

Exploring the Correlation between Senior Secondary School Students' Attitude and Writing Skill Development in English as a Second Language in Abeokuta, Nigeria

POPOOLA Titilayo Elizabeth, Ph.D

Communication and Language Unit
Institute of Communication and General Studies
Federal University of Agriculture Abeokuta, Ogun State
titilayopopoola@gmail.com

&

OSIKOMAIYA Olufunke Mojisola, Ph.D

Department of Arts and Social Sciences Education
Faculty of Education
National Open University of Nigeria
Jabi, Abuja
osikomaiya@noun.edu.ng

Abstract

Writing is a productive language skill that is so technical, and presents considerable challenges to second language learners, often resulting in poor academic performance. This study investigated the effect of attitude on students' performance in writing. Eighty (80) students were randomly selected from a senior secondary school in Abeokuta. A pre-test was conducted and the students performed poorly with a mean score of 12.51. The study employed a quasi-experimental design, over an eight-week period involving Free Voluntary Reading (FVR), essay writing, and continuous correction of written work. During this intervention, the students were encouraged to read storybooks outside class, write summaries, and revise their work based on teachers' feedback. The free reading outside the class as well as the constant writing somehow, sharpened the students' perception as 59.0% realized that the method was helpful. Thus, their attitude towards writing became more enthusiastic (51.3%). The post-test assessment, statistical analysis indicated a significant correlation ($p < 0.05$) between students' improved attitudes and their post-test writing scores (19.19). The study recommends integrating FVR and interactive writing exercises into classroom instruction to enhance students' attitudes and writing skills. It also underscores the importance of teacher feedback and learner's motivation in second language acquisition. Overall, cultivating positive attitudes towards writing can significantly enhance learners' academic outcomes in ESL learning contexts.

Keywords: *English as a Second Language (ESL), Writing skill development, Attitude towards writing, Teacher Feedback, Free Voluntary Reading (FVR)*

Introduction

Language learning is based on the four basic skills (listening, speaking, reading and writing) that are required for effective communication. Writing in English language is a bit daunting to second language learners of English language, owing to the fact that most people learn it in the traditional sense of prescribed rules and the observation of such instructions to achieve mastery of the language. Out of the four skills, writing is the most technical that often requires great patience because it is the ability to string words together in order to make sense and to communicate.

The fact that writing skill is especially relevant to formal education makes it an essential skill in students' academic pursuit. Tasks in writing can be particularly difficult and such often require a measure of patience from learners before they can gain mastery of the constituent parts of writing at the lexis, syntactic, semantics, pragmatics levels and so on (Kemalshah, Solehuddin, Hariyadi, Suwarma, 2022). All the aforementioned levels will ultimately serve as yardstick to learners' efficiency in English language learning.

Writing is a productive language skill that is derived through written symbols. Its major role is in the articulation of the thoughts and ideas of the writer (Bora, 2023). Writing serves as a medium of communication, wherein language is expressed through written symbols. It is a skill that offers writers diverse methods of conveying their thoughts and ideas. However, there are various factors that can act as buffers to students writing skill. Such factors could be the teaching methodology or the learners' environment, both at home and in school. In the process of writing, several variables influence students' writing abilities, examples include learner's motivation, learner's background and a supportive writing environment (Abubakar, Alsondi & Ali, 2022). Developing writing abilities requires a stimulating atmosphere that encourages students to write and supports their learning. Through writing, teachers can identify and address students' mistakes immediately, providing constructive feedback that helps them improve their writing skills through remedial teaching (Lingaiah *et.al.*, 2023). Therefore, students need to develop their writing abilities by practising consistently and in a supportive learning environment to excel academically and professionally.

The importance of writing in English language learning cannot be downplayed as it serves as a summation of all the language skills. Its complex nature makes it necessary to introduce the skill to learners from primary school through the tertiary institution. In fact, the place of writing in

primary school subsumes all other aspects of learning because it is the medium through which academic excellence is measured (Lingaiah et.al., 2023). But the complexities involved in the writing process, such as punctuation, grammar, vocabulary, spelling, and sentence structure makes students to approach writing task without enthusiasm.

Support by the more informed teachers is considered to be the most significant factor in developing writing skills among the students. Supported language learners tend to develop interest in writing, which, in turn, makes them to write more (Wendimu & Gebremariam, 2024). Such students are eager to take part in all class activities because, their level of confidence have somehow increased and they are eager to practice more in order to develop their writing skill. Their perception of the support that is being given to them also makes them more receptive to whatever materials/methods that is adopted to impart learning to the students (Gunawardena & Koivula, 2024). The extra effort of teachers, coupled with a conducive setting at home and in the school to a large extent help in building learners' writing skills as the factors help in honing their interests in the writing process. The extra effort put in place also increase students' interest and put at bay every form of delinquency in the young learners because all that is needed for the expression of the learners' thought has been put in place.

The ability to write well is a critical aspect of language learning, and students must develop their writing abilities along with reading skills. It is not possible to claim that one has learned a language if one cannot write effectively in it. Although writing is often perceived as a challenging task, teachers can effectively teach writing skills if they understand the underlying elements that affect this development (Polatcan & Sahin, 2019). There are many relevant premises that teachers can reflect on in developing effective writing skills among learners. These fundamental writing skills provide a crucial starting point for students to learn how to communicate effectively through writing. However, the complex nature of writing, and the requirement of perfection in writing can discourage a learner, but the discouragement can be surmounted through learners' attitude. Attitude is the feeling or behaviour that one has towards a particular thing or situation, which can either be favourable or otherwise. Osikomaiya (2023) admits that attitude is a product of socialisation that is formed in the relevant environment through direct and indirect learning which helps to determine how people react to various people or objects. The attitude of a learner, (pleasant, positive, lukewarm or rude/negative) will ultimately have an impact on what the learner

is doing. An eager or pleasant attitude, naturally projects zeal: the quest to know towards learning. But a feeling of lukewarmness or disinterest may naturally bring about failure (Brew & Koranteng, 2021, Wu & Xin, 2019). The students' attitudes towards a subject and the support given by the teacher are of a vital importance to the attainment of success or failure in the field of study. Attitude accounts for the reason why some language learners are more successful than their mates, a positive attitude makes learning easier (Jabali, 2018). It plays a crucial role in language learning as it influences students' success or failure. It is also believed that a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against it (Sanchez and Gavilanez, 2017). It is believed that a mixture of personality traits could have an impact on both anatomical and cognitive factors (Watson, Cooked et al., 2016). Attitude is a psychological tendency that shows an individual's perception of his class, teacher and method (Dajuella, S. A. & Naparota, 2024)

Studying language attitudes benefits all stakeholders in different ways (Brew et. al, 2021, Agesty, Iderawati & Eryansyah, 2021). Firstly, an investigation into students' attitudes is an effective method by which language teachers, education planners, syllabus designers and researchers can obtain greater understanding into the language teaching-learning process. Secondly, students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and that imposition of change upon these factors can lead to negative reactions. Thirdly, learners have views on the learning process and can articulate them.

In a study of 352 grades 8, 9, 10 students of Sulangon National High School to determine the influence of achievement, motivation and attitude on their performance in English Language learning, the study found that if adequately motivated, the students will develop positive attitude which will enhance mastery of English Language (Dajuella, S. A. & Naparota, 2024). Bakar et, al. (2024) opiness that positive attitude to school work, relates directly to higher academic achievement among school children and that negative attitude to school work produces unfavourable achievement among students.

Teachers and other educators generally believe that students learn more effectively and achieve better when they are interested in what they learn. Therefore, continuous attention should be directed towards creating, developing, maintaining and reinforcing positive attitude in the students. Also, the attitude of teachers towards writing lessons determines the way it is taught and learnt (Traykatz, 2019). Hence, the study of attitude is an essential part of any academic improvement. Though researches still hold that a meaningfully strong relationship between attitude and achievement, as being widely stated does exist. But, since attitude

is very important in whatever one does in life, its importance cannot be over-ruled in teaching-learning situations. Attitude can be learned or acquired, shaped or re-shaped and can as well motivate individuals toward achievement. Students need to develop and sustain positive attitudes towards the teaching and learning of writing in English language.

Despite the status of English as the official language and the medium of instruction in Nigerian schools, many senior secondary school students continue to perform poorly in writing skills tasks. This persistent underachievement in writing has raised serious concerns among educators, parents, and stakeholders. While various factors such as curriculum content and teaching strategies have been cited as possible causes, growing attention is being directed toward students' attitudes toward writing as a potential contributing factor. Writing, unlike other language skills, demands a high level of cognitive, linguistic, and emotional engagement, which may be hindered if learners lack interest, motivation, or confidence. Many students perceive writing as a difficult and tedious task, often avoiding it or putting in minimal effort. This lackluster attitude may significantly impact their development of writing competence in English language and will generally cut across other school subjects. However, there remains a gap in empirical research that clearly establishes the extent to which attitude influences writing skill development among ESL learners in Secondary schools in Abeokuta North. Without a clear understanding of this relationship, efforts to improve students' writing proficiency may continue to be ineffective or misdirected. Therefore, this study seeks to investigate the correlation between senior secondary school students' attitudes toward writing and their actual performance in English writing tasks. The study aims to provide evidence-based insights that can inform more effective teaching approaches, policy decisions, and curriculum development focused on enhancing students' writing abilities in English as a Second Language.

Objectives of the Study

The general objective of this study was to investigate the correlation between senior secondary school students' attitudes toward writing and their actual performance in English writing tasks. To address this objective, this study was guided by the following specific research questions:

1. Does students' attitude toward writing influence their performance in English writing tasks in senior secondary school?
2. What is the relationship between students' attitude and their performance in writing tasks?

3. What is the students' perception of the usefulness of support given to the development of writing skill?
4. What is the students' attitude to Free Voluntary Reading (FVR) and interactive writing activities on the writing performance of ESL students?

Furthermore, the study sought to explore the following Hypothesis:

H₀₁: There is no significant correlation between students' attitudes toward writing and their performance in English language writing tasks.

Methodology

The study adopted a quasi-experimental design involving both pre-test and post-test assessments without a control group. This design enables the measurement of students' writing performance before and after an intervention aimed at improving attitudes toward writing through Free Voluntary Reading (FVR) and continuous teacher feedback.

The population consists of Senior Secondary School students in Abeokuta, Ogun State, Nigeria. A sample of eighty (80) students was randomly selected from a public senior secondary school in Abeokuta North, Ogun State. Data were analysed using descriptive statistics (mean, percentage) and inferential statistics (Pearson correlation and t-test) to determine relationships and the significance of differences in performance.

The following instruments were used for data collection:

Writing Performance Test (Pre-test and Post-test): This measured students' ability in key writing areas—grammar, coherence, structure, and vocabulary.

Attitude Questionnaire: Designed to assess students' disposition towards writing before and after the intervention, using a Likert scale of strongly agree, agree, undecided, disagree and strongly disagree.

Observation and Feedback Records: Teachers kept notes on students' engagement, participation, and responsiveness during the intervention period. Here, students were given feedback about their writing exercises.

The treatment procedure followed these steps. Eight weeks were used for treatment procedures

Week 1 & 2: Eighty students were randomly selected and were given an assessment on the topic, 'A Traditional Festival in my Town'. At the point of the assessment, it was revealed that all the

students could only write a few lines. None of them scored above the average allotted marks. Thereafter, the students were given different story books to read and return in two weeks.

Week 3 & 4: When the students reconvened in the third week, each student wrote a summary of the story they had read, the researcher marked and made necessary corrections. The students then re-wrote the summary, based on the corrections made. Then different story books were given to each of the eighty students, to be returned in a fortnight.

Week 5 & 6: They came together for another treatment and they wrote a summary of the books that they had read. The summaries were marked and each student wrote his correction and they were each given another set of different story books.

Week 7 & 8: They all wrote summaries of the stories they had read and they wrote their corrections individually. Then, each student wrote the post-test, a narrative essay on ‘A Traditional Festival in my Town’.

Findings of the Study and Discussion

Students’ attitude toward writing influence their performance in English writing tasks in senior secondary school

Findings in Table 1 shows the pre-test performance of the students. They performed mostly below average as the mean scores was 12.51. These show that they lack communication skill in writing. Majority scored less than ten marks over forty. The pre-test performance shows a lot of deficiencies in their writings.

Table 1: Pre-Test Score of the Students

Variables	Pre-Test Score	Frequency (%)
≤10	19	(24.35)
11-20	58	(74.35)
21-30	1	(1.3)
31-40	-	
Mean	12.51	
St.D	4.194	

Source: *Field Survey, 2025*

They could not write an essay that is lengthy, because they did not have much to discuss on and the few lines they wrote were filled with errors. As a result, none of them was able to score up to the average of the mark obtainable for content (10). The student's poor performance could be because they were not well disposed to the topic and this could be because they had no perception of the importance of writing skill.

The relationship between students' attitude and their performance in writing tasks

Table 2 shows the performance of the students in the post-test. The mean values of the assessment in the post-test (19.19) and the pre-test (12.51) indicate a mean difference of (6.68). The Table shows that while there was a reduction in the number of students that scored less than ten marks (12.82%) which was as a result of the treatment and the change in students' attitude to writing task.

Table 2: *Post test Score of the Students*

Variables	Post-test	F (%)
≤10	10	(12.82)
11-20	43	(55.13)
21-30	24	(30.77)
31-40	01	(1.28)
Mean	19.19	
St.D	5.405	

Source: *Field Survey, 2025*

From Table 2, about 30.77% of the students scored between twenty-one and thirty marks in the post-test compared to the pre-test where, (1.3%) scored above twenty- one marks. The students' experience in the reading of short story books and attitude to the writing of summary on fortnight basis were the added value leading to their improved performance.

Students' perception of the usefulness of support given to the development of writing skill

Considering the items on Table 3, strongly agree and agree show that scaffolding is useful while disagree and strongly disagree shows that it is not useful. According to Table 3, majority (91%) strongly agreed that the reading of books addressed their English language needs while just 2.6% of the students disagreed. Majority (82%) affirmed that reading has improved their speaking performance. This indicates that all the language skills are interrelated.

Table3: *Perceived Usefulness of Support to Writing Skill*

S/N	Variables	SA	A	U	D	SD	Mean	St.D
1	Reading of books addressed my English language needs	45(57.7)	26(33.3)	5(6.4)	-	2(2.6)	4.44	0.831
2	Reading and writing improved my speaking performance	44(56.4)	20(25.6)	7(9.0)	2(2.6)	5(6.4)	4.23	0.136
3	Literature enabled me to do my writing assignment	44(56.4)	20 (25)	7(9.0)	2(2.6)	5(6.4)	4.23	0.136
4	The correction in the class helped critical aspect of my writing	34(43.6)	29(37.2)	6(7.7)	5(6.4)	4(5.1)	4.05	1.114
5	Reading and writing reduced the time I spend on unproductive activities	34(43.6)	29(37.2)	5(6.4)	4(5.1)	6(7.7)	4.08	1.114
6	Reading and summarization in the class are advantageous	46(59.0)	17(21.8)	4(5.1)	4(5.1)	7(9.0)	4.03	1.151
7	Short stories made it easier to accomplish my writing tasks	31(39.7)	29(37.2)	10(12.8)	6(7.7)	2(2.6)	4.04	1.038
8	The use of reading has greatly improved my understanding of words	37(47.4)	23(29.5)	5(6.4)	7(9.0)	6(7.7)	4.00	1.269

9	Short stories allowed me to do better in writing	31(39.9)	29(37.2)	10(12.8)	6(7.7)	2(2.6)	4.14	1.078
10	English language will be difficult for me without extensive reading	35(44.9)	24(30.8)	11(14.1)	4(5.1)	4(5.1)	4.05	4.127
11	Reading and writing enhanced my effectiveness in the class	34(43.6)	25(32.1)	11(14.1)	3(3.8)	5(6.4)	4.05	4.127
121	Reading and writing as well as correction of mistakes in the class enhanced my effectiveness	34(43.6)	25(32.1)	11(14.1)	3(3.8)	5(6.4)	4.02	1.114

Source: *Field Survey, 2024* \

The claim by 81.4% the students that literature enabled them to do better in writing is an attestation to the students' perception of the factor that contributed to the improvement in their writing performance. This is because at the end of the study, a great improvement is noticed in the students' performance which shows that the teaching method has been helpful. These aptly sum up the opinions of Shokarimova (2021), Linuwih and Winardi (2020), that reading, followed by constant writing is needful to gain mastery of English language. This further reiterates the fact that the 8.8% of the students that did not agree with the concept of reading probably were not committed to the reading exercises and so could not benefit from the wealth of knowledge in it. Students' response (80.80%) that the correction in the class helped critical aspect of their writing shows that the students are aware of the positive impact of reading on the development of writing skill in them. About 75.7% agreed that English will be difficult for them if extensive reading is not encouraged just as Krashen (2004) opines that Free Voluntary Reading increases students' comprehension, writing style, vocabulary, spelling and grammatical development. A high number of the students (80.8%) attested that reading is an engaging exercise that has reduced the amount of time they spend on unproductive activities. That is, the method of asking them to summarize what they have read paved way for productive time management. About 77% affirmed that their comprehension of English words has improved as a result of the reading of short stories because they were able to determine the meaning of words based on the context. This buttresses the fact that context cue is a by-product of consistent reading. The responses here show that the students perceived scaffolding method of teaching helpful as it has exposed them to a lot of literary texts which gradually reduced their dependency on class-based instructions as shown in their performance in the post-test. It is therefore not surprising that 75.7% stated that they like the support, because

reading and writing enhanced their effectiveness in other subjects. The same percentage also agreed that the correction process in the class has helped them to write better while only a handful, 14.1%, disagreed. This corroborates Ziaee's (2021) finding, that attitude and method used were factors that enhanced writing performance at the end of the study. Abdulhay and Ahmadian's (2023) which explored the relationship among attitude toward the course and the teacher on writing self-regulation and among EFL undergraduates gives further credence to the relevance of students' attitude and support given by the teacher. The two factors (attitude and the support) correlated significantly with students' motivation and their subsequent achievement in the writing task. The students' response indicated that they preferred the method, because they were able to consult the teachers and it got their work done faster.

Students' attitude to Free Voluntary Reading (FVR) and interactive writing activities on the writing performance of ESL students

The statements on Table 4 are an evaluation of the students' disposition or attitude towards the method of teaching. About average (51.3%) strongly agreed and 28.2% agreed that reading exposed them to different approaches to writing, leaving a handful (17.9%) who were undecided and 3.8% that disagreed. Moreover, the summation of strongly agree and agree (82.1%) indicates that the students' attitude to reading improved because they saw reading as an extension of knowledge because it included enough help and advice in other aspects of English language, just as 83.1% in column one stated.

Table 4: *Students' Attitude towards Support to Develop Their Writing Skill*

S/N	Variables	SA	A	UD	SD	D	Mean	SD
1	It was easy to find the information I needed in the text.	36(46.2)	29(37.2)	8(10.3)	4(5.1)	1(1.3)	4.22	0.921
2	I had enough time to complete the literature books.	29(37.2)	34(43.6)	10(12.8)	5(6.4)		4.12	0.868

3.	I would enjoy reading other literature books like this again.	31(39.7)	32(41.02)	11(14.1)	2(2.6)	2(2.6)	4.13	0.931
4.	The literature books included enough help and advice.	39(50.0)	25(32.1)	10(12.8)	4(5.1)	-	4.27	0.878
5	I learnt a lot from the literature books.	38(48.7)	28(35.9)	8(10.3)	2(2.6)	2(2.6)	4.26	0.932
6.	I usually found needed information in text.	33(42.3)	24(30.8)	12(15.4)	8(10.3)	1(1.3)	4.03	1.057
7	I looked for evidence to support my solution from the literary text.	31(39.7)	33(42.3)	9(11.5)	3(3.8)	2(2.6)	4.13	0.945
8	I designed my own way of reading the literary texts.	29(37.2)	34(43.6)	7(9.0)	6(7.7)	2(2.6)	4.05	1.005
9	I found answers through the short stories.	35(44.9)	28(35.9)	10(12.8)	4(5.1)	1(1.3)	4.18	0.936
10	I solved problems using information from the books I read.	32(41.2)	29(37.2)	14(17.9)	3(3.8)	-	4.15	0.854
11	Reading exposed me to different approaches I could use to write.	40(51.3)	22(28.2)	9(11.5)	5(6.4)	2(2.6)	4.19	1.045
12	There are many approaches I could take to improve my writing.	35(44.9)	24(30.8)	8(10.3)	9(11.5)	2(2.6)	4.04	1.122
13	There are many supports derived from the literature books.	35(44.9)	24(30.8)	10(12.8)	6(7.7)	3(3.8)	4.05	1.115
14	I was able to read at my own pace.	36(46.2)	27(34.6)	6(7.7)	7(9.0)	2(2.6)	4.13	1.061
15	I now read story books a lot.	28(35.9)	36(46.2)	6(9.0)	7(7.0)	1(1.3)	4.06	0.958
16	I found answers to questions about literature books.	37(47.4)	23(29.5)	6(7.7)	9(11.5)	3(3.8)	4.05	0.172

Source: *Field Study, 2024*

These made the ones that disagreed in numbers four and one (5.1, 1.3) not many. These claims support Hugo and Lenya (2013) and Larkin's (2002) position that extensive reading ensures richer

content in students' writing. Majority (80.8%) stated that they had enough time to complete the story books and they would enjoy reading other texts, apart from the prescribed ones. At the end of this study, the students were borrowing books to read and they were even writing essays on their own.

Many of the students (84.6%) stated that they learnt a lot from the literature books, this indicates that reading is an undisputed base of knowledge. In addition, 81.0% of the students said they looked for evidence to support the solution they arrived at in the literature books. In fact, reading has proved to be of great help to the students as 80.8% asserted that the reading exercises enabled them to design their own method of reading. It means that reading has reduced a lot of factors such as anxiety, boredom and has as a result made them to be less dependent on the teacher for learning. To crown it all, 80.8% claimed that reading has increased their reading speed, as they were able to complete their reading assignment on time. To buttress the preceding position, 80.7% agreed that they are now avid readers as a result of the supportive reading programme and would love to read more books like the ones they read during the programme.

The interpretation of Table 4b on students' responsiveness shows that the respondents are now well disposed to the support as a method of teaching writing skill as many of them embraced the strategies used in this study.

4b Students' Overall Attitude to Support

Table 5: Overall Level of Students' Attitude towards Reading and Writing

SN	Variables	Categorization	Frequency	Percentages
1	Negative Attitude/Disposition	16-52	03	3.8
2	Positive Attitude/Disposition	53-90	75	96.2

Source: Field Survey, 2024

The results on Table 4b shows an index analysis of Table 4 and it reveals the categorization of attitude towards the method of teaching writing skill. The overall attitude of students towards reading, writing tasks and writing of corrections which ranged from 16 to 90 was categorized into, 16-52 (negative attitude/disposition) 53-90 (positive attitude/disposition). Majority (96.2%) of the respondents had high attitude and disposition towards the support while a few (3.8%) had low

attitude/disposition towards scaffolding. This implies that majority of the students are highly positively disposed to the use of scaffolding in teaching and learning.

Test of Relationship between Students' Attitude and Writing skill

Based on the H_{05} that there is no significant relationship between students' attitude and their writing skill, findings in Table 5 show that the relationship between attitude and spelling is significant at 0.05 level. This indicates that increase in reading habit has an attendant effect on students' ability to write and spell correctly.

Table 5: *Test of Relationship between Students' Attitude and Writing Skills*

Variables	Correlative (r) value	p-value	Decision
Students' attitude towards writing skill	0.280	0.013	Significant

Source: *Field Survey, 2024*

***Correlation is significant at 0.05 levels**

That is, increased reading improved their writing and spelling, it also stimulated their interest in reading and writing, and had a positive effect on their performance in other subjects. At the end of the study, most of the students indicated likeness for the method (reading, writing and correction of mistakes in the class) to be used in teaching them.

Discussion and Conclusion

The free reading outside the class as well as the constant writing somehow, improved the students' perception because 59.0% attested that the method was helpful. As a result, their attitude towards writing became more positive (51.3%). The post-test assessment, and statistical analysis revealed a significant correlation ($p < 0.05$) between students' improved attitudes and their post-test writing scores (19.19). The findings of this study shows that the methodology (free voluntary reading) contributes a lot to the development of the right attitude to learning in the students. This is because the adoption of FVR and essay writing brought about a change in the students' attitude to writing, that resulted in the improvement in their performance. Overall, 96.2% of the respondents showed positive disposition towards FVR, which, apparently accounted for the improvement in their academic performance.

Recommendations

Based on the findings of this study, it is recommended that free voluntary reading and constant writing should be made prerequisites in the teaching of writing skill as studies have shown that when this is done, students' perception and attitude will be more receptive to writing. This position aligns with the study by Ouahmiche and Ziad (2017) on the investigation of students' perception of FVR, the result revealed that the student respondents held positive beliefs about its efficiency in enhancing writing development. Also, Biswas (2023) buttressed earlier position on attitude and perception, the respondents in his study on FVR stated that pleasure reading improved their attitude and academic performance. It also underscores the importance of teacher feedback and learner's motivation in second language acquisition. Overall, cultivating positive attitudes towards writing can significantly enhance learners' academic outcomes in ESL learning contexts.

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