

EFFECTS OF COMPLEX VOCABULARY WORDS BY GRADE 11 HUMANITIES AND SOCIAL SCIENCES STUDENTS TO THEIR ACADEMIC PERFORMANCE

ABSTRACT

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DISCIPLINE

Education

KEYWORDS

*humanities and social
sciences; complex vocabulary;
academic performance;
vocabulary development;
comprehension;
communication*

ARTICLE ID

AASGBCPJMRA-B19658

This study investigates the challenges posed by complex English vocabulary on the academic performance of Grade 11 Humanities and Social Sciences (HUMSS) students. As English vocabulary continues to expand in academic and everyday contexts, many students struggle with comprehension, communication, and retention of advanced terms. Several studies emphasize the significant role of vocabulary knowledge in academic success. This research aims to explore the specific difficulties faced by HUMSS students at Bestlink College of the Philippines and to analyze how these affect their academic performance. The study also reviews related literature focused on the influence of vocabulary on comprehension, communication skills, and academic learning. This research utilizes a descriptive-exploratory design. The study involved 132 Grade 11 HUMSS students selected through simple random sampling using the fishbowl method to ensure an unbiased selection process. Data collection was conducted through a validated survey questionnaire, which was administered face-to-face in the classroom. Responses were immediately retrieved after completion to ensure accuracy and minimize data loss. The instrument aimed to assess the effects of complex vocabulary on comprehension, communication, confidence, and other academic performance indicators. Findings revealed that the majority of respondents strongly agreed that complex vocabulary significantly impacts their comprehension, communication, and overall vocabulary use. The weighted mean scores were as follows: comprehension (3.49), communication (3.42), and vocabulary (3.46), all interpreted as "strongly agree." Regarding the academic impact, confidence had a mean of 3.42, academic performance 3.46, and critical thinking skills 3.43—all similarly marked as "strongly agree." The study also identified the common challenges students face in using complex vocabulary, including misunderstanding of context and difficulty in expressing ideas. An action plan was developed based on these findings to support students in improving vocabulary usage and academic performance. The discussion highlights how complex vocabulary can hinder students' comprehension, communication, and critical thinking. The study emphasizes the need for effective vocabulary instruction to help students overcome language barriers in academic settings. It also outlines how vocabulary difficulties influence the students' ability to understand lessons, participate in discussions, and perform in written assessments. Finally, the study presents suggestions and strategies aimed at enhancing vocabulary acquisition and effective language use among HUMSS students.

RECOMMENDED CITATION

Artista, C., Balatico, J. C., Oliquiano, C., Peña, M. R., Peñaloga, M. G. C., & Samaco, D. M. (2025). Effects of Complex Vocabulary Words by Grade 11 Humanities and Social Sciences Students to Their Academic Performance. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 23.