

Study Skills, Writing Strategies and Reading Habits: A causal Model in Motivation in Learning a Language

ABSTRACT

Aims: To determine the best fit model of motivation in learning the Filipino language for senior high school students in a private academic institution in Davao Region.

Study design: This research used the descriptive-causal design.

Place and Duration of Study: The study was conducted among private high schools located in Davao City during the school year 2021-2022.

Methodology: The respondents of the study were the selected 400 senior high school students from private educational institutions in Davao region, Philippines. The respondents were chosen using stratified random sampling. The data were collected using the online platform.

Results: The overall results showed that the respondents had a high level of study skills, writing strategies, reading habits, and motivation in learning the Filipino language. Although high, those still had not reached the peak. It also showed a significant relationship between the three variables, the study skills, writing strategies, and reading habits in the motivation in learning the Filipino language. Of the five models, model 5 fits best.

Conclusion: The high level of study skills, writing strategies, reading habits, and motivation in learning the Filipino language, suggests that the students have time management. As a strategy, it suggests that students read different writings by well-known writers to gather good writing methods, ask for help or consult a teacher, friend, or family member so that their writing will be done well. In reading habits, it suggests that students spend time reading different books in the classroom or library. Lastly, on motivation, it suggests that students use the Filipino language daily so that they become more fluent in communication. The significant relationship between the three variables means that the three variables are of great help to motivate the students in learning the Filipino language. Model 5 is very acceptable because all the indices met the set criteria against the obtained model fit value. This study proves that a high level of ability in study skills, writing strategies, and reading habits contributes to the motivation in learning the Filipino language among senior students in high school.

Keywords: Education, study skills, writing strategies, reading habits, motivation in learning language, structural equation model, Philippines

1. INTRODUCTION

The lack of motivation in learning the Filipino language is one of the problems facing students today. The teacher's inability to effectively teach Filipino is seen to be the root of this, as it results in students becoming disinterested in class. (Ancheta at Perez 65-76). In addition, the behavior and level of motivation affect the students' performance especially in learning Filipino and they often say that they find it difficult to learn Filipino, they only listen if the subject is interesting or meaningful to them (Araiso, 2020). In the study conducted by Napil and San Jose (2020), it appeared that most of the participants had difficulty with grammar and pronunciation in Filipino. Thus, they say that it is difficult to understand the Filipino language.

In addition, factors are needed to make the student interested in learning the language. Learning motivation is one of them. According to Genc and Aydin (2017), motivation is the most important factor affecting language learning. Al-Khasawneh & Al-Omari, (2015) added motivation is among the many factors that affect the learning process of any language. Because without good motivation there is no good destination for learning it. Thus, a student with high motivation has more to learn, has self-confidence, and above all has much to discover in himself (Koca, 2016). It is also undeniable that the teacher also plays a big role in the motivation of students in learning a second language (Rukanuddin, 2014).

On the other hand, the purpose of the research is to answer the following, first to determine the level of students' study skills. Second, determine the level of writing strategies. Third, determine the level of reading habits. Fourth, determine the level of motivation in learning the language. Fifth, determine the significant relationship between study skills, writing strategies, and reading habits to motivation in learning the language. Sixth, the factors which best predict the motivation in learning the language. Lastly, determine the best fit model of motivation in learning the Filipino language.

In addition, factors are really important to have motivation in language learning such as study skills, writing strategies, and reading habits. One of the study skills is memory, discovered to have a great relationship in the field of language learning, especially in the initial learning of grammar (Serafini & Sanz, 2016). Also, writing is one of the skills that students should find fluency in if they want to expand their knowledge of the language as there is a high metacognitive method in writing that focuses more on linguistic elements, content, knowledge of the task requirements, the personal learning process, text, accuracy, and discourse features (Cer, 2019). In addition, reading habits are also one of the main requirements for learning. This also has a great contribution to determining the academic success of the students and also because it allows the students to gain meaningful and desirable knowledge (Owusu-Acheaw & Larson, 2014).

On the other hand, the study was based on Gardner's Motivation Theory (1-19) motivation has three elements - effort (the effort to learn a language), desire (desire to achieve a goal), and the good (enjoy language learning activities). He added; motivation has orientations. First, is the positive attitude towards the second language of the society and the desire to be close and be a part of the society includes what he calls integrative orientation. The second is the desire to learn the language for practical reasons and the good it brings to get a good job or career or a job with a large salary or what he calls instrumental orientation (Lai, 2013).

It was supported by the most influential and well-known embodiment of Gardner's motivation theory, the socio-educational model. It has two elements, ability and motivation. These two are strongly related to an individual's success in the context of language learning. A person's motivation in language learning is also related to two integrative elements and attitude during learning. Attitude during learning is related to the teacher, teaching, curriculum, teaching, and assessment process. Integrative, on the other hand, refers to the desire to be open to an individual adapting to the characteristics of other cultural/linguistic groups (Lai, 2013; Gardner, 2005).

In addition, Schumann (1986) proposed the acculturation theory. Acculturation is the socialization of the student in the community of the foreign language. However, simply interacting with the culture of the second language is only the first step in the language-learning process. Being part of this environment allows the learner to interact with speakers

of the second language and provides the learner with the necessary input for learning to take place (Guerrero, 2015).

However, this study investigated the relationship between the independent variables: Study Skills, Writing strategies, and Reading Habits in the dependent variable the motivation in learning the Filipino language. The student skills have different indicators: time management; concentration/memory; note taking; test strategy; information processing; motivation/attitude; selecting the main idea (Ezeala, 2015); writing strategies with the following indicators: self-initiation; planning; monitoring and evaluating; revising; text-generating; and resourcing (Bai et al. 2020); reading habits with the following indicators: reading attitude; reading frequency; materials read; the purpose of reading and time spent on reading (Balan et al. 2019) and motivation in learning the Filipino language with the following indicators: desire for career and economic enhancement; the desire to become a global citizen; desire to communicate and affiliate with foreigners/communication, self-efficacy affiliation need; the desire to self-satisfaction in learning/need for self-satisfaction and desire to be integrated with other cultures/Need for cultural integration (Gonzales & Lopez, 2015) as shown in the diagram below:

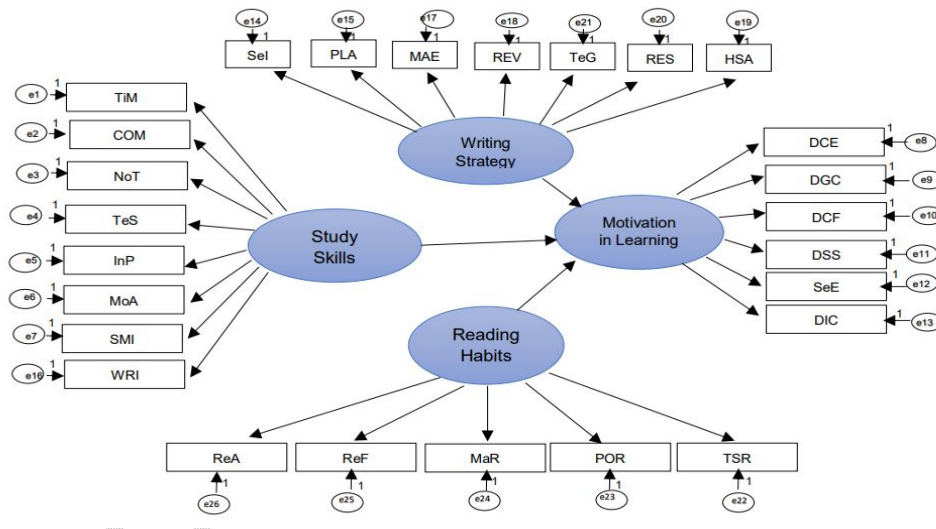


Figure 1: Conceptual Framework of the Study

Furthermore, for clarity and understanding, the following terms are defined. Study skill means a learning skill that encompasses a wide range of tactics and strategies that ultimately enable students to effectively learn, organize, and remember new information that can be used in language learning. Writing strategy is a method for senior high school students to be successful in their writing tasks. Reading habit is how an individual organizes his reading. Motivation to learn a language means a condition that comes from within a person who wants change, either because of their desire or the environment to express feelings or develop speaking skills.

On the other hand, studies related to motivation in language learning usually focus only on the English language because it is the most widely used and opens up many possibilities for communication with many people and a way to recognize different types of cultures (Uysal & Güven, 2018). There are many studies on motivational factors in language learning but there was no study that included the three variables mentioned in the study skills, writing strategies, and students' reading habits as factors that influence motivation in learning the language.

Motivation in language learning is very important to a person because without it there is no direction or purpose in language learning. This study is important worldwide because it will be the basis for studies to be done related to motivation in learning the Filipino language or even a foreign language. The head of the education department, private schools, and teachers are greatly helped by this study to make a plan or program to cultivate the ability of the students to learn the Filipino language. For students who are in senior high school, this study is helpful so that they can get to know themselves more, especially in their motivation to learn the Filipino language. To other researchers, related to this type of study, it may be helpful to be the basis for their study and the development of their study.

2. MATERIAL AND METHODS

2.1 Respondents

The respondents of the study were the selected 400 senior high school students in a private school in the Davao region. To determine the 400 participants who were suitable for the Structural Model, the rule of thumb was followed and the researcher used the stratified random sampling method (Parsons, 2014). Frankel et al. (2012) mentioned that stratified random sampling is a process in which some subgroups, or strata, are selected for the sample in the same proportion to the said population. Out of 400 participants, there are 66 participants in each region. Ismail (2013) explained that there must be 400 participants to prove a connection. According to Frankel et al. (2012), the minimum acceptable sample is less than 400, which may give an inaccurate result of the degree of correlation of the variables.

The senior high school respondents belonging to any track age sixteen to eighteen or above belong to the province of Davao Region and were enrolled in the school year 2021- 2022. These respondents were chosen because of the method of teaching used which was online learning and there were gadgets such as CP, laptops, and the internet that make it easier for them to answer the questionnaire using the google form. In addition, they can easily talk without face-to-face discussion to explain the purpose, and study process and answer their questions in any kind of online platform for the safety of the researcher and participant from the spreading of the COVID-19 virus. Public senior high school students were no longer included in the study because the teaching method is usually modular, there were only limited gadgets and there was difficulty in connecting to the internet.

2.2 Research Instrument

This study used downloaded questionnaires from web sources. The questionnaires were modified to include only the number relevant to the study. The first draft was presented to the researcher's adviser for comments and suggestions. To ensure the validity of the questionnaire, it was validated by the six expert validators. Out of the total score of the expert validators, the four questionnaires have a mean score of 4.6 which means very good.

After the validation, the efficiency of the questionnaires was tested through pilot testing using Cronbach Alpha to assess its accuracy. The pilot testing revealed that the three-study skills questionnaire, writing strategy, and reading motivation questionnaire had Cronbach Alpha .930, .941, and .955 which means excellent. But the reading habit had a Cronbach Alpha of .845 which means good. However, all questionnaires were reliable and suitable for use in the study.

The instrument used to collect data on study skills was adapted from Study Skill Checklist developed by the Cook Counseling Center at Virginia Tech (Cook Counseling Center at

Virginia Tech (CCCVT) with the following indicators: time management; concentration/memory; note taking; test strategy/test anxiety; information processing; motivation/attitude; selecting main idea and writing.

The writing strategy instrument was adopted from the Questionnaire-Based Investigation of Writing Strategies of Rui Bai, Guangwei Hu, and Peter Yongqi Guna with the following indicators: Self-initiation; planning; Monitoring and Evaluating; Revising; Text-generating; Resourcing and Help-seeking and affect managing.

The reading habits instrument was adapted from Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University in Shameem Ahmed with the following indicators: Reading Attitude; Reading Frequency; Materials read; Purpose of reading and Time spent on reading. Meanwhile, the motivation in learning the language was adapted from Foreign Language Learning Motivation Questionnaire: Further Examination of a Six-Factor Model by Richard DLC Gonzales with the following indicators: Desire for career and economic enhancement; Desire to become a global citizen; Desire to communicate and affiliate with foreigners/ communicate Self-efficacy-affiliation need; Desire to self-satisfaction in learning/need for self-satisfaction and Desire to be integrated with other cultures/Need for cultural integration. The scale used, description, and interpretation of the data collected in the four variables of the study can be seen below.

Chart1: List of scale used, description, and interpretation of the data collected in the four variables of the study

Scale	Description	Interpretation
4.20-5.00	Very High	The study skills, writing strategies, reading habits, and motivation in learning a language are always observed.
3.40-4.19	High	The study skills, writing strategies, reading habits, and motivation in learning a language are often observed.
2.60-3.39	Moderate	The study skills, writing strategies, reading habits, and motivation in learning a language are sometimes observed.
1.80-2.59	Low	The study skills, writing strategies, reading habits, and motivation in learning a language are seldom observed.
1.00-1.79	Very Low	The study skills, writing strategies, reading habits, and motivation in learning a language are never observed.

2.3 Research Design and Methodology

This research was conducted according to descriptive-causal design. Descriptive is used to describe the state of the situation that existed during the research to explore the causes of the specific problem. It is related to the collection of data to measure the hypothesis or answer questions about the current status of the subject of study, trying to get deep data and information about the matter by providing detailed data and information. The purpose of descriptive research is to describe, as well as explain, or prove some kind of theory or objective when it comes to a specific group of people. Its purpose is only to describe the measured variables (Sahin and Mete, 2021).

This research focused on adapting the data to match the models in study skills, writing strategies, reading habits, and motivation in learning the Filipino language. A structural equation model is a combination of statistical strategies that examine the relationship between related independent variables, either together or separately, and one or more independent variables, together or separately, that are examined. Independent variables

and dependent variables can be either factors or measured variables (Ullman & Bentler, 2012).

The goodness of Fit Statistics for Alternative Models by Analysis of Moment Structure (AMOS). To determine the most appropriate model, all the presented important signs must be aligned with the following criteria. Chi-Square/Degree of Freedom (CMIN/DF) $0 < \text{value} < 2$, P Value $>.05$, Normative Fit Index (NFI) $>.95$, Comparative Fit Index (CFI) $>.95$, Goodness of Fit Index (GFI) $>.95$, Tucker-Lewis Index $>.95$, Root Mean Square Error of Approximation, (RMSEA) $<.05$. P-close $>.50$.

3. RESULTS AND DISCUSSION

3.1 Level of Study Skills of Senior High School Students

Table 1 shows the results of the study on the level of learning skills of senior high school students in the Davao Region with a total mean score of 4.02 which is described as high and has a corresponding standard deviation of 0.45. This means that study skills are often observed in students. Also, among all indicators selecting of main idea, test strategy/test fear, information processing, time management, motivation/behavior, writing, notetaking, and concentration/memory with a mean score of 4.09, 4.07, 4.06, 4.00, 3.99, 3.99, 3.98, 3.96, respectively with a standard deviation of 0.51, 0.53, 0.50, 0.53, 0.56, 0.53, 0.55 at 0.55, respectively has a descriptive level of high or often observed.

It was indicated that the student often used these skills in their studies such as proper time management especially when there is a scheduled meeting. Record-keeping skills especially marking important information. There is a strategy for taking tests, good behavior such as attending class every day, and good at spotting things that are not understood and checking for grammatical errors.

Table 1. Level of Study Skills of Senior High School Students

Indicators	SD	Mean	Descriptive Level
Time Management	0.53	4.00	High
Concentration/Memory	0.55	3.96	High
Note Taking	0.55	3.98	High
Writing strategy/ test anxiety	0.53	4.07	High
Information Processing	0.50	4.06	High
Motivation/ Attitude	0.56	3.99	High
Selecting the main ideas	0.51	4.09	High
Writing	0.53	3.99	High
General Mean	0.45	4.02	High

Study skills are one of the important aspects that need to be considered to help students succeed and overcome the challenges that will be faced in the academic context (Wernersbach et al. 2014). It was supported by Naqvi (2018) study skill proficiency has an important role in the academic performance of students in the learning process. To achieve academic excellence, students need to develop essential study skills, including time management, organization, note-taking, reading, and critical thinking.

3.2 Level of Writing Strategies of Senior High School Students

Table 2 shows the results of the study on the writing strategy level of senior high students in the Davao Region with a total mean score of 4.09 with a high description and a standard deviation of 0.45. This means that the writing strategy is often observed among students. Also, in the indicators resourcing, planning, revising, text generating, monitoring and evaluation, Help-seeking and affect managing, and self-initiation with a mean scores of 4.19, 4.18, 4.13, 4.12, 4.08, 3.98 and 3.96 and standard deviation of 0.59, 0.50, 0.49, 0.52, 0.52, 0.62 and 0.59. has a descriptive level of high or often observed.

Table 2. Level of Writing Strategies of Senior High School Students

Indicators	SD	Mean	Descriptive Level
Self-initiation	0.59	3.96	High
Planning	0.50	4.18	High
Monitoring and evaluating	0.52	4.08	High
Revising	0.49	4.13	High
Text-generating	0.52	4.12	High
Resourcing	0.59	4.19	High
Help-seeking and affect managing	0.62	3.98	High
General Mean	0.45	4.09	High

It indicated that the students often used the writing strategy in their studies such as writing a good composition in Filipino, planning before writing by reading about what to write and thinking about what to write such as words, phrases, and sentences. Paying attention to correct spelling, punctuation, and grammar with the help of using a dictionary or grammar book. Revising mistakes made from suggestions given by the teacher such as changing appropriate words and grammar.

It is important to improve the writing strategy because it helps in learning especially writing work. In the study conducted by Raoofi et al. (2017) it was mentioned that the role played by writing strategy is important, especially in learning to write a second language. Thus, teaching writing strategies is important because it also helps to reduce students' anxiety levels (Tsiriatakis, 2017).

3.3 Level of Reading Habits of Senior High School Students School

Table 3 shows the results of the study on the reading habits of senior high students in the Davao Region with a total mean score of 3.66 with a high description and a standard deviation of 0.51. This means that reading habits are often observed among students. The study revealed only three of the five indicators have a high level of the material read, time spent in reading, and reading attitude with a mean score of 3.63, 3.57, and 3.50 and a standard deviation of 0.66, 0.82, and 0.06. This means that these reading methods are often observed in students. However, the reading purpose has the highest level with a mean score of 4.25 and a standard deviation of 0.53. This means that it is always being observed. In addition, the reading frequency indicator was the lowest of all with a mean score of 3.34 with a description of moderate and a standard deviation of 0.74. This means that this way of reading is sometimes observed among students.

Table 3. Level of Reading Habits of Senior High School Students School

Indicators	SD	Mean	Descriptive Level
Reading Attitude	0.60	3.50	High
Reading Frequency	0.74	3.34	Moderate
Materials read	0.66	3.63	High
Purpose of reading	0.53	4.25	Very High
Time spent reading	0.82	3.57	High
General Mean	0.51	3.66	High

The result of the study indicated that the reading habit can often be seen in the students in their studies, especially in their attitude. Students believe that reading habits are useful to them and they also find reading interesting. They also often read from websites, lecture notes, novels, and books. They also often read for 30 minutes- 1 hour a day. However, students always observe the purpose of reading because they believe that reading adds knowledge. But, the respondent observed frequently reading in print, audiobooks, and ebooks in their studies.

It helps a lot if you know the purpose of your reading such as the purpose of having an experience through which the individual can cultivate and expand his knowledge, and identity; expand and intensify his desires to gain a deeper understanding of himself (Chettri & Rout, 2013). Also, in the study by Huang (2014) students devoted only 7.7 hours per week to reading. Many factors influence young people's choice of reading material and their engagement with reading, including their self-perception and identity as a reader (Hall, 2012). It is important to know students' reading behavior to foster lifelong reading habits and how to further develop positive reading behavior. According to Akabuike and Asika (2012), negative attitudes and poor reading habits hinder comprehension. Clark and Douglas (2011) found that text messages, magazines, websites, and electronic messages are the most common reading choices of young people and fiction is read outside of class by other young people. But according to Palani (2012) due to the influence of mass media, people do not show more interest in reading books; magazines and journals, and so on. In addition, many students prefer to watch movies and other television shows, listen to audio CDs, and watch video CDs, among others (Issa, 2012). According to Ogbodo (2010), students should be encouraged to also read magazines instead of reading discussion notes and books all the time. This is because students who read magazines occasionally relax, cool their brains, and avoid mental fatigue.

3.4 Level of Motivation in Learning Language of Senior High School Students

Table 4 shows the results of the study on the motivation of Filipino students in the senior high of Davao Region with a total mean score of 4.09 with a high description and a standard deviation of 0.45. This means that the student's motivation in learning the Filipino language is often observed. Also, among the indicators desire to become a global citizen, desire for career and economic enhancement, self-efficacy, self-satisfaction in learning, desire to communicate and affiliate with foreigners and desire to be integrated with other cultures are all highly descriptive levels which means that the students have a clear motivation in learning the Filipino language with a mean score of 4.12, 4.05, 3.96, 3.90, 3.83 and 3.66 standard deviation of 0.58, 0.63, 0.63, 0.67, 0.66 and 0.82 with the descriptive level of high or often observed.

Table 4. Level of Motivation in Learning Language of Senior High School Students

Indicators	SD	Mean	Descriptive Level
Desire for career and economic enhancement	0.63	4.05	High
Desire to become a global citizen	0.58	4.12	High
Desire to communicate and affiliate with foreigners	0.66	3.83	High
Desire for self-satisfaction in learning	0.67	3.90	High
Self-efficacy	0.63	3.96	High
Desire to be integrated with other cultures	0.82	3.66	High
General Mean	0.56	3.92	High

The result of the study means that the student's motivation in learning the language can often be observed in the belief that it will help them to get a good job, it can be used in good communication, understanding other cultures, having personal satisfaction in learning the Filipino Language and believing that one can study the Filipino language.

Students with high motivation are more likely to be successful in a second language than students with low motivation (Nasihah & Cahyono, 2017). This result will greatly contribute to my desire to learn the Filipino language. According to the study by Napil and San Jose (2020) learned to communicate using the Filipino language with efficiency because of the efficiency and skill of their teacher in relating it to the importance of the language in their lives. They also feel the importance of using the Filipino language so that they can improve communication and interaction.

3.5 Significant relationship between Study Skills and Motivation in Learning Language of the Senior High School students

Table 5.1 shows the significant relationship between study skills and motivation in learning the Filipino language of senior high school students with a total r-value of .596 with a corresponding probability value of .000 which is lower than the 0.05 level of significance set in this study. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a significant relationship between study skills and students' motivation to learn the Filipino language. It implies that when the students' study skills are high, their motivation to learn the Filipino language is also high.

Other studies have found that other student learning skills, such as having effective learning strategies, using different learning methods, and having good language skills, are factors that contribute to learning (Hailikari, 2018). According to the study conducted by Dakhiel & Somaya (2019), academic achievement decreases due to a lack of study skills, so it is very important to identify training programs that develop study skills for improvement and success in learning a language.

Table 5.1 Significant relationship between Study Skills and Motivation in Learning Language of the Senior High School students

Study Skills	Motivation in Learning Language						
	DCE	DGC	DCF	DSS	SeE	DIC	Overall
TIM	.430** .000	.431** .000	.367** .000	.490** .000	.466** .000	.388** .000	.505** .000
COM	.432** .000	.481** .000	.370** .000	.500** .000	.439** .000	.392** .000	.512** .000
NoT	.391** .000	.456** .000	.311** .000	.419** .000	.409** .000	.294** .000	.444** .000
TeS	.471** .000	.482** .000	.377** .000	.498** .000	.511** .000	.374** .000	.530** .000
InP	.467** .000	.549** .000	.333** .000	.461** .000	.448** .000	.322** .000	.500** .000
MoA	.438** .000	.479** .000	.342** .000	.478** .000	.511** .000	.388** .000	.516** .000
SMI	.466** .000	.517** .000	.298** .000	.446** .000	.474** .000	.325** .000	.490** .000
WRI	.495** .000	.489** .000	.381** .000	.463** .000	.469** .000	.391** .000	.526** .000
Overall	.531** .000	.574** .000	.412** .000	.557** .000	.553** .000	.427** .000	.596** .000

Legend:
 TIM-Time Management
 COM-Concentration/Memory
 NoT-Notetaking
 TeS-Test Strategies
 InP-Information Processing
 MoA-Motivation/Attitude
 SMI-Selecting main ideas
 WRI-Writing

DCE- (Desire for career and economic enhancement)
 DGC- (Desire to become a global citizen)
 DCF- (Desire to communicate and affiliate with foreigners)
 DSS- Desire to self-satisfaction in learning
 SeE- (Self-efficacy)
 DIC- Desire to be integrated with other cultures

Time management has a significant relationship with: a desire for Desire to self-satisfaction in learning with an r-value of .490 and a p-value of .000 (significant); Self-efficacy with an r-value of .466 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .431 and a p-value of .000 (significant); the desire to become a global citizen with an r-value of .430 and a p-value of .000 (significant); Desire to be integrated with other cultures with an r-value of .388 and a p-value of .000 (significant); and desire to communicate and affiliate with foreigners/ with an r-value of .367 and a p-value of .000 (significant).

The overall result of concentration/memory has a significant relationship between the student's motivation to learn the Filipino language with an r-value of .512 and a p-value of .000 (significant). Additionally, concentration/memory has a significant correlation with the desire for self-satisfaction in learning with an r-value of .500 and a p-value of .000 (significant); the desire to become a global citizen with an r-value of .481 and a p-value of .000 (significant); Self-efficacy with an r-value of .439 and a p-value of .000 (significant); Desire for career and economic enhancement with an r-value of .432 and p-value of .000 (significant); the desire to be integrated with other cultures with an r-value of .392 and p-value of .000 (significant). and desire to communicate and affiliate with a foreigner with an r-value of .370 and p-value of .000 (significant).

Also, there is a significant correlation between the notetaking to students' motivation to learn the Filipino language with an r-value of .444 and a p-value of .000 (significant). The indicators have a significant relationship with the student's motivation to learn the Filipino language such as the desire to become a global citizen with an r-value of .456 and a p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .419

and a p-value of .000 (significant); self-efficacy with an r-value of .409 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .391 and p-value of .000 (significant); desire to communicate and affiliate with foreigners with an r-value of .311 and p-value of .000 (significant) and desire to be integrated with other cultures with an r-value of .294 and p-value of .000 (significant). The overall result of the test strategy has a significant relationship with the student's motivation to learn the Filipino language with an r-value of .530 and a p-value of .000 (significant). The following indicator also has a significant relationship with the student's motivation to learn the Filipino language: self-efficacy with an r-value of .511 and a p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .498 and a p-value of .000 (significant); the desire to become a global citizen with an r-value of .482 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .471 and p-value of .000 (significant) desire to communicate and affiliate with foreigners with an r-value of .377 and a p-value of .000 (significant); and desire to be integrated with other cultures with an r-value of .374 and a p-value of .000 (significant).

The overall result of information processing has a significant relationship with the student's motivation to learn the Filipino language with an r-value of .500 and a p-value of .000 (significant). Information processing has a significant relationship with the desire to become a global citizen with an r-value of .549 and a p-value of .000 (significant); the desire for career and economic enhancement with an r-value of .467 and p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .461 and a p-value of .000 (significant); self-efficacy with an r-value of .448 and a p-value of .000 (significant); desire to communicate and affiliate with foreigners with an r-value of .333 and a p-value of .000 (significant); and desire to be integrated with other cultures with an r-value of .322 and a p-value of .000 (significant).

Based on the overall results, motivation/attitude has a significant relationship with motivation in learning the Filipino language based on an r-value of .516 and a p-value of .000 (significant). Motivation/ attitude also has a significant relationship with the following indicator: self-efficacy with an r-value of .511 and a p-value of .000 (significant); the desire to become a global citizen with an r-value of .479 and a p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .478 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .438 and p-value of .000 (significant); the desire to be integrated with other cultures with an r-value of .388 and a p-value of .000 (significant); and desire to communicate and affiliate with foreigners with an r-value of .342 and a p-value of .000 (significant).

In addition to this, the overall result of selecting the main idea has a significant relationship with the student's motivation to learn the Filipino language with an r-value of .490 and a p-value of .000 (significant). Also, the selection of the main idea has a significant relationship with the desire to become a global citizen with an r-value of .517 and a p-value of .000 (significant); self-efficacy with an r-value of .474 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .466 and p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .446 and a p-value of .000 (significant); the desire to be integrated with other cultures with an r-value of .325 and a p-value of .000 (significant); and desire to communicate and affiliate with foreigners with an r-value of .298 and a p-value of .000 (significant);

Finally, the overall result on writing has a significant relationship with the student's motivation to learn the Filipino language with an r-value of .526 and a p-value of .000 (significant). Also, writing has a significant relationship with the desire for career and economic enhancement with an r-value of .495 and a p-value of .000 (significant); the

desire to become a global citizen with an r-value of .489 and a p-value of .000 (significant); self-efficacy with an r-value of .469 and a p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .463 and a p-value of .000 (significant); the desire to be integrated with other cultures with an r-value of .391 and a p-value of .000 (significant); and desire to communicate and affiliate with foreigners with an r-value of .381 and a p-value of .000 (significant)

3.6 Significant Relationship between Writing Strategies and Motivation in Learning Language of Senior High School Students

Table 5.2 shows the significant relationship between writing strategy and motivation in learning the Filipino language of senior high students with a total calculated r-value of .601 with a corresponding probability value of .000 which is much lower at the .05 level of significance set in this study. Thus, the hypothesis is rejected and the alternative hypothesis is accepted. It means there is a significant relationship between writing strategy and students' motivation to learn the Filipino language. This only means that when students' writing strategies are high, the motivation to learn the Filipino language is also high.

According to the research of Jennifer and Ponniah (2017) and Mastan et al. (2017) writing is related to the cognitive process, and cultural, motivational, and social factors. It has been proven in a study that the use of teaching strategies is only moderate, and the most frequently used are planning, text development, revising, monitoring, forecasting, and data gathering strategies that have a significant relationship with language learning efficiency (Bai et al. 2020).

Table 5.2 Significant Relationship between Writing Strategies and Motivation in Learning Language of Senior High School Students

Writing Strategy	Motivation in Learning Language						
	DCE	DGC	DCF	DSS	SeE	DIC	Overall
Sel	.504** .000	.436** .000	.380** .000	.471** .000	.494** .000	.404** .000	.527** .000
PLA	.496** .000	.575** .000	.277** .000	.436** .000	.473** .000	.286** .000	.490** .000
MAE	.531** .000	.558** .000	.363** .000	.478** .000	.474** .000	.351** .000	.535** .000
REV	.482** .000	.542** .000	.302** .000	.384** .000	.407** .000	.286** .000	.464** .000
TeG	.527** .000	.594** .000	.349** .000	.492** .000	.469** .000	.318** .000	.532** .000
RES	.449** .000	.487** .000	.253** .000	.367** .000	.355** .000	.194** .000	.403** .000
HSA	.438** .000	.427** .000	.413** .000	.446** .000	.462** .000	.423** .000	.514** .000
Overall	.592** .000	.623** .000	.408** .000	.534** .000	.544** .000	.395** .000	.601** .000

Legend:

Sel-Self-initiation

PLA-Planning

MAE-Monitoring and evaluating

REV-Revising

TeG-Text-generating

RES-Resourcing

HSA- Help-seeking and affect managing

DCE- (Desire for career and economic enhancement

DGC- (Desire to become a global citizen)

DCF- (Desire to communicate and affiliate with foreigners)

DSS- Desire to self-satisfaction in learning

SeE- (Self-efficacy)

DIC- Desire to be integrated with other cultures

In further analysis, the overall result of self-initiation has a significant relationship with motivation to learn the Filipino language based on an r-value of .527 and a p-value of .000

(significant). Self-initiation has a significant relationship with: the desire for career and economic enhancement with an r-value of .504 and a p-value of .000 (significant); the desire for self-satisfaction in learning with an r-value of .494 and a p-value of .000 (significant); self-efficacy with an r-value of .471 and a p-value of .000 (significant); the desire to become a global citizen with an r-value of .436 and a p-value of .000 (significant); the desire to be integrated with other cultures with an r-value of .404 and a p-value of .000 (significant); and desire to communicate and affiliate with foreigners with an r-value of .380 and a p-value of .000 (significant).

Furthermore, planning has a significant relationship with: the desire to become a global citizen with an r-value of .575 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .496 and a p-value of .000 (significant); self-efficacy with an r-value of .473 and a p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .436 and a p-value of .000 (significant); and desire to communicate and affiliate with foreigners with an r-value of .277 and a p-value of .000 (significant), and desire to be integrated with other cultures with an r-value of .286 and a p-value of .000 (significant).

Also, there is a significant relationship between monitoring and evaluating the motivation in learning the Filipino language of students with an r-value of .535 and a p-value of .000 (significant). Monitoring and evaluating have a significant relationship with the motivational indicators in learning the Filipino language of the students such as the desire to become a global citizen with an r-value of .558 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .531 and p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .478 and a p-value of .000 (significant); self-efficacy with an r-value of .474 and a p-value of .000 (significant); desire to communicate and affiliate with foreigners with an r-value of .363 and p-value of .000 (significant) and desire to be integrated with other cultures with an r-value of .351 and p-value of .000 (significant).

The overall result of the revising has a significant relationship with the student's motivation to learn the Filipino language with an r-value of .464 and a p-value of .000 (significant). Revising also had a significant relationship with the following indicators: the desire to become a global citizen with an r-value of .542 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .482 and p-value of .000 (significant); self-efficacy with an r-value of .407 and a p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .384 and a p-value of .000 (significant); desire to communicate and affiliate with foreigners with an r-value of .302 and a p-value of .000 (significant); and desire to be integrated with other cultures with an r-value of .286 and a p-value of .000 (significant).

The overall result of text-generating has a significant relationship with student's motivation to learn the Filipino language with an r-value of .532 and a p-value of .000 (significant). Text-generating has a significant relationship with the desire to become a global citizen with an r-value of .594 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .527 and p-value of .000 (significant); in self-efficacy with an r-value of .492 and p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .469 and a p-value of .000 (significant); desire to communicate and affiliate with foreigners with an r-value of .349 and a p-value of .000 (significant); and desire to be integrated with other cultures with an r-value of .318 and a p-value of .000 (significant).

Based on the overall results, the resourcing has a significant relationship with the motivation to learn the Filipino language based on the r-value of .194 and p-value of .000 (significant).

Resourcing also had a significant relationship with the following indicator: desire to become a global citizen with an r-value of .487 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .449 and p-value of .000 (significant); the desire to self-satisfaction in learning with an r-value of .367 and a p-value of .000 (significant); self-efficacy with an r-value of .355 and a p-value of .000 (significant); desire to communicate and affiliate with foreigners with an r-value of .253 and a p-value of .000 (significant); and desire to be integrated with other cultures with an r-value of .194 and a p-value of .000 (significant).

Finally, the overall result of help-seeking and affect management has a significant relationship with the student's motivation to learn the Filipino language with an r-value of .514 and a p-value of .000 (significant). Also, help-seeking and affect managing have a significant relationship with self-efficacy with an r-value of .462 and a p-value of .000 (significant); the desire for self-satisfaction in learning with an r-value of .446 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .438 and p-value of .000 (significant); the desire to become a global citizen with an r-value of .427 and a p-value of .000 (significant); the desire to be integrated with other cultures with an r-value of .423 and a p-value of .000 (significant); and desire to communicate and affiliate with foreigners with an r-value of .413 and a p-value of .000 (significant);

3.7 Significant relationship between Reading Habits and Motivation in Learning Language of Senior High School Students

Table 5.3 shows the significant relationship between reading habits and motivation in learning the Filipino language of senior high students with a total calculated r-value of .626 with a corresponding probability value of .000 which is lower at the 0.05 level of significance set in this study. Thus, the hypothesis is rejected and the alternative hypothesis is accepted. It means there is a significant relationship between reading habits and motivation in learning the Filipino language of students. This only means that when students' reading habits are high, their motivation to learn the Filipino language is also high.

Table 5.3 Significant relationship between Reading Habits and Motivation in Learning Language of Senior High School Students

Reading Habits	Motivation in Learning Language						
	DCE	DGC	DCF	DSS	SeE	DIC	Overall
ReA	.361** .000	.288** .000	.448** .000	.408** .000	.327** .000	.413** .000	.448** .000
Ref	.377** .000	.295** .000	.462** .000	.444** .000	.366** .000	.444** .000	.477** .000
MaR	.414** .000	.363** .000	.468** .000	.505** .000	.465** .000	.454** .000	.529** .000
POR	.517** .000	.594** .000	.254** .000	.421** .000	.456** .000	.206** .000	.467** .000
TSP	.371** .000	.321** .000	.349** .000	.393** .000	.374** .000	.407** .000	.440** .000
Overall	.534** .000	.480** .000	.532** .000	.576** .000	.524** .000	.523** .000	.626** .000

Legend:
 ReA- Reading Attitude
 ReF- Reading Frequency
 MaR- Materials read
 POR- Purpose of reading
 TSR- Time spent on reading

DCE- (Desire for career and economic enhancement)
 DGC- (Desire to become a global citizen)
 DCF- (Desire to communicate and affiliate with foreigners)
 DSS- Desire to self-satisfaction in learning
 SeE- (Self-efficacy)
 DIC- Desire to be integrated with other cultures

Reading habits also have a great influence on motivation in language learning. Good Reading habits cultivate reading speed, fluency, vocabulary, general knowledge, and academic success. Majid and Tan (187) researched the impact of students' reading habits and preferences, focusing on reading behaviors. The researchers found that students who have the motivation to read are those students who have a positive attitude towards reading, this has shown proficiency in language skills and is more efficient in academic work.

In further analysis, the overall result of reading attitude has a significant relationship with motivation to learn the Filipino language based on an r-value of .448 and p-value of .000 (significant). Reading habits have a significant relationship with: the desire to communicate and affiliate with foreigners with an r-value of .448 and a p-value of .000 (significant); the desire to belong to a culture with an r-value of .413 and a p-value of .000 (significant); the desire to self-satisfaction with an r-value of .408 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .361 and a p-value of .000 (significant); self-efficacy with an r-value of .327 and a p-value of .000 (significant); and desire to become a global citizen with an r-value of .288 and a p-value of .000 (significant).

The overall result of reading frequency has a significant relationship with student's motivation to learn the Filipino language with an r-value of .477 and a p-value of .000 (significant). Additionally, reading frequency has a significant relationship between the desire to communicate and affiliate with foreigners with an r-value of .462 and a p-value of .000 (significant); the desire to be integrated with other cultures and the desire for self-sufficiency both have an r-value of .444 and a p-value of .000 (significant); desire for career and economic enhancement both have an r-value of .377 and a p-value of .000 (significant); the desire to self-satisfaction with an r-value of .366 and a p-value of .000 (significant); and desire to become a global citizen with an r-value of .295 and a p-value of .000 (significant).

Also, there is a significant relationship between the material read and the student's motivation to learn the Filipino language with an r-value of .529 and a p-value of .000 (significant). Indicators have a significant relationship with student's motivation to learn the Filipino language such as the desire for self-satisfaction with an r-value of .505 and a p-value of .000 (significant); desire to communicate and affiliate with foreigners with an r-value of .468 and a p-value of .000 (significant); self-efficacy with an r-value of .465 and a p-value of .000 (significant); the desire to be integrated with other cultures with an r-value of .454 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .414 and p-value of .000 (significant); and desire to become a global citizen with an r-value of .363 and a p-value of .000 (significant);

The overall result of the purpose of reading has a significant relationship with the student's motivation to learn the Filipino language with an r-value of .467 and a p-value of .000 (significant). The following indicator also has a significant relationship with the student's motivation to learn the Filipino language: desire to become a global citizen with an r-value of .594 and a p-value of .000 (significant); desire for career and economic enhancement with an r-value of .517 and p-value of .000 (significant); self-efficacy with an r-value of .456 and a p-value of .000 (significant); the desire to self-satisfaction with an r-value of .421 and a p-value of .000 (significant); desire to communicate and affiliate with foreigners with an r-value of .254 and a p-value of .000 (significant); and desire to be integrated with other cultures with an r-value of .206 and a p-value of .000 (significant).

Finally, the overall result of the time spent reading has a significant relationship with the student's motivation to learn the Filipino language with an r-value of .440 and a p-value of .000 (significant). Also, the time spent in reading has a significant relationship with the desire to be integrated with other cultures with an r-value of .407 and a p-value of .000 (significant);

self-efficacy with an r-value of .393 and a p-value of .000 (significant); the desire to self-satisfaction with an r-value of .374 and a p-value of .000 (significant); in the desire for career and economic enhancement with an r-value of .371 and p-value of .000 (significant); desire to communicate and interact with others with an r-value of .349 and a p-value of .000 (significant); and desire to become a global citizen with an r-value of .321 and a p-value of .000 (significant).

3.8 Significant Influence of Study Skills, Writing Strategies, Reading Habits on Motivation in Learning Language of Senior High School Students

Table 6 shows the significant influence of study skills, writing strategies, and reading habits on the motivation of Filipino language learning of Senior High School students of a private school in the Davao Region.

Table 6. Significant Influence of Study Skills, Writing Strategies, Reading Habits on Motivation in Learning Language of Senior High School Students

Motivation in Learning Language				
Exogenous Variables	<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant	.341		1.747	.081
Study Skills	.238	.191	2.788	.006
Writing Strategies	.258	.207	3.011	.003
Reading Habits	.429	.388	8.353	.000
R	.694			
R ²	.481			
ΔR	.477			
F	122.354			
P	.000			

The study revealed that the independent variables study skills, writing strategies, and reading habits with unstandardized coefficients of .238, .258, and .429 and have a constant value of .341. Through stepwise regression, it appeared that not all variables influence motivation in learning the Filipino language. Because the study showed that the R² obtained only .481 or 48%.

In the literature read, no one can prove that the three variables have a direct influence on motivation in learning the Filipino language. But it influences other areas of language, motivation as a whole, or learning. This was proven in the study done by Shahidi et al. (2014) that when study skills are cultivated, it also contributes to academic progress, as well as motivation to learn. Thus, training is needed to develop study skills because they influence students' academic success such as their self-efficacy, motivation, planning, emotional impact, and lack of control over the outcome (Motevalli et al. 2021).

The writing strategy influences it to improve the writing task, especially in the spoken language (Raofi et al. 2017). It was mentioned in the study by Winarsih et al. that the writing strategy is recognized as mainly helpful to further cultivating writing skills.

Reading habits are important in achieving positive learning. Research shows that students who read extensively are likely to achieve better academic performance (Mwangi & Bwire,

2020). Also, in the study of Balan et al. (2019) reading habits have a significant relationship with academic success.

Therefore, the result of this study is a new conceptual discovery that study skills, writing strategies, and reading habits influence learning motivation, especially in the Filipino language.

3.9. Best Fit Model for Motivation in Learning Language

This section highlights the analysis of the relationships between learning skills, writing strategies, reading habits, and motivation in language learning. Five alternative models were tested to achieve the best fit model of motivation in learning the language.

Table 7. Summary of the Goodness of Fit Measure of the 5 Structural Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	6.671	.718	.802	.775	.782	.119	.000
2	.000	5.075	.751	.858	.830	.843	.101	.000
3	.000	4.563	.746	.876	.847	.863	.094	.000
4	.000	4.546	.751	.877	.848	.864	.094	.000
5	.135	1.265	.980	.996	.982	.994	.026	.974

Legend: CMIN/DF – Chi-Square/Degrees of Freedom
GFI – Goodness of Fit Index

NFI – Normed Fit Index
TLI – Tucker-Lewis Index
Comparative Fit Index

RMSEA – Root Mean Square of Error Approximation

Table 7 shows the Summary of the Goodness of Fit Measures of the five structural Models. The Hypothesized Structural Model 1 shows the direct relationship of exogenous: Study skills, writing strategies, and reading habits and its causal relationship with the endogenous variable learning motivation in learning the language. The result revealed that there was a latent variable that needs to be removed to reach the set criteria. In addition, all of the resulting values failed to satisfy the recommended criterion that was shown in Table 7. This means that the model does not fit the data. Hence, generating an improved hypothesized model is recommended.

Hypothesized Structural Model 2 shows the relationship between the exogenous variables: study skills, writing strategies, and reading habits and its causal relationship with the endogenous variable the motivation of learning the Filipino language. The study revealed exogenous variables have negative influences on the motivation in learning the Filipino language. In addition, there was a latent variable that needs to be removed to reach the set criteria. All of the resulting values failed to satisfy the recommended criterion that was shown in Table 7. This means that the model does not fit the data. Hence, generating an improved hypothesized model is recommended.

Hypothesized Structural Model 3 shows the relationship between the exogenous variables: study skills, writing strategies, and reading habits and its causal relationship with the endogenous variable the motivation of learning the Filipino language. The study revealed exogenous variables have negative influences on the motivation in learning the Filipino language. In addition, there was a latent variable that needs to be removed to reach the set criteria. All of the resulting values failed to satisfy the recommended criterion that was shown in Table 7. This means that the model does not fit the data. Hence, generating an improved hypothesized model is recommended.

Hypothesized Structural Model 4 shows the relationship of the exogenous variables: study skills, writing strategies, and reading habits and its causal relationship with the endogenous variable the motivation of learning the Filipino language. The study revealed exogenous variables have negative influences on the motivation in learning the Filipino language. In addition, there was a latent variable that needs to be removed to reach the set criteria. All of the resulting values failed to satisfy the recommended criterion that was shown in Table 7. This means that the model does not fit the data. Hence, generating an improved hypothesized model is recommended.

The analysis of Model 5 using the goodness of fit indices: Chi-Square divided by the degrees of freedom (MIN/DF) is 1.265; The Normed Fit Index (NFI) was .982; The Tucker-Lewis Index (TLI) is .994; The Comparative Fit Index (CFI) is .996; The Goodness of Fit Index (GFI) is .980; The Root Means Square of Error Approximation (RMSEA) is .026; and the P OF Close Fit (Pclose) is .974. The result of the goodness of fit of model 5 is very acceptable because all the indices met the set criteria against the obtained model fit value. These indices met the requirements of the goodness of fit measures. Moreover, this is an indicator that the generated model 5 is the best fit model for motivation in learning the Filipino language.

The hypothesized model 5 shown in Figure 2 achieved the rule for the best fit model that showed the relationship of four indicators from the seven study skills variables and two indicators from the eight indicators to the writing strategy, three of the reading habits out of the five indicators and only three out of six indicators are related to the motivation to learning in the Filipino language.

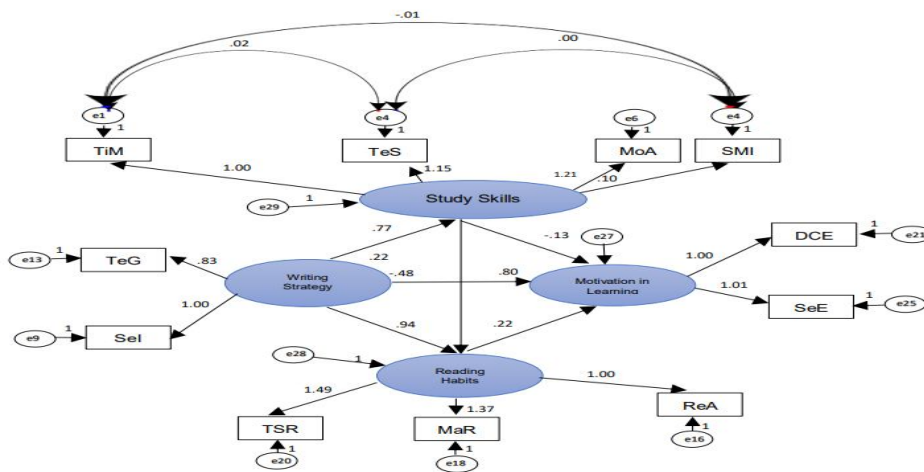


Figure 2. Best Fit Model for Motivation in Learning Filipino Language

The model developed is based on Gardner's motivation theory (1-19). He says motivation has three elements: first is an effort (an effort to learn a language). Perhaps one of the efforts that can be linked to the effort in language learning is the cultivation of study skills, writing strategies, and reading habits. The second is the desire (willingness to reach the desired) Gardner said that integrative orientation and instrumental is the reason for learning language loss the positive behavior to belong and be close to a community, as well as to be

a member of society and get good jobs and high wages (Lai, 91 and Gardner, 7). Catching up is the third positive effect (being happy with the language learning task.)

Thus, the result of the study rejected the null hypothesis and accepted the alternative hypothesis that all the independent variables study skills, writing strategies, and reading habits are significant in the motivation in learning the Filipino language the students

On the other hand, Table 8 shows the Direct and Indirect Effects of Independent and dependent Variables. The study revealed that study skills have a direct and indirect negative effect on language learning motivation with a regression coefficient of $-.133$ and $-.095$ with a total negative effect of $-.228$. It means that when it increases by 1 standard deviation, it will have a direct negative effect of $-.133$ and $-.095$ on the indirect effect on motivation in learning the Filipino language. However, writing strategy has a direct and indirect positive effect on language learning motivation with a regression coefficient of $.800$ and $.033$ with a total effect of $.833$. It means that when it increases by 1 standard deviation it will have a direct positive effect of $.800$ and $.033$. in the indirect effect on motivation in learning the Filipino language.

In terms of reading habits, it only has a direct positive effect with a regression coefficient of $.223$. It means that when it increases by 1 standard deviation, it will have a direct positive effect of $.223$ on the motivation to learn the Filipino language. Therefore, study skills don't need to be focused. But the extensive study is needed why it does not contribute to the motivation to learn the Filipino language. But writing strategies and reading habits need to be enhanced and activities will be done inside and outside the classroom to develop the aforementioned independent variables to also increase motivation in learning the Filipino language.

Table 8. Direct and Indirect Effect of the Independent Variable on the Motivation and Learning of Language of the Students in Senior High School

Variables	Direct Effect	Indirect Effect	Total Effect
Skills in Learning	$-.133$	$-.095$	$-.228$
Strategies in Writing	$.800$	$.033$	$.833$
Reading Habits	$.223$	-	$.223$

The result of the study is contrary to the study conducted by Motevalli et al. (2021) study skills can reduce fatigue, anxiety, and time management. It also helps to motivate students, improve their learning and academic success, and can increase learning efficiency. Reasonably, the study conducted by Motevalli was limited to 32 female high school students. In addition, having a writing strategy helps students overcome difficulties in language learning. Above all, with the help of the writing strategy, students' writing difficulties can be eliminated (Boonyarattanasoontor, 2017). Also, good reading habits have a profound effect on the effectiveness of language learning. It is important in language learning (Chiang, 2016).

4. CONCLUSION

The overall results showed that there was a high level of study skills, writing strategies, reading habits, and motivation in learning the Filipino language. Although high, it still hasn't reached its peak. Thus, it is suggested in the study skill that the students have time management. The teacher provides tasks with a specific purpose, a time limit for passing, and entertaining but memory-expanding activities. The guidance office will have a program-like orientation on the importance of study skills in academic performance. As for the

strategy, it is suggested that students read different writings by well-known writers to gather good writing methods, ask for help or consult a teacher, friend, or family member so that the writing will be done well. Teachers will provide adequate hours of writing practice in each subject that focuses on improving writing skills. The school will conduct writing contests to motivate students to write and encourage them to participate in the school publication by submitting their written work in Filipino, thereby developing their writing skills. In reading habits, it is suggested that students spend time reading different books in the classroom or library. For teachers, increase the reading time during class time in reading subjects. To the head of the library, it is suggested to allocate the budget to add more reading equipment in the library or enough good facilities that students can read to motivate students to spend time reading. Lastly, regarding motivation, it is suggested that students use the Filipino language daily so that they will become more fluent in communication. Teachers will provide classroom activities such as film reviews in Filipino and extend research work using the Filipino Language. In school, make sure to have Buwan ng Wika celebrations to always remind the importance of Filipino as the National Language.

It was discovered in the study that there was a significant relationship between the three variables the study skills, writing strategies, and reading habits in the motivation in learning the Filipino language. So, the null hypothesis was not accepted. This means that the three variables are of great help to motivate the students in learning the Filipino language. So, it is suggested to pay attention and develop the ability of the students in the aforementioned independent learning variable because it greatly helps the motivation the students in learning the Filipino language. Through stepwise regression, it appeared that not all indicators influence the motivation to learn the Filipino language. This means that there are factors that are not mentioned or involved in this study that may influence the motivation to learn the language and extensive studies are needed. So, it is suggested that another study be conducted to discover other factors that influence motivation in learning the Filipino language.

Of the five models examined, model 5 has indices that are consistent and indicate that the data fit best. The result of the goodness of fit of model 5 is very acceptable because all the indices met the set criteria against the obtained model fit value. It was therefore identified as the best-fit model. Thus, it is suggested that the results of the study be communicated to the private schools involved in the study to make interventions to cultivate study skills, writing strategies, reading habits, and motivation in language learning such as training, workshops or seminars to be attended by teachers to create innovative teaching strategies that are in line with the interests of students to be successful in their studies, especially in learning the Filipino language.

Thus, the study agreed with Gardner's motivational theory which is the Socio-educational model. It has two elements, ability and motivation. These two are strongly related to the success of an individual in the context of language learning (Lai, 91 and Gardner, 7). This has been proven in the results of the study, that a high level of ability in study skills, writing strategies, and reading habits contribute to the motivation in learning the Filipino language of senior students. high school

ETHICAL APPROVAL

The researcher followed and complied with all the criteria in conducting the study following the assessment protocol and standardized criteria. Voluntary Participation, Privacy and confidentiality, Informed consent process, Recruitment, Risks, Benefits, Plagiarism, Falsification, Conflict of Interest (COI), Deceit, Permission from Organization/Location, and

Technology Issues were fully followed as stipulated by the University of Mindanao Ethics Review Committee. Certification was issued to the U MERC researcher with the number U MERC-2022-046 for the implementation of the study.

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