

Language Learning Strategies And Academic Performance Among Senior High School Students At Maimbung Technical Vocational High School

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ABSTRACT. Language learning strategies are significant predictors of academic performance, especially in English, among senior high school students in technical-vocational institutions. This study examined the extent to which six categories of language learning strategies—memory, cognitive, compensation, metacognitive, affective, and social—contribute to students’ academic achievement in English at Maimbung Technical Vocational High School. Using a descriptive-correlational design and survey data from 100 randomly selected students, the findings revealed a moderate positive correlation between strategic language use and English GPA, with metacognitive, cognitive, and social strategies showing the strongest associations. These results affirm that purposeful and varied strategy use enhances both comprehension and performance, reinforcing the value of integrating strategy-based instruction into the curriculum. The study provides practical implications for educational interventions that align teaching practices with students’ strategic preferences to optimize learning outcomes in technical-vocational settings.

KEYWORDS: *Language, Learning strategies, Academic performance, Senior High School Students, Technical-Vocational Education*

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INTRODUCTION

The strategic application of language learning strategies is a fundamental determinant of academic performance, particularly within multilingual and performance-driven education systems such as that of the Philippines. In the senior high school curriculum, English functions as both a core subject and a medium of instruction, underscoring its role in academic success and professional preparation (Chavez et al., 2023). For students enrolled at Maimbung Technical Vocational High School, English proficiency is not solely an academic expectation but a necessary foundation for mastering technical competencies, participating in workplace-aligned training, and accessing further educational and career opportunities. In this context, the study of language strategies becomes essential not only for improving linguistic outcomes but also for enhancing students’ overall educational mobility.

A diverse array of strategies—categorized under memory, cognitive, compensation, metacognitive, affective, and social domains—forms the core of learners’ efforts to navigate

English language acquisition. These strategies act as scaffolds for encoding, processing, and retrieving language knowledge across formal and informal contexts. For instance, memory techniques such as spaced repetition and mental imagery have been shown to aid vocabulary retention and concept mastery (Kang, 2016). Similarly, cognitive strategies like elaboration and association foster deep learning by connecting new information to prior knowledge (Wu et al., 2021). Learning satisfaction, as defined by Ke and Kwak (2013), also hinges on how effectively these strategies are integrated into learners' academic experiences. As such, these approaches are instrumental in enhancing comprehension, long-term retention, and motivation toward learning.

Compensation and metacognitive strategies provide additional support to learners by addressing knowledge gaps and fostering self-directed learning. Compensation strategies—including inference, approximation, and contextual reasoning—enable students to maintain communication despite incomplete understanding (Viorel et al., 2024). On a more advanced level, metacognitive techniques such as goal-setting, self-monitoring, and reflection help students plan, regulate, and evaluate their learning progress, fostering academic resilience and autonomy (Ajayi, 2024). Affective strategies, which involve managing emotions and sustaining motivation, are equally crucial. As Fteiha and Awwad (2020) observed, learners who actively control their emotional responses tend to exhibit greater perseverance and positive attitudes toward language tasks. Meanwhile, social strategies, such as peer collaboration and interaction with fluent speakers, facilitate authentic language use and expand communicative competence (An & Hien, 2024). These strategies complement internal processes with external engagement, enhancing both fluency and confidence.

Understanding the strategic behaviors of learners in technical-vocational high schools yields insights into their adaptive learning capacities, especially as they juggle academic content with industry-based competencies. Students in these settings are required to master both general academic knowledge and specific vocational skills. Therefore, analyzing how they employ various strategies to overcome language-related challenges illuminates the cognitive and behavioral adjustments they make to succeed. As Chavez (2022), Gunn (2019), and Kim and Bae (2020) noted, learner characteristics—including attitude, belief systems, cultural orientation, field of study, and learning history—substantially influence the choice and effectiveness of strategy use. These variables shape learners' engagement, making strategic flexibility a key asset in navigating complex educational demands.

The study of strategy use among technical-vocational students is further justified by its potential to reveal the interaction between cognitive-emotional factors and academic achievement. According to Habók et al. (2022), this inquiry opens a window into how internal learner dispositions intersect with external academic pressures. Walck-Shannon et al. (2021) emphasized that identifying frequently used and academically effective strategies can inform responsive teaching practices tailored for high-pressure, low-resource environments. Such empirical data serve not only as a diagnostic tool but also as a foundation for designing curriculum interventions that balance vocational training with language proficiency development.

The importance of language as a tool for professional and academic growth is particularly evident in technical education, where English must be understood both theoretically and applied practically. Mahbub (2022) asserted that language learning strategies in these contexts are not limited to passing exams but extend to workplace communication, industry documentation, and continuous learning. Chavez et al. (2024) reinforced that strategic language use in this setting is a strong predictor of employability and readiness for future opportunities. Therefore, the strategic

deployment of language strategies is directly linked to students' capacity to function effectively in both academic and occupational domains.

Clarifying which learning strategies are most strongly associated with academic success enables educators to implement more inclusive, data-informed pedagogical practices. Bećirović et al. (2021) highlighted that such alignment between strategy use and instructional methods allows teachers to bridge gaps in comprehension, vocabulary mastery, and oral proficiency. Blessing (2024) further supported this by emphasizing the importance of aligning teaching approaches with student-preferred strategies to foster better engagement and achievement. Instruction becomes more impactful when it resonates with learners' natural inclinations and cognitive tendencies.

Recognizing the influence of demographic profiles—such as age, gender, grade level, and academic strand—adds depth to our understanding of how strategies are employed and which learners may benefit from differentiated support. These factors can influence not only motivation and learning style but also access to learning resources and support systems. A nuanced analysis of these demographic influences provides a clearer picture of how language strategy use can be optimized for diverse student populations, allowing teachers to personalize interventions while promoting equity in the classroom.

Language learning strategies operate as both a cognitive support system and a mechanism for learner empowerment in technical-vocational settings. Karima et al. (2022) affirmed that in environments where learners must bridge theoretical instruction with hands-on application, strategic competence enhances both learning and confidence. Bournier and Millican (2011) emphasized that empowering learners through strategic development leads to increased readiness for professional challenges, lifelong learning, and active societal participation. In this way, English becomes not only an academic subject but a platform for broader educational and social advancement.

Ultimately, aligning language learning strategy use with academic performance among senior high school students at Maimbung Technical Vocational High School underscores the interconnectedness of language education, strategic learning, and educational equity. This study contributes to a growing body of literature advocating for integrative learning models that consider learner context, strategic behavior, and academic outcomes. In doing so, it aims to offer both theoretical and practical insights that can improve pedagogical approaches and student performance in Philippine technical-vocational education.

RESEARCH QUESTIONS

1. What is the demographic profile of the students at Maimbung Technical Vocational High School in terms of:

1.1 Age

1.2 Gender

1.3 Grade Level

1.4 Strand

2. What is the level of language learning strategies in English among students in terms of:

2.1 Memory Strategy

2.2 Cognitive Strategy

2.3 Compensation Strategy

2.4 Metacognitive Strategy

2.5 Affective Strategy

2.6 Social Strategy

3. What is the level of academic performance of the senior high school students in terms of General Point Average in English?

4. Is there a significant correlation between the level of language learning strategies and academic performance in English among the senior high school students?

REVIEW RELATED LITERATURE

Foreign Studies

Effective language learning and academic success are closely tied to the implementation of affective strategies that manage learners' emotional states. Gao and Yang (2023) underscored the value of reducing anxiety and fostering motivation as critical contributors to sustained engagement and improved outcomes in English language subjects. In a similar vein, Freire et al. (2020) emphasized that affective strategies, including the use of relaxation techniques, personal goal-setting, and self-encouragement, enabled students to navigate linguistic challenges with greater ease and confidence. These findings reinforce the proposition that emotional regulation enhances learners' ability to engage meaningfully with language tasks and persist despite setbacks.

Social learning strategies have also been shown to significantly enhance language proficiency and academic performance. Balkaya (2023) demonstrated that learners engaged in collaborative activities, such as group discussions and peer-based feedback, developed better communicative competence due to exposure to authentic language use. Supporting this, Magno et al. (2024) found that peer-supported environments helped students improve their linguistic abilities and academic scores, particularly in performance-based assessments that required practical application of language skills.

Memory and cognitive strategies are essential tools in promoting second language acquisition and academic achievement. Hernandez and Torres (2022) highlighted how techniques like visualization and repetition facilitate vocabulary retention and grammar comprehension. Chung (2023) corroborated these findings by demonstrating that visual aids, concept maps, and spaced repetition enabled learners to internalize language structures effectively. Mendez (2022) contributed to this discourse by linking motivation and emotional intelligence with academic performance. Additionally, Cassidy (2015) revealed that students with higher self-efficacy and a positive attitude exhibited greater academic resilience and were less prone to anxiety, which translated into stronger classroom participation and achievement. Together, these studies validate the interconnected role of cognitive effort and affective regulation in language mastery.

Cognitive strategy use has also been extensively examined for its impact on comprehension and critical engagement. Meylani (2024) identified elaboration, schema activation, and inference-making as key strategies that support deeper processing and integration of new information. Similarly, Prakong (2024) found that students who routinely related new language concepts to existing knowledge performed significantly better on tasks requiring analysis and interpretation. These strategies contributed to both immediate academic performance and long-term knowledge retention.

Blended strategy use—integrating multiple categories of learning techniques—has emerged as a hallmark of highly successful language learners. Kim and Lee (2021) found that students who simultaneously employed memory, cognitive, and social strategies achieved the highest levels of proficiency and academic performance. Their findings suggest that this integrative approach allows learners to compensate for individual weaknesses and strengthen overall learning outcomes.

The interplay of metacognitive and cognitive strategies is also vital in fostering autonomous learning and academic confidence. Liu and Liu (2021) showed that students who used self-monitoring and reflective practices while applying techniques such as summarization and note-taking developed stronger language skills and performed better on complex academic tasks. Chavez (2024) further emphasized that metacognitive awareness leads to improved reading comprehension and writing proficiency, outcomes that are central to academic achievement in language learning.

Collectively, these foreign studies underscore the effectiveness of varied and strategic approaches to language learning in driving academic success. Learners who combine cognitive processing, metacognitive regulation, affective control, and social interaction demonstrate superior outcomes across assessments and classroom engagement (Gaylo & Dales, 2017). International research consistently affirms that integrated strategy use enhances depth of learning and fosters academic resilience, especially in high-stakes educational contexts.

Given these global insights, it is imperative to examine how these strategies operate within Philippine classrooms—particularly in technical-vocational high schools where both academic competence and practical communication skills are essential. The convergence of international findings makes a compelling case for contextualizing and applying strategic language learning models within local educational systems to enhance student achievement.

Local Studies

In the Philippine educational landscape, strategic learning remains a critical determinant of student success in English language subjects. Abad (2024) emphasized the importance of metacognitive strategies such as planning, goal-setting, and monitoring progress, which are essential for promoting independent learning. Morris and Sakata (2023) echoed this, stating that students who actively track and adjust their learning approaches show improved retention and higher language achievement. These studies affirm that metacognitive awareness enables learners to manage their academic responsibilities with greater efficacy.

Social strategies have also proven to be valuable in enhancing language skills and academic involvement. Alvarez (2023) documented the benefits of peer collaboration through activities such as group discussions and project-based learning, which fostered fluency and engagement. Similarly, Amalia (2018) noted that collaborative environments offered a supportive space for students with low confidence to develop their English skills. Malebese (2017) supported this by

asserting that social strategies contribute to inclusive language classrooms where all learners can participate and benefit.

Emotional and motivational factors further influence English language achievement, particularly through affective strategies. Bautista and Villanueva (2023) found that students who managed stress, engaged in positive self-talk, and maintained motivation achieved better academic results. Wixey et al. (2024) added that emotional resilience enhances mental well-being and academic engagement, reinforcing the value of affective approaches. On the practical side, Lacuna and Mendoza (2023) highlighted compensation strategies—such as seeking clarification and substituting unknown words—which supported students during assessments and real-time conversations, illustrating their functional significance in both oral and written performance.

Social learning approaches that simulate real-life language use were also emphasized in local literature. Ocampo (2023) demonstrated that interactive activities like role-playing and debates strengthened comprehension and expressive skills. Raymunde and Mamonong (2018), along with Paroginong (2018), further affirmed that such strategies boost both fluency and performance, particularly among technical-vocational students who require domain-specific communication competencies.

Cognitive strategies remain a cornerstone of academic success in English. Cortez (2022) investigated the use of summarization, paraphrasing, and note-taking, concluding that structured thinking improved reading comprehension and writing outcomes. Supporting this, Duke and Pearson (2002) noted that these strategies help learners process and organize information effectively, thereby enhancing long-form writing and critical analysis. Memory strategies have also been shown to support vocabulary development and reading fluency. De Vera and Santos (2022) found that repetition, flashcards, and chunking techniques improved retention and spelling accuracy. Garil et al. (2024) confirmed these results by linking memory tools to stronger reading performance and better test outcomes, establishing their foundational role in language learning.

The relationship between English proficiency and overall academic achievement was also explored. Anit (2023) reported that students with strong English skills performed better across other subjects, such as science and social studies. This claim was supported by Budiman et al. (2023) and Karim et al. (2023), who suggested that effective strategy use not only aids language learning but also acts as a gateway to holistic educational success.

Creative memory techniques such as mnemonic devices further enrich learning outcomes. Siagian et al. (2023) noted that methods like acronyms and visualization supported vocabulary recall and grammatical accuracy. Putnam (2015) explained that mnemonic devices enhance long-term memory formation and conceptual understanding, thus improving academic performance in language-related tasks.

Collectively, Philippine studies validate the role of intentional, strategic learning in fostering academic excellence. Comeros et al. (2024) and Study and Villasor (2017) emphasized that techniques such as self-regulation, collaboration, and emotional management are directly linked to improved performance and learner autonomy. In resource-constrained and diverse learning environments like those in the Philippines, these strategies are not merely supplemental—they are essential.

The consistent patterns in local literature emphasize the need for instruction that mirrors students' real-world learning behaviors. In the context of technical-vocational high schools, where communication and academic performance are interdependent, the application of diverse and purposeful learning strategies is vital. This study, therefore, builds on both international and national findings to examine how language learning strategies influence English performance

among senior high school students at Maimbung Technical Vocational High School. These insights lay the groundwork for designing interventions that optimize academic achievement through strategic language learning.

METHODOLOGY

The findings aim to provide empirical insights into how language learning strategies relate to academic performance among senior high school students at Maimbung Technical Vocational High School, serving as the basis for meaningful discussion and interpretation.

Research Design

This study employed a descriptive-correlational research design to explore the relationship between language learning strategies and academic performance in English among senior high school students. The descriptive element aimed to identify the extent of strategy use across six categories—memory, cognitive, compensation, metacognitive, affective, and social—while the correlational aspect investigated how these strategies are linked to students' academic performance in English. This research design was considered appropriate, as it allowed for the observation of existing conditions without manipulation, focusing instead on the natural relationship between variables. The researcher identifies the necessary information and actively seeks individuals possessing relevant experience or knowledge to enrich the reliability of the research outcomes (Cabiles et al., 2025; Campbell et al., 2020; Mpofu, 2016).

Research Locale

The study was conducted at Maimbung Technical Vocational High School, located in the municipality of Maimbung, province of Sulu, Philippines. The institution offers various strands under the senior high school curriculum, including Accountancy, Business and Management (ABM), General Academic Strand (GAS), and Technical-Vocational-Livelihood (TVL). This setting was selected because it represents a diverse group of learners who are engaged in both academic and technical-vocational pursuits, making it a relevant site for investigating how language learning strategies impact academic performance.

Strand	Number of Sample Respondents
ABM	30
GAS	40
TVL	30
Total	100

Table 1 –Distribution of Samples

Population and Sampling Procedure

The population of the study comprised all senior high school students enrolled in Grades 11 and 12 during the school year 2024–2025. Using a simple random sampling method, a total of 100 students were selected as respondents. This technique ensured that each student had an equal opportunity to be part of the study, thereby reducing sampling bias. The sample included 30 students from the ABM strand, 40 from GAS, and 30 from the TVL strand, ensuring balanced representation across academic tracks. The flexibility inherent in purposive sampling was a fundamental characteristic in this study, as it allowed for essential changes to participant selection criteria to address emerging themes or newly identified research questions (Adalia et al., 2025).

Description of Respondents

The respondents were composed of senior high school students enrolled in Maimbung Technical Vocational High School. The study considered relevant demographic variables such as age, gender, grade level, and strand. These characteristics were recorded to determine whether they influenced the students' use of language learning strategies or their academic performance in English. Respondents were drawn from both Grade 11 and Grade 12 levels, and represented a mix of male and female students from the three academic strands offered by the school. Participants exhibited a willingness to provide information; however, they expressed a need for explicit instructions regarding the level of detail expected in their responses (Magno et al., 2024).

Research Instrument

The primary tool for data collection was a structured questionnaire adapted and revised from the instrument developed by Neneng Wulandari (2018) and informed by DepEd Order No. 79, series of 2003. The instrument consisted of three main parts: the first section gathered demographic information; the second assessed students' language learning strategies across six categories with five items per category; and the third recorded the students' General Point Average (GPA) in English. A five-point Likert scale was used to measure the frequency of strategy use, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The GPA scores were categorized based on DepEd's standard performance descriptors.

SCALE OF MEASUREMENT FOR LANGUAGE LEARNING STRATEGIES

Scale	Scaled Responds	Verbal Interpretation
5	Strongly Agree	Totally Ready
4	Agree	Quietly Ready
3	Moderately Agree	Moderately Ready
2	Disagree	Slightly Ready
1	Strongly Disagree	Not at All Ready

Table 2 – Scale of Measurement Language Learning Strategies

SCALE OF MEASUREMENT FOR ACADEMIC PERFORMANCE

Scale	Scaled Responds	Verbal Interpretation
5	90% - 100%	Outstanding
4	85% - 89%	Very Satisfactory
3	80% - 84%	Satisfactory
2	75% - 79%	Fairly Satisfactory
1	Below 75%	Did not meet the expectation

Table 3 – Scale of Measurement for Academic Performance

Validity and Reliability

To ensure content validity, the questionnaire was evaluated by two experts in education from Sulu State College. They reviewed the items for relevance, clarity, and appropriateness for the target respondents. After the expert validation, a pilot test was conducted with a group of non-participating senior high school students. The feedback obtained led to minor revisions in the instrument to improve comprehension and alignment with the research objectives. Reliability testing confirmed that the questionnaire was consistent in measuring the intended variables.

Data Gathering Procedure

Before conducting the study, the researcher sought approval from the Dean of the Graduate Studies program at Sulu State College. Upon receiving endorsement from the college president, formal coordination was established with the school head of Maimbung Technical Vocational High School. After securing written permission, the researcher distributed the questionnaires to the selected respondents with the assistance of the class advisers. Students were informed of the research purpose, assured of the confidentiality of their responses, and reminded that participation was voluntary. Completed questionnaires were collected, encoded, and organized for statistical analysis.

Ethical Considerations

The study adhered to ethical principles to ensure the protection and dignity of all participants. Participation was entirely voluntary, and informed consent was obtained from each respondent. Anonymity and confidentiality were strictly maintained throughout the data collection and reporting processes. The researcher ensured that no physical, psychological, or academic harm would result from participation. Additionally, all procedures complied with Republic Act No. 10173, also known as the Data Privacy Act of 2012, and followed the institutional ethical guidelines of Sulu State College.

Statistical Treatment of Data

Data gathered from the survey were analyzed using appropriate statistical tools. Frequency and percentage were used to describe the respondents' demographic profiles. The weighted mean and standard deviation were computed to determine the level of language learning strategies and academic performance. Independent samples t-tests were applied to compare differences between two groups (e.g., gender), while Analysis of Variance (ANOVA) was used for variables with more

than two categories (e.g., strand and grade level). Pearson's correlation coefficient was employed to assess the strength and direction (Schober et al., 2018) of the relationship between language learning strategies and students' GPA in English. These tools provided a comprehensive analysis of both descriptive and inferential data.

RESULTS & DISCUSSIONS

Cognitive Strategies and Language Performance

The findings in table 4 reveal that cognitive strategies are actively employed by students to enhance their English proficiency. With a weighted mean of 3.5140, students expressed agreement with behaviors such as using English words in varied ways and practicing pronunciation. These actions align with literature emphasizing elaboration, inference, and schema activation as tools for deep processing. Notably, the use of practical language in conversation suggests a high level of engagement in authentic learning, critical for students in technical-vocational contexts who must master both academic and practical communication (Cutad et al., 2024). These results demonstrate that cognitive strategies foster not only comprehension but the ability to transfer knowledge into real-world tasks, thus bridging language acquisition and workplace readiness.

Table 4 – Level of Language Learning Strategies in English among Students in terms of Cognitive Strategy

Statements	Mean	S.D	Rating
1 I repeat newly learned English words multiple times.	3.31	1.116	Agree
2 I make an effort to speak like native English speakers	3.52	1.114	
3 I practice pronouncing English sounds.	3.63	1.269	Agree
4 I apply familiar English words in various contexts.	3.57	1.174	Agree
5 I initiate conversations in English	3.54	1.114	Agree
Total Weighted Mean	3.5140	.78483	Agree

Legend: (5) 4.50-5.00=Strongly Disagree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Metacognitive Regulation and Academic Autonomy

In table 5, Metacognitive strategies yielded a relatively high mean score of 3.6180, indicating that students are often engaged in planning, monitoring, and reflecting on their learning. These behaviors—such as identifying errors and seeking diverse language uses—support the development of autonomous learners capable of self-directed improvement. As Cai & Meng (2025) observed, such strategies correlate with greater academic resilience and reading

comprehension, which are pivotal in academic performance. This is especially important for learners balancing both technical and academic workloads, reinforcing that metacognitive awareness serves as a scaffold for managing complex educational tasks. The findings affirm that students who take charge of their learning pathways are more likely to demonstrate consistent academic success.

Table 5 – Level of Language Learning Strategies in English among Students in terms of Metacognitive Strategy

Statements	Mean	S.D	Rating
1 I look for multiple opportunities to use my English skills.	3.73	1.081	Agree
2 I observe my mistakes in English and use them as a guide for improvement.	3.64	1.097	Agree
3 I stay focused when others are speaking in English.	3.62	1.099	Agree
4 I seek ways to improve my English learning strategies.	3.69	1.169	Agree
5 I organize my schedule to ensure I have sufficient time for studying English.	3.41	1.083	Moderately Agree
Total Weighted Mean	3.6180	.73915	Agree

Legend: (5) 4.50-5.00=Strongly Disagree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Correlation between Language Strategies and Academic Performance

The statistical analysis in table 6 reveals a significant positive correlation between the use of language learning strategies and academic performance in English. This correlation indicates that students who regularly engage in strategic behaviors—across cognitive, metacognitive, memory, and social domains—tend to achieve higher GPA scores. This supports claims from Naz et al. (2024) that blended strategy use enhances comprehension and critical engagement. For senior high school students in technical-vocational settings, this relationship validates that strategic language learning is not merely a theoretical construct but a practical determinant of academic achievement. The evidence advocates for more targeted instruction that integrates multiple strategy domains to optimize student outcomes.

Table 6 – Correlation between Language Learning Strategies and Academic Performance

Variables	Pearson	Sig.	N	Description
Dependent Independent	<i>r</i>			
t				

Level of Language Learning Strategies in English	Level of Academic Performance in English	in	.383**	.000	100	Moderate
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Note. **Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Memory Strategies and Vocabulary Retention

In table 7, students demonstrated a favorable use of memory strategies, with a total weighted mean of 3.5880, interpreted as “Agree.” The most practiced behavior was associating word locations visually (Mean = 3.76), indicating reliance on spatial memory for vocabulary retention. Additionally, reviewing lessons (Mean = 3.64) and using new words in sentences (Mean = 3.63) further support the idea that repetition and application strengthen language mastery. These findings are consistent with Zaidi et al. (2024) who emphasized that visual reinforcement and spaced repetition are essential to internalizing language structures. In technical-vocational contexts, where command of English is necessary for both classroom tasks and real-world applications, these memory strategies directly contribute to long-term comprehension and language confidence.

Table 7 – Level of Language Learning Strategies in English among Students in terms of Memory Strategy

Statements	Mean	S.D	Rating
1 I relate new English knowledge to what I already know	3.35	1.321	Moderately Agree
2 I create sentences using new English words to help me remember them.	3.63	1.143	Agree
3 I associate the sound of a new English word with an image or a situation where it could be used.	3.56	1.085	Agree
4 I frequently review my English lessons.	3.64	1.243	Agree
5 I recall new English words or phrases by visualizing where I saw them—on a page, a board, or a street sign.	3.76	1.147	Agree
Total Weighted Mean	3.5880	.77163	Agree

Legend: (5) 4.50-5.00=Strongly Disagree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Affective Strategies and Emotional Regulation in Learning

The table 8 shows affective strategy category received a total weighted mean of 3.4560, indicating moderate agreement among students regarding the use of emotional regulation techniques. While some students reported efforts to encourage themselves and reduce anxiety, others only moderately agreed with managing emotions or lowering stress during learning. The highest-rated item was “I reward myself when I perform well in English” (Mean = 3.54), which underscores a need for stress management when facing language barriers. These results affirm findings by Kozubal et al. (2024), which associate emotional regulation with persistence and motivation. For students balancing both academic subjects and technical competencies, affective strategies play a vital role in sustaining engagement, particularly under pressure.

Table 8 – Level of Language Learning Strategies in English among Students in terms of Affective Strategy

Statements	Mean	S.D	Rating
1 I make an effort to stay calm when I feel nervous about using English.	3.40	1.279	Agree Moderately
2 I motivate myself to speak English, even if I’m worried about making mistakes.	3.51	1.176	Agree
3 I reward myself when I perform well in English.	3.54	1.123	Agree
4 I become aware of any tension or anxiety I feel while studying English.	3.35	1.209	Agree Moderately
5 I express my emotions by writing them in an English diary..	3.47	1.068	Agree Moderately
Total Weighted Mean	3.4540	.79790	Agree Moderately

Legend: (5) 4.50-5.00=Strongly Disagree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Social Strategies and Collaborative Learning

In table 9, Social strategies were rated with a total weighted mean of 3.6120, showing that students actively engage in peer-based learning. Statements such as “I ask questions in English” (Mean = 3.58) and “I seek help from English speakers when needed” (Mean = 3.71) had high ratings, reflecting a strong inclination to seek clarification and learn through interaction. These behaviors resonate with Gubalani et al. (2024), who found that peer-supported environments improve both fluency and confidence. In technical-vocational settings where teamwork is essential, social strategies not only enhance language acquisition but also build communication skills applicable to workplace scenarios. Thus, encouraging collaborative learning can serve as both a pedagogical and professional advantage.

Table 9 – Level of Language Learning Strategies in English among Students in terms of Social Strategy

Statements	Mean	S.D	Rating
1 When I don't understand something in English, I request the speaker to slow down or repeat it.	3.75	1.149	Agree
2 I invite English speakers to correct me when I speak.	3.74	1.151	Agree
3 I practice speaking English with my classmates	3.74	1.125	Agree
4 I seek help from English speakers when needed.	3.71	1.217	Agree
5 I ask question in English.	3.58	1.165	Agree
Total Weighted Mean	3.7040	.84876	Agree

Legend: (5) 4.50-5.00=Strongly Disagree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

CONCLUSION

The results of this study clearly demonstrate that language learning strategies play a pivotal role in shaping the academic performance of senior high school students, particularly in the context of English language proficiency. Among the six strategic categories analyzed—memory, cognitive, compensation, metacognitive, affective, and social—the most frequently utilized and most strongly correlated with academic performance were metacognitive, cognitive, and social strategies. These findings underscore the idea that students who engage in goal-setting, self-monitoring, information processing, and collaborative communication are more likely to perform well in English. The moderate yet significant positive correlation between strategy use and English GPA confirms that academic achievement is not solely dependent on innate ability or instruction but is significantly influenced by the learner's strategic approach to language acquisition. In technical-vocational high schools, where learners must integrate theoretical understanding with practical communication skills, the deployment of these strategies becomes not just beneficial but essential for success.

Furthermore, the study highlights the importance of promoting strategic awareness among learners and the integration of strategy-based instruction within the curriculum. Teachers and administrators are urged to design pedagogical interventions that not only impart knowledge but also cultivate students' strategic learning behaviors. This includes explicit instruction on how to plan, regulate, and evaluate language learning, as well as opportunities for cooperative learning and real-world language use. The findings also suggest the need for differentiated support based on students' demographic backgrounds, ensuring that learning strategies are aligned with diverse needs and learning contexts. As the educational landscape becomes increasingly demanding, particularly in technical-vocational settings where employability and communication competence intersect, fostering strategic language learning offers a pathway toward more equitable, efficient, and empowering education. Future research may build on these findings by exploring longitudinal impacts of strategy training and by examining how digital tools or blended learning environments can further enhance strategic language acquisition and academic outcomes.

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