

**THE IMPACT OF INFOGRAPHICS TOWARDS EFL LEARNERS'
READING COMPREHENSION IN AN ONLINE JIGSAW-BASED
READING INSTRUCTION AT SMA NEGERI 1 SINGARAJA**

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ABSTRACT

This study aimed to investigate the impact of infographics towards Indonesian EFL senior high school students' reading comprehension in an online Jigsaw-based reading instruction setting. The research was a quasi-experimental study with a post-test only control group design. The sample was 64 tenth graders of SMA Negeri 1 Singaraja from two equal classes of intact groups that were randomly assigned into the experimental group and the control group. The data collection employed a reading comprehension post-test and were analyzed through descriptive and inferential statistics aided with IBM SPSS Statistics 23. The research results show that (1) the experimental group's mean was 88.37 (out of 100) which was higher than the control groups' mean that was 83.78 (out of 100); (2) there was a significant difference between the mean of the experimental group and that of the control group Sig. (two-tailed) was 0.01, which was < 0.05 and; (3) the value of Cohens' d of the effect size was 0.06. Therefore, it could be concluded that infographics had a positive and significant impact towards Indonesian EFL's reading comprehension in an online Jigsaw-based reading instruction. The research results give some implications on EFL teachers, English Language Education Program and materials' developers of online reading lesson.

Key words: infographics, EFL learners, Jigsaw, reading comprehension, online.

**PENGARUH INFOGRAFIS TERHADAP KEMAMPUAN PEMAHAMAN
MEMBACA PADA SISWA EFL DALAM PEMBELAJARAN JIGSAW
ONLINE BERBASIS INSTRUKSI MEMBACA DI SMA NEGERI 1
SINGARAJA**

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ABSTRAK

Penelitian ini bertujuan untuk meneliti dampak infografis terhadap pemahaman membaca siswa EFL Indonesia dalam pembelajaran Jigsaw *online* berbasis instruksi membaca. Penelitian ini adalah quasi-eksperimental dengan desain *post-test only control group*. Sampel penelitian ini terdiri dari 64 siswa yang berasal dari dua kelas yang berkemampuan sama dan dipilih dengan teknik *random assignment*. Data penelitian dianalisis melalui deskriptif dan inferensial statistik berbantuan IBM SPSS Statistics 23. Hasil penelitian menunjukkan bahwa (1) nilai rata-rata kelompok eksperimen senilai 88,37 (dari nilai 100) yang artinya lebih tinggi daripada kelompok control yaitu senilai 83,78 (dari nilai 100) dan; (2) terdapat perbedaan signifikan antara nilai rata-rata kelompok eksperimental dengan kelompok control dengan Sig. (two-tailed) yaitu $0.01 < 0.05$. Maka, dapat disimpulkan bahwa infografis memberikan dampak positif dan signifikan terhadap kemampuan membaca siswa EFL Indonesia dalam sebuah pembelajaran Jigsaw *online* berbasis instruksi membaca. Hasil penelitian ini memberikan sejumlah implikasi terhadap guru EFL, Program Pendidikan Guru Bahasa dan pengembangan-pengembang materi tentang membaca online.

Kata Kunci: Infografis, siswa EFL, Jigsaw, pemahaman membaca, online.