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High School Students Attitude Towards Speaking And Reading Skills In English

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Abstract

When it comes to language development, growth or degradation, repair or destruction, attitudes are critical. Language learning is made up of four skills: listening, speaking, reading, and writing. Though each skill is significant in and of itself, reading and speaking abilities are more vital because language is used to communicate or express one's ideas and emotions. The purpose of this survey was to find out how high school pupils felt about their English speaking and reading abilities. The research included 94 high school students from the Tiruchirappalli district. The tool created by the investigator was employed. The attitudes of high school pupils about English speaking and reading abilities were evaluated in connection to a number of demographic parameters. The results demonstrated that parental education had an impact on pupils' attitudes regarding their English speaking and reading abilities. These study results should be considered by syllabi designers and instructors in order to offer students with world-class language learning.

Keywords: *Attitude, Reading Skill, Speaking Skill, and High School Students.*

1. Introduction

The English language plays an important role in expanding work prospects, and efforts should be made to educate and develop students' English language abilities at all stages of school, resulting in world-class education and training. It changes the nation by preparing the country's young for a bright future. Reading is a mental activity or mental process that involves digesting and comprehending information from written materials (Windra,2017). Reading ability is one of the most powerful tools people have in both their scholastic and social lives. It also comes before all of the other abilities. The act of recognising, understanding, and comprehending written or printed content is known as reading (Binti and Binti,2021). Reading habit is an attitude that should be considered while interpreting life's reality, and one of the greatest methods to instil a good attitude in children is for instructors and teacher candidates to have the same attitudes. Listening, Speaking, Reading, and Writing (LSRW) are the four language abilities that are regarded to be the most essential and sought after by individuals from all walks of life (Ali, Shamsan, Guduru & Yemmela,2019). Attitude is a taught propensity to react evaluatively to people, ideas, and situations. Attitudes are made up of beliefs, sentiments, and proclivities to behave (Mughtar n.d). Attitudes have a critical role in the development or deterioration

of a language, as well as its repair or annihilation. Internal states that determine what learners are likely to do are known as attitudes. The internal state is a response to an item that is either good or negative, or favourable or unfavourable (Zeinivand et al.,2015). Attitude is not something that is passed down from generation to generation, and it is influenced by knowledge and dependability. These components work together to determine a person's credibility. Language attitude is an important issue because it affects how people learn and teach languages. One of the most important determinants of English communication success is one's attitude toward the language (Toomnan and Intaraprasert,2015).

2. Literature Review

The role of emotional elements on learning to read has been addressed in recent literacy studies (Nootens et. Al,2019). Parents, students, and the general public are becoming more aware of the need of learning English for many vocational and employment goals. Students may use English to communicate and showcase their culture to the rest of the world (Ali, Shamsan, Guduru and Yemmela,2019).

Assignments on reading habits should be offered to pupils to assist them establish a good attitude toward reading (Kirmizi et al,2014).

Learners' attitudes about language acquisition are regarded one of the most important variables in encouraging learners to learn that language (Zeinivand et al,2015).

For coping with communication failures, students with good views reported utilising substantially more often than students with negative attitudes (Toomnan and Intaraprasert,2015). Because of its relevance to reading behaviour and the refining of reading abilities, reading attitude is an essential educational outcome and evaluating criterion (Mughtar,n.d).

Invalid examinations, a bad examination system for language courses, or a lack of systematic evaluation for speaking abilities may be to blame for underachievement in speaking skills (Kurapati,2016).

Students who had a favourable attitude toward speaking English used strategies more often and in a greater variety than those who had a negative attitude (Rosmalasari , Sutapa, and Susilawati,n.d).

Today, there is a pressing need to instil in kids the habit of lifelong learning. It not only improves their reading attitudes, but it also enhances their comprehension of reading (Binti and Binti,2021).

Understanding the impact of readers' attitudes is crucial since attitudes may influence a student's final level of ability by influencing aspects like engagement and practise (Akbari et. al,2017).

Some findings also show how important individual student and household circumstances are in improving pupils' reading attitudes (Nonte,Hartwich and. Willems,2018).

According to Elkilic (2016), the most crucial skill is speaking, and the participants were satisfied with speaking classes despite the fact that they were not skilled enough to talk. Crivilare investigated the association between various environmental conditions and reading, as well as the relationship between reading habits and college preparedness (2019).

3. Objectives of the Study

- To assess the level of attitude of high school students towards reading and speaking skills in English.
- To identify the level of attitude of high school students towards reading and speaking skills in English in relation to certain demographic factors.

4. Objectives of the Study

- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Gender.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Locality.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Type of Management.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Type of School.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Type of Stay.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Type of Family.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Parents Educational Status.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Parents Annual Income.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Parent Occupation.
- There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Type of Board.

5. Method

The current research is descriptive and used a survey approach to collect data. The perspectives of high school pupils about their English speaking and reading abilities were investigated. The research used stratified random sampling. The study's participants are high school students from Tamilnadu Tiruchirappalli district. The kids were divided into two groups depending on whether they attended rural or urban schools. The investigator then chose high school pupils at random from several schools. The research included a sample of 94 high school pupils. They were 14 and 15 years old and in the 9th and 10th grades, respectively.

6. Instruments

The Attitude Scale Towards Speaking and Reading Skills in English (ASTSRE), which was designed by the investigator, was employed. The questionnaire has 40 questions with likert answers such as strongly agree, agree, uncertain, disagree, and strongly disagree. For both positive and negative items, an appropriate scoring system was used. Five of the forty items were negatively phrased.

The survey was given to 94 high school students, and the results were gathered. The content validity of the question items was reviewed by three experts in order to enhance simplicity of administration and assure improved accuracy of results. More significantly, the participants were informed before to the administration of the questionnaires to ensure that they were aware of the study's purpose and significance. The investigator said that there is no right or incorrect response and asked the participants to provide honest replies. The investigator also expressed gratitude and assured secrecy. The scale's Split half dependability score was determined to be 0.712. For the study of the collected raw data, statistical tests such as Mean, Standard Deviation, "t" test, and ANOVA were computed.

7. Results and Findings

Hypothesis 1: In terms of gender, there is no substantial difference in high school pupils' attitudes on English speaking and reading ability.

Variable	Gender	N	Mean	Std. Deviation	"t" value	Level of Significance
Gender	Male	46	152.24	15.805	0.359	Not Significant at 0.05%
	Female	47	153.43	16.077		

The 't'-value of mean score of male and female high school students is 0.359, which is not significant at the 0.05 level, as shown in table 1. It suggests that attitudes regarding speaking and reading abilities do not change considerably across male and female pupils. Furthermore, the mean results suggest that male students have a score of (152.24) and female students have a score of (152.24). (153.43) As a result, the null hypothesis "There is no substantial gender difference in high school students' attitudes on speaking and reading abilities in English" is accepted.

Hypothesis 2: In terms of attitude toward speaking and reading abilities in English, there is no substantial difference amongst high school pupil.

Variable	Locality	N	Mean	Std. Deviation	"t" value	Level of Significance
Locality	Rural	43	151.98	19.532	0.484	Not Significant at 0.05%
	Urban	50	153.58	12.021		

The 't'-value of the mean score of Rural and Urban high school students is 0.484, which is not significant at the 0.05 level, as shown in table 2. It shows that attitudes regarding speaking and reading abilities in English are not substantially different between rural and urban pupils. Furthermore, the mean scores suggest that rural students have a score of (151.98) and urban students have a score of (151.98). (153.58). As a result, the null hypothesis is accepted: "There is no substantial difference in high school students' attitudes on speaking and reading abilities in English with regard to locality."

Hypothesis 3: In terms of Type of Management, there is no substantial difference in high school students' attitudes about speaking and reading abilities in English.

Table 3 Summary of ANOVA showing the significance difference in the Type of Management

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.335	2	15.667	.061	.941
Within Groups	23131.246	90	257.014		

It can be observed from table (3) that the ANOVA comparisons do not demonstrate a significant difference. The computed 'F' value is (.061), which is not statistically significant at the 0.05 level when using df (2,90). It shows that the degree of attitude toward speaking and reading abilities in English does not alter considerably depending on the kind of management. As a result, the null hypothesis is accepted: "There is no significant difference between high school students in their attitude on speaking and reading abilities in English with respect to Type of Management."

Hypothesis 4: With regard to Type of School, there is no substantial variation in high school students' attitudes regarding speaking and reading abilities in English.

Table 4 Summary of ANOVA showing the significance difference in the Type of School

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	75.479	2	37.739	.147	.863
Within Groups	23087.102	90	256.523		

It can be observed from table (4) that the ANOVA comparisons do not demonstrate a significant difference. The computed 'F' value is (.147), which is not statistically significant at the 0.05 level when using df (2,90). It implies that the students' attitudes on speaking and reading abilities in English are unaffected by the kind of school they attend. As a result, the null hypothesis 'There is no substantial difference in high school students' attitudes on speaking and reading abilities in English as a function of school type' is accepted.

Hypothesis 5: There is no significant difference between high school students in their attitude towards speaking and reading skills in English with respect to Type of Stay.

Table 5 Mean, Standard Deviations and 't' value of high school students based on their type of Stay						
Variable	Type of Stay	N	Mean	Std. Deviation	"t" value	Level of Significance
Type of Stay	Hosteller	12	153.08	20.434	0.057	Not Significant at 0.05%
	Day Scholar	81	152.80	15.235		

The 't'-value of Hosteller and Day Scholar high school students is.057, which is not significant at the 0.05 level, as shown in table 5. Based on Type of Stay, it seems that attitudes regarding speaking and reading abilities in English do not vary considerably between Hosteller and Day Scholar students. Furthermore, Hosteller students have a mean score of (153.08) and Day Scholar students have a mean score of (152.80). As a result, the null hypothesis is accepted: "There is no significant difference in high school students' attitudes on speaking and reading abilities in English with regard to Type of Stay."

Hypothesis 6: In terms of Type of Family, there is no substantial variation in high school students' attitudes regarding speaking and reading abilities in English.

Table 6 Mean, Standard Deviations and 't' value of high school students based on their type of family						
Variable	Type of Family	N	Mean	Std. Deviation	"t" value	Level of Significance
Type of Family	Nuclear	63	152.48	14.460	0.318	Significant at 0.05%
	Joint	30	153.60	18.730		

The 't'-value of nuclear and joint family high school pupils is 0.318, which is not significant at the 0.05 level, as shown in table 6. It shows that attitudes regarding speaking and reading abilities in English do not change substantially between kids from nuclear and joint families in high school. Furthermore, the mean results for Nuclear students (152.48) and Joint students (152.48) reveal that (153.60). As a result, the null hypothesis "There is no substantial difference in high school students' attitudes on speaking and reading abilities in English based on family type" is accepted.

Hypothesis 7: With regard to parents' educational status, there is no substantial variation in high school pupils' attitudes regarding speaking and reading abilities in English.

Variable	Parents Educational Status	N	Mean	Std. Deviation	"t" value	Level of Significance
Parents Educational Status	Graduate	42	156.26	16.088	1.965	Significant at 0.05%
	Non-Graduate	51	150.02	15.266		

The 't'-value of Graduate and Non-Graduate high school students is 1.965, which is significant at the 0.05 level, as shown in table 7. It shows that attitudes on speaking and reading abilities in English vary substantially between Graduate and Non-Graduate students. Furthermore, Graduate students have a mean score of (156.26), whereas Non-Graduate students have a mean score of (150.02). As a result, the null hypothesis "There is no substantial difference in high school students' attitudes on speaking and reading abilities in English as a function of their parents' educational status" is rejected. "There is a considerable difference in high school students' attitudes about speaking and reading abilities in English in relation to their parents' educational status," it might be rephrased.

Hypothesis 8 : In terms of parents' annual income, there is no substantial difference in high school students' attitudes regarding speaking and reading abilities in English.

Variable	Parents Annual Income	N	Mean	Std. Deviation	"t" value	Level of Significance
Parents Annual Income	Below 1 Lakh	49	151.45	17.023	0.645	Not Significant at 0.05%
	From 1 Lakh to 5 Lakhs	36	153.72	14.603		

Table 8 shows that the 't'-value of high school pupils whose parental income is less than one lakh and between one lakh and five lakhs is 0.645, which is not significant at the 0.05 level. It shows that high school kids are not considerably different depending on their parents' annual income. Furthermore, the mean scores of pupils with less than one lakh students are (151.45), while those with one lakh to five lakhs students are (153.72). As a result, the null hypothesis is accepted: "There is no substantial difference in high school students' attitudes about speaking and reading abilities in English in relation to their parents' annual income."

Hypothesis 9: With regard to Parent Occupation, there is no significant variation in high school kids' attitudes regarding speaking and reading abilities in English.

Table 9 Summary of ANOVA showing the significance difference in the Parents Occupation

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	690.428	2	345.214	1.383	.256
Within Groups	22472.153	90	249.691		

The ANOVA comparisons do not demonstrate a significant difference in the preceding table

(9) as can be observed. (1.383) is the computed 'F' value, which is not significant at the 0.05 level for df (2,90). It shows that high school students' attitudes regarding speaking and reading abilities in English do not change substantially dependent on their parents' occupation. As a result, the null hypothesis

"There is no substantial difference in high school students' attitudes about speaking and reading abilities in English as a function of parent occupation" is accepted.

Hypothesis 10: With regard to Type of Board, there is no substantial variation in high school students' attitudes regarding speaking and reading abilities in English.

Table 10 Summary of ANOVA showing the significance difference in the Type of Board

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	81.784	2	40.892	.158	.854
Within Groups	22976.423	89	258.162		

The ANOVA comparisons do not demonstrate a significant difference, as shown in the table (10) above. The estimated 'F' value is (0.158), which at the 0.05 level with df is not significant (2,89). It shows that high school students' attitudes regarding speaking and reading abilities in English do not alter much depending on the kind of board. As a result, the null hypothesis "There is no substantial difference in high school students' attitudes about speaking and reading abilities in English as a function of type of board" is accepted.

8. Conclusion

The attitude toward reading and speaking English is linked to parental education. It's worth noting that parents have an important influence in language acquisition. Parents are supposed to help and promote their children's language acquisition. When parents are educated, their children are also educated. As a result, the data show that teaching a language may be passed down across generations. When we teach a youngster, we are also educating future generations. This has ramifications for curricular design, since the syllabus must be framed correctly as it is passed down down the generations. The study's results may be used as a springboard for discussing some educational implications.

Furthermore, the study's findings can assist language developers, syllabus designers, and decision makers in developing programmes, designing syllabi, and creating engaging textbooks and programmes that encourage students to speak, as well as employing foreign exchange programmes to help students meet and converse with more and varied people, understand and appreciate their way of life, and interact and communicate more easily with speakers of other languages in general and English, in particular.

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