



Readiness Of High School Students Towards Learning Of English

S. Jayasudhaa^a , Dr. V. Srividhya^b

^aFull-time PhD Research scholar, National College (Autonomous) (Affiliated to Bharathidasan University), Tiruchirappalli – 620 018.

^bAssistant Professor (SS) & Research Supervisor, PG & Research Department of English National College (Autonomous) (Affiliated to Bharathidasan University), Tiruchirappalli - 620 018

APA Citation:

Jayasudhaa, S., & Srividhya, V. (2021). Readiness of High School Students Towards Learning of English, *Journal of Language and Linguistic Studies*, 17(4), 3019-3026

Submission Date: 11/10/2021

Acceptance Date: 25/12/2021

Abstract

The preparedness to execute learning activities and the students' current capabilities connected to a certain educational aim are referred to as "readiness for learning." Because English is an international and global connection language, it is critical to be prepared to study it. In this context, the current research is designed to look at the readiness of high school students to learn English. A total of 93 students took part in the research, who were chosen using a basic random selection procedure. A tool created by the investigator was employed. The results revealed that, in addition to intellectual characteristics, several demographic variables had an impact on high school pupils' preparedness to learn English.

Keywords: *English Learning, High School Students, Readiness.*

1. Introduction

English is a widely used worldwide language that may be considered as a sign of globalisation, diversity, and advancement in many nations (Dwi et.al.,2020). English is a topic taught in schools and colleges. Students in Tamilnadu do not utilise English as a daily communication medium, the educational system is conventional, and instructors and students have beliefs and attitudes that may sometimes stifle new ideas (Ahmadi,2013). It is a well-known truth in this context that active engagement by learners guarantees language learning success (Siew and Alias,2007). Furthermore, conventional educational approaches do not promote pupils to become active and autonomous learners in recent years (Hafizah and Shakirah,2021). Teachers should also enable students to participate in the learning process as partners. This may be accomplished by rethinking authoritative positions, use non-controlling language, providing learners with options, and engaging them in decision-making (Alrabai,2017).

The preparedness to execute learning activities and the students' current capabilities connected to a certain educational aim are referred to as "readiness for learning." When pupils' learning is supported by their readiness to manage, learning objectives may be met. Students' preparation may assist them in better adjusting to challenging situations. It is simpler for them to comprehend difficulties and come up with answers. The pupils' eagerness to learn was linked to their learning results (Sriwichai,2020). Learner willingness to learn is important because it allows English language learners to be proactive, self-reliant, and responsible in learning English and applying it to their lives in order to improve their possible way of life. Children's readiness to learn English is influenced by intellectual elements

(Sumarni, Vianty and Dwi,2022). As a result, the study's ultimate purpose is to evaluate the level of preparation for learning English among High School students in Tiruchirappalli, Tamilnadu.

2. Literature Review

Alrabai (2017) evaluated Saudi students' preparedness for independent/autonomous study, with an emphasis on English as a Foreign Language learning (EFL).

Through a survey methodology, Hafizah and Shakirah (2021) investigated the degrees of self-directedness among secondary school students, as well as their preparedness to use self-directed learning to improve English writing abilities.

Dwi et al., (2020) evaluated the preparedness of instructors, students, and schools in Indonesia to run English programmes for young learners.

Hu, AlSaqqaf, and Swanto (2020) evaluated the reliability of an instrument designed to measure the degree of e-learning preparedness among English language instructors in Sabah, Malaysia.

Sriwichai (2020) studied students' preparedness for learning English in a blended learning setting, as well as the obstacles and challenges they experienced throughout their studies.

Tamer (2013) evaluated the readiness of Saudi university students enrolled in a preparatory English programme to engage in independent English language learning.

Ahmadi (2013) looked on the views and behaviours of Iranian English for Specific Purposes students when it came to autonomous self-access language learning.

Before entering the ASEAN Community, Kirisri, Jenwitheesuk, and Boontong (2016) investigated engineering students' readiness in speaking skills in three areas: fundamental grammar knowledge, patterns and functions of language for communicating in specific situations, and socio-culture of native speakers.

Ines (2020) investigated students' perceptions of the value of learning English as a foreign language (EFL).

Prijambodo and Lie (2021) evaluated students' preparedness and desire to study English through synchronous video conferencing, as well as the probable link between the two.

Learner autonomy preparedness and its link with English language performance among students at public institutions in Bangladesh were investigated by Hossain and Maziha (2020).

Cirocki, Anam, and Retnaningdyah (2019) looked at how Indonesian secondary school students viewed the notion of learner autonomy, as well as how motivated they were to study English and how prepared they were to engage in the teaching-learning process as autonomous learners.

The preparedness of pupils for English language blended learning was explored by Hamzah et al.,(2020). A total of 137 students from various courses at a public university in Melaka took part in the research.

A Correlational Study was used by Darasawang and Reinders (2021) to measure Willingness to Communicate and Second Language Proficiency.

3. Methods

In this quantitative research, a cross-sectional online survey was utilised to gather data from Tamilnadu high school students in order to measure their willingness to learn English. A simple random

sample approach was used to obtain the data. There are 40 questions on the five-point Likert scale. The validity of the questionnaire, such as content validity and face validity, has been confirmed by the researchers with four experts by randomly distributing the questionnaire to the respondents using Google forms, in order to preserve the instrument's rigour. There were no specific considerations in selecting participation; they were all from the Tamilnadu district of Tiruchirappalli. A total of 110 questionnaires were received, however only 93 sets were found to be genuine for data processing, and seventeen respondents were eliminated because they did not live in Tiruchirappalli. As a result, the researchers opted to keep these 93 high school students in the study, who were chosen at random from various schools in Tiruchirappalli.

4. Objectives of the Study

- To assess the extent of readiness of high school students towards Learning English.
- To determine the difference in readiness among the high school students in association with demographic variables.

5. Hypothesis of the Study

- Government, Government Aided and Private High School Students do not differ Significantly in their readiness towards Learning English.
- Male and Female High School Students do not differ significantly in their Readiness towards Learning English.
- Rural and Urban High School Students do not differ significantly in their Readiness towards Learning English.
- Boys, Girls and Co-Education High School Students do not differ significantly in their Readiness towards Learning English.
- Hosteller and Days Scholar High School Students do not differ significantly in their Readiness towards Learning English.
- Nuclear and Joint High School Students do not differ significantly in their Readiness towards Learning English.
- High School Students do not differ significantly in their Readiness towards Learning English based on their Parent Education.
- High School Students do not differ significantly in their Readiness towards Learning English based on their Parent Occupation.
- High School Students do not differ significantly in their Readiness towards Learning English based on their Type of Board.

6. Results

Hypothesis : 1 Government, Government Aided and Private High School Students do not differ Significantly in their readiness towards Learning English.

Table 1: Difference among High School Students with respect to Type of Management

ANOVA					
Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2838.609	2	1419.305	3.2956	.023
Within Groups	32286.617	90	358.740		

The "p" value (0.23) is significant at the 0.05 level, as seen in the table. As a result, there is a significant disparity in preparedness to learn English between government, government-aided, and

private high school students. As a result, the null hypothesis is rejected, and the following hypothesis is rephrased: Government, Government Aided, and Private High School Students vary significantly in their preparedness to learn English. A post hoc test was used to determine the significant difference between groups. The following are the outcomes:

Table 1 a Post Hoc Comparisons			
Tukey HSD			
Nature of School	N	Subset for alpha = 0.05	
		1	2
Government	30	126.60	
Private	36	127.25	
Government Aided	27		139.11

Table 1a reveals that the mean score for public and private schools is in subset 1, whereas the mean score for government-aided high school students is in subgroup 2. As a result, there is a disparity in the preparedness of the three groups to learn English.

Hypothesis : 2 Male and Female High School Students do not differ significantly in their Readiness towards Learning English.

Table 2 : Mean, Standard Deviations and ‘t’ value of Male and Female high school students

Variable	Gender	N	Mean	Std. Deviation	“t” value	Level of Significance
Gender	Male	50	123.68	19.16	3.925	Significant at 0.05%
	Female	43	138.40	16.98		

The "t" value (3.925) is significant at 0.05 percent, as seen in the table. Male has a mean of 123.68 and Female has a mean of 138.40, with standard deviations of 19.16 and 16.98, respectively. As a result, the null hypothesis is rejected, and the hypothesis is rephrased as Male and Female High School Students vary considerably in their Readiness to Learn English.

Hypothesis : 3 Rural and Urban High School Students do not differ significantly in their Readiness towards Learning English.

Table 3 : Mean, Standard Deviations and ‘t’ value of Rural and Urban high school students

Variable	Locale	N	Mean	Std. Deviation	“t” value	Level of Significance
Locale	Rural	40	127.82	18.84	1.151	Not Significant at 0.05%
	Urban	53	132.49	19.99		

The "t" value (1.151) is not significant at 0.05 percent, as shown in the table. Rural has a mean of 127.82, while Urban has a mean of 132.49, with standard deviations of 18.84 and 19.99 for Rural and Urban, respectively. As a result, the null hypothesis is accepted: rural and urban high school students are not substantially different in their readiness to learn English.

Hypothesis : 4 Boys, Girls and Co-Education High School Students do not differ significantly in their Readiness towards Learning English.

Table 4: Difference among High School Students with respect to Type of School

ANOVA					
Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1755.449	2	877.725	2.367	.100
Within Groups	33369.777	90	370.775		

The "p" value (0.10) is not significant at the 0.05 level, as seen in the table. As a result, there is no significant difference in preparedness to learn English between boys, girls, and co-educational high school students. As a result, the null hypothesis presented before is accepted.

Hypothesis : 5 Hosteller and Days Scholar High School Students do not differ significantly in their Readiness towards Learning English.

Table 5 : Mean, Standard Deviations and ‘t’ value of Hosteller and Days scholar high school students

Variable	Locale	N	Mean	Std. Deviation	“t” value	Level of Significance
Type of Stay	Hosteller	13	109.00	.056	1.196	Not Significant at 0.05%
	Day Scholar	80	131.20	19.45		

The "t" value (1.196) is not significant at 0.05 percent, as shown in the table. Hosteller has a mean of 109.00 and Days Scholar has a mean of 131.20, with standard deviations of 0.56 and 19.45, respectively. As a result, the null hypothesis is accepted that the Readiness to Learn English of Hosteller and Days Scholar High School Students is not substantially different.

Hypothesis : 6 Nuclear and Joint High School Students do not differ significantly in their Readiness towards Learning English.

Table 6 : Mean, Standard Deviations and ‘t’ value of Nuclear and Joint Family high school students

Variable	Locale	N	Mean	Std. Deviation	“t” value	Level of Significance
Type of Family	Nuclear	73	131.66	18.62	1.108	Not Significant at 0.05%
	Joint	20	126.20	22.57		

The "t" value (1.108) is not significant at 0.05 percent, as shown in the table. Nuclear Family has a mean of 131.66 and Joint Family has a mean of 126.20, with standard deviations of 18.62 and 22.57 for Nuclear and Joint Families, respectively. As a result, the null hypothesis is accepted, namely that nuclear and joint family high school students are not substantially different in their readiness to learn English.

Hypothesis : 7 High School Students do not differ significantly in their Readiness towards Learning English based on their Parent Education

Table 7 : Mean, Standard Deviations and ‘t’ value of High school students based on the Parent Education

Variable	Locale	N	Mean	Std. Deviation	"t" value	Level of Significance
Parent Education	Graduate	28	134.89	17.63	1.436	Not Significant at 0.05%
	Non Graduate	65	128.58	20.13		

The "t" value (1.436) is not significant at 0.05 percent, as shown in the table. Graduates have a mean of 134.89, while Non Graduates have a mean of 128.58, with standard deviations of 17.63 and 20.13 for Graduate and Non Graduate Families, respectively. As a result, the null hypothesis is accepted that students in high school are not substantially different in their readiness to learn English depending on their parent's education.

Hypothesis : 8 High School Students do not differ significantly in their Readiness towards Learning English based on their Parent Occupation.

Table 8 : Difference among High school students based on the Parent Occupation

ANOVA					
Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4587.444	2	2293.722	6.760	.002
Within Groups	30537.782	90	339.309		

The "p" value (0.002) is significant at the 0.05 level, as seen in the table. As a result, there is a significant disparity in high school students' preparedness to learn English depending on their parent's occupation. As a result, the null hypothesis is rejected and rephrased as follows: High School Students vary considerably in their preparedness to learn English depending on their parent's occupation. A post hoc test was used to determine the significant difference between groups. The following are the outcomes:

Table 8 a Post Hoc Comparisons

Tukey HSD			
Parents Occupation	N	Subset for alpha = 0.05	
		1	2
Business	34	121.26	
Agriculture	23		134.87
Professionals	36		136.39

Table 8a reveals that the average score for Business is in subset 1, whereas the average score for Agriculture and Professionals is in subset 2. As a result, there is a disparity in the preparedness of the three groups to learn English.

Hypothesis : 9 High School Students do not differ significantly in their Readiness towards Learning English based on their Type of Board.

Table 8 : Difference among High school students based on the Type of Board

ANOVA					
Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5466.333	2	2733.166	8.294	.000
Within Groups	29658.893	90	329.543		

The "p" value (0.000) is significant at the 0.05 level, as seen in the table. As a result, there is a significant variation in high school students' preparedness to learn English depending on the kind of board. As a result, the null hypothesis is rejected and restated: High school students vary greatly in their preparedness to learn English depending on the kind of board they are on. A post hoc test was used to determine the significant difference between groups. The following are the outcomes:

Table 9 a Post Hoc Comparisons

Tukey HSD			
Type of Board	N	Subset for alpha = 0.05	
		1	2
CBSE	84	128.30	
State Board	6	142.33	
Others	3		168.00

The mean score of CBSE and State Board in subset 1 and the mean score of Others in subset 2 are shown in table 8a. As a result, there is a disparity in the preparedness of the three groups to learn English.

2. Conclusion

The willingness to learn English is influenced not only by intellectual aspects, but also by socioeconomic variables, as indicated by the current research. Gender disparities in willingness to learn English may be seen. The readiness of high school pupils to learn English is also influenced by school-related variables. Teachers and students may be educated and schooled on the importance of learning English, which would help them obtain better jobs and improve worldwide communication. When one has the correct type of preparedness to study English, learning English is simple. Learning English allows you to act worldwide and make more money. Through suitable supervision and teaching approaches, research studies may be undertaken to create preparedness in youngsters and inspire them to learn English.

References

- Anita Lie, C. K. (2021). Senior High School Students' Readiness and Motivation to Learn English Using Synchronous Video Conferences. *Journal of Information Technology Education: Research*, 20, 429–457. <https://doi.org/10.28945/4880>
- Ayfer Kocak. (2003). *a Study on Learners' Readiness for Autonomous Learning of English As a Foreign Language*. September, 1–81. https://www.academia.edu/6633900/A_STUDY_ON_LEARNERS_READINESS_FOR_AUTONOMOUS_LEARNING_OF_ENGLISH_AS_A_FOREIGN_LANGUAGE
- Ayferkoçak. (2003). *A Study On Learners' Readiness For Autonomous Learning Of English As A Foreign Language A*. September, 87–88. <https://etd.lib.metu.edu.tr/upload/1217728/index.pdf>
- Erdogan Bada, & Zuhul Okan. (2000). Students' Language Learning Preferences. In *Tesl-Ej* (Vol. 4, Issue 3, pp. 1–23). <http://tesl-ej.org/ej15/a1.html>
- Fakieh Alrabai. (2017). From teacher dependency to learner independence: a study of Saudi learners' readiness for autonomous learning of English as a Foreign Language. *Learning and Teaching in Higher Education: Gulf Perspectives*, 14(1), 70–97. <https://doi.org/10.18538/lthe.v14.n1.262>

- Fazlinda Hamzah, Soo Yew Phong, Sharifudin, M. A. S., Zain, Z. M., & Rahim, M. (2020). Exploring Students' Readiness on English Language Blended Learning. *Asian Journal of University Education*, 16(4), 161–170. <https://doi.org/10.24191/ajue.v16i4.11948>
- Hamrouchi, & Kehailiyoustra. (1945). *Exploring Students' Awareness towards the Importance of Learning English as a Foreign Language (EFL)*. September 2020. <https://www.theses-algerie.com/6518314508245060/memoire-de-master/universite-8-mai-1945---guelma/exploring-students-awareness-towards-the-importance-of-learning-english-as-a-foreign-language-efl->
- IAndrze jCirock, Syafl'ulAnam, & Pratiwi Retnaningdyah. (2019). Readiness for autonomy in English language learning: The case of Indonesian high school students. *Iranian Journal of Language Teaching Research*, 7(2), 1–18. <https://files.eric.ed.gov/fulltext/EJ1220734.pdf>
- Ke Hu, & Asmaa Alsaqqaf. (2020). E-learning readiness among English language teachers in Sabah, Malaysia: A pilot study. *S Journal of English Language Teaching Innovations and Materials (JELTIM)*, 2(2), 120–127. <https://doi.org/http://dx.doi.org/10.26418/jeltim.v1i1.42155>
- Meizareena Mizad, & Zailinah Yusoff. (2018). *Students Readiness and Motivation to Use Mobile Phone for Learning English at Higher Learning Institution*. https://www.researchgate.net/publication/329015701_Students_Readiness_and_Motivation_to_Use_Mobile_Phone_for_Learning_English_at_Higher_Learning_Institution
- Mustapha, M. M. H. S. M. B. (2020). the Relationship Between Learner Autonomy Readiness and English Language Performance Of Undergraduates At Public Universities In Bangladesh. *Journal of Education and Social Sciences*, 16(1), 82–92. <https://www.jesoc.com/wp-content/uploads/2020/12/JESOC16-038.pdf>
- Nor Hafizah Adnan, & Siti Shakirah Sayadi. (2021). ESL Students' Readiness for Self-Directed Learning in Improving English Writing Skills. *Arab World English Journal*, 12(4), 503–520. <https://doi.org/10.24093/awej/vol12no4.33>
- Pornapit Darasawang, & Hayo Reinders. (2021). Willingness to communicate and second language proficiency: A correlational study. *Education Sciences*, 11(9), 1–12. <https://doi.org/10.3390/educsci11090517>
- Razieyeh Ahmadi. (2012). Readiness for Self-Access Language Learning: A Case of Iranian Students. *Studies in Self-Access Learning Journal*, 3(3), 254–265. <http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=87521911&site=ehost-live&scope=site>
- Sriwichai Chuanpit. (2020). Students' Readiness and Problems in Learning English through Blended Learning Environment. *Asian Journal of Education and Training*, 6(1), 23–34. <https://doi.org/10.20448/journal.522.2020.61.23.34>
- Sumarni, S. S., Vianty, M., & Andika, W. D. (2021). Readiness to Learn English for Early Childhood. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1480–1492. <https://doi.org/10.31004/obsesi.v6i3.1805>
- Syifa Dwi Mutiah, Minkhatun Nakhriyah, Nida Husna HR, Didin Nuruddin Hidayat, & Hamid, F. (2020). The Readiness of Teaching English to Young Learners in Indonesia. *Research & Learning in Elementary Education*, 4(4), 1370–1387. <https://doi.org/10.31004/basicedu.v4i4.541>
- Tassanee Kirisri. (2016). *Readiness in English Speaking Skills of Engineering Students at Rajamangala University of Technology Srivijaya before Entering the ASEAN Community*. <https://papers.iafor.org/submission28835/>
- Thang Siew Ming, & Azarina Alias. (2007). Investigating readiness for autonomy : A comparison of Malaysian ESL undergraduates of three public universities. *Reflections on English Language Teaching*, 6(1), 1–18. https://www.researchgate.net/publication/252577737_Investigating_readiness_for_autonomy_A_comparison_of_Malaysian_ESL_undergraduates_of_three_public_universities