

CHAPTER I

INTRODUCTION

This chapter consists of research background, problem identification, research scope, research question, research purpose, and research significance.

1.1 Research Background

Nowadays, English has become the most taught language in the world also used for global communication. That makes almost every school in Indonesia, provide English as one of subjects. English teachers should provide material that is aligned with the curriculum and use suitable methods in teaching and learning process, in order to make the students master the four language skills (Tekir and Akar, 2019). According to Astuti et al (2019), in 21st century, the learning system applied 4C which are one of popular learning strategies in today's environment. The 4C are critical thinking, creativity, collaboration, and communication. According to Astuti et al (2019), communication means sharing ideas through verbal and non-verbal media. Communication is the practice for students to convey their ideas or thought where speaking skill is needed. So, as one of 21st century skills, communication is really important for nowadays era, especially for second language learner students.

As an effective communicator, students are expected to practice or speak more in English. It is also supported by Trilling & Fadel (2009), who mentioned that the students should be able to communicate their thoughts or ideas by using verbal or nonverbal communication, listen to knowledge, values, attitudes and intentions in order to decipher its meaning, communicate based on purposes [example; to instruct, persuade, give information], communicate effectively in environment with its diversity. As a part of productive skills, speaking is as important as writing (Harmer, 2007). According to Usman, Ayouni, Samad, and Fitriani (2018), speaking is important to be mastered as a tool to communicate in learning language. Therefore, speaking is needed to be mastered by the students especially EFL students.

Unfortunately, practicing speaking skill is still difficult for most of EFL students in daily conversation. According to Shen and Chiu (2019), most Asian students are not able to speak English due to English is not their first language, although the curriculum provided English course for speaking practice. Besides, even though the students have been studying English for ten years in formal junior high school, senior high school and university, they are not able to speak English fluently (Mustafa, 2001). There are several issues by the students when it comes to speak, such as prohibition, have nothing to say, low participation and the use of mother tongue (Ur, 2009). Other possible reason is that speaking requires complex skills, not merely conveying ideas (Abrar, 2018). In fact, the students only memorized their script then present it in front of the class. If they forget their script, then they will stop because they have no guideline to help them in doing the presentation. Based on obstacles mentioned above, the EFL students are still

struggling in expressing their idea through speaking and this is one of problems that can be found in learning English where EFL students think that speaking is really hard.

In 21st learning era, modern learning should be able to make an innovation in the learning process. Information and Communication Technology (ICT) will make a learning process become more interesting as nowadays students are considerate as digital natives. According to Avci and Askar (2016), the changes of ICT gave innovations in sharing information which very useful for teaching and learning process in education. The teacher should utilize the use of ICT in order to make their class more attractive for students. Through ICT, the teacher can create any kind of media based on students' needs. Since learning a second language is quite hard for several students, simplifying and visualizing the material in an interesting way can catch students' attention.

Some students believe that book is old fashioned because it is very limited in giving the informations and sometimes the contents are not relevant enough with present time. Yanar and Tutunis (2016) stated that the role of the language and media are needed to be focused on and analyzed in a good perspective in terms learning. Besides, the students will prefer interesting media rather than books. This is a new challenge for teacher, especially in teaching EFL students to find and to use media that will attract students' willingness in learning. Therefore, there is an urgent need to construct a good relation between language and media.

In this information era, the students should acquire visual literacy to comprehend the visual material presented in English (Matrix, Hodson & Hodson,

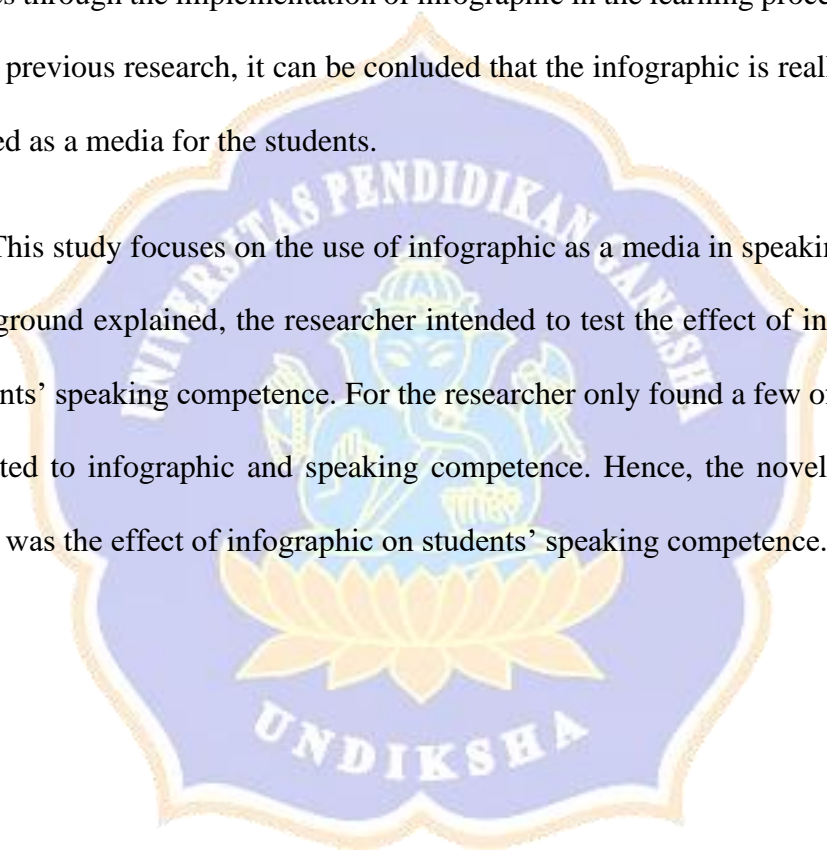
2014). Burmark (2002) defined visual literacy as someone's ability in understanding information or figure for a more effective communication. Visual literacy means the ability of interpreting information from an image. Visual literacy can be used to summarize a whole information into a short and interesting way. Therefore, introducing visual learning aids to the students might be an effective option as learning media.

As one of the example of visual literacy media, infographic has been used in education. According to Smiciklas (2012), an infographic or information graphic is a type of picture that elaborates data with design which can help individuals and organizations concisely communicate messages to their audience. Also, it can be said that an infographic is a composition of concise explanatory text and visual representations that are blended to convey a story-like message that is attractive and easy to understand (Alrwele, 2017). Along with the explanation above, infographic is a part of visual literacy media that can be an alternative for students to encourage their literacy interest.

Recently, the use of infographics has become increasingly popular in several fields such as health, marketing, blogs, personal websites, social media, and education. As one of learning media, infographic is believed as a good media for millennials. Mohd Noh et al (2014) stated that the higher learning institutions should implement infographic in the learning process. Infographic is considered to be an effective communication tool for doing an interaction (Smiciklas, 2012). Some believe that it is easier to remember the information learned from infographics compared to conventional plain text materials.

Infographic has been used by high school and institution students in learning process. In high school scope, Ridaillah (2018) conducted an experiment about testing out how the infographic affect students' skill in summary writing. The result showed that the students taught using infographic have higher score rather than students taught without infographic. Based on the college students, Bicen and Behesti (2017) mentioned that their research showed the students gave positive responses through the implementation of infographic in the learning process. Based on these previous research, it can be concluded that the infographic is really helpful to be used as a media for the students.

This study focuses on the use of infographic as a media in speaking. Based on background explained, the researcher intended to test the effect of infographic on students' speaking competence. For the researcher only found a few of research that related to infographic and speaking competence. Hence, the novelty of this research was the effect of infographic on students' speaking competence.



1.2 Problem Identification

According to the background of study, the problems of the current research can be formulated as follows:

As a productive skill, speaking is one of the important skills that need to be mastered by students, especially in 21st century where communication is needed. Yet, most students are not confident enough on expressing their ideas, especially in speaking class. Many of them believe that their pronunciation are not fluent enough, so it makes them not confident in speaking activity. Moreover, the students usually memorize the script or their dialog, so whenever they forget their script, they will stare at the ceiling blankly.

Regarding these problems, recently infographic is believed as a media that can help students in presenting informations or ideas. According to Bowen (1982:1), visual aids are a great help in stimulating the learning of a foreign language. Using visual aids is considered to be an effective tool to motivate language learners, especially learning a foreign language where it is a complex process. Smiciklas (2012) mentioned there are some of learning benefits associated with infographics include the following:

1. Improved comprehension of information, ideas, and concepts
2. Enhanced ability to think critically and develop and organize ideas
3. Improved retention and recall of information

Based on those benefits, the researcher's intention is to test out how infographic will affect students' speaking competence. The speaking competence itself has 5 components (Hughes, 1996); namely; fluency, pronunciation, grammar, vocabulary

and self-confidence. Since an infographic can improve student's retention and make student easier to recall informations, this media can be implemented in speaking class because a good retention is needed in delivering the ideas. Therefore, students' difficulty in speaking can be helped by using an infographic as a media.

1.3 Research Scope

The researcher limits the problem only focusing on the use of infographic on 2nd semester students' speaking competence. This study will be done in English Language Education department (ELE) in Speaking for Social Interaction course in Ganesha University of Education.

1.4 Research Question

Derived from the background of the study explained above, the research question of this study is:

1. Is there any significant effect between students who are taught by using infographic and the students taught without using infographic?

1.5 Research Purpose

Based on the research question above, the objective of this current study is to investigate whether or not infographic affect English Language Education students' speaking competence.

1.6 Research Significance

The result of the study is expected to be theoretically and practically significant.

1. Theoretical Significance

The result of this research is expected to be able to give a contribution to the development of the education and giving additional information about the effect of infographic, especially in speaking competence context.

2. Practically Significance

This research can be used as consideration as one of the technique to solve the problem of teaching speaking at English Language Education and can be used as an alternative to develop students` speaking skill. Besides, the result if this research can be useful for:

a. The Lecturer

Through this research, the lecturer can use this media as the consideration to be implemented in the class to improve students` ability in speaking.

b. The Students

The implementation of infographic in this research will give the chance for students to gain information through their ideas, memorizing, and imagination directly and actively.

c. The Institution

The result of this research can be used as consideration for the institution to implement infographic for 2nd semester students. It developed students' speaking skill and they will be more creative in using their own words while giving information or communicate with others.

d. The other researchers

The result of this current research is expected to be a reference in improving students' speaking competence

