# Impacts Of Semantic Knowledge on Grade 11 SHS Students' Language Understanding and Writing Construction

**Romcel M. Chico**

**ORCID No: 0009-0003-4766-0751**

**Taal High School/ Taal, Bocaue, Bulacan**

## ABSTRACT

This study examined the impacts of semantic knowledge in both language understanding and construction among Grade 11 Senior High School students at Taal High School. Semantic knowledge, vocabulary breadth, and vocabulary depth are essential for understanding students and effectively expressing ideas. Using a mixed-methods approach, this study included quantitative measures such as the student's understanding of both written and spoken texts along with qualitative assessments that discriminated the impact on their writing skills. It has also provided ways of enhancing semantic knowledge in enhancing language understanding and writing construction using the five-point Likert scale alongside open-ended questions. Findings indicated students' perceived awareness of various semantic fields—formal, lexical, and conceptual semantics—which are crucial for language comprehension and effective communication. Secondly, the students did a good job in terms of ideas management and sentence formation. However, there is always scope for improvement in vocabulary and expression of complex thoughts that would make their writing even better.

**Keywords:** *Language Education, Semantic Knowledge, Language Understanding, Writing Construction, Vocabulary Depth, Language Proficiency, Taal High School, Bocaue, Bulacan*

## INTRODUCTION

Semantic knowledge plays a crucial role in reading comprehension among students. *"Languages provide a variety of ways of saying the same thing –addressing and greeting others, describing things, and paying compliments" (Eom & Papi, 2022; Salam El-Dakhs, 2020; Saputra et al., 2019).* English, being the most commonly used language for communication, has six primary lexical categories identified by their morphological characteristics and semantic attributes: noun, verb, adjective, adverb, preposition, conjunction, determiner, and exclamation *(Gizatulina et al., 2020; Suwastini et al., 2023).* Semantics includes the following linguistic aspects: Denotative and Connotative Meanings, Grammatical, Lexical, Contextual, Proverb, and Figurative Languages. These are all necessary to speak English well. Demonstrating effective language awareness and advanced composition requires multilingual skills. These skills are divided into five areas: grammar, vocabulary and composition. In English as a Foreign Language (EFL), the language and culture of the foreign language is the key to effective and efficient communication. It also provides an opportunity to learn language skills. Handwriting helps students grasp and understand vocabulary. This includes understanding the relationships between the sentence, the story, and the context of the scene (Alsayed, 2019).

Having a solid understanding of semantics is closely connected to the skill of forming coherent written statements. Students who have well-developed semantic networks are able to incorporate new vocabulary efficiently, resulting in more advanced writing skills. Alsayed (2020) on the Effects of Semantics in Language Development stated that semantics is important because it develops students' understanding and awareness of word meaning, sentence relationships, and discourse and context. Thus, semantics helps students better their vocabulary and language proficiency. Language by itself would be abstract and pointless without semantics.

Studies undertaken so far focus either on early language development or higher education context and leave out the application of semantic knowledge by high school students, more particularly within their critical academic phase, to develop skills of writing and understanding. This indicates that there is an immediate need for further investigation into how semantic awareness influences their ability to construct meaning in language, which could gain insight into more effective curriculum design and teaching strategies at the secondary level.

With the changes in the education curriculum in the Philippines, teaching methods had to be revamped. Each curriculum strand from Kindergarten to Grade 12 mandates learners, whether indigenous or non-indigenous, to achieve proficiency in lessons across varying education levels (Department of Education, 2016). In the K to 12 English Curriculum Guide (2016), high school focuses on areas where language is integrated. They teach grammar and structure and reading comprehension while allowing students to use language from basic to advanced levels. Students must be able to speak, speak and write correctly. They can communicate orally and write using correct English grammatical structure. In addition, they can discuss and analyze the text and understand the literary devices to create new meaning and respond to the text. Teachers in the Philippines must focus on quality language teaching and incorporate specialized educational programs, such as interventions, into their teaching practices to address the speaking difficulties of non-indigenous and indigenous learners in English semantics. To facilitate learning, teaching methods and educational activities should consider the three aspects: academic excellence, quality learning environment, and impacts (Hanlen, 2010).

Each language has a unique way of expressing world relations and this diversity can be conveyed by its lexical-semantic aspect, which "takes the meaning of the word as its central level" (Wang, 2010 as cited by Hao, 2017). For example, the Filipino adjective, "matalino" can be signified as bright, intelligent, wise, clever, or smart in English. Difficulties with abstract words (e.g. 'curiosity', 'ambiguity'), emotional words (e.g. 'embarrassment', 'anxiety'), power words (e.g. 'expert', 'authority') and adjectives (e.g. 'important' or image) (Bowen, 2011 on Information for Families: Semantic and Practical Difficulties). Senior High School students' language comprehension and writing abilities benefit greatly from semantic knowledge, helping them to understand language better and communicate their ideas.

The researcher, who is currently a 21st Century Literature and Practical Research 1 Teacher in Taal SHS, is prompted to study how semantic knowledge impacts language comprehension and writing in SHS students due to gaps in language proficiency observed from them, the importance of semantics for better comprehension and communication, a need to improve writing skills for academic and future success, and personal and professional curiosity about the roles of semantics in education. These factors likely motivate the researcher's exploration on how improving semantic knowledge could help SHS students, teachers, curriculum implementers and developers, and educational stakeholders.

## Statement of the Problem

The study aimed to assess their semantic knowledge levels and significant differences in their writing performance, identify its impact on their comprehension of written and spoken languages and provide strategies to enhance their semantic knowledge and improve language understanding and writing skills.

Specifically, this study sought to answer the following questions:

1.      What is the demographic profile of the participants in terms of:
    1.1. strand;
    1.2. age;
    1.3. sex?
2.       What is the level of SHS students' semantic knowledge in terms of:
    2.1 formal;
    2.2 lexical; and
    2.3 conceptual semantics?
3.      How does semantic knowledge affect SHS students' comprehension of written and spoken texts?

**4.** What impact does semantic knowledge have on the quality of SHS students' writing construction?

**5.** Are there significant differences in the writing performance of SHS students with varying levels of semantic knowledge as to:

    5.1 formal;

    5.2 lexical; and

    5.3 conceptual semantics?

**6.** What strategies can be implemented to enhance SHS students' semantic knowledge and improve their language understanding and writing skills?

# METHODOLOGY

## Methods and Techniques of the Study

This study employed a mixed-method design, inquiring with the aid of quantitative and qualitative tools: open-ended and close-ended instruments to discover the impacts of semantic knowledge on Grade 11 Senior High School (SHS) students' language understanding as well as writing construction. The design combined measures of improvement while involving the depth of understanding of the students' experience and viewpoint through qualitative data.

## Population and Sample of the Study

This research resorted to a convenience sampling strategy to select a sample of 40 Grade 11 Senior High School (SHS) students which includes the Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM) tracks for Academic Tracks, and Computer Programming (CP), Consumer Electronics (CE), and Home Economics (HE) for Technical-Vocational Learning (TVL) of Taal High School. The participants were selected through convenience sampling, ensuring that each student from the respective strand was assessed through their initial and current semantic knowledge abilities which involved creating a tool measuring their understanding of formal, lexical, and conceptual semantics.

## Research Instrument

This study utilized both quantitative and qualitative instruments to gather data on students' semantic knowledge. The quantitative method involved closed-ended questionnaires with Likert scale items measuring students' agreement on specific statements about Formal, Lexical, and Conceptual Semantics, such as their ability to understand sentence structure, differentiate literal and figurative meanings, and infer deeper meanings. The **qualitative method** included open-ended questions allowing students to elaborate on their semantic understanding in written and spoken texts. To ensure validity and reliability, content validation was conducted through expert reviews and alignment with learning objectives, confirming that items were relevant and linked to the study's goals in language comprehension and vocabulary development.

## Data Gathering Procedure

The research was conducted by applying ethical standards at all stages. Permission was sought with formal letters from the SHS Focal Person and Taal High School Principal before conducting the study. A systematic and validated approach to data collection obtained through informed consent was sought before distributing the questionnaire through Google Forms.

## Data Processing and Statistical Treatment

## Quantitative Data Analysis

Descriptive statistics, including mean and rank, were used to analyze the quantitative data collected from the five-point Likert Scale items in Parts 1, 3, and 4 of the questionnaire. The mean scores for

each statement were classified into specific ranges to enable a clear interpretation of the participant's views on the various challenges they encountered. The established descriptive rating scales per questionnaire part were as follows:

4.21 – 5.00     Strongly Agree; Excellent

3.41 – 4.20      Agree; Very Good

2.61 – 3.40      Neutral; Good

1.81 – 2.60      Disagree; Fair

1.00 – 1.80      Strongly Disagree; Poor

## Qualitative Data Analysis

Thematic analysis was used on the qualitative data collected based on the responses to open-ended questions in Parts 2 & 5 of the questionnaire. This is one of the most widely applied methods in qualitative research. The thematic analysis focuses on the identification, exploration, and interpretation of patterns of meaning within the data, according to Braun and Clarke (2006). Furthermore, coding was also considered.

# RESULTS AND DISCUSSIONS

## On Participant's Demographic Profile

**Table 1 Grade 11 Participants' Strands, Age and Sex Distributions**

| A.      STRAND | ACTUAL (n) | PERCENTAGE |
|---|---|---|
| ABM | 10 | 25.00 |
| GAS | 6 | 15.00 |
| STEM | 10 | 25.00 |
| HUMSS | 10 | 25.00 |
| TVL | 4 | 10.00 |
| Total | 40 | 100.00 |
| B.      AGE | ACTUAL (n) | PERCENTAGE |
| 17 | 7 | 17.50 |
| 16 | 32 | 80.00 |
| 15 | 1 | 2.50 |
| Total | 40 | 100.00 |
| C.      SEX | ACTUAL (n) | PERCENTAGE |
| MALE | 29 | 72.50 |
| FEMALE | 11 | 27.50 |
| Total | 40 | 100.00 |

Sections A, B, and C were the stratification of strands, ages, and gender of the respondents. The sample was 40. The distribution across strands showed that most students were enrolled in ABM, STEM, and HUMSS, with each strand having 10 students (25.00 each). In contrast, GAS had 6 students (15.00), and TVL had 4 students (10%), with a more uneven distribution in GAS and TVL compared to the other strands. In terms of age, 16-year-olds formed the largest age group, representing 80% of the total students, while smaller groups include 15-year-olds (2.50) and 17-year-olds (17.50). The sample was predominantly male, with males making up 72.50 of the group and females 27.50, highlighting a significant gender imbalance. Overall, the data reflected the group's characteristics across strand preference, age, and gender distribution.

**On Formal, Lexical, and Conceptual Semantic Knowledge Analysis**

**Table 2 Formal. Lexical, and Conceptual Semantic Knowledge Analysis**

| A.      FORMAL SEMANTICS | Mean | Rank | Descriptive Equivalent |
|---|---|---|---|
| 1.      I understand how sentence structure affects meaning. | 4.13 | 1 | Agree |
| 2.      I can identify grammatical relationships in complex sentences. | 3.65 | 3 | Agree |
| 3.      I recognize different sentence forms (e.g., declarative, interrogative) and their functions. | 4.03 | 2 | Agree |
| B.      LEXICAL SEMANTICS | Mean | | |
| 1.      I am familiar with the meanings of many words, including synonyms and antonyms. | 3.73 | 2 | Agree |
| 1.      I can identify context clues to determine word meanings. | 3.93 | 1 | Agree |
| 2.      I can differentiate between literal and figurative meanings of words. | 3.60 | 3 | Agree |
| C.      CONCEPTUAL SEMANTICS | Mean | | |
| 1.      I can understand abstract ideas and concepts in texts. | 3.75 | 2 | Agree |
| 2.      I can relate new ideas in a text to prior knowledge. | 3.78 | 1 | Agree |
| 3.      I can infer deeper meanings from complex sentences or paragraphs. | 3.50 | 3 | Agree |

Table 2  results from the surveys on Grade 11 SHS students' semantic knowledge gave a good understanding of the formal semantics since their means for sentence structure and in distinguishing types of sentences was 4.13 and 4.03, respectively. The analysis revealed that students demonstrated a relatively strong grasp of Formal Semantics. They generally understood sentence structure's role in meaning (Mean = 4.13) and could recognize various sentence forms and their functions (Mean = 4.03).   They were somewhat less confident in identifying grammatical relationships within complex sentences (Mean = 3.65), indicating an area for improvement. However, the weakest areas were lexical and conceptual semantics where students showed problems in identifying grammatical relationships and distinguishing literal from non-literal meanings. In Lexical and Conceptual Semantics, students showed moderate confidence. They were fairly comfortable with synonyms, antonyms, and context clues for unfamiliar words, but their ability to distinguish literal from figurative meanings (Mean = 3.60) and infer deeper meanings in complex texts (Mean = 3.50) needs further

development. Overall, while Formal Semantics scores were stronger, additional focus on Lexical and Conceptual areas would help enhance students' overall semantic comprehension.

**On Comprehension of Written and Spoken Texts**

**Table 3 Written versus Spoken Texts**

| MEANS OF UNDERSTANDING | ACTUAL (n) | PERCENTAGE |
|---|---|---|
| WRITTEN | 22 | 55.00 |
| SPOKEN | 18 | 45.00 |
| Total | 40 | 100.00 |

Table 3 showed comprehension means for two groups—written and oral texts—highlighting that written texts accounted for a higher proportion of understanding, with 22 instances (55.00) compared to 18 instances (45.00) for spoken texts. This suggested that written materials were more effective or prevalent in facilitating understanding in this context than spoken materials.

**On the Knowledge of Word Meanings in Understanding Written versus Spoken texts**

The difficulties that the students faced in understanding were also expressed as semantic, primarily because they were not familiar with some of the vocabulary and sentence structures which were very complex. In technical terms, especially in medical and research conditions, they found the greatest problem that could prevent understanding.

From the responses provided, several common themes emerged regarding the ways on how knowledge of word meanings help Grade 11 students in understanding written and spoken texts.

**1.      Ability to Understand the Actual Meaning and Content of the Texts**

Knowing the meanings of words vastly enhances Grade 11   students' ability to understand meaning and content in written and spoken texts. As one of the students said, *"It allows me to deeply understand the meaning of the texts. It also helped me to fully understand the content or what each text really conveys."* When Grade 11 students know what the words and their implications mean, they will know what is meant, make literal-non-literal language distinctions, and know the elements of a text that includes its key ideas and supporting details. This skill is very important, both in terms of drawing out the main message and being able to understand very complex ideas and interact with the material more emphatically.

**2.      Ability to Recognize the Texts Contexts and Nuances**

Recognizing context and nuances is the essence of proper interpretation of language, since it allows learners to notice figurative language, irony, or implied meaning which is not stated explicitly. It is in this sense that students are able to note how words function in different contexts so that they can distinguish between formal and informal language, changes in perspective, and stylistic elements of a text. A student participant said, *"My knowledge of word meanings helps me understand written and spoken texts by allowing me to recognize the context in which words are used and how they relate to one another."* Another responded, *"As a student, my knowledge of word meanings helps me understand and identify what's in the text. For example, I can identify that the sentence is a simile because it compares two different things and it used words like "as" and "like."* Therefore, this skill, then, allows more refined interaction with both the writing and spoken word; this will provide more in-depth understanding and even upgrade the critical thinking process. As a supporting statement, a student answered, *"It helps me to identify and analyze the context of written and spoken texts. Also, it improves my critical thinking skills by examining the words that are in the texts. By this knowledge, I am able to compose articles and any form of texts."*

**3. Ability to create own response or opinion on written and spoken texts**

The knowledge of word meanings empowers the Grade 11 students to come up with their response or opinion toward written and spoken texts as a participant stated, " It helps me to understand deeply and make my response or opinion to the written text or spoken text," When they are hugely knowledgeable about vocabulary, they can critically analyze the content, assess alternative viewpoints, and express their thoughts better. This way, knowledge and ability in this subject will make the students come out and give their informed opinions and responses instead of having just a very shallow understanding of the texts.

**4. Ability to identify the main ideas and arguments present in the written and spoken texts**

Identifying main ideas and arguments serves as a gateway to effective comprehension since it supports summary skills and enables critical engagement with the material. A good vocabulary bases direct students to the identification of thesis statements and provide evidence, thereby taking understanding of the text structure and purpose to a more profound level. Furthermore, this skill enlightens the active listening and reading skills that encourage the students to ask questions, engage with the subject, and make connections, which further lead to improved analytical skills and academic performance.

**5. Ability to achieve ease in explaining the meaning of written and spoken texts to one self and others**

Mastering the meaning of words is something fundamental to describing the meaning of texts easily to oneself and others. A student mentioned, *"When someone asks me to help him/her understand some situation, I can easily explain it so it is our advantage when we can understand the meaning of words so they won't have any difficulties to understand." " Using the meaning of words can help me understand written and spoken texts and give explanation of them... Also with my knowledge of word meanings, I can give life to different type of written of spoken texts,"* added by another student. When these students know the vocabulary of the text, they can then break ideas into smaller terms, restate key concepts, and clarify content. This ability enables students to internalize information by putting it in their own words, which is the most important approach to deeper understanding and retention.

**On Grade 11 Students' Struggles to Understand a Text**

Grade 11 students were challenged to reminisce their personal experiences they may have had because of a breakdown in comprehension. These can be contributing factors that may prevent them from attaining comprehension. In recalling such a story, the many facets that had contributed to the problem of comprehension. From the responses, provided, Grade 11 students came up with semantic-related struggles:

**1. Difficulty to understand or unlock unfamiliar vocabulary/ word**

Two major problem areas for Grade 11 students when interpreting texts include complex vocabulary and technical terms that fall under the umbrella of unfamiliar vocabulary. As one responded, *"Sometimes, I struggle to understand a text if some words are unfamiliar to me or I don't know the meaning of those words.. To me, not understanding the meaning of those words makes it difficult for me to understand a text."* When they encounter unfamiliar words, students who do not immediately recognize the term will be significantly hampered from understanding the meaning of a text. Another situation was shared by a participant which stated, *"We were tasked to do an RRL Matrix, while browsing for researches and studies that are relevant to our topics, I encountered terminologies that are not familiar to me, those terms are not the usual words you would see anywhere, it is used only in specific funcstions and fields, and a mere student who is still learning wouldn't know what it was at first read, unless their vocabulary is wider than a normal students or they like to explore."* This is very often the case in purely academic or professional environments where particular, often technical language is commonly used, and as such, students need to find ways to approach this sort of vocabulary.

**2. Difficulty in understanding complex sentence structures, cultural references, or lack of background information of any kind on the topic**

Understanding a text may become quite problematic when sentences get too complicated, when the references to one's own culture are unknown, or when background knowledge on a subject is lacking. A student said, *"One time, I was reading a historical text about the French Revolution. It was really fascinating, but I struggled to understand some of the complex ideas. The author used a lot of unfamiliar vocabulary, like "bourgeoisie" and "ancient régime," which I didn't know." "I eventually had to do some extra research to understand the historical context and the meanings of the unfamiliar words. It took some effort, but it was worth it because I gained a much deeper understanding of the French Revolution. This experience taught me the importance of background knowledge and research when encountering challenging texts,"* added by another. Such elements can seriously hamper the reading of written texts and the listening to spoken ones for quite a long time because the meaning of words has to be supplemented by a mastery of grammar, a cultural context, and subject-specific knowledge.

**On the Impact of Semantic Knowledge on Writing Construction**

**Table 4 Impact of Semantic Knowledge on Writing Construction**

| INDICATORS | Mean | Rank | Descriptive Equivalent |
|---|---|---|---|
| 1. I use a wide range of vocabulary in my writing. | 3.25 | 4 | Neutral |
| 2. I structure my sentences effectively to convey clear meanings. | 3.80 | 2 | Agree |
| 3. I find it easy to organize ideas in my writing. | 4.00 | 1 | Agree |
| 4. I can clearly express complex ideas in my writing. | 3.73 | 3 | Agree |

Table 4 showed the asessement of students' semantic knowledge and how it affects their writing construction, specifically their vocabulary use, sentence structuring, idea organization, and clarity in expressing complex thoughts. Students showed stronger skills in sentence structuring for clarity (Mean = 3.80) and organizing ideas (Mean = 4.00), both areas where most students feel confident. However, the mean scores revealed moderate confidence in vocabulary use (Mean = 3.25), indicating a need for further vocabulary enrichment. While students also felt relatively capable of expressing complex ideas clearly (Mean = 3.73), some responses remained neutral, suggesting room for improvement. Overall, while students were generally effective at organizing and structuring their writing, enhancing vocabulary and clarity with complex ideas could further improve their skills.

**On the Differences in Writing Performance Based on Semantic Knowledge**

**Table 5 Differences in Writing Performance Based on Semantic Knowledge**

| WRITING AREAS | Mean | Rank | Descriptive Rating |
|---|---|---|---|
| 1. Formal semantics (e.g., grammar and structure) | 3.35 | 1 | Neutral |
| 2. Lexical semantics (e.g., vocabulary use) | 3.10 | 3 | Neutral |
| 3. Conceptual semantics (e.g., expressing abstract ideas) | 3.33 | 2 | Neutral |

Table 5 showed the evaluation of Grade 11 SHS students' writing skills across formal, lexical, and conceptual semantics; highlighting their self-perceived strengths and areas for improvement. Students generally felt confident in Formal Semantics (Mean = 3.35), particularly in grammar and sentence structure, though there remains room for further skill enhancement. Lexical Semantics received a lower mean score (3.10), indicating that students perceive vocabulary use as an area needing development, with limited confidence in lexical variety. In Conceptual Semantics (Mean = 3.33), students felt capable of expressing abstract ideas, though many could benefit from further refinement to articulate complex thoughts more clearly. Overall, these findings suggested that while students had foundational skills in structure and abstract expression, expanding vocabulary and advancing clarity in complex idea expression would enhance their writing proficiency.

## On the Differences in Grade 11 Students' Writing Performance Based on Their Understanding of Word Meanings

The connection between vocabulary knowledge and writing performance is vital for Grade 11 students, as a deeper understanding of word meanings significantly influences clarity, coherence, and precision in their writing. Responses indicated that students believe a strong vocabulary enables clearer expression, aids in idea generation and elaboration, reduces repetition, and enriches their writing. Furthermore, familiarity with word meanings boosts students' confidence in writing and positively impacts grammar and sentence construction. Overall, the findings suggest that vocabulary knowledge serves as the essential foundation upon which students' writing skills are developed and refined.

## On Strategies to Enhance Semantic Knowledge and Improve Language Understanding and Writing Construction

Vocabulary and knowledge of word meanings are fundamental to effective communication and language comprehension. Students utilize various strategies to enhance their vocabulary, which is crucial for adapting to a constantly evolving linguistic landscape. The survey responses highlight several key strategies for vocabulary enrichment, including reading as the preferred method for exposure to new words across various materials such as books, articles, and literature. Additionally, students frequently refer to dictionaries and online resources for definitions, synonyms, and examples. Contextual learning is another common strategy, with students deducing meanings of words based on surrounding sentences or paragraphs. Other strategies reported include learning through multimedia sources such as videos, films, and educational content, which allow students to hear new words in context. Repetition and practice also play a significant role in reinforcing word meanings, while interactive learning, such as discussions with peers or instructors, further supports vocabulary development. Some students also engage in self-study, researching word meanings and origins using apps and resources. Overall, the findings suggest that vocabulary acquisition is best achieved through a combination of traditional methods, such as reading and dictionary use, and modern approaches like online resources, multimedia, and contextual learning. These themes sum up complex approaches toward teaching semantics and language that point out interlinked features among different strategies and how these impact on learning among the students.

## On Grade 11 Students' Activities that Enable Them to Apply Semantic Knowledge to Improve Writing

The themes derived from the data gathered among Grade 11 students revolved around improving writing skills and applying semantic knowledge by highlighting the importance of reading, writing, and interactive learning. Engaging with diverse texts, such as narratives and poetry, enhances students' understanding of language and semantics through critical analysis. Regular writing practice, including essays and creative pieces, allows students to apply their semantic knowledge and explore word nuances. Interactive activities, like word games and acting out meanings, further reinforce vocabulary comprehension. Creative writing encourages expression while examining tone and intent helps students grasp how semantic choices impact meaning.

Collaboration and goal-oriented practices also play significant roles in the learning process. Peer discussions and seeking help from proficient writers enhance understanding and application of semantics. Effective time management and clear learning objectives guide improvement in writing. Additionally, utilizing

technology and digital resources can supplement traditional methods, while self-assessment and feedback provide growth opportunities. Incorporating enjoyable activities fosters enthusiasm for learning, ultimately promoting a holistic approach to enhancing writing skills and semantic understanding.

## CONCLUSIONS

The impact of semantic knowledge on writing proficiency underscores the critical role vocabulary plays in effective communication. The results of the survey of semantic knowledge for SHS Grade 11 show a general strength in formal semantics, but significant weaknesses in lexical and conceptual semantics. Such results imply an overall sense of strong sentence structure and types of sentences, perhaps resulting from sound foundational grammar knowledge. Yet the inability to point out grammatical relations as well as understand complex texts implies that they may require targeted instructional support. This imbalance leads to the implication that, although students are very conversant with simple language constructs, they may need further training to enhance their understanding and utilization of more sophisticated semantic concepts.

Though the students are perfectly capable of organizing ideas and the structure of the sentences, their relatively modest vocabularies have an assertion of a deficiency that, if corrected, may improve their paper more cohesive and clear. Though the surveys reflect the usefulness of various vocabulary building methods like reading and learning from context, it also hints at the need for interactivity and cooperation by the teacher in order to encourage the students. A general overhaul for improving students' language skills, along with their overall academic performance, thus requires a holistic approach where modern and traditional tools of vocabulary development and semantic understanding are combined.

## RECOMMENDATIONS

Based on the discoveries about the semantic knowledge of Grade 11 SHS students and its influence on their ability to understand the language and to write compositions, it is highly recommended, developed, tested, piloted, and evaluated to execute the following:

**1. Targeted vocabulary enrichment programs:** Specific programs that will be able to expose the learner to different kinds of texts-literature, academic, and technical are needed. Vocabulary-building exercises-primarily about synonyms and antonyms and, of course, on how to make proper usage based on a context-are also needed for the enhancement of the lexical competence of the learner.

**2. Integrative Instructional Strategies:** Use a variety of teaching methods that integrate more traditional approaches, such as reading and the use of dictionaries, with modern tools, such as access to online resources and content available through multimedia. Use contextual learning, in which the student learns meaning from the surrounding text and practical examples, to reinforce vocabulary and nuances of meaning.

**3. Interactive Learning Activities:** Encourage an active learning environment by involving activities such as group discussions, games, and peer collaboration. In this way, the meaning of words can be verbalized by the students, they can feel less apprehensive about using complex vocabulary in their writing, and confidence with their writing skills is achieved.

**4. Visual and Contextual Aids:** Abstract concepts and complex ideas can be better understood through visual aids, concept maps, and multimedia resources. Use of visual aids could represent word meaning and word relationships so that retention and understanding are improved.

**5. Contextual grammar and semantics:** Teach focused lessons on grammatical relationships and the identification of various forms of figurative language, ensuring students can recognize complex sentences and contexts. In guided practice, students examine sample texts to identify key grammar and semantic elements.

**6. Encourage a Supportive Learning Environment:** Make your classroom a mistake-friendly culture. Encourage the children to share their problems of vocabulary and semantics to increase their resilience and interest in the learning process.

**7. Regular Assessments and Feedback:** In-school assessment should be done at periods to track the vocabulary that students acquire and semantic understanding of the students. Constructive feedback will inform the students where they are strong and what they are weak hence aid them in their writing and

comprehension development. By suggesting the above, these recommendations could heighten the semantic knowledge amongst the students, hence improving writing and performance generally in class.

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