

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

In In the Industrial Revolution 4.0, 4Cs's concept is essential. The idea of 4Cs is communication, critical thinking, collaboration, and creativity. Those concepts are useful to develop people's quality in achieving their success in college, job, and citizenship (Saxena, 2015). In every school or college in this world, all of the students need to master that skill. One of the essential skills is communication skill. According to Lunenburg (2010), communication is a process of transferring information from one person to another person. It can be meaningful information from two or more people (Velentzas and Broni, 2014). To make a successful communication, people need to use language as the media to deliver information (Velentzas and Broni, 2014).

Nowadays, English becomes a vital language that people used in Asia (Honna, 2005). English has been used in teaching language in education and also as the social status in society (Mappiase & Sihes, 2014). English is one of the major in the education field and has been put in the curriculum. In learning English subject, four skills need to be mastered, namely reading, listening, writing, and speaking. Speaking is a skill where the students need to master it nowadays. Burns (2019) stated that speaking is an essential skill in the learning process, where it is used for the

communicative medium and plays a vital part in learning outcomes. In the process of learning, speaking skill is essential for students in their daily activity in the learning process. Speaking as one crucial skill that students need to master in learning English besides reading, listening, and writing.

Speaking skill has long been a hot topic. Mastering speaking in public or daily life is the goal of speaking that enables the speakers to develop their knowledge, skills, and experience where it is used speaking to deliver those things. In recent years, the ability to speak becomes a matter of EFL students. Mede and Karairmark (2017) stated that most of the EFL students are afraid to talk because of their feelings and their experiences that affect their self-confidence to speak. On the other hand, Liu and Jackson (2008) stated that students are not good at speaking skill because they are lack vocabulary and memory disassociation. Those two things will make the students afraid to speak. Moreover, Öztürk and Gurbuz (2012) stated that low speaking skills could be caused because some students worried about their pronunciation, the immediate questions that the teacher throws to students, and fears to make a mistake. Those things will make the students afraid to speak with their target language.

Low speaking skill happened because most EFL teachers give negative reinforcement to the students, and the students were afraid to speak with English. Based on an observation conducted in English Language Education, most of the

second semester afraid to start a conversation with English because they are thinking about grammar, vocabulary, and pronunciation.

Speaking skill is also an important aspect to be learned by English Language Education's students. That is why there are three levels of courses which are called speaking for social interaction, speaking for formal communication, and speaking for academic purposes. Speaking is vital for ELE's students because they are expected to be an English teacher. Being a good English teacher, students need to master speaking skill because later, they need to deliver the material by using the target language. Thus, speaking ability becoming an essential skill to be own by a prospective English teacher.

Dealing with teaching speaking innovatively, the researcher observed classes and found that some lecturer asked students to make a video or students only memorize the script without using media to support their presentation. However, there was a lecturer used an innovative media to support the teaching process that is an infographics where lecturer asked the students to make and use infographics to help their presentation in front of the class. Students did not feel nervous because when they forgot the information, they saw the infographics, and they will remember the information again. It was because infographics is a simple point in well planed as student's pointer while doing the speaking which should be made by the use of ICT. According to Guevara & Moore (2013), an infographics was created by using software such as Microsoft Publisher, Adobe Illustrator, Scribus, and InDesign. Guevara & Moore (2013) also mentioned that in making an infographics, there were

websites that can be used to create infographics such as Piktochart and Infogram. By using infographics, the teacher also use visual presentation in the teaching process in the classroom where it can be pictures, graphs, maps, and diagrams. Siricharoen (2014) stated that infographics is a graphic visual presentation where it includes data and knowledge quickly and simply. In an infographics, it will use some visual elements such as pictures, graphs, maps, and diagrams to make the information delivery in a proper arrangement of the idea (Shafipoor et al., 2016). Therefore by using an infographics, students will not only learn to speak but also implement ICT to help them in speaking.

In the relation of the infographics, there are some previous studies about it. The previous study of infographics used to discuss grammar, linguistics, idioms and slang vocabulary, and as a tool in teaching and learning process. Rezaei and Sayadin (2015) conducted a study about infographics for grammar learning for EFL learners. Shafipoor et al. (2018) also conducted a study of the infographics as a tool for increasing the teaching and learning process. The other researcher, Dahmash et al. (2018), conducted a study about the infographics on linguistics. These show that there is a lack of research about infographics for speaking.

Based on the explanation above, the researcher is willing to research ELE about how a lecturer implements infographics in speaking class especially in the speaking for social interaction course and also investigate the response from the students toward the use of infographics as the media in the speaking course.

## 1.2 Problem Identification

Speaking skill is an essential skill needed by everyone. Nowadays, speaking ability is beneficial because it can develop knowledge, skills, and experience where it is using speaking for delivering those things. For students, speaking skill can make them able to provide the information by using their target language. To master the speaking ability, they can use the infographics as the media. In this case, the research about infographics has been done by some researchers. Yet, there is a lack of researchers using the infographics as the media of speaking so do in English Language Education; the lecturer only uses the infographics for writing comprehension instead. Therefore, the researcher wanted to observe the implementation of infographics in teaching speaking especially in teaching speaking for social interaction course and see how the student responses toward the use of infographics as the media of speaking skill.

## 1.3 Research Scope and Limitation

This study was limited to the infographics as the media where the researcher focused on analyze the implementation of infographics, which was conducted in the speaking class (speaking for social interaction course) at English Language Education. Besides, the researcher also analyze the student's responses in experiencing infographics as media in the Speaking class. The student's responses were collected from students' reflective journals.

## 1.4 Research Questions

Based on the background of the study, the research questions of this study are formulated as follows.

1. How is the implementation of infographics in Speaking for Social Interaction course of English Language Education students?
2. How are students' responses toward the implementation of infographics for Speaking for Social Interaction course?

## 1.5 Research Objectives

### 1.5.1 General Objective

The general objective of this current research was to observe and analyze the implementation of infographics in speaking for social interaction course of English Language Education students and investigate responses of ELE's students toward the implementation of infographics in this course.

### 1.5.2 Specific Objective

The specific objectives of this current research are as follows:

- (1) To know the procedure of implementing infographics in speaking for social interaction course of English Language Education department
- (2) To know types of infographics that were used by the lecturer in teaching speaking
- (3) To know students' response toward the implementation of infographics in speaking for social interaction course of English Language Education department

## 1.6 Research Significance

It is expected that the results of this study can give significances theoretically and practically:

### 1.6.1 Theoretical

Theoretical is expected to make a positive contribution to the further investigation of English learning and teaching in EFL.

1. The result can be used for further reference toward the implementation of infographics as the media.
2. Result of this research contributes to the investigation of English learning and teaching in Indonesia.
3. The result of this research can be used to develop teaching speaking toward the implementation of infographics.

### 1.6.2 Practical

Practical is expected to give a reasonable contribution and inspire the teacher as well as the other researchers in English department colleagues.

#### 1. For English Teacher

Hopefully, this study can give an idea for the English teacher to teach speaking by implementing infographics as the media

#### 2. For Students

By conducting this study, the students can learn the speaking skill in a fun and more natural way by using infographics as the media to support their learning process

### 3. For Other Researchers

The result of this study is expected to be beneficial as a useful reference for other researchers who are interested in conducting similar research or implement infographics. Through this study, the other researcher can explore the implementation of infographics as the media in speaking class

#### 1.7 Key Terms Definition

##### 1.7.1 Theoretical Definition

###### 1.7.1.1 Implementation

According to Cambridge Dictionary, implementation defined as the act to start using the plan or system and the act to put the plan into action or start to use something.

###### 1.7.1.2 Infographics

According to Shafipoor et al. (2016), the infographics is visual presentations of information, data, or knowledge where it is presented with a visual method, and it can be a form of images, maps, diagrams, and graphs. Molen and Spivey (2017) stated that infographics is a visual representation of data or information in an efficient way



### **1.7.1.3 Response**

According to Bennet (1975), response is reply or reaction; something said or done in answer. Paulina (2002) also mentioned that response is behavioural act and response that comes as a result of the entry of stimulus into the same thought.

## **1.7.2 Practical Definition**

### **1.7.2.1 Implementation**

The act to use the plan or system and the act to put the plan into action or to use something is the definition of implementation. This research analyze the action of a lecturer in using infographics to teach speaking for social interaction course.

### **1.7.2.2 Infographics**

Infographics is visual presentations of information, data, or knowledge where it is presented with a visual method. In this study, infographics is a visual media which was used by the lecturer to teach speaking and also by the students as a guidance to perform speaking.

### **1.7.2.3 Response**

This research investigate students' reaction toward the implementation of infographics in speaking for social interaction course. In this study, the students in 2C Class was taught by a lecturer differently. The lecturer only teach this class by using infographics .