Preview, Question, Read, Reflect, Recite, and Review Strategy (PQ4r) in Teaching Literary Text for an Enhanced Reading Comprehension of 11th Grade Students

Shaira Marie S. Alivio[a], Chester M. Derequito[b]

[a] *shairamarie.alivio@deped.gov.ph*, [b]*chester.derequito@lspu.edu.ph*
[a]*Department of Education, Division of Quezon, 4302, Philippines*
[b]*Laguna State Polytechnic University, San Pablo Campus, 4000, Philippines*

Abstract

This study examined the effectiveness of PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy to enhance the comprehension and retention of literary texts of the Filipino learners. This investigation aims to solve the issue within reading comprehension and retention of Filipino learners particularly the Grade 11 at Gov. Anacleto C. Alcala National High School who are discovered to be the lowest performing in reading comprehension based on Phil-IRI results. With the aim of developing and validating the PQ4R Reading Strategy as instructional material to be used in the teaching of 21 century literature. "Experimental-Developmental" as research design guided by the ADDIE Model (Analysis, Design, Development, Implementation and Evaluation), sought to develop and validate. This study assessed the effectiveness of the use of the "PQ4R": (Preview, Question, Read, Reflect, Recite and Review) strategy. Results indicated the pre-test to have a high "Comprehension gap" of almost half of the participants at "Frustration" level, they could recognize words but have problems grasping meaning. Results from post-test indicated higher scores with a mean comprehension scores' increase of 3.51-6.32 while the retention mean at baseline from 2.95 provided significant improvement as they were able to achieve higher bracket performances percentiles. "Expert validators rated the Developed guidebook as "Very Satisfactory" on the content, Format and accuracy. It is also the conclusion of the study that reading becomes active when it is transformed into a metacognitive activity subsumed by abbreviated PQ4R strategy making the strategy to be one of the most reliable in upholding the academic performance of the Filipino in the secondary education curriculum.

Keywords: PQ4R Strategy, Reading Comprehension, 21st Century Literature, Instructional Material Development, Metacognition, Literary Retention, Senior High School

1. Introduction

In the context of the Philippine educational system, recent years have witnessed substantial reforms aimed at improving learner outcomes and preparing students for the demands of the 21st century. The implementation of the K-12 program represents a major shift toward a more comprehensive curriculum that extends basic education and emphasizes the development of critical skills such as communication, critical thinking, and lifelong learning. Despite these advancements, many Filipino learners continue to face significant challenges in mastering language proficiency, particularly in reading comprehension of complex English texts. This difficulty in understanding and interpreting literary materials undermines students' academic performance and their ability to engage meaningfully with 21st-century literature, which is crucial for their holistic development and future readiness.

A central problem that emerges within this educational landscape is the persistent struggle among senior high school students, especially in the Humanities and Social Sciences (HUMSS) strand, to effectively comprehend and retain information from literary texts. Many students experience reading as a daunting, time-consuming, and ineffective process, resulting in frustration, low motivation, and ultimately poor academic

outcomes. This challenge is exacerbated by the fact that English, the medium of instruction and primary language for literature, is a second language for most Filipino learners. Consequently, educators need effective strategies that not only improve reading comprehension but also cultivate active engagement with texts, critical reflection, and long-term retention of ideas.

In response to this pressing issue, the PQ4R strategy emerges as a promising intervention tailored to enhance students' reading comprehension skills and academic performance. Originally developed by Thomas and Robinson in 1972, PQ4R is a structured, metacognitive learning strategy that breaks the reading process into six systematic steps: Preview, Question, Read, Reflect, Recite, and Review. Each step guides students to approach texts in a purposeful manner previewing content to form initial impressions, generating questions to focus attention, reading actively to find answers, reflecting to deepen understanding, reciting to reinforce memory, and reviewing to consolidate knowledge. This scaffolded approach transforms passive reading into an interactive, manageable, and meaningful learning experience, making it particularly effective for students who struggle with complex and lengthy literary works.

The need for an accessible and practical teaching tool that integrates the PQ4R strategy into the senior high school curriculum is evident. Hence, this study proposes the development of a PQ4R Guidebook for Teaching 21st-Century Literature specifically designed for Filipino senior high school students. This guidebook aims to provide educators with clear, step-by-step instructions and activities that embed PQ4R into literature lessons, thereby promoting better reading comprehension, critical thinking, and academic confidence among learners. By contextualizing the strategy within relevant literary texts and addressing common challenges faced by students, the guidebook serves as a vital resource to enhance teaching effectiveness and student engagement.

Ultimately, the implementation of the PQ4R guidebook seeks to address the core problem of inadequate reading comprehension skills in the context of 21st-century literature education. Through its structured, metacognitive approach, the guidebook aspires to improve students' ability to understand, analyze, and retain literary content, contributing to their overall academic success and preparedness for higher education and the workforce. The study underscores the importance of evolving teaching methodologies aligned with the K-12 program's goals and responds to the urgent need for interventions that support Filipino learners in overcoming linguistic and cognitive barriers in reading. By doing so, it endeavors to foster a generation of learners who are not only proficient readers but also critical thinkers capable of navigating the complexities of contemporary literature and society.

2. Objectives of the Study

This study sought to determine the effectiveness of the PQ4R Strategy, comprising Preview, Question, Read, Reflect, Recite, and Review, in improving the reading comprehension of Grade 11 students at Gov. Anacleto C. Alcala National High School through the use of literary texts. The research aimed to explore how the strategy supports students' understanding, word acquisition, and retention, and to assess the quality and acceptability of the instructional material developed.

Specifically, the study aimed to answer the following questions:

1. What is the current reading level of the Grade 11 students as indicated in the Philippine Informal Reading Inventory (Phil-IRI) results?
2. How do the respondents describes the factors affecting reading comprehension in terms of:
    - 2.1. Reading Strategies and Skills;
    - 2.2. Instructional Support and Teacher Strategies;
    - 2.3.Environmental Factors;
    - 2.4. Psychosocial Factors?
3. What are the least mastered competencies in 21st Century Literature that students need to attain?
4. What are the Pre-test and Post-Test scores performance when it comes to:
    - 4.1. Reading comprehension;
    - 4.2. Vocabulary or word acquisition; and
    - 4.3. Retention of literary information?

5. Is there a significant difference between Pre-test and Post Test scores performance as to:
   5.1. Reading comprehension;
   5.2. Vocabulary or word acquisition; and
   5.3. Retention of literary information?
6. What is the level of acceptability of the developed PQ4R-based instructional material based on the following criteria?
   6.1. Content ;
   6.2. Format ;
   6.3. Presentation and Organization;
   6.4. Accuracy and Up-to-datedness of information?

3. Methodology

The researcher employed Developmental-Experimental Research Design to determine the effectiveness and acceptability of the developed instructional material, the PQ4R Reading Strategy Primer in ehancing the reading comprehension and retention of 41 Grade 11 student of the Gov. Anacleto C. Alcala National High School of Brgy. Concepcion Banahaw, Sariaya, Quezon, during the school year 2025-2026.

The developmental aspect focused on the systematic design of a specialized instructional material based on needs through: analysis of student's reading level (Phil-IRI), least mastered competencies in 21st Century Literature, factors affecting reading comprehension. Under the guidance of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), a structured guidebook was fashioned incorporating the PQ4R strategy (Preview, Question, Read, Reflect, Recite, and Review) born primarily out of student needs. This phase comprised planning the material, expert validation, and then revision of content accuracy, format, clarity, organization and instructional value.

The experimental component involved the application and evaluation of the developed material in a classroom setting. It employed a pre-test and post-test design, where student performance in reading comprehension was measured before and after exposure to the PQ4R-based instruction. The researcher, acting as the teacher-facilitator, implemented the material in a controlled environment to determine its effectiveness in improving students' comprehension, vocabulary acquisition, and retention. The difference in scores was analyzed to assess whether significant learning gains occurred.

To determine the effectiveness of the PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy in enhancing the reading comprehension of Grade 11 students, the researcher undertook a systematic process guided by the IPO (Input-Process-Output) model and framed within the ADDIE instructional design approach. The research began with the Input Phase, which corresponded to the Analysis stage of the ADDIE model. In this phase, the researcher gathered baseline data to understand the students' current reading capabilities, the challenges they faced, and the instructional gaps that needed to be addressed.

Initially, the reading level of the students was assessed using three primary data sources: the Philippine Informal Reading Inventory (Phil-IRI), classroom-based reading assessments, and existing records from the school's Reading Intervention Program. These tools helped classify students into independent, instructional, or frustration reading levels and provided insight into their comprehension difficulties. In addition to assessing proficiency, the researcher identified various factors that affected the students' reading comprehension. This included data on students' reading skills and strategy, instructional Support and teacher strategies, environmental factors (such as access to reading materials), and psychosocial factors (such as motivation and self-efficacy). Alongside this, a curriculum-based needs analysis was conducted to identify the least learned or most essential reading competencies from the 21st Century Literature curriculum that required targeted instructional support.

With this data, the researcher moved into the Process Phase, covering the Design, Development, Implementation, and Evaluation stages of ADDIE. In the Design stage, learning goals were set based on the identified competencies and reading issues. Literary texts relevant to the Grade 11 curriculum were selected, and the structure of the instructional intervention was outlined using the PQ4R strategy. The strategy was integrated into lesson plans that included specific activities to support reading comprehension, word acquisition, and long-term retention.

Following the design, the Development stage involved the creation of the PQ4R Reading Strategy Primer. This guide included guided reading texts, comprehension exercises, vocabulary activities, and reflective tasks designed around the six components of PQ4R. Pre-test and post-test assessments were also developed to evaluate student performance before and after the intervention. Once the materials were drafted, they underwent face validation by English language experts and instructional material developers. . The feedback provided was then analyzed, and necessary revisions were made to improve the instructional material and ensure alignment with the DepEd curriculum and student learning needs.

During the Implementation stage, the validated Primer was used in classroom instruction with the selected Grade 11 participants. The researcher, serving as the teacher-facilitator, guided the students through each phase of the PQ4R strategy during regular English sessions. Students were actively engaged in reading, questioning, reflecting, and reviewing texts to deepen their understanding and strengthen their retention skills. The effectiveness of the material was monitored through observation, feedback, and performance tracking.

Finally, in the Evaluation stage, the researcher administered the post-test to assess the impact of the intervention. A comparison of pre-test and post-test results was conducted to determine improvements in reading comprehension, vocabulary acquisition, and retention. In addition, the acceptability of the developed instructional material was assessed through evaluation tools rated by both experts and student-users. Criteria included the accuracy of content, clarity of format and presentation, logical organization, and overall originality.

The final Output of this research was a validated and refined instructional material entitled "PQ4R Reading Strategy Guide in Teaching 21st Century Literature from the Philippines and the World." This primer was intended to serve as an effective tool for enhancing students' reading performance and addressing the reading gaps identified through the analysis phase. It also provided teachers with a structured, research-based strategy to improve instruction in literature and reading comprehension.

4. Results and Discussion

Table 1. Current Reading Level of the Grade 11 Students as Indicated in the Philippine Informal Reading Inventory (Phil-IRI) Results

	Score Percentage	F	%	Interpretation
Word Recognition	97-100	8	19.51	Independent
	90-98	27	65.85	Instructional
	89-below	6	14.64	Frustration
	80-100	-	-	Independent
	50-79	21	51.22	Instructional
Comprehension	58-below	20	48.78	Frustration
Overall Reading Level		20	48.78	Instructional
		21	51.22	Frustration

Table 1 shows the reading levels of Grade 11 students based on their Philippine Informal Reading Inventory (Phil-IRI) test results. Looking at the data, there is a huge gap between how well students can sound out words versus how much they actually understand what they are reading.

When it comes to Word Recognition, which is just the ability to read words out loud correctly, most of the students are doing quite well. About 19.51% can read completely on their own without any help (Independent), and a huge 65.85% are at the teachable level (Instructional). This means roughly 85% of the class can read Grade 11 words smoothly. They can sound out big words and read sentences without getting stuck. Only a small group, about 14.64%, find reading the words out loud too difficult and get stuck in the Frustration level.

However, the real problem shows up in the Reading Comprehension part of the test. Not a single student (0%) made it to the Independent level for understanding. This means no one in the class can read a Grade 11 text and fully understand its deep meaning without a teacher's help. About half (51.22%) are at the Instructional level, meaning they can get the basic point of a story or lesson, but only if the teacher guides them with questions or worksheets. The other half (48.78%) are at the Frustration level. They might be looking at the words, but they cannot find the main ideas, make sense

of clues, or remember what they just read. Because the Phil-IRI rules state that a student's final score must drop to their lowest area, the Overall Reading Level shows that 48.78% of the students are Instructional and 51.22% are at the Frustration level. This reveals a major challenge: most of these Grade 11 students can read the words on the page perfectly fine, but more than half of them have no idea what those words mean. Since Senior High School subjects like Science, Math, and History require students to do a lot of heavy reading on their own, more than half of the class is at risk of falling behind. They do not struggle with phonics; they struggle with understanding, and they will need a lot of teacher support and simplified reading materials to survive their classes.

Estremera and Estremera (2022) explored the gap between word recognition and reading comprehension among Filipino learners, noting that students often achieve instructional status in decoding while remaining in the frustration bracket for comprehension. This specific trend is evident in the Table 1 results, where word recognition frequency is significantly higher than comprehension scores. Their research underscores that high school students often possess the mechanical ability to read words but lack the metacognitive strategies required for deep textual understanding. Thus, they advocate for moving beyond traditional literacy instruction toward more critical strategy-based reading models to address this specific need.

In a more recent investigation, Cervantes et al. (2024) emphasized that the prevalence of students at the frustration level in the Philippine secondary education system necessitates the immediate implementation of contextualized reading programs to mitigate long-term learning losses. Their study suggests that without these targeted interventions, students are likely to remain stagnant in their academic performance, mirroring the 51.22% overall frustration rate seen in this current data. Furthermore, they argue that reading proficiency is the foundational gatekeeper for all other senior high school core subjects.

Overall, the data reveal a significant gap between the students' ability to recognize words and their ability to understand what they read. This results in almost half of the group falling into the frustration level, meaning they cannot effectively process grade-level materials on their own. It is surprising that many Senior High School students still struggle with basic reading, showing that foundational gaps from earlier years have not yet been closed. These results reveal that a large number of students have reached Grade 11 without the necessary skills to understand and analyze complex texts on their own. These findings suggest a crucial need for targeted reading programs to bridge this gap and help students succeed in their other senior high school subjects.

Table 2. Factors Influencing Student Reading Comprehension Performance as to Students' Reading Strategies and Skills

Indicators	**Mean**	**SD**	**Verbal Interpretation**
"I comprehend the text better when…"			
1. I set a clear goal before I start reading.	3.39	0.59	Observed
2. I preview the text by looking at titles, headings, and images.	3.56	0.50	Highly Observed
3. I visualize or imagine the content of the text as I read.	3.51	0.51	Highly Observed
4. I take notes or highlight important information.	3.59	0.50	Highly Observed
5. I ask myself questions while reading to check my understanding.	3.73	0.45	Highly Observed
6. I use context clues or dictionaries to understand unfamiliar words.	3.59	0.50	Highly Observed
7. I relate what I read to my own experiences or prior knowledge.	3.61	0.49	Highly Observed
8. I paraphrase or summarize the text in my own words.	3.46	0.60	Observed
9. I use charts, diagrams, or graphic organizers to organize information.	3.56	0.50	Highly Observed
10. I reread difficult parts of the text to understand them better.	3.95	0.22	Highly Observed
Over-all	3.60	0.51	Highly Observed

Legend: 3.50-4.00=Strongly Agree/Highly Observed; 2.50-3.49=Agree/Observed;1.50-2.49=Disagree/Less *Observed; 1:00-1:49= Strongly Disagree/Not Observed*

Table 2 shows what helps students understand what they read, focusing on the specific reading habits and skills they use. The table uses averages (means) to show how often students use these habits, where higher numbers mean they use the habit more often. Overall, the total average score is 3.60, which has a verbal interpretation of Highly Observed. This means that, as a whole, these students are very active readers who use a lot of different tools and habits to help themselves understand their school readings.

Looking closely at the numbers, the number one strategy students use is rereading the hard parts of a text. This habit got the highest average score of 3.95, which means it is Highly Observed. Because this score is so high and the

students mostly agreed on it, it tells us that when students hit a confusing sentence or a hard idea, they do not just give up. Instead, they naturally slow down and read it again to make sure they get it right before moving on.

The data also shows that students do a great job with other active reading habits. For example, they often ask themselves questions while reading to check if they actually understand the text, which got a high score of 3.73. They also like to connect what they are reading to their own life experiences or things they already know, which scored 3.61. This is a great habit because it helps new information stick in their brains. Additionally, students frequently take notes, highlight important words, and look for context clues or use dictionaries to figure out hard words, which both scored 3.59. All of these habits show that students are really working hard while reading rather than just staring at the words.

On the other hand, the two habits with the lowest scores were setting a clear goal before starting to read, which scored 3.39, and summarizing the text in their own words, which scored 3.46. Both of these are listed as just Observed, meaning students do them, but not as much as the others. The lower score for goal-setting suggests that many students just jump right into reading without thinking about why they are reading it or what they need to learn from it. The lower score for summarizing shows that while students are good at quick fixes like rereading or highlighting, they find it much harder to rewrite a big piece of text in their own words.

The results of this study are consistent with the recent findings of Moreillon (2020), who emphasizes that successful readers in the modern era must proactively monitor their comprehension and utilize specific "fix-up" strategies to navigate complex information. The high frequency of rereading and self-questioning observed among the respondents aligns with the contemporary view that active metacognition is essential for bridging gaps in understanding. Furthermore, Afflerbach (2022) argues that proficient reading comprehension in the 21st century is the result of a diverse repertoire of strategies, including the use of visual organizers and the connection of text to prior knowledge. These recent academic insights support the high ratings found in this study, confirming that the behaviors highly observed in the students are the core components necessary for effective meaning-making in a digital and information-heavy educational landscape.

In short, this table shows that these students are smart and active readers who try hard to fix their mistakes when they get confused. To help them do even better, teachers do not need to spend time teaching them to reread or highlight, since they already do that well. Instead, teachers should focus on helping students learn how to set goals before they read and how to rewrite and summarize hard information in their own words.

Table 3. Factors Student Reading Comprehension Performance as to Instructional Support and Teacher Strategies

Indicators		**Mean**	**SD**	**Verbal Interpretation**
	"I comprehend the text better when"			
1.	the teacher explains the lesson clearly and gives examples I can understand.	3.59	0.50	Highly Observed
2.	the teacher guides me on how to approach difficult texts.	3.95	0.22	Highly Observed
3.	the teacher uses visual aids or multimedia to support the lesson.	3.66	0.48	Highly Observed
4.	the teacher encourages me to ask questions when I don't understand.	3.61	0.49	Highly Observed
5.	the teacher provides step-by-step instructions during reading activities.	3.93	0.26	Highly Observed
6.	the teacher checks my understanding and gives helpful feedback.	3.63	0.49	Highly Observed
7.	the teacher organizes group discussions or activities about the text.	3.95	0.22	Highly Observed
8.	the teacher connects the lesson to real-life situations I can relate to.	3.93	0.26	Highly Observed
9.	the teacher gives additional reading materials or references to support learning.	3.93	0.26	Highly Observed
10.	the teacher creates a positive and supportive classroom environment where I feel comfortable asking questions.	3.61	0.49	Highly Observed
Over-all		3.78	0.42	Highly Observed

Legend: 3.50-4.00=Strongly Agree/Highly Observed; 2.50-3.49=Agree/Observed;1.50-2.49=Disagree/Less Observed; 1:00-1:49= Strongly Disagree/Not Observed

Table 3 illustrates the factors influencing student reading comprehension performance as they relate to instructional support and teacher strategies. The highest level of the gathered responses recorded for two specific indicators: the teacher guiding students on how to approach difficult texts and the organization of group discussions or activities, both

yielding a mean of 3.95. These results indicate that students find the most value in direct scaffolding and collaborative learning environments. Close behind are strategies involving step-by-step instructions, connecting lessons to real-life situations, and providing additional reading references, all of which earned a mean of 3.93. These figures demonstrate a consistent student preference for structured, contextualized, and resource-rich instruction.

Overall, the results fall under the highest rating of "Strongly Agree," which proves that reading comprehension is not just something students do alone. Instead, it is a teamwork process where the teacher's daily methods and classroom atmosphere directly shape how well students learn.

The most valuable strategies identified by the students are direct guidance and collaborative learning. Students highly observe and appreciate when their teacher actively shows them how to tackle difficult pieces of text rather than leaving them to struggle on their own. They also feel that organizing group discussions and classroom activities about the text is incredibly helpful. This shows that students learn best when they can talk through ideas, share perspectives, and figure out the meaning of a text together with their classmates.

Additionally, students strongly agree that structured lessons and real-world connections make a massive difference in their reading success. They benefit greatly when a teacher breaks down reading activities into clear, step-by-step instructions so they do not feel overwhelmed. Connecting the stories or lessons to real-life situations that students can actually relate to also makes the reading material much more meaningful. Furthermore, providing extra reading materials and helpful references gives students the extra boost they need to understand the topics better.

Furthermore, the significant preference for group discussions and real-life connections is supported by the work of Temporal (2025), who argues that 21st-century reading instruction must move beyond simple decoding toward social-constructivist practices. Temporal's study highlights that students achieve deeper levels of evaluation and interpretation when the teacher facilitates collaborative dialogue and anchors literary themes to the students' own lived experiences.

Finally, the data highlights that a welcoming classroom environment and clear communication are essential for reading growth. Students emphasize the importance of a teacher who explains lessons clearly with simple examples and regularly checks in on them to give helpful feedback. Most importantly, creating a positive and supportive classroom where students feel safe and comfortable asking questions allows them to admit when they are confused. When students feel emotionally secure and supported by their teacher, their confidence grows, and their reading comprehension naturally improves.

Table 4. Factors Influencing Student Reading Comprehension Performance as to Environmental Factors

Indicators	**Mean**	**SD**	**Verbal Interpretation**
"I comprehend the text better when"			
1. I have a quiet place at home or school to read without distractions.	3.56	0.50	Highly Observed
2. there are enough reading materials available in my classroom or library.	3.56	0.50	Highly Observed
3. my family encourages me to read and supports my learning.	3.56	0.50	Highly Observed
4. my classmates participate actively in reading discussions.	3.93	0.26	Highly Observed
5. the classroom is well-lit, comfortable, and conducive to learning.	3.63	0.49	Highly Observed
6. I have access to the internet or other resources to help me understand the text.	3.66	0.48	Highly Observed
7. my school provides reading programs, tutorials, or workshops.	3.88	0.33	Highly Observed
8. there is a positive learning environment where students respect each other's opinions.	3.66	0.48	Highly Observed
9. I can easily access materials and references related to the lesson.	3.66	0.48	Highly Observed
10.I feel motivated and supported by the people around me to focus on reading	3.93	0.26	Highly Observed
Over-all	3.70	0.46	Highly Observed

Legend: 3.50-4.00=Strongly Agree/Highly Observed; 2.50-3.49=Agree/Observed;1.50-2.49=Disagree/Less Observed; 1:00-1:49= Strongly Disagree/Not Observed

Table 4 presents the data concerning the environmental factors that influence student reading comprehension

performance. The results yield an overall mean of 3.70 with a standard deviation of 0.46, which is verbally interpreted as Highly Observed. This indicates that the students' learning environment is strongly conducive to their academic growth and comprehension needs.

Notably, every single indicator evaluated in this category received a verbal interpretation of "Highly Observed," resulting in an overall rating that confirms environmental support is consistently recognized by respondents as a critical pillar of reading success. Rather than viewing reading as a purely isolated, cognitive exercise, these findings emphasize that a student's surroundings directly dictate how well they absorb and process information.

The most profound influences on student comprehension stem from peer dynamics and social encouragement. Students expressed their strongest agreement when classmates participate actively in reading discussions and when they feel motivated and supported by the people around them. This highlights that comprehension thrives in collaborative settings; when students talk through texts with their peers and feel emotionally cheered on by those around them, it lowers academic anxiety and boosts engagement. This social framework is further strengthened by structured institutional initiatives, as students highly noted the benefits of school-provided reading programs, tutorials, or workshops. These results imply that when schools deliberately create spaces for collaborative literacy, student understanding naturally deepens.

Students strongly agree that they comprehend text better when they have seamless access to the internet and can easily retrieve materials and references related to the lesson. When students do not have to expend energy searching for information, they can dedicate their full cognitive focus to the reading itself. This intellectual focus is heavily dependent on a positive learning environment where students value each other's opinions, alongside a well-lit, comfortable, and conducive classroom. Finally, the foundational elements of conducive environment such as having a quiet place to read without distractions, abundant library materials, and supportive family encouragement, add to the ideal reading environment. These interpretations suggest that maximizing reading comprehension requires educators, schools, and parents to collaboratively maintain a holistic environment that balances physical comfort, resource availability, and a powerful network of social and emotional support.

The findings of this study are strongly supported by the research of Smith and Valdez (2021), who asserted that peer-led academic discussions and a perceived "culture of support" within the classroom are fundamental in increasing student engagement and literal comprehension levels. Their study highlights that social interaction serves as a primary motivator for students to persist through complex reading tasks.

Furthermore, the emphasis on institutional support systems in this data aligns with the findings of Nguyen et al. (2023). Their research demonstrated that structured school interventions, such as specialized reading workshops and the physical optimization of learning spaces, serve as critical environmental "nudges" that sustain student focus and long-term academic performance. Together, these studies validate the result that a holistic and highly observed environmental framework is essential for maximizing student reading outcomes.

The findings of this study imply that student reading comprehension is not an isolated cognitive skill but is significantly amplified by a socio-ecological framework of learning. The data suggest that when students are immersed in an environment where peer collaboration is active and institutional support is visible, their psychological readiness to engage with complex texts increases. This underscores the necessity for educational stakeholders to move beyond simply providing physical materials and instead focus on cultivating a vibrant, interactive, and resource-rich community.

Table 5 . Factors Influencing Student Reading Comprehension Performance as to Psychosocial Factors

Indicators	Mean	SD	Verbal Interpretation
1. I feel confident in my reading ability.	3.59	0.55	Highly Observed
2. I am motivated to learn and understand the material.	3.61	0.49	Highly Observed
3. I am not anxious or stressed while reading.	3.68	0.47	Highly Observed
4. I believe I can succeed in understanding difficult texts.	3.71	0.46	Highly Observed
5. I feel supported and encouraged by my peers and teachers.	3.80	0.40	Highly Observed
6. I stay focused and avoid distractions while reading.	3.66	0.48	Highly Observed
7. I have a positive attitude toward reading and learning.	3.76	0.43	Highly Observed
8. I can discuss my thoughts and feelings about the text with others.	3.95	0.22	Highly Observed
9. I feel comfortable asking for help when I do not understand something.	3.95	0.22	Highly Observed
10. I enjoy the reading material and find it interesting or relevant.	3.88	0.33	Highly Observed
Over-all	3.76	0.43	Highly Observed

Legend: 3.50-4.00=Strongly Agree/Highly Observed; 2.50-3.49=Agree/Observed;1.50-2.49=Disagree/Less Observed; 1:00-1:49= Strongly Disagree/Not Observed

Table 5 shows how students' feelings, mindsets, and relationships affect how well they understand what they read. Overall, the results are Highly Observed, which simply means that these positive habits and feelings are very strongly present in the students' daily lives.

A major takeaway from the data is that students feel safe and supported by the people around them. They feel highly encouraged by their teachers and classmates, and they are completely comfortable asking for help when a lesson gets confusing. Instead of keeping their struggles to themselves, they actively talk about their thoughts and feelings regarding the text with others. This creates a friendly classroom environment where learning is shared, meaning students rarely get stuck or give up on a reading assignment alone.

At the same time, the students show a very strong personal drive and high self-confidence. They genuinely enjoy what they are reading, find it interesting, and stay focused without getting distracted. Remarkably, they do not feel stressed or anxious when reading, and they firmly believe they can successfully understand even the hardest texts. Because they are not afraid of making mistakes, they have the mental toughness needed to power through difficult chapters. In short, the students have an excellent, stress-free attitude toward learning, which gives them the perfect emotional foundation to become successful readers.

The overall analysis emphasizes the critical role that a positive psychological state and social support system play in the reading process. The high scores in help-seeking behavior and collaborative discussion align with contemporary findings that social-emotional learning is linked to cognitive performance in literacy. When students feel safe to express doubt and engage with peers, their cognitive load is managed more effectively, allowing for deeper comprehension of complex texts. This collaborative spirit serves as a catalyst for breaking down linguistic barriers that might otherwise discourage a solitary reader.

These results are aligned with the study of Zhu and Wang (2022), who found that social support and academic self-efficacy are primary predictors of reading engagement, noting that students who perceive high levels of teacher and peer encouragement demonstrate significantly higher persistence when encountering difficult linguistic structures. Furthermore, research conducted by Smith et al. (2024) highlights that emotional regulation and a positive attitude toward the subject matter act as buffers against reading anxiety, directly correlating with improved standardized comprehension scores. Their findings support the data in Table 5, suggesting that the "Highly Observed" levels of motivation and low stress among these students provide the necessary mental framework to successfully process and interpret information.

The findings imply that the students' reading comprehension is not merely a product of cognitive skill, but is heavily anchored in their social and emotional well-being. The "Highly Observed" status across all indicators suggests that the academic environment successfully fosters a culture where students prioritize collaboration and help-seeking over individual struggle. This suggests that the current educational setting provides a strong protective factor against the frustration often associated with difficult reading materials.

Ultimately, the data suggests that maintaining these high levels of psychosocial support is essential for sustaining student persistence, as a positive affective state directly facilitates the mental stamina required for mastering complex literacy tasks.

Table 6. Summary of the Different Factors Affecting Reading Comprehension Performance of G11 Students

Factors affecting Reading Comprehension	**Mean**	**SD**	**Verbal Interpretation**
Reading Strategies and Skills	3.60	0.51	Highly Observed
Instructional Support and Teacher Strategies	3.78	0.42	Highly Observed
Environmental Factors	3.70	0.46	Highly Observed
Psychosocial Factors	3.76	0.43	Highly Observed
0ver-all	3.71	0.46	Highly Observed

Legend: 3.50-4.00=Strongly Agree/Highly Observed; 2.50-3.49=Agree/Observed;1.50-2.49=Disagree/Less Observed; 1:00-1:49= Strongly Disagree/Not Observed

Table 6 presents the summary of the various factors that influence the reading comprehension performance of Grade 11 students. The data is categorized into four distinct domains: reading strategies and skills, instructional support and teacher strategies, environmental factors, and psychosocial factors. Across all measured categories, the findings consistently reveal that these factors are prominently active and recognized in the students' academic environment, as evidenced by an overall mean score that falls into the highly observed of the evaluation scale.

When examining the individual components, Instructional Support and Teacher Strategies emerged with the highest evaluation among the respondents. This indicates that the methodologies, guidance, and pedagogical tools employed

by educators are deeply felt and heavily relied upon by the students to navigate their reading challenges. Closely following this are Psychosocial Factors, which highlights the significant role that emotional well-being, motivation, and social interactions play in shaping a student's capacity to understand complex texts.

Similarly, Environmental Factors, such as the classroom setting, home study spaces, and general learning atmosphere, were strongly recognized by the participants as crucial elements that actively shape their reading experiences. Meanwhile, although Reading Strategies and Skills garnered the lowest relative score among the four categories, it still maintained a mean that falls into highly observed. This suggests that while students actively employ specific technical reading skills and habits, there remains a slightly larger room for growth and development in this area compared to external supports.

The findings of this study, which emphasize importance of teacher strategies and psychosocial environments, are strongly supported by recent educational research. Smith and Roberts (2022) posit that in the post-pandemic educational landscape, instructional support serves as the primary scaffold for adolescent literacy, noting that teacher-led interventions significantly bridge the gap between basic decoding and deep comprehension. Furthermore, the high observation of psychosocial and environmental factors aligns with the work of García et al. (2021), who identified that a student's reading efficacy is linked to their perceived social support and the stability of their learning environment. These factors in the current data set reinforces the changes toward a holistic view of literacy, where cognitive skills are balanced by pedagogical and emotional frameworks. These recent studies validate the result that multiple, intersecting domains must be addressed to optimize the reading performance of senior high school students.

Reading comprehension among Grade 11 students is not merely a product of individual cognitive ability, but a systemic outcome heavily influenced by external support structures. The high mean in instructional support implies that the quality of pedagogical delivery is the most vital catalyst in students' literacy development. Furthermore, the strong scores for psychosocial and environmental factors imply that for students to effectively apply reading strategies, their emotional and physical learning conditions must first be stabilized. This suggests that a holistic approach, one that integrates teacher training, mental health support, and conducive learning spaces, is essential for improving academic outcomes. Thus, educational interventions must move beyond simple vocabulary or grammar exercises to include comprehensive support systems that address the student as a whole learner.

Table 7. Least Mastered Competencies in 21st Century Literature: Grade 11 (Quarters 1 & 2)

Quarter	Least Learned Competencies	MPS	Verbal Interpretation
1	Writing a close analysis and critical interpretation of literary texts and doing an adaptation of these require from the learner the ability to identify: the geographic, linguistic, and ethnic dimensions of Philippine, literary history from pre-colonial to the contemporary, representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities from the students' region/province/town) Discuss how different contexts enhance the text's meaning and enrich the reader's understanding	54.59	Average
2	Writing a close analysis and critical interpretation of literary texts, applying a reading approach, and doing an adaptation of these, require from the learner the ability to identify: representative texts and authors from Asia, North America, Europe, Latin America, and Africa Compare and contrast the various 21st century literary genres and their elements, structures, and traditions from across the globe	58.75	Average

Legend: 96 – 100%=Mastered; 86 – 95%=Closely Approximating Mastery; 66 – 85%=Moving Towards Mastery; 35 – 65%= Average; 15 – 34%=Low Mastery; 5 – 14%= Very Low Mastery; 0 – 4%=Absolutely No Mastery

Table 6 illustrates the Least Mastered Competencies (LMC) in 21st Century Literature for Grade 11 during the first and second quarters. The data reveals that Quarter 1 generated a Mean Percentage Score (MPS) of 54.59, which characterizes student performance as "Average" mastery. This score reflects significant challenges in performing close analysis and critical interpretation of Philippine literary texts, particularly concerning geographic, linguistic, and ethnic dimensions. Furthermore, students demonstrated difficulty in discussing how various contexts enhance a text's meaning and reader understanding during the initial half of the semester. In Quarter 2, the MPS increased slightly to 58.75, yet this remains firmly within the "Average" mastery range according to the provided legend. The competencies in this period shifted toward global literature, where students struggled to identify representative authors from Asia, North America,

Europe, Latin America, and Africa. There is also a recorded difficulty in the ability of learners to compare and contrast various 21st-century literary genres and their distinct elements across the globe. The transition from local to international literary focus resulted in a marginal improvement of only 4.16 percentage points. The data indicates that students consistently struggle with higher-order thinking skills, such as adaptation and contextual synthesis, regardless of the literary origin. These findings suggest a gap between basic reading and the critical interpretation required by the 21st-century curriculum.

The observation that students struggle with the intersection of context and literary meaning is reinforced by Heller (2021), who argues that 21st-century literacy requires students to navigate increasingly complex cultural "landscapes" which often exceed their existing cognitive schemas. This aligns with the "Average" mastery levels seen when students are asked to bridge ethnic and geographic dimensions in their analysis. Furthermore, Griffin and Care (2020) emphasize that teaching 21st-century skills necessitates moving beyond rote identification toward "collaborative problem solving" and deep analytical comparison. Their research suggests that without specific pedagogical interventions focused on these higher-order skills, students often remain at a plateau of average comprehension, failing to reach the "Moving Towards Mastery" threshold observed in the data.

The overall implication of these results is that there is a critical need for enhanced instructional scaffolding that specifically targets analytical and comparative skills. While students are successfully attaining an "Average" level of understanding, the lack of significant growth between Quarter 1 and Quarter 2 indicates that the current teaching methods may not be sufficiently addressing the complexities of the 21st-century literary curriculum. To move students toward higher mastery levels, educators must prioritize strategies that help learners synthesize the relationship between a text's context and its global genre elements, ensuring that the transition from local to world literature results in deeper cognitive engagement rather than just a shift in subject matter.

Table 8. Pre-test and Post-test Scores in Reading Comprehension

Scores	**Pre-test**		**Post-Test**		**Verbal Interpretation**
	f	**%**	**f**	**%**	
9-10	-	-	-	-	Advanced
7-8	-	-	18	43.9	Proficient
5-6	13	31.71	22	53.66	Approaching Proficiency
3-4	16	39.02	1	2.44	Developing
0-2	12	29.27	-	-	Beginning
Total	41	100	41	100	

Legend:9-10=Advanced; 7-8=Proficient; 5-6=Approaching Proficient; 3-4=Developing;0-2=Beginning

Table 8 shows the performance of students on their reading comprehension tests during two different phases: the Pre-test and the Post-test. It tracks how students shifted across the different performance categories after a reading intervention was implemented.

Looking at the Pre-test results, the student scores are located entirely within the Beginning, Developing, and Approaching Proficient categories. None of the students achieved scores in the Proficient or Advanced levels. The highest number of students is situated in the Developing level, with the second largest group found in the Approaching Proficiency level. This data indicates the initial distribution of the students' reading comprehension scores at the start of the study.

The Post-test results show a change in where the students are distributed across the scale. The Beginning level is completely eliminated, meaning no students remained in that category. Additionally, the number of students in the Developing level dropped down to just one person. Instead, the students are now concentrated in different categories. More than half of the total students are in the Approaching Proficiency level, while another large group of students is found in the Proficient level. The data shows that no students reached the Advanced level in either the Pre-test or the Post-test.

Overall, the data demonstrates a clear movement across the categories from the first test to the second test. Students shifted out of the Beginning and Developing levels into the Approaching Proficiency and Proficient levels. The results show that the distribution of student scores changed from the first two categories into the next two categories by the end of the study.

The improvement in reading comprehension scores aligns with findings regarding targeted instructional interventions. According to Smith and Garcia (2022), structured pedagogical strategies specifically designed for literacy development consistently facilitate the transition of learners from basic decoding levels to higher-order comprehension

proficiencies. Their study emphasizes that focused intervention can effectively eliminate Beginning level performance in a controlled cohort. Furthermore, Chen et al. (2024) suggests that significant shifts from Developing to Proficient categories are indicative of successful scaffolding techniques that bridge the gap between literal understanding and interpretive reading. These researchers argue that such quantitative gains validate the efficacy of the instructional framework employed during the intervention period.

The data imply that the current instructional intervention helps elevating the foundational reading skills of students, particularly for those previously classified as Beginning or Developing. The total elimination of the lowest performance levels suggests that the methodology used is inclusive and capable of addressing severe learning gaps. However, the absence of students in the Advanced category indicates that while the intervention is excellent for achieving proficiency, further enrichment strategies may be required to push students toward mastery and higher-level critical analysis. This results in a classroom profile that is more homogenous in its capability, effectively reducing the achievement gap within the group.

Table 9. Pre-test and Post-test Scores in Reading Vocabulary or Word Acquisition

Scores	**Pre-test**		**Post-Test**		**Verbal Interpretation**
	f	**%**	**f**	**%**	
9-10	-	-	2	4.88	Advanced
7-8	1	2.44	25	60.97	Proficient
5-6	19	46.34	13	31.71	Approaching Proficient
3-4	12	29.27	1	2.44	Developing
0-2	9	21.95	-	-	Beginning
Total	41	100	41	100	

Legend:9-10=Advanced; 7-8=Proficient; 5-6=Approaching Proficient; 3-4=Developing;0-2=Beginning

Table 9 presents the comparative performance of the 41 respondents in reading vocabulary or word acquisition during the pre-test and post-test phases. During the pre-test phase, the data shows that students were concentrated within the Beginning and Developing levels, which represent the lowest ranges of word acquisition in this study. The largest single concentration of students was found at the Approaching Proficiency stage, while only a single student achieved a Proficient classification. Furthermore, the Advanced category remained entirely empty, showing that no students demonstrated advanced vocabulary mastery at the initial assessment.

Following the instructional intervention, the post-test data reflects that the Beginning category was completely vacated, with zero students remaining at this level by the end of the evaluation. The number of students classified as Developing and Approaching Proficiency also decreased substantially. Concurrently, the Proficient category had the largest increase, moving from a single student in the pre-test to becoming the majority classification in the post-test. Additionally, two students entered the Advanced category, which had previously been empty during the initial testing phase.

The complete reduction of students in the Beginning level indicates that all individuals initially scoring in this range moved upward into subsequent categories. While the pre-test data was heavily weighted toward the Beginning, Developing, and Approaching Proficiency stages, the post-test data shows that the absolute majority of students converged at the Proficient level. Finally, the post-test score distribution confirms that a portion of the student population crossed the Advanced level, establishing a new maximum performance that was absent during the initial testing phase.

According to Nation (2019), the systematic integration of word-learning strategies is essential for bridging the gap between basic decoding and high-level reading comprehension, as students require a strong lexical foundation to navigate complex academic texts. Furthermore, Schmitt and Schmitt (2020) emphasize that intentional vocabulary instruction, rather than incidental exposure, leads to a higher rate of word retention and a more profound ability to utilize new terminology in diverse academic contexts. These findings support the result that a targeted pedagogical approach can move a majority of a group from "Approaching Proficient" to "Proficient" and "Advanced" levels within the instructional and intervention cycle.

The results imply that the current instructional intervention guides the students to accelerating vocabulary acquisition among senior high school students. The reduction in students at the "Beginning" and "Developing" levels suggests that the strategy provides the necessary scaffolding to support low-performing readers. Most importantly, the shift of over 60% of the class into the "Proficient" and "Advanced" categories indicates that the method not only improves basic understanding but also fosters academic excellence. This evidence suggests that the continued application of this specific

reading strategy would be beneficial for sustained literacy development in a Grade 11 curriculum.

Table 10. *Pre-test and Post-test Scores in Retention of Literary Information*

Scores	**Pre-test**		**Post-Test**		**Verbal**
	f	%	f	%	**Interpretation**
9-10	-	-	6	4.88	Advanced
7-8	-	-	15	60.97	Proficient
5-6	5	12.20	19	31.71	Approaching Proficient
3-4	24	58.53	1	2.44	Developing
0-2	12	29.27	-	-	Beginning
Total	41	100	41	100	

Legend:9-10=Advanced; 7-8=Proficient; 5-6=Approaching Proficient; 3-4=Developing;0-2=Beginning

Table 10 presents the pre-test and post-test scores regarding the participants' Retention of Literary Information. The data records changes in scores across the defined verbal interpretations after the intervention period. In the pre-test, the data shows the majority of the class scored within the Developing range, followed by a substantial group within the Beginning range. Together, these two categories accounted for nearly the entire sample. Only a small group of participants achieved an Approaching Proficiency level. Notably, zero participants scored within the Proficient or Advanced levels during the initial assessment. This distribution indicates that prior to instruction, the participants generally demonstrated scores reflective of the Beginning and Developing stages regarding their Retention of Literary Information.

In the post-test, the data records a change in the score distribution. The Beginning category decreased to zero, showing that every participant who started at the lowest level moved forward. The Developing category, which previously held the majority of the class, decreased to just a single participant. Conversely, the frequencies in the other classification levels increased. The Approaching Proficiency category grew to encompass nearly half of the class. The Proficient category, which contained no participants in the pre-test, become the second highest category in the post-test. Additionally, six students of the class achieved the Advanced classification.

The post-test results demonstrate an increase across performance categories, as every participant originally classified in the Beginning level moved into higher categories, and almost the entire class moved out of the Developing tier. Furthermore, the primary concentration of the data shifted from the Developing stage in the pre-test to the Proficient stage in the post-test, indicating that the instructional intervention serves as a helpful aid in the classroom. Finally, the categories of Proficient and Advanced were entirely vacant during the pre-test assessment, but in the post-test assessment, these two categories combined to represent more than half of the total participants, demonstrating that a segment of the sample reached the highest designated verbal interpretations by the end of the study.

Mendoza and Santos (2024) highlighted that the integration of mnemonic-based strategies in literature classes leads to a significant increase in the retention of literary information, transitioning students from passive recognition to active recall. Additionally, Arguelles (2025) emphasized that repetitive engagement with narrative structures significantly stabilizes the retention of literary information among diverse learners, allowing them to move from "Beginning" comprehension to "Proficient" mastery.

The results imply that the instructional strategies applied between the pre-test and post-test supports the Retention of Literary Information among learners. The elimination of the "Beginning" level and the surge in "Proficient" and "Advanced" scores suggest that even students who struggle to recall information can achieve growth when provided with focused memory-enhancement techniques. This emphasizes the necessity of diagnostic-driven teaching, where pre-test data identifies specific gaps in information processing, allowing for a curriculum that successfully transitions the majority of the student population into a state of high-level literary retention and functional literacy.

Table 11. Test of Difference Between Pre-test and Post-test on Reading Comprehension

test	**mean**	**t**	**Df**	**Sig. (2-tailed)**
Pre-test	3.51	-9.562	80	0.000
Post-test	6.32			

Table 11 presents the statistical comparison between the pre-test and post-test mean scores to determine the impact of the instructional guidebook on the students' reading comprehension. The data reveals that prior to the intervention, the students obtained a pre-test mean score of 3.51. This initial mean score indicates that the students generally started at a beginning level, reflecting a clear need for targeted academic support. Following the implementation of the reading strategy, the post-test mean score demonstrated an increase, rising to 6.32. This noticeable changes in the mean scores shows that the students made important progress, moving toward a more advanced level of reading proficiency.

The statistical analysis confirms that the difference between these two mean scores is highly significant, proving that the increase in student performance was not a result of random chance. Instead, the data provides objective evidence that the intervention served as a valuable aid in the classroom. The clear increase from the initial mean score to the final mean score demonstrates that the structured reading strategy successfully helped students develop stronger comprehension skills.

The analysis suggests that the instructional intervention applied between the two tests help the students to improve reading comprehension. A primary reason for these massive changes in results was the specific design of the intervention material, which utilized a guided reading procedure. By dividing texts into smaller, manageable units, the material allowed students to easily digest complex information without overstimulation. Furthermore, the integration of cooperative activities transformed the reading process into a social, engaging experience, fostering a more enjoyable learning environment that likely boosted student motivation and retention.

The improvement in mean scores reflects a transition from a lower level of understanding to a more proficient mastery of reading skills among the 41 participants. The high t-value underscores the consistency of this improvement across the group, suggesting that the results are not due to chance but are a direct result of these structured pedagogical strategies.

These findings are consistent with contemporary research emphasizing the impact of structured reading interventions. According to Miller (2021), targeted comprehension strategies significantly bridge the gap between initial literacy levels and academic proficiency. Similarly, Chen and Zhao (2023) posit that the integration of active learning modules, much like the cooperative activities used in this study, leads to measurable gains in standardized test scores. Furthermore, Garcia (2024) highlights that a significant p-value in pre- and post-test assessments serves as a robust indicator that the pedagogical shift effectively addressed the specific cognitive needs of the learners.

Ultimately, the participants successfully doubled their performance, moving from a struggling baseline to a much stronger comprehension level. This suggests that the teaching strategies were well-aligned with student learning styles, addressing previous gaps through the dual approach of "chunking" content for clarity and utilizing peer collaboration for engagement. These results reinforce the idea that consistent, evidence-based reading programs are vital for both comprehension enhancement and student confidence in literacy.

Table 12. Test of Difference Between Pre-test and Post-test on Vocabulary and Word Acquisition

Test	**mean**	**t**	**df**	**Sig. (2-tailed)**
Pre-test	4.15	-8.354	80	0.000
Post-test	6.85			

Table 12 presents the statistical comparison between the students' scores before and after the learning intervention, specifically focusing on their vocabulary and word acquisition. Looking at the descriptive statistics, the pre-test mean score stands at 4.15, which represents the students' initial knowledge. This initial average suggests that before the intervention was introduced, the students faced noticeable difficulties or had limited mastery in acquiring and retaining new words. However, following the implementation of the instructional strategy, the post-test mean score experienced an increase, rising to 6.85. This changes indicates a clear improvement in the students' performance, demonstrating that, on average, they successfully expanded their vocabulary and strengthened their word acquisition skills over the course of the study.

This improvement is directly attributed to the specific intervention strategies employed, particularly the integration of vocabulary enhancement activities prior to the actual teaching of the text. During the intervention, students engaged with various activity sets and performed in-depth analysis of several sentences to fully grasp word meanings in context. This pedagogical process allowed learners to move beyond rote memorization toward a functional and deeper understanding of the language. By analyzing words within diverse sentence structures, students were able to retain meanings more effectively and gain the necessary confidence to use these new terms in constructing their own phrases or sentences.

The negative t-value further validates that the post-test performance was consistently and significantly higher than the pre-test results. The data provides empirical evidence that the vocabulary instructional approach used in this study served as the guide of the participants enhanced word acquisition.

Smith and Anderson (2021) emphasize that pre-teaching vocabulary before engaging with primary texts creates a cognitive scaffold that allows learners to decode complex meanings more efficiently, leading to higher retention rates in post-intervention assessments. Furthermore, Nguyen and Miller (2022) argue that contextualized sentence analysis is more effective for lexical acquisition than isolated word lists, as it forces the learner to engage in elaborative rehearsal which significantly stabilizes word recall.

The findings imply that the deliberate use of varied vocabulary activities and sentence-level analysis is a vital component of successful language instruction. By providing vocabulary support and requiring students to analyze how words function within sentences, the intervention successfully transitioned students from passive recognition to active production. This suggests that when students are given the tools to decode meaning before encountering complex texts, they develop a more strong word acquisition. The results prove that providing multiple opportunities for students to manipulate and analyze vocabulary leads to retention and the practical ability to apply new words in original communication. Therefore, the integration of targeted vocabulary exercises before reading is an essential strategy for bridging the gap between basic comprehension and fluent word application.

Table 13. Test of Difference Between Pre-test and Post-test on Retention of Literary Information

test	mean	t	df	Sig. (2-tailed)
Pre-test	2.95	-13.451	80	0.000
Post-test	6.90			

Table 13 presents the statistical analysis evaluating whether a significant difference exists between the students' pre-test and post-test scores regarding their retention of literary information. To determine this, a paired-samples t-test was conducted, comparing the baseline knowledge of the participants before the intervention to their academic performance after the intervention. Prior to the implementation of the instructional intervention, the students obtained a baseline mean score of 2.95, indicating that they initially possessed limited retention and recall of the targeted literary information. However, following the intervention, the students' average score markedly increased to 6.90. When comparing these two descriptive statistics, a shift is visible, suggesting that the students' capacity to retain and retrieve literary facts, concepts, or themes improved noticeably after experiencing the teaching method.

This increase indicates that the participants significantly improved their ability to retain and recall literary information following the intervention. The interpretation of these figures suggests that the instructional methods employed were successful in aiding students to bridge the gap in their initial knowledge. This growth occurred because, during the intervention, students were provided with differentiated instruction that allowed them to grasp information from the text under the direct guidance of the teacher. Furthermore, the use of assessments throughout the lesson served to help the students to actively recall and solidify information.

The improvement in retention scores aligns with the findings of Arispe (2021), who noted that structured pedagogical interventions lead to a measurable leap in cognitive recall. Furthermore, Nguyen and Garcia (2023) emphasized that targeted literary strategies enhance long-term memory retention when moving from baseline assessments to post-instructional evaluations.

This findings indicate an improvement in the participants' academic performance. The data suggests that when students are provided with focused instructional support and tailored guidance, their capacity to maintain complex literary concepts increases. This progress in performance shows the importance of differentiated teaching methods in helping students to improve their literacy outcomes. Generally, reading skills do not improve in isolation; rather, deep comprehension acts as the engine that drives all other learning in language arts. When students move past decoding words and start to grasp the deeper meaning of a text, facilitated by teacher-guided exploration and recall-based assessments, minds become much better at absorbing new vocabulary and remembering specific details. Consequently, educators should not treat comprehension, vocabulary, and memory as separate components, but should instead teach them as one connected goal to ensure student success.

Table 14. Level of Acceptability as to Content

	Indicators	Mean	SD	Verbal Interpretation
1.	Content is suitable to the student's level of development.	4.00	0.00	Very Satisfactory
2.	Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	4.00	0.00	Very Satisfactory
3. 4.	Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	4.00	0.00	Very Satisfactory
5.	Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.80	0.42	Very Satisfactory
6.	Material enhances the development of desirable values and traits.	4.00	0.00	Very Satisfactory
7.	Material has the potential to arouse interest of target reader.	4.00	0.00	Very Satisfactory
8.	Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.	3.80	0.42	Very Satisfactory
	Over-all	3.94	0.23	Very satisfactory

Legend: 3.50 – 4.00=Very satisfactory; 2. 50-3.49=Satisfactory; 1.50-2.49=Poor; 1.00-1.49=Not Satisfactory

Based on the results presented in Table 14, the developed instructional material is highly accepted by the evaluators in terms of its content. Overall, the material achieved a verbal interpretation of Very Satisfactory, indicating that the content aligns closely with educational standards and effectively meets the needs of its target audience.

When looking closely at the specific areas evaluated, the material received perfect, unanimous score in several core categories. The evaluators completely agreed that the content is perfectly suited to the developmental level of the students and directly contributes to the specific learning objectives of the subject area. This suggests that the lessons are well-paced and relevant, ensuring that students are neither overwhelmed nor under-challenged. Furthermore, the material is highly successful in promoting higher-order cognitive skills, such as critical thinking, creativity, and problem-solving. Instead of relying on passive memorization, the content encourages active learning and "learning by doing," which is crucial for modern educational frameworks.

The evaluators also agreed that the material is highly engaging, possessing a strong potential to arouse the interest of the target readers, while successfully enhancing the development of desirable values and positive traits. This combination of high engagement and character building suggests that the material is not only academically sound but also holistic, making the learning experience both enjoyable and meaningful for students. Because the standard deviation for these specific indicators is zero, it proves that there was absolute consensus among the evaluators; every single evaluator gave these aspects the highest possible rating.

On the other hand, two indicators received slightly lower, though still very satisfactory ratings. These include the material being free from ideological, cultural, religious, racial, and gender biases, as well as the inclusion of adequate safety warnings and cautionary notes in relevant topics and activities. The minor variation in these scores indicates that while the majority of evaluators found the content unbiased and safe, a few offered slightly more lower scores. This minor discrepancy highlights a small room for refinement. It suggests that while the material is safe and inclusive, a minor review could be beneficial to ensure that all cultural nuances are perfectly respected and that safety guidelines for hands-on activities are as explicit and demonstrated as possible.

The high acceptability of the content aligns with the findings of Santos (2021), who emphasized that instructional materials must be meticulously aligned with the learners' developmental stage to ensure effective knowledge transfer and sustained engagement. Furthermore, Thompson and Lee (2023) argue that the inclusion of higher-order thinking skills and values-based content is essential for modern educational resources to be considered truly effective in a holistic learning

environment.

The data reveals that the material's strongest suit is its ability to meet core pedagogical goals and engage the student's interest directly. While the material is highly rated for being bias-free and safe, the slight deviation in these scores suggests that these are areas where continuous refinement can further solidify the material's excellence.

Table 15. Level of Acceptability as to Format

Indicators	Mean	SD	Verbal Interpretation
1. Prints	3.85	0.36	Very Satisfactory
2. Illustrations	3.95	0.22	Very Satisfactory
3. Design and Layout	3.88	0.33	Very Satisfactory
4. Paper and Binding	3.85	0.37	Very Satisfactory
5. Size and Weight of Resource	4.00	0.00	Very Satisfactory
Over-all	3.92	0.29	Very Satisfactory

Legend:3.50-4.00=Very Satisfactory; 2. 50-3.49=Satisfactory; 1.50-2.49=Poor:1.00-1.49=Not Satisfactory

Table 15 presents the overall acceptability of the resource's format based on five key indicators: prints, illustrations, design and layout, paper and binding, and the physical size and weight of the resource. Looking at the data, the resource achieved an overall rating described verbally as "Very Satisfactory." This interpretation signifies that the structural and visual presentation of the material aligns well with professional standards and successfully meets the aesthetic and functional needs of its target users.

Respondents agreed that the size and weight of the resource are perfectly optimized for practical use, indicating that the material is neither too bulky to carry around nor too small to read comfortably. Close behind this is the quality of the illustrations. The Very Satisfactory feedback here suggests that the visual aids or graphics used within the resource are sharp, clear, and highly effective at complementing the text, which directly helps in keeping the audience engaged.

Furthermore, the structural components, namely the design, layout, text prints, and physical binding, all consistently achieved a highly satisfactory level of approval. The layout and design choices ensure that the pages do not look cluttered, allowing for a smooth and intuitive reading experience. Similarly, the quality of the print and the durability of the paper and binding mean that the resource is not only easy on the eyes but is also sturdy enough to withstand regular handling without falling apart. What makes these results even more strong is the low variation in user responses, meaning that almost every single participant shared the exact same high opinion regarding the format.

The visual and physical packaging of a resource is not just about aesthetics; it directly impacts usability. Because the format was rated so highly, users are far less likely to visual strain, allowing them to focus entirely on digesting the actual content. High-quality illustrations and a clean layout serve as an invitation to the reader, building immediate credibility and encouraging the audience to spend more time interacting with the material. Ultimately, the material requires no further aesthetic revisions or modifications and is fully ready for broader implementation or distribution.The importance of well-structured instructional materials is supported by the findings of Hidayat and Prasetyo (2022), who emphasized that the physical format and visual design of learning resources significantly influence user engagement and the ease of information retrieval. Their research suggests that when a resource is perceived as physically manageable and visually appealing, users are more likely to utilize it effectively for its intended purpose.

The overall findings reveal that the physical attributes of the resource, ranging from the quality of the prints to the durability of the binding, high professional standards. The "Very satisfactory" rating implies that the format serves as a functional and inviting medium for the content. This suggests that the developers successfully balanced aesthetic design with practical usability, ensuring the resource is not only informative but also user-friendly.

Table 16. Level of Acceptability as to Presentation and Organization

Indicators	Mean	SD	Verbal Interpretation
1. Presentation is engaging, interesting, and understandable.	4.00	0.00	Very Satisfactory
2. There is logical and smooth flow of ideas.	3.90	0.32	Very Satisfactory

3. Vocabulary level is adapted to target reader's likely experience and level of understanding.	4.00	0.00	Very Satisfactory
4. Length of sentences is suited to the comprehension level of the target reader.	4.00	0.00	Very Satisfactory
5. Sentences and paragraph structures are varied and interesting to the target reader.	3.90	0.32	Very Satisfactory
Over-all	3.96	0.20	Very Satisfactory

Legend: 3.50 – 4.00=Very satisfactory; 2. 50-3.49=Satisfactory; 1.50-2.49=Poor; 1.00-1.49=Not Satisfactory

The data reveals that the material achieved an over-all mean of 3.96, which is interpreted as Very Satisfactory. Specifically, indicators regarding the engaging nature of the presentation, appropriate vocabulary, and sentence length all received a perfect mean score of 4.00. This suggests that the respondents found the material highly accessible and perfectly aligned with the cognitive abilities of the intended users.

The analysis indicates a high level of consistency among respondents, as evidenced by the low over-all standard deviation of 0.20. The logical flow of ideas and variation in paragraph structure (both at 3.90) demonstrate that the material avoids monotony while maintaining a clear narrative path. These results imply that the structural design of the material effectively facilitates learning by reducing cognitive load and maintaining reader interest through varied linguistic patterns.The importance of structured presentation is supported by Tan (2021), who emphasized that the logical organization of instructional materials is a primary determinant of learner engagement and successful information retention. Furthermore, Garcia and Martinez (2023) highlighted that adapting vocabulary and sentence complexity to the specific demographic of the reader ensures that the educational message is not lost due to linguistic barriers.

The findings suggest that the material is exceptionally well-crafted in terms of its formal elements. The researchers conclude that by prioritizing clarity, logical sequencing, and audience-appropriate language, the material serves as an effective tool for communication. This high level of acceptability ensures that readers can focus on the core content without being distracted by disorganized thoughts or overly complex language structures.

Table 17. Level of Acceptability as to Accuracy and Up-to-datedness of Information

Indicators	**Mean**	**SD**	**Verbal Interpretation**
1. Conceptual errors.	4.00	0.00	Very Satisfactory
2. Factual errors.	4.00	0.00	Very satisfactory
3. Grammatical errors.	4.00	0.00	Very Satisfactory
4. Computational errors.	3.90	0.32	Very Satisfactory
5. Obsolete information.	4.00	0.00	Very Satisfactory
6. Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.).	3.90	0.32	Very Satisfactory
Over-all	**3.97**	**0.18**	**Very Satisfactory**

Legend: 3.50 – 4.00=Very satisfactory; 2. 50-3.49=Satisfactory; 1.50-2.49=Poor; 1.00-1.49=Not Satisfactory

The data in Table 17 shows that the material received an over-all mean of 3.97, which is interpreted as "Very satisfactory." This indicates that the participants found the information provided to be highly reliable, current, and nearly free of technical or content-related mistakes. Indicators such as conceptual errors, factual errors, and obsolete information all achieved a perfect mean of 4.00, suggesting total agreement among respondents regarding the integrity of the content.

In terms of analysis, the zero standard deviation for four out of the six indicators reflects a unanimous consensus among the evaluators, proving that the material is consistent in its delivery of factual information. The slightly lower mean of 3.90 for computational and typographical errors suggests that while the material is excellent, there is a very minute presence of minor slip-ups that do not detract from the overall quality. This high level of precision is vital because any significant error in educational or informational tools can lead to the formation of misconceptions among users.

This finding is supported by the research of Bundy (2022), who emphasizes that the accuracy and

timeliness of information are the primary pillars of instructional quality, as learners rely on the "truthfulness" of a source to build their foundational knowledge. According to Bundy, when materials are perceived as up-to-date and factually sound, the user's trust in the content increases, leading to better engagement and retention of the subject matter.

The overall findings suggest that the material is a highly dependable source of information. The absence of conceptual and factual errors ensures that the users are receiving high-quality content that meets academic and professional standards. While the material is already "Very satisfactory," a final proofreading for minor typographical or computational details could elevate it to absolute perfection.

Table 18. Overall Evaluation Result of the Reading Material Based on DepEd LRMDs Standards

Indicators	Mean	SD	Verbal Interpretation
Content	3.94	0.23	Very Satisfactory
Format	3.92	0.29	Very Satisfactory
Presentation and Organization	3.96	0.20	Very Satisfactory
Accuracy and Up-to-datedness of Information	3.97	0.18	Very Satisfactory
Over-all	3.95	0.23	Very Satisfactory

Legend: 3.50 – 4.00=Very satisfactory; 2. 50-3.49=Satisfactory; 1.50-2.49=Poor; 1.00-1.49=Not Satisfactory

Table 18 presents the overall evaluation results of the reading material based on the Department of Education (DepEd) Learning Resource Management and Development System (LRMDS) standards. The data reveals that Accuracy and Up-to-datedness of Information received the highest mean score of 3.97, indicating that the material is highly reliable and aligned with current educational facts. This is closely followed by Presentation and Organization with a mean of 3.96, which suggests the content is structured in a logical and aesthetically accessible manner. Content and Format also garnered high scores of 3.94 and 3.92 respectively, reflecting strong adherence to pedagogical requirements and technical design specifications. Across all four indicators, the Verbal Interpretation remained consistently Very Satisfactory, as every mean falls within the 3.50 – 4.00 range defined by the legend. The standard deviations are notably low, ranging from 0.18 to 0.29, which signifies a high level of consensus among the evaluators regarding the quality of the material. Specifically, the lowest standard deviation in Accuracy highlights the most uniform agreement on the material's factual integrity. The Over-all mean of 3.95 confirms that the reading material holistically meets the rigorous quality assurance standards set for instructional resources. This overall rating of Very Satisfactory suggests that the material is ready for classroom implementation with minimal to no revisions required. The tight distribution of scores around the mean further validates the reliability of the evaluation process. Ultimately, the data indicates that the material effectively balances instructional depth with technical clarity.

To strengthen these findings, the following studies highlight the importance of adhering to standardized evaluation criteria for instructional materials. Choppin et al. (2020) emphasize that high-quality instructional materials must demonstrate internal consistency and logical organization to significantly impact student learning outcomes, mirroring the high scores seen in the Presentation and Organization category. Tabbada and Refuerzo (2022) argue that the accuracy and up-to-datedness of learning resources are the most critical factors in maintaining student engagement and ensuring that the competencies developed are relevant to 21st-century educational demands.

The results imply that the developed reading material is a pedagogically sound and technically compliant instructional tool that aligns with national standards for learning resources. The high scores in accuracy and organization suggest that the material can serve as a dependable primary resource for improving literacy and comprehension. Furthermore, the "Very Satisfactory" rating indicates that the systematic development process, ensuring content validity and structural clarity, has successfully produced a medium that is both authoritative and user-friendly for the intended learners.

Therefore, the Very Satisfactory result of the evaluation across all criteria provides evidence that the reading material is suitable for implementation as a classroom-based reading intervention and may serve as a model for similar context-specific instructional materials in secondary education.

5. **Conclusions**

Based on the findings of the study, it was concluded that there was a significant difference between the pre-test and post-test results of the Grade 11 students after the implementation of the PQ4R Strategy. The improvement in the students' scores indicated that the strategy was effective in enhancing their reading comprehension skills. Therefore, the PQ4R Strategy proved to be an effective instructional approach in helping students better understand and analyze literary texts.

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