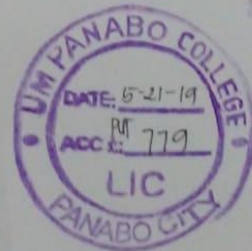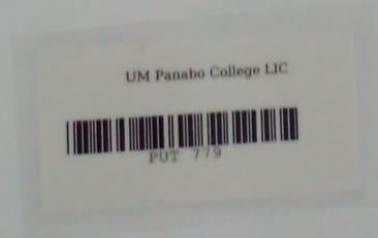# LANGUAGE LEARNING STRATEGIES AND STUDENTS' ACADEMIC ACHIEVEMENT

A Thesis
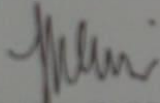Presented to
The Faculty of UM Panabo College
Panabo City

In Partial Fulfilment of the Requirements
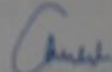For the Course
Educational Research
(EDRES I)

JEPHTE TEMPORADO GULANZA
CHERRY ANN GALLENERO LABUSTRO

ACCEPTANCE SHEET

This thesis entitled "LANGUAGE LEARNING STRATEGIES AND STUDENTS' ACADEMIC ACHIEVEMENT" prepared and submitted by Jephte T. Gulanza and Cherry Ann G. Labustro in compliance with the requirements in the Research Subject under the Department of Teachers Education, UM Panabo College, Panabo City is at this moment accepted.

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APPROVAL AND ENDORSEMENT SHEET

This thesis entitled **"LANGUAGE LEARNING STRATEGIES AND STUDENTS' ACADEMIC ACHIEVEMENT"** prepared and submitted by **Jephte T. Gulanza** and **Cherry Ann G. Labustro** in partial fulfillment of the requirements for the course Educational Research 1, has been examined and accepted, and is hereby endorsed.

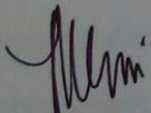**JEANILYN E. TACADENA, MAEE**
Research adviser

PANEL OF EXAMINERS

It is accepted and approved, after examination during the final defense as per requirements of Educational Research (EdRes 1b).

Favorably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City

DR. AMELIE L. CHICO
Member

DR. MARIESEL A. LAUREL
Chairperson

ABSTRACT

This study aimed to determine the relationship between Language Learning Strategies and Students' Academic Achievement among Grade 12 ABM 2 Senior High School Students of UM Panabo College. The independent variable in the study was Language Learning Strategies. The indicators of Language Learning Strategies were memory, cognitive, compensation, metacognitive, affective, lastly social learning strategies. On the other hand, the dependent variable of this study was academic achievement represented by general average in English Subjects. The researchers used the descriptive-correlational method and universal sampling technique in determining the number of respondents. The statistical tools used were, Mean and Pearson Product Moment Correlation Coefficient (r). The result of computation using R-value is -0.076 associated with the significant value of 0.609 P-value which is greater than 0.05. Moreover, the null hypothesis is not rejected , in other words, there is no significant relationship between Language Learning Strategies and Academic Achievement. It implies that Language Learning Strategies such as memory, cognitive, compensation, metacognitive, affective and social has no evident impact on one's academic achievement. In other words, Language Learning Strategies could not affect the Academic Achievement among Grade 12 ABM 2 Senior High School Students of UM Panabo College.

ACKNOWLEDGMENT

To the **Grade 12 ABM 2 Senior High School Students of UMPC** for their hospitality shown and time spent in answering the survey questionnaire.

To our **families** for their financial support, moral guidance, consistent prayers, and unrelenting and unconditional love for the fulfillment of this study.

Above all, to our **Almighty God**, the creator, author and source of wisdom, all things would be impossible without Him.

The Researchers

DEDICATION

First and for most I offer this study to the one who made all things possible Jehovah God for the unconditional love and the chance for a purposive living, my life would end insignificant without the chance you've given me even if I'm truly not deserving into it, for the strength, knowledge, and wisdom to accomplish this study in my perseverance. To Him Who is the Way , the Truth and the Life. To my Family who relentlessly given their moral financial and finding every way possible they can just to make me finished my studies. To my research adviser who gave me helpful ideas and advice, To all my professors who've inspired me with their ideologies and gave me practical knowledge in my chosen future profession.

*Jeff *

First of all, I devote the success of this study to God, our Heavenly Father for giving us the strength and wisdom to finish this study and also to my family for the constant support physically , emotionally and financially from the very beginning up to the end of this study . This study would not be possible without them.

Cherry

TABLE OF CONTENTS

Chapter   **Page**

1 THE PROBLEM AND ITS SETTING

2 REVIEW OF RELATED LITERATURE

3 METHOD

LIST OF TABLES

LIST OF FIGURE

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

"The conquest of learning is achieved through the knowledge of languages." Roger Bacon. Thus in this 21st century where English predominantly is the medium of communication, being proficient in English opens us to a vast source of information available. However, Learning English is never easy but Oxford (1990), stated that the learning strategy is employed by the learner to constitute the learning process easier . Through this, it strengthened our concepts and beliefs that learning strategies in English increases one's academic achievements. A winner of the Association's 2011 Applied Science and Technology Scholarship Janelle Regier (2011), being academically successful is one of the determinants to land in a stable and good job shortly .

Del Ángel, M. C. and Gallardo, K. E. (2014), In Mexican Perspective, teaching, and acquisition of English as a second language in their country is never natural. It was thoroughly investigated the impact of language learning strategy affected one's academic achievement. The result uncovers that the use of language learning strategies alongside peers' assistance and family complements lead students to achieve academic success.

Vergara, L. and Aragones, A.K.(2015), mentioned that Freshmen Student-Athletes of Philippine Normal University-Manila is frequently observed to be associated with unimpressive academic records during college

admissions. They found out that motivation and learning strategies could be a helpful tool for an athlete's academic success. They farther hypothesized that developing an intervention program that nurtures the learning strategies, strengthens the academic motivation and academic preparedness of varsities should be practiced.

In Panabo City , Specifically in the context of UM Panabo college, a sudden change in Grade 11 Accounting and Business Management 1 students' general average in English Subject is observed. The underlying reason which the students believe is the lack of language learning strategies to facilitate easier learning.

Due to these existing conditions, as an educational catalyst shortly , the researchers pursued this research to find out how the use of language learning strategies by the learner affect their academic achievement. Through this, the researchers can bring explanations how should learning strategies be put in the context of language learning.

Statement of the Problem

This research aimed to identify the relationship between the language learning strategies and students' academic achievement among Grade 12 ABM 2 Senior High School Students of UMPC, the academic year 2018-2019. Specifically , it sought to answer the following questions:

1. What is the level of Language Learning Strategies among Grade 12 ABM 2 Senior High School Students of UMPC with pertains to:

1.1 memory;

1.2 cognitive;

1.3 compensation;

1.4 metacognitive;

1.5 affective ; and

1.6 social strategies?

2. What is the level of academic achievement among Grade 12 ABM 2 Senior High School Students of UMPC students with pertains General Average in Eng. Subjects?

3. Is there a significant relationship between the Language Learning Strategies of Grade 12 ABM 2 Senior High School Students of UMPC and their Academic Achievement?

Hypothesis

The null hypothesis of this research was tested at 0.05 level of significance. There is no significant relationship existing between language learning strategies and academic achievement among Grade 12 ABM 2 Senior High School Students of UMPC.

Theoretical and Conceptual Framework

As is mentioned by Rebecca Oxford, a language learning strategy is composed of six categories namely: *memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies* (Oxford, 1990). It has also been noted that the more frequent the student utilizes Language Learning Strategies, the more proficient

INDEPENDENT VARIABLE   **DEPENDENT VARIABLE**

LANGUAGE LEARNING STRATEGIES	**STUDENTS' ACADEMIC ACHIEVEMENT**
• memory • cognitive • compensation • metacognitive • affective • social	• General Average in English Subjects
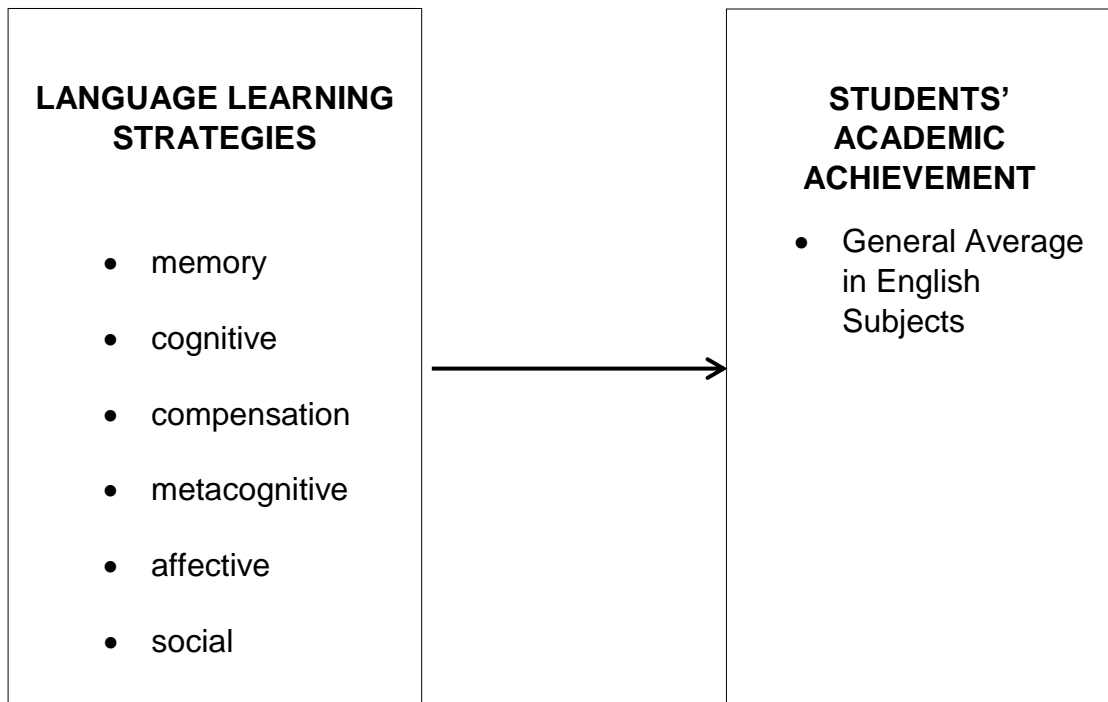
Figure 1. Conceptual Framework showing the Variables of the Study

language user he will be. Anita Habók and Andrea Magyar (2018), which state that there is a connection between the language learning strategies use in language learning towards their academic achievement (represented by GPA).

In **Figure 1,** the variables are shown schematically .**Language Learning strategies** composed of 6 indicators: *Memory strategies*, this provides assistance to students store and reacquire new information *. Cognitive strategies,* enable the students to comprehend and generate new language through distinctive means. *Compensation strategies*, permit students to exercise the language despite existing gaps in knowledge*. Metacognitive strategies* give the students the authority to hand over their cognition. *Affective strategies,* provide students assistance to regulate emotions, motivations, and attitudes. Lastly , *social strategies* , provide students the opportunity to learn language through interactions with others. (Oxford, 1990). The dependent variable is **Students' Academic Achievement** indicated by students' general average in English Subjects.

The significance of the Study

The findings of this research explain the problem under thorough investigation and gather implications that's helpful to more efficient and better supervision of the awareness and provides a better understanding of learning strategies in second language acquisition affected the student achievement among Grade 12 ABM 2 Senior High School Students of UMPC. Hence, its findings are beneficial to the following:

Administrators. Using the results in the study conducted, they can formulate various policies, measures, and regulations that will help stress the significance of quality education and the means to achieve it.

Teachers. Through this study , they can devise of various means on how the teaching of the second language must be taken into consideration. Through conducting the lesson in a systematic way , they can increase the learning process at a lower amount of time. Teachers can also help the students in learning the second language by prescribing a learning strategy that is most operational in the learning process, thus making the student's performance increase well in their language learning. By this means, the students hopefully will be a competent second language user during their previous careers shortly . The result of this study would also help them understand the situation and difficulties of a student in their language classes, and providing them with precise ideas and academic measures that are effective in a learning process and improve the quality of learning.

Students. The findings of this study could provide a basis for awareness and a better understanding of how their currently exercised learning strategies affect their learning in language. They can also gather information to be aware of the strategies they use and why they use them. The students will also be given an idea to know more about themselves on how they will improve their learning strategy so they can perform better in their school. In this way , it is not just their language competency will improve but also improve their school grades in any language related subjects.

Future Researchers. The findings of this study would serve as their grounds for further research and investigation issues explicitly related to the study of language learning strategies among English as Second Language and English as Foreign Language students. It may provide them with information to analyze the conditions and phenomenon existing for the benefit of public interest.

Definition of Terms

To clearly understand the terms emphasized throughout in the study , the following words were distinguished both conceptually and operationally .

Language Learning Strategies. The term learning strategy is a specific strategy used by the learner to constitute the learning process easier, faster , more enjoyable, more self-directed, more effective and applicable to real life scenarios (Oxford, 1990). As used in this study , it refers to the learning strategy relates to memory , cognitive, compensation, metacognitive affective, and social strategies used by a learner in studying English as their second language.

Academic Achievement. The term academic achievement, academic outcome or scholastic outcome refers to skills, knowledge, and abilities that learner develops through their course work and other educational experiences are represented by their rating or grades (Habók and Magyar , 2018). Students get this in school regarding grade as a rating in every term or grading period in school, wherein the student's performances are based on the subjects. As used in this study , it refers to their General Average of students in English Subjects.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter actively provides a foundation for this research by collecting all sort of significant literature that is helpful in better understanding of the study . Below are literature or references cited by the researchers that motivated the researchers to do a thorough investigation. This review of relevant literature composed of variants of research that is explained according to its purpose. Findings and theories carefully explained the relation between the independent and dependent variables. The following articles represent observations, propositions, assumptions, claims, and outcomes by authorities that help sustain the researcher with relative ideas about the variables.

LANGUAGE LEARNING STRATEGIES

Oxford, (1990), stated that learning strategy is a specific strategy employed by the learner to constitute the learning process easier , faster , more enjoyable, more self-directed, more effective and applicable to real life scenarios. These strategies involved a wide range of learning behaviors that helped learners become autonomous, self-regulated, and goal-oriented in their learning, which in turn enhanced their academic achievement through developing language skills. Learning strategy is one vital role in increased academic achievement . The fact that good practices in using learning strategy are a must for having high ratings.

Oxford, (2001), stressed out that language learning strategies are utilized by learners to perform academic tasks such as speaking, reading,

vocabulary , listening or writing which are activities present within language lessons. When the learner is aware that there is a task to be finished or a problem to be addressed, language learners utilize metacognitive, cognitive social and effective strategies they know just to accomplish the language learning activity . The selection of learning strategy employed is mindfully made .

When learner creates mental linkages, review material and applies images and sound, he is using *memory strategies*. When language learner acquires the language by means repeating, recognizing, recombining, analyzing, reasoning and creating output for input and output *cognitive strategies*, the primary purpose of this is to store and retrieve new information. On the other hand, language learners start using linguistic cues, by this the can make intelligent guesses and get what they intend to. They ask for assistance, use mimes and gestures *compensation strategies.* When language learner becomes more aware of oneself, they used centering, arranging, planning and evaluating. Specifically , When the learner is unable to understand the material they use this to link their previous knowledge into the new document *metacognitive strategies*. When the learner is afraid about the learning task, but they take risks because they consider learning is nothing without overcoming difficulties. They also view learning a positive and rewarding experience even is problem occurs *affective strategies*. It is accounted that it is a must for us to have a low effective filter because it is one of the determinants for success or failure in learning. When learner asks other people for help in the task, ask for clarification and verification *social strategies* (Oxford,1990).

Memory

Abbassi et al., (2018), today it is broadly approved that vocabulary learning are one of the prominent variables not only in the acquisition of a native language but also in the learning of a foreign language. Ways of knowledge acquisition and the size of memory are considered as primary determinant that help determine how students learn second language vocabulary . Increasing vocabulary is a strategy whereby students learn to recognize new words and later begin their learning whereas consolidation of vocabulary involves building up vocabulary and reinforcing prior vocabulary knowledge. Memory strategies help learners to abet their memory . It aspired to refine the skill of understanding readings by linking their existing schema.

Ali and Yunos, (2013), affirmed that the more proficient students considered to use cognitive strategy frequently than the regular students. As a consequence of believing in their capacity , they foster a high intrinsic motivation. A study on Chinese learners indicated the frequent use of memory strategies. The learners prefer structural association and semantic strategies in memorizing new words. However, a lot of students find it comfortable to use the traditional learning of vocabulary words which is rote.

Ghorbani and Riabi, (2011), claimed that memory strategies give effective assistance in language learner in building vocabulary . Learning new single word and its definition is ineffective, but the use of mnemonics makes them remember ideas in a long run base., Moreover , a language learner should learn how the specific word collocate, and their word family also is known as colocations.

Cognitive

Yazdi and Kapifour , (2013), the most frequently used in the learning strategy in the Iranian Undergraduate in cognitive strategy is keeping a vocabulary notebook, while the least often used strategies used vocabulary section in a textbook. The reason why keeping vocabulary journal was the most used learning strategy because they are quiet familiar with this learning strategy . So that this strategy could be realized , it is helpful that the mentor requests a note and write whatever unfamiliar words they encounter in their readings. As a sort of assessment, the students may be required to orally reproduce those words on a daily basis .

Guper Guvenc, (2017), suggested that awareness-raising activities about cognitive strategies have an impact on students' development and reading comprehension. Cognitive strategies are tactics for students especially in reading passages having multiple choice questions. It was also accounted that a noticeable distinction in students' academic ratings is observable to the one that is informed with the strategies and to those who are not. Preparing summation is believed to foster a better understanding of readings. Reactions given by respondents who are enlightened with cognitive fostering strategies are favorable since they find it helpful to improve their efficiency in comprehending academic texts.

Sergio Di Carlo, (2017), conceptualized that cognitive strategies as those used to optimize assimilation, internalization, construction, consolidation, and transference of knowledge and language skills. These strategies are represented by the cognitive pillars underlying the three dimensions of information processing: encoding, storage, and retrieval.

Moreover, proposed a new functional classification for the cognitive strategies consisting of five categories: classification, preparation, association, elaboration, and transfer practice.

Suyitno et al., (2017), concluded that Indonesian students choose the cognitive learning strategies according to the offered learning activities, learning environment and the attributes of the learning material they were facing. Through the use of cognitive learning strategies, the learners would be self-directed with their cognition.

Compensation

Shakarami et al., (2017), mentioned that the occurrence of compensatory strategies leads to excessive utilization of study participants. To be fully functional when used in online communications, a further refinement must be emphasized. Paramount existence of learning materials in technology leads to frequent use of Guessing strategy . In their experimentation, even if actual dealings is absent in both participants, conveying their intents is never considered a hindrance since emoticons can be used to represent their emotions. In an instance wherein they find it challenging to present their message, an image that could be retrieved from the web may do the task easier.

Kevin Chi-Him Tam, (2013), discovered that compensation strategies were the most famous for learning English among Hong Kong college students. The commonness of compensation strategies has been accounted for in other comparable investigations in Asia. It was also discovered that compensation strategies were the most prominent strategy aggregate among Taiwanese undergrads, while an investigation found out in Singapore

compensation strategies were the second most mainstream methodologies among Chinese students.

Shehla Mohsin Abdul Sahib, (2016), mentioned that compensation learning strategies help assist a learner to be self-directed in knowledge acquisition. Under the classification this strategy falls under direct cluster .Paramount publisher prefers to use communication rather than compensation as this strategy is concerned because it mainly focused on the misconceptions existing in the communication process.

Metacognitive.

Gucto, (2017), stated when a student uses a metacognitive writing strategy for writing purposes, it can increase the quality of their write-up. His research also suggested metacognitive instruction should be incorporated to have a self –regulated learner enhanced, the writing skill and be self-evaluative. The overall findings exemplify that metacognitive strategy is truly significant for it gives advantages in writing a composition and transferable abilities.

Solmaz Aydın, (2016), specified that metacognition mainly refers to individuals awareness about ones' schema. This can help foster skills which are needed to succeed in academic works and plays a vital role in the acquisition of more knowledge. Metacognitive strategies along with self directedness established strong relatedness when the link to inner motivation in studying living organisms.

Diaz, (2014), concluded that the training in metacognitive strategies has a significant influence on students' autonomy . It can also provide

assistance to retrieve unfamiliar words in a shorter amount of time. Particularly the usage of this learning tool could help the individual achieve the educational aims because it supports learners current understanding of personal cognition. It is also proven by several types of research that when an individual becomes self-directed, acquisition of knowledge will be easier .

Ahmadi et al., (2013), stated that reading comprehension is greatly affected by one's metacognitive knowledge. One of the underlying reason why learners don't gain understanding with the material they are using because they don't develop refined metacognitive understandings . Also, concluding that metacognitive reading strategy is an important factor in assessing reading comprehension of a language learner . As a result of their study , they concluded that high achiever students use metacognitive strategy and they are proven effective in understanding texts.

Affective

Charles and Keamu, (2017), conducted a study of how motivation influences Liberian Junior and Senior High School in learning. The mentioned that in spite of efforts being made , students are confronted with serious difficulties that might be affecting their scholastic accomplishment levels. Students are stressed over challenges (poorness) and future uncertainties. Teachers must be approachable anytime learners needed their support. Student's assessment must be carefully implemented , it must also address the exciting attribute of non-academically inclined individuals.

Fatemeh Mostafavi (2016), mentioned that affective strategies helped to create a non-threatening environment where students were not afraid to make mistakes. It implied that efficiency is much acquired when a language

learner is relaxed and free from emotional hindrances. To be efficient, one must gain proper perception about oneself and the acquisition of knowledge. Interventions given to the student is proven to increase their academic performance in the production of the language. When students have trained effectively , and they can work collaboratively .

Kamarul et al., (2013), stated that affective learning strategy enables children to control their own emotion, motivated and have a positive attitude towards language learning, it makes learning more consistent. Good language learner often used this strategy for positive emotions and attitude makes learning more effective and enjoyable. An educational catalyst such as teachers and researchers truly understand that the value of emotions and affectivity towards language learning. Strategies such as self-calming, taking risks intelligently , making positive statements, knowing the emotional situation, discussing feelings with someone should be taught systematically because it helps manage internal and external issues while learning the language.

Social strategies

Bullok, (2017), affirmed that positive relationships with fellow learner and mentor influence student motivation. One way to foster self-confidence in learning is to permit the student to determine the delivery of instruction in which it made them comfortable. Mentors' feedback must be taken seriously for having negative feedback sometimes offend learners. Mentors in Secondary Educational Institution is discovered to less get along with mentees. Peer influences are important to adolescents particularly when

faced with new developmental challenges, such as autonomy as they interact with peers.

Toyokawa et al., (2018), used an interactive online experiment with participants to measure the patterns of human social information use, varying both task uncertainty and group size. Once learner refuses to accompany someone in learning, he will miss an opportunity of acquiring bold ideas of fellows. It is also noted that social learning is efficient if the number of participants is not too numerous, so there is still reliability in the circulation of information.

Mehmet, (2016), to get accomplishment in tasks, there is a need for socialization attempts in each student. It is impossible to learn the foreign dialect at the level of the native speaker , completely and superbly , and to use it completely without any botches. Subsequently , the students can achieve the active use of language in social environment and within the view on cooperative learning. Therefore, in the teaching of Turkish as a foreign language, it is very important that the teacher includes such activities which will bring the student to the opening of his/her language skills and which will keep him/her in a tight communication both with the teacher and the students. To reach absolute success in teaching and learning Turkish as a foreign language, both the teachers and the students have to make an active use of the social strategies and cooperative learning.

Students' Academic Achievement

Dr . A. S. Arul Lawrence and Dr . C. Barathi, (2016), stated that this is products of pupils' efficiency in examinations. Furthermore, Academic achievement is referring to the GPA that pupils get in regular examinations.

On the other side, the assistance of parents emotionally stands as a basis for a positive outcome in future career and fosters academic performances. Results taken from the research uncovers that outcome in school in connection to father and mother's councils establish strong relatedness. As an implication, parents must be knowable enough with their sibling's capabilities to ensure proper guidance and counseling.

Sheykhjan et al., (2017), academic achievement is an important goal in this era wherein the most competent individual wins. It is conventionally judged through examinations or continuous forms of appraisals. Moreover, it is perceived as complex if taken as a dependent variable in education for it is farther affected by several factors. Therefore, mental health is not only the determinant of academic achievement. Additionally , several considerations link in differences in academic achievement. Mentors should take responsibility of looking mentees mental well-being. Guidance given by each educational personnel comprises positive consequence in future endeavor .

MeenuDev Ph.D., (2016), mentioned that first academic achievement of students is not the only gauge to be considered as efficient. However , it constitutes a major determinant of one's future and nations. Learning outcomes have become a phenomenon of interest to all and this account for the reason why educational catalysts have been working hard to untangle factors that militate against good academic performance. Moreover, it is the school's responsibility to train students to achieve excellent academic achievement. Improvement of learning materials and school facility in their study is believed beneficial to improve student's efficiency .

Suvarna and Bhata, (2016), mentioned that academic achievement pertains result/efficiency in the academe. Moreover, represents to the extent of accomplishment that a learner performs an educational competency . As a diverse nature of learners is concerned, multiple types of assessment are required that encompasses different dimensions of learning. An outlook of the individual on towards academic achievement is relying on various factors. The researchers cited that individuals' personality takes part in it.

Al Sherhy and Youssif, (2016), concluded in their study that a further refinement on the implemented curriculum must be emphasized to ensure efficiency in Lingua Franca. The distance wherein learners' residence is a strong determinant in their effectiveness. As the advent of technology is concerned, utilizing information and communication technology is strongly believed to fasten the pace of acquisition of knowledge. Teachers must be progressive in their method of instruction by setting aside the conventional type and practice higher order thinking the skill of learner .

Borghans et al., (2016), cited that mental capacity assures desirable academic efficiency even output in the future. On the other hand, results taken from the periodical exam is more valid than that of the high stake test. An output is made from periodical examination establish a reasonable basis for improvement of instruction and to construct dynamic educational parameters. Lower Intellectual capacity could be foster by giving effective education, apart from having high mental capacity , intrinsic motivation could be helpful to achieve high academic output.

Chapter 3

METHOD

This chapter describes the design and procedures throughout the implementation of the research. It also involves the methodology used, the respondents of the study . Furthermore, describes the research instruments in the study that includes construction, enhancement, finalization, implementation, lastly , scoring. Moreover , the statistical tools for interpreting the data and the statistical significance involved are also discussed in this chapter .

Research Design

The type of inquiry is a descriptive correlational method. This method of research is precise to describe the significant relationship towards the academic achievement among Grade 12 ABM 2 Senior High School Students of UMPC. According to Creswell, (2003), correlational research is descriptive research that indicates (conditions, practices, processes, structures, etc.) and determines the nature, degree, and direction of relationships between variables or using these relationships to make predictions.

Research Subject

The respondents of this study were the Grade 12 Accountancy and Business Management (ABM)2 Senior High School Students from UM Panabo College, Panabo City academic year 2018-2019. As a whole, there are 48 respondents. The sampling technique in the study employed is a universal sampling technique.

Research Instruments

The research measuring instrument that the researcher used to collect information on learning strategy is Rebecca Oxford's SILL (Strategy Inventory for Language Learning) (Oxford, 1990). This questionnaire is composed of 36 separate learning strategies and distinguished them into six major categories: memory, cognitive, compensation, metacognitive, affective and social strategies. Through the use of this instrument, the level of language learning strategies among Grade 12 ABM 2 Senior High School students of UMPC is measured precisely .

The scale found below guided the researchers to determine the appropriate values of the respondents' responses to language learning strategies.

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	This indicates that learning strategy is always manifested.
3.41-4.20	High	This indicates that learning strategy is often manifested.
2.61-3.40	Moderate	This indicates that learning strategy is sometimes manifested.
1.81-2.60	Low	This indicates that learning strategy is rarely manifested.
1.00-1.80	Very Low	This indicates that learning strategy is never manifested.

The scale found below is used to determine the level of academic achievement among Grade 12 ABM 2 Senior High School Students of UMPC.

Scale	Descriptive Equivalent	Interpretation
96.00-100.00	Very High	This indicates that the level of academic achievement is excellent.
91.00-95.00	High	This indicates that the level of academic achievement is very good.
86.00-90.00	Moderate	This indicates that the level of academic achievement is good.
81.00-85.00	Low	This indicates that the level of academic achievement is low.
80 and below	Very Low	This indicates that the level of academic achievement is very low.

Data Gathering Processes

In the process of gathering data, the researchers took the following considerations:

Validation of Survey Questionnaires. The drafted SILL questionnaire was submitted to the validators for evaluation. After the assessment, suggestions given by the validators was taken into consideration.

Letter of request to UMPC SHS Principal. The researchers send a message to the principal of UM Panabo Senior High School Principal that asks for permission to implement a study throughout the target respondents

formally . Also, allow the researchers to get a formal copy of Grade 12 ABM 2 GP A in Grade 11th English Subjects.

Administration of the test. After the principal of UM Senior High School Department approved the alleged implementation of the study , the researchers personally administer the questionnaire throughout the Grade 12 ABM 2 Senior High School Students of UM Panabo College. To ensure validity and reliability , respondents were encouraged to be honest in answering the SILL Questionnaire.

Retrieval of the Questionnaires. The researchers gathered and arranged the data. In this step the researchers tallied, classified, and presented the data in tables to facilitate statistical analysis and interpretation, primordially with the assistance of the researchers' statistician.

Statistical Treatment of Data

The data gathered was interpreted by the following statistical tools:

Mean. It used to determine the level of learning strategies and academic achievement among Grade 12 ABM 2 Senior High School students of UMPC.

Pearson Product Moment Correlation Coefficient (r). This was used in determining the degree of relationship between the variables and the indicators. In this study, it was used to determine the relationship between the Language Learning Strategies (LLS) and the academic ac This was used in determining the correlation between the two variables between the Language Learning Strategies (LLS) and the academic achievement among Grade 12

ABM 2 Senior High School students of UMPC, and the r-value was tested if there is a significant relationship between the two variables.
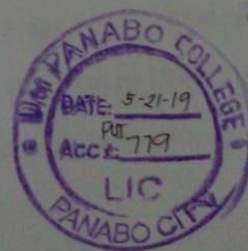
Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

In this chapter , the researchers presented, analyzed and interpreted the data gathered. The researchers also tested the null hypotheses formulated in the study , and the results were analyzed and interpreted to establish baseline informative facts on the Language Learning Strategies and Academic Achievement of Grade 12 ABM 2 Senior High School Students of UMPC.

Level of Language Learning Strategies
of Grade 12 ABM 2 Senior High School Students of UMPC

The level of language learning strategies of Grade 12 ABM 2 Senior High School Students of UMPC is calculated regarding memory, cognitive, compensation, metacognitive, effective, and social learning strategies. The response given by the research respondents is analyzed and presented below.

Table 1 presents the language learning strategies. Analysis of the gathered data resulted on the grand mean garnering with the score of 3.60 equivalent to *high*. The result is congruent to (Solak,2014). The result depicted that Grade 12 ABM 2 Senior High School Students of UMPC used these variants of language learning strategies to constitute their language literacy in English.

Furthermore, among the indicators metacognitive, learning strategies are the highest garnering an overall mean of 3.95 interpreted as *high*. and the

Table 1

Level of Language Learning Strategies

INDICATOR	MEAN	DE
A. Memory		
1. I think of the relationships between what I already know and new things I learn in English.	3.69	High
2. I used new English words in a sentence so I can remember them.	3.56	High
3. I connect the sound of an English word and an image or picture of the world to help me remember the word.	3.29	Moderate
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	3.31	Moderate
5. I used rhymes to remember new English words.	3.35	Moderate
6. I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.	3.40	Moderate
Overall Mean	**3.43**	**High**
B. Cognitive		
1. I try to talk like native English speakers.	3.23	Moderate
2. I watch English language TV shows spoken in English or go to movies spoken in English.	3.71	High
3. I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.63	High
4. I look for words in my own language that are similar to new words in English.	3.52	High
5. I find the meaning of an English word by dividing it into parts that I understand.	3.60	High
6. I make summaries of information that I hear or read in English.	3.46	High
Overall Mean	**3.52**	**High**
C. Compensation		
1. To understand unfamiliar English words, I make guesses.	3.58	High
2. When I can't think of a word during a conversation in English, I use gestures.	3.50	High
3. I make up new words if I do not know the right ones in English.	3.44	High
4. I read English without looking up every new word.	3.13	Moderate
5. I try to guess what the other person will say next in English.	3.31	Moderate
6. If I can't think of an English word, I use a word or phrase that means the same thing.	3.77	High
Overall Mean	**3.45**	**High**

D. Metacognitive		
1. I try to find as many ways as I can to use my English.	3.77	High
2. I notice my English mistakes and use that information to help me do better.	4.17	High
3. I pay attention when someone is speaking English.	3.98	High
4. I try to find out how to be a better learner of English.	4.00	High
5. I look for opportunities to read as much as possible in English.	3.92	High
6. I think about my progress in learning English.	3.88	High
Overall Mean	**3.95**	**High**
E. Affective		
1. I try to relax whenever I feel afraid of using English.	3.81	High
2. I encourage myself to speak English even when I am afraid of making a mistake.	3.96	High
3. I give myself a reward or treat when I do well in English.	3.46	High
4. I notice if I am tense or nervous when I am studying English.	3.50	High
5. I write down my feelings in a language learning diary.	3.33	Moderate
6. I talk to someone else about how I feel when I am learning English.	3.23	Moderate
Overall Mean	**3.55**	**High**
F. Social strategies		
1. If I do not understand something in English, I ask the other person to slow down or say it again.	3.88	High
2. I ask English speakers to correct me when I talk.	3.88	High
3. I practice my English with other students.	3.60	High
4. I ask for help from English speakers.	3.67	High
5. I ask questions in English.	3.60	High
6. I try to learn about the culture of English speakers.	3.52	High
Overall Mean	**3.69**	**High**
Grand Mean	**3.60**	**High**

Legend:

Scale	Descriptive Equivalence
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

question having the highest mean falls on item no. 2 *I notice my English mistakes and use that information to help me do better* with a mean score of 4.17 or *high*. (Ferdouse,n.d.), stated that being knowledgeable about ones' misperception is assumed as an avenue to be efficient in treating errors. One can make use of it as a correction code to refine language skill, since this way they can apprehend the character of their faults. The item that appears the lowest score is item no. 1 *I try to find as many ways as I can to use my English*. With a mean score of 3.77 or *high*; (Al Nakhalah, 2016), mentioned that teacher plays a significant role to foster students' ability to speak in Lingua Franca through supplying regular learning activities for a student to exercise appropriate pronunciation and intonation, communicate without hindrances.

The items that depict the average scores are the following: item no. 4 *I try to find out how to be a better learner of English* with a mean score of 4.00 or *high*, item no.3 *I pay attention when someone is speaking English* with a mean score of 3.98 or *high*, item no. *5 I look for opportunities to read as much as possible in English* with a mean rating of 3.92 or *high*. Lastly , issue no. *6 I think about my progress in learning English* with a mean score of 3.88 or *high*.

Social learning strategies follows garnering an overall mean of 3.69 interpreted as *high* and the question having the highest mean falls on item no. 1 and 2. Item no.1 *If I do not understand something in English, I ask the other person to slow down or repeat it* with a mean score of 3.88 or *high,* (Mehmet, 2016), mentioned that one of the most efficient ways in using social learning strategy is achieving clarity. This is done by supplying explanation or defining things that are misapprehended by an individual; item no. 2 *I ask English*

speakers to correct me when I talk with a mean score of 3.88 or *high*. (Ong &Lin,2015), emphasized that when an individual stablishes healthy relationship towards English speaker, they become unhesitant to approach. It is also considered helpful when English speaker manages to speak with the local dialect so that learners to have open communication. The item that appears the lowest score is item no. 6 *I try to learn about the culture of English speakers* with a mean score of 3.52 or *high*; (Mehmet,2016), authenticated that even learner works to apprehend the processes inside dissimilar cultural upbringing or has the attribute of culturally sensitive, in order to benefit it needs cooperation especially on the side of English speaker.

The items that depict the average scores are the following: item no. 4 *I ask for help from English speakers* with a mean score of 3.67 or *high*, article no. 3 *I practice my English with other students* with a mean score of 3.60 or *high*, item no.5 *I ask questions in English* with a mean score of 3.60 or *high*.

Affective learning strategies follow garnering an overall mean of 3.55 interpreted as *high* and the question having the highest mean falls on item no. 2 *I encourage myself to speak English even when I am afraid of making a mistake* with a mean score of 3.96 or *high*. (Al Nakhalah,2016), mentioned that Anxiety in having mistaken in English is considered ordinary for second language learners. However, a teacher has the opportunity to have an intervention on this through sustaining constant encouragement for it warrants learners' confidence. The item that appears the lowest score is item no. 6 *I talk to someone else about how I feel when I am learning English* with a mean score of 3.23 or *moderate*; (Andrews & Clark,2011), stated that adjustment to

a more demanding academic task is not that easy . However , Peer tutoring or having someone to lean on is proved to enhance alignment, but problems exist specifically in communication sometimes misunderstandings happen. Also provided by several studies that miscommunications broke the relationship between both participants.

The items that depict the middle scores are the following: item no. 1 *I try to relax whenever I feel afraid of using English* with a mean score of 3.81 or *high*, article no. 4 *I notice if I am tense or nervous when I am studying English* with a mean score of 3.50 or *high*, item no. 3 *I reward myself or treat when I do well in English* with a mean score of 3.46 or *high*. Lastly , article no. 5 *I write down my feelings in a language learning diary* with a mean score of 3.33 or *moderate*.

Cognitive learning strategies follow garnering an overall mean of 3.52 interpreted as *high* and the question having the highest mean falls on item no. 2 *I watch English language TV shows spoken in English or go to movies spoken in English* with a mean score of 3.71 or *high*. (Metruk,2018), affirmed that tested by several investigations that the use of information and communication technology tools is an essential avenue in fostering one's reading and listening skills that make it easier in learning languages. Viewing English videos plays a vital role in language learning. The item that appears the lowest score is item no. 1 *I try to talk like native English speakers* with a mean score of 3.23 or *moderate*; (King,2007), speaking starts at the moment wherein language learner perceived himself as competent enough to produce such language. Humans are qualified to communicate. However , Affective Filter Theory stated when fears are at high-level performance is significantly

affected. Another problem is that native English speaker universally perceived as eloquent and bears standard accent. As a consequence, the learner is afraid to be compared and berated.

The items that depict the average scores are the following: item no. 3 *I first skim an English passage (read over the passage quickly) then go back and read carefully* with a mean score of 3.63 or *high,* item no. 5 *I find the meaning of an English word by dividing it into parts that I understand* with a mean score of 3.60 or *high,* item no. 4 *I look for words in my language that are similar to new words in English* with a mean score of 3.52 or *high.* Lastly , item no. 6 *I make summaries of information that I hear or read in English* with a mean score of 3.46 or *high.*

Compensation learning strategies follow garnering an overall mean of 3.45 interpreted as *high* and the question having the highest mean falls on item no. 6 *If I can't think of an English word, I use a word or phrase that means the same thing* with a mean score of 3.77 or *high.* (Ahmad & Ismail,2013), affirmed that efficient language learner utilizes compensation strategy , if not knowing a particular information . Further , using such linguistic clues or apply the knowledge they already know to comprehend unfamiliar words present in a dialect assists individuals to overcome their known limitations.

The item that appears the lowest score is item no. 4 *I read English without looking up every new word* with a mean score of 3.13 or *moderate*;. Vocabulary word is the core of learning a new dialect. (Shakarami, et al.,2017), emphasized that a teacher can help students understand unfamiliar

word by providing a linguistic clue. Using this practice, an aspirant language learner can now easily understand vocabulary readings despite knowledge limitations.

The items that depict the middle scores are the following: item no. 1 *To understand unfamiliar English words, I make guesses* with a mean score of 3.58 having the descriptive equivalent of *high*, article no. *2 When I can't think of a word during a conversation in English, I use gestures* with a mean score of 3.50 or *high*, item no. 3 *I make up new words if I do not know the right ones in English* with a mean score of 3.44 or *high*. Lastly , item no. 5 *I try to guess what the other person will say next in English* with a mean score of 3.46 or *moderate.*

The lowest among the indicators of language learning strategies memory learning strategies garnering an overall mean of 3.43 interpreted as *high* and the question having the highest mean falls on item no. 1 *I think of the relationships between what I already know and new things I learn in English* with a mean score of 3.69 or *high*. (Hu,2012), authenticated that the role of the schema is a help in understanding a text. However, this is a complicated part since schema is the foundation of our learning, one must stablish an appropriate schema to fully understand a certain text. Also noted that inadequacy to acquire to appropriate schema leads to misinterpretations and miscomprehensions. The item that appears the lowest score is item no. 3 *I connect the sound of an English word, and an image or picture of the world to help me remember the word* with a mean score of 3.29 or *moderate*; (Bakken & Simpson,2011) mentioned that remembering vocabulary words determines the possible outcome of a second language learner . Mnemonic strategies are

tried and tested to make an individual easily retrieve information and more concrete way . This tool is an efficient way to make a language learner widens vocabulary and is considered as "the cure" for a positive outcome in school. Mnemonics are helpful tools; one must consider easier to retrieve knowledge more concretely . However , a lot of learner doesn't know about it.

The items that depict the middle scores are the following: item no. 2 *I used new English words in a sentence so I can remember them* with a mean score of 3.56 or *high*, issue no. 6 *I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign* with a mean score of 3.40 or *moderate*, item no. 5 *I used rhymes to remember new English words* with a mean score of 3.35 or *average*. Lastly , article no. 4 I *remember a new English word by making a mental picture of a situation in which the word might be used* with a mean score of 3.31 or *moderate*.

Level of Academic Achievement
regarding General Average in English Subjects

A substantial variable in this research is the academic achievement of Grade 12 ABM 2 using their GPA in Grade 11th English Subjects. Namely , there are two English Subjects, and these are Oral Communication in Context and Reading and Writing Skills.

Table 2 shows the academic achievement attained by the Grade 12 ABM 2 SHS students of UMPC. Computations resulted with the mean of 86.30 with the descriptive equivalent of *moderate*. (Shteiwi.& Hamuda, 2016), emphasized that production of language orally is essential to any English

Table 2

**Level of Academic Achievement among Grade 12 ABM 2 SHS
Students of UMPC**

Academic Achievement	Mean	D.E
General Average in English Subjects	86.30	Moderate

language learner . However , in a place wherein they can't orally produce the language, any language learner will not be competent as a user of the English language. (Rass, 2015), claimed that writing is a challenging skill to develop since lots of considerations that must be addressed to be considered as proficient in this area. The language system is also determinant in studying lingua franca since the English orthographic system is different from the learners' dialect, they might perceive it as a hindrance to convey their ideas in written compositions. (Coulson et al.,2013), stressed that when the learners' dialect has phonemics and phonetics unalike from the English language, they need extra time comprehending the text they are reading.

Significant Relationship between

language learning Strategies and Academic Achievement

Displayed in Table 3 is correlation coefficient existed between language learning strategies and academic achievement of Grade 12 ABM 2 SHS Students of UMPC. The Pearson r was used to determine the relationship between the language learning strategies and academic performance among Grade 12 ABM 2 students as the point of reference. It revealed that r-value of -0.076 which is interpreted as a negative correlation. The P-value of 0.609 is more significant than 0.05, indicating that the null hypothesis is not rejected . Therefore, there is no significant relationship between language learning strategies and academic achievement of Grade 12 ABM 2 SHS Students.

Thus, the result indeed negates to what the theory of (Oxford, 1990), wherein supported by (Habók and Magyar ,2018), stated that there is a strong connection within the two variables between language learning strategies and

Table 3

Significant Relationship between Language Learning Strategies and Academic Achievement among Grade 12 ABM 2 SHS Students of UMPC

	Correlation Coefficient
	Academic Achievement
Language Learning Strategies	-0.076

P- value (0.609)> 0.05

their academic achievement. Also noted that the more frequent the student utilizes Language Learning Strategies, the more proficient language user he will be.

Authority such as (Sabria, 2018), mentioned that aside from academic achievement, he uphold and proved the assumption that language learning strategies in connection to one's pragmatic competence established strong relatedness. It looked and stressed the language learners' attention and consider the vital role of pragmatic knowledge and Language Learning Strategies for classroom instruction.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings of the research wherein conclusions and recommendations of the study was anchored.

Summary of Findings

By the data presented in the previous chapter, the significant findings are:

1. The mean ratings in the indicators of language learning strategies are the following : In memory learning strategy the mean result is 3.43; cognitive learning strategy the mean result is 3.52; compensation learning strategy the mean result is 3.45; metacognitive learning strategy the mean result is 3.95; affective learning strategy the mean result is 3.55; social learning strategy the mean result is 3.69; and the grand mean is 3.60 interpreted that language learning strategy is often manifested .

2. The mean rating of the level of the academic achievement among Grade 12 ABM 2 Senior High School Students is 86.30 interpreted as moderate.

3. The obtained r-value between language learning strategy and academic achievement scores is -0.076. The P-value of 0.609 is more significant than 0.05, thus indicating that the null hypothesis is not rejected at 0.05 level.

Conclusions

Based on the preceding findings, the following conclusions are drawn :

1. The level of the language learning strategies among Grade 12 ABM 2 Senior High School Students is high.

2. The level of the academic achievement among Grade 12 ABM 2 Senior High School Students is moderate.

3. There is no significant relationship existed between language learning strategies and students' academic achievement among Grade 12 ABM 2 Senior High School Students of UMPC.

Recommendations

In the light of findings and conclusions of the study , the following recommendations are offered .

1. The teacher may help students foster their ability to speak English through supplying regular learning activities for a student to exercise their fluency on the language.

2. The teacher may encourage fellow English speakers at the school to be approachable for the learners will not be hesitant to ask their assistance.

3. The teacher may arrange peer tutoring among learner and encourage open communication between participants.

4. The teacher may encourage the learner to speak fluently without discriminating their accent.

5. If a text uses vocabulary words, the teacher must ensure that it is supported by linguistic clues .

6. The teacher may teach several mnemonic learning strategies to the learner to foster their vocabulary .

7. Another research about language learning strategies may be conducted using another variable to ascertain the academic achievement of the students.

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APPENDICES

APPENDIX A

Letter of Permission to Conduct the Study

September 04, 2018

JOYCE B. HERNANDO, MAEd
Principal
UM Panabo Senior High School

Madam:

Greetings!

The undersigned are 4th year BSED-English students of UM Panabo College who are conducting research entitled "Language Learning Strategies and Students' Academic Achievement "as partial fulfillment of the requirements in the course educational research.

In the view of this, we would formally ask for your approval to conduct a study and allow us to get the GPA of Grade 12 ABM 2 in their Grade 11th English Subjects. Rest assured that the data will be treated in strictest and will be used only for this study.

We are hoping for your utmost consideration.

Sincerely,

JEPHTE T. GULANZA

CHERRY ANN G. LABUSTRO
Researchers

Noted by:

JEANILYN E. TACADENA, MAEE.
Research Adviser

APPENDIX B1

Letter for Validation

August 1, 2018

DR. MARIESEL A. LAUREL
BSE-Program Head
UM Panabo College

Madam:

Greetings!

We would like to inform that you are one of the chosen expert validators of our research instruments on "Language Learning Strategies and Students' Academic Achievement".

In view of this, it would be appreciated if you could share and give your expertise by rating its contents. It would be great help also if you could write your comments, suggestions and recommendations that will improve our study.

Thank you very much for your precious time and evaluate contribution in accomplishing the study.

Sincerely,

JEPHTE T. GULANZA

CHERRY ANN G. LABUSTRO
Researchers

Noted by:

JEANILYN E. TACADENA, MAEE.
Research Adviser

APPENDIX B2

Letter for Validation

August 1, 2018

DR. CELSO L. TAGADIAD
School Director
UM Panabo College

Sir:

Greetings!

We would like to inform that you are one of the chosen expert validators of our research instruments on "Language Learning Strategies and Students' Academic Achievement".

In view of this, it would be appreciated if you could share and give your expertise by rating its contents. It would be great help also if you could write your comments, suggestions and recommendations that will improve our study.

Thank you very much for your precious time and evaluate contribution in accomplishing the study.

Sincerely,

JEPHTE T. GULANZA

CHERRY ANN G. LABUSTRO
Researchers

Noted by:

JEANILYN E. TACADENA, MAEE.
Research Adviser

APPENDIX B3

Letter for Validation

August 1, 2018

DR. AMELIE L. CHICO
Research Coordinator
UM Panabo College

Madam:

Greetings!

We would like to inform that you are one of the chosen expert validators of our research instruments on "Language Learning Strategies and Students' Academic Achievement".

In view of this, it would be appreciated if you could share and give your expertise by rating its contents. It would be great help also if you could write your comments, suggestions and recommendations that will improve our study.

Thank you very much for your precious time and evaluate contribution in accomplishing the study.

Sincerely,

JEPHTE T. GULANZA

CHERRY ANN G. LABUSTRO
Researchers

Noted by:

JEANILYN E. TACADENA, MAEE.
Research Adviser

APPENDIX C1

Validation Sheet

<table>
<tr><td rowspan="2">⊙UM
The University of Mindanao</td><td>RESEARCH AND PUBLICATION CENTER
[ ] Main [✓] Branch _Panabo_</td></tr>
<tr><td>QUESTIONNAIRE VALIDATION SHEET</td></tr>
</table>

Title of Research: Language Learning Strategies and Students' Academic Achievement

Proponents : Jephte T. Gulanza . Cheng Ann G. Labustro

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent.
5 – Excellent	2 – Fair
4 – Very Good	1 – Poor
3 – Good	

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	✓				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINTMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	✓				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		✓			

Dr. Mariese A. Laurel

Signature Above Printed Name

F-13100-004/ Rev. # 1/ Effectivity: July 24, 2017

APPENDIX C2

Validation Sheet

UM
The University of Mindanao

RESEARCH AND PUBLICATION CENTER
[ ] Main [/] Branch _Panabo_
QUESTIONNAIRE VALIDATION SHEET

Title of Research: Language Learning Strategies and Students' Academic Achievement

Proponents : Jephte T. Gulanza. Cherry Ann b. Laburtro

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent. 5 – Excellent   2 – Fair
                   4 – Very Good   1 – Poor
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	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		✓			
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7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				

Dr. Celso L. Tagadiad
Signature Above Printed Name

APPENDIX C3

Validation Sheet

RESEARCH AND PUBLICATION CENTER

UM — The University of Mindanao

[ ] Main [✓] Branch _Panabo_

QUESTIONNAIRE VALIDATION SHEET

Title of Research: Language Learning Strategies and Students' academic achievement

Proponents: Jephte T. Gulama, Cherry Ann G. Labustro

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent.
- 5 – Excellent
- 4 – Very Good
- 3 – Good
- 2 – Fair
- 1 – Poor

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		/			
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6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		/			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		/			

Dr. Amelie Chico
Signature Above Printed Name

APPENDIX D

Questionnaire

Questionnaire on

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)
(ESL/EFL) R. Oxford, 1990

Name: _____ Date: _____

Academic Strand: _____

Direction: Read each questions thoroughly, Please put check (√) on the space allotted that corresponds to what you are actually doing, thinking, and feeling regarding the statement. There are no right and wrong answers to this questionnaire. Rest assured that your answers will be treated in strictest and will be used only for this study. Statements are based on the following scales:

Scale	Descriptive Equivalence	Interpretation
5	Always	This indicates that learning strategy is manifested at all times
4	Often	This indicates that learning strategy is manifested often times
3	Sometimes	This indicates that learning strategy is manifested sometimes
2	Rarely	This indicates that learning strategy is manifested seldom
1	Never	This indicates that learning strategy is never manifested

| Questions	5	4	3	2	1
A. Memory					
1. I think of the relationships between what I already know and new things I learn in English.					
2. I used new English words in a sentence so I can remember them.					
3. I connect the sound of an English word and an image or picture of the world to help me remember the word.					
4. I remember a new English word by making a mental picture of a situation in which the word might be used.					
5. I used rhymes to remember new English words.					
6. I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.					

B. Cognitive					
1. I try to talk like native English speakers.					
2. I watch English language TV shows spoken in English or go to movies spoken in English.					
3. I first skim an English passage (read over the passage quickly) then go back and read carefully.					
4. I look for words in my own language that are similar to new words in English.					
5. I find the meaning of an English word by dividing it into parts that I understand.					
6. I make summaries of information that I hear or read in English.					
C. Compensation					
1. To understand unfamiliar English words, I make guesses.					
2. When I can't think of a word during a conversation in English, I use gestures.					
3. I make up new words if I do not know the right ones in English.					
4. I read English without looking up every new word.					
5. I try to guess what the other person will say next in English.					
6. If I can't think of an English word, I use a word or phrase that means the same thing.					
D. Metacognitive					
1. I try to find as many ways as I can to use my English.					
2. I notice my English mistakes and use that information to help me do better.					
3. I pay attention when someone is speaking English.					
4. I try to find out how to be a better learner of English.					
5. I look for opportunities to read as much as possible in English.					
6. I think about my progress in learning English.					
E. Affective					
1. I try to relax whenever I feel afraid of using English.					
2. I encourage myself to speak English even when I am afraid of making a mistake.					
3. I give myself a reward or treat when I do well in English.					
4. I notice if I am tense or nervous when I am studying English.					

5. I write down my feelings in a language learning diary.					
6. I talk to someone else about how I feel when I am learning English.					
F. Social strategies					
1. If I do not understand something in English, I ask the other person to slow down or say it again.					
2. I ask English speakers to correct me when I talk.					
3. I practice my English with other students.					
4. I ask for help from English speakers.					
5. I ask questions in English.					
6. I try to learn about the culture of English speakers.					

APPENDIX E

Grammarly Certification
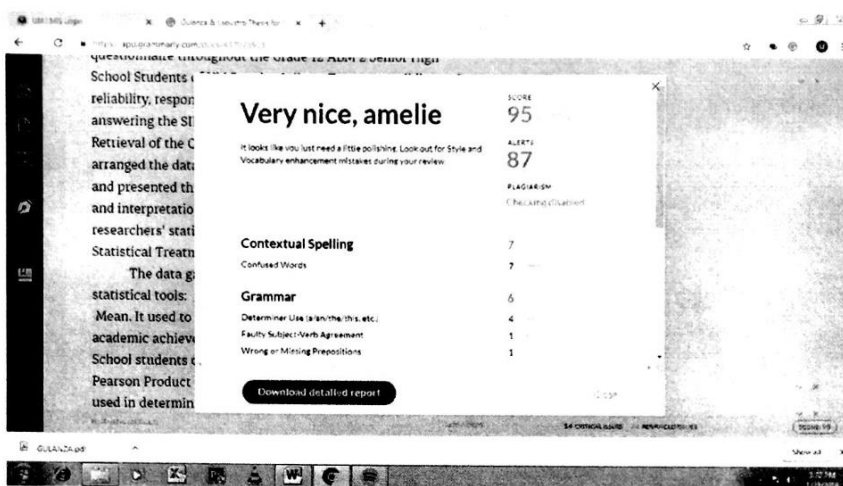
GULANZA/LABUSTRO

CONGRATULATIONS GRAMMARLY RESULT 95%

January 23, 2019

JEANILYN E. TACADENA, MAEE
ADVISER

APPENDIX F

Certificate of Appearance

⊕UM
The University of Mindanao

UM Panabo Coll(
Research O
Arguelles St. San Franc
Panabo

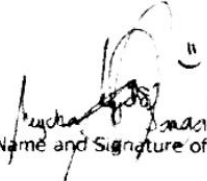### Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

Luycha Sangalla
(Name of Office/Agency) and conducted Survey Questionaire
(State activity)

...lation to their thesis/FS entitled "Language Learning Strategies and Students Academic Achievement"

...ng the period September 04, 2018
(State inclusive dates)

Name and Signature of Authorized Personr

⊕UM
The University of Mindanao
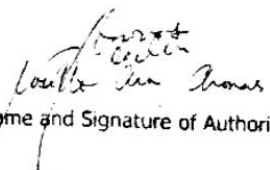
UM Panabo Colle(
Research Off
Arguelles St San Francis
Panabo C

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

Thomas Louelle Ann
(Name of Office/Agency) and conducted Survey Questionaire
(State activity)

...lation to their thesis/FS entitled "Language Learning Strategies and Students Academic Achievement"

...ng the period September 04, 2018
(State inclusive dates)

Name and Signature of Authorized Personne

PLAGIARISM CHECK
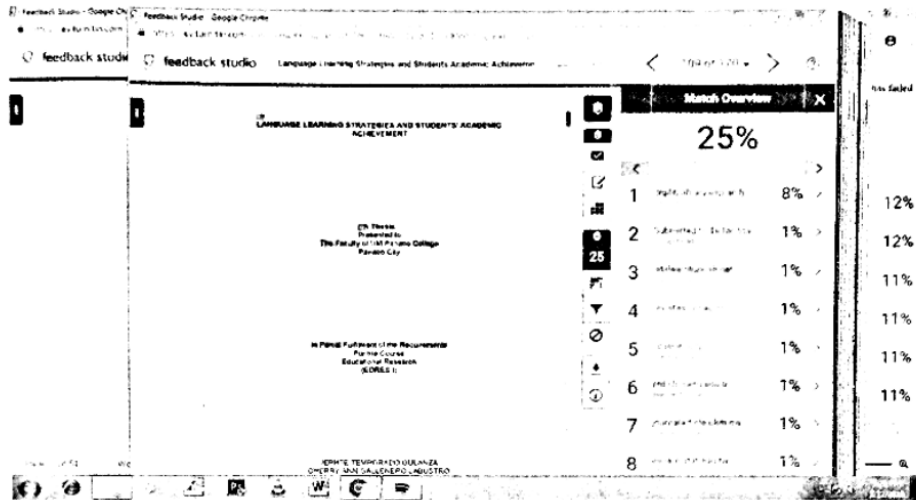
GULANZA /LABUSTRO

REVISION 1 25% (2/12/19) *passed congratulations*

DR. AMELIE L. CHICO
Research Coordinator – UMPC

CURRICULUM VITAE

JEPHTE TEMPORADO GULANZA

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PERSONAL DATA

Date of Birth: May 16, 1997

Place of Birth: Sinobong Veruela Agusan Del Sur

Age: 21

Height: 5'7

Weight: 55

Civil Status: Single

Religion: Jehovah's Witnesses

Mother's Name: Linda T. Gulanza

Father's Name: Manuelito A. Gulanza

EDUCATIONAL ATTAINMENT

UM Panabo College
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P.N Arguelles St. Panabo City
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Sinobong National High School
Sinobong, Veruela Agusan Del Sur
AY: 2013-2014

Sinobong Elementary School
Sinobong, Veruela Agusan Del Sur

AY: 2004-2005 , 2009-2010

Salvacion Elementary School
AY: 2006-2008

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September 30, 2015

CHERRY ANN GALLENERO LABUSTRO

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Date of Birth: December 14, 1997

Place of Birth: Sitio Maglipayan, Malabog Paquibato District Davao City

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Weight: 48

Civil Status: Single

Religion: Seventh Day Adventist

Mother's Name: Noralen G. Labustro

Father's Name: Rodolfo T. Labustro JR

EDUCATIONAL ATTAINMENT

UM Panabo College
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AY: 2009-2010

SEMINARS

Instructional Materials Seminar
UM Panabo College
February 18, 2018