

Using the Read, React, Reflect (Triple R) Strategy to Enhance Grade 10 Students' Motivation in Learning *El Filibusterismo*

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Research Presented to the College of Education Misamis University Ozamiz City

DOI: <https://doi.org/10.47772/IJRISS.2026.100900014>

Received: 08 August 2026; Accepted: 12 August 2026; Published: 29 September 2026

ABSTRACT

The Read, React, Reflect (Triple R) strategy has been recognized as an effective instructional approach in enhancing students' motivation, engagement, and participation in literature learning. This study examined the effectiveness of the Read, React, Reflect (Triple R) strategy in improving Grade 10 students' motivation in learning *El Filibusterismo* during the School Year 2025–2026 in a selected school in Ozamiz City. A one-group pretest-posttest design was utilized through instructional sessions that incorporated reading activities, reflective responses, and interactive literature discussions. The participants were purposively selected and completed pretest and posttest assessments on motivation, engagement, and participation in learning *El Filibusterismo*. Statistical tools such as frequency, percentage, mean, standard deviation, and paired t-test were used to analyze the data. Findings revealed that before the implementation of the Triple R strategy, students demonstrated low levels of motivation, engagement, and participation in literature discussions. After the intervention, students' motivation, engagement, and participation significantly improved. The results further revealed a statistically significant difference between the students' scores before and after the implementation of the Triple R strategy. Read, React, Reflect (Triple R) strategy is an effective instructional approach for enhancing students' motivation, engagement, and participation in learning *El Filibusterismo*. The study recommends using the Read, React, Reflect (Triple R) strategy in teaching *El Filibusterismo* to enhance students' motivation, engagement, and participation.

Keywords: engagement, *El Filibusterismo*, literature discussions, motivation, participation, Read React Reflect strategy, Triple R strategy

INTRODUCTION

Context and Rationale

Teaching *El Filibusterismo* goes beyond requiring students to read a canonical text; it involves guiding learners to engage with its historical, social, and moral dimensions in a way that sustains interest and motivation (Santos-Galang, 2025). However, many Grade 10 students experience difficulty appreciating the novel due to its complex language, dense themes, and perceived lack of relevance to their lived experiences (Quiñanola, 2024). Research indicates that students' proficiency in analyzing *El Filibusterismo* remains at a moderate level, particularly in understanding characters, settings, and events, which often results in reduced motivation and engagement in Filipino classes (Agod, 2025). Learners' lack of interest, combined with comprehension difficulties and insufficient instructional support, further diminishes their motivation to participate actively in literary discussions (Ramos, 2024).

Student motivation plays a crucial role in successful literary learning, as motivated readers are more likely to engage deeply, think critically, and persist in challenging reading tasks (Gebremariam, 2025). Studies in reading education emphasize that intrinsic motivation such as enjoyment, relevance, and personal connection to texts significantly influences comprehension and sustained engagement (Deluao, 2022). When instruction relies heavily on traditional, teacher-centered approaches, students often become passive recipients of information rather than active meaning-makers, leading to low motivation and superficial understanding of literary texts (Laroya, understanding of literary texts (Laroya, 2025). These conditions underscore the need for instructional

strategies that actively involve students and encourage personal and critical responses to literature (Suarez, 2022).

Contextual and reader-centered strategies have been found effective in enhancing students' motivation and engagement in literature classes (Deponio, 2022). Instructional approaches that allow learners to connect texts with real-life experiences, express personal reactions, and reflect on values promote deeper emotional and cognitive involvement in reading activities (Qoyyimah, 2025). The Read, React, Reflect (Triple R) strategy supports this approach by organizing learning into stages that emphasize comprehension, personal response, and reflective thinking (Martuza, 1986). Grounded in learner-centered and dialogic pedagogy, the Triple R strategy encourages students to actively construct meaning through reading, discussion, and reflection, which helps foster motivation and higher-order thinking skills (Hapizah, 2025).

Despite the growing use of contextual and reflective strategies, gaps remain in existing research. Many studies have focused on students' attitudes and perceptions toward learning literary works rather than systematically examining how specific instructional strategies influence motivation outcomes (Miles, 2017). Limited research has explored the sustained motivational effects of structured reading–reaction–reflection approaches in teaching *El Filibusterismo*, particularly at the secondary level (Tabas, 2024). Few investigations have examined how reflective and contextual instruction contributes to long-term student motivation, engagement, and appreciation of Rizal's works over time (Claudio, 2020).

This research examines the effectiveness of the Read, React, Reflect (Triple R) strategy in enhancing Grade 10 students' motivation to learn *El Filibusterismo* during S.Y. 2025–2026 in one of the secondary public schools. The study aims to demonstrate how structured reading, personal response, and guided reflection can increase students' interest, engagement, and meaningful interaction with the literary text. It addresses an empirical gap concerning the impact of reader-centered and reflective instructional strategies on students' motivation in Filipino literature classes. The findings may provide valuable insights for teachers and school leaders in improving the teaching of *El Filibusterismo*. Ultimately, this study seeks to foster motivated, reflective learners and promote deeper appreciation of Philippine literature among Grade 10 students.

Strategy

The Read, React, Reflect (Triple R) Strategy is an instructional approach designed to actively engage students in reading literary texts through comprehension, personal response, and critical reflection. This strategy helps learners develop deeper understanding and sustained motivation by allowing them to connect the themes, characters, and social issues in *El Filibusterismo* to their own experiences and present-day realities. According to Balmeo (2024), the Triple R strategy promotes interactive and meaningful learning by encouraging students to become active participants rather than passive readers. Through this approach, students enhance literary appreciation, critical thinking, and self-expression while examining the moral, social, and historical relevance of the novel. Furthermore, the strategy supports both cognitive and affective engagement, making literature learning more purposeful and learner-centered (Corbo-Brazil, 2025).

To implement the Triple R strategy effectively, teachers guide students through three interconnected stages: Read, React, and Reflect. In the Read stage, students are assigned selected chapters or passages from *El Filibusterismo* with specific reading purposes such as identifying important events, analyzing characters, or examining social issues presented in the text. This stage helps learners build foundational comprehension by breaking the novel into manageable and focused reading tasks, making the text more accessible and less overwhelming for Grade 10 students (Satori, 2025). Teachers may support this process through guided reading questions, vocabulary activities, and contextual discussions that prepare students for deeper engagement with the literary work.

In the React stage, students are encouraged to express their personal thoughts, emotions, and opinions regarding the text. Learners may respond through class discussions, reflective writing, reaction papers, journals, or creative activities that allow them to relate the novel's themes and conflicts to their own experiences and contemporary social issues. This stage strengthens student participation and emotional involvement because learners are given opportunities to voice their perspectives, ask questions, and critically analyze the characters' actions and the

societal conditions presented in the story. As emphasized by Güneş and Yilmazlar (2025), meaningful interaction and personal response increase learners' motivation and engagement in literary study.

Finally, in the Reflect stage, students synthesize their understanding by examining the deeper moral, social, and historical implications of the text. Teachers facilitate reflection through guided questions, journals, group sharing, or reflective essays that encourage learners to evaluate the lessons, values, and insights gained from the novel. Students are guided to connect Rizal's ideas and messages to present-day societal issues, allowing them to recognize the text's continued relevance in modern life. Reflection activities also help learners assess their own learning process, develop higher-order thinking skills, and cultivate critical awareness. When consistently applied, reflective learning strengthens students' appreciation of literature and supports sustained motivation in studying *El Filibusterismo* (Rahmawati et al., 2024).

Statement of the Problem

This study aimed to determine the effectiveness of the Read, React, Reflect (Triple R) strategy in enhancing Grade 10 students' motivation in learning *El Filibusterismo* at a selected school in Ozamiz City during the school year 2025–2026. Specifically, it sought to answer the following questions:

What is the level of students' motivation in learning *El Filibusterismo* before the implementation of the Triple R strategy?

What is the level of students' engagement and participation in literature discussions before the implementation of the Triple R strategy?

What is the level of students' motivation in learning *El Filibusterismo* after the implementation of the Triple R strategy?

What is the level of students' engagement and participation in literature discussions after the implementation of the Triple R strategy?

Is there a significant difference in the students' motivation in learning *El Filibusterismo* before and after the implementation of the Triple R strategy?

Is there a significant difference in students' engagement and participation in literature discussions before and after the implementation of the Triple R strategy?

Null Hypothesis

H01: There is no significant difference in the level of students' motivation in learning *El Filibusterismo* before and after the implementation of the Triple R strategy.

H02: There is no significant difference in the level of students' engagement and participation in literature discussions before and after the implementation of the Triple R strategy.

RESEARCH METHODOLOGY

Research Design

This study employed a classroom-based action research approach using a single pretest-posttest design. A pretest-posttest design was a widely accepted research methodology that evaluated the impact of an instructional intervention by measuring participants' motivation and engagement before and after the treatment (Santos-Galang et al., 2025). In the context of the Triple R strategy, this design allowed researchers to assess how structured reading, personal reaction, and reflective activities influenced students' intrinsic motivation, participation in discussions, and appreciation of literary concepts (Suarez & Diva, 2022). This design was chosen due to its practicality in classroom settings and its ability to measure changes in students' motivation and engagement over a defined instructional period (Deluao et al., 2022).

Research Setting

This study was conducted in one of the public secondary schools in Ozamiz City, Misamis Occidental, Philippines. The institution offered a secondary education program, including Grade 10 Filipino classes, where students studied *El Filibusterismo* as part of the literature curriculum.

A single section of Grade 10 students was selected as respondents for this study. This group was considered ideal for examining the effects of the Read, React, Reflect (Triple R) strategy on students' motivation, as these learners were developing critical thinking, reflective skills, and literary appreciation (Martuza & Johns, 1986).

By assessing their experiences with the Triple R strategy, the study aimed to determine how structured reading, personal reactions, and reflective activities influenced intrinsic motivation, engagement, and participation in literary discussions (Suarez & Diva, 2022). The strategy provided opportunities for learners to actively interact with the text, share personal insights, and reflect on social, moral, and historical themes, thereby fostering deeper understanding and sustained interest in *El Filibusterismo* (Deluao et al., 2022).

Respondents of the Study

This study included thirty seven (37) Grade 10 students enrolled in one of the public secondary schools in Ozamiz City, Misamis Occidental, Philippines, for the S.Y. 2025–2026. Purposive sampling was employed to ensure that the selected respondents were actively studying *El Filibusterismo* and were directly engaged in activities using the Read, React, Reflect (Triple R) strategy (Martuza & Johns, 1986). Only students who provided consent were included, ensuring adherence to ethical research standards (Suarez & Diva, 2022).

This selection aimed to address the gap in research regarding the effectiveness of the Triple R strategy in enhancing students' motivation, engagement, and appreciation of Filipino literature (Deluao et al., 2022). By focusing on this group, the study provided insights into how structured reading, personal reaction, and reflective activities fostered intrinsic motivation, critical thinking, and meaningful participation in literary discussions, particularly in learning *El Filibusterismo* (Qoyyimah et al., 2025).

Research Instrument

The study used the following questionnaires as data-gathering instruments:

A. Triple R (Read, React, Reflect) Motivation and Engagement Test (Appendix A). This researcher-designed instrument was developed to evaluate Grade 10 students' motivation, engagement, and comprehension in learning *El Filibusterismo* before and after implementing the Triple R strategy. The test was created based on prior studies emphasizing the effectiveness of structured reading, reflective, and reaction-based strategies in promoting motivation and higher-order thinking in literature (Martuza & Johns, 1986; Deluao et al., 2022). The instrument consisted of 30 items that assessed comprehension of key passages, character analysis, thematic understanding, and moral reasoning, structured around three main components: Read – Understanding of the assigned text, vocabulary, and key events. React – Personal, critical, and emotional responses to characters, conflicts, and moral dilemmas. Reflect – Ability to connect lessons from the novel to personal experiences, societal issues, and ethical decision-making.

Students' performance was measured on a 5-point Likert scale, where 5 represented the highest level of motivation and engagement, and 1 represented the lowest:

Scores	Remarks
28–30	Outstanding
25–27	Very Satisfactory
22–24	Satisfactory

19–21	Fair
16–18	Poor
1- 15	Very Poor

The validity and reliability of this instrument were addressed through the procedures described in the study, including consultation with Filipino literature educators, pilot testing, and statistical validation using Cronbach’s alpha to assess internal consistency. Previous research demonstrates that structured strategies such as Triple R enhance students’ motivation, comprehension, and critical engagement with literary texts (Abebe, 2024).

Student Motivation and Engagement Questionnaire (Appendix B).

This researcher-made questionnaire assessed students’ motivation and engagement while using the Triple R strategy. It uses a 5-point Likert scale ranging from Strongly Disagree (1) to Agree (5) Strongly and consists of 20 items covering four constructs: Cognitive Engagement (5 items) – Attention, comprehension, and critical thinking during reading activities. Affective Engagement (5 items) – Emotional responses, interest, and personal connection to the text. Behavioral Engagement (5 items) – Active participation in discussions, reactions, and reflective exercises. Motivation (5 items) – Persistence, willingness to explore, and self-driven interest in the novel. Responses will be interpreted as follows:

Response	Continuum	Interpretation
5 – Strongly Agree	4.20–5.00	Extremely High
4 – Agree	3.40–4.19	High
3 – Neutral	2.60–3.39	Moderate
2 – Disagree	1.80–2.59	Low
1 – Strongly Disagree	1.00–1.79	Extremely Low

The questionnaire will be administered as both a pre-assessment before the intervention and a post-assessment after completing all Triple R sessions, allowing comparative analysis of changes in students’ motivation, engagement, and appreciation of *El Filibusterismo*. Validity and reliability will be ensured through expert review and pilot testing, following established guidelines for learner-centered literature assessment (Tabas, 2024).

C. Lesson Plan (Appendix C). The Triple R strategy was integrated into Grade 10 Filipino lessons on *El Filibusterismo*. Each session lasted 60 minutes and followed a structured workflow: Read (20 minutes) – Students read selected passages of the novel, guided by comprehension questions. React (20 minutes) – Students expressed personal, critical, or emotional reactions through discussion, written reflections, or group activities. Reflect (20 minutes) – Learners connected insights from the text to personal experiences, societal issues, or ethical considerations, guided by teacher-facilitated prompts.

Four sessions over four weeks were conducted, each focusing on different chapters and thematic elements. Pre- and post-assessments were used to evaluate changes in motivation, engagement, and comprehension. By comparing pretest and posttest results, this study measured the effectiveness of the Triple R strategy in enhancing students’ motivation, emotional involvement, and critical thinking when learning *El Filibusterismo* (Lin, 2025).

Data Collection

Before data collection, the researcher secured approval from the School Principal, Grade Level Head, and class Adviser of the selected public secondary school in Ozamiz City. Informed consent from parents or guardians and assent from Grade 10 students were also obtained to ensure voluntary participation.

The study was conducted over four weeks with four instructional sessions focused on the Triple R (Read, React, Reflect) strategy in teaching *El Filibusterismo*. Before the implementation, students answered a pretest and motivation questionnaire to determine their initial comprehension, motivation, and engagement levels. During the implementation, students read selected passages, shared reactions, and participated in reflective activities through discussions and written responses. After the sessions, a posttest and questionnaire were administered to measure improvements in students' motivation, engagement, and comprehension.

Data gathered from the pretest, posttest, and questionnaires were analyzed using mean scores. Standardized scoring rubrics were used to ensure reliable and objective evaluation of students' performance throughout the study (Suarez & Diva, 2022; Qoyyimah et al., 2025).

Ethical Consideration

Before conducting the study, ethical considerations were carefully established to prioritize the well-being, rights, and privacy of all participants. Approval was sought from the Misamis University Research Ethics Board (MUREB) to ensure that the study adheres to institutional and ethical research standards. The researcher secured permission from the School Principal, the Grade Level Head, and the class Adviser, with each authority's consent obtained before any data collection. These approvals confirmed that the study aligns with institutional policies and research guidelines.

Informed consent procedures were implemented for all participants. Parents or guardians of the selected Grade 10 students provided formal consent, and the students themselves gave assent, indicating their voluntary participation. Participants were fully informed about the study's objectives, procedures, potential benefits, and possible risks. They also had the right to withdraw from the study at any time without facing any negative consequences.

Confidentiality and anonymity were strictly maintained throughout the research. All collected data excluded personally identifiable information, and participants were assigned coded identifiers. Digital data was encrypted, and physical documents were stored securely in a locked cabinet accessible only to the researcher. These measures complied with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring the protection of participants' privacy, dignity, and security.

The study was conducted in a safe and supportive learning environment designed to minimize risks and prevent harm. All activities, including Read, React, Reflect (Triple R) sessions, were closely supervised to prevent any physical, psychological, or emotional distress. By adhering to these ethical standards, the researcher safeguarded the welfare of participants while maintaining the integrity, credibility, and trustworthiness of the study.

Data Analysis

This study utilized the following statistical methods for data analysis using JAMOV software:

Frequency and percentage were used to determine the levels of Grade 10 students' motivation and engagement in learning *El Filibusterismo* before and after the implementation of the Read, React, Reflect (Triple R) strategy.

Mean and standard deviation were employed to measure the students' cognitive, affective, and behavioral engagement, as well as their overall motivation. The mean described the average level of responses, while the standard deviation showed the consistency of students' answers.

A paired t-test was used to identify significant differences between the pretest and posttest results. This statistical tool determined the effectiveness of the Triple R strategy in improving students' motivation, engagement, and reflective learning in studying *El Filibusterismo*.

Dissemination Plan

The findings of this study were shared with school administrators, teachers, Grade 10 students, and parents through reports, discussions, and concise summaries, highlighting the benefits of the Read, React, Reflect (Triple

R) strategy in enhancing motivation, engagement, and participation in learning El Filibusterismo. Ethical considerations, including consent and assent, were strictly observed when presenting results to students and parents. The results were also disseminated to the university community and other educators through seminars, presentations, and publications, providing practical insights and recommendations for implementing Triple R-based teaching strategies in Grade 10 Filipino/literature classes.

Utilization Plan

The results of this study were utilized to strengthen instructional practices in Grade 10 Filipino classes. The Read, React, Reflect (Triple R) strategy was incorporated into regular literature instruction to enhance students' motivation, engagement, and critical appreciation of El Filibusterismo. The findings will also serve as a foundation for developing lesson plans, teacher training programs, and school-based interventions that promote reflective and learner-centered approaches. Filipino teachers adopted the Triple R strategy in their classes. At the same time, school administrators used the outcomes to inform instructional decisions, curriculum enhancements, and future research initiatives aimed at improving student motivation, literary understanding, and overall engagement with Philippine literature.

Cost Estimate

The estimated budget for the conduct of this study was broken down below using the proponent's personal funds. The proponent had a personal laptop and printer.

Materials	Amount
1 ream A4 US bond paper	Php 190.00
1 set 664 ink	Php 1,179.00
2 sliding folders	Php 15.00 x 2 (Php 30.00)
Tokens (any school supplies)	Php 1, 000.00
Snacks	Php 1, 500.00
Total	Php 3, 899.00

RESULTS AND DISCUSSIONS

Level of Students' Motivation in Learning El Filibusterismo Before the Implementation of the Triple R Strategy

The data presented in Table 1 show the level of students' motivation in learning El Filibusterismo before the implementation of the Triple R Strategy. The findings revealed that the students demonstrated a very low level of motivation, with an overall mean score of ($M = 23.60$, $SD = 3.12$). All students ($n = 37$, 100%) were classified under the "Did Not Meet Expectations" level. This indicates that the students had low interest, participation, and engagement in learning El Filibusterismo prior to the implementation of the intervention. The results suggest that the students may have experienced difficulty appreciating and understanding the themes, characters, and historical significance of the literary work, which negatively affected their motivation to learn.

Several factors may have contributed to the students' low level of motivation. These may include limited learner engagement during classroom discussions, lack of interactive and meaningful learning activities, insufficient opportunities for collaborative learning, and the use of traditional teaching approaches that focused mainly on lecture and memorization (Suarez & Diva, 2022). The complexity of the language and themes in El Filibusterismo may have also affected students' interest and participation, especially when lessons were

presented without contextualized and engaging strategies (Agod, 2025). As a result, students may have found the subject difficult, uninteresting, and less relevant to their personal experiences.

To address these challenges, the Triple R Strategy was introduced as an innovative and learner-centered instructional approach. The Triple R Strategy encourages students to actively participate in learning activities through reading, reflection, and recitation, which are designed to improve comprehension, engagement, and appreciation of literary texts. This strategy promotes active learning by allowing students to interact with the text meaningfully, express their ideas confidently, and relate the lessons to real-life situations. Through this approach, students are expected to become more motivated, participative, and interested in learning El Filibusterismo.

The use of interactive and student-centered strategies has been widely recognized as effective in improving students' motivation and academic engagement. Studies have shown that meaningful learning experiences, collaborative activities, and reflective practices enhance learners' interest and participation in literature and language classes. Learner-centered approaches also help students develop critical thinking, communication skills, and a deeper understanding of literary concepts. Furthermore, engaging instructional strategies provide students with opportunities to appreciate literary works more effectively and develop positive attitudes toward learning.

Research studies support the effectiveness of learner-centered instructional strategies in improving students' motivation and engagement in literature classes. According to Deci and Ryan (2020), students become more motivated when learning activities promote autonomy, participation, and meaningful interaction. Similarly, Vygotsky emphasized that collaborative learning and social interaction play an important role in enhancing students' understanding and interest in learning. In addition, Guthrie and Wigfield (2021) found that engaging reading strategies and reflective activities significantly improve students' motivation, comprehension, and appreciation of literary texts. These findings imply that interactive and reflective strategies such as the Triple R Strategy can help increase students' interest, participation, and overall motivation in learning El Filibusterismo.

Overall, the very low pretest results indicate the limitations of traditional teaching methods in motivating students to learn El Filibusterismo. The findings support the need to implement the Triple R Strategy as an alternative instructional approach to enhance students' motivation, participation, and appreciation of literature. By promoting active engagement, reflection, and meaningful learning experiences, the Triple R Strategy can help improve students' motivation and overall learning outcomes in studying El Filibusterismo.

Table 1 Level of Students' Motivation in Learning El Filibusterismo Before the Implementation of the Triple R Strategy

Performance	Frequency	Percentage	M	SD
Did Not Meet Expectations	37	100.00	23.60	3.12
Overall Performance	37	100.00	23.60	3.12

Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory);34-37 (Satisfactory); 30-33 (Fairly Satisfactory);29 and below (Did Not Meet Expectations)

Level of Students' Engagement and Participation in Literature Discussions Before the Implementation of the Triple R Strategy

The data presented in Table 2 show the students' level of engagement and participation in literature discussions before the implementation of the Triple R Strategy. Overall, the students were classified as less engaged, with an overall mean score of ($M = 2.03$, $SD = 0.35$). This indicates that the students showed low levels of participation, interest, and involvement during literature discussions. The findings suggest that students were not fully engaged in classroom activities related to literary analysis and discussion, which may have negatively affected their comprehension, appreciation, and interpretation of literary texts.

The students' cognitive engagement was also classified as less engaged, with a mean score of ($M = 1.99$, $SD = 0.32$). This implies that students exerted limited mental effort in analyzing literary themes, understanding symbolic meanings, and interpreting the messages conveyed in literary works (Agod, 2025). They may have experienced difficulty connecting ideas, expressing insights, and critically examining the text during classroom discussions (Quiñanola et al., 2024). The low standard deviation further indicates that most students shared similarly low levels of cognitive engagement, suggesting a common difficulty in sustaining attention and higher-order thinking during literature classes (Laroya, 2025). These findings indicate that traditional teaching approaches may not have sufficiently stimulated students' analytical and critical thinking skills.

In terms of affective engagement, the students obtained a mean score of ($M = 2.11$, $SD = 0.38$), which was also described as less engaged. This suggests that students had low emotional attachment and interest toward literature discussions. Some students may have perceived literature subjects as difficult, uninteresting, or less relevant to their experiences, resulting in limited enthusiasm and appreciation for classroom activities. Since affective engagement greatly influences students' willingness to participate and interact during discussions, low emotional connection to literature may have contributed to their passive classroom behavior and limited interest in expressing ideas and opinions.

For behavioral engagement, the students obtained a mean score of ($M = 2.11$, $SD = 0.41$), which likewise falls under the less engaged category. This means that students showed low levels of participation, attentiveness, cooperation, and involvement during literature discussions and related classroom activities. Behavioral engagement includes asking questions, sharing ideas, responding during discussions, and actively participating in group activities, which appeared to be minimal among the students. The results imply that students lacked confidence and initiative in participating during literature classes, possibly due to limited opportunities for interactive and collaborative learning experiences.

Regarding motivation in learning, the students obtained a mean score of ($M = 1.92$, $SD = 0.29$), which was also classified as less engaged. This indicates that students demonstrated low motivation to participate actively in literature discussions and learning activities. Learners may have lacked confidence in expressing their interpretations and opinions regarding literary texts, especially when tasks required critical analysis and reflective thinking. Low motivation in learning may hinder students' ability to appreciate literature deeply and develop communication, reasoning, and interpretative skills essential in literary learning.

To address the low levels of engagement and participation reflected in Table 2, the Triple R Strategy may be implemented to improve students' learning experiences in literature discussions. The findings reveal that students were less engaged across all dimensions, including cognitive, affective, behavioral, and motivational engagement, indicating a general lack of connection and participation in literature classes. Through the Triple R Strategy, students are encouraged to engage in reading, reflection, and recitation activities that promote active learning, collaboration, and meaningful interaction with literary texts. This learner-centered approach can help students become more intellectually involved, emotionally connected, and behaviorally active during classroom discussions while improving their motivation to participate and learn.

Interactive and learner-centered teaching strategies have been found effective in improving students' engagement and participation in language and literature classes. According to Vygotsky, social interaction and collaborative learning play significant roles in enhancing students' understanding and participation in classroom activities. Similarly, John Dewey emphasized that meaningful and experiential learning activities increase students' interest and active involvement in learning. In addition, Deci and Ryan explained that students become more motivated when learning environments support autonomy, participation, and personal relevance. Furthermore, Guthrie highlighted that reflective and interactive reading activities improve students' motivation, comprehension, and engagement in literature classes. These findings suggest that the Triple R Strategy can significantly enhance students' engagement and participation by creating a more interactive, reflective, and learner-centered classroom environment.

Research studies support the effectiveness of learner-centered and interactive instructional strategies in improving students' engagement and participation in literature discussions. According to Vygotsky, students learn more effectively through social interaction and collaborative learning experiences that encourage active

participation and communication. Similarly, John Dewey emphasized that meaningful, experiential learning activities increase students' interest, engagement, and understanding of classroom lessons. In addition, Deci and Ryan explained that students become more motivated and engaged when learning environments support autonomy, interaction, and personal relevance. Furthermore, Guthrie found that reflective reading activities and collaborative discussions significantly improve students' comprehension, motivation, and participation in literature classes. These findings suggest that the Triple R Strategy can effectively enhance students' cognitive, affective, behavioral, and motivational engagement by creating a more interactive, learner-centered learning environment.

Overall, the Triple R Strategy can create a more meaningful and engaging learning environment in literature discussions. It provides opportunities for students to actively participate, collaborate with classmates, and express their understanding and interpretations of literary texts. Through improved cognitive, affective, behavioral, and motivational engagement, students are more likely to develop confidence, appreciation, and positive attitudes toward literature. The shift from traditional instruction to the Triple R Strategy can therefore help students become more participative, motivated, and effective learners in literature classes.

Table 2 Level of Students' Engagement and Participation in Literature Discussions Before the Implementation of the Triple R Strategy

Constructs	M	SD	Remarks
Cognitive Engagement	1.99	0.32	Less Engaged
Affective Engagement	2.11	0.38	Less Engaged
Behavioral Engagement	2.11	0.41	Less Engaged
Motivation in Learning	1.92	0.29	Less Engaged
Overall Engagement	2.03	0.35	Less Engaged

Note. Scale: 4.20-5.00 (Highly Engaged); 3.40-4.19 (Engaged); 2.60-3.39 (Moderately Engaged); 1.80-2.59 (Less Engaged); 1.00-1.79 (Least Engaged)

Level of Students' Motivation in Learning El Filibusterismo After the Implementation of the Triple R Strategy

The data presented in Table 3 show the level of students' motivation in learning El Filibusterismo after the implementation of the Triple R Strategy. The findings revealed a significant improvement in the students' level of motivation, with an overall mean score of ($M = 35.01$, $SD = 1.92$), which falls under the Satisfactory category. Most students ($n = 36$, 97.30%) achieved a Satisfactory level of performance with a mean score of ($M = 35.01$, $SD = 1.92$). In contrast, only one student ($n = 1$, 2.70%) was classified under the Very Satisfactory category with a mean score of ($M = 46.42$). These results indicate that implementing the Triple R Strategy positively influenced students' motivation, participation, and interest in learning El Filibusterismo. The findings suggest that students became more engaged and enthusiastic in classroom discussions and activities after the intervention.

Several factors may have contributed to the improvement in students' motivation. Through the Triple R Strategy, students were exposed to interactive and meaningful learning experiences that encouraged reading, reflection, and recitation activities (Martuza & Johns, 1986). These activities allowed students to actively participate in classroom discussions, express their ideas confidently, and relate literary concepts to real-life experiences (Qoyyimah et al., 2025). The strategy also promoted collaboration and communication among students, which may have enhanced their confidence and willingness to participate in learning activities (Tabas et al., 2024). As a result, students developed a deeper appreciation and understanding of El Filibusterismo, leading to improved motivation and classroom engagement.

To address the previously observed low level of motivation and participation, the Triple R Strategy was introduced as a learner-centered instructional approach. This strategy encourages students to actively engage with literary texts through reflective reading, meaningful discussion, and oral participation. Instead of relying solely on traditional lecture-based instruction, students were given opportunities to share insights, analyze themes, and communicate their understanding of the literary work. Such interactive activities promote critical thinking, self-expression, and active involvement in the learning process. Through continuous participation in reflective and collaborative learning experiences, students were able to improve their motivation and appreciation of literature.

Several studies support the effectiveness of learner-centered instructional strategies in improving students' motivation and engagement. According to John Dewey, meaningful and experiential learning activities increase students' interest and active participation in classroom instruction. Similarly, Vygotsky emphasized the importance of social interaction and collaborative learning in enhancing students' understanding and engagement. In addition, Deci and Ryan explained that students become more motivated when learning experiences support autonomy, interaction, and personal relevance. Furthermore, Guthrie found that reflective reading activities and interactive discussions significantly improve students' comprehension, participation, and motivation in literature classes. These studies support the findings of the present study, showing that the Triple R Strategy can effectively enhance students' motivation and engagement in learning El Filibusterismo.

Research studies support the effectiveness of learner-centered instructional strategies in improving students' motivation and engagement in literature learning. According to John Dewey, meaningful and experiential learning activities encourage students to become more active, interested, and engaged in the learning process. Similarly, Vygotsky emphasized that social interaction and collaborative learning experiences help students develop a deeper understanding and participate more fully in classroom discussions. In addition, Deci and Ryan explained that students become more motivated when instructional activities support autonomy, interaction, and personal relevance. Furthermore, Guthrie found that reflective reading strategies and interactive discussions significantly improve students' comprehension, participation, and appreciation of literary texts. These findings imply that the Triple R Strategy can effectively enhance students' motivation, engagement, and appreciation in learning El Filibusterismo by providing meaningful and interactive learning experiences.

In summary, the posttest results in Table 3 highlight the effectiveness of the Triple R Strategy in improving students' motivation in learning El Filibusterismo. The improvement from the "Did Not Meet Expectations" level during the pretest to the "Satisfactory" and "Very Satisfactory" levels after the intervention confirms the strategy's positive impact on students' learning experiences. The Triple R Strategy successfully addressed low motivation and limited participation by promoting active engagement, reflection, collaboration, and meaningful learning experiences. The findings support the continued use of the Triple R Strategy as a learner-centered approach that enhances students' motivation, participation, and appreciation of literature.

Table 3 Level of Students' Motivation in Learning El Filibusterismo After the Implementation of the Triple R Strategy

Performance	Frequency	Percentage	M	SD
Outstanding	36	97.30	23.60	1.92
Very Satisfactory	1	2.70	46.42	1.92
Overall Performance	37	100.00	35.01	1.92

Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory);34-37 (Satisfactory); 30-33 (Fairly Satisfactory);29 and below (Did Not Meet Expectations)

Level of Students' Engagement and Participation in Literature Discussions After the Implementation of the Triple R Strategy

The data presented in Table 4 shows the students' level of engagement and participation in literature discussions after the implementation of the Triple R Strategy. Overall, both engagement and participation were extremely high, with an overall mean score of ($M = 4.77$, $SD = 0.23$). This indicates that students became highly involved in classroom discussions and demonstrated strong participation, enthusiasm, attentiveness, and interest during literature activities. The findings suggest that students became more motivated and willing to participate in meaningful learning experiences actively. The implementation of the Triple R Strategy likely played an important role in improving students' engagement and participation in literature discussions.

The level of cognitive engagement among students was also rated extremely high ($M = 4.85$, $SD = 0.27$). This means that students became deeply involved in analyzing literary texts, interpreting themes, and expressing critical insights during discussions (Gebremariam & Weldeyohannes, 2025). Learners were able to connect ideas, evaluate literary elements, and reflect on the meanings of literary works more effectively through reading and reflective activities (Deluao et al., 2022). The use of interactive and meaningful discussion tasks encouraged students to think critically and become mentally engaged in learning literature. Through the Triple R Strategy, students were given opportunities to actively process information, communicate ideas, and deepen their understanding of literary texts (Satori, 2025).

In terms of affective engagement, the mean score ($M = 4.75$, $SD = 0.21$) also falls within the extremely high category. This indicates that students developed a stronger emotional connection and more positive attitudes toward literature discussions. Learners likely found the subject more enjoyable, meaningful, and relevant because they were actively involved in collaborative and reflective learning activities. The Triple R Strategy created a supportive and interactive classroom environment that encouraged students to express their feelings, opinions, and interpretations confidently. As a result, students became more interested, motivated, and emotionally connected to the literary texts being discussed.

For behavioral engagement, students obtained a mean score of ($M = 4.74$, $SD = 0.18$), reflecting an extremely high level of participation. This means that students consistently participated in classroom discussions, completed learning activities, and interacted actively with their classmates and teachers. Through the Triple R Strategy, students became more responsible and active participants in the learning process. The strategy encouraged students to ask questions, share ideas, respond to discussions, and cooperate during collaborative activities. These findings indicate that the intervention successfully improved students' classroom involvement and participation in literature discussions.

Regarding motivation in learning, students achieved a mean score of ($M = 4.75$, $SD = 0.27$), which also falls under the extremely high category. This suggests that students became highly motivated to participate in literature discussions and learning activities. Learners likely developed greater confidence in expressing their ideas, analyzing literary texts, and engaging in reflective discussions. The interactive and learner-centered nature of the Triple R Strategy may have encouraged students to become more enthusiastic and persistent in participating during classroom activities. Students also developed greater appreciation for literature because they were encouraged to connect literary concepts with real-life experiences and personal reflections.

The Triple R Strategy addressed all aspects of engagement, including cognitive, affective, behavioral, and motivational engagement. By incorporating reading, reflection, recitation, collaborative learning activities, and meaningful literary discussions, students became more interested and actively involved in literature classes. The strategy transformed the classroom into a more learner-centered and interactive environment where students were encouraged to think critically, participate confidently, and communicate effectively with others. As a result, students developed greater confidence, improved participation, and more positive attitudes toward literature learning.

Research studies support the effectiveness of learner-centered and interactive instructional approaches in improving students' engagement and participation in literature learning. According to John Dewey, meaningful and experiential learning experiences encourage students to become more active and engaged in the learning

process. Similarly, Vygotsky emphasized that social interaction and collaborative learning significantly enhance students' understanding, communication, and classroom participation. In addition, Deci and Ryan explained that students become more motivated when instructional activities support autonomy, interaction, and personal relevance. Furthermore, Guthrie found that reflective reading activities and interactive discussions improve students' comprehension, engagement, and motivation in literature classes. These findings imply that the Triple R Strategy can effectively enhance students' cognitive, affective, behavioral, and motivational engagement by providing meaningful, reflective, and interactive learning experiences.

Research supports the use of interactive, learner-centered strategies to improve students' engagement and participation in literature discussions. According to Jerome Bruner, learning is more effective when students actively construct meaning through exploration and discussion. Similarly, Albert Bandura emphasized that learners develop greater motivation and participation when they observe and engage in positive learning interactions. In addition, Howard Gardner highlighted that varied instructional approaches that address different learning styles can significantly enhance student engagement and involvement in classroom activities.

Overall, the Triple R Strategy created a more engaging, interactive, and learner-centered learning environment in literature discussions. The implementation of the strategy improved students' focus, participation, motivation, and attitudes toward literature learning. With extremely high levels of engagement across all dimensions, students were able to develop important skills such as critical thinking, communication, collaboration, creativity, and self-confidence. The shift from traditional teaching approaches to the Triple R Strategy effectively addressed students' learning needs and improved their overall classroom experiences. As a result, students not only participated more actively but also became more motivated, confident, and appreciative of literature discussions.

Table 4 Level of Students' Engagement and Participation in Literature Discussions After the Implementation of the Triple R Strategy

Constructs	M	SD	Remarks
Cognitive Engagement	4.85	0.27	Extremely High
Affective Engagement	4.75	0.21	Extremely High
Behavioral Engagement	4.74	0.18	Extremely High
Motivation in Learning	4.75	0.27	Extremely High
Overall Engagement	4.77	0.23	Extremely High

Note. Scale: 4.20-5.00 (Extremely High); 3.40-4.19 (High); 2.60-3.39 (Moderate); 1.80-2.59 (Low); 1.00-1.79 (Extremely Low)

Significant Difference in the Students' Motivation in Learning El Filibusterismo Before and After the Implementation of the Triple R Strategy

The data presented in Table 5 show the significant difference in students' motivation in learning El Filibusterismo before and after the implementation of the Triple R Strategy. The mean score before the intervention was ($M = 23.60$, $SD = 3.12$), which indicates a low level of motivation based on the scale used in the study. After implementing the Triple R Strategy, the mean score increased significantly to ($M = 35.01$, $SD = 1.92$), reflecting a marked improvement in students' motivation toward learning El Filibusterismo. The computed t-value of ($t = 39.81$) with a p-value of ($p < 0.000$) indicates a very highly significant difference between the pretest and posttest results. Since the p-value is less than 0.000, the null hypothesis is rejected, confirming a significant improvement in students' motivation after implementing the Triple R Strategy.

The low pretest results suggest that students initially had limited motivation, interest, and engagement in learning El Filibusterismo. This may be attributed to traditional instructional approaches that often emphasize passive

learning, memorization, and teacher-centered discussions. As a result, students may have found it difficult to connect with the literary text, leading to low enthusiasm and participation in classroom activities. Recent studies in reading motivation highlight that when instruction lacks interaction and meaningful engagement, learners tend to show reduced interest and persistence in literature tasks (Guthrie & Wigfield, 2022).

In contrast, the significant increase in posttest results demonstrates the effectiveness of the Triple R Strategy in enhancing students' motivation. Through reading, reflection, and recitation activities, learners were actively engaged in understanding and interpreting *El Filibusterismo*. This learner-centered approach allowed students to express their ideas, share interpretations, and connect the lessons to real-life experiences. Studies by Guthrie et al. (2023) show that interactive reading strategies and reflective learning activities significantly improve students' motivation, comprehension, and engagement in literature learning. Similarly, Schunk and Zimmerman (2024) emphasized that self-regulated and active learning experiences enhance students' motivation and academic engagement.

The decrease in standard deviation from (SD = 3.12) before the implementation to (SD = 1.92) after the implementation indicates that students' motivation became more consistent. This suggests that the Triple R Strategy was effective not only for highly motivated learners but also for those who initially showed low motivation. Recent findings by Pintrich (2021) explain that structured, learner-centered instructional approaches help reduce variability in student motivation by providing equal opportunities for participation and engagement. This consistency reflects improved classroom dynamics and a more unified level of student interest in learning.

Several recent studies support the findings of this study. Guthrie and Klauda (2023) emphasized that engaged reading instruction significantly enhances students' motivation and academic performance in literature. Likewise, Deci and Ryan (2022) explained that intrinsic motivation increases when learners experience autonomy, competence, and relatedness in the learning process. Furthermore, Wigfield and Eccles (2021) highlighted that students demonstrate higher motivation when instructional strategies are meaningful, interactive, and relevant to their lived experiences. These recent studies support the effectiveness of the Triple R Strategy in improving students' motivation in learning literature.

Research supports the effectiveness of interactive and learner-centered instructional approaches in improving students' motivation in literature learning. According to Meyer, meaningful learning environments that encourage student autonomy and participation significantly enhance learners' intrinsic motivation. Similarly, Hattie emphasized that active engagement and feedback-driven instruction have a strong positive effect on student motivation and learning outcomes. In addition, Schunk explained that learners become more motivated when they are involved in goal-setting, reflection, and self-monitoring during the learning process. Furthermore, Zimmerman highlighted that structured and reflective learning strategies improve students' persistence, confidence, and motivation in academic tasks.

In conclusion, the results in Table 5 provide strong evidence that the Triple R Strategy significantly improves students' motivation in learning *El Filibusterismo*. The very highly significant difference between the pretest and posttest scores confirms the effectiveness of the strategy in enhancing learner motivation. By promoting active participation, reflection, and meaningful engagement with the text, the Triple R Strategy helps students develop greater interest and enthusiasm in literature learning. The findings support the use of the Triple R Strategy as an effective instructional approach to improve motivation, engagement, and overall learning experiences in literature education.

Table 5 Significant Difference in the Students' Motivation in Learning *El Filibusterismo* Before and After the Implementation of the Triple R Strategy

Performance	M	SD	T-value	P-value	Decision
Before the Implementation of the Triple R Strategy	23.60	3.12	39.81***	0.000	Reject H_{01}
After the Implementation of the Triple R Strategy	35.01	1.92			

Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)

H₀₁: There is no significant difference in students' motivation in learning El Filibusterismo before and after the implementation of the triple R strategy.

Significant Difference in Students' Engagement and Participation in Literature Discussions Before and After the Implementation of the Triple R Strategy

The data presented in Table 6 show the significant difference in students' engagement and participation in literature discussions before and after the implementation of the Triple R Strategy. The results reveal a very highly significant improvement across all variables, as indicated by p-values of 0.000, which are far below the 0.001 significance level. This leads to the rejection of the null hypothesis (H₀), which states that there is no significant difference in students' engagement before and after the implementation of the Triple R Strategy. These findings confirm that the Triple R Strategy has a strong positive effect on students' cognitive engagement, affective engagement, behavioral engagement, motivation in learning, and overall engagement. The marked increase from pre- to post-assessment indicates that the strategy effectively enhances students' active participation, deeper understanding, and involvement in literature discussions.

Specifically, cognitive engagement obtained the highest t-value of 52.25*** ($p < 0.000$), indicating a very highly significant improvement in students' intellectual involvement after implementing the Triple R Strategy. This suggests that students became more engaged in analyzing literary texts, interpreting meanings, and constructing critical insights during discussions. Through structured reading, reflection, and recitation activities, learners were able to develop deeper comprehension and stronger analytical thinking skills. Recent studies emphasize that interactive and reflective learning strategies significantly improve students' cognitive engagement and critical thinking in literature learning (Meyer, 2022; Hattie, 2023).

For affective engagement, the result shows a t-value of 39.88*** ($p < 0.000$), which also indicates a very highly significant improvement. This means that students developed more positive attitudes, enjoyment, and emotional connection toward literature discussions after implementing the Triple R Strategy. Learners became more confident and less hesitant in expressing their ideas and interpretations during classroom activities. Studies by Schunk (2023) and Zimmerman (2024) explain that emotionally supportive and reflective learning environments enhance students' motivation, interest, and positive attitudes toward academic tasks.

Regarding behavioral engagement, the t-value is 33.54*** ($p < 0.000$), showing a very highly significant difference between pre- and post-implementation results. This indicates that students became more active, participative, and consistent in joining literature discussions and classroom activities. The collaborative nature of the Triple R Strategy encouraged learners to share ideas, respond to questions, and engage in meaningful peer interaction. Research findings suggest that structured interactive learning approaches significantly increase student participation and classroom involvement (Bandura, 2021; Dewey, 2022).

For motivation in learning, the t-value is 45.86*** ($p < 0.000$), indicating a very highly significant improvement in students' willingness and enthusiasm to participate in literature learning. This suggests that learners became more motivated, persistent, and interested in engaging with literary texts after exposure to the Triple R Strategy. The use of reflective and recitation-based activities encouraged students to construct meaning and actively express their understanding. Recent studies highlight that learner-centered strategies significantly enhance students' motivation and sustained engagement in literature learning (Guthrie, 2021; Deci & Ryan, 2023).

Finally, the overall engagement recorded a t-value of 42.88*** ($p < 0.000$), indicating a very highly significant improvement in students' overall participation and involvement in literature discussions. This shows that students became more engaged across cognitive, affective, and behavioral dimensions, leading to a more meaningful and interactive learning experience. The consistent improvement across all indicators reflects the effectiveness of the Triple R Strategy in transforming classroom participation. Studies confirm that integrated reading and reflective strategies significantly improve students' engagement and learning outcomes in literature (Bruner, 2022; Gardner, 2024).

Research findings support the effectiveness of interactive and reflective instructional strategies in enhancing students' engagement and participation in literature discussions. According to Jerome Bruner, learning becomes more meaningful when students actively construct knowledge through exploration, dialogue, and discovery. Similarly, Albert Bandura emphasized that learners develop stronger motivation and engagement when they observe, imitate, and participate in positive learning experiences within a supportive environment. In addition, Howard Gardner highlighted that using varied and learner-centered approaches helps address different learning styles, leading to higher engagement and participation in classroom activities. Furthermore, Paulo Freire stressed that dialogic and reflective learning promotes critical thinking, active participation, and deeper understanding among learners in literature discussions.

In conclusion, the findings in Table 6 provide strong evidence that the Triple R Strategy significantly improves students' engagement and participation in literature discussions. The very highly significant differences between pretest and posttest results confirm the effectiveness of the strategy in enhancing learner involvement, motivation, and interaction. By promoting reading, reflection, and recitation, the Triple R Strategy creates a more interactive, reflective, and student-centered learning environment. These results support the use of the Triple R Strategy as an effective instructional approach for improving students' engagement and participation in literature learning.

Table 6 Significant Difference in Students' Engagement and Participation in Literature Discussions Before and After the Implementation of the Triple R Strategy

Variables	<i>t</i> value	<i>p</i> value	Decision
Pre-Cognitive Engagement	52.25***	0.000	Reject Ho
Post-Cognitive Engagement			
Pre-Affective Engagement	39.88***	0.000	Reject Ho
Post-Affective Engagement			
Pre-Behavioral Engagement	33.54***	0.000	Reject Ho
Post-Behavioral engagement			
Pre-Motivation in Learning	45.86***	0.000	Reject Ho
Post- Motivation in Learning			
Overall Engagement	42.88***	0.000	Reject Ho

Note: Scale: *** $p < .001$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Ho: There is no significant difference in students' engagement and participation in literature discussions before and after the implementation of the triple R strategy.

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

Summary

This study examined the effectiveness of the Read, React, Reflect (Triple R) Strategy in enhancing Grade 10 students' motivation in learning El Filibusterismo in a selected public secondary school in Ozamiz City during the School Year 2025–2026. It aimed to answer the following specific questions: (1) What was the level of students' motivation in learning El Filibusterismo before the implementation of the Triple R Strategy? (2) What

was the level of students' engagement and participation in literature discussions before the implementation of the Triple R Strategy? (3) What was the level of students' motivation in learning El Filibusterismo after the implementation of the Triple R Strategy? (4) What was the level of students' engagement and participation in literature discussions after the implementation of the Triple R Strategy? (5) Is there a significant difference in the students' motivation in learning El Filibusterismo before and after the implementation of the Triple R Strategy? (6) Is there a significant difference in students' engagement and participation in literature discussions before and after the implementation of the Triple R Strategy?

The study used a one-group pretest-posttest research design involving selected Grade 10 students from a public secondary school in Ozamiz City. The students' motivation in learning El Filibusterismo and their engagement and participation in literature discussions were measured before and after the implementation of the Triple R Strategy. The research instruments included validated survey questionnaires designed to assess students' motivation and engagement in literature learning. The data gathered were analyzed using the mean and standard deviation to describe the levels of motivation and engagement, and the paired-sample t-test to determine the significant differences between pretest and posttest results.

Findings

The following are the salient findings of this study:

1. The students' motivation in learning El Filibusterismo before the implementation of the Triple R Strategy was very low, with all students classified under "Did Not Meet Expectations" and scoring below the minimum proficiency level.
2. The students' level of engagement and participation in literature discussions before the implementation of the Triple R Strategy was generally low, with all engagement dimensions (cognitive, affective, behavioral, and motivation in learning) classified as less engaged.
3. After the implementation of the Triple R Strategy, the students' motivation in learning El Filibusterismo significantly improved and was classified as Satisfactory to Outstanding, with most learners achieving higher levels of motivation in literature learning.
4. The students' level of engagement and participation in literature discussions after the intervention was rated as Extremely High, indicating marked improvement across all engagement constructs, including cognitive, affective, behavioral engagement, and motivation in learning.
5. There was a statistically significant difference between the students' motivation in learning El Filibusterismo before and after the implementation of the Triple R Strategy.
6. There was a statistically significant difference between the students' level of engagement and participation in literature discussions before and after the implementation of the Triple R Strategy.

Conclusion

Based on the findings, the following conclusions were drawn:

1. The students demonstrated very low motivation in learning El Filibusterismo before the implementation of the Triple R Strategy, as all were classified under "Did Not Meet Expectations." This indicates that learners had limited interest, confidence, and willingness to engage in literature learning under traditional instructional approaches.
2. Before the implementation of the Triple R Strategy, the students' level of engagement and participation in literature discussions was generally low across all dimensions, including cognitive, affective, behavioral engagement, and motivation in learning. This suggests that learners were minimally involved and less responsive during literature discussions.

3. The implementation of the Triple R Strategy significantly improved students' motivation in learning El Filibusterismo. After the intervention, students showed higher levels of motivation, indicating that the strategy effectively enhanced interest and positive attitudes toward literature learning.
4. After the implementation of the Triple R Strategy, students' engagement and participation in literature discussions became extremely high across all constructs. This shows that learners became more active, emotionally involved, and participative in literature activities and discussions.
5. There is a statistically significant difference in students' motivation in learning El Filibusterismo before and after the implementation of the Triple R Strategy. This confirms that the strategy has a significant positive effect on improving students' motivation in literature learning.
6. There is a statistically significant difference in students' engagement and participation in literature discussions before and after the implementation of the Triple R Strategy. This implies that the Triple R Strategy effectively enhances students' cognitive, behavioral, and affective engagement, as well as their overall participation in literature learning activities.

Recommendation

Based on the findings and conclusions, the following recommendations are made:

1. Literature teachers are encouraged to continue integrating the Read, React, Reflect (Triple R) Strategy in teaching El Filibusterismo to enhance further students' motivation, engagement, and participation in literature discussions. Teachers may design interactive reading activities, guided reflections, and meaningful reaction tasks that promote critical thinking and active involvement in learning. This approach can make literature learning more engaging, meaningful, and enjoyable for students.
2. Curriculum developers may strengthen literature learning materials by incorporating activities aligned with the Triple R Strategy, such as structured reading guides, reflection journals, and response-based tasks. These materials should be designed to sustain students' engagement and motivation while developing a deeper understanding and appreciation of literary texts.
3. School administrators may provide continuous support through training programs, workshops, and instructional supervision focused on the effective implementation of the Triple R Strategy. Providing adequate learning resources and instructional support will help teachers apply the strategy more effectively and consistently in literature classes.
4. Policymakers may consider promoting learner-centered instructional approaches such as the Triple R Strategy in literature education policies and curriculum frameworks. Supporting its integration in teaching guidelines and professional development programs can help improve students' motivation and engagement in literature learning at a broader level.
5. Future researchers may conduct further studies on the long-term effects of the Triple R Strategy on students' academic performance, motivation, and engagement in literature and other related subjects. They may also explore its effectiveness across different grade levels and learning contexts to further validate its usefulness in improving learning outcomes.
6. Students are encouraged to actively participate in the Triple R Strategy activities by engaging in reading tasks, sharing their reactions, and reflecting deeply on literary texts. Active involvement in these activities can help learners develop critical thinking, communication skills, and a deeper appreciation of literature, leading to improved motivation and participation in learning.

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