



Exploring the Reading Strategies of Performing Humanities and Social Sciences of Senior High School Students

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Abstract

This study explores the reading strategies employed by performing Humanities and Social Sciences (HUMSS) students. It examines their reading material preferences, reading motivations, reading strategies, challenges encountered, and coping strategies developed. The research acknowledges the potential of reading materials to enhance academic development and gain confidence, belonging, and knowledge acquisition. However, it also recognizes that motivational factors can be accompanied by challenges such as difficulty concentrating and procrastination. A Qualitative Merriam Case Study method was used to investigate the reading strategies of 15 performing HUMSS students, supplemented by interviews with 2 peers for triangulation. Data collected from these interviews were analyzed and categorized to identify recurring themes and patterns. The findings reveal that performing HUMSS students are motivated by both internal and external rewards, information prioritization, and peer influence. These students face challenges such as difficulty in concentration, reading, and procrastination. To address these challenges, they employ self-guided or independent reading strategies and collaborative strategies. The study concludes that performing HUMSS students demonstrate flexibility and adaptability in their reading approaches, adjusting their strategies to overcome challenges. This suggests that a combination of independent and collaborative techniques is effective in maintaining reading engagement and comprehension among students.

Keywords: *Reading Strategies, HUMSS Students, Reading Motivation, Reading Challenges*

INTRODUCTION

Reading is crucial in secondary school as it aids students in understanding concepts, directions, assignments, and test questions. It enables them to analyze and evaluate materials, reflect on information, and apply knowledge to real-life situations (Fazal et al., 2015). A significant part of English instruction should concentrate on reading and comprehension skills. This involves developing cognitive and metacognitive strategies to help students overcome reading challenges (Abdelhalim, 2015)

Readers use various techniques to identify crucial information, which aids in synthesizing content effectively. Active reading strategies are essential for handling large amounts of complex material, a skill that many college students need to quickly absorb and understand dense academic texts. These texts are typically concise and require strong reading comprehension skills to interpret correctly (Yapp et al., 2023)

Practical instruction and good reading habits can improve a student's reading ability. To understand a text well, readers must employ thinking skills and self-awareness. Their ability to make sense of a text relies on learned skills, strategies, and essential cognitive tools. Reading strategies are techniques that readers apply and refine through consistent practice, ultimately enhancing their reading process (Yapp et al., 2023). Therefore, practical instruction and good

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reading habits are essential to improve a student's reading ability.

A study found that clear reading comprehension enhances understanding and interpretation of text, highlighting the link between comprehension and meaning. However, many students avoid reading, often due to a lack of motivation and reading skills, which negatively impacts their academic performance (Julianti et al., 2020)

(Lu et al. 2022) highlighted that skilled readers often use metacognition, which means thinking about their own thinking, while reading. Many studies show that metacognitive reading strategies are important for learning science. It stresses that good readers actively practice metacognition to improve their reading. Additionally, it explains that using self-regulating reading strategies is essential for readers who struggle to understand scientific information, as it helps them avoid misunderstandings (Lu et al., 2022). Teachers play a crucial role in modeling and encouraging the use of metacognitive strategies in reading.

This emphasizes teachers as models and motivators. Incorporating diverse genres into the curriculum can foster an engaging environment that enhances students' reading experiences. Allowing students to choose their reading materials and dedicating time to independent reading can further boost their motivation and improve their reading skills (Kheang et al., 2024). Despite efforts to motivate students, reading comprehension problems remain a significant challenge.

When learners struggle to understand words, sentences, and texts, they face reading comprehension problems (De Ocampo, 2024). Research shows that these challenges in teaching reading relate to the methods used and the reading materials chosen. Some issues arise from specific teaching methods, while others are not experienced by all teachers. The researcher suggests that these are real challenges in teaching reading comprehension. Key issues include mastering the basics, slow reading habits, making inferences, understanding implications, identifying main ideas, selecting appropriate books, and including effective exercises (Solikhah, 2018; De Ocampo, 2024). While addressing these challenges, it is important to consider the potential contradiction between skimming or scanning and the need for deep comprehension and critical analysis.

While speed-reading allows students to cover more material, it may promote superficial engagement, hindering their ability to analyze complex arguments. Research indicates that student choice and motivation are vital for improving reading skills, but this effectiveness relies on choosing challenging texts aligned with academic goals. Thus, it's important to balance student autonomy with guidance in selecting materials that foster engagement and intellectual growth.

Despite various strategies suggested in the literature, reading continues to be a challenge in education. The 2022 PISA results indicate that reading comprehension is notably low in the Philippines. This motivates researchers to examine the reading strategies employed by Humanities and Social Sciences (HUMSS) students at a Catholic institution in Pagadian City, focusing on effective tactics and coping mechanisms when facing reading difficulties. Thus, this study sought to answer the following questions:

1. What materials do Performing HUMSS Students read, and what are the motivations of Performing HUMSS Students to read?
2. What are the reading strategies for HUMSS Students?
3. What challenges are encountered by the Performing HUMSS Students when reading?
4. How do the Performing HUMSS Students overcome the challenges encountered when reading academic materials?

LITERATURE REVIEW

Successful readers employ various strategies to enhance comprehension. These strategies include skipping unknown words, predicting meanings, inferring from contexts, avoiding constant translation, and utilizing prior knowledge. Reading interesting material, studying illustrations, and purposefully rereading can significantly aid understanding. Overall, these strategies help learners effectively grasp the content of texts (Par, 2020)

(Hasani and Pahamzah, 2022) Describe reading strategies as “mental operations” that aid in understanding and overcoming reading challenges. Improving metacognitive skills enables readers to find meaning in the text and achieve comprehension goals. Language teachers should support students in developing these skills to enhance understanding, retention, and critical evaluation of the message.

Cognition and metacognition are connected processes in the brain. Metacognition, which involves being aware of and controlling your thinking, is crucial for achieving learning goals and adapting materials. Metacognitive reading includes planning, editing, and monitoring to improve skills, correct mistakes, and maintain focus. It helps manage reading and understand content effectively (Babayigit, 2019). Key components of metacognitive reading include global reading, which clarifies purposes and enhances comprehension, problem-solving strategies for complex texts, and support strategies for skill improvement (Deliani & Cahyono, 2020). Metacognitive skills help students utilize new vocabulary and reading strategies more effectively.

Teachers should teach new vocabulary and reading strategies to help students understand texts. Important strategies include finding the main idea, summarizing, making predictions, and asking questions (Daniel et al., 2025). Reading well relies on several connected skills. First, decoding helps readers figure out unfamiliar words by linking letters to sounds and meanings. Second, sight word reading allows readers to recognize familiar words directly by remembering their spellings and meanings. Comprehension is also crucial; it connects sounds and letter patterns to meanings, helping readers understand words and texts. Lastly, fluent reading requires automatic attention and perception (De Oliveira et al., 2024)

Reading a lot enhances reading speed. (Liu and Mohd Rashin Bin, 2025) Note that enjoying text in a relaxed environment improves reading efficiency. Unlike intensive reading, which examines specific words, extensive reading emphasizes the flow of language, leading to smoother reading. Skimming can increase speed by three to four times by quickly identifying key details (Liao, 2011) Improving focus and minimizing distractions also boosts reading speed (Abdelrahman & Bsharah, 2014) Scanning allows quick retrieval of specific information, while note-taking helps extract essential details from unfamiliar texts (Haghverdi et al., 2010) Skimming and scanning could be linked to pre-reading strategies for quickly identifying key details.

Some scholars have categorized foreign language (FL) reading strategies into three phases: pre-reading, while-reading, and post-reading. Pre-reading anticipates content and focuses on main points through goal-setting and prior knowledge (Habok et al., 2019). Reading includes cognitive strategies for understanding and metacognitive strategies for self-monitoring. Post-reading focuses on summarizing, evaluating, and expanding ideas (Rianto, 2021)

This study is anchored on Sharon Derry's Cognitive Reading Theory (Grow, 2006), which emphasizes that modern readers actively construct meaning rather than simply interpreting texts. The Cognitive Reading Theory can be employed to evaluate how HUMSS Students engage with materials influenced by their contexts, leading to different approaches, such as analyzing or misinterpreting content. Researchers explore motivation through concentration, time management, and reading strategies employed by HUMSS Students. This framework can help understand how they navigate reading challenges and inform teachers on enhancing reading skills

in Senior High School students.

RESEARCH METHOD

The research uses a qualitative method, where it gathers non-numerical data like text or audio, to provide insights and refine research concepts (Ugwu & Eze, 2024) The study adopted an exploratory research design where researchers applied (Merriam's, 1998) case study methods to examine strategies used by proficient HUMSS students, utilizing observations and interviews (Crowe et al., 2011) They employed triangulation to enhance data validity through methods (Merriam & Tisdell, 2016) This approach offered insights into the reading strategies of high-achieving HUMSS students, focusing on their motivations and challenges.

Using purposive sampling, fifteen (15) participants were selected based on their enrollment as "Outstanding Academic Performers" in the first semester of 2023-2024 and their willingness to discuss reading strategies. Confidentiality was ensured by assigning codes: SHSP1, SHSP2, SHSP3, SHSP4, SHSP5, SHSP6, SHSP7, SHSP8, SHSP9, SHSP10, SHSP11, SHSP12, SHSP13, SHSP14, and SHSP15 for students, SHTP1 and SHTP2 for teachers, and SHPP1 and SHPP2 for peers.

The researchers developed and validated an interview guide for interviewing HUMSS students. Participants are provided with an informed consent form before engaging in semi-structured interviews and surveys lasting 15-30 minutes. During these, they are encouraged to expound on their views and contribute any relevant information they want to impart to the study. Participants' responses were compiled and analyzed to answer the question, "How do Performing HUMSS students describe their reading experiences?" The first step in data analysis involved transcribing the recorded interviews to create an accurate record of participants' responses. Using Sharan's (Merriam, 1998) qualitative framework, the data were categorized to identify patterns and subcategories.

The analysis began with open coding, where researchers reviewed the transcripts, noted recurring codes, and grouped them into broader categories. The categories were refined to ensure they were distinct, aligned, and responsive to the research questions. To enhance validity, data triangulation was used by cross-checking interview data from HUMSS students with insights from HUMSS instructors, resulting in a more reliable interpretation of the findings.

FINDINGS AND DISCUSSION

This chapter illustrates, analyzes, and interprets data gathered from the selected Senior High School students and teachers. The participants are proficient HUMSS students from Grades 11 and 12 and teachers from the HUMSS strand.

The participants in this study included 15 proficient HUMSS students, 2 peers, and 2 HUMSS teachers. To ensure confidentiality, each participant was designated a code SHSP1, SHSP2, SHSP3, SHSP4, SHSP5, SHSP6, SHSP7, SHSP8, SHSP9, SHSP10, SHSP11, SHSP12, SHSP13, SHSP14, and SHSP15 to maintain confidentiality of their profiles. SHSPP1 and SHSPP2 are the peer students of the HUMSS strand, and SHST1 and SHST2 are the 2 teachers of the Humanities and Social Sciences strand.

Reading Materials Used by Performing HUMSS Students

Proficient HUMSS students share their reading preferences to give readers insight into their daily lives. Several subcategories emerge, including *Text Materials*, *Online Sources*, and *Dictionaries*.

Text Materials

This highlights students' various reading materials available, whether in school or their personal preferences. This is evident in the following statements:

"The books, specifically, I read many books. One of my favorite books is not exactly a favorite, but I read this genre: psychological books, where you can. There is critical thinking involved and motivational books." – SHSP1.

"We read different kinds of texts. It depends on the teacher on what they assigned us to read." – SHSP4.

"I am currently reading about the psychological capacity of the human brain. It is in line with our subject sociology." – SHSP11.

This subcategory emphasizes selecting reading materials based on personal interests and genre preferences. Sharing reading experiences is important, and individuals choose texts that enhance their knowledge despite differing tastes. Cultivating a reading habit is vital for students' success in secondary school, as consistent reading promotes critical thinking and creativity, benefiting the community ([Bamise, 2023](#)) Incorporating diverse text materials in the classroom means providing varied reading options to engage students, encouraging exploration beyond assigned readings, integrating personal interests into activities, and fostering a culture that values reading to enhance knowledge, critical thinking, and creativity, which promotes lifelong reading habits.

Online Sources

These highlights students using the internet to guide themselves, especially when not given reading material, and relying on advanced research to read necessary information. This is evident in the following statements:

"Usually, if I am reading something complex, I search for it because I need assistance – usually from Google, and most of the time, I am not going to lie, from AI as well." – SHSP4.

"When I am reading, if I come across a word that I am not familiar with, I search for its meaning." – SHSP7.

"Thankfully, there is Google, where you can research to explain that topic." – SHSP8

This subcategory highlights the need for online resources to enhance reading in specific subjects, helping educators verify information and stay updated on educational trends. Using technology allows teachers to aid students in developing online reading comprehension skills essential for navigating digital information ([Rahma et al., 2024](#)). AI Applications, such as Natural Language Processing (NLP), help computers understand human language, recommend reading materials, and summarize texts for quicker comprehension ([Ademola, 2024](#))

AI tools provide accessibility and convenience in learning, but may lead to over-reliance, risking critical thinking skills. While AI enhances understanding through tools like NLP, students might accept AI-generated information without proper scrutiny. Digital literacy is essential for verifying sources and thinking critically. Educators must guide students to use AI as a supplement, ensuring a focus on problem-solving skills and a love for learning.

When integrating online resources into classroom practices, it involves equipping students with digital literacy skills, promoting critical thinking by teaching them to verify sources, and leveraging technology to enhance reading comprehension through access to tools like dictionaries and AI-powered summaries, fostering a well-rounded approach to learning in the digital age.

Dictionaries

These highlight the HUMSS Strand, which focuses on grammar, public speaking, and vocabulary. Students can enhance their skills by using a dictionary for unfamiliar words. This is evident in the following statements:

"I can learn something more, which can add to my vocabulary so that if I encounter something difficult to understand, I can comprehend it through reading dictionaries." – SHSP6.

"I use the dictionary, but I go to Merriam-Webster if it is unavailable in the library. That is where I analyze or figure out the deeper meaning of unfamiliar words." – SHSP7.

This subcategory shows that students often rely on dictionaries to understand unfamiliar words due to their struggles with meanings and context clues. Teachers introduce new terms, which can limit vocabulary and hinder comprehension. An electronic dictionary can enhance understanding (Bakar et al., 2011). This highlights the need for explicit vocabulary instruction for struggling readers who may not grasp word meanings from contexts. Educators commonly list key terms before lessons (Hamilton, 2012)

Integrating dictionaries in the classroom encourages students to actively use both physical and electronic dictionaries to look up unfamiliar words. It includes explicit vocabulary instruction and vocabulary-rich activities to enhance retention and application, especially for HUMSS students focusing on grammar and public speaking to improve reading comprehension and communication skills.

Reading Motivations of Performing HUMSS Students

Students tend to motivate themselves by reading effectively in setting clear goals, which helps them focus and evaluate their performance. Several subcategories emerge, including *Internal Rewards*, *External Rewards*, *Information Prioritization*, and *Peer Influence*.

Internal Rewards

These highlight students' feelings of satisfaction, accomplishment, and personal growth. This is evident in the following statements:

"If I am interested in what I am reading, like for pleasure, I am okay with reading at any time. But if I am not interested, then why would I bother reading it if I do not feel like it?" – SHSP2

"It depends on my interest; I do not give it much attention or time if I am uninterested. When I am invested, and I would say it could take up most of my day, especially if I enjoy what I am reading." – SHSP4

"I remember these were my dreams, so I studied hard." – SHSP9.

This subcategory emphasizes the role of personal satisfaction and passion in pursuing

diverse interests. Intrinsic reading motivation, stemming from enjoyment, is crucial for student engagement and improving reading skills (Yang et al., 2018). Reading academic books enhances engagement, vocabulary, and critical thinking. Setting specific educational goals and forming personal connections can boost motivation and drive success. Internal rewards such as satisfaction and personal growth are vital for fostering good reading habits. A love for reading, driven by interest, is key to academic success.

Internal rewards in the classroom mean creating an environment that promotes student interests, connects reading to personal goals, encourages self-directed learning, and celebrates both the process and outcomes of reading to foster intrinsic motivation and a love for reading.

External Rewards

These highlights students using external rewards to prevent punishments and boost reading motivation effectively. Students' ability can also be tracked to effectively track their progress because they trust their ability to succeed. By setting personal goals before reading, they remain focused and motivated. This is evident in the following statements:

"I read for my grades. However, if I am not motivated to read, I take it slow for the sake of reading or complying." – SHSP2

"My goal is to understand how things function and acquire knowledge. I usually read for 30 minutes to an hour, depending on the book's title, context, or story. My reading sessions can range from 10—15 minutes based on my interests, preferred genre, and relatable titles." – SHSP7.

"Simply to pass my classes and graduate with honors." – SHSP8

"That is my only motivation and aim – to gain a spot on the achievers' list to get academic validation somehow." – SHSP14.

This subcategory notes that students primarily read to boost academic performance, often viewing it as a chore due to academic competition, which can enhance their reading skills (McGeown et al., 2012; Lau, 2018). Consequently, they may avoid reading in their free time, leading to less overall reading because of extrinsic motivation (Stutz et al., 2016). Extrinsic motivation can encourage students to read more often, leading to improved reading skills and increased enthusiasm (Huang, 2013; Lau, 2018). Self-determination theory defines extrinsic motivation as *"behavior driven by factors outside of the inherent interest in the activity itself"* (Deci & Ryan, 2000).

SHSP7 highlights the importance of concept understanding while adjusting study time based on content, which boosts engagement. (Coombs, 2017) adds that setting personal goals enhances reading motivation, and by recognizing their strengths and weaknesses, students can track progress. SHSP14 demonstrates that teacher support and feedback contribute to academic recognition. (Latorre et al. 2023) assert that praise and recognition build confidence, and constructive feedback fosters self-esteem and validation. That's why students create their personal goals to achieve praise and recognition from teachers.

Applying external rewards in the classroom involves using grades, praise, and recognition to motivate students to engage with reading. This approach balances external motivators with cultivating intrinsic motivation through student choice, relevant content, and constructive feedback, promoting a well-rounded reading engagement strategy.

Information Prioritization

This helps students assess the significance of text materials and manage time effectively to reduce anxiety. While this helps, students focus on important content, which may lead to disengagement from less critical materials, limiting overall understanding. This is evident in the following statements:

"If the reading material is unimportant, I do not spend much time reading it. I focus more on what I feel is more important to manage my time correctly. I do spend more time on important things, and the time I spend reading is something I can quickly determine since it is more like spontaneous reading." – SHSP9.

"It depends on what is important, like today or tomorrow. Whatever feels important to read now – that is just how it goes." – SHSP10.

This subcategory emphasizes the importance of prioritization in reading, affecting students' engagement levels. This selective approach often leads to disengagement and incomplete reading. Prioritization involves allocating resources like time and attention based on task importance, which is crucial for academic success (Calonia et al., 2023). Curricula should help students identify key information and engage with supplementary materials. Educators can use various strategies to promote a deeper understanding of topics, encouraging critical thinking and curiosity. Innovative assessment techniques can reward comprehensive understanding rather than rote recall, improving classroom experiences. Recognizing diverse prioritization methods also allows personalized strategies to meet individual needs.

Peer Influence

Students inspired each other through encouragement and support, creating an environment focused on academic excellence. This is evident in the following statements:

"My motivation is myself, my family, and my friends who supported me throughout my journey in my strand now. Without them, I would not be motivated, and I would not know how to face different perspectives." – SHSP3.

"I am proud to have friends and a community of academic achievers who inspire and support me. They challenge me with their accomplishments and generously share their knowledge, helping me grow in my studies." – SHSP4.

This subcategory indicates that students seek peer support, which builds confidence and enhances academic success. Individuals seek friends for emotional support and safety. Collaboration deepens understanding, fosters lasting friendships, and motivates them to tackle challenging concepts, creating a strong sense of community. It also emphasized that peer influence is essential for enhancing students' reading skills in the classroom (Cooc & Kim, 2017; Bamise, 2023)

Positive peer influence in secondary education enhances student motivation, confidence, and academic performance through encouragement and collaboration. These fosters improved reading skills, a strong community, and a culture of academic excellence through group activities and peer mentoring.

Reading Strategies Used by Performing HUMSS Students

Senior High school students have shared their views on reading strategies for different texts. Their insights highlight several key approaches: *Summarizing the Text, Connecting Ideas, Rereading Difficult Passages, Clarifying Questions, Skimming for Main Points, and Adaptive Learning.*

Summarizing the Text

Summarizing key information helps students read and retain material more effectively. This is evident in the following statements:

"I am going to read it all first. I will explore it without looking at the copy and repeating it to recall as much as possible. I will memorize it without looking at the copy and putting my definition on it." – SHSP1.

"When the teacher is teaching, I listen carefully and take notes." – SHSP6.

"I read the text, and as I go through it, I write down or jot down key points and essential parts because it is easier to remember if I also write them down." – SHSP8.

This subcategory focuses on students summarizing content to improve interpretation. A teacher emphasized breaking down context into smaller concepts. Summarizing involves rephrasing key ideas to demonstrate understanding and writing skills (Atmaca et al., 2024). It enhances language learning by boosting comprehension, retention, and memory while clarifying important points (Lee, 2010)

Note-taking is important for capturing information from lectures and texts. Students must focus on key points to enhance learning (Hartley, 2002). Many people have difficulty with reading comprehension, resulting in incomplete notes (İlter, 2019). Poor note-taking skills can hinder accurate transcription and lower performance on comprehension assessments (Stefanou et al., 2008)

Summarizing skills, such as effective note-taking, enhance classroom practices by promoting student engagement, improving comprehension and retention, and developing interpretation skills. Teachers can support this through activities like breaking down complex concepts, encouraging concise notes, and promoting rephrasing of key ideas to boost understanding and academic performance.

Connecting Ideas Within a Text

Students connect new information to their existing knowledge and experiences, which helps them combine new concepts more effectively. This is evident in the following statements:

"For example, you do not understand that word. The more you read, the more familiar you will become with that word. Eventually, you can use it in future readings, making it easier to comprehend and fully grasp the entire story or content." – SHSP2.

"Sometimes, I try to connect things, like relatable stuff." – SHSP10.

This subcategory indicates that people connect new information to existing knowledge, recognizing familiar ideas in different materials to aid understanding. Learners relate texts to their experiences, other readings, and their environment. Students often link current readings to past

texts, enhancing comprehension and retention through these connections (Nook, 2024). Connecting new information to existing knowledge in classrooms can be enhanced by encouraging students to relate concepts to their personal experiences and prior learning. This can improve understanding and retention through discussions, relatable examples, and linking current topics to past lessons.

Rereading Difficult Passages

Learners review the material repeatedly when they do not understand it. This is evident in the following statements:

"You can have plenty of time allocations and understand the material." – SHSP2.

"You must understand it, not just read it – you must comprehend what it means." – SHSP3.

"Understanding is the struggle because sometimes your mind comprehends or sees the text differently. The words are there, but you cannot thoroughly let them sink in. Understanding is the most challenging part when reading academic texts." – SHSP6.

This subcategory indicates that spending more time on reading improves understanding. Deeper engagement helps grasp complex concepts and retain information. A teacher noted that repeated readings foster internalization, while one-time readings often lead to incomplete understanding. Analyzing and reflecting on texts further enhances comprehension and critical thinking skills. Students' emotions and perspectives on reading shape young adolescents' silent reading comprehension, a vital skill for understanding academic texts. Difficulties in reading and comprehension significantly affect many adolescents' abilities (Nellenbach, 2010)

Rereading difficult passages can be integrated into classroom practices by allowing time for engagement with complex texts, encouraging repeated readings and analysis, offering strategies to overcome comprehension barriers, and promoting an environment supportive of reflection and critical thinking to enhance understanding and retention.

Clarifying Questions

Encouraging students to formulate questions about their reading material is crucial for improving their comprehension. This is evident in the following statements:

"Well, maybe you should ask further questions if you do not understand the terms or what you saw while reading. It is better if you ask." – SHSP2.

"When it comes to comprehension, we listen carefully to understand it better. We also ask for their opinions, like I ask, "What is your perspective on that?" so we can understand it better. You cannot fully understand it by yourself; you need to ask others how they understand it so you can also apply it." – SHSPP1

This subcategory indicates that learners who ask questions about themselves after engaging with the material deepen their curiosity and understanding of the subject. These inquiries connect readings to their experiences, turning them into knowledge-building tools (Taboada, 2012). Self-questioning enhances reading comprehension by encouraging students to pause and ask about the material, improving understanding and memory retention (Baccay, 2021)

Encouraging students to ask clarifying questions in the classroom can be achieved by fostering a supportive environment that values inquiry, promoting self-questioning, facilitating peer discussions for diverse perspectives, and connecting readings to personal experiences. These strategies enhance comprehension and turn reading into a knowledge-building activity.

Skimming for Main Points

Students often skim texts rather than reading every word to get a general idea. This is evident in the following statements:

"Usually, my go-to technique is to skim the material before thoroughly reading it. I skim to get the context of the text, then proceed to comprehend it." – SHSP8.

"I skim over the text first, then I try to keep important points in mind by highlighting key information, especially if it is already in bold." – SHSP9.

This subcategory indicates that students often skim content to grasp main themes and key concepts quickly, which can result in missing important details. Skimming provides a fast overview, while scanning helps locate specific information ([Fatmawan et al., 2023](#)). Skimming allows readers to quickly assess whether a text has relevant information, especially when time is limited. By focusing on key points and the main idea, readers can efficiently extract essential information without reading every word ([Yusuf et al., 2017](#))

Incorporating skimming techniques in the classroom helps students quickly identify main themes and key concepts in reading materials. However, educators should stress the need for a thorough reading afterward to ensure a complete understanding and retain important details.

Adaptive Learning

Students tailor their study habits to their environments. In quiet places, they engage more deeply and retain information better. They speed up their pace in noisy settings to maintain focus despite distractions. This is evident in the following statements:

"Usually, I prefer to study alone, since I do not like noise, because I can understand what I am reading better when I am alone." – SHSP4.

"Besides listening to music, I prefer quiet because it is easier. I get distracted easily if it is noisy, so it should be in a quiet place." – SHSP13.

This subcategory prefers music while reading, but distractions from surrounding noise can interfere with focus. Noise, like traffic and conversations, can negatively affect attention and memory, particularly in children and teens, impacting remote learning effectiveness ([Puyana-Romero et al., 2024](#)). People often listen to background music, but research shows it can hinder deep thinking tasks. The effects depend on the task type, music genre, and individual traits. Listening to music while reading may change eye movement and increase distractions as focus shifts to external sounds ([Zhang et al., 2018](#))

Incorporating adaptive learning principles into classroom practices involves creating flexible environments that accommodate diverse student preferences, such as quiet study areas and collaborative spaces. Educating students about how factors like noise and music affect focus empowers them to make informed choices about their study habits.

Reading Challenges Encountered by Performing HUMSS Students

Senior High school students struggle with reading due to complex vocabulary, sentence structures, and focus, which hinder their comprehension and analysis of texts. Two subcategories emerged, including *Difficulty in Concentration and Reading Procrastination*.

Difficulty in Concentration

A Long text can make readers lose interest and motivation, as excessive length often leads to feelings of fatigue and laziness. The ability to focus on a task without distraction varies based on task complexity, the environment, and personal motivation. Students take time to relax and focus before reading to enhance understanding and avoid confusion. This is evident in the following statements:

"It is like you go blank, like I do not know — it is normal for a person to go blank whenever reading, which is my number one challenge. Even though I want to study, I cannot because my mind goes blank, like I am not motivated to read." – SHSP1.

"The hardest part for me is when the text is too long. I do not like reading when it is too long; I lose interest." – SHSP4

"Stress. There are times when you are reading. But it is like you are not studying at all — then you get stressed, and it affects your mental health to the point where you cannot understand anything." – SHSP10.

"Laziness, especially when the text is too long. Sometimes it is tiring to read because it is too lengthy, so it is laziness." – SHSP11.

"When reading, your eyes and mind should be entirely focused on the text in your book. I have a short attention span and easily get distracted whenever I read, especially if the environment is noisy. That is why I do not like reading in noisy places; my attention span is short." – SHSP14.

"I get distracted easily since I have a short attention span. I quickly lose focus on what I am reading whenever something distracts or bothers me. One of my biggest struggles is having a short attention span." – SHSP15.

This subcategory emphasizes reading fatigue, short attention span, and reading under stress. Texts and subjects unrelated to their prior knowledge or experiences can cause disinterest (Oldfather, 2002). It is argued that if educators do not show the relevance of a text or reading activity, students are more likely to avoid reading (Assor et al., 2002)

Many students get easily distracted while reading, often due to environmental noise and short attention spans. Teachers note that even short stories are challenging for them. Distraction from social media contributes to a decline in reading, leading to more book adaptations into movies. This capability can vary significantly among individuals and is influenced by age, mental well-being, and diet. A brief attention span can hinder learning and completing tasks, while a prolonged one enhances engagement with the material.

Additionally, extensive reading in one sitting can cause burnout and fatigue, requiring rest to recover. Cognitive overload occurs when processing new information becomes difficult, hindering learning (Ghanimi et al., 2016). Reading burnout reduces motivation and interest,

worsened by stress, added responsibilities, and distractions from social media ([Books, 2023](#))

Reading Procrastination

Poor time management can overwhelm individuals, leading to last-minute cramming and fatigue. This is evident in the following statement:

"Sometimes, it is time management. There are times when I am busy, and I end up cramming, then I get confused to the point where my head hurts — and that makes me feel lazy afterward."
– SHSP12.

This subcategory indicates that many struggle to concentrate while reading, affecting comprehension. Cramming causes confusion and anxiety, leading to rushed reading and missed details. Unfamiliar vocabulary complicates understanding. Background knowledge is essential for comprehension ([Martina et al., 2023](#)). People lacking training and experience in timed reading will likely struggle on assessments and be perceived as ineffective readers. Therefore, developing the ability to read efficiently under time constraints is a skill that requires practice to be fully realized ([Alshammari, 2023](#))

To address reading procrastination in the classroom, it's essential to teach time management and study skills, promote spaced reading habits, provide strategies for unfamiliar vocabulary, and offer practice in efficient reading techniques to enhance comprehension and reduce the effects of cramming.

Overcoming Challenges of Performing HUMSS Students When Reading

Students share strategies for overcoming academic reading challenges, like discussing with peers and adapting to complex materials. Two subcategories emerged: *Self-guided Strategies* and *Collaborative Strategies*.

Self-guided Strategies

Students generally prefer studying alone rather than in groups, especially when reading. This is evident in the following statements:

"I do not do group studying. I do study alone." – SHSP1.

"Usually, I like studying alone." – SHSP4.

This subcategory shows that these students prefer reading alone to enhance concentration and reduce distractions. Independent reading at their level fosters a love for reading and improves literacy without comparing abilities. Incorporating independent reading with targeted instruction aligns with modern teaching methods, encouraging active student participation ([Arkansas State University Online, 2023](#))

Research methodologies on reading can be conflicting, with correlational studies not proving action and experimental studies struggling to show a significant impact. Accurately measuring reading volume, especially during interventions like DEAR (Drop Everything and Read) or SSR (Sustained Silent Reading), is challenging. The type of reading material and student engagement may vary, affecting independent reading's academic impact. Benefits may be indirect and long-term, enhancing vocabulary and knowledge over time. Home environment and parental support significantly influence reading habits, indicating parental involvement is essential. The medium of

reading, whether digital or print, impacts comprehension and learning outcomes based on digital literacy skills and text design.

Incorporating self-guided strategies in the classroom includes offering opportunities for independent reading, respecting students' preference for solitary work to improve focus, and blending this practice with targeted instruction to promote individual growth and a love for reading.

Collaborative Strategies

Students prefer this as it encourages sharing perspectives and enhances understanding through teamwork. This is evident in the following statements:

"Whenever I ask my colleagues or classmates about our activities, they helped me a lot because they gave me ideas — not the actual answer, but ideas that I can use to come up with my answer." – SHSP1

"My friends are willing, and if we ever have group study, it helps because we collaborate on our knowledge. We usually discuss a lot during group study, and those discussions are significant." – SHSP4.

This subcategory emphasizes group learning, where students share ideas and enhance understanding. After reading, they discuss stories, with some students leading the conversation while others listen. One student usually takes on the teacher's role, promoting collaborative learning. In Collaborative Learning, small groups work together to solve problems and complete tasks, fostering social interaction and dialogue that leads to effective learning (Momtaz & Garner, 2010). Integrating collaborative strategies in the classroom includes group work, discussions, and problem-solving activities that promote idea-sharing and diverse perspectives. This fosters social interaction and teamwork skills, enhancing the overall learning experience.

CONCLUSIONS

This study examined how HUMSS students in Senior High School approach reading, focusing on their strategies, motivations, challenges, and coping methods. Findings indicate that various factors, such as material type and learning environment, influence their reading engagement. The research supports Cognitive Reading Theory, showing that students use strategies like summarizing and rereading. Challenges to comprehension include attention issues, procrastination, and stress, with coping strategies like self-regulated learning and collaboration aiding in overcoming these obstacles. Overall, the study highlights the importance of fostering intrinsic motivation, teaching effective reading strategies, and creating supportive environments to improve reading comprehension.

The study emphasizes that teachers should reduce reading fatigue by breaking up assignments and using active reading techniques. They should foster intrinsic motivation by relating materials to students' interests and creating an engaging classroom. Teachers must provide explicit instruction tailored to HUMSS students' cognitive challenges and thoughtfully integrate digital resources, like online annotation, to enhance comprehension.

RECOMMENDATION

Based on the findings, the researcher recommends that administrators provide training and support for teachers to effectively use digital tools for managing paperwork and ensure

dedicated time in their schedules for such tasks. Teachers should also communicate with administrators about time allocation to balance their responsibilities.

LIMITATION & FURTHER RESEARCH

After thoroughly analyzing the respondents' findings, it is essential to acknowledge some limitations that may impact the reliability of the results. The study is limited by its qualitative approach and its focus on a specific academic strand, indicating the need for broader research on reading strategies in various disciplines. Although the institution meets national standards, there are still areas to improve student satisfaction (Patalinghug et al., 2025)

Further investigations could compare reading strategies across academic strands to identify discipline-specific approaches. A mixed-method study using self-determination theory could explore how motivations affect reading engagement. Digital reading tools could be investigated to assess the impact on HUMSS students' comprehension, focusing on cognitive load and attention. The effectiveness of collaborative versus independent reading strategies could be evaluated to enhance comprehension and critical thinking.

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