

Students' Attitude and Oral Communication Performance

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ABSTRACT: Every student's educational path must include learning since it allows them to improve and advance their speaking, writing, listening, and reading skills. The goal of the current study was to ascertain how students' attitudes and oral communication performance related to one another. The study looked into the relationship between the prevalent attitudes that students frequently displayed in relation to their performance in oral communication. 226 Senior High School students from Opol National Secondary Technical School, Opol East District, Division of Misamis Oriental, who were enrolled in the HUMSS, STEM, and TVL tracks and strands participated in the study by responding to three sets of survey questions. The mean and standard deviation were employed to ascertain the predominant attitudes among the pupils about affective, behavioral, and cognitive attitudes. The students' performance in oral communication was assessed using frequency, percentage, mean, and standard deviation. To ascertain whether there was a significant relationship between the independent and dependent variables, Pearson r correlation was employed. Because there was a strong association found between students' attitudes and oral communication performance, the study found that cognitive attitudes had a substantial impact on students' oral communication performance. This shows that the respondents' use of cognitive attitudes in scholastic oral activities is crucial since it has a big impact on how well they do. The results of the study imply that in order to assist students acquire positive behavioral and affective attitudes, educators and school administrators should employ a variety of activities that will help them refine their behavioral and affective skills.

KEYWORDS: Affective, Behavioral, Cognitive, Oral Communication, Performance

I. INTRODUCTION

A student's educational journey cannot be complete without learning, which helps them to improve and advance their speaking, writing, listening, and reading skills. But the "new normal" has brought with it difficulties that have impeded student's expected advancement. Students' performance clearly reflects this since many of their macro skills are out of step with their grade or year level. This problem presents a serious worry because it implies that the fundamental goals of teaching and learning could not be met. This has prompted academics to tackle one of the most important issues in the teaching of macro skills: identifying the causes of students' poor performance, especially in oral communication tasks.

The four macro skills are speaking, writing, reading, and listening. While many children have shown that they can adjust to this new learning environment by displaying competency in writing, listening, and reading, there is a noticeable difference in speaking proficiency. Speaking competency is the capacity to utilize language appropriately and accurately in oral communication, which is important in daily life, particularly while socializing.

The researchers have imagined the attitudes of the students in order to identify the variables that influence their success in oral communication. According to Asemanyi (2019), among the elements influencing students' performance were their own complacency as well as their unfavorable attitudes and beliefs of the Communication Skills course's curriculum. Furthermore, a study on public speaking attitude discovered that students' intentions to use the abilities they acquired in introductory speech classes in their future undertakings are much more influenced by public speaking attitude than by public speaking anxiety and shyness (Welch, 2022). To further assist the pupils in their oral communication, it is necessary to address certain speaking attitudes.

Oral communication with others is also considered a common language learning activity in universities. It is clear that students at higher levels are considerably more likely to have commendable attitudes that lead to strong oral performances, given

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that attitudes have a significant impact on the results of language learning by giving oral presentations. The main elements that influence students' attitudes toward giving their oral presentations are their language skills, learning, styles, and factors pertaining to teachers and the audience; topic familiarity and public speaking anxiety also had an impact on the students' presentations (Ho, 2023).

This study intends to assist students in developing their oral communication skills by examining their attitudes regarding oral communication. It is hoped that this research will have a positive and long-lasting effect on the senior high school education of Opol National Secondary Technical School students, giving them the tools they need to succeed in the rapidly changing and dynamic world of education in the new normal.

The Social Learning Theory (SLT), first proposed by psychologist Albert Bandura, served as the foundation for this investigation. According to Albert's theory, attention, motivation, emotions, and attitudes are some of the characteristics that affect oral communication skills and may be learned and improved through observation, modeling, and imitation. The idea describes how environmental and cognitive factors interact to influence students' oral communication learning.

Although oral communication happens when people converse with one another, SLT proposes that social circumstances influence how people behave when speaking to others. Accordingly, every action a person takes when interacting with others is acquired through social interactions and, to a lesser extent, through watching behaviors in the media (Cherry, 2023).

Language attitudes play a major role in shaping students' oral communication abilities and English proficiency. Affective, behavioral, and cognitive aspects are the main determinants of speaking fluency in the context of English language learning. Notably, there is a relationship between students' views regarding English-medium instruction (EMI) and their perceptions of their own language proficiency. Furthermore, attitudes and motivations related to language play critical roles in language acquisition; students' attitudes about certain languages influence their motivations and perspectives regarding language learning. Additionally, there are differences in students' perspectives about communication skills (Ho, 2023).

A student's positive behavior, effort, involvement in extracurricular activities, work habits, and attendance all contribute to their behavioral attitude, which is defined as their visible behaviors or participation at school (Mundt & Hänze, 2022).

The way that students approach oral communication with an affective attitude has a big impact on how well they learn languages and how engaged they are in the process. Studies have indicated that students' motivation, involvement in the classroom, and general level of learning engagement might be impacted by their attitudes about oral communication, especially their affective ones (Apat et al., 2023).

Students' ideas, opinions, and beliefs about the subject matter make up their cognitive attitude in oral communication, and this can significantly affect how well they communicate (Apat et al., 2023). The other theory pertaining to student oral communication is Anthony Giddens' Adaptive Structuration Theory (AST). The performance and conversational competency of students are impacted by this extremely intricate theory. It is where the established norms, employed resources, goals attained, and cohesiveness attained by the group all of which a student may eventually adapt to are where influences are accumulated.

According to AST, the social, cultural, and historical elements that every member of the group brings to the table shape students' performance in oral communication and have an impact on their views toward communicating. The academic demands of AST contribute to its complexity. For example, AST recommends that students have sufficient real-world experience or the aforementioned performances when they are required to give oral performances, such as impromptu or extemporaneous. As it encourages students to develop their oral competency through adaptive learning from experiences and groups, AST has also shown promise in influencing oral communication. According to (Schleidewind et al. 2018), this would allow students who don't think well of themselves to join the group and gradually add a subtle impact.

The main concept underlying the conceptual framework of this research is how various attitudes impact the oral communication abilities of eleventh-grade students majoring in Technical-Vocational-Livelihood, Humanities and Social Sciences, Science, Technology, Engineering, and Mathematics who are enrolled at Opol National Secondary Technical School in the academic year 2023–2024.

The study's target population is 11th graders. This group is a representation of a particular academic cohort with unique learning requirements and interests, especially in the area of oral communication. Proficiency in speaking is a prerequisite for success in this academic topic.

II. METHODOLOGY

To ascertain the important association between senior high students' attitude and oral communication proficiency, this study used causal, descriptive-correlational, and documentary analysis designs. Palmero (2019) states that the descriptive technique of research incorporates both correlational and descriptive designs. In descriptive research, information is gathered to address research questions regarding the respondents' present employment status or to test hypotheses. Descriptive research

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reports and directs the state of affairs. Conversely, correlational research aims to ascertain the presence and strength of a relationship between two quantitative variables. Correlational research serves the purpose of verifying a relationship in order to make predictions. Research on relationships usually examines a number of factors thought to be connected to a few significant and intricate variables (Fleetwood, 2024).

Documentary research methods are used in causal research with documentary analytic goals to comprehend and value causal links between variables. In order to determine causal mechanisms and correlations, this approach combines systematic study with already-existing records or papers (Villegas, 2024).

III. RESULTS AND DISCUSSION

Problem 1. What is the Senior High School students' level of attitude in terms of:

- 1.1. affective;
- 1.2. behavioral, and
- 1.3. cognitive attitudes?

Table 1: Overall Students' Attitude

Indicators	Mean	SD	Description	Interpretation
Affective Attitude	3.22	0.67	Agree	Favorable
Behavioral Attitude	3.11	0.70	Agree	Favorable
Cognitive Attitude	3.15	0.68	Agree	Favorable
Overall	3.16	0.68	Agree	Favorable

Note: 3.26-4.0 High Favorable; 2.51-3.25 Favorable; 1.75-2.50 Less Favorable; 1.0-1.75 Not Favorable

Table 1 presents the summary of the students' attitudes. It has an overall Mean of 3.16 with SD=0.68, described as Agree and interpreted as Favorable. This shows that the performance of the learner in oral communication may be influenced by their attitude. Students' attitudes have a significant impact on their oral communication ability when it comes to giving oral presentations and oral communication. The attitudes of individuals simply influence variables like learning styles, language competency of pupils, and those pertaining to students and teachers. Research on students' attitudes about oral communication performance, especially in the context of communicative competence, has repeatedly demonstrated that attitudes have a big impact on how well students communicate orally (Ngoc, 2020).

Affective attitudes, which are viewed as Favorable, had the highest Mean of 3.22 with SD=0.67, indicating agreement. Affective attitude plays a major part in students' total communicative experience since it effects their language skills, motivation, anxiety, and communication behavior. Students' readiness to speak and actively engage in communicative activities has a strong impact on emotional attitudes, and this will increase their oral communication performance (Bao & Liu, 2021). With a Mean of 3.15 with SD=0.68, which is characterized as Agree and interpreted as Favorable, cognitive attitude comes in second place to affective attitude. This means that an individual's cognitive attitudes can be observed in the way they express their ideas, the arguments they make, and the language they use when speaking orally. It possesses a noteworthy, when students communicate orally, their ideas, arguments, and language choices all demonstrate their cognitive attitudes (Valdez & Lopez, 2023).

Finally, behavioral attitude received a Mean of 3.11 with SD=0.70, which is viewed as Favorable and classified as Agree. This implies that the way pupils behave has a big influence on how well they communicate. Students' drive and desire to develop their communication abilities can be reinforced by adopting a positive behavioral attitude toward oral communication, which results in improved oral communication performance. According to the statistics, students' oral communication ability is impacted in various ways by the various attitudes, even though there are variations in the mean rating of the prevalent attitudes (Rastegar & Gahari, 2019).

Problem 2. What is the academic performance of the senior high school students in Oral communication?

Table 2: Performance in Oral Communication

Grade	Frequency	Mean	Standard Deviation	Interpretation
90-100	42			
85-89	86			

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80-84	94	85.61	3.96	Satisfactory
75-79	4			
Below 75	-			
Total	226			

Note: 90-100 Outstanding; 85-90 Very Satisfactory; 80-84 Satisfactory; 75-79 Needs Improvement; 75 below Poor/Failed

Table 2 shows the distribution table of the students' performance in oral communication for the 3rd Quarter of the School Year 2023-2024. According to the results, 94 out of 226 respondents had grades between 80 and 84, which are considered satisfactory, with a mean of 85.61 and a standard deviation of 3.96. This indicates that a satisfactory grade has been received by the majority of responders. The data also indicates that students who received an oral communication performance grade of 80–84 were able to complete oral communication-related tasks with enthusiasm and vigor. As a result, they were able to participate in activities that improved their communication skills and handle difficult tasks that they found enjoyable.

The result of students' competency in effective and correct expression, acceptable handling of unexpected thoughts, and a satisfactory command of language communication rules is a satisfactory performance in oral communication. It entails employing suitable grammatical structures, speaking clearly and fluently, presenting the information in an efficient manner, and using a large vocabulary (Denomme et al., 2023).

Problem 3. Is there a significant relationship between the students' attitudes and performance in oral communication?

Table 3 demonstrates the connection between senior high school students at Opol National Secondary Technical School in the Opol District's attitudes and their oral communication skills. As demonstrated by the correlation value with correlations significant at the 0.05 level (2-tailed), the overall cognitive attitudes of the student respondents exhibited a significant association with their oral communication skills, leading to the rejection of the null hypothesis.

Table 3: Correlation Analysis

Attitude	R-value	P-value	Description	Decision on Ho	Interpretation
Affective	0.013	0.845	Negligible	Accept	Not Significant
Behavioral	0.038	0.568	Negligible	Accept	Not Significant
Cognitive	0.145	0.029*	Very Low	Rejected	Significant

*. Correlation is significant at the 0.05 level (2-tailed).

The significant level is typically considerably above 0.05, suggesting a lack of statistical significance, while the Pearson Correlation is typically near to 0, showing very low correlations. The Pearson Correlation of 0.145 shows that, overall, there is very little positive correlation between students' oral communication skills and Cognitive Attitudes. Given the sig (2-tailed) of 0.029, the correlation appears to be statistically significant. This indicates that students' cognitive attitudes have an impact on how well they communicate orally. Cognitive attitudes are evident in the way pupils express their ideas, the language they choose, and the arguments they make while speaking orally. It has a significant effect on how well and competently pupils perform in oral communication. Students' oral communication performance is greatly impacted by common cognitive attitudes like motivation, self-efficacy, learning approach, and personality (Kelsen & Liang, 2018).

Additionally, research indicates that students' enhancement of their public speaking and self-efficacy leads to gains in oral communication abilities; these benefits are largely attributed to cognitive motivating factors (McNatt, 2019). In the meantime, there appears to be no significance in the correlation between the student's oral communication skills and affective attitudes, as indicated by the indicator with the lowest Pearson Correlation of 0.13. Consequently, there is no discernible correlation between the students' affective attitudes and their oral communication performance.

Overall, there is a strong correlation between better performance in speaking skills and cognitive attitudes toward oral communication, which emphasizes the importance of attitudes in improving communication abilities. Additionally, it enables students to apply their in-depth knowledge and critical thinking abilities to produce improved oral communication performances (Wijirahayo & Dorand, 2020).

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Problem 4. Which of the independent variables singly or in combination, has an impact on the senior high school students' performance in oral communication?

Table 4: Regression Analysis

Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
Constant	83.078	2.279		36.446	0.000
Affective	-0.597	0.832	-0.062	-0.717	0.474
Behavioral	-0.525	0.836	-0.060	-0.268	0.531
Cognitive	1.928	0.783	0.216	2.461	0.015*
	R=0.168	R ² =0.038		F=2.145	Sig.0.000

Table 4 The regression analysis of attitudes and oral communication performance is shown on page 42. The table indicates that the student respondents' oral communication performance is influenced by their cognitive attitude ($\beta=1.928$; $t=2.461$, $p<0.000$). More specifically, the beta weights (β) represent the anticipated scores for the values of the independent variables; each extra score or unit accounted for by this variable would reflect an improvement in oral communication skills. This implies that the better the oral communication performance, the more positive the attitude toward this component.

Moreover, the R² value clarifies the degree to which the entire collection of independent variables treated as a single entity has an impact on oral communication performance. The dependent variable's measure of total variation was 3.8%, indicating the portion of variance explained by this variable; other component variables not included in the study account for 96.2% of the variance. However, based on the study above, the equation that may be used to predict the oral communication performance percentage (Y) is significant at ($p<0.000$), as shown by the F-value (2.145) and its related probability value (.000).

As a result, in this case, the null hypothesis—that there is no independent variable that effects the dependent variable singly or in combination—is rejected. An individual's cognitive attitude is evident in the language they use, the arguments they make, and the way they express their ideas while speaking orally. Since it depends on the knowledge people have about the problem, it has a big influence on the structure and substance of their communication. Because of this, the cognitive aspect of attitude plays a crucial role in explaining how individuals process and convey information while speaking orally (Attitude in Business Communication, 2019).

In oral communication, an individual's ideas and perspectives regarding a subject are also considered to be part of the cognitive component of attitude, and they can significantly influence communication. This element expresses an individual's opinions and assessments on a thing or occasion (Chaudhry et al., 2020). Moreover, information, beliefs, moods, personality, and communication methods are among the many components that make up cognitive attitudes toward oral communication. According to the Personal Experience (PE) Theory, an individual's cognitive processes and distinct personal experiences play a significant role in oral communication (Ngoc & Dung, 2020).

However, the student respondents' oral communication ability was unaffected by affective attitude $\beta = -0.597$ $t = -0.717$ ($p < 0$) or behavioral attitude $\beta = -0.525$ $t = -0.268$ ($p < 0$).

IV. CONCLUSIONS

The following conclusions are reached in light of the data presented:

1. When it comes to Oral Communication with activities and performances, students strongly prefer an affective approach. Majority of students use emotions as a basis for oral communication which is the affective attitude.
2. The oral communication performance of the students was good enough to receive an acceptable rating.
3. The success of the students in oral communication is significantly correlated with their attitudes, specifically their cognitive attitudes. Therefore, the null hypothesis is rejected. Behavioral and affective attitudes, however, do not significantly correlate with a students' ability to communicate orally, which means that the null hypothesis for the two attitudes is accepted.
4. The students' cognitive attitude is evident in the language they use, the arguments they make and the ways they express their ideas orally.

V. RECOMMENDATIONS

Below are the recommendations based on the findings and conclusions made.

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1. Since the students' attitude in terms of affective, behavioral, and cognitive are all favorable, it is wise that teachers may sustain those behaviors while teaching the students in oral communication. The school may have a high priority on helping students continue their Favorable attitude for Oral Communication.

2. Satisfactory rating needs to be improved. Students need to apply their good attitude for the subject.

3. Cognitive attitude of students in Oral Communication be sustained because it is important in the subject. Teachers may also consider to find ways to improve the ratings of the students since these attitudes are also necessary for Oral Communication.

4. Cognitive attitude influences the academic performance of the students. However, results showed that students' ratings are only satisfactory. Other attitudes such as affective, and behavioral need to be given attention for these may contribute to an improved performance in Oral Communication.

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