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VISUALIZING UNDERSTANDING: IMPROVING GRADE 7 VIEWING SKILLS THROUGH THE 3Cs AND 3Ss INTERVENTION

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ABSTRACT
This quantitative study used a quasi-experimental one-group pretest-posttest design to examine the effectiveness of the 3Cs and 3Ss intervention in enhancing the viewing skills of 35 Grade 7-Garnet students at Magatos Integrated School. Results showed a significant improvement, with mean scores rising from 8.51 (fair) to 13.34 (satisfactory). A paired sample t-test confirmed the difference, $t(34) = 9.247$, $p < .001$. Qualitative data from student interviews supported these findings, with four key themes emerging: (1) breaking down visual interpretation into simple steps, (2) improvement in viewing skills, (3) enhanced critical interpretation of visual media, and (4) increased student engagement and confidence. Overall, the intervention effectively improved students' comprehension and interpretation of visual media.

KEYWORDS: *Action-Research, Viewing Skills, Grade 7 Students, Quantitative Study, Philippines*

INTRODUCTION

Visual media is essential in today's education, requiring students to develop strong viewing skills. At Magatos Integrated School in Davao del Norte, many students struggle to interpret visual content, which affects their academic performance. Although students are immersed in a visually rich world, they are not skilled in interpreting images and often need structured support (Adil, 2022). Many also lack the ability to select, evaluate, and analyze visual materials effectively for academic work (Matusiak, 2023). Thus, this highlights the need for strategies that strengthen students' visual literacy and critical viewing skills (Lowella et al., 2023).

In Suva, Fiji, many secondary students have only average visual literacy skills and struggle to interpret and analyze visual content effectively. This challenge, tied to limited training in visual interpretation, impacts their ability to connect visuals with text, affecting overall learning (Reddy et al., 2023). Likewise, in Norway, upper secondary students in EFL classes face similar difficulties due to insufficient visual literacy instruction, hindering their comprehension and intercultural understanding (Brown, 2024). Similarly, in Turkey, it was found that middle school students initially struggled with interpreting visual content, but targeted visual literacy education significantly improved their critical engagement, boosting their verbal and writing skills (Kaya, 2020).

Moreover, in the Philippines, Grade 7 students at San Juan National High School have trouble understanding and analyzing visual materials, especially when tasks need higher thinking skills, even though viewing is part of the K–12 curriculum (Ramos, 2024). Also, students in TVET programs at the University of Southeastern Philippines find it hard to understand visual symbols and cultural stories, which makes learning harder for them (Francisco, 2025). Additionally, a study at Pamantasan National High School in Bukidnon showed that many junior high students struggle to understand visual media like subtitled movies and educational videos, which lowers their Filipino grammar skills (Embornas et al., 2024). These studies show that many Filipino students have weak viewing skills, so there is a need to improve visual literacy teaching.

At Magatos Integrated School in the Division of Davao del Norte, students face challenges with viewing skills, especially when watching informative or narrative videos. Many struggle to identify key details and understand the main message, which affects their overall comprehension and learning. This issue reflects a broader gap in critical engagement with visual content, limiting the effectiveness of video-based lessons. Addressing this problem is crucial to enhancing students' learning outcomes in today's visually driven education.

This action research addresses the urgent issue of students at Magatos Integrated School struggling to understand and interpret visual media, especially videos. As multimedia becomes more central to education, strengthening students' viewing skills is essential for meaningful engagement and learning. This study is socially relevant because improving these skills will enhance students' academic performance and better prepare them for success in a media-rich, visually driven world.

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Despite existing studies on viewing skills, none have specifically focused on the unique challenges faced by students at Magatos Integrated School. Pratiwi's (2024) study, *"The Effect of Visual Thinking Strategies on Students' Viewing Skills in Learning English,"* focused on general skill improvement but did not explore specific components like interpreting visual cues or analyzing narratives. Reddy et al. (2023), in "*Visual Literacy Shown Through a Magnifying Lens by High School Students,"* noted the lack of validated tools to measure viewing skills but did not address practical classroom challenges. Enoch et al. (2023), in *"Using Visual Thinking Strategy to Improve the Viewing Skills of Grade 9 Students,"* the study focused on general viewing skill improvements without addressing students' struggles with specific aspects like identifying main ideas from complex educational videos or images. This study, "Visualizing Understanding: Improving Grade 7 Viewing Skills through the 3Cs and 3Ss Intervention," presents a novel method by interweaving critical comprehension strategies (3Cs: Context, Content, Critique) and sensory-driven engagement techniques (3Ss: Sight, Sense, Synthesis). In contrast to earlier research that emphasizes mere passive viewing or customary comprehension models, our work actively incorporates visual literacy and student engagement to facilitate greater comprehension of multimedia information. This twin-framework intervention not only consolidates students' viewing competencies but also encourages higher-order thinking, making it a new contribution to media and visual education.

RESEARCH OBJECTIVES/QUESTIONS

The research questions below determined the effectiveness of the 3Cs and 3Ss interventions in improving the viewing skills of the grade 7 students. Specifically, it sought to answer the following research questions:

1. What is the level of viewing skills among the grade 7 students before the implementation of the 3Cs and 3Ss intervention?
2. What is the level of viewing skills among the grade 7 students after the implementation of the 3Cs and 3Ss intervention?
3. Is there a significant difference in students' viewing skills between the pre-test and post-test results following the 3Cs and 3Ss intervention?
4. What are the insights of the students on the effectiveness of the 3Cs and 3Ss intervention in improving students' ability to interpret visual media?

HYPOTHESIS

There is no significant difference in the viewing skills of Grade 7 students after using the 3Cs and 3Ss intervention.

PROPOSED INTERVENTION PLAN

Before implementing the 3Cs and 3Ss intervention, the researcher selected relevant visual materials (videos, images) aligned with lesson topics and prepared worksheets to guide students in analyzing these using the frameworks. The researchers collaborated with the classroom adviser to assess students' initial viewing skills through a pre-test. After applying the intervention, a post-test measured improvements. Comparing test results and data from in-depth interviews showed that the intervention effectively enhanced students' ability to analyze and interpret visual media.

DAY	FOCUS	FRAMEWORK	ACTIVITES	SKILLS DEVELOPED
DAY 1	Introduction to Visual Media	Context and Content (3Cs)	-Photo analysis -Discuss creator, purpose, audience, message -Small group discussion	Visual Understanding and Critical Thinking Skills
DAY 2	Image Evaluation	Critique (3Cs)	-Evaluating strengths and weaknesses	Media Critique and Evaluating Skills
DAY 3	Visual and Emotional Analysis	Sense and Sight (3Ss)	Watch a short video -Analyze color, framing, and composition -Share emotional reactions	Aesthetic Awareness and Emotional Literacy
DAY 4	Creative Application	Synthesis (3Ss) + 3Cs	-Create group posters -Present and analyze in class	Integration of Concepts, Creativity and Communication
DAY 5	Reflection & Assessment	Full 3Cs & 3Ss	-Quiz -Self-assessment -Personal reflection	Self-Evaluation and Metacognitive Skills

METHODS

Design

The study employed a quasi-experimental research design, which evaluates the effects of an intervention without randomly assigning participants to groups. According to Thyer (2012), the one-group pretest-posttest design is a research method in which a single group of participants is evaluated twice: once before the intervention (pre-test) and once after (post-test). This design is commonly used in efficacy studies to determine whether a specific intervention produces positive outcomes. It is an effective tool for detecting changes in key indicators that occur before and after the implementation of the intervention.

This method is essential for conducting the action research, which aims to improve students' viewing skills using the 3Cs (context, content, critique) and 3Ss (sight, sense, synthesis)

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frameworks. The intervention helps students critically analyze visual media, enhancing their critical thinking and media literacy. A pre-test and post-test will measure progress, while in-depth interviews will provide qualitative insights into students' experiences and the intervention's impact.

Participants

The main participants of this study were the Grade 7 students from Section Garnet at Magatos Integrated School, located in the Municipality of Asuncion, Davao del Norte, during the 2024–2025 school year. According to Cohen (2007), a quantitative study involving a heterogeneous group should include at least 14 participants. In this study, the researchers included all 35 Grade 7 students from Section Garnet. Participants for the interview were selected using purposive sampling, a method in which individuals were intentionally chosen based on specific characteristics and insights that aligned with the study's research question, aims, and objectives (Campbell et al., 2020).

In determining the number of participants for the qualitative aspect of the study, the researchers followed Creswell's (1998) recommendation that 5 to 25 participants are appropriate for qualitative research involving individuals who have experienced the phenomenon being studied. Therefore, ten (10) students were purposively selected to participate in in-depth interviews. These respondents took part in the implementation of the 3Cs and 3Ss intervention aimed at enhancing their viewing skills. Their performance was assessed using pre-tests and post-tests, with their percentage scores categorized into ranges.

Research Instrument

The study adapted a 25-item survey questionnaire developed by Alejo et al. (2019) to evaluate the viewing skills of Grade 7 students. Prior to administration, the adapted questionnaire was validated by a panel of experts to ensure its reliability and accuracy in gathering the required data. After validation, it was used for pre-test and post-test assessments to determine the effectiveness of the 3Cs (Context, Content, Critique) and 3Ss (Sight, Sense, Synthesis) intervention in improving students' viewing skills.

The study employed a Multiple-Choice Questionnaire (MCQ) to assess students' knowledge, understanding, and critical thinking skills efficiently and objectively. An MCQ consisted of two main components: a stem, which presented the question or problem, and a set of alternative answers (A, B, C, D), with one correct answer and the others serving as distractors, plausible but incorrect choices. This format was designed to evaluate a range of cognitive abilities, from basic recall to higher-level skills such as application, analysis, and problem-solving, while allowing for quick and accurate grading.

To assess the viewing skills of Grade 7 students at Magatos Integrated School, the researchers used the percentage range shown below, adapted from Suharsimi Arikunto as cited in Meidiastuti and Safitri (2021).

Percentage Score	Descriptive Level	Interpretation
90% - 100%	Excellent	It demonstrates a highly proficient level of viewing skills, with strong comprehension and critical thinking.
72% - 89%	Very Satisfactory	It demonstrates a good understanding of visual content with minor areas for improvement.
54% - 71%	Satisfactory	It demonstrates moderate comprehension and engagement with visual materials.
36% - 53%	Fair	It demonstrates basic understanding but struggles with deeper analysis and interpretation.
18% and Below	Needs Improvement	It requires further support and reinforcement in viewing skill.

Procedure

The researchers followed a structured procedure that began with preparing interview questions, which were reviewed and validated by a panel of experts. After securing endorsement and approval from the adviser and the principal of Magatos Integrated School, consent letters were distributed to the selected participants. Once permission was granted, the researchers conducted an orientation to explain the study's purpose, procedures, and participants' rights, including consent for audio recording of interviews.

Data collection started with a pre-test using a validated survey adapted from Alejo et al. (2019) to assess the students' initial viewing skills. The researchers then implemented the 3Cs and 3Ss intervention over the course of one month. A post-test using the same tool was conducted to measure improvements. Pre- and post-test scores were recorded and organized in Microsoft Excel for statistical analysis.

To complement the quantitative data, the researchers conducted in-depth interviews with ten purposively selected students. The responses were recorded (with permission), transcribed, verified by the participants, and translated. The researchers then analyzed the qualitative data to support the study's findings and guide the formulation of conclusions and recommendations.

Data Analysis

In this study, the researchers gathered data from both pre-test and post-test evaluations. They calculated the mean of the data and then compared the means of the pre-test and post-test using

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a paired t-test, alongside examining the standard deviation to assess the variation within the dataset. In the field of statistics, data collection is essential for gathering information from various sources to address a research problem and evaluate outcomes, ultimately allowing the researchers to arrive at a conclusive answer to the research questions (Buckley et al., 1976).

For the qualitative aspect, thematic analysis was conducted following the framework of Braun and Clarke (2006). All audio recordings from the interviews were transcribed verbatim. Once transcribed, the researchers coded the data and identified themes to answer the research questions. Responses were analyzed from broader generalizations to specific insights. Similar responses were grouped and categorized under common themes, with codes and labels assigned to each. Each theme was validated by ensuring it was supported by at least three core ideas. Furthermore, to maintain participant confidentiality, the researchers assigned unique code names to each participant. The results were then organized in tables, highlighting major themes and their corresponding core ideas.

Coding. This was used by categorize responses to create a structured set of thematic ideas related to the text.

Thematic analysis. This was used as a method involving coding the translating responses of the participants. It identifies patterns or themes according to Braum and Clarke (2013).

Data Reduction. This was used as a method of reducing the size of original data so that it may be represented in a much smaller space.

Statistical Tools

The data collected from the questionnaires were processed and analyzed using various statistical tools. These tools were applied to the data to help identify patterns and relationships that can shed light on the study's objectives. The results of this analysis are then used to draw conclusions and make recommendations based on the findings. The following statistical tools were used to analyze the data in this study at a 0.05 level of significance:

Mean. This was used to determine the average viewing skills scores of Grades 7 students before and after the 3Cs and 3Ss intervention.

Standard Deviation (SD). This was used to measure the dispersion of students' viewing skills scores, indicating the variability in their performance before and after the intervention.

Paired T-test. This was used to determine whether there was a significant difference in the students' viewing skills scores before and after the 3Cs and 3Ss intervention.

Cohens's D. This will be used to determine the standardized difference between the means of the pre-test and post-test scores.

RESULTS AND DISCUSSION

Research Question No. 1: What is the level of viewing skills among the grade 7 students before the implementation of the 3Cs and 3Ss intervention?

To find the answer for the first research objective, the researchers used and adopted a questionnaire to suit the context of the study. The researcher adapted the questionnaire from the work of Alejo et al. al (2019) which also dealt with the student's viewing skills.

Table 1.
Level of Viewing Skills before 3Cs and 3Ss Intervention

Pre-Test Scores	Frequency	Percentage (%)
16	2	5.71
13	2	5.71
12	1	2.86
10	3	10
9	5	9
8	9	8
7	7	7
6	4	6
5	1	5
3	1	3
Total	35	100.00%
	SD	2.47
	Overall Mean	53.19%
	Description	NEEDS IMPROVEMENT

Presented in Table 1 are the results of the pretest, which show the performance levels of 35 students in viewing skills before the 3Cs and 3Ss intervention. The standard deviation (SD) was 2.47, and the overall mean score was 8.51 or 53.19%, which is described as fair. The highest score achieved was 16, which 2 students got the same score, while the lowest score was 3, which

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one student scored. The frequency score is 8 with a frequency of 9. In the pre-test, no students passed.

Before the intervention given to the students, as presented in Table 1, the result of the pretest was 8.51 or 53.19%, which was described as fair, interpreted as basic understanding but struggles with deeper analysis and interpretation. It also indicated that the student requires further support and reinforcement in viewing skills. To support the findings, the study of Binali et al. (2022) found that high school students performed significantly differently on items that measured their Data visualization literacy (DVL) in the aspects of comprehending and interpreting data visualizations.

Similarly, the study of Khofifah and Arifin (2024), stated that visual learning media have long been recognized as an effective tool in helping students understand abstract concepts which also has the needs to deepen the understanding of the students with the utilization of sense of sight as the main channel to convey information, and understanding content an context knowledge to learners to bridge this gap by identifying effective strategies to enhance viewing skills and ensure students can better engage with visual materials, thereby improving their academic outcomes.

Additionally, this claim is being supported by Dela Cruz (2021), who explained that students perceive the use of movies or videos as a powerful viewing teaching technique. Teachers can make use of technology combined with other viewing techniques to ensure that students will find a love for literature that will help establish their academic success in the future.

Research Question No. 2: What is the level of viewing skills among the grade 7 students after the implementation of the 3Cs and 3Ss intervention?

Presented in Table 2 are the results of the post-test showing the level of viewing skills among the 35 students after the intervention. The standard deviation (SD) was 4.89, and the overall mean score is 13.34 or 61%, described as satisfactory.

Table 2.
Level of Viewing Skills after 3Cs and 3Ss Intervention

Post-Test Scores	Frequency	Percentage (%)
22	1	2.86
21	4	11.43
20	1	2.86
19	3	8.57
18	2	5.71
14	4	11.43
13	2	5.71
12	2	5.71
11	3	8.57
10	5	14.29
9	1	2.86
8	3	8.57
7	3	8.57
5	1	2.86
Total	35	100.00%
SD		4.89
Overall Mean		61%
Description		FAIR

The highest score is 22, achieved by 1 student, while the lowest score is 5, also achieved by 1 student. The most frequent score is 10 with a frequency of 5. In the post-test, 11 students passed.

After receiving the 3Cs and 3Ss intervention for the viewing skills among Grade 7 students, the post-test result was 13.34 or 61%, indicating a satisfactory level of performance. This represents an increase from their pretest performance, demonstrating students' basic viewing skills. This result is supported by Zayeb et al. (2024), who stated that using visual literacy in education helps enhance students' critical thinking and ability to analyze information. Visual materials often require students to interpret and examine details, which encourages them to use deeper thinking skills and engage in more advanced ways of learning.

Similarly, the study conducted by Kohnke (2021) found that when students engage with visual materials, they form mental images that help strengthen memory retention and recall. Visual elements contribute to the learning process by offering contextual clues, making it easier for students to remember information. As a result, incorporating visuals into learning activities can improve long-term understanding and support deeper learning.

Furthermore, these claims were supported by the study of Enoch et al. (2023), who concluded that the implementation of

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visual thinking strategies can have a significant positive impact on the viewing skills of the students. This suggests that incorporating such strategies into educational programs can be an effective way to enhance students' abilities to critically analyze and interpret visual information.

Research Question No. 3: Is there a significant difference in students' viewing skills between the pre-test and post-test results following the 3Cs and 3Ss intervention?

To find the answer to the third research question, the researcher used and adapted a questionnaire from the work of Alejo et al. (2019) to suit the context of the study. The set of the questionnaire dealt with the students' viewing skills. As shown in Table 3 were the results and interpretation of the data indicate if there is a significant difference between pre-test and post-test.

Table 3

Significant Difference Between Pre-test and Posttest

Presented in Table 3 are the results of the significant difference between the pre-test and post-test scores, indicating the performance levels of 35 students in their viewing skills, $t(34) = 9.247$, $p < .001$. Since the probability value of ($p < .001$) is less than the level of significance ($\alpha = 0.05$), the null hypothesis is rejected. This means that there is a significant difference between the pre-test and post-test scores. On the other hand, the Cohen's d was 1.586.

In terms of the mean score, the pre-test showed a mean of 53.19%, while the post-test showed a mean of 61%.

Type of Test	N	df	Mean	t-value	P-value	Decision $\alpha = 0.05$
Pre-Test	35	34	8.51	9.247	< .001	Significant
Post-Test	35		13.34			
Cohen's d 1.586						
SE Cohen's d 0.134						

Based on the results, it was found that there is a significant difference between the pretest and post-test scores of the students. This indicates that the utilization of the intervention, which is the 3Cs and 3Ss in improving the viewing skills of Grade 7 students. This finding supports the research conducted by Tiwari (2020), which highlighted the context as one of the factors in the study that improved the understanding of the viewing skills of the students. It is suggested that repeated viewing of the same educational content can offer children the opportunity to learn and imitate the information.

In connection with this claim, several studies proved that synthesis, which is one of the parts of the 3Ss intervention, where students combine new information with prior knowledge, is a powerful tool in visual learning. It helps students not only understand individual visual elements but also make connections and create new meaning by integrating them. As students learn about a topic through creating a text-based presentation, they might have varying conceptual understandings of how they can combine their ideas with the information they have found (McGregor, 2020).

Moreover, the study conducted by Santos and Paglinawan (2023) strengthened these claims, wherein it focused on how educators perceive viewing skills, the usage of instructional strategies and materials and the extension of such utilization in the classroom, incorporation of viewing skills as a springboard to learn a different skill (e.g., viewing skills are used to learn 21st-literature). Additionally, they considered that viewing comprehension skills are essential and macro elements of second language learning.

Research Question No. 4: What are the insights of the students on the effectiveness of the 3Cs and 3Ss intervention in improving students' ability to interpret visual media?

To address this research question, in-depth interviews were conducted with selected participants. Several sub-questions were asked to gather their insights on the 3Cs and 3Ss intervention. The major themes and sample statements for Research Question 3 are presented in Table 4, summarizing the participants' responses. From their answers, four key themes emerged: (1) breaking down visual interpretation into simple steps; (2) improvement in students' viewing skills; (3) enhancement of students' critical interpretation of visual media; and (4) increased student engagement and confidence.

Participants shared that the integration of the 3Cs and 3Ss frameworks helped them understand and interpret visual media more effectively by simplifying the analysis process. They appreciated how the intervention guided them in identifying essential visual elements and uncovering deeper meanings. Many reported improved confidence, active participation in discussions, and a better ability to express their ideas. These insights suggest that the intervention not only enhanced their critical thinking and viewing skills but also fostered a more engaging and reflective classroom environment.

The use of the 3Cs (Context, Content, Critique) and 3Ss (Sight, Sense, Synthesis) in lesson delivery and activities has thus proven effective in developing students' visual literacy and classroom involvement. The following discussion elaborates on the four emerging themes, supported by direct participant statements.

The first theme highlights that the 3Cs and 3Ss serve as effective tools for simplifying visual interpretation by guiding students through a structured, step-by-step guide that helps students break down and interpret visuals more clearly and effectively. Based on the participants' statements, this method simplifies complex analysis by focusing on key elements like content, context, and symbols, making it easier to understand—

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even for those who initially struggled with visual interpretation. Therefore, these results align with the study by Krejci et al. (2020), which found that students who received structured visual literacy training demonstrated significant improvements in interpreting complex visuals and critical thinking skills, suggesting that step-by-step analysis enhances comprehension and engagement with the material. On the other hand, Beeler, Ziegler, Volz, et al. (2024) found that combining step-by-step guidance with conceptual knowledge improves students' interpretation of complex visuals, enhancing understanding and engagement.

Another significant theme is the improvement of students' viewing skills. Participants showed a deeper ability to analyze visuals by considering the creator's purpose, context, and symbolic elements such as colors and shapes. This shift helped them move from making random guesses to a clearer, faster, and more meaningful interpretation of key messages.

Table 4
The Insights of the Students on the Effectiveness of the 3Cs and 3Ss Intervention in Improving Their Ability to Interpret Visual Media

Emerging Themes	Supporting Statements
Breaking Down Visual Interpretation into Simple Steps	• *"Step-by-step guidance from 3Cs and 3Ss made understanding and analyzing visuals easier."* IDI-01 • *"The structured approach made visual interpretation clearer and manageable."* IDI-02 • *"The intervention helps break down visual analysis from simple to complex, making interpretation clearer and more structured."* IDI-04 • *"Though challenging at first, the clear steps helped focus on key parts, making interpretation easier."* IDI-05 • *"It provided a step-by-step guidance in interpreting visual media, making it easier to understand."* IDI-08 • *"The steps of 3Cs made it easier to understand the message of various visuals."* IDI-10
Improvement of Students' Viewing Skills	• *"I Learned to consider where and why a visual was created, making it easier to understand."* IDI-01 • *"I can analyze visuals better now, and I can understand their message more easily. It's easier and faster now."* IDI-02 • *"I learned how to identify, especially those common symbols and their meanings. For example, I now know how to interpret colors, shapes, and even gestures. It opened my eyes to the deeper layers of meanings in visuals."* IDI-03 • *"Can now understand key points and purpose more clearly."* IDI-04 • *"Before, I would just look at a picture and make random guesses. But now, I understand visuals by focusing on content and the creator's message."* IDI-05 • *"I've learned how to look at the details. I now know how to connect what I see with my understanding."* IDI-08
Improvement in Students' Critical Interpretation of Visual Media	• *"I used to give opinions, but now, I follow a clear guide to analyze visuals."* IDI-05 • *"I Learned to go beyond literal descriptions and understand the deeper meaning of visuals."* IDI-09 • *"I better understood how to get the message from pictures, videos, and other visuals. It helped improve our critical thinking and comprehension."* IDI-10
Enhanced Student Engagement and Confidence	• *"Now, I'm more confident. I can analyze visuals better and understand their message more easily. It's easier and faster now."* IDI-02 • *"I'm more confident now because I know how to use 3Cs and 3Ss to analyze visuals."* IDI-03 • *"I used to miss key elements, but now I know what to look for and can handle complex visuals."* IDI-07 • *"I enjoyed the 3Cs and 3Ss because it's not just for school; it also helps when I come across posts on social media that are hard to understand."* IDI-09 • *"I'm more confident in answering now since I know how to analyze visuals, and the activities were fun and engaging."* IDI-10

This aligns with Blue (2024), who found that exposure to diverse visual materials like photos, videos, and symbols enhances students' ability to observe, analyze, and interpret visual content more effectively. Another study that supports the improvement of students' viewing skills is by Reddy et al. (2023), which examined visual literacy competencies among high school students in Fiji. The study found that students who were taught to carefully observe and analyze visual elements

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such as symbols, colors, and composition showed significant improvement in interpreting the underlying messages of visuals, moving beyond surface-level observation to deeper critical understanding.

In addition, one of the insights of the students is the improvement in their critical interpretation of visual media. They shifted from giving personal opinions to using clear analytical steps, allowing them to understand deeper meanings and enhance their critical thinking and comprehension. By engaging more thoughtfully with visuals, students developed greater visual literacy, allowing them to interpret and evaluate content more effectively (Fajari et al., 2020). Similarly, Fox and Scott (2020) found that when students take part in guided critique activities, they can spot misunderstandings and better understand the design and context of visuals. This process helps them build stronger thinking skills and interpret visuals more carefully.

Furthermore, the 3Cs and 3Ss intervention also contributed to increased student engagement and boosted their confidence in interpreting visual media. Participants shared that they feel more capable of analyzing complex visuals quickly and clearly, both in school and everyday life. The enjoyable activities also boosted their motivation and participation. These findings are in line with the study by Bokawera et al. (2023), which found that the use of visual media in classroom instruction not only facilitates the learning process but also stimulates student enthusiasm and participation. When students are actively engaged in analyzing and interpreting visual content, their motivation and confidence significantly improve, ultimately enhancing their overall viewing skills. Similarly, Awidi and Klutsey (2024) found that having students write online critical reflections after analyzing multimedia content increased their confidence, motivation, and engagement.

CONCLUSION

Before the implementation of the 3Cs and 3Ss intervention, the pre-test results revealed that many Grade 7 students struggled with viewing skills. They had difficulty understanding the purpose, meaning, and message of visual texts, indicating a lack of exposure to structured instruction in visual literacy. This gap limited their ability to engage critically with visual materials, which are increasingly essential in both academic and everyday contexts.

After applying the 3Cs (Context, Content, Critique) and 3Ss (Sight, Sense, Synthesis) intervention in classroom instruction, students showed marked improvement in their ability to interpret visuals. The post-test results demonstrated that students were better able to identify contextual clues, understand content more deeply, and provide thoughtful critiques. They also became more observant, made clearer connections, and synthesized ideas effectively, showing an overall growth in their analytical skills related to visual media.

The comparison between the pre-test and post-test results indicated a significant difference in performance, confirming that the intervention was effective in enhancing students' viewing skills. The structured and student-centered approach of the 3Cs and 3Ss helped students' progress from surface-level observation to more critical and reflective interpretation. This shift not only improved their academic engagement but also encouraged higher-level thinking.

Students' insights further supported the success of the intervention. They shared that the 3Cs and 3Ss intervention made it easier to break down and understand complex visuals. Many noted improvements in their confidence, participation, and ability to express ideas clearly during discussions. These reflections highlight how the intervention not only addressed their challenges in viewing but also fostered a more engaging and empowering learning environment.

RECOMMENDATION

This study successfully achieved its objectives by assessing the viewing skills of Grade 7 students before and after the implementation of the 3Cs (Context, Content, Critique) and 3Ss (Sight, Sense, Synthesis) intervention. The results demonstrated that the intervention significantly enhanced students' ability to analyze and interpret visual texts. Given the limitations of the study, such as the small sample size and short intervention period, future research is recommended to include a wider range of participants and extend the implementation time to ensure more reliable and generalizable findings. Comparative studies using other viewing skill strategies or integrating technology may also provide deeper insights.

For students, consistent practice in applying the 3Cs and 3Ss strategies during viewing activities, such as analyzing videos, infographics, or multimedia content, can strengthen their comprehension. For teachers, it is recommended to integrate the 3Cs and 3Ss intervention into their regular lesson plans, especially during English and Media Literacy classes. For example, teachers can present short video clips and guide students through the steps of analyzing context, content, and critique, followed by sight, sense, and synthesis activities. Incorporating these structured strategies can foster critical viewing habits, enhance engagement, and improve students' overall literacy. Teachers are also encouraged to attend workshops on visual literacy and continue exploring innovative ways to teach viewing comprehension effectively.

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