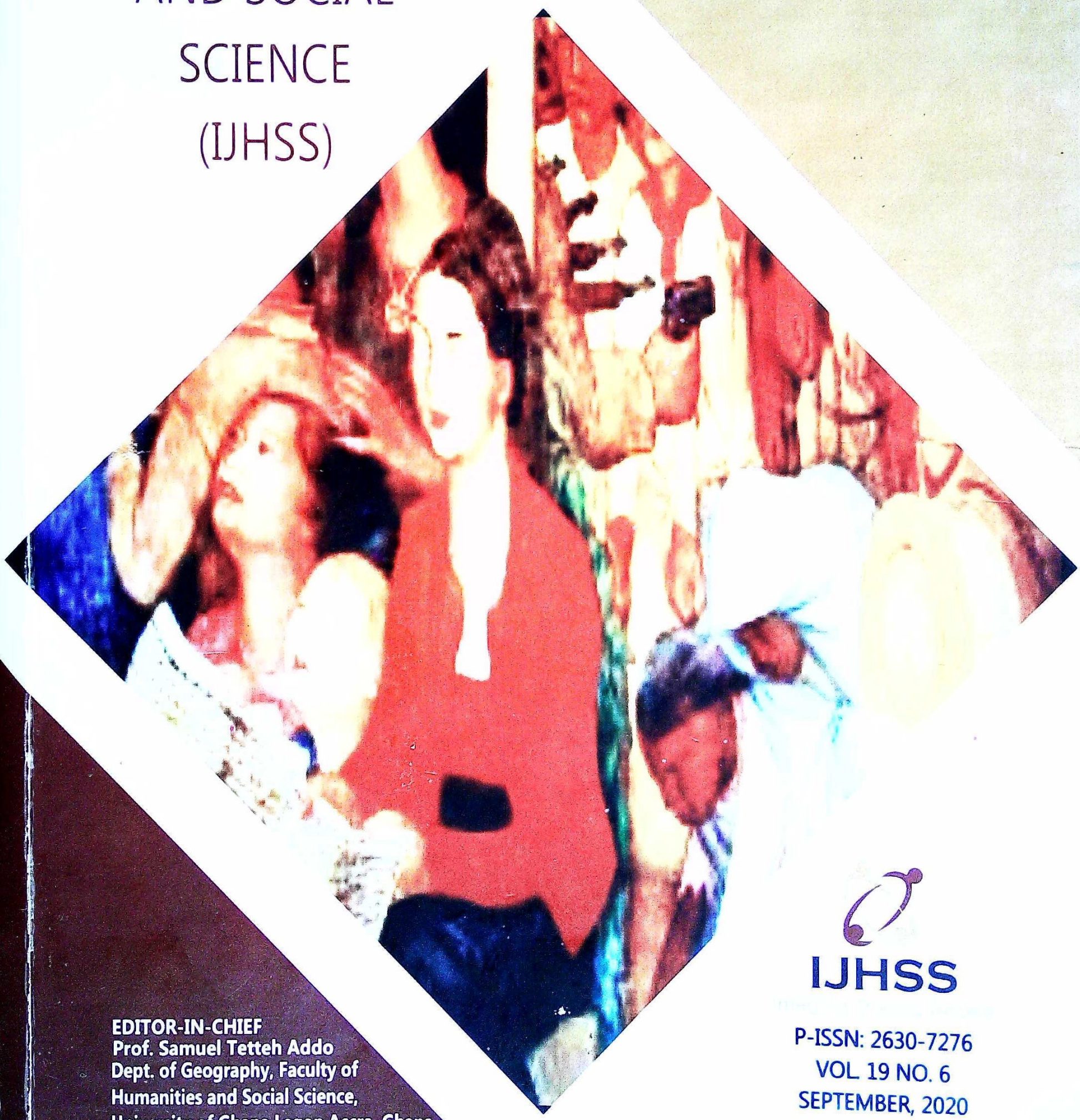
INTERNATIONAL JOURNAL OF HUMANITIES AND SOCIAL SCIENCE (IJHSS)

CAMBRIDGE RESEARCH AND PUBLICATIONS INTERNATIONAL



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IJHSS
P-ISSN: 2630-7276
VOL. 19 NO. 6
SEPTEMBER, 2020

International Journal of Humanities & Social Sciences
Published by Cambridge Research and Publications

Vol. 19 No. 6
September, 2020.

THE USE OF POSTERS-ANIMATION INSTRUCTIONAL STRATEGY AS DETERMINANT OF SENIOR SECONDARY SCHOOL STUDENTS' SUMMARY WRITING PERFORMANCE IN ILORIN METROPOLIS

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ABSTRACT

English language has become an indispensable tool in every facet of human endeaviors and tool for social interaction world-wide. The teaching and learning of English language reading comprehension and summary are deeply entrenched in the national curriculum of senior secondary school level of education in Nigeria. Reading as one of the language skills, required intensive process in improving reader's level of comprehension as determined by the reader's pace of eye movement, interest, attention, and the rate at which his mind interacts with the text to enhance summary writing performance. This study examined the use of Animation-posters instructional strategy as determinant of SSS summary writing performance so as to enhance quality education in terms of productivity. Quasi-experimental design with pre and post-test, non-randomised and non-equivalent was adopted for data collection. The population for this study consisted of all SSS students in Ilorin metropolis, but two schools were purposively sampled. The sample was categorised into one experimental group and one control group of fifty respondents each. The data collected were analysed using the percentage, mean, standard deviation and analysis of Co-variance (ANCOVA) to test the two formulated hypotheses at 0. 05 level of significance. Findings revealed that: the general performance of students in reading comprehension and summary writing was low before the treatments (42.79) but high after the treatments (77.76) irrespective of gender. Base on the findings, it was recommended that teachers' of reading should be using Animation-posters instructional strategy to solve learners of reading comprehension and summary writing problems by setting their minds on the reading task and stimulate them.

Keywords: *Posters-Animation, Instructional, Strategy, Determinant Writing Performance.*

INTRODUCTION:

English language has become an irreplaceable tool in every aspects of human endeaviours the world over. It roles in our educational system as a subject, medium of instruction and tool for learning other subjects call for the need to give the language a special attention in Nigeria. The teaching and learning of English as a second language (ESL) is entrenched in the national curriculum of education in Nigeria. English language is taught as a subject in the Polytechnic, as Language and Communication skills/Technical English. The basic objective of the English language curriculum for Senior Secondary Schools as stipulated by the National curriculum covered: grammar, reading, listening, speech, study skills, registers, vocabulary and writing. Reading is quite germane as a receptive means of getting information by the readers. Teacher, as a models and pool of knowledge, need to be well grounded in using various techniques for teaching reading comprehension and summary writing. Reading is a skill that brings satisfaction because through reading the whole world will be at the reader's fingertip.

Animation-posters instructional strategy (APIS) incorporates cognitive and meta-cognitive teaching and learning. It is a technique that has been in existence since late 1960s. Animation-posters instructional strategy is rooted in John Dewey's project-based pedagogy of the early 20th century. This technique affords the learners the opportunity to learn reading particularly in English as a second language. The uniqueness of this technique is its core focus on learning through solving real, open-ended problems to which there are no fixed solutions. Students were able to work alone or in groups first to understand a particular problem and then to find possible solutions to it. In the use of APIS, the teachers act as facilitators of activities that students carry out by themselves through the use of posters. They provides students with particular problems to work on, assists them in identifying and accessing the materials (Animation-posters instructional strategy) needed for solve the problems, expect feedback and support them during the problem-solving process, and evaluates the students' participation and products, all in line with the goal of helping them develop their potentials in summary writing as well as their language and literacy skills.

The Animation-posters instructional strategy is a learner-centered, inquiry-based instructional model that affords the learners the opportunity to identify, digest and solve their learning problem squally (Jonassen & Hung, 2008). The Animation-posters instructional strategy (APIS) gives room for self-directed learning, collaborative learning, meta-cognitive and creative problem-solving skills for a rapidly changing world. Classroom studies in tertiary education have

shown a robust positive effects of Animation-posters instructional strategy on students' skill and since learning in the twenty-first century demands for skills, strategies and resources learners can deploy when they leave the school environment, teachers of reading should therefore, teach reading comprehension and summary writing with learner-centered approach. (Ofodu, 2012). The APIS equips students with productive and expressive language skills for real-life experience in real-life context. This is corroborated by a meta-analysis of 43 empirical studies across the world in real-life classrooms in tertiary education which concluded that there is a robust positive effect from APIS on the skills of students. (Dochy, Segers, Van den Borsche and Gijbels, 2003). This type of instructional Technique tends to make the language classroom lively and learner-oriented, learner-participatory and collaborative. This approach is much better than the lecture instructional approach where learners are docile, spoons-fed and passive.

Animation-posters instructional strategy is a new innovative and learner-oriented instructional technique that makes the language classroom very interesting. Hopefully, it will make senior secondary school students to be active and participatory in the teaching/learning of reading comprehension and summary writing. Teachers are expected to be a pedagogically powerful in their construction and modelling of knowledge (Yusuf and Onasanya, 2004). Teacher-Teaching-Technique (TTT) should be learner-engaging, enriching, empowering and enabling by becoming active participants in the learning process instead of being passive listeners (Obateru and Lawal, 2019). The goal of teachers embarking on the use of appropriate technique for teaching reading comprehension and summary writing is to harness all resources toward attaining and enhancing sustainable teaching/learning for global competitiveness and for individual learner to survive this present competitive world. Therefore, the use of Animation-posters instructional strategy for the teaching/learning of reading comprehension and summary writing in Nigerian senior secondary school is quite imperative. The study intends to make use of a Animation-posters instructional strategy and the Conventional Instructional Approach to teach reading comprehension and summary writing.

Gender is equally a variable of value to this study. Borode (2016) describes gender as a complex phenomenon that continues to reside in the educational practice. Although there has been no general agreement on the role of gender in the performance of human tasks, the world has been engaged in scholarly debate on the issue for quite some time. The Darwinian theory of Evolution, for instance, states that man and woman are not the same and cannot perform equally in nearly all human endeavors. In contrast Lewelly-Jones (2009) opines

that if given the same opportunity, man and woman can perform at the same level (Olajide, 2012).

Gender factor has consistently been a relevant pertinent projecting variable in academic performance of learners at all levels. Gender is among the chief factors that have been adduced to be responsible for poor performance of students in reading comprehension and summary writing, an issue which has attracted researchers' attention and language educators.

Another variable worthy of consideration in this study is the students' level of ability. Ability levels of students have been found to play a major role in their performance in achievement tests and examination. Adeniyi (2006) defines performance as scores obtained by student in an aptitude or achievement tests and generally accepted as official level of attainment of scholarly excellence. Students' academic performance in internal and external examination is determined by their scores in relation to a given standard set by the school or the examination body. Performance could be rated as High, Medium, and Low. It could also be referred to as Excellent, Average and Low performance (Mohammed, 2016). It has also been found that learners are of varying ability levels and they performed differently depending on technique(s) and materials used in an instruction (Ofodu 2012). She asserts that the ability of a learner is a construct which many researchers have found to affect positively or negatively the achievement of the learner.

Teacher preparation is the bedrock upon which the teaching and learning process operates. Studies have shown that second language teachers are confronted with many issues of how to assist students to be a good reader in English language. The use of Animation-posters instructional strategy will offer many exciting opportunities for language teaching/learning. The possibility of using learners' previous experience, ideas and sense of imagination in the teaching/learning activities is a major break-through with Animation-posters instructional strategy which have not been fully utilised. The application of Animation-posters instructional strategy to the teaching and learning of reading comprehension and summary writing in the Nigerian secondary school education, tend to be a new trend as an instructional tool.

Statement of the Problem

Teaching is a complex and dynamic profession where challenges regularly occurred. In view of this, teachers are requiring to incorporate new information and take new decisions to solve problems on a regular basis (Howard, 2002). Secondary school English teachers require extensive knowledge and experience in teaching reading comprehension and summary writing in an interactive

medium (Andrews 2002). Researchers have delved into various studies on second language learners' reading at various levels and locations Okedara and Oden (2002), Ajayi (2009), Akinwamide (2012),Babalola (2012) . More so, this researcher has observed from experience that teachers of reading comprehension and summary writing in Nigerian secondary schools place too much emphasis on the talk-chalk teaching methods. Consequently, students are not actively engaged in the text in a meaningful way. They still have a lot of difficulties in comprehending and summarizing what they read. It is observed that even when students understand every word of the passage, they still find it hard to achieve complete comprehension to boost their summary writing.

Moreover, it is observed that reading comprehension and summary writing are being played down in secondary schools teaching/learning of English language situation. There is the need for integration at the reading comprehension and summary writing the use of animation such as posters in order for students to have understanding and better usage of the appropriate texts read for effective summary writing. Although, several researches have been carried out over the years to identify those key factors that impede students' reading comprehension and summary writing, none to the knowledge of this researcher has examined the issue of Animation-posters instructional strategy which creat a research gap this study filled.

Purpose of the Study

The aim of this study is to investigate the Animation-posters instructional strategy on SSS students reading comprehension and summary writing performance.

Specifically, the study is aimed at investigating:

a. The general level of senior secondary school students' reading comprehension and summary writing performance in Ilorin metropolis.
b. Whether Animation-posters instructional strategy will determine senior secondary school students' reading comprehension and summary writing performance in Ilorin metropolis.
c. Whether Animation-posters instructional strategy will determine senior secondary school students' Students' reading comprehension and summary writing performance in Ilorin metropolis on the bases of gender male and female.

Research Questions:

a. What is the general level of SSS Students' reading comprehension and summary writing performance in Ilorin metropolis?

b. Will Animation-posters instructional strategy significantly determine senior secondary school students' reading comprehension and summary writing performance in Ilorin metropolis?

c. Will Animation-posters instructional strategy significantly determine senior secondary school students' reading comprehension and summary writing performance in Ilorin metropolis on the bases of gender male and female?

Research Hypotheses

The following hypotheses were tested:

$H0_1$: There will be no significant difference in the performance of senior secondary school students taught reading comprehension and summary writing with Animation-posters instructional strategy and those taught with conventional method.

$H0_2$: Animation-posters instructional strategy will not significantly determine the reading comprehension and summary writing performance senior secondary school students in Ilorin metropolis on the bases of gender male and female.

Methodology

The study was an experimental study using pretest, post-test and non-equivalent control group. The study consisted of 100 students from two senior secondary school students within Ilorin metropolis. The study adopted a factorial design of 2 x 2 x 3 to test the null hypotheses. The study investigated the effect of Animation-posters instructional strategy on senior secondary school students' reading comprehension and summary writing performance. There were two groups (one experimental group and one control group). The experimental group was exposed to treatment (Animated-posters instructional technique) while the control group was taught with the conventional method. Gender (male and female) as moderating variables and literal, inferential and critical levels of reading are considered as the dependent variables. In carrying out the study, English Language performance test adapted from senior secondary school certificate examination ((SSSCE)) was used. This was validated by experts in the field of English language Education. Data collected was analysed using the descriptive and inferential statistics. Demographic data of the respondents on gender was described using frequency counts and the percentage. Data gathered through pre-test and post-test was graded using a prepared marking scheme. Mean and standard deviation were used to answer the research questions while

Analysis of Covariance (ANCOVA) was used to test the entire hypothesis at 0.05 alpha levels.

Analysis and Results

The data collected from the participants were used to answer the research questions and test the corresponding hypotheses. The hypotheses were tested using the Analysis of Co-Variance (ANCOVA) at 0.05 level of significance. The output of the analysis is presented as illustrated below:

Table 1 Dependent variable: Post-test scores

Groups	Means	Std. Deviation	N
Animation-posters instructional strategy	62.5455	2.14673	50
Conventional Group	22.4412	5.01745	50
Total	42.1940	20.48527	100

Tests of Between-Subjects Effect

Table 1 shows the demographic characteristics of participants consisting of 100 students for the Animation-posters instructional strategy and the conventional technique. The Animation-posters instructional strategy students were 50 with mean (62.5455), while the control group was 50 with mean (22.4412) students.

Table 2 Dependent Variable: Post-test scores

Source	Type III Sum of Squares	Df	Mean Square	f-value	Sig.	t-value	Decision
Corrected Model	53889.313[a]	2	26944.656	1834.931	.000		
Intercept	4287.796	1	4287.796	291.999	.000		
Pretest	21.486	1	21.486	1.463	.229		
Groups	13353.336	1	13353.336	909.362	.000	3.92	Rejected
Error	1923.642	131	14.684				
Total	294378.000	134					
Corrected Total	55812.955	133					

a. R Squared = .966 = (Adjusted R Squared = .965).

Table 2 indicates that calculated f-value is 305.524 and the table value is 3.92 with 1,133 degree at freedom computed at 0.05 level of significance. Hypothesis 1 (Ho_1) is hereby rejected. There is significant difference in the general performance of students exposed to the Animation-posters instructional strategy.

Table 3 Dependent variable: Post-test scores

Gender	Means	Std. Deviation	N
Male	42.3448	20.98166	54
Female	42.0789	20.23776	46
Total	42.1940	20.48527	100

Tests of Between-Subjects Effect

Table 3 shows the total number of male and female students involved in the study. This is in addition with the means and standard deviation of the students. The table revealed that 54 male students and 46 female students were involved in the study. The result of the findings revealed that irrespective gender, students exposed to treatment performed considerably well. Gender have no influence in students' performance in reading comprehension and summary writing at the senior secondary school level.

Table 4 Dependent Variable: Post-test scores

Source	Type III Sum of Squares	Df	Mean Square	f-value	Sig.	t-value	Decision
Corrected Model	40562.410[a]	2	20281.205	194.213	.000		
Intercept	3826.025	1	3826.025	32.365	.000		
Pretest	40560.084	1	40560.084	316.405	.000		
Groups	26.433	1	26.433	.227	.635	3.92	Rejected
Error	15250.546	131	116.416				
Total	294378.000	134					
Corrected Total	55812.955	133					

a. R Squared = .727 = (Adjusted R Squared = .723).

Table 4 revealed that the calculated f-value is 316.405, while the table value is 3.92 with 1.133 degree of freedom computed at 0.05 levels of significance. Hypothesis two is hereby rejected because the f-value 316.4 is greater than the table value 3.92. The table above showed that there was a very great significant influence of the Animation-posters instructional strategy in the teaching and learning of reading comprehension. A total number of 100 senior secondary school II students were involved in the study. A total of fifty (50) students were taught with Animation-posters instructional strategy while fifty (50) students were taught using the conventional technique. The results were analysed at 0.05 significant levels. Students taught with Animation-posters instructional strategy achieved better than the group taught using the conventional technique.

Discussion of Findings

After all the hypotheses have been tested, collated, analysed and interpreted, the following results were obtained:

The results showed that there was a significant difference in the performance of students exposed to the Animation-posters instructional strategy in the teaching of reading comprehension and summary writing than those that were taught using conventional method (control group). The results also revealed that there was significant difference in the performance of students exposed to the Animation-posters instructional strategy irrespective of gender. This showed that gender had no significant effect on the performance of students exposed to Animation-posters instructional strategy for the teaching and learning of reading comprehension and summary writing.

Conclusion

Findings from this study have revealed the importance and effect of Animation-posters instructional strategy on the teaching of reading at the senior secondary school level of education. This is in support of Obateru & Lawal, (2019) that one recent trend in the field of reading teaching has been to incorporate multiple strategies that promote learners involvement in teaching, to reinforce students' mind and enhance their comprehension achievement.

Concluding Remarks

Teacher initiating new and effective techniques such as Animation-posters instructional strategy for teaching reading comprehension, summary writing and other English language components encourage students to work on their own and devise some activities is a very crucial way. Also, incorporating new technologies for teaching reading in the curriculum and citing websites relevant to language skills is also important. Teachers should vary their methods and techniques of teaching, according to students' needs and interests.

Furthermore, teachers of young children must be prepared to use Animation-posters instructional strategy to boost students' knowledge of comprehension and summary writing. Also, they must be ready to implement innovative intervention strategies such as (Animation-posters instructional strategy) to accelerate student level of comprehension and summary writing. It is recommended that teachers of English language should include Animation-posters instructional strategy alongside conventional technique to facilitate the teaching and learning of reading comprehension and summary writing. Finally, software packages such as posters capable of schematizing learners should be learner-centered and friendly. This will help to guide, sensitize, arouse and

sustain the students' interests in the cause of learning English language summary writing (Muhammed, Obateru & Lawal, 2016)

Curriculum planners and developers should include the use of Animation-posters instructional strategy in the preparation of the curriculum. Stakeholders in the education sector should work together for the provision of the hardware materials needed for such innovation in teaching reading comprehension and summary writing to excel.

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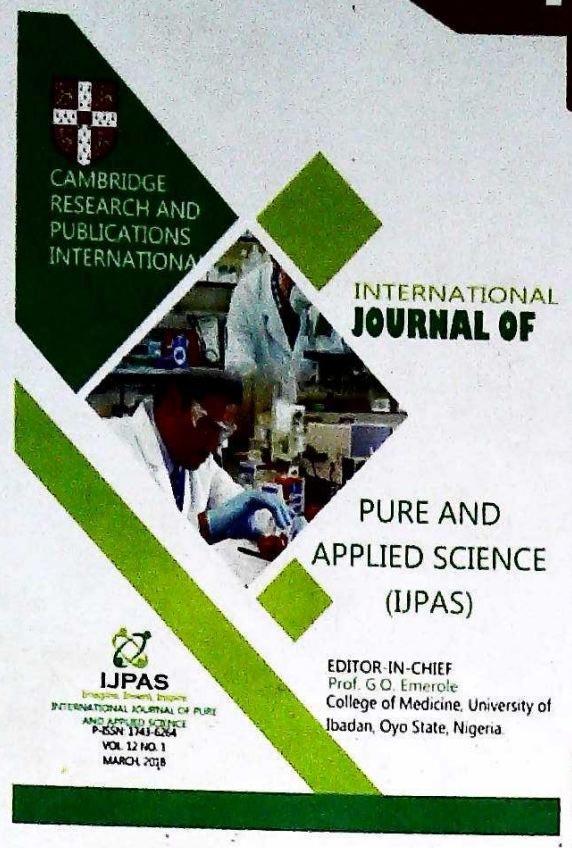
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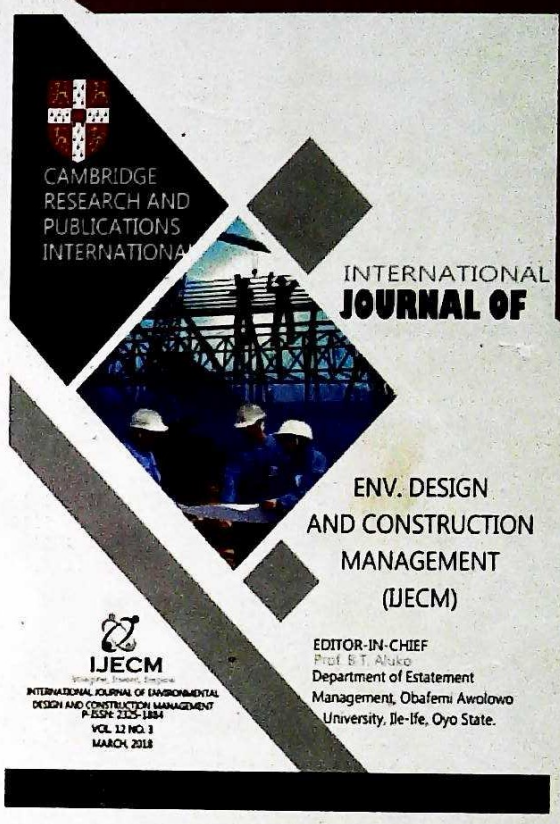
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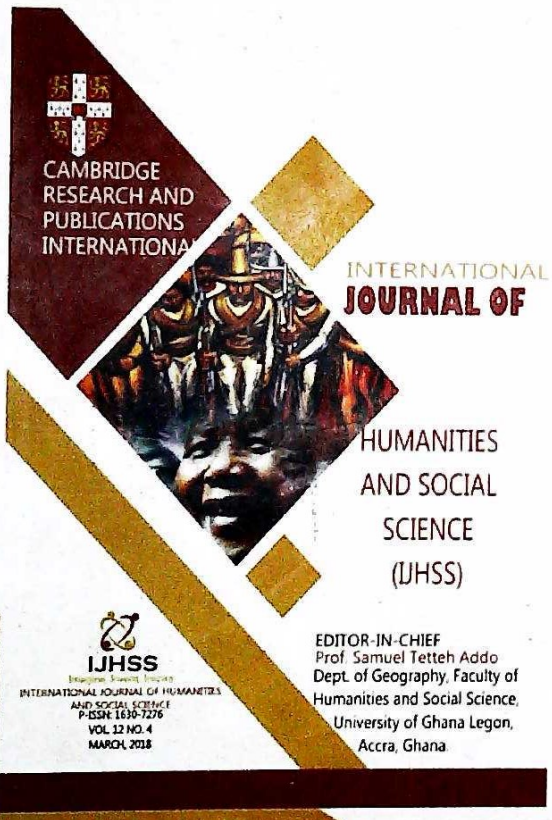
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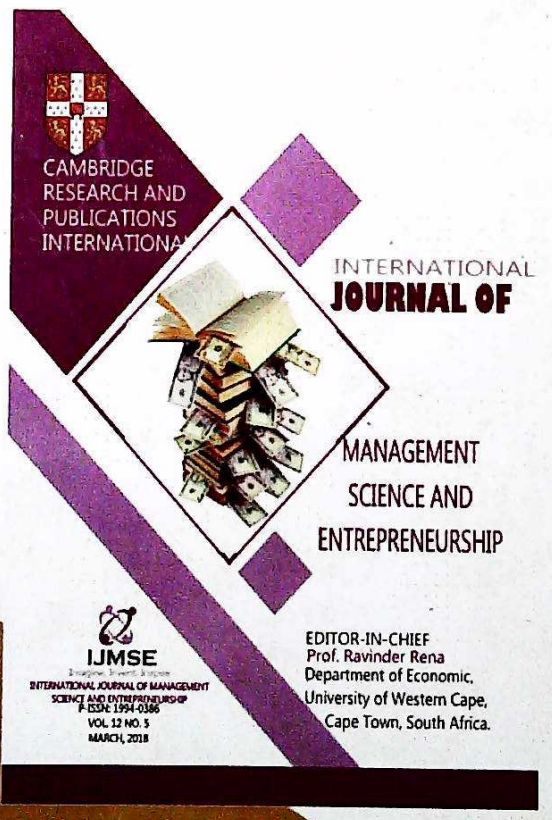
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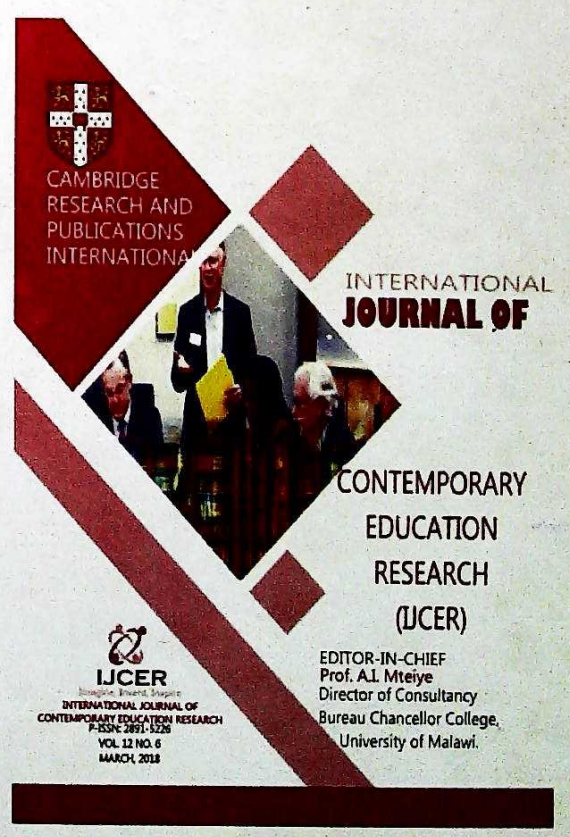












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