

# THE EFFECT OF INFOGRAPHIC ON ENGLISH LANGUAGE EDUCATION STUDENTS' SPEAKING COMPETENCE

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## ABSTRACT

This research aimed at investigating the effect of infographic towards university students' speaking competence. The research design was a quasi-experiment with a post-test-only control group design. The research population included the 2<sup>nd</sup> semester students of English Language Education of UNDIKSHA Indonesia in academic year 2019/2020. This research involved 2 classes (C class and E class) which were selected by the ELE department as the samples. Normality and homogeneity tests were conducted before treatment in order to make sure both groups were homogenous and distributed normally and the result showed these groups were homogenous and distributed normally. Through lottery, the samples were divided into experimental group which was taught by using infographic and control group which was taught by using conventional strategy. The data were collected through post-test in a form of speaking performance. The data were analyzed using descriptive and inferential statistics analysis. The result of data analysis showed that the students in experimental group performed better than the students in control group. It was also supported by the descriptive statistics result which showed the mean score of experimental group ( $\bar{X}= 82.89$ ) was higher than the control group ( $\bar{X}= 75.03$ ). The result of the T-test showed that the value of the  $t_{obs}$  was 5.422 meanwhile the value of  $t_{cv}$  was 1.674 which means  $t_{obs}$  was higher than  $t_{cv}$ . Moreover, the significant value of the data was 0.001 or less than 0.05. The result of effect size was 1.45 that belongs to the large effect category. Based on the findings, it was concluded that there was a significant effect of using infographic as a media on students' speaking competence.

**Keywords:** *Infographic, Speaking competence, Instructional media*

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Penelitian ini bertujuan untuk menyelidiki pengaruh media infografik terhadap kompetensi berbicara siswa di tingkat perguruan tinggi. Desain penelitian ini adalah penelitian kuasi-eksperimen dengan desain *post-test only control group desain* untuk mengumpulkan hasil data. Populasi penelitian ini adalah mahasiswa semester 2 di program studi Pendidikan Bahasa Inggris UNDIKSHA Indonesia tahun akademik 2019/2020. Penelitian ini melibatkan 2 kelas (kelas C dan E) yang sebelumnya sudah dipilih oleh program studi ELE sebagai sampel penelitian. Uji normalitas dan homogenitas dilakukan sebelum perlakuan untuk memastikan kedua kelompok homogen dan terdistribusi secara normal dan hasilnya menunjukkan kelompok-kelompok ini homogen dan terdistribusi secara normal. Dengan melakukan lotere, sampel dibagi menjadi kelompok eksperimen yang diajarkan dengan menggunakan infografis dan kelompok kontrol yang diajarkan dengan menggunakan strategi konvensional. Data dikumpulkan melalui *post-test* dalam bentuk tes berbicara. Data dianalisis menggunakan analisis statistik deskriptif dan inferensial. Hasil analisis data menunjukkan bahwa siswa dalam kelompok eksperimen berkinerja lebih baik daripada siswa dalam kelompok kontrol. Hal ini didukung oleh hasil statistik deskriptif yang menunjukkan skor rata-rata kelompok eksperimen ( $\bar{X} = 82,89$ ) lebih tinggi daripada kelompok kontrol ( $\bar{X} = 75,03$ ). Hasil uji-T menunjukkan bahwa nilai  $t_{ob}$  adalah 5,422 sedangkan nilai  $t_{cv}$  adalah 1,674 yang berarti  $t_{ob}$  lebih tinggi dari  $t_{cv}$ . Selain itu, nilai signifikan dari data adalah 0,001 atau kurang dari 0,05. Hasil uji pengaruh adalah 1,45 yang termasuk dalam kategori berpengaruh besar. Berdasarkan hasil temuan, dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan infografis sebagai media pada kompetensi berbicara siswa.

**Kata kunci:** Infografik, kompetensi berbicara, media instruksional.