

Investigating Secondary School Students' Attitudes Towards using Phrasal Verbs

(A Case Study of Secondary School Students Khartoum State, East Nile Locality)

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Abstract

This study aimed at investigating secondary school students' attitudes towards using phrasal verbs. The study adopted descriptive analytical method. The researcher operated a questionnaire as a chief tool to collect data and information that are offered to secondary school students at East Nile The sample of the study consists of (60) students. It was handled to third year students of secondary school. The Statistical Package of Social Science(SPSS) was used to analyze the collected data. The finding revealed that: The majority of the students have shown negative attitudes towards using phrasal verbs, students' attitudes represent the most important factor for using phrasal verbs. Based on the study findings some recommendations are presented such as attitude concept is considered as vital component in understanding phrasal verbs so positive attitude is one of solutions to use phrasal verbs. Students' attitudes must be encouraged to promote understanding the usage of phrasal verbs .

Key words: Attitude, Positive, Academic and Achievement

المستخلص:

هدفت هذه الدراسة إلى التعرف على اتجاهات طلاب المرحلة الثانوية نحو استخدام أشباه الجمل الفعلية ، واعتمدت الدراسة المنهج الوصفي التحليلي . قام الباحث بتوزيع استبيان كأداة رئيسية لجمع البيانات والمعلومات التي تم تقديمها لطلاب المرحلة الثانوية بشرق النيل . تكونت عينة الدراسة من (60) طالبا . وتم التعامل مع طالبات السنة الثالثة الثانوية . تم استخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات التي تم جمعها . أظهرت النتائج أغلبية الطالبات أظهرن اتجاهات سلبية تجاه استخدام أشباه الجمل الفعلية، كما ان اتجاهات الطلاب تقدم الحقائق ضعف الطلاب في استخدام اشباه الجملة الفعلية . بناءً على نتائج الدراسة تم تقديم بعض التوصيات مثل مفهوم الاتجاهات الذي يعتبر عنصراً حيوياً في فهم أشباه الجمل الفعلية ، لذا فإن الاتجاه الإيجابي هو أحد الحلول لاستخدام أشباه الجمل الفعلية . كما يجب تشجيع اتجاهات الطلاب لتعزيز فهم استخدام أشباه الجمل الفعلية .

الكلمات المفتاحية: اتجاهات, ايجابي, اكايمي و تحقيق .

Introduction

It is well known that there are many factors that may affect learning process such as attitudes , motivation ,anxiety ,intelligence , age , aptitudes etc

(Gardner(1960) This study attempts into concept of attitude of the secondary school students as the one of main factors for success in using phrasal verbs and prepositional ones .

phrasal verbs and prepositions ones play a very important role to the entire set of syntactic and consequentially the semantic forms of English as a major language.

phrasal and prepositions verbs seem complex to learn; often it is not to be thought of to guess their meanings from the verbs and the particles. It can also be hard enough to know how to deal with them in sentences. The researcher being a teacher of English language at the secondary level stage, to teach such a students, to monitor and spot their points of weakness through their attitudes in using phrasal verbs and prepositional ones. Language attitudes are opinions, ideas and prejudice. Moreover negative attitudes affect learners' language performance in learning process. Hence, negative attitudes may result in poor and weak language performance. The researcher will try to examine students' attitudes towards using phrasal verbs and prepositional ones.

Statement of the study problem

The problems of this research result from the negative attitudes towards using phrasal verbs and prepositional ones. Many students believe that phrasal and prepositions verbs are completely separate from the English vocabulary. Hence they can have a chance to select or delete it completely and this false belief is a reason for the reluctance of students to use. It is difficult for an individual to express and write official texts, without knowing phrasal and prepositions verbs. Most Sudanese Secondary school students do not tend to apply phrasal and

prepositions verbs in both writing and communication. They prefer to use one-word. This study will examine the Sudanese secondary school students' attitudes towards using phrasal verbs and prepositional ones.

Objectives of the study

This study aimed to know whether Sudanese secondary school students have negative or positive attitude towards using phrasal.

Question of the study

What are students' attitudes towards using phrasal verbs and prepositional ones?

Hypothesis of the study

EFL students have negative attitudes towards using phrasal verbs.

Significance of the study

This study is expected to benefit both learners and teachers. The results of the study are expected to help EFL learners and increase their understanding of phrasal verbs and prepositional verbs if they have positive attitudes. The results of this study can also be useful to EFL teachers as they identify the most difficult items of phrasal verbs and prepositional verbs, so they can make emphasis on them while teaching.

Methodology of the study

To collect enough data on the examining the attitudes of using phrasal verbs and prepositional verbs by EFL students, the researcher uses a questionnaire to be handled by those students. The descriptive- analytical approach is also present in addition to the adoption of statistical package of social science namely (SPSS) for the relevant statistical results.

Limits of the study

This study is limited to students' attitudes towards using phrasal verbs and prepositional ones .

A number of (60) secondary school students represent the population of this study , with students' questionnaire as the main tool or instrument for data collection . This study is limited to Nile East locality, during the year 2017-2021.

Definition of Attitude

What is Attitude ? Is a tendency to respond positively or negatively towards a certain idea . Attitude influences an individual's choice of action (Gardner,R&Lambert(1972).

Attitude is vital when you are a teacher. It affects your students in many ways and can shape their learning experience.

Why Attitude is The Most Important Thing in Success

Alhmali,J (2007) .Stated that attitude is very important factors in helping you get through the highs and lows of life. Attitudes can create a negative impact to one's life and may even cause it to fall apart., a positive attitude produces much more favorable results while negative attitudes only serve to generate failure. Tavail(2009)

Ways to Improve Your Attitude

- Always do with certain goal .
- Stretch yourself past your limits every day.
- Take decision without hesitation.
- Use setbacks to improve your skills.
- Search for those who share your positive attitude.
- Don't be seriously.
- Forgive the limitations of others.
- Say "thank you" more frequently.

How to Create Positive Attitude

- Spend at least 15 minutes every morning to read, , or listen to something inspirational .

- Avoid angry or negative media.
- Ignore whiners and complainers.
- Use a more positive vocabulary.
- Stop using negative phrases such as "I can't," "It's impossible," or "This won't work."

When you're feeling angry or upset, substitute neutral words for emotionally loaded ones. Rather than saying "I'm enraged!" say "I'm a bit annoyed.".

Relationship between Attitude and Academic Achievement

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols". Lamont(2005).

Academic achievement of the student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even under examination conditions . Gardner,R,&Lambert(1985).

Reynolds and Walberg(1992 :203) mention that ' Most of the studies suggested that there was a positive relationship between attitude and academic achievement.

Research Methodology

The researcher have adopted the descriptive analytical method to explore how effective attitudes of the students are important for learning . It is believed that , there is a wide range of methods researcher can implement to examine; nevertheless each assessment technique has its own suitable uses and limitation .

Robson(1993) mentioned that whatever a researcher adopts, he or she must take the major aim of the study into mindfulness.

The Instrument of the Study

The essential instrument adopted in this study is the questionnaire, in order to gather data in students' attitudes .

The Questionnaire

Kara (2009) mentioned that The questionnaire have become the most frequently and expanded operated measurement in learning strategy research .It was operated to collect data from secondary schools' students. The data is restricted to find out third year secondary school students' attitudes towards using phrasal verbs.

Question items can range from frequency indication such as Likert scales(strongly agree ,agree , neutral ,disagree, strongly disagree .) . Nunan(1992) stated that questionnaires allow researchers to collect data which are simple to obtain than those gathered from such field notes participant observing journal or the transcripts of oral language.

Table (1) Students always worry to use phrasal.

Option	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	18	30.0	30.0	30.0
agree	10	16.6	16.6	46.6
Neutral	6	10.0	10.0	56.7
disagree	7	11.7	11.7	68.3
strongly disagree	19	31.7	31.7	100.0
Total	60	100.0	100.0	

The Reliability of the Questionnaire

To perform reliability test for the questionnaire questions, the researcher used Cronbach's Alpha and the reliability takes values ranging between(0 to 1). And the closer the value of the reliability to one, the higher the reliability, and the closer to zero reliability was low. The results of reliability using Cronbach's Alpha is 0.979 for 10 items. The value is positive, due to a positive average the statement is highly reliable. The questionnaire was calculated by a computer program Statistic Package for Social Sciences Scale (SPSS).

The Analysis of the Questionnaire

The SPSS software was used for statistically analysis .The quantitative data collected from questionnaire to reveal the findings.

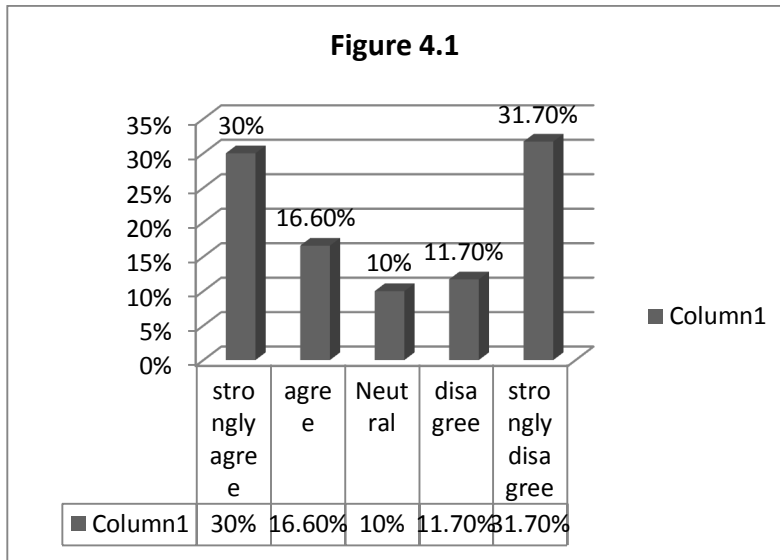


Table and figure (1) above show the distribution which indicate that students always worry to use phrasal verbs and prepositional ones. The results revealed that (46.6%) of the students agreed that

students always worry to use phrasal verbs and prepositional ones. While (33.4%) disagreed. On the other hand (11.7) of the students respondents are neutral.

Table (2) students have a little interest to use phrasal verbs and prepositional ones.

Option	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	25	41.6	41.6	41.6
agree	22	36.7	36.7	78.3
Neutral	3	5.0	5.0	83.3
disagree	7	11.7	11.7	95.0
strongly disagree	3	5.0	5.0	100.0
Total	60	100.0	100.0	

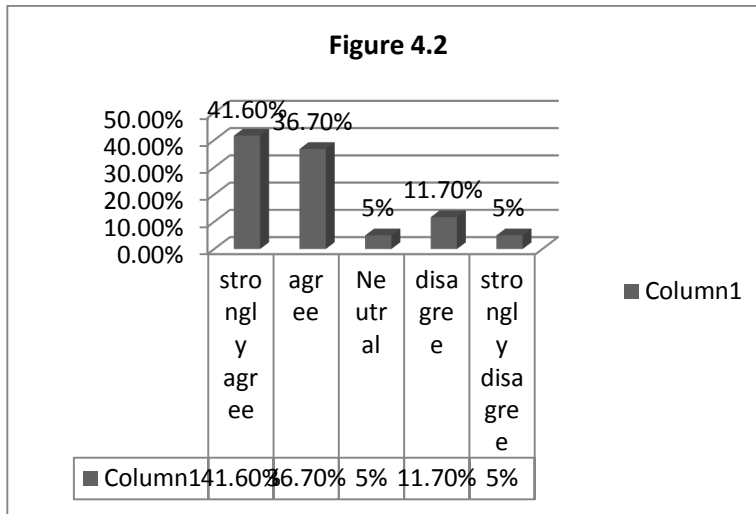


Table and figure (2) above show the distribution which indicate that students have a little interest to use phrasal verbs and prepositional ones. The results revealed that (78.3%) of the students

agreed that students have a little interest to use phrasal verbs and prepositional ones.. While (16.7%) disagreed. On the other hand (5%) of the students respondents are neutral.

Table (3) Students feel anxious when studying phrasal verbs and prepositional ones.

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	10	16.7	16.7	16.7
agree	25	41.6	25.0	51.7
Neutral	6	10.0	10.0	51.7
disagree	9	15.0	15.0	66.7
strongly disagree	10	16.7	33.3	100.0
Total	60	100.0	100.0	

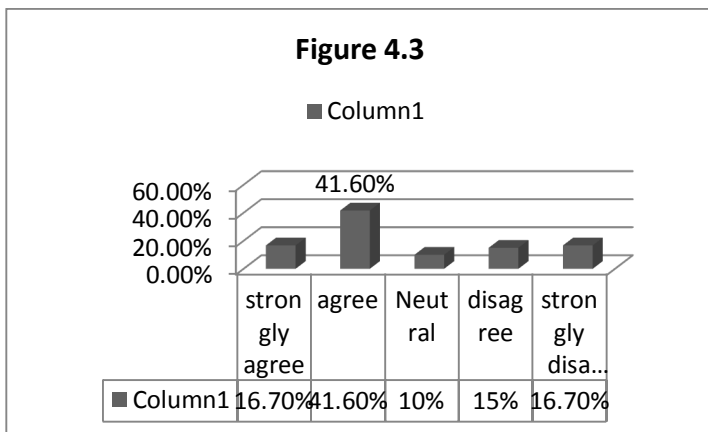


Table and figure (3) above show the distribution which indicate that students feel anxious when studying phrasal verbs and prepositional ones. The results revealed that (58.3%) of the students respondents are neutral. Table (4) Teachers have a little interest towards teaching phrasal verbs and prepositional ones.

students agreed that students feel anxious when studying phrasal verbs and prepositional ones. While (31.7%) disagreed. On the other hand (10%) of the students respondents are neutral.

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	13	21.7	21.7	21.7
agree	40	66.7	66.7	88.3
Neutral	2	3.3	3.3	91.7
strongly disagree	5	8.3	8.3	100.0
Total	60	100.0	100.0	

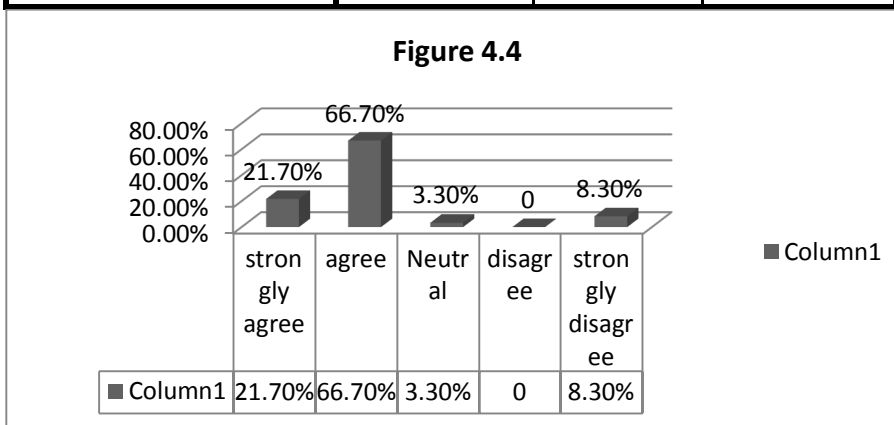


Table and figure(4) above show the distribution which indicate that a teacher him has a little interest towards teaching phrasal verbs and prepositional ones.

The results revealed that (88.4%) of the students agreed that a teacher him

Table (5) A teachers do not encourage students when they do their exercise.

has a little interest towards teaching phrasal verbs and prepositional ones. While (8.3%) disagreed . On the other hand (3.3%) of the students respondents are neutral

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	10	16.6	16.6	16.6
agree	25	41.7	41.7	58.3
Neutral	10	16.7	16.7	75.0
disagree	7	11.7	11.7	86.7
strongly disagree	8	13.3	13.3	100.0
Total	60	100.0	100.0	

Figure 4.5

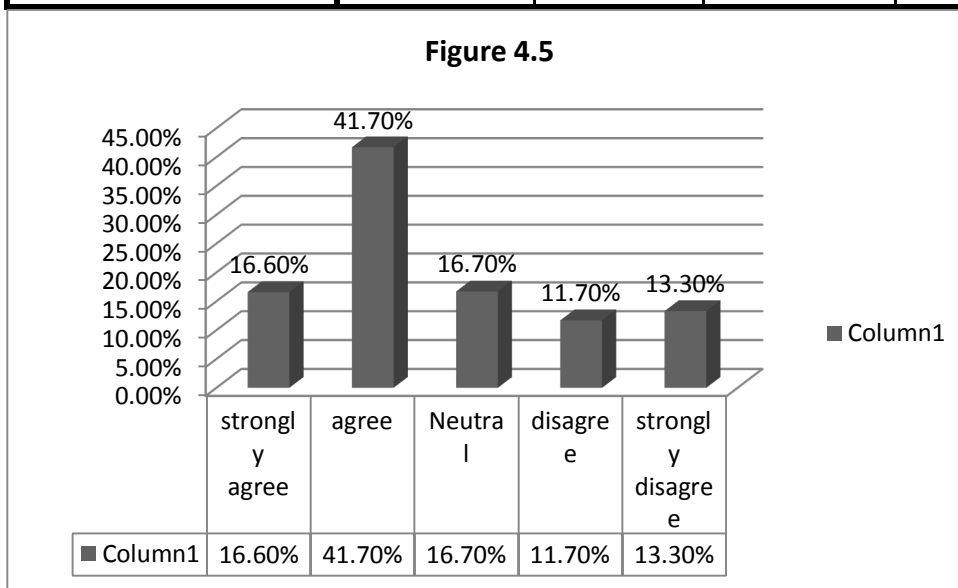


Table and figure (5) above show the distribution which indicate that a teacher does not encourage me when I do the best in exercise. The results revealed that (58.3%) of the students agreed that a teacher does not encourage

me when I do the best in exercise. While (25%) disagreed . On the other hand (16.7%) of the students respondents are neutral .

Table (6) students I have a little interest to attend the period of phrasal verbs and preposition ones.

Option	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	23	38.3	38.3	38.3
agree	27	45.0	45.0	83.3
Neutral	2	3.3	3.3	86.7
disagree	4	6.7	6.7	93.3
strongly disagree	4	6.7	6.7	100.0
Total	60	100.0	100.0	

Figure 6

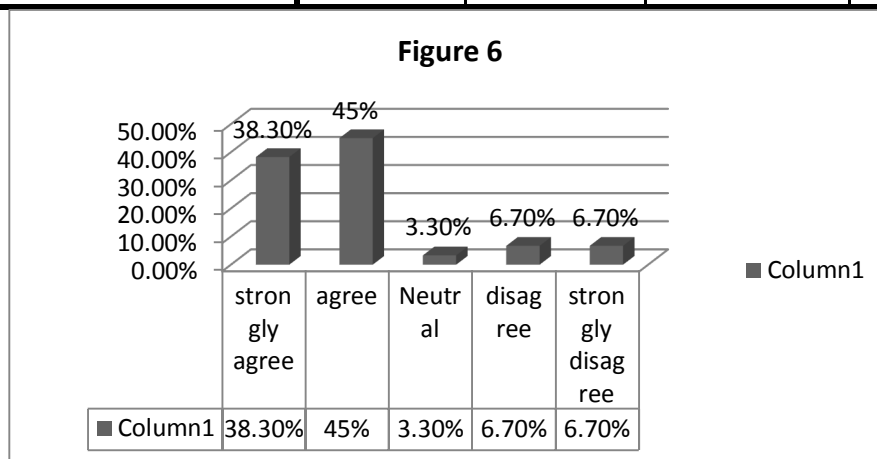


Table (6) show the distribution which indicate that students have a little interest to attend the period of phrasal verbs and preposition ones. The results revealed that (83.3%) of the students agreed that students have a little

interest to attend the period of phrasal verbs and preposition ones. While (13.4%) disagreed .On the other hand (3.3%) of the students respondents are neutral .

Table (7) Students always feel sleeping when studying phrasal verbs and prepositional ones.

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	35	58.2	58.2	58.2
agree	13	21.7	21.7	80.0
Neutral	4	6.7	6.7	86.7
disagree	4	6.7	6.7	93.3
strongly disagree	4	6.7	6.7	100.0
Total	60	100.0	100.0	

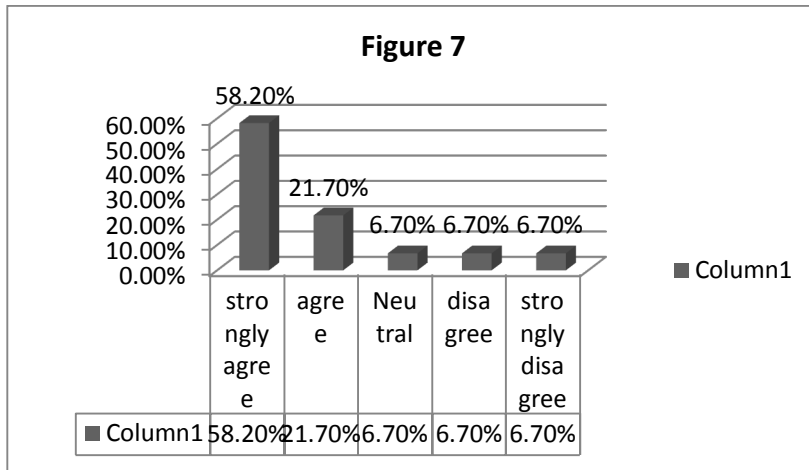


Table and figure (7) above show the distribution which indicate that students always feel sleeping when studying phrasal verbs and prepositional ones. The results revealed that (79.9%) of the

students agreed that always feel sleeping when studying phrasal verbs and prepositional ones. While (13.4%) disagreed. On the other hand (6.7%) of the students respondents are neutral.

Table (8) Teachers always punishment students because of their carelessness.

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	27	45.0	45.0	45.0
agree	9	15.0	15.0	60.0
Neutral	5	8.3	8.3	68.3
disagree	16	26.7	26.7	95.0
strongly disagree	3	5.0	5.0	100.0
Total	60	100.0	100.0	

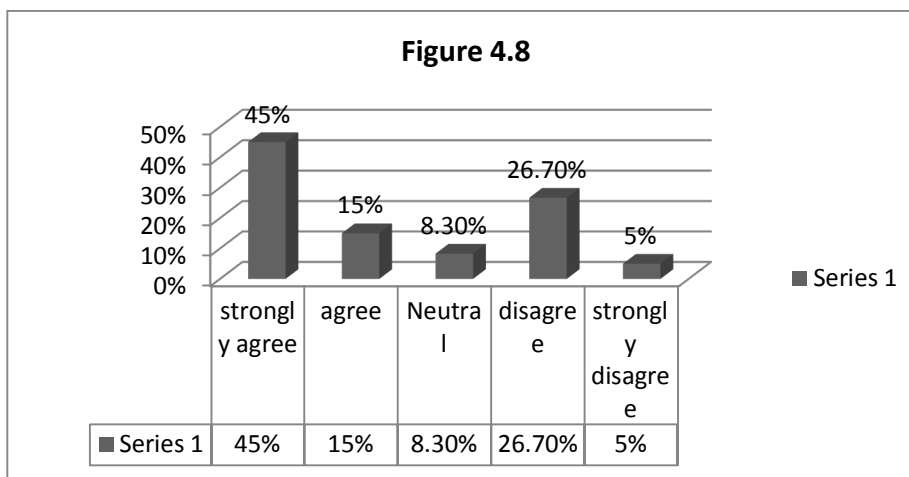


Table and figure(4.8) above show the distribution which indicate that the teacher always punish me because of my carelessness. The results revealed that (60%) of the students agreed that the

teacher always punish them because of their carelessness. While (31.7%) disagreed . On the other hand (8.3%) of the students respondents are neutral .

Table (4.9) The students do not look forward to studying more English in their future .

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	36	60.0	60.0	60.0
agree	9	15.0	15.0	75.0
Neutral	1	1.7	1.7	76.7
disagree	10	16.6	16.6	93.2
strongly disagree	4	6.7	6.7	100.0
Total	60	100.0	100.0	

Figure 4.9

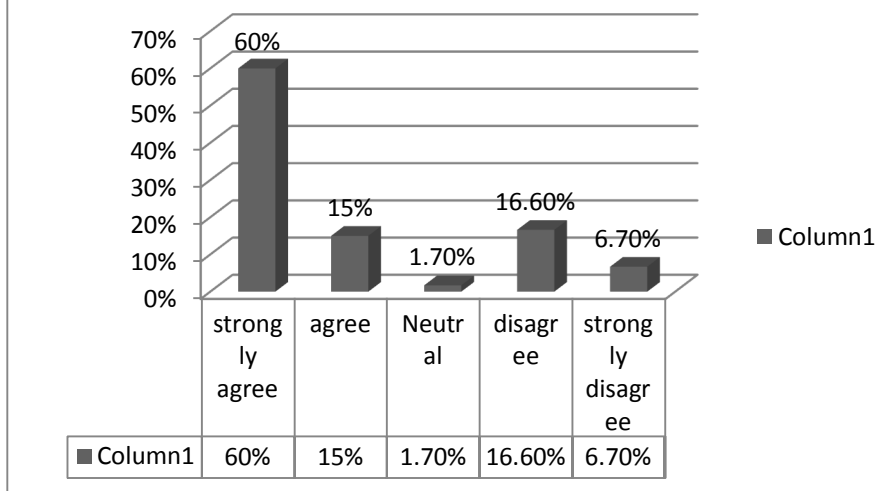


Table and figure (4.9) above show the distribution which indicate that the students do not look forward to studying more English in their future . The results revealed that (75%) of the students

agreed that the students do not look forward to studying more English in their future . While (23.3%) disagreed . On the other hand (1.7%) of the students respondents are neutral .

Table (4.10) Students feel boring when studying phrasal verbs and prepositional ones .

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	10	16.7	16.7	16.7
agree	32	53.3	53.3	70.0
Neutral	2	3.3	3.3	73.3
disagree	4	6.7	6.7	80.0
strongly disagree	12	20.0	20.0	100.0
Total	60	100.0	100.0	

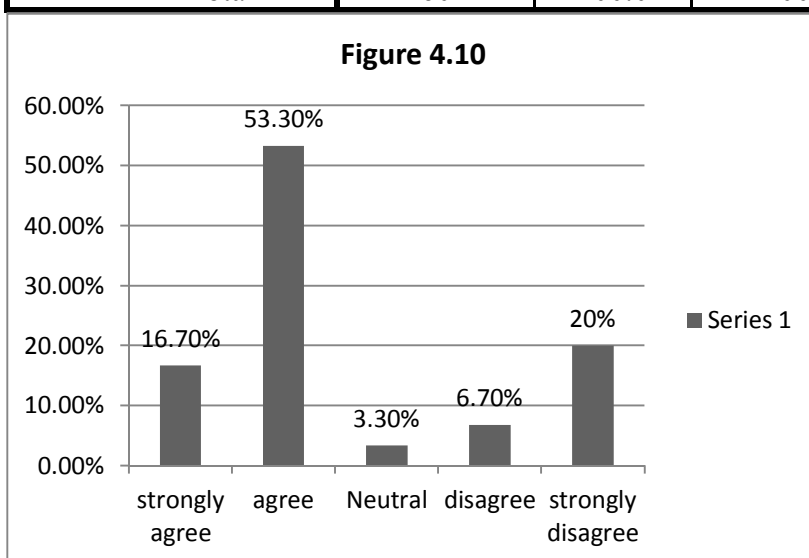


Table and figure (4.10) above show the distribution which indicate that students feel boring when studying phrasal verbs and prepositional ones . The results revealed that (70%) of the students agreed that students feel boring when studying phrasal verbs and prepositional ones. While (26.7%) disagreed . On the other hand (3.3%) of the students respondents are neutral .

Discussion of the Results

After studying the previous table for the results of the third hypothesis, The researcher found that the average of the total of the ten items which represent the third hypothesis is (63.7%) whereas the

total average of the ten items who disagree is(24.2%) this means that the third hypothesis obtained a strong approval according to Likert's five-point scale .On the other hand the total mean of the ten items obtained (2.09) close to (3) which represent the maximum and appropriate mean. Whereas the standard deviation ranges between (1 to 1.67). Hence, according to the results above the hypothesis which states that Secondary school students' have negative attitudes towards using phrasal and prepositional ones is completely confirmed and so it is completely acceptable .

Findings

The researcher has come out with the following finding after the analysis of obtained data .

- The secondary schools students have negative attitudes towards using the phrasal verbs .
- Students' attitudes represent the most important factor for using phrasal verbs.
- Teachers were not encouraged students to practice phrasal verbs.

Recommendations

Based on the finding of the study , the researcher recommends the following .

- Attitude concept is considered as vital component in language learning so positive attitude is one of solutions to use phrasal verbs.
- Students' attitudes must be encouraged to promote understanding the usage of phrasal verbs .

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