. This method promotes engagement with course material, which includes critical thinking, an essential component of long-term retention.

Cui et al. (2024) indicated that independent self-questioning by learners cognitively boosts reading comprehension through attention diversion to relevant parts of the text and self-evaluation. This is in concert with recent studies on the SQ3R method that take into consideration the practical application of diverse, higher order questioning during the Question stage emphasis that such questions promote critical thinking and deeper understanding of the material. Such questioning by learners from the Philippines enable them to construct a personal response to the text, which increases metacognitive processes and helps learners take initiative towards their learning, thereby resulting in enhanced achievement in academic work.

The Read method registered a computed value of 0.356 P-value of 0.000, which is described as low positive and is interpreted as significant. This means that the calculated P-value is important at the 0.05 level. Thus, the null hypothesis, which has no significant association, is rejected. This suggests that regular reading activities relate to improved academic performance. This is even more so when it is realized that reading facilitates the sharpening of vital cognitive ability skills, leading to enhanced academic performance by the learner. Improvement in comprehension leads to improvement in vocabulary and thinking abilities, which are very important in academic work, as gradually developed through undertaking routine reading activities. Al-Moteri et al. (2024) proved that the application of continuous reading interventions greatly enhances students' ability to comprehend sophisticated texts over some time. As for local Philippine literature, the Read Phase of SQ3R can be used to improve vocabulary and fluency which aids better understanding of texts. This helps teachers to improve the literacy level and academic performance of learners, thereby improving teaching effectiveness.

The Recite method registered a computed value of 0.379 and a P-value of 0.000, which is classified as low positive and is interpreted as significant. This implies that his calculated P-value is meaningful at the 0.05 level. Therefore, the null hypothesis, which states no significant association, is rejected. Recitation, while useful, does not substantially alter overall performance. The described association suggests that recitation is an effective learning strategy that enables students to verbalize and recall information, improving their understanding and retention of the material. Still, its influence on academic performance is restricted when used alone.

Recitation likely aids learning more effectively when complemented with other active learning strategies, enabling students to articulate the concepts they have learned. The investigation conducted by Al-Qaisi (2024), which looks into the influence of different reading strategies on text comprehension, demonstrates that active reading enhances students' understanding and memory of the content, particularly with recitation. This accentuates the role of recitation in learning and memory retention. Teachers who apply recitation strategies will assist their learners in attaining better comprehension, improved memory, and heightened self-confidence in language use. Such an approach helps increase students' engagement with the material, leading to enhanced achievement.

The review method registered a computed value of 0.426 under a P-value of 0.000, which was described as low positive and interpreted as significant. This suggests that the calculated P-value is important at the 0.05 level. Therefore, the null hypothesis stating no significant association is rejected. This shows that the Review Method significantly correlates with improved academic performance. The moderate correlation indicates that reviewing is integral to learning because it enables students to consolidate knowledge, reinforce understanding, and enhance information retention. Consistent review enables learners to recall what they have learned, helping them better understand and retain the information long-term.

Burns et al. (2023) highlighted the socio-pedagogical description and argue that equal access to reading should be considered as an intervention for lacking literacy skills. This complements other findings that emphasize the value of reviewing materials to deepen understanding and retention. Structured review sessions, like those used in the Review Phase of the SQ3R method with Filipino literature, augment understanding of the material and elevate students' performance. When teachers provide all learners with equitable access to reviewing resources, they make learning more efficient and inclusive.

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The methodology of the current research confirms the effectiveness of the SQ3R strategy as demonstrated through Filipino Subject Performance benchmarks on the selected group of students. Implementing the SQ3R method helped them enhance their study skills, understand the subject better, and perform academically, which most educators would appreciate.

Problem 4. Which of the independent variables influence the students' Filipino subject performance?

Table 4. Multiple Linear Regression

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta		
	B	Std. Error		T	Sig.
(Constant)	4.648	0.376		12.364	0.000
Survey Method	0.064	0.117	0.036	0.547	0.585
Question Method	0.209	0.127	0.131	1.655	0.099
Read Method	0.201	0.144	0.126	1.399	0.163
Recite Method	0.263	0.130	0.166	2.021	0.004
Review Method	0.473	0.116	0.318	4.068	0.000
		R=0.448	R ² =0.201	F=16.797	Sig=0.000

a. Dependent Variable: Filipino Subject Performance

b. Predictors: (Constant), Survey, Question, Read, Recite, Review

Table 4 presents the results of the multiple linear regression analysis on the constituents of the SQ3R method, determining how each of these components affects students' performance in the Filipino subject. As a result of this analysis, the model produced an R^2 value of 0.201 which means that 20.1% of the Filipino subject performance can be explained by the regression performed with the analyzed components of the SQ3R method. It was also established that the regression model is valid $F = 16.797$, $\text{Sig.} = 0.000$, showing that the combination of variables enables reliable estimation of academic performance. With these findings, it is reasonable to state that prompting students to recite and go over instruction in Filipino significantly improves understanding and performance.

The review Method remains one of the significant predictors of Filipino Subject Performance, with an unstandardized coefficient of 0.473 and a P-value of 0.000. This indicates that the review method significantly positively affects students' performance in the Filipino subject. The beta coefficient of 0.318 also proves that this method was indeed helpful towards students' performance in the Filipino subject. Among the factors examined, the review Method seems to have the most extensive impact, showing that regular reviewing and consolidating material is important for a student's academic achievement. This method aids students to reinforce their learning, identify areas of weakness, and therefore helps in retaining information.

As pointed out by Yen (2024), the reflection practice within the Understanding by Design (UbD) Framework) aids achievement gaps in learning because it allows the learners to analyze and cement their understanding critically. With regard to the Filipino language, learners cultivate self-regulation alongside critical reasoning through systematic and purposeful review sessions, reinforcing their understanding of the concepts. Such participation during the Review phase results in improved performance and mastery in the Filipino subject area. Hence, focusing on review techniques boosts retention while fostering lifelong learning behaviors fundamental for personal and educational development.

Furthermore, the Recite Method affects Filipino subject performance with an unstandardized coefficient of 0.263 and a P-value of 0.004. This indicates that the recitation method considerably impacts student achievement concerning the Filipino subject. A beta coefficient of 0.166 also supports that this method improved students' performance in the Filipino subject. Intellectual retention through enhanced recall is greatly aided by the Recite Method, which assists students in understanding concepts better with concrete materials to explain syllables of concepts. This method allows students to learn the information to retrieve it during evaluative assessments easily. The low positive relationship discovered for the Recite Method implies that while it enables students to interact with the subject, its contribution to general performance is minimal.

Active recitation exercises remarkably improve learners' reading skills and self-esteem which has a constructive impact on academic achievement. According to Safitri (2025), the active recall of information is fundamental to understanding and retention. The use of recitation in teaching helps motivate learners to participate actively, thereby improving recall, memory retention, and language skills. This approach changes learning from being a one-way activity into an engaging activity, promoting

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brain development in addition to improving self-perception. Thus, the use of recitation as a teaching strategy facilitates lasting understanding and academic improvement.

The Question Method has not significantly affected the student's performance with the unstandardized coefficient of 0.209 and a P-value of 0.103. Even if the methods have an important role as subcomponents of the SQ3R method, capturing, reciting, and reviewing exert much stronger effects on performance. In contrast, the beta coefficient of 0.131 indicated a very low positive influence on student performance, which is deemed insignificant. Its impact on overall academic performance remains slight. The low positive coefficient implies that these methods are useful but, when applied in isolation, do not have a great impact.

Maplethorpe et al. (2022) discussed the value of students formulating questions on texts as self-questioning strategies that integrate understanding and mental effort. Equip students with proper questioning techniques, and students will experience enhanced comprehension and more sophisticated interactions with the texts leading to improved academic achievement. This reinforces the importance of the Question Phase in SQ3R wherein self-generated, well-structured questions guide meaningful engagement with the text and stimulate active thinking.

The Read Method does not greatly impact student performance, evidenced by an unstandardized coefficient of 0.201 and P-value of 0.163. This indicates that while this method was still important component of SQ3R method, they may not have a strong impact on performance as recite and review. The beta coefficient of 0.126 also highlights a negligible negative impact, albeit not a significant one, on students' performance. This suggests that while reading is fundamental to learning, its impact on overall academic performance may be limited when used in isolation. The low negative coefficient implies that regular reading activities alone may not significantly boost students' academic outcomes. However, reading remains a crucial component of learning, as it helps develop cognitive skills and enhances comprehension.

As specialized teaching techniques, or guided reading strategies are implemented alongside a text, students are able to comprehend the information and retain it for years to come (Alvarez et al., 2023). This approach focuses on proper reading techniques which assist learners in developing stronger reading skills and enhance their decoding capabilities. With the incorporation of guided reading methods, teachers have the ability to promote interaction with the text which enhances student achievement and develops their literacy.

The Survey Method does not have significant influence on students' performance, with unstandardized coefficient of 0.064 and a P-value of 0.585. This indicates that while this method was still important component of SQ3R method, they may not have a strong impact on performance as recite and review. The beta coefficient of 0.036, further underscore a low negative but not significant influence on students' performance. This suggests that while the survey method can help identify students' initial understanding and areas that need focus, its impact on overall performance is limited when used alone. The low negative coefficient suggests that merely surveying the text will not improve students' results without some active learning techniques.

This links with the work Paramasivam et al. (2021) highlighted the need for identifying main ideas during skimming which serves as an aid to create effective questions, facilitating understanding and engagement with the content on a deeper level. Such strategies help learners with information organization which improves their understanding and retention of the material. These techniques are beneficial from the perspective of developing effective studying habits along with improving academic achievement by encouraging purposeful reflection. It is important, therefore, that surveys are designed in such a way that, together with self-assessment, allows students better understanding and retention.

From the preceding analysis, the value equation in predicting the percentage of the level of implementation (Y) as indicated by the (F-value = 16.797) with its corresponding probability value (P = 0.000) is significant at ($p < 0.05$).

This model is illustrated:

$$Y = 4.648 + 0.263 X_1 + 0.473 X_2$$

Where: 4.648 = constant

Y = Filipino Subject Performance

X₁ = Recite Method

X₂ = Review Method

IV. CONCLUSIONS

Based on the significant findings, the conclusions were drawn:

1. Teachers' find the SQ3R Method very helpful.
2. The student will likely be more academically successful with Filipino subject as part of their academic progress.
3. The review phase of SQ3R Method aided students' performance the most, placing them at the highest importance regarding comprehension and engagement.

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4. The Recite and Review of SQ3R Method could improve students' performance.

V. RECOMMENDATIONS

Based on the findings and conclusions of this study, the recommendation-teaching steps are proposed in addressing the effective use of the SQ3R method and improving the performance of students in the Filipino subject:

1. Teachers may maintain their high use of the SQ3R method while being encouraged to balance all five components Survey, Question, Read, Recite, and Review to ensure a more consistent and effective delivery of Filipino lessons.
2. Since students' performance was found to be very satisfactory, schools may continue current instructional practices while integrating enrichment programs, especially in areas needing improvement like vocabulary, to further boost academic outcomes.
3. Given the low to moderate positive correlation between SQ3R use and student performance, educators may be supported with ongoing training to deepen their understanding of how to maximize the method's impact on comprehension and retention.
4. As Recite and Review phases of SQ3R Method were found to significantly influence students' performance, teachers may give increased emphasis to these stages through activities like oral recitation, summarization, peer discussion, and guided review sessions.

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