

Effects Of Multimedia And Scaffolding Strategies On The Performance Of Senior Secondary Schools Students In English Language Speaking Skills, Kaduna State, Nigeria

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Abstract: The study investigated the Effects of Multimedia and Scaffolding Methods on the Performance of SSSII in English Language Speaking Skills in Kaduna State. Pre-test, Post-test Quasi-experimental control group design was used for the study. Random sampling technique was used to select two schools from the Giwa educational zone in Kaduna State. The two schools were randomly assigned to experimental and control groups (Experimental group N = 60 and control group N = 70). The students in the experimental group were exposed to multimedia and scaffolding strategies, while those in the control group were exposed to conventional (lecture) method alone for the period of eight weeks. The research instrument used for data collection was (ELSSAT) English Language Speaking Skills Achievement Test with a reliability coefficient of 0.86. Mean, standard deviation and t-test were used to analyse the data. The findings revealed that: students performed significant better in multimedia and scaffolding strategies. It was recommended that secondary school teachers should be trained and retrained as well as encouraged to use multimedia and scaffolding strategies to enhance students' academic performance in English language speaking skills.

Keywords: Multimedia, Scaffolding strategies and Speaking Skills

Introduction

Language is a means of communication and interaction between individuals and groups; it is also a community tool for the transfer of heritage from one generation to another. Language is a set of sounds by means of which feelings, thoughts and sentiments are conveyed to other human beings. It is a gift of nature that distinguishes man from other beings[1]. According to him, it is a way through which human minds, thoughts, and feelings are expressed. In the same line of thought, [2]. defines language as a “system of conventional spoken or written symbols by means of which human beings as members of a social group and participants in its culture communicate”. Hence the language an individual speaks is for him or her, the most expressive and the most beautiful of all languages. The knowledge of English Language is important both for educational, economical and national development of a country[3]. also stipulates in the National Policy on Education the importance of English language as one of the core subjects. English language is not merely the medium of instruction at all levels of education; it is the medium of growth and also the language of textbooks and the only recognized official language in the country. The concepts of English language taught at secondary schools levels in Nigeria are categorized into four major areas namely, the sound system, comprehension, summary, essay and grammar. These themes are taught on over a period of nine terms of an average of thirteen weeks each; that is, three sections [4]. The four main skills of English Language are speaking, writing, listening and reading. A person needs a mastering of various elements to convey thoughts, wishes, intentions, feelings and information. These four basic skills are divided into two categories such as productive skills and receptive skills. Speaking and Writing are

considered as productive skills whereas reading and listening are known as receptive skills. The students start learning to communicate through speaking and listening as they begin to interact with others at school level. Speaking involves articulation of all the components and development of communication at the productive level [5]. defined speaking as production of meaningful utterances in an attempt to communicate ideas, thoughts and feelings. It is disheartening to note that the poor performance in English language at public examinations in recent times was much higher than those for other subjects combined. Other factors that contributed to poor performances as disclosed by[6]. include difficulty of subject matter, poor teaching methods, attitude of both teachers and learners towards the subject. The rate of poor academic performance of students in Nigeria had resulted to economic and social wastage and this have become a great concern to all stakeholders in education. According to the breakdown and statistics of WAEC May/June 2016 result analysed by [7], a total of 878.040 candidates representing 52.97% obtained credits in five (5) subjects and above, including English and Mathematics. Considering the above problems and owing to the students and community need for spoken English language, adequate and relevant method is needed to effectively teach the students. As a remedy of this the study employs multimedia and scaffolding methods to teach the students. Multimedia refers to the combination of multiple media to effectively convey a message. Multimedia is any computer-mediated software or interactive application that integrates text, color, graphical images, animation, audio sound, and a full motion video application. Multimedia learning methods offer a potential venue for improving students understanding about spoken English. On the other hand, scaffolding method according to[8]. is a

temporary and support structure that helps a student or group of students accomplish a task they could not accomplish on their own. The scaffolding methods enable teachers in the area of observation and cooperative learning.

Research Questions

The following research questions were raised to guide the study:

1. What is the effect of multimedia and conventional methods on the performance of students in English language in senior secondary schools in Kaduna state?
2. To what extent does scaffolding and conventional methods affect the performance of students in speaking skills in senior secondary schools in Kaduna state?

Research Hypotheses

The following null hypotheses are formulated for test in this study:

- H₀₁: There is no significant difference between the performance of students taught English language speaking skills using multimedia and those taught with conventional method in senior secondary schools in Kaduna state.
- H₀₂: There is no significant difference between the performance of students taught English language speaking skills using scaffolding and conventional methods in senior secondary schools in Kaduna state.

Methodology

The study adopted pre-test – post-test quasi-experimental and control groups design as proposed by [9]. The pre-test was given to English language speaking senior students II in selected schools in Giwa educational zone, Kaduna State. The essence of the pre-test was to ensure that the experimental and control groups are not different significantly in their ability level before the treatment. The treatment was teaching using multimedia and scaffolding strategies which was administered to experimental group. The control group was taught using the conventional lecture method. Thus, no treatment, post-test was administered after administering the treatment to determine the students' advancement in skills taught and the effectiveness of the two strategies in this study i.e. (multimedia and scaffolding) for the experimental group and conventional method for the control group). The teaching of the experimental and control groups was done by the researcher in order to establish the control groups was done by the researcher in order to establish the control of the result, so that the teacher factor and data manipulation would be minimized. The population for the study was drawn from all public senior secondary schools in Giwa educational zones, Kaduna State. There are 9 public senior secondary schools with year II students in the study area, the total population of 720. Simple sampling was used to select two out of nine schools from the educational zone. The total numbers of students in the selected sampled schools was 130 for the study. This is in line with that recommended a minimum of 30 sample size which is viable for experimental study. The instrument used for data collection is English Language Speaking

Skills Achievement test (ELSSAT) was designed by the researcher and validated by Senior lecturers in the Department of Educational Foundation and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The lesson plan was prepared and taught by the researcher in the study. Topics taught in the study include: English language speaking skills, vowel sounds, consonant sounds, stress and intonation. The topics were taught using multimedia and scaffolding strategies and conventional (lecture) method as the control. After the treatment, mean scores of the two groups were computed and used for answering the research questions and testing the stated hypotheses.

Results

The result of the study on senior secondary school students Examination for both Experimental and Control Groups were recorded and a test/retest method was used to analyse the instrument. A reliability index of 0.85 was obtained using Pearson Product Moment Correlation Coefficient (PPMC). This implies that the instrument is reliable for use because the reliability index falls between 0.5 to positive one (+1).

Conclusion

The findings of the study was shown that the academic performance of students on English language speaking skills can be enhanced by the use of multimedia and scaffolding strategies: This was evident from the significant difference recorded between those taught with multimedia and scaffolding and those in the control group.

Recommendations

Based on the findings and conclusions from the study, the following recommendations are made:

1. Multimedia and scaffolding strategies should be encouraged by the secondary school education board for use by English language teachers to teach speaking skills.
2. Government and the society should join hands with schools to enforce multimedia and scaffolding strategies.

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