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EFFECTS OF GUIDED DISCOVERY LEARNING ON SENIOR SECONDARY STUDENTS' ACHIEVEMENT IN SUMMARISATION SKILLS IN KATSINA STATE, NIGERIA

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Abstract
This study examined the effects of Guided Discovery Learning (GDL) on senior secondary students' achievement in summary writing skills specifically suggestion of passage titles, identification of main ideas and identification of supporting details in Katsina State, Nigeria. The study had three objectives, three research questions and three null hypotheses. Quasi-experimental pre-test–post-test non-equivalent control-group design was adopted. The population of the study comprised 11704 Senior Secondary II students in Katsina local government area, out of which 162 students were selected using random sampling technique. The English Summary Writing Achievement Test (ESWAT) was used for data collection. The instrument was validated by three experts. A Cronbach's alpha coefficient of 0.83 was obtained. The data for the study was collected and analysed using both descriptive and inferential statistics. Descriptive statistics such as mean and standard deviation were employed to answer the research questions. For the inferential analysis, Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. Results indicated that students taught using GDL achieved higher post-test mean scores than those taught using the lecture method. Based on the findings, it can be concluded that Guided Discovery Learning is more effective than the lecture method for developing identification of passage titles, identification of main ideas and identification of supporting details among senior secondary school students. The study therefore recommended that English Language teachers incorporate guided discovery activities into the teaching of summary writing skills.

Keywords: *Guided Discovery Learning, summarisation, suggestion of passage titles, identification of main ideas, identification of supporting details*

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Introduction

Summarisation is a skill within English Language that draws directly from both reading and writing abilities. Among the various aspects of English Language, summarisation plays a vital role in equipping students with skills for comprehension, critical thinking and concise expression. Through summarisation, students learn how to identify the title of a passage, determine its main ideas, extract supporting details, paraphrase key information and present their responses using complete and grammatically accurate sentences. These core competencies are essential not only for academic success but also for effective communication in higher education and workplace contexts (Olaofe, 2019). In the Nigerian senior secondary school curriculum, summarisation occupies a central position in English language assessment, particularly in external examinations such as the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO) examinations. Consequently, mastery of summarisation is critical for students' overall achievement in English language.

Despite its importance, national examination results show persistently low performance in summary writing. West Africa Examinations Council (WAEC) Chief Examiners Reports reveal that a large proportion of candidates lack the basic skills required for summarisation. In the 2021 WASSCE, only 38.2% of candidates obtained credits (C6 and above) in English Language, with the report indicating widespread weaknesses in identifying main ideas and paraphrasing. In 2022, students' performance dropped further, with only 30.9% passed at credit level, while the 2023 Chief Examiners noted that many candidates "lifted sentences," confused main ideas with supporting details, wrote in fragments, and failed to follow summary instructions. Similarly NECO SSCE results indicated that in 2020, only 44.7% of candidates passed English Language at credit level, and the 2021 report attributed most failures to poor performance of summary writing tasks. In the 2022 NECO SSCE, English credit passes declined to 39.8%, with the examiners highlighting inadequate identification of key points, inability to paraphrase and poor sentence construction as major recurring problems. These statistics clearly show that candidates nationwide struggle with the basic skills that define effective summary writing.

The problem is not different in northern Nigeria. A study by Abubakar (2021), and Danladi (2023) show that students in the region, including those in Katsina State, exhibit persistent difficulties in reading comprehension, extracting ideas from texts, paraphrasing, and constructing accurate sentences. In Katsina Local Government Area, where traditional lecture-based instruction still dominates English Language teaching, many SS II students demonstrate weak mastery of title identification, main ideas, supporting details, paraphrasing, and sentence construction long before reaching SS III where they sit for WASSCE or NECO.

Evidence increasingly shows that one major cause of this persistent weakness is the continuous reliance on teacher-centred methods such as the lecture method (Okebukola, 2020). These methods limit students' engagement with texts and give them little opportunity to independently identify ideas, make meaning, and practise paraphrasing. Consequently, many learners depend on teachers' explanations rather than developing the analytical and summarisation skills needed to perform well in national examinations. Conversely, learner-centred approaches such as guided discovery learning

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have been shown to enhance students' comprehension, critical thinking, and writing proficiency (Akinbobola, 2019; Yusuf & Afolabi, 2020). This gap in research underscores the need for a study investigating how guided discovery learning influences students' achievement in summary writing in Katsina Local Government Area. By focusing specifically on the identification of titles, main ideas and supporting details. Some of the skills that must be developed for effective summarisation are further discussed as follows:

Suggestion of Appropriate Titles

Suggesting an appropriate title is an important skill in summarisation because it demonstrates that the reader has understood the central idea of a passage and can express it concisely. A good title captures the overall message of the text without focusing on minor details or isolated points. It requires learners to identify the topic, recognise the writer's purpose, and synthesise the information into a brief and meaningful expression. According to (Brown, 2023; Nuttall, 2025), effective summarisation involves identifying the author's main idea and distinguishing it from supporting information. The ability to suggest a suitable title therefore reflects a learner's depth of comprehension and summarisation ability. The process of selecting a title begins with identifying the central theme that runs through the passage. Readers must carefully examine the topic sentences, repeated ideas, and concluding statements to determine what the passage is primarily about. A title should be broad enough to cover all the important ideas in the text while remaining specific enough to reflect its focus (Westwood, 2021; Woolley, 2020).

Identification of Main Ideas

Another skill is the identification of main ideas. The main idea is the central thought or most important point that a paragraph is intended to communicate. It is commonly located at the beginning of a paragraph as the topic sentence, although it may also appear in the middle or at the end, depending on the writer's style and purpose. Identifying the main idea is a fundamental summarisation skill that underpins effective comprehension and accurate text reduction. The main idea represents the central thought or dominant message that the author intends to communicate to the reader. In summarisation, failure to identify the main idea often results in summaries that are either too detailed or completely irrelevant to the original text. According to Duke and Cartwright (2021), the ability to recognise main ideas is a strong predictor of reading comprehension and academic literacy.

Identification of Relevant Supporting Details

More so, identifying relevant supporting details is another crucial summarisation skill that complements the identification of the main idea. Supporting details include facts, examples, explanations, and evidence that clarify or reinforce the central idea of a text. However, not all details contribute equally to meaning, and effective summarisation requires the exclusion of minor or repetitive information. According to Kintsch (2021), skilled readers are able to distinguish between conceptually important details and peripheral information. This ability ensures that summaries remain concise and focused. According to John (2018), supporting details are pieces of factual information that back up the main idea(s) the writer is trying to convey. These details clarify the main idea a writer is describing and bring it into clear focus for those who are reading the writing or listening to what is being said.

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Supporting details is the correct phrase to use when referring to the information that backs up the main idea in a piece of writing or speech. "Supporting details" are specific facts, examples, reasons, or other pieces of information that help to explain, clarify, or prove the main point. They are specific pieces of information that develop, explain, or illustrate a main idea. They can be categorised into several types, including facts, examples, statistics, definitions, descriptions and expert opinions. These details provide evidence, reasons, and clarification to make the main idea more understandable and persuasive (Kintsch, 2021).

Statement of the Problem

Senior secondary school students are expected to possess strong summarisation skills that will enable them to read and summarise passages independently. However, the reality in many Nigerian secondary schools does not align with this ideal. Over the years, students have consistently performed poorly in summary writing tasks as reflected in successive WAEC Chief Examiners' Reports. Given the persistent poor achievement in students' summarisation skills and the limited success of existing remedial efforts, there is a clear gap to be filled. This gap necessitates an empirical investigation into how GDL can enhance students' ability to identify topics, extract main ideas and supporting details, paraphrase effectively, and construct complete sentences. Therefore, the broad question this study seeks to answer is: What is the effect of Guided Discovery Learning on senior secondary school students' achievement in summary writing in Katsina Local Government Area, Katsina State?

Purpose of the Study

This study investigated the effects of guided discovery learning on Senior Secondary II English students' achievement in summarisation in Katsina Local Government Area, Katsina State, Nigeria. Specifically, the study sought to:

1. examine the effects of guided discovery learning on senior secondary II students' achievement in suggestion of appropriate titles for passage in summarisation in Katsina Local Government Area, Katsina State, Nigeria.
2. determine the effects of guided discovery learning on senior secondary II students' achievement mean score in identification of main ideas in summarisation in Katsina Local Government Area, Katsina State, Nigeria.
3. ascertain the effects of guided discovery learning on senior secondary II English students' achievement in identification of supporting details in summary writing in Katsina Local Government Area, Katsina State, Nigeria.

Research Questions

The following questions are posed to guide the study:

1. What are the pre-test and post-test mean achievement scores of SS II students in the "suggestion of appropriate titles for the passage" component of summarisation in the experimental and control groups?
2. What are the pre-test and post-test mean achievement scores of SS II students in the "identification of main idea" component of summarisation in the experimental and control groups?
3. What are the pre-test and post-test mean achievement scores of SS II students in the "identification of supporting details" component of summarisation in the experimental and control groups?

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Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.5 Alpha level of significance:

Ho_1: There is no significant difference in the post-test mean achievement scores of SS II students in the "suggestion of appropriate titles for the passage" component of summarisation between the experimental and control groups, after controlling for their pre-test scores.

Ho_2: There is no significant difference in the post-test mean achievement scores of SS II students in the "identification of main idea" component of summarisation between the experimental and control groups, after controlling for their pre-test scores.

Ho_3: There is no significant difference in the post-test mean achievement scores of SS II students in the "identification of supporting details" component of summarisation between the experimental and control groups, after controlling for their pre-test scores.

Literature Review

Concept of Summaristion

Summarisation is an important aspect in English Language teaching and learning. It refers to the ability to condense a given passage by selecting essential ideas and expressing them briefly and coherently in one's own words while retaining the original meaning. Summarisation involves careful reading, comprehension, identification of main ideas, recognition of relevant supporting details, paraphrasing, and the construction of concise and grammatically correct sentences (Oyetunde & Muodumogu, 2020). Conceptually, summarisation is both a reading and writing activity. From the reading perspective, it requires learners to understand a text deeply by distinguishing between main points and less important information. From the writing perspective, it demands the ability to reorganise ideas logically and present them in a clear and concise form. According to Graham, Hebert, and Santangelo (2020), summarisation enhances students' comprehension because it forces them to process information actively rather than passively reading texts. This dual nature makes summarisation a higher-order language skill.

Theoretical/Conceptual Framework

This study was anchored on the Constructivist Learning Theory propounded by Jean Piaget in 1972. Constructivism Theory explains how learners acquire, process and internalise knowledge. Piaget (1972) asserts that learning is not a passive reception of information but an active and continuous process through which learners construct meaning based on their experiences and interactions with the environment. In this view, knowledge is not transmitted directly from teacher to learner; rather, learners build their own understanding by engaging in activities that challenge their thinking and stimulate curiosity.

The Constructivism Theory is relevant to this study because guided discovery learning embodies the key principles of Piaget's constructivism by involving students in active exploration and problem solving under the teacher's guidance. In this approach, learners are not simply taught how to summarise texts; instead, they discover effective summary writing techniques through practice, reflection and inquiry. This process promotes assimilation and accommodation of new knowledge related to language use, comprehension, and writing skills. Consequently, applying Constructivism provides a strong theoretical justification for employing guided discovery

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learning as an effective instructional strategy to enhance students' achievement in summary writing (Biggs, 2021).

Review of Empirical Studies on Effects of Guided Discovery Learning

Some studies on effects of guided discovery learning were reviewed and presented as follows:

Adebayo (2018) conducted a quasi-experimental study titled "effect of guided discovery learning on secondary school students' English language achievement in Ibadan North Local Government Area, Oyo State, Nigeria". The aim of the study was to determine whether GDL would significantly improve students' performance in grammar, comprehension and composition. The study involved 100 students drawn from 5,758 population of SS II students in Ibadan North LGA. The study was guided by four research questions and four null hypotheses comparing experimental and control groups. Data were collected using an English Language Achievement Test, while mean scores and independent t-tests were employed for data analysis. Findings revealed that students taught using GDL performed significantly better than those taught through the conventional method. The researcher recommended wider adoption of learner-centred instructional strategy.

The reviewed study provides useful empirical evidence on the effectiveness of guided discovery learning method. In contrast, the study was conducted in Oyo State, while the present study will be conducted in Katsina State. The reviewed study was guided by four research questions and four hypotheses, the present study was guided by three research questions and three hypotheses. The English Language Achievement Test (ELAT) was used for the reviewed study while English Summary Writing Assessment Test (ESWAT) was used for the present study. The reviewed study involved 100 students whereas the present study will involve 162 senior secondary II students drawn from a population of 11,704 students in Katsina Local Government Area, Katsina State, Nigeria. Data from the present study will be analysed using mean, standard deviation and ANCOVA.

Usman and Sadiq (2019) investigated "the effect of guided discovery learning on students' writing achievement in senior secondary schools in Zaria, Kaduna State, Nigeria". The study adopted a quasi-experimental design aimed at determining whether GDL would improve students' writing organisation and coherence. The population consisted of all senior secondary II students in Zaria while 100 students were used as the participants. Four research questions and four hypotheses were used. Data were collected using a Writing Achievement Test, while ANOVA was used for data analysis. The findings indicated that students exposed to GDL demonstrated significantly higher writing achievement than those taught using traditional methods. The recommendations of the reviewed study reinforce the need for learner-centred instructional strategies in senior secondary school education.

The reviewed study confirms the effectiveness of GDL in writing of senior secondary students in Zaria, the present study focused on summary writing achievement of senior secondary II students in Katsina. The present study was guided by three research questions and hypotheses where the reviewed study used four research questions and four hypotheses. The reviewed study used 100 students as sample size for the study while the present study will use 162 SS II students as sample for the study. The reviewed study used Writing Achievement Test (WAT) for data collection, the present study used English

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Summary Writing Achievement Test (ESWAT) for data collection. The data collected in the reviewed study was analysed using ANOVA but the present study used mean, standard deviation and ANCOVA for data analysis.

Eze (2020) carried out a quasi-experimental study on "influence of guided discovery learning on senior secondary students' achievement in reading comprehension and writing skills in Awka South, Anambra State, Nigeria". The study aimed at determining whether GDL would enhance students' comprehension and writing performance. The population of the study consisted of all SS II students in Awka South. A sample of 80 SS II students was used for the study. The study was guided by three research questions and three hypotheses. Data were collected using a Reading Comprehension Test and a Writing Test, while t-tests were employed for data analysis. Findings revealed significant improvement in both reading comprehension and writing skills among students taught using GDL. The researcher recommended guided discovery learning to be adopted by English teachers for effective classroom instruction.

The reviewed study contributes substantially to empirical literature by providing evidence that guided discovery learning enhances students' academic achievement through active learner engagement and meaningful classroom interaction. While the study was guided by four research questions and four hypotheses, the present study was guided by three research questions and three hypotheses. The reviewed study involved all SS II students in Awka South as population for the study and 80 students as sample size for the study. The present study will involve 162 senior secondary II students selected from a population of 11,704 students in Katsina Local Government Area, Katsina State, Nigeria. Data will be generated through English Summary Achievement Test (ESWAT) and will be analysed using mean, standard deviation and ANCOVA.

Mmegwa (2020) conducted a study titled "effects of guided discovery method on secondary school students' achievement in summary writing in Jos North Local Government Area, Plateau State". The objectives of the study were to find out if students taught using guided discovery method would perform better in all the variables under study than those who were not. The population of the study was 973 senior secondary II students. The sample consisted of 100 SS II students drawn from the population. The study was guided by eight research questions and eight hypotheses. Summarisation Skills Test (SST) was used for data collection and the data were analysed using frequent count, percentage, mean and standard deviation. The findings revealed that students who were guided to locate key text information performed better than those who were not. Based on the findings, the researcher recommended that when students are taught summary writing skills in a meaningful manner, they will be able to summarise expository text better.

The reviewed study makes a valuable contribution to educational research by providing recent empirical evidence that guided discovery method enhances students' academic achievement through active and meaningful participation. The reviewed study was guided by eight research questions and eight hypotheses. The present study was guided by three research questions and three hypotheses. The reviewed study involved 100 participants as sample while the present study will involve 162 participants as sample size. Summarisation Skills Test (SST) was used for data collection for the reviewed study and

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were analysed using frequent count, percentage, mean and standard deviation. The present study used English Summary Writing Achievement Test (ESWAT) and the data were analysed using Mean, Standard Deviation and ANCOVA. The reviewed study focused on SS II students in Jos North Local Government Area, Plateau States while the present study focused on senior secondary II students in Katsina Local Government, Katsina State.

Despite the positive findings reported in the reviewed studies, important gaps were identified. Most of the empirical studies focused on either English Language in general or other aspects of English, while only a few investigated summarisation as a specific aspect of English Language. Many studies concentrated on general reading comprehension, writing skills or overall English achievement without examining students' achievement in suggestion of titles, identification of main ideas and identification of supporting details. Many of the studies differ considerable in terms of population, sample size, instrument of data collection and method of data analysis. In addition, most of the previous studies were conducted outside Katsina State, and none specifically investigated the effects of Guided Discovery Learning on Senior Secondary Two students' achievement in summarisation in Katsina Local Government Area using the English Summary Writing Achievement Test (ESWAT). These identified gaps therefore justified the present study, which sought to determine the effects of Guided Discovery Learning on Senior Secondary Two English students' achievement in summarisation in Katsina Local Government Area, Katsina State, Nigeria.

In summary, Guided Discovery Learning appears to provide a more effective instructional framework for improving students' achievement in summary writing particularly in suggestion of titles, identification of main ideas and supporting details than the Lecture Method. Its emphasis on active participation, guided inquiry, collaborative learning, reflective thinking, meaningful feedback and learner autonomy enables students to acquire not only procedural knowledge but also the analytical and metacognitive competencies required for successful summary writing. By contrast, the Lecture Method, despite its usefulness for presenting information efficiently, offers fewer opportunities for learners to develop these higher-order cognitive abilities through active engagement. Consequently, students exposed to Guided Discovery Learning are expected to demonstrate superior achievement in identifying passage titles, recognising main ideas, distinguishing supporting details and producing coherent summaries. This expectation provides the theoretical justification for comparing the effectiveness of Guided Discovery Learning and the Lecture Method in the present study involving Senior Secondary II students in Katsina Local Government Area, Katsina State, Nigeria.

Methodology

The researcher employed quasi-experimental research design. This study was carried out in Katsina State, Nigeria. The study's population comprised 11,704 Senior Secondary II students in 11 public senior secondary schools in Katsina Local Government Area, Katsina State. The sample size was determined using simple random sampling technique. From the identified schools, two were randomly sampled through balloting. School A has a population of 1298 with 10 arms, simple random sampling technique was used to pick an intact class. This was done using a balloting method with

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replacement where the class alphabet written on identical pieces of paper which will be thoroughly shuffled and picked blindly, SS II C with 80 students was picked as the intact class for school A representing the experimental group. School B has a population of 1406 with 11 arms, simple random sampling technique was used to pick an intact class. This was done using a balloting method with replacement where the class alphabet was written on identical pieces of paper which was thoroughly shuffled and picked blindly, SS II D with 82 students is picked as the intact class for school B representing the control group. The sample size for the study was 162.

Validity and reliability

The validity of the instrument for this study was established through content validity. Content validity is considered appropriate because the instrument will use the 2022 WAEC English Language past question paper designed to assess students' competence in English language skills, particularly summarisation, which aligns directly with the objectives of this study. However, since the total score was converted from 30 marks to 100 marks, it was necessary to ensure that the modification did not affect the adequacy or representativeness of the content. The content validity of the Summary Writing Achievement Test was determined by three experts, two from English Education Unit, Department of Arts Education and one from Research Measurement and Evaluation Unit, Department of Educational Foundations both of the Faculty of Education, University of Jos; the experts assessed the suitability, comprehensiveness, adequacy of summary writing passage.

The researcher provided the experts with the following materials: A copy of the original 2022 WAEC English Language past question paper, the modified version showing the full comprehension passage on sports and three structured questions (titles, main ideas and supporting details), together with the detailed marking scheme showing the different marks allocation for each question. It also included the study objectives and research questions. This enabled the experts to determine whether each item adequately measures the intended summarisation skills.

To quantify the validity of the instrument, the Content Validity Index (CVI) was computed. Each expert rated the relevance of the items on a four-point scale ranging from “Not Relevant” (1) to “Highly Relevant” (4). The CVI was calculated by dividing the number of items that was rated as relevant (3 or 4) by the total number of items. The instrument was considered valid for attaining a CVI of 0.80 and above. The instrument in the study was expected to achieve a CVI above the acceptable threshold, thereby confirming that it possesses adequate content validity for the purpose of the research.

Reliability of the adapted ESWAT was determined through a pilot test using students who share similar characteristics with the population but will not be part of the main study. The scores from the pilot study was subjected to statistical analysis using Cronbach's alpha reliability analysis to determine the internal consistency of the instrument. The reliability coefficient obtained indicated the degree to which the items consistently measure students' achievement in summarisation. A Cronbach's alpha coefficient of 0.70 or above was considered acceptable, indicating that the instrument was sufficiently reliable for use in the main study.

Before the commencement of the treatment, a pre-test was administered to both the experimental and control groups in week

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one. The treatment for the experimental group involved the implementation of the Guided Discovery Learning (GDL) method, while the control group was taught using the conventional teacher-centred lecture method. The GDL method was employed to actively involve students in identifying key elements of summarisation independently. The treatment lasted for a period of six weeks with lessons conducted once weekly, each lasting 80 minutes (double period), in line with the school timetable for Senior Secondary II English Language. The control group was taught using the Lecture Method throughout the treatment period. The lessons were delivered by the trained second research assistant in accordance with the prepared lesson plans to ensure uniformity in content coverage and instructional procedures. At the beginning of each lesson, the research assistant introduced the topic by stating the lesson objectives and relating the new content to the students' prior knowledge. This was followed by a clear explanation of the concepts, principles and rules of summarisation through verbal exposition. The post-test was administered to both the experimental and control groups immediately after the completion of the treatment.

The scoring of the instrument was carried out using a carefully developed marking scheme designed to ensure objectivity, consistency and uniformity in the award of marks. The modified instrument comprised three (3) structured questions, each carrying allocated marks, making a total of 100 marks. A detailed scoring guide was prepared prior to administration to clearly specify the expected responses for each item and the criteria for awarding marks. For question one (identification of four titles from the passage), 20 marks were allocated. Each correct identification of a title attracts five marks. Marks were awarded based on relevance to the central theme of the passage, clarity of expression and appropriateness of wording. Closely related responses reflecting the same central idea will be carefully evaluated to avoid duplication of marks. For question two (Identify five main ideas in the passage), 40 marks was assigned. Each correctly identified main idea attracts eight marks. Responses will be assessed based on accuracy, completeness and relevance to the core message of the passage. For question three (Identify five supporting details), each correct supporting detail attracts eight marks. The details will have to clearly explain or expand the identified main ideas to earn full marks. To maintain scoring reliability, the researcher will strictly adhere to the prepared marking guide throughout the scoring process. All scripts will be marked using the same criteria to ensure fairness and comparability of scores. The total score that was obtained by each student was computed by summing the marks from the three questions, with the maximum obtainable score being 100 marks. The instrument used for data collection was English Summary Writing Achievement Test (ESWAT). The data for the study was collected and analysed using both descriptive and inferential statistics. Descriptive statistics such as mean and standard deviation was employed to answer the research questions. For the inferential analysis, Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance.

Results

Three research questions were answered using descriptive statistics of mean and standard deviation, while the three null hypotheses were tested at 0.05 level of significance using Analysis of Covariance.

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Research Question 1: What are the pre-test and post-test mean achievement scores of SS II students in the "suggestion of appropriate titles for the passage" component of summarisation in the experimental and control groups?

Table 1: Results of the Analysis on the Pre-test and Post-test Suggestion of Topic Mean Scores of SSII Students in the Experimental and Control Groups

Group	Pre-test			Post-test		Mean gain	Mean difference
	N	$\bar{x}$	SD	$\bar{x}$	Sd		
Experimental	80	6.37	3.64	12.00	4.14	5.63	
Control	82	6.15	3.27	10.16	2.89	4.01	1.84

The results of the analysis from Table 1 reveal that the experimental group had a pre-test suggestion of topic mean score of 6.37, SD = 3.64 and a posttest and standard deviation of 12.00, SD = 4.14 with gain of 5.63 in favour of the posttest while the control group had a pre-test suggestion of topic mean and standard deviation of 6.15, SD = 3.27 and a posttest of 10.16, SD 2.89 with mean gain 4.01 in favour of the post-test. The results indicate that the suggestion of topic mean scores of the two groups increased but that of the experimental group of 12.00 is higher than that of the control group of 10.16 with mean difference of 1.84 this implies that guided discovery learning improved secondary II students' achievement in suggestion of topic more than lecture method.

Research Question 2: What are the pre-test and post-test mean achievement scores of SS II students in the "identification of main idea" component of summarisation in the experimental and control groups?

Table 2: Results of the Analysis of the Pre-test and Post-test Identification of Main Idea Mean Scores of SSII Students in the Experimental and Control Groups

Group	Pre-test			Post-test		Mean gain	Mean difference
	N	$\bar{x}$	SD	$\bar{x}$	Sd		
Experimental	80	7.90	2.69	12.80	2.73	4.90	
Control	82	7.61	2.23	10.93	2.25	3.32	1.87

The results of the analysis from Table 2 reveal that the experimental group had a pre-test and posttest identification of main idea achievement mean scores and standard deviation of 7.90, SD = 2.69 and 12.80, SD = 2.73 respectively with mean gain of 4.90 in favour of the post-test while the control group had a pre-test and post-test achievement mean and standard deviation of 7.61, SD = 2.23 and 10.93, SD = 2.25 respectively with a mean gain of 3.32 in favour of the posttest. The results indicate that the mean of the two groups improve after treatment, but that of the experimental group of 12.80 is higher than that of the control group of 10.93. Hence it can be concluded that guided discovery learning improves senior secondary school II students' identification of main idea mean

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scores more than lecture method.

Research Question 3: What are the pre-test and post-test mean achievement scores of SS II students in the "identification of supporting details" component of summarisation in the experimental and control groups?

Table 3: Results of the Pre-test and Post-test Identification of Supporting Details Mean Scores of SSII Students in the Experimental and Control Groups

Group	Pre-test		Post-test			Mean gain	Mean difference
	N	$\bar{x}$	SD	$\bar{x}$	Sd		
Experimental	80	5.20	2.58	11.17	2.41	5.97	
Control	82	5.17	2.47	9.00	2.22	3.83	2.17

The results of the analysis from Table 3 show that the experimental group had a pre-test and post-test identification of supporting details mean and standard deviation of 5.20, SD = 2.58 and 11.17, SD = 2.41 respectively with mean gain of 5.97 in favour of the posttest while the control group had a pre-test mean score of 5.17, SD = 2.47 and a posttest mean and standard deviation of 9.00, SD = 2.22 with mean gain of 3.83 in favour of the posttest. The results indicate that the mean of the two groups increased, but that of the experimental group of 11.17 is higher than that of the control group of 9.00 with mean difference of 2.17. This implies that guided discovery learning helps to improve senior secondary II students' identification of supporting details more than lecture method.

Testing of hypotheses

Ho_1: There is no significant difference in the pre-test and post-test suggestions of topic achievement mean scores of SSII students in the experimental and control groups.

Table 4: Summary of ANCOVA Results on the Post-test Suggestion of Topic Achievement Mean Scores of SSII Students in the Experimental and Control Groups

Source	Type III sum of square	Df	Mean square	F	Sig	Partial Eta squared
Corrected model	827.313a	2	413.657	85.758	. 001	.519
Intercept	2014.588	1	2014.588	417.659	. 001	.724
Pre suggestion of topic	689.999	1	689.999	143.049	.001	.474
Group	117.487	1	117.487	24.357	.001	.133
Error	766.940	159	4.824			
Total	21439.000	162				
Corrected total	1594.253	161				

a. R squared = 519 (Adjusted R Squared = 513)

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ANCOVA was conducted to determine if a significant difference exists in the pre-test and post-test suggestion of topic scores of students exposed to guided discovery learning and those exposed to lecture method Table 7 shows that F (1,159) = 24.357 P < 0.05 partial n = .133. Since the p- value of 0.0001 is less than the significant level of 0.05, with an effect sizes of 13.3% the null hypothesis was rejected. Therefore, there is a significant difference in the post-test suggestion of topic mean scores of students in the experimental and control group. The results further reveal an adjusted R squared value .513 which implies that 51.3 % of the variation in the dependent variable which is suggestion of topic in summarisation is explained by the variation in the treatment which is guided discovery learning while the remaining 48.7 percent is due to other factors not included in this study. This implies that guided discovery learning helps to improve student achievement in suggestion of topic in teaching summary more than lecture method of teaching.

Ho_2: There is no significant difference in the pre-test and post-test identification of main idea achievement mean scores of SSII students in the experimental and control groups.

Table 5: Summary of ANCOVA Results on the Post-test Identification of Main Idea Achievement Mean Scores of SSII Students in the Experimental and Control Groups

Source	Type III sum of square	Df	Mean square	F	Sig	Partial Eta squared
Corrected model	14706.472a	2	7353.236	201.415	.001	.717
Intercept	14327.924	1	14327.924	392.460	.001	.712
Preidi main idea	9472.847	1	9472.847	259.474	.001	.620
treatment	4684.096	1	4684.096	128.303	.001	.447
Error	5804.763	159	36.508			
Total	481738.000	162				
Corrected total	20511.233	161				

a. R squared = 717 (Adjusted R Squared = 713)

ANCOVA was conducted to determine if a significant difference exists in the pre-test and post-test identification of main idea mean scores of SSII students between the experimental and control group. Table 8 shows that (1,159) = 128.303, P < 0.05. Partial n^2 = .447. Since the p- value of 0.001 is less than 0.05 level of significant with an effect size of .001, the null hypothesis was rejected. Indicating that there is a significant difference between the post-test identification of main idea achievement mean scores of senior secondary two students between experimental and control group. The results further reveal an adjusted R. squared value of .717 which means that 71.7% of the variation in the dependent variable which is identification of main idea in summary achievement is explained by the variation in the treatment which is guided discovery learning while the remaining 28.3% is due to other factors not included in this model. This

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implies that guided discovery learning improves student's achievement in identification of main idea more than lecture method.

Ho_3: There is no significant difference in the pre-test and post-test identification of supporting details achievement mean score of SSII students in the experimental and control groups.

Table 6: Summary of ANCOVA Results on the Post-test Supporting Details Achievement Mean Scores of SSII Students in the Experimental and Control Group

Source	Type III Sum of Square	Df	Mean Squared	F	Sig.	Partial Eta Square
Corrected Model	489.303[a]	2	244.653	68.751	.001	.404
Intercept	1632.425	1	1632.425	458.737	.001	.743
Pre-supporting details	297.745	1	297.745	63.671	.001	.345
Error	565.805	159	3.559			
Total	17496.000	162				
Corrected Total	1055.111	161				

a. R Squared = 464 (Adjusted R squared = .457

ANCOVA was conducted to determine if a significant difference exist in the post-test achievement mean scores of students in the experimental and control group. Table 8 shows that (1,159) = 53.050 p > 0.05 partial n^2 n^2 = .250. Since the p-value of .001 is less than the significant level of 0.05, with an effect size of .250, we reject the null hypothesis and conclude that there is a significant difference in the achievement mean scores of students in supporting details between the experimental and control group. The results further reveal an adjusted R-squared value of .457 which means that 45.7 % of the variation in the dependent variable which is achievement in supporting details is explained by the variation in the treatment which is guided discovery learning, while the remaining 54.3% is due to other factors not included in this study. This implies that guided discovery learning significantly affects students' achievement in supporting details more than lecture method.

Discussion of Findings

The study investigated the effect of Guided Discovery Learning (GDL) on Senior Secondary II students' achievement in suggesting appropriate titles, identifying main ideas and identifying supporting details in summarisation.

Suggestion of Appropriate Titles

The findings revealed that students taught using Guided Discovery Learning obtained a higher post-test mean score in suggesting appropriate titles for passages (M = 12.00) than those taught using the lecture method (M = 10.16). The experimental group recorded a mean gain of 5.63, compared with 4.01 for the control group. The finding is consistent with Bamiro (2015), who reported that guided discovery strategies significantly improved students' achievement in Chemistry. Similarly, Akpan et al. (2020) found that Guided Discovery Learning positively influenced students' academic achievement in English Studies. Although

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these studies did not specifically examine title selection in summary writing, their findings support the potential of guided discovery to improve learning through active participation and structured questioning. In my view, the statistically significant treatment effect, F(1, 159) = 24.357, p = .001, and partial eta-squared value of .133 indicate that Guided Discovery Learning contributed to the experimental group's superior performance. This improvement may be attributed to students' active engagement in examining passages, identifying central messages and distinguishing essential ideas from supporting details. The finding highlights the potential of Guided Discovery Learning to develop students' ability to formulate concise and appropriate titles that capture the overall meaning of passages.

Identification of Main Ideas

The findings also showed that Guided Discovery Learning was associated with improved achievement in identifying the main ideas of passages. Students in the experimental group obtained a post-test mean score of 12.80, compared with 10.93 for students in the control group. The experimental group recorded a mean gain of 4.90, while the control group recorded 3.32. The finding that students exposed to Guided Discovery Learning achieved higher post-test scores in identifying the main ideas of passages is consistent with Bamiro (2015), who reported that guided discovery strategies significantly improved students' achievement in Chemistry compared with conventional teaching. Similarly, Akpan et al. (2020) reported positive effects of Guided Discovery Learning on students' academic achievement in English Studies. These findings support the view that active learner participation and structured guidance can facilitate understanding of subject content. In my view, the statistically significant treatment effect, F(1, 159) = 128.303, p = .001, and the partial eta-squared value of .447 indicate a substantial advantage for the experimental group. This suggests that guided questioning and active exploration may help students distinguish central ideas from less important information, thereby strengthening their summarisation skills. Nevertheless, because the cited studies did not specifically investigate main-idea identification in summary writing, the present study extends the evidence to this particular skill.

Identification of Supporting Details

The findings further revealed that students exposed to Guided Discovery Learning achieved higher post-test scores in identifying supporting details than those taught using the lecture method. The experimental group obtained a post-test mean score of 11.17, compared with 9.00 for the control group. Similarly, the experimental group recorded a mean gain of 5.97, while the control group recorded 3.83. The ANCOVA results reported a statistically significant difference between the groups (p = .001), suggesting that the observed difference was unlikely to be attributable to sampling variation alone under the statistical model. The finding that students exposed to Guided Discovery Learning achieved higher post-test scores in identifying supporting details than those taught using the lecture method is consistent with Akpan, Igwe, and Kanno (2020), who reported that Guided Discovery Learning positively influenced students' academic achievement in English Studies in South-South Nigeria. Similarly, Bamiro (2015) found that students taught using guided discovery achieved significantly higher post-test scores in Chemistry than those taught using the lecture method. These findings support the view that guided

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discovery promotes active participation and enables learners to develop a better understanding of learning content. In my view, the higher mean gain of 5.97 recorded by the experimental group, compared with 3.83 for the control group, suggests that guided discovery may help students distinguish supporting details from less relevant information in a passage. However, since the previous studies did not specifically examine supporting details in summary writing, the present study extends the existing evidence to this particular aspect of English Language learning.

Overall, the findings demonstrate a consistent advantage for the Guided Discovery Learning group across the three components investigated. Students exposed to the approach recorded higher post-test mean scores and greater mean gains than those taught using the lecture method. The statistically significant treatment effect reported for suggesting appropriate titles and identifying main ideas further supports the potential value of Guided Discovery Learning. However, the treatment effect for supporting details should be verified against the original ANCOVA output because the uploaded table does not display a separate treatment row. Taken together, the results suggest that learner-centred instruction may provide useful opportunities for developing students' summarisation skills.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. English Language teachers should adopt Guided Discovery Learning as an instructional strategy for teaching summarisation, particularly in suggesting suitable titles, identifying main ideas, and identifying supporting details, as the strategy significantly improves students' achievement compared with the lecture method.
2. Secondary school English Language teachers should be adequately trained in the principles and procedures of Guided Discovery Learning through workshops, seminars, and in-service training programmes to enable them to implement the strategy effectively in the classroom.
3. School authorities should provide adequate instructional materials and learning resources that support Guided Discovery Learning activities in English Language classrooms, particularly materials that expose students to different summary passages and encourage them to discover titles, main ideas, and supporting details.
4. The Ministry of Education and relevant educational agencies should incorporate Guided Discovery Learning into English Language teaching programmes and professional development activities, particularly for teachers responsible for teaching summarisation at the senior secondary school level.
5. English Language teachers should provide students with regular opportunities for guided practice in summarisation, using carefully selected passages, appropriate questioning, cues, feedback, and other forms of scaffolding to help students develop independent skills in identifying suitable titles, main ideas, and supporting details.
6. Teacher-training institutions should emphasise Guided Discovery Learning in the preparation of prospective English Language teachers, particularly in methodology courses, so that newly trained teachers can effectively employ learner-centred approaches to improve students' achievement in summarisation.

Conclusion

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Guided discovery learning and its impact is evident from the analysis of results. The study therefore concludes that Guided Discovery Learning is an effective learner-centred instructional strategy for enhancing students' achievement in summarisation. Its use provides students with opportunities to actively engage with summary passages, discover relevant information, and develop essential summarisation skills through guided questioning, cues, feedback, and practice. Consequently, greater attention should be given to the adoption of Guided Discovery Learning in the teaching of summarisation at the senior secondary school level.

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