

Language Learning Strategies and Motivation As Determinants of the English Academic Performance of Grade 10 Students

Mary Grace D. Giangan

Laureta National High School, Tagum City, Davao del Norte, Philippines
National Teachers College, Manila, Philippines

Author Email: marygrace.giangan002@deped.gov.ph

Date received: May 12, 2024

Date revised: June 3, 2024

Date accepted: June 8, 2024

Originality: 93%

Grammarly Score: 99%

Similarity: 7%

Recommended citation:

Giangan, M.G. (2024). Language learning strategies and motivation as determinants of the English academic performance of Grade 10 students. *Journal of Interdisciplinary Perspectives*, 2(7), 648-657.
<https://doi.org/10.69569/jip.2024.0200>

Abstract. The academic performance in English is essential to students' overall learning outcomes. This study aimed to determine the relationship between language learning strategies, motivation, and English academic performance among Grade 10 students. A descriptive-correlational design was employed, and participants were selected through stratified random sampling from three schools in Tagum City. The mean was used to describe the students' level. The statistical tools used included the mean, standard deviation, and Pearson-r correlation coefficient. The study found that Grade 10 students exhibited a high level of language learning strategies, suggesting that these strategies helped students become more effective learners and fostered more efficient development of their mastery of the target language. Additionally, students demonstrated a high level of motivation, indicating frequent motivation in learning. The study also revealed a satisfactory level of English academic performance, suggesting that there are still areas needing improvement. Furthermore, the two independent variables were significantly correlated with the English academic performance of Grade 10 students.

Keywords: Academic performance; Descriptive-Correlational; Language learning strategies; Motivation.

1.0 Introduction

The student's academic performance in English was crucial to their overall learning performance. The ability to use and comprehend English can contribute to their learning in another learning area, which is why it is considered a key element in their learning process (Gbollie & Keamu, 2016). According to Hilman and Abubakar (2017), academic performance concerns students' educational and extracurricular achievements. However, the recent standing of students in English performance is deteriorating compared to the neighboring ASEAN countries, which made it an issue in English education having Kyrgyzstan and Tajikistan rank 96th and 100th, respectively, among Asian nations (Ang, 2021; Ozowuba, 2018;).

Meanwhile, several issues were also associated with low academic performance in the Philippines (Almerino et al., 2020). One of these is low academic performance in English at the elementary and secondary levels. The low academic performance of the students can be attributed to their proficiency in the English language, which also affects their performance in science and mathematics, which use English as the medium of instruction. The poor performance of the students in Samar in learning the language, as mentioned above. They need help acquiring the English language, which has given them higher chances of failing academically. They have made this a primary concern for teachers and must be addressed (Alaga, 2016).

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).

In Davao del Norte, a study revealed that high school students in public schools in Panabo City attained low academic performance, especially in English. After the National Achievement Test, Panabo City Division got an overall Mean Percentage Score (MPS) of 64.32, which was less than the division target of MPS of 72.66% in SY 2014-2015 and is relatively less than the 75% national passing rate. It was recommended in the said study that so much has to be done to improve their student's academic performance, especially in English (Decano & Orbeta, 2019).

On the other hand, the possible contribution of language learning strategies to the student's academic performances in English has been given attention. This has been well documented and popular as it was found that a learner's ability to handle language learning situations can contribute to higher academic performance. If one can appropriately strategize language learning, it will lead to higher self-esteem, eventually improving performance. Students believed that, by making better and more effective use of language learning strategies, they could perform better in their academics in English (Ngo et al., 2015; Shyr et al., 2017). Motivation was also found to predict the students' academic performance. The affiliative aspect of one's motivation may affect one's academic performance. This can be manifested as they put effort into pleasing people and obtain commendations from parents and teachers, which will drive them to perform better (Sukor et al., 2017). It can also be noted that motivation plays a vital role in learning because it extensively explains academic performance and gives impact to it (Gasco et al., 2014; Khatib, 2010).

Despite these observations, the researcher identified a noticeable gap in the research concerning the potential link between language learning strategies and student motivation, particularly in terms of their academic performance as junior high school students studying English. More research should be focused on the roles of language learning strategies and motivation in students' performance in grades 7 to 10. Due to that, the researcher believes that it is high time to conduct a study that will determine if there is a relationship between the use of language learning strategies and academic performance as well as motivation for the English performance of the students. This aligns with the recommendation of Al-Haj (2020) that it is essential to investigate learners' academic performance in learning English as it can be affected by their language learning strategies and motivation.

2.0 Methodology

2.1 Research Design

This study utilized the quantitative research method, precisely the descriptive-correlational approach. Quantitative research techniques serve to evaluate objective theories by exploring the interrelations among different variables. These variables are often quantified using specific measuring instruments, allowing the gathered numerical data to be subjected to statistical analysis (Creswell, 2012). The quantitative research involves quantifying and analyzing variables to arrive at results. This includes the analysis of numerical data using specific and appropriate statistical tools. This method is also used in dealing with numbers and other measurable data to investigate phenomena and their possible existing relationships. The quantitative research method is utilized to answer questions about the relationships of variables that are measurable with interpretation (Apuke, 2017). Further, descriptive-correlational design was used to examine the level of language learning strategies, motivation, and academic performance among Grade 10 students. Hence, the survey is considered valuable, as it will prove facts on which scientific judgment will be based. It will give essential knowledge for developing the instruments of the measurements of many things, which are utilized in all types of quantitative research (Berg, 2009).

2.2 Research Locale

This study was conducted in three selected public schools in Tagum City, Philippines. Tagum is a coastal city in the province of Davao del Norte. It served as the provincial capital. The city's land area was 195.80 square kilometers or 75.60 square miles, which constitutes 5.72% of Davao del Norte's total area.

2.3 Research Respondents

The study's respondents were Grade 10 students from Junior High School. The sample size was taken from a population of 1499 Grade 10 students. Using Raosoft Calculator, the sample size was 306 with a 5% margin of error, 95% confidence level, and 50% response distribution. 306, as the sample size for this study, has been accepted

as it conformed to the claim of Wilson et al. (2007) that the rule of thumb for a survey that determines relationships through correlation and regression is to have no less than 50 participants, which may increase as the number of independent variables increases.

Using the concept of proportion, the researcher arrived at the number of student respondents needed per school. The number of respondents per school was based on the school's population. 20.41% of the population in each school were randomly selected as the respondents. The researcher then came up with the sample size per school, which was 65 students in School A, 191 students in School B, and 50 students in School C. The 306 respondents were asked to respond to the survey questionnaires. Male or female students answered the survey questionnaire through Google Forms.

2.4 Research Instrument

The researcher utilized two adapted research questionnaires. The first tool is the Strategy Inventory for Language Learning (SILL) version 7.0, developed by Oxford (1989). This will be adapted to suit the context where the study will be conducted. It is a 50-item survey. Another adapted research tool is the Students' Motivation questionnaire developed by Sari (2019), which was drawn from Gardener's Attitude/Motivation Test Battery (AMTB) and has good validity and reliability. The tool has two parts: instrumental motivation and integrative motivation. Each subscale contains ten statements. In addition, the wording of questions is critical and should be considered, including appropriateness of the content, level of sophistication of language, type, and form. The adapted-modified questionnaire will be subjected to pilot testing. Thirty participants not part of the study will be chosen to participate in the pilot test.

2.5 Data Gathering Procedure

The researcher requested permission from the Division Office of Tagum City to conduct the study. Next, the researcher immediately sought approval from the principals of the selected schools. Upon receiving permission and approval, informed consent and assent forms were sent to the minor respondents during the study. When everything was cleared, the researcher administered the survey and assisted them if needed. In determining the level of academic performance, the researcher sought permission from the advisers to access the students' grades in English. Moreover, checked, scored, and recorded the scores in the master data sheet were utilized for data analysis using descriptive statistic tools.

2.6 Ethical Considerations

This research study followed ethical guidelines. It was done to confirm and verify that the research poses no potential harm, risk, or danger to the participant and to validate and check the contents of the research for erroneous or falsity of any data embedded in the study. In addition, the researcher was held accountable and responsible for securing the confidentiality of any data gathered during the survey. Oliver (2003) and Gregory (2003) noted that confidentiality is often regarded as closely related to the principle of privacy. Furthermore, the ethical behavior of individual researchers was under unprecedented scrutiny (Trimble & Fisher, 2006). The research respondents were informed and explained the nature of their participation in the study and the data confidentiality. This was done to ensure that the respondents' involvement is purely voluntary and that they will be fully informed regarding the study procedure.

3.0 Results and Discussion

3.1 Language Learning Strategies

Table 1 to 6 presents the Grade 10 students' level of language learning strategies from the online survey. The results show that the overall mean rating of 3.64 is described as high, which means that it is often observed. Generally, this result connotes that the use of LLS is evident. The category mean value of all indicators under the language learning strategies ranges from 3.55 to 3.78, suggesting high results. On the other hand, the overall SD is 0.71, which is less than one, indicating a significant dispersion of responses among the respondents. The Grade 10 students made conscious choices and operationalization to aid them in carrying out various activities from the beginning of learning to the most advanced levels of target language performance. This supports the statement of Rose (2015) that the processes and behaviors that language learners portray are intentionally employed to help them learn or utilize a language more successfully.

Table 1. Descriptive statistics for language learning strategies in terms of memory

Indicators	Mean	SD	Description
1. I make connections between my existing knowledge and new concepts that I encounter in English.	3.85	0.99	High
2. I use new English words in a sentence to remember them.	3.73	0.98	High
3. I associate the pronunciation of a new English word with a visual image or picture of the word.	3.69	1.09	High
4. I remember a new English word by mentally picturing a situation in which the word might be used.	3.61	1.17	High
5. I use rhymes to remember new English words.	3.44	1.10	High
6. I use flashcards to remember new English words.	3.22	1.19	Average
7. I physically act out new English words.	3.49	1.11	High
8. I review English lessons often.	3.69	1.07	High
9. I retain new English words or phrases by recalling where they are located on a page, a board, or a street sign.	3.60	1.09	High
Category Mean	3.59	0.77	High

Table 2. Descriptive statistics for language learning strategies in terms of cognitive

Indicators	Mean	SD	Description
1. I say or write new English words several times.	3.72	1.09	High
2. I try to talk like a native English speaker.	3.58	1.11	High
3. I practice the sounds of English.	3.89	1.03	High
4. I use the English words I know in different ways.	3.74	1.14	High
5. I start conversations in English.	3.51	1.11	High
6. I watch English-language TV shows or go to movies that are spoken in English.	3.82	1.13	High
7. I read for pleasure in English.	3.59	1.11	High
8. I compose notes, messages, letters, or reports in English	3.60	1.08	High
9. I first skim an English passage (scanned over the passage), then go back and read carefully.	3.51	1.14	High
10. I look for words in my language that are similar to new words in English.	3.66	1.14	High
11. I try to find patterns in English.	3.47	1.16	High
12. I find the meaning of an English word by dividing it into parts that I understand.	3.48	1.19	High
13. I try not to translate word-for-word.	3.35	1.10	Average
14. I make summaries of information that I hear or read in English.	3.59	1.15	High
Category Mean	3.61	0.78	High

Table 3. Descriptive statistics for language learning strategies in terms of compensation

Indicators	Mean	SD	Description
1. I make guesses to understand unfamiliar English words.	3.82	1.08	High
2. I use gestures when I can't think of a word during a conversation in English.	3.70	1.07	High
3. I make up new words if I need to learn the right ones in English.	3.49	1.06	High
4. I read English without looking up every new word.	3.32	1.11	High
5. I guess what the other person will say next in English.	3.39	1.17	Average
6. If I can't think of an English word, I use a word or phrase that means the same thing.	3.61	1.08	High
Category Mean	3.55	0.82	High

Table 4. Descriptive statistics for language learning strategies in terms of metacognitive

Indicators	Mean	SD	Description
1. I find as many ways as I can to use my English.	3.86	0.98	High
2. I notice my English mistakes and use that information to help me do better.	3.97	1.06	High
3. I pay attention when someone is speaking English.	3.98	1.03	High
4. I will find out how to be a better learner of English.	3.86	1.10	High
5. I plan my schedule to have enough time to study English.	3.55	1.11	High
6. I look for people I can talk to in English.	3.50	1.13	High
7. I look for opportunities to read as much as possible in English.	3.66	1.12	High
8. I maintain specific objectives to enhance my English proficiency.	3.82	1.12	High
9. I think about my progress in learning English.	3.84	1.08	High
Category Mean	3.78	0.78	High

Table 5. Descriptive statistics for language learning strategies in terms of affective

Indicators	Mean	SD	Description
1. I try to relax whenever I feel afraid of using English.	3.83	1.11	High
2. I motivate myself to speak English despite my fear of making mistakes.	3.83	1.11	High
3. I reward myself or treat when I do well in English.	3.48	1.17	High
4. I am aware of feeling tense or nervous while I am studying or using English.	3.65	1.09	High
5. I write down my feelings in a language learning diary.	3.24	1.26	Average
6. I talk to someone else about how I feel when I am learning English.	3.41	1.22	Average
Category Mean	3.57	0.83	High

Table 6. Descriptive statistics for language learning strategies in terms of social

Indicators	Mean	SD	Description
I ask the other person to slow down or repeat it if I need help understanding something in English.	3.93	1.05	High
I request that English speakers correct me when I speak.	3.78	1.09	High
I practice English with other students.	3.72	1.12	High
I ask for help from English speakers.	3.66	1.13	High
I ask questions in English.	3.68	1.17	High
I try to learn about the culture of English speakers.	3.59	1.14	High
Category Mean	3.73	0.71	High

The metacognitive strategy has the highest category mean among the six indicators of language learning strategies. It can be seen in the table that the level of Language Learning Strategies of the Grade 10 students in terms of Metacognitive strategy is high, which means that this strategy is often observed. This result is evident by the general weighted mean of 3.78. This implies that the students are aware of their learning processes, which relate to their skills in organizing and managing their learning processes. It aligns with the claim of Al-Buainain (2010) that students prefer using metacognitive strategies over other language learning strategies. This claim is also in line with the findings of Radwan (2011), which revealed that among the students, the metacognitive strategy was reported to be used significantly more than any other category of language learning strategies. Further, Surat (2014) mentioned that metacognitive strategies are used to manage the entire learning process. A metacognitive strategy is used as an executive function to manage, monitor, and evaluate their learning activities. Metacognitive strategies are often exhibited in their abilities, approaches, ways of thinking, and actions to exert control over their cognition and learning process. Furthermore, Abdalhamid (2012) claimed that learners who use metacognitive strategies learn faster and more effectively, can be constant receivers and deal with all situations, have the self-confidence to seek assistance from partners, teachers, or family, and can observe and evaluate themselves. Using a metacognitive strategy during the listening process increases learners' self-confidence, motivation, and ability to complete the activities. When there is a comprehension failure, skilled listeners use more repair strategies to redirect their attention back to the activity, whereas less-skilled listeners stop listening.

In particular, the statement that obtains the highest mean under metacognitive strategies is in the aspect of paying attention when someone is speaking English. This has a mean of 3.98, which is high and is often observed. This result implies that most of the Grade 10 students were attentive when someone was speaking in English. However, the statement that got the lowest mean is in the aspect where they are looking for people, they can talk to in English which obtains a mean of 3.50 which means high and is oftentimes observed. This implies that the Grade 10 students prioritize looking for someone they can talk to using English. With the above results, it can be concluded that learners seek out or create opportunities to practice the new language in naturalistic situations, like joining a conversation club (Paredes, 2010). Also, the findings of Chen (2009; Magno 2010) provide evidence that learners are willing to listen in order to achieve better learning outcomes.

On the other hand, Compensation Strategy attains the lowest category mean of 3.55 with a descriptive rating of high. This implies that this strategy is still evident among Grade 10 students in compensating for the missing knowledge in the target language due to lack of vocabulary. The findings align with the study of Shakarami (2017), which confirmed that the use of compensation strategies in language learning among students is considered high. In particular, the statement that obtains the highest mean under compensation strategies is making guesses to understand unfamiliar English words, where it obtains a mean of 3.82 with a descriptive equivalent of high. This statement further implies that the students usually guess unfamiliar words and use gestures during conversations when they cannot think of a word in English. Often, they use another word or phrase that means the same thing if they cannot determine the appropriate English word. However, the statement that got the lowest mean, which obtains a mean of 3.32 with a descriptive equivalent of high, is in the aspect where they are reading English without looking up every new word. This result implies that students in Grade 10 practice reading only after looking at the meaning of every new word.

The following results support the study of Shakarami (2017), where guessing was reported as the highly used strategy as study respondents reported a high level of thinking about the meanings of unknown words by dividing them into their components, using their knowledge of the comprising parts, and adding them up again to comprehend the meaning. Oxford (1990) reported that compensation language learning strategies are direct strategies learners use to overcome knowledge limitations in all four skills in learning and producing a new

language. Specifically, compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge.

3.2 Motivation

Table 7 to 8 presents the Grade 10 students' level of motivation from the online survey. The results show that the overall mean rating is 3.73, which is described as high and often observed. The category mean value of all indicators under motivation ranges from 3.66 to 3.81, which suggests high results. On the other hand, the standard deviation (SD) is 0.73, which is less than one, indicating a significant dispersion of responses among the respondents. Motivation consists of two (2) indicators: Instrumental and Integrative.

Table 7. Descriptive statistics for the motivation level of the students in terms of instrumental

Indicators	Mean	SD	Description
1. My primary use of English is for class assignments and exams.	3.78	1.07	High
2. I quote the textbooks and do not communicate myself when speaking or writing in class.	3.53	1.04	High
3. I am interested in reading only English textbooks for my university study, but only in other English texts like newspapers and magazines.	3.43	1.21	High
4. I am more interested in earning a university degree and an excellent job than learning the English language itself.	3.49	1.14	High
5. My interest leans more towards advancing my higher education than mastering the English language itself.	3.51	1.12	High
6. Learning English is essential for traveling abroad.	3.86	1.11	High
7. Learning English is essential for making me a knowledgeable and skillful person.	3.88	1.11	High
8. Learning English is essential for making me an educated person.	3.72	1.14	High
9. I consider being proficient in English can lead to more success and achievements in life.	3.83	1.07	High
10. I consider being proficient in English to make other people respect me.	3.54	1.17	High
Category Mean	3.66	0.75	High

Table 8. Descriptive statistics for the motivation level of the students in terms of integrative

Indicators	Mean	SD	Description
1. Studying English enables me to understand English books, movies, pop music, etc.	4.03	1.02	High
2. Studying English helps me better understand and appreciate the lifestyles of native English speakers.	3.92	1.02	High
3. Studying English enables me to keep in touch with foreign acquaintances.	3.72	1.14	High
4. Studying English enables me to discuss exciting topics in English with people from other national backgrounds.	3.69	1.15	High
5. Knowledge to other people, like giving directions knowledge to other people, like giving directions to tourists.	3.73	1.18	High
6. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	3.72	1.12	High
7. Studying English enables me to behave like native English speakers the accent and using English expressions.	3.68	1.09	High
8. Studying English enables me to appreciate English arts and literature.	3.87	1.07	High
9. Studying English helps me to be an open-minded, and friendly people like English-speaking people.	3.88	1.11	High
10. Studying English enables me to achieve maximum proficiency that is why I am determined to study English as best as I can.	3.85	1.08	High
Category Mean	3.81	0.82	High

Among the two indicators, Integrative motivation got the highest mean value of 3.81, which is described as high. This means that students' motivation is evident, particularly in the aspect that studying English enables them to understand English books, movies, pop music, etc., obtains the highest mean of 4.03, described as high, which means that the Grade 10 students often observed this aspect. The lowest is 3.68, which is defined as high, which is in the element where studying English enables them to behave like native English speakers, having an accent and using English expressions. This further implies that students often study English to understand English books, movies, and pop music, etc., They often study English to better understand and appreciate the ways of life of native English speakers, and they study English to be open-minded and sociable people like English-speaking people.

The abovementioned findings are in consonance with the findings of the study of Bundit (2019) which divulged that students were more integratively motivated to study English. It was further indicated that integrative motivation was a significant factor among the students. Students were highly interested to study English as they thought it was worth for them. Integrative motivation was the factor that contributed to the main reason for students to be successful in studying English. The learners with integrative motivation want to learn the language to understand better and get to know the people who speak that language (Wong, 2011). Further, Wang (2008) mentioned that integratively motivated learners tend to have more persistence in their learning, especially when they encounter challenges or complex tasks. This is because they have internalized their motive of learning into their self-value system, which explains why integratively motivated learners put more effort into their learning and obtain more significant achievements in second language acquisition. Furthermore, Gardner (1985) stated that integrative motivation supersedes instrumental motivation because integrative motivation involves attitudinal factors and goal-orientated behaviors, which are important to the second language learning process.

On the other hand, Instrumental motivation got the lowest mean value of 3.66 with a descriptive equivalent of high, which means that the Grade 10 students often observed instrumental motivation. Specifically, believing that learning English is essential for making themselves knowledgeable and skillful persons obtains the highest mean under the instrumental motivation of 3.88, which is described as high, which means that students' instrumental motivation is evident. However, the lowest mean under this indicator was 3.43, which is defined as a high means that it is oftentimes observed by the Grade 10 students that are in the aspect where they are having an interest in reading only English textbooks for university study but no other English texts like in newspapers and magazines. This further implies that the students often believe that learning English is essential to becoming knowledgeable and skilled. They often consider learning English important for traveling abroad and that being proficient in English can lead to more success and achievements in life.

The results conform to the findings of Zhao (2012), which revealed that students learning English as a second language were more instrumentally motivated than integratively motivated. This was due to the students' limited opportunities to communicate with the target native group or foreigners, which might be why learning English through integrative motivation was difficult. Another finding, revealed by Hong and Ganapathy (2017), indicated that students are more instrumentally motivated than integratively motivated in an English as a Second Language learning. Also, the study of Long et al. (2013) indicated that most of the motivation among the students was instrumental; however, students' learning motivation level towards English was high. In accordance with the study of Rahman (2019), students are typically instrumentally motivated when learning a second language. The instrumentally motivated students devote little time to English language learning. This means that these students understand how important English is to them and how important it is for them to learn it, but they need to devote more time and effort to practicing and mastering it. Also, compared to integratively motivated students, instrumentally motivated students need more time and energy to devote to their learning. The student's motivation for studying English was primarily instrumental.

3.3 Academic Performance in English

Table 9. Descriptive statistics for the academic performance in English

Range	Frequency	Percentage	SD	Mean	Description
75-80	91	29.7%	20.0	83.17%	Satisfactory
81-85	106	34.6%			
86-90	102	33.3%			
91-95	7	2.3%			

Table 9 presents the students' level of English academic performance among students. The overall mean grade is 83.17 with an SD± of 20.00, which has a descriptive equivalent of satisfactory. The results show that the students' English academic performance is satisfactory. Specifically, 91 out of the 306 respondents have an average of 75-80 in English, 106 of them have an average of 81-85, and 102 have an average of 86-90. Only 7 out of the 306 respondents have an average of 91-95.

The results on the academic performance of students in English also supported the findings of Racca and Lassaten (2016), who concluded that most of the students in the setting of their study have English language proficiency,

which is only at a satisfactory level. This conforms to the results shown above. Further, the study concludes that the student's academic performance in English is reasonable.

Also, Li (2010) reported that educators agree that proficiency in the English language is the basis for success in academic pursuits. Reading, writing, and working with numbers are tasks based on language learning strategy. This describes the interplay between everyday language learning and more advanced communication learning strategies. Indeed, language proficiency is a key to academic performance. For instance, a person who does not know English may need access to the world's known scientific and technological discoveries that are predominantly written in English. This means that students need to be proficient in English to grasp knowledge in other learning areas better. As claimed, language proficiency in English is significantly related to academic performance. Also, as stated by Fakeye and Ogunsiji (2009), students' success in school mainly depends on their proficiency in the language of instruction. If the students are excellent and well-versed in English, their academic performance increases and is satisfactory.

3.4 Relationship Between Language Learning Strategies, Motivation, and English Academic Performance

Table 10. Correlation analysis for the relationship between language learning strategies, motivation, and English academic performance among grade 10 students

Independent Variable	Dependent Variable	R-value	p-value	Remarks
Memory	Academic Performance	0.157	0.006	Significant
Cognitive		0.186	0.001	Significant
Compensation		0.110	0.053	Not Significant
Metacognitive		0.150	0.008	Significant
Affective		0.101	0.079	Not Significant
Social		0.102	0.075	Not Significant
Instrumental Motivation		0.119	0.038	Significant
Integrative Motivation		0.164	0.004	Significant
Language Learning Strategies		0.151	0.008	Significant
Motivation		0.152	0.008	Significant

The Pearson r correlation was utilized to test whether there is a significant relationship between the variables in this study, namely, language learning strategy, students' motivation, and English academic performance among Grade 10 students. As displayed in Table 10, the test of the relationship between language learning strategies and English academic performance obtains an R-value of .151 and a p-value of .008, which is less than 0.05 level of significance. The aforementioned R-value implies that there is a relationship between language learning strategies and the academic performance of students in English. Thus, there is a significant relationship between students' language learning strategies and their English academic performance. This result is cognizant of the report of Tuckman and Kennedy (2011), which mentions the association of language learning strategies with improving the academic performance of freshmen students in English. Also, the result confirmed the suggestion of Espinosa (2015), which reiterates that English language learning strategies are associated with fostering learners' academic performance.

The findings of Tuckman and Kennedy (2011) on the relationship of Language Learning Strategy and explicit instruction in improving freshmen performance are also confirmed. Their empirical research confirmed the association of Language Learning Strategy in helping learners achieve academic success. Further, as displayed in Table 4, the test of the relationship between motivation and English academic performance obtains an R-value of .152 and a p-value of .008, which is less than the 0.05 level of significance. The aforementioned R-value implies that there is also a relationship between motivation and the academic performance of students in English. Thus, there is a significant relationship between students' motivation and their English academic performance. The results on the relationship between motivation and English academic performance conform to the finding of Adamma et al. (2018), which revealed that motivation correlates to students' English academic performance. Motivation, specifically, improves academic performance. Alongside this, Kariuki & Mbugua (2018) also concluded that motivation has a positive association with students' academic performance in English. Following

the study of Vansteenkiste et al. (2005), motivation has been shown to positively affect students' academic performance in domains of education, especially in English. The abovementioned findings of this study confirmed the anchored proposition by Gbolli and Keamu (2017) that the student's language learning strategies and motivation impact their academic performance in English. Also, it affirms the proposition of Shyr et al. (2017) that the students' use of language learning strategies is related to their academic performance as driven by their goals.

4.0 Conclusion

This study concluded that the Grade 10 students' language learning strategies are high in terms of memory, cognitive, compensation, metacognitive, affective, and social. They often use language learning strategies to learn English. Thus, these strategies help students become more effective learners in their classes and foster more efficient development of their mastery of the target language. The Grade 10 students' motivation is high in terms of instrumental and integrative motivation. They are often motivated to learn, so knowing the student's focus area is very important. The level of English academic performance is satisfactory. The grades of the students in English are on average. However, it indicates that aspects still need to be improved, especially in their academic performance. There is a significant relationship between language learning strategies and English academic performance. Also, there is a significant relationship between motivation and English academic performance. Hence, the abovementioned variables are associated with junior high school students in Tagum City.

Based on the findings and conclusion, it is recommended that students continue to employ the language learning strategies that suit them as they learn English. Constant use of these strategies may help them improve their capacity to learn English. In terms of motivation, teachers may also use appropriate teaching strategies that will increase motivation among students. Since there is a satisfactory level of academic performance in English, the teachers may work on improving it by connecting the students' respective language learning strategies to tasks and activities. Future researchers are encouraged to conduct further research on the other variables that affect the English academic performance of the students, which may be explored. Lastly, since there is a significant relationship between language learning strategies and academic performance motivation and academic performance, the school head may conduct forums, including the discussion during the School Learning Action Cell (SLAC) or the Mid-year Review Program and Evaluation (MPRE), benefitting the teachers, learners and school administrators.

5.0 Contributions of Authors

The author indicates equal contribution to each section. The author reviewed and approved the final work.

6.0 Funding

The work received no specific grant from any funding agency.

7.0 Conflict of Interests

The author declares no conflicts of interest regarding the publication of this paper.

8.0 Acknowledgment

The researcher's heartfelt gratitude goes to those significant people who have vested much support and extended their kindness to keep her going in this research endeavor. With them, this study is concretized. Dr. Danilo G. Baradillo, Dr. Jo-Ann Y. Solomon, and Dr. Maureen D. Aguisando gave untiring and scholarly suggestions for improving this paper. Their invaluable guidance and correction significantly shaped her paper into what it is now, of their dynamism in reviewing the manuscript and their expansive vision of what the study will become. To the school heads from the different schools, Dr. Nancy B. Gonzales, Dr. Charlyn Y. Emata, and Sir Dionisio Siglos, for allowing the researcher to contact and conduct an online survey among Grade 10 students. As well as to the respondents of this study, who willingly participated and for sharing their time and diligently answering the survey that made this study possible. Above all, the researcher is beyond grateful to the Almighty Father, who provided divine inspiration, which helped her sustain their interest and motivation in reaching her goal.

9.0 References

- Abdalhamid, R. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching*, 9(6), 123-133. <https://doi.org/10.5539/elt.v9n6p123>
- Adamma, D. (2018). Influence of extrinsic and intrinsic motivation on students' academic performance in mathematics. *SJME (Supremum Journal of Mathematics Education)*, 2(2), 52-59. <https://doi.org/10.5281/zenodo.1405857>
- Adonis, A. B. (2020). Contextualized strategic intervention materials in grade 9 mathematics. <https://doi.org/10.20319/pijss.2020.53.850868>

- Ahmad, K., & Ismail, G. (2013). Compensation learning strategies employed by adult ESL learners of a university in Malaysia. 6th International Conference on University Learning and Teaching. Social and Behavioral Sciences, 90, 78-87. <https://doi.org/10.1016/j.sbspro.2013.07.068>
- Alami, M. (2015). Impact of English proficiency on academic performance of international students. *Journal of International Students*, 5(1), 60-71. <https://doi.org/10.32674/jis.v5i1.443>
- Al-Buainain, P. (2012). Language learning strategy use of Saudi EFL students in an intensive English learning context. *Asian Social Science*, 8(13), 115-127. <https://doi.org/10.5539/ass.v8n13p115>
- Brown, S. (2017). To investigate ESL students' instrumental and integrative motivation towards English language learning in a Chinese school in Penang: Case study. *English Language Teaching*, 10(9), 17-29. <https://doi.org/10.5539/elt.v10n9p17>
- Bundit, S. M. (2019). The role of learners' motivation in English language learning at the tertiary level in Bangladesh. <https://doi.org/10.31235/osf.io/27e9m>
- Creswell, V. (2012). Fundamentals of quantitative research. <https://doi.org/10.5539/elt.v12n5p40>
- Dayon, D. (2018). Learning styles and academic performance of students in English 3. *International Peer Reviewed Journal*, 2(1), 35-46. <http://orcid.org/0000-0001-6553-2743>
- Dev, L. J. (2015). Impact of English proficiency on academic performance of international students. *Journal of International Students*, 5(1), 60-71. <https://doi.org/10.32674/jis.v5i1.443>
- Daller, B., & Phellan, H. (2013). Students' proficiency in English language relationship with academic performance in science and technical education. *American Journal of Educational Research*, 1(9), 355-358. <https://doi.org/10.12691/education-1-9-8>
- Espinosa, J. C. (2015). Impact of English proficiency on academic performance of international students. *Journal of International Students*, 5(1), 60-71. <https://doi.org/10.32674/jis.v5i1.443>
- Hilman, S. M., & Abubakar, A. (2013). The benefits of participating in extracurricular activities. *BU Journal of Graduate Studies in Education*, 5(2), 30-39. <https://doi.org/10.1177/1469787418808988>
- Lapinig, J. M. (2006). Learning styles and academic performance of students in English 3. *International Peer Reviewed Journal*, 2(1), 35-46. <https://doi.org/10.3926/jotse.504>
- Lewis, C. (2016). Understanding research methods to study African American males in college. *The Journal of Negro Education*, 85(1), 3-15. <https://doi.org/10.7709/jnegroeducation.85.1.0003>
- Magno, J. (2010). Korean students' language learning strategies and years of studying English as predictors of proficiency in English. *Teaching English to Speakers of Other Languages Journal*, 2, 39-61. <https://doi.org/10.2139/ssrn.1638492>
- Méndez-Aguado, B. J. (2020). The influence of emotions, motivation, and habits in the academic performance of primary education students in French as a foreign language. *Sustainability*, 12(6), 2531. <https://doi.org/10.3390/su12062531>
- Prihantoro, S., Widyana, R., & Setiawan, E. P. (2018). Learner motivation in ESL learning strategies and gender role. *Language and Literature Teaching*, 21(1), 30-44. <https://doi.org/10.24071/llt.v21i1.825>
- Robles, E. L., & Baban, E. D. (2023). The mediating effect of cultural participation on the quality of home care and well-being of the elders. *European Journal of Educational Sciences*, 10(8), 60-71. <https://doi.org/10.46827/ejes.v10i8.4932>
- Shakarami, A., Hajhashemi, K., & Caltabiano, N. J. (2017). Compensation still matters – language learning strategies in third millennium ESL learners. *Online Learning*, 21(3), 235-250. <https://doi.org/10.24059/olj.v21i3.1055>
- Sukor, M. (2017). Enhancing students' academic performance in chemistry by using kitchen resources in Ikom, Calabar. *Educational Research and Reviews*, 14(10), 342-350. <https://doi.org/10.5897/ERR2019.3810>
- Teh, N. (2020). EFL learners' language learning strategies: A case study at Qassim University. *Advances in Language and Literary Studies*, 11(5), 6-19. <https://doi.org/10.7575/aiac.all.v11n5p6>
- Wiles, R., Crow, G., Heath, S., & Charles, V. (2008). Anonymity and confidentiality. *International Journal of Social Research Methodology*, 11(5), 417-428. <https://doi.org/10.1080/13645570701622231>
- Zhao, F. Y. (2017). Investigating ESL students' motivation towards English learning in a Chinese school in Penang: A case study. *English Language Teaching*, 10(9), 17-29. <https://doi.org/10.5539/elt.v10n9p17>