

CHAPTER I

INTRODUCTION

This chapter outlines the research background, identification of the problem, research scope, research problem, research purpose, and research significance.

1.1 Research Background

Students can have various problems and difficulties in learning English. They make numerous errors in the learning process, such as pronunciation, grammar, orthography, and the use of vocabulary (Klimova, 2012). Many students learn English as ESL or EFL. However, only a few students are successful in learning English as their ESL or EFL. One obstacle in the way of ESL students' success is writing (Cole & Feng, 2015). Writing is essential nowadays as one of four basic English skills because it is extensively in higher education and the workplace (Klimova, 2012). It provides a permanent record of information, thoughts, advice, explanation, theories, etc. Effective writing can bring many benefits, especially for ESL/EFL students. According to Huy (2015) Writing is a good way for students to advance their skills to use vocabulary, grammar, and as an essential tool to support other skills. However, ESL/EFL students lose interest in writing.

Although writing is an essential skill, it doesn't interest many students (Huy, 2015). The common problem that causes the students to have less interest in writing are vocabulary, grammar, spelling, punctuation, and organization.

Students also encounter several fundamental errors in written works on vocabulary, pronunciation, grammar, punctuation, organization, and some mistakes like orthographic, syntactic, and lexical errors and also in expressing their thoughts (Barrass, 2005; Ho, 2015; Huy, 2015; Cole & Feng, 2015). According to Elias, Akmaliah, and Mahyuddin, 2005 in (Cole & Feng, 2015) writing anxiety and frustration can lead to undue emphasis on spelling and grammar errors rather than content. Those all effectively affect students' interest in writing. They coupled with a lack of teacher's experience in writing and lack of time to study in the classroom. Lack of time in teaching writing skills at the school is not enough to improve their ability.

Writing seems a huge challenge facing most students, particularly for ESL/EFL students. Writing in EFL is a frustrating and hard activity for students (Tovar & Council, 2016). Particularly in a writing activity, language seems to be the most challenging problem for the ESL/EFL students due to their vocabulary limitation or limited language proficiency. According to Ahmad (2020) due to the inadequacy of syntactic and lexical skills, EFL students cannot build and do productive written work. Students commonly make errors in many ways, caused by several factors. Mother Tongue Interference is one example of students' failure. It causes the learners' native language, which makes an error while transferring the source language into the target language (Langan, 2011). Another mistake in writing by students stems from tenses, prepositions, and subject-verb agreement (Riddell, 2015). Those factors are commonly seen in EFL students nowadays.

In 21st century education, creating a meaningful learning environment is a must. Since the learners are "plugged-in" with technology, learning in a

meaningful environment will attract students' attention (Borch, 2019). Therefore, meaningful learning implies longer retention than memorizing occurs when humans relate a new concept to a pre-existing familiar concept (Vallori, 2014). Since the students quickly lost their attention during the learning process, implementing instructional media will be one solution to the problem. According to Smaldino & Lowther (2017), one of the many roles of instructional media is to attract the students' attention and to deliver information. Moreover, instructional media can make the class situation more alive, enhance, and promote learning and can replace the teacher. One of many instructional media that can be used in education writing in the EFL context is an infographic (Smiciklas, 2012). Infographic is an option as an instructional media for students to learn with.

Infographic packs various information in simple form and attractive. Infographic deals with text as the primary source and graphic as the visualization (Yıldırım, 2016). As nowadays, students in the digital age era need to learn in the digital age environment, which requires a visual representation of data to attract their attention (Safdar, Hussain, Shah, & Rifat, 2012). Students may have the opportunity to avoid their common mistakes in writing with infographics as the visual representation. The visual representation may convey a complex message in a single snapshot instead of using many informative pages to send the message (Smaldino, Russell, Heinich, & Molenda, 2004). The use of infographics for educational purposes can be expressed by describing the events process, connection creation between concepts, and rendering abstract concepts (Peterson, Sales, Rees, & Fivush, 2007). Infographic as visual instructional media guides the students to clarify abstract information, which

challenging to communicate verbally and catch a clear idea of certain information during the learning process (Smaldino & Lowther, 2017). Comparing the visual and verbal communication means that visual communication is more efficient than verbal because the human mind can interpret visual representation (Damyanov & Tsankov, 2018). Infographic gives a positive outcome for the students in their writing process and proven beneficial for the learners.

Several studies were carried out to analyze the use of infographics in the educational learning process. A research conducted by Çifçi (2016) which investigate the effect of infographic in Geography lesson. The result shows that infographic is effectively increased students' academic achievement and their attitude level during the learning process. Another research was conducted by Yıldırım (2016), which implement infographics on educational purposes. The result shows that the participant of the study prefers to use infographics in the basic learning process. Maamujav, Krishnan & Collins (2019) also researched implementing infographics as a strategy for scaffolding writing development of L2 writing classes. The result shows that infographic allows the students to occupy more in-depth thinking skill in the early stage of writing.

Infographic was found to be successful in teaching writing as a tool in which some researchers have proved it. In this analysis, therefore, the researcher would like to check in various contexts the theory of infographics in higher education. This research selects the department of English Language Education, as this department has curriculum writing courses. The novelty of this research is investigating the implementation of infographics as instructional media on students' writing competence in higher education. In this study, the researcher

checked the infographic theory to be applied at the college level, particularly in the teaching of writing, and the title of this research is "The Effect of Infographic as Instructional Media towards Students' Writing Competence".

1.2 Identification of Problem

Several researchers researched writing and infographics. One of them is a study conducted by Huy (2015) in his research entitled "Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School". The investigation revealed that most students are unaware of the value of writing skills, and the number of learners who excel in writing is too low. Besides, there are many errors in the written work of the students. On the other hand, the research about infographics has been done by Çifçi (2016) in his study entitled "Effect of Infographics on Students Achievement and Attitude Towards Geography Lessons". This research revealed that infographics are raising students' academic achievement and attitude rates. The outcome also provides teachers with guidance as they provide alternate and specific teaching materials in geography subjects.

Furthermore, the research entitled "The Utility of Infographics in L2 Writing Classes: A Practical Strategy to Scaffolding Writing Development" that had been done by Maamuujav, Krishnan & Collins (2019) revealed that infographic helps the student to think more deeply and prepare early in their writing. Infographics also allow the teacher to provided tailored assistance, feedback, and scaffolding during the initial phase of drafting. Based on those considerations, the researcher defined research identification as follows. There

is still a lack of interest from students in learning writing, and they tend to make mistakes in written work. The use of infographics while the learning process of paper might be to overcome students' problem in creating a written work.

1.3 Research Scope

This research is restricted to examine the effect of infographics as an instructional media on students' writing competence applied in Essay Writing Class of English Language Education students. Moreover, this research aims to ascertain whether there is a gap of significance between the students who learn with infographics as instructional media and students who learn conventionally.

1.4 Research Problem

The research problem is proposed in the following way:

1. Is there any significant difference in students' writing competence in English Language Education who learn with infographics as an instructional media and the student who learn conventionally?

1.5 Research Purpose

The purpose aims to examine whether or not there is a substantial gap in students' writing competence who learn with infographics and the students who learn conventionally in ELE of Ganesha University of Education, Singaraja, Bali.

1.6 Research Significance

The research findings are expected to make a positive contribution to:

1. Theoretical Significance

The outcome of this study should be applied to the current literature on the use of infographics as an instructional media in writing class.

2. Practical Significance

a. The English Teacher

The result of this study is supposed to be teacher concern to provide infographics as media while teaching writing so that student can improve their writing skill.

b. The Students

The outcome of this study is hopefully advantageous for students who learn writing. They will face difficulties in developing ideas while creating a written work or need another way to improve their writing competence.

