

CHAPTER I

INTRODUCTION

1.1 Research Background

The technology in education has developed in this era. Because of that, the development of technology should be followed by the development of educational facilities. Finland, which is a country with a strong guarantee of education, has included media education in its curriculum since the beginning of (Ruokamo et al., 2016). This will have an impact on the quality of education of the country compared to other countries. Finland places a guarantee of media in learning as the basis of their education. Even Finland specifically provides training for teachers and students to practice technology-based teaching media. So far the teaching media in Finland as stated by Ruokamo et al. (2016) has been highly developed which has an impact on the progress of the education of Finland as the best education system in the world. In Indonesia, Mahardhika (2014) stated that the education system in teaching media was only emphasized when the 2013 curriculum was published. In other words, the education system in the 2013 curriculum was a system that was adapted from the era of globalization. Where this era of globalization is an era of rapid technological development. It is really different from Finland from what was stated by Ruokamo et al. (2016) where Indonesia still waits and follows the developments without preparing them in the first place. This causes the system of education in Indonesia is still lagging behind Finland. In Bali Suparsa et al. (2017) said that the preparation of teachers as professional educators must be well calculated. This will affect the development of material that will be delivered. The development of the material is based on the syllabus, lesson plan, and also the teaching strategy that has been designed.

The development of technology in education should be able to be adapted by teachers. Besides that, the use of technology in teaching should focus on the students' attraction in the learning process and also the effective use of technology (Noh et al., 2014). The important thing is that the use of media as a teaching facility is expected to provide positive changes to the learning process of students. Teaching media have a direct influence on students through the way they are delivered (Preeti, 2014). Through the media, people will directly use their senses to see and listen to information conveyed through teaching media. Especially in this era, Preeti (2014) stated that most of the media

used are various technology media. This technology-based media will be easier to implement and also effective for the learning process. This is due to the habits of people who follow technological developments.

The use of visual teaching media is one of the good media for the learning process of students. This media is more effective in conducting a communication or interaction compared to other conventional media because it can provide a good cognitive process. The effective of the implementation of visual media is able to make students easier to understand abstract and complex information. So, visual media is good for students who are not good at understanding new information with other media (Dunlap and Lowenthal, 2016). Yildirim (2016) stated that visual media is a tool that can convey the learning material well to students. Visual media tends to display something that can be seen directly by students so that the learning process becomes more efficient. This media is good used in education with picture elements which are able to share information with students. The teaching media which contain more interesting features is infographic as stated by Alqudah et al. (2018) where various elements such as pictures, charts, type designs, and others in infographics can be communicative tools that will make it easier for people, especially students to understand the information visually. A good combination of visualization in infographics can make it a special learning media because it can deliver the information directly in the learning process that involves teachers and students (Naparini and Binti Saad, 2017). So that, the use of infographic as a visual teaching media can make students easier to understand the information from material and it can increase students' motivation to make discussions in the learning process (Alqudah et al., 2019).

As Yildirim et al. (2016) stated, the presentation of information in infographic has a format that is ready to learn which can reduce the burden of students in learning so that makes students more satisfied in learning. As stated by Ozdamli and Ozdal (2018) infographic as a visual media can summarize a lot of information to people which are presented with an attractive display. This is the same as Alrwele (2017) stated where infographics have a big influence on the learning process because it can contain the content of the material which can enhance student achievement through increasing their intellectual, skills, and affective. Some features of infographic can help the teacher in preparing each component of the material to be included in the infographic (Ozdamli and Ozdal, 2018). For teachers this will help them to present material in an interesting and different form than usual. The teacher will also feel more confident if delivering learning

material through infographics which is summarized as simpler. In addition, the use of infographics as a teaching medium will further enhance the teaching process by the teacher (Noh et al., 2014). This is because the teacher has prepared all material performance in a structured form of infographics so that the material will be ready to be delivered to students in class.

Simakova and Ivandaeva (2019) in their research said that infographic is a media that are only able to visualize information. Besides that, infographic is a medium that presents information and also its aesthetics. This is because the features contained in infographics are very diverse and very helpful in organizing all kinds of information that will be conveyed through infographics. There are various designs, images, tables, graphics, and many more that are provided in various ways so that people can choose and adjust the form of presentation of the information. This causes people no longer need to design various kinds of patterns from the start and adjust them by themselves which can waste their time. With infographic Simakova and Ivandaeva (2019) stated that all designs and features have been provided, so that people only need to select and enter information that will be conveyed via infographic.

Whereas for the implementation of infographic as a teaching media, it was examined by Noh et al. (2014) who found that infographic was an effective teaching media. In their research Noh et al. (2014) used infographic as a teaching media. The results found in this study were some difficulties experienced by students due to unstructured instruction in learning. Besides that, compared to other visual media, infographics are simpler and not too long-winded in presenting the information. If other media need a lot of slides, but in infographic it is only presented in one slide and a shorter and simpler presentation. Especially with diverse features in infographic and more choices of designs can make students more motivated to learn.

Based on those research, infographic is a visual media that can convey information simply. Especially with the supporting features and designs that have been provided will make the presentation of information through infographics easier and more effective. This media is well implemented in the learning process as an innovative visual media. This media can help the learning system of teachers and students. Teachers will be easier to summarize and present material through infographics while students will easier to understand the material that is simply conveyed through infographics.

Compared to the use of other visual media, infographics have several advantages as visual teaching media. Some teachers mostly use PowerPoint as a visual teaching media (Hashemi et al., 2012). PowerPoint is mostly used as a presentation media which consists of several slides that collect various information in them which are presented through points only (Hashemi et al., 2012). Meanwhile, the infographic itself is a media that consists of only one page in general which is able to summarize a topic on one page so that it is making the material easier for students to understand only by looking at one page (Alqudah et al., 2019). Hashemi et al. (2012) stated that PowerPoint provides templates that can be used but these templates are not built-in from the PowerPoint program itself where users have to download them again to find the desired template. For infographics, Yildirim (2016) state that the templates are available from the application itself so that users only have to determine which template to use and adjust it to the topic. From this explanation, it can be said that infographics are able to summarize material presented in the form of contextual compared to PowerPoint which only conveys the points of a material and it is presented in various slides.

Various studies have been carried out related to infographics, but most of those studies have focused on the implementation and perceptions of its users and there is also no development research on the topic of English lessons. There is research related to the development of infographic media which was developed by Ozdamli and Ozdal (2018) with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Different to that research, this study was developed using only three stages, namely design, development, and evaluation because the developed infographics were focused as a media complement so that, teachers could be more creative in developing teaching media. As stated by Shabiralyani et al. (2015), English is a foreign language that has more attention in teaching students. So that the various supporting components in the development of materials and media must be well prepared. There are already several teaching media that package English lessons but only focus on one component (Noh et al., 2014). So that, it should be required more than one media in one topic. Through infographics, all materials that have been designed based on the lesson plan will be packaged in only one infographic display so that all information and material will be summarized there. Thus, the researcher intends to make research on developing English teaching media using infographics. Through this study, the researcher will provide teaching media in the form of infographics that can be used by teachers in delivering

material, especially for 9th grade junior high school. All materials in 9th grade developed in the form of infographics to complement the existing media. This is due to the Covid-19 pandemic, which requires the teaching and learning process to be done from home which is done online. This also has an impact on the way of teaching and also the teaching facilities used by teachers have also changed. Alchamdani et al (2020) stated that teachers are required to take advantage of existing technology that can be used online in teaching students. Preliminary observation was carried out at SMPN 4 Singaraja to observe the media and learning facilities there. Based on the observation, SMPN 4 Singaraja is a school with complete and good facilities for the students. In addition, the teachers are also able to use various technology-based teaching media. For visual media, teachers at SMPN 4 Singaraja usually use PowerPoint to teach. Therefore, this research took the setting of SMPN 4 Singaraja as the sample taken to be observed regarding the syllabus and media used in teaching which will be used as guidelines in developing infographics. Infographic media will be developed as a teaching media for 9th grade of junior high school students through Design and Development research based on what was stated by Richey and Klein (2005).

1.2 Research Questions

There are two research questions of this research, namely:

1. How to develop an infographic as English teaching media for 9th grade of junior high school students?
2. What is the infographic's quality developed as English teaching media for 9th grade of junior high school students?

1.3 Research Objectives

There are two objectives based on the general and specific objectives of this research, namely:

1. General Objective

In general, this study developed an infographic as English teaching media, and describing the quality of the infographic.

2. Specific Objective

There is a specific objective in this study, namely:

- a. Development of an infographic as English teaching media for 9th grade of junior high school students.
- b. Description of the quality of an infographic as English teaching media for 9th grade of junior high school students.

1.4 Research Significances

There are two significances of this research in the form of theoretically and practically.

1. Theoretical

Theoretically, the result of this study developed infographic as English teaching media and facilitate the teacher in using infographic as teaching media.

2. Practical

- a. Students: The results of this study used to improve students' motivation and achievement in learning English.
- b. The teachers: This study can be used as a medium for teachers in teaching English to motivate students.
- c. Other researchers: This study can be used to provide further insight about the development of infographics as teaching media and develop research on this issue.

1.5 Scope of the Study

The scope of this study is to focus on developing infographic as English teaching media for 9th grade students of junior high school. Infographic developed by the design and development method which is developed by Richey and Klein (2005). All topics from 9th grade were developed into infographics. There are 2 types were used in designing the media in this study, namely visual infographics and interactive infographics.