Impacts of Using Newspaper Texts with Anticipation Guide as Instructional Resources on Informational Reading Skill of Senior Secondary School Students in Birnin-Kebbi Metropolis, Kebbi State, Nigeria

IBRAHIM, Mohammed ¹, AKINRUJOMU, Temitope Prestige²

¹Ph. D, Department of Curriculum Studies and Educational Technology, Usman Danfodiyo University, Sokoto, Nigeria
²Nigerian Turkish International College, Abuja, Nigeria

Abstract:- This study investigated the impacts of using newspaper texts with Anticipation Guide method of teaching as instructional resource on the reading informational skill of senior secondary school students in Kebbi State, Nigeria. Two secondary schools in Birnin Kebbi metropolis, Kebbi State were sampled. One research question and hypothesis were answered and tested at 0.05 level of significance. The study adopted pre-test-post-test experimental and control group design. The sample population was made up of intact classes of one hundred and ten (110) senior secondary schools class two (SSII) students randomly selected from two secondary schools in Birnin-Kebbi Metropolis, Kebbi State, Nigeria. The instruments used during the study were newspaper excerpts and chart papers. To determine the reliability of the instrument, a pilot test was conducted using test-retest method with an interval of two weeks using the same class. The result of the two tests compared using Pearson Product Moment Correlation Coefficient Statistical procedure and reliability index of 0.897 was obtained. The data collected were analysed using mean, standard deviation and t-test to arrive at the result of the study. The result showed that the students that were exposed to newspaper texts with Anticipation Guide method of teaching performed significantly better when compared to their counterparts that were not exposed to newspaper texts. Recommendations made included that teachers, school management, and government, should ensure that relevant newspapers are always available in schools for the teaching of reading comprehension.

Keywords: Reading Comprehension, Newspaper Texts, Anticipation Guide, Instructional Resource, Informational Skill

I. INTRODUCTION

The problems of learning to read particularly in Nigerian public schools are compounded by teachers’ inability to improvise the necessary enrichment materials that can stimulate the desired intellectual development in reading. This makes students’ performance in reading comprehension to be poor. Added to this problem is the absence of skilful teachers that can employ appropriate teaching methodologies that will make reading lesson interesting to students. Adekunle (1990) observes that absence of well-defined objective, the dearth of trained language teachers, lack of adequate teaching materials are the causes of student failure in reading lessons. Unfortunately, twenty-eight years later, that is 2018, we are still battling with these problems in a typical Nigerian language classroom.

Consequently, students with poor reading skills receive poor grades at school; get easily distracted and frustrated in completing academic tasks; seem to dislike school and often fail to develop to their full potentials. More so, students with poor reading skills have a higher chance of anti-social behaviour. This is because delinquency, school violence, bullying and even examination malpractices have been found to correlate with poor reading skills (Robinson 202). Poor reading skills, according to Fasudo (2010) can make a child develop a poor attitude towards school and create self-esteem problems later in life.

To solve the problems associated with the poor reading skills, newspaper texts have proved to be effective. As rightly observed by Garret (1993), newspapers are among the most relevant texts available for the classroom. Students like newspapers because they can always find something they care to read inside it. Thus, the main thrust of this work is to if our hope of resuscitate reading habit among senior secondary school students in Nigeria lies in the use newspaper texts with Anticipation Guide method of teaching in teaching reading skills.

The Effects of Newspapers in Reading Class

Newspapers according to Onukaogu (2003) provide variety and fresh material with which few book publishers can compete. Thus, even a discouraged reader may find an item of interest which may be in the form of a classified advertisements, advice columns, sport events, weather reports, horoscopes, movie reviews, fashion/beauty announcements. Hence, the American Newspaper Publishers Association Foundation (2001) identified some areas where newspaper can be beneficial in a reading class, they include the following:

Critical Thinking Skills: The editorial page is excellent for encouraging development of critical thinking skills. Students
may react either verbally or in writing to an editorial with agreement or disagreement, while supporting their individual viewpoints. Letters written to the editor are beneficial responses which allow students to express themselves in writing.

Vocabulary Increased: Word knowledge can be improved through article context. Unfamiliar vocabulary can be put into word banks and use with special activities to sustain understanding. Students can then listen to television and radio broadcasts for additional reinforcement for the words they have learned. Often follow-up newspaper articles will appear helping vocabulary words to become an active part of their vocabulary.

Creative Writing Opportunities: Researches offer strong support for the reading-writing connection and many opportunities for creative and varied writing activities are present in every new edition of the newspaper. The advice column can be used by having students respond to write-in questions, or they can then be share with the rest of the class, or compared and contrasted with the advice columnist’s counsel. Students may enjoy writing a review for a movie that they have recently seen and giving it a rating. The class can then enjoy comparing student reviews with those found in the paper.

Graph-phonetic Skills: Graph-phonetic skills can be improved by using vocabulary from the paper to structure a lesson around a sub skill. Words can be cut out and placed in categories and spelling patterns compared. Structural analysis within context can also be taught based on examples that appear in the paper.

Increased General Knowledge: Perhaps the most beneficial aspect of using the newspaper is the wealth of background information that students gain. Schemata are enhanced as students gain valuable insights into world events as well as their own lives, and develop a foundation for further learning. Many students are surprised and encouraged when they are able to understand issues that previously seemed beyond their own understanding. Familiarity with the paper also provides the reader with a lifelong learning tool. Extension activities are numerous and special projects can be done in any area. Benardowski and Patricia (2009) report that students in one particular school made scrapbooks on topics of special interest and maintained them throughout the year. Conferences were scheduled with the teacher to share the information along the way.

Extension Activities: other extension activities include chart-making using weather forecasts to record the percentage of accurate predictions for a designated period of time. Research projects can be done when students desire more information on their subject. Again, classes can publish their own paper; advertisements can be scrutinized for misleading statements, classified, written, and employment possibilities examined.

Anticipation Guides Method and Reading Comprehension

Anticipation guides were developed by Readence, Bean and Baldwin (1981) to help teachers activate students’ background knowledge and set a purpose for reading. These guides essentially challenge students’ preconception or misconceptions about a topic or concept, help them set a purpose for reading and access prior knowledge about a particular topic, and aid them in reading strategically. Anticipation guide is designed to increase content knowledge and reading comprehension concurrently while activating prior knowledge. It prepares readers for text by asking them to answer a series of essential questions/statements related to the content material to help foster discussion and comprehension before reading. Anticipation guides may be used for students at any level and are generally more useful for expository texts, such as newspaper articles. The guide consists of statements related to text students will read. Some statements are true; some are false. Some provoke deep discussion, controversy and even disagreement. Most notably, anticipation guides are excellent tools for developing critical thinking and promoting cross-cultural understanding.(Duffelmeyer, 1994).

Furthermore, requiring students to think about the topic before reading will help them anticipate what the text will say and set a purpose. In doing that, students instinctively will look and listen for information presented in the guide. Effective statement in anticipation guides convey a sense of major ideas that students will encounter. In addition, they activate and draw on students’ prior experience and challenge their beliefs (Duffelmeyer, 1994). According to Kujawwa and Huske (1995), Anticipation Guides will provoke deep discussion about concepts before they are read, opening lines of communication and inviting those with special learning needs into the conversation by helping them to participate successfully in conversations directly connected to their prior knowledge. Students with prior knowledge of particular topics remember more information than the students with little or no prior knowledge.

Steps in Using Anticipation Guide

According to Kujawwa and Huske (1995), the following steps can be followed to teach with Anticipation Guide:

i. Choose a newspaper article related to the science, math, health, technology or social studies register.

ii. Identify several major concepts related to the article that students are expected to learn as determined by the teacher.

iii. Develop four to six clearly written statements relating to the article. These statements should challenge students’ preconceptions and include some true/false assertions. In this situation, a teacher should avoid generalization and abstract statements should be developed so that information can be identified in the text to support or oppose each other.

iv. Write statements on the anticipation guide template.
v. The anticipation guide should be distributed and students should be made to respond to each statement before reading and defend their answers in small-group or whole-class discussion. Answers should be written in the "pre-reading" column on the anticipation guide.

vi. Student’s responses should be discussed.

vii. Students should be reminded that the anticipation guide helps them to set a purpose.

viii. The selected article should be read and students should be asked to show evidence in the text where they found the answers. Students should be asked to underline or circle the information.

ix. The anticipation guide should be revisited and questions in the "post-reading" column should be answered.

x. Students should be engaged in summarizing, discussing and expressing how the reading selection reinforced or challenged prior knowledge. This strategy will also improve comprehension significantly.

Reasearches on Anticipation Guide and Newspaper as Teaching Resources

Available researches on the use of anticipation guide and newspaper as instructional resources have shown encouraging findings. For example, Ortlieb (2013) conducted an action research on the use of anticipatory reading guide with third grade struggling readers across multiple subject areas in United States of America. The target population for the study was Grade 3 students. The tools used in the research were a reading multiple-choice pre-test derived from the first six weeks CSCOPE reading unit assessment and a multiple-choice post-test benchmark taken from a complete released State of Texas Assessment of Academic Readiness (STAAR). The treatment included using passages and articles taken from the commercially produced resources Texas STAAR Coach and Buckle Down Texas STAAR. An Anticipatory Reading Guide was created for the students to use to record answers and direct their reading focus. The findings of the study showed that explicit instruction of comprehension strategies such as anticipatory reading guides can improve elementary reading achievement.

Similarly, Ahmed (2016) investigated the effect of reading English newspapers on vocabulary improvement and reading skills of Students of Dhaka University. The main objective was to find how much vocabulary participants have learnt by reading English newspapers. The target population of the study first year to Masters students of Dhaka University. The sample of the students were 30 students selected from all levels of the university. The instruments used were a list of twenty words from “The Daily Star” of 2st 1 November 2015 and a questionnaire. The findings among others showed that reading English newspapers improves learners’ reading skills.

Also, Antoni (2017) conducted a research to find out the effect of Anticipation Guide strategy on students’ reading interest and students’ reading comprehension of procedure Text. The researcher This research is quasi-experimental research where the entire classrooms were assigned to treatments. The population consists of 6 classes with 4 different programs. Using cluster random sampling, the researcher selected two classes for the study. The instruments for the study included Reading Comprehension Test and reading interest questionnaire. The results of study showed that students who were taught by using Anticipation Guide Strategy had better comprehension of procedure text than those who were taught by Small Group Discussion. Similarly, students who had high reading interest taught by Anticipation Guide Strategy had better comprehension of procedure text. However, all the reported researches were conducted outside the shores of Nigeria, hence, the need for the current study.

II. METHODOLOGY

A pre-test and post-test experimental and control group design was used for the purpose of data collection. In the first instance, a pre-test was administered to both the experimental and control group. The pre-test was followed immediately by four weeks of teaching. The experimental group was taught Informational Reading Skill using newspaper excerpts with Anticipation Guide method of teaching. This treatment was withheld from the control group. The control group was taught using the same skill through traditional method of reading text and extracting information. A post-test was administered on both groups to determine their performance.

The population of the study was all the students of senior secondary in Birnin Kebbi Metropolis of Kebbi State, Nigeria. A total of 110 senior secondary (SSII) students made up the sample. The students were drawn from intact classes of two randomly selected secondary schools in Birnin Kebbi Metropolis, Kebbi State, Nigeria: one school for the experimental group and the other formed the control group.

The instrument used consisted of twenty objective questions comprehension questions that were drawn from newspaper excerpts. Two lecturers from English Department and one from Curriculum Studies and Educational Technology Department of Usmanu Danfodiyo University, Sokoto validated the test questions before used. The test lasted for one hour and was supervised by the researchers. The validated marking scheme was used to score students work. Each correct answer was scored two marks and wrong answer earned no mark. The data obtained from the pre-test and post-test were analysed statistically using the mean, standard deviation and t-test.

III. RESULTS AND DISCUSSIONS

The data for the study were analysed using the mean, standard deviation and t-test statistics for both the pre-test and
post-test. First, the paper statistically established the equivalence of the two groups before treatment. Table 1 contains the information:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean Score</th>
<th>Std Deviation</th>
<th>Mean Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp. Group</td>
<td>65</td>
<td>26.32</td>
<td>4.13</td>
<td></td>
</tr>
<tr>
<td>Cont. Group</td>
<td>45</td>
<td>26.60</td>
<td>4.21</td>
<td>0.28</td>
</tr>
</tbody>
</table>

Table 1 presents the analysis of the pre-test scores of the experimental group and control group. It shows that the mean score and standard deviation for experimental group before they were exposed to treatment were 26.32 and 4.13 respectively. While that of the control group were 26.60 and 4.21 respectively. The results indicated a slight difference in mean score of 0.28 between the performance of experimental group A and control group B before they were exposed to treatment. To test whether the difference observed is significant, a t-test was performed and the data is contained in Table 2

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean Score</th>
<th>Std Deviation</th>
<th>t-Cal</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp. Group</td>
<td>65</td>
<td>26.32</td>
<td>4.13</td>
<td>108</td>
<td>0.32</td>
<td>Not significant</td>
</tr>
<tr>
<td>Cont. Group</td>
<td>45</td>
<td>26.60</td>
<td>4.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table, it could be observed that the degree of freedom is 108, t-calculated is 6.42 and the p-value is 0.32. Therefore, the critical value of 0.32 is greater than the alpha value of 0.05. Hence, the null hypothesis is retained meaning that there is no significant difference in the performance of students in experimental and control groups before they were exposed to treatment. The two groups were thus considered equal. The data obtained after administering treatment on the experimental group are presented in Table 3 to answer the research question:

**Is there any difference in the informational reading performance of students that were exposed to newspaper texts enriching with Anticipation Guide method of teaching and those that were taught without newspaper texts?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean Score</th>
<th>Std Deviation</th>
<th>Mean Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp. Group</td>
<td>65</td>
<td>26.98</td>
<td>4.06</td>
<td></td>
</tr>
<tr>
<td>Cont. Group</td>
<td>45</td>
<td>21.58</td>
<td>3.61</td>
<td>5.40</td>
</tr>
</tbody>
</table>

Table 3 shows that the mean score and standard deviation for experimental group who were exposed to newspaper texts and teaching methodology were 26.98 and 4.064 respectively.

While that of the control group B who were not exposed to newspaper texts were 21.58 and 3.609 respectively. The results indicated that the mean difference between the two groups was 5.40 in favour of the experimental group. This difference was put to test to ascertain its significance:

**Null Hypothesis: There is no significant difference in the informational reading performance of students that were exposed to newspaper texts enriching with Anticipation Guide method of teaching and those that were taught without newspaper texts.**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean Score</th>
<th>Std</th>
<th>Df</th>
<th>t-Cal</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp. Group</td>
<td>65</td>
<td>26.32</td>
<td>4.13</td>
<td>108</td>
<td></td>
<td>7.18</td>
<td>0.00</td>
</tr>
<tr>
<td>Cont. Group</td>
<td>45</td>
<td>26.60</td>
<td>4.21</td>
<td>108</td>
<td></td>
<td>0.00</td>
<td>HO is not rejected</td>
</tr>
</tbody>
</table>

From Table 4, it could be observed that the degree of Freedom was 108, the t-calculated was 7.18 and the p-value was 0.00. Therefore, the p-value of 0.00 is lower when compared to the alpha value of 0.05, therefore, the null hypothesis is rejected, while the alternate is sustained. It is now concluded that there is significant difference between the subjects that were exposed to newspaper texts with Anticipation Guide method of teaching and their counterparts that were taught without newspaper texts. The result shows that newspaper text with Anticipation Guide method of teaching is an effective instructional resource for teaching informational reading skill to senior secondary school students in Kebbi State, Nigeria.

The findings of this study clearly indicated that informational reading skill of secondary school students will improve if newspaper and Anticipation Guide are used. This finding is consistent with available research on the subject. For example, both Ortlieb (2013) and Antoni (2017) in their separate studies reported that Anticipation Guide improved the reading ability of their lower grade students. The finding of this study renders support to these findings by showing that Anticipation Guide improves the informational reading skill of senior secondary school students in Nigeria. Similarly, the finding of this study provides support to the fact that newspaper can be used to improve various aspects of reading with various levels. Ahmed (2016) reported that it improved the vocabulary development of his university students while the current findings demonstrated that it helped in the informational reading skill of senior secondary students – different level and different reading aspect.

**IV. RECOMMENDATIONS**

The following recommendations were made at the end of the study:

1. In using the newspaper with Anticipation Guide method of teaching, the teacher must be prepared to
sacrifice his time by personally reading through some of the major newspapers in his locality. This will put him in good position to select and recommend appropriate newspaper to the school authority for a regular supply into the school library.

2 Teachers should encourage students to develop interest in reading the newspaper as a way of enhancing English learning. At the end of specific reading period, students can go over their jottings to see the amount of new words, new word usage, and figurative expressions they have accumulated.

3 The school management should make adequate provision for a regular supply of certain newspapers to the library. Also, schools can make arrangements with media houses to supply them with unsold copies at a reduced price. Media houses can even be encouraged to donate papers to schools. Similarly, students from rich homes could be encouraged to bring to school their parents’ old papers. Furthermore, the school authorities must make a provision for newspaper reading on the time-table.

4 The public could help in providing newspaper to schools. Individuals and corporate bodies could either turn over their newspapers to schools after reading them or even arrange for direct supplies of newspaper from media houses to schools.

5 Curriculum designer should take the advantage of the inherent potentials of the newspaper in preparing reading material for senior secondary school students. Textbooks can be designed in such a way that certain features of the newspaper can be used in classroom teaching. For instance, students can be asked to read a newspaper story to analyze the writer’s view. Books can be designed to allow students to work with the newspaper photographs, drawings, paintings, graphs, cartoons, vocabulary items, registers and story line.

V. CONCLUSION

This paper has argued that secondary school students in Nigeria perform very poorly in the area of reading comprehension because there are no adequate and enriching materials for the teaching of reading lessons, hence, teachers rely solely on the traditional usage of textbooks, while in a real sense, this is not enough to give them their desired goals. This study has confirmed the fact that newspaper is as a good source that teachers of secondary schools could use to supplement the reading material provided in the class. This is because, newspaper texts, according to this study, with effective teaching methodology such as Anticipation Guide, has proved effective as instructional resource on reading informational skill of senior secondary school students.

REFERENCE

[8]. Garrett, D. (1993): Using the Newspaper to Teach ESL LearnerIRA, Newark, USA.

AUTHORS

IBRAHIM, Mohammed (Ph D) is a Senior Lecturer in the Department of Curriculum Studies and Educational Technology, Usmanu Danfodiyo University, Sokoto, Nigeria. He teaches and researches on Language Education, Curriculum Studies and Educational Technology. His current research interests include teaching language skills, teaching English with Technology and language teachers’ classroom behavior

AKINRUIOMU, Temitope Prestige works with Turkish International College, Abuja, Nigeria. He teaches English language skills. His areas of research interest include English language studies, curriculum studies and teaching methodologies.