

# CHAPTER I



# CHAPTER I INTRODUCTION

## 1.1 Research Background

Nowadays, technology becomes inseparable in human life. Every field that is related to our lives mostly use technology for helping human in doing their activities. One of those fields is educational field. Technology in education helps to create media as a tool in teaching and learning process. Adnyani, Mahayanti, and Suprianti (2020) stated that the use of technology as the learning media for the students, it may stimulate their feelings, willingness and attention while in the learning process. Media helps students to increase their motivation in learning process and also their interest in English (Adnyani et al., 2020). Teaching using media is one of effective ways for teacher to teach the students. Technology-based learning media help the learning more powerful because the communication that happened between the students can add the value of their speaking skills (Tafonao et al., 2019). Tafonao et al., (2019) says that in education perspective, media is a strategic instrument in determining the success of the learning process.

Using media in the class is very useful for teaching and learning process. Media helps students and teacher to achieve their goals or objectives. According to Rahmi (2014), there are seven reasons the teacher should use media in teaching and learning process, namely media can solve students' lack experience; media can reach everything that out of the class; media create interaction between the learners; media produce some observation for the learners; media can keep the real concept of teaching; media increase students' motivation; and media are motivated from concrete things to the abstract. Media can attract students' attention because the information that delivered is more attractive than explain the material without media.

One type of media is visual media. There are many visual media for teaching and learning media these days, such as pictures, charts, maps, flannel board, flashcards, actual object, slides, projector etc. (Shabiralyani, Hasan, Hamad & Iqbal, 2015). Using visual media for teaching and learning process demands students' mind through visual sense. It also increases students' participation in learning activity while looking at visual model. Visual media give chance to the teacher to create more professional and consistent performance (Shabiralyani et al., 2015). Teacher need to think productively to ensure they can achieve the learning goals.

Infographics are included in visual media. Infographics' popularity as visual representation is increasing in recent years, such as in social media, advertisement, promotion and academic fields (Ozdamli & Ozdal, 2018). There are some studies about the use of infographics in educational field. However, there is not any study that has been identified on design and the use of infographics for primary educational level. Infographics as media in teaching for primary educational level with interesting structural features is expected can stimulate students to learn and create enrich learning environment for students and teacher.

Infographics as visual media is appropriate for students who have visual learning styles. Visual learning style is students who have the characteristics of visual learners as their way to study. The characteristics of visual learners are learners learn in the best way when seeing the information is presented visually through posters, maps, diagrams, films, etc (Al-zayed, 2017). Infographics is one of media that can be used for students who have visual learning styles because infographics has elements that related to visual design, such as pictures, symbols, graphics, text and shapes.

The research that had been conducted by Ozdamli and Ozdal (2018), it had purpose to develop the instructional design based on the ADDIE (Analysis, Design, Development, Implementation, Evaluation) for infographics design and also determined students and teachers opinions about the use of infographics in teaching. Teachers are shown positive difference between before and after training. The results of this research were teachers agreed that using infographics were able to help them in teaching and delivering the material. The students also were interested in learning by using infographics because it increases their motivation.

Infographics can be used as the media in teaching and learning. A study by Mubarak and Asri (2020), they employed infographics as the media for improving students' writing abilities. The researcher used CAR (Classroom Action Research) to investigate the utilization of infographics as the media for improving students' writing skills. The result of this research showed that infographics as the media are beneficial and successful for improving students' writing skills.

Those two studies showed that infographics as the media in teaching and learning is not bad idea. The result of those studies showed that infographics got positive opinions from the teacher and also students. Although the teacher need training before using infographics in the class, the benefit of infographics in teaching and learning can be felt on students achievement. Besides that, using infographics as visual media in teaching and learning

process make students understand the material easily and also increase students' motivation (Alqudah et al., 2019) .

Infographics have several advantages than other visual media that usually use in the learning process. The visual media that mostly used by the teacher is PowerPoint. According to Hashemi et al. (2012) PowerPoint is presentation media that collect various information and presented them through point only. Although PowerPoint put the point only but the slide is mostly more than one. Whereas the infographics just use one slide or one page to present the material. Alqudah et al. (2019) stated that infographics in general consist one page to summarize the material so that the material will be understood easily by the students. The templates that provided by the PowerPoint are not variety, then have to downloaded in the internet if the user want to use different template form the PowerPoint (Hashemi et al., 2012). While the templates of infographics are provided in the platform, then the user does not have to download the template in other website (Yildirim, 2016). Based on the explanation above, infographics are media that able to summarize the material presented compared to PowerPoint.

There are some schools that have not implemented the media in teaching and learning process because of teachers' abilities in the using media. The teacher does not know how to use the learning media or he is not accustomed in using learning media. According to Tamrin, Azkiya, and Sari (2017), teachers who have taught in more than ten years, they never feel have to change or upgrade their way of teaching. The teachers already satisfied with their way to teach the students by using textbooks only. In this research, the researcher helps the teacher in providing the media for teaching and learning process in 7<sup>th</sup> grade of junior high school. The media that developed in this research are infographics. The 7<sup>th</sup> grade students of junior high school are transition from young learners to adolescent learners. Infographics is appropriate media for 7<sup>th</sup> grade students because infographics consist with pictures, symbol, charts, graphs and image that can attract students' attention. Because using media in the teaching and learning process will be easy to attract students' attention.

Due the pandemic of Covid-19, the teaching and learning process cannot be carried out face to face and must be done online. It changes the way of teaching and the facilities that used by the teacher while in teaching and learning process. Alchamdani et al. (2020) mentioned that in pandemic of Covid-19, teachers are required to use the existing technology to teach students in online learning. In this study, the preliminary observation was carried out at SMPN 4 Singaraja. The preliminary observation aimed to observe the teaching media and learning facilities in SMPN 4 Singaraja. The result of preliminary observations

showed that SMPN 4 Singaraja has good facilities in teaching and learning process. English teachers in SMPN 4 Singaraja also use some technology-based teaching media. For visual media, English teachers use PowerPoint to teach the students. The students in SMPN 4 Singaraja are being active when the teacher teaching English using media, especially visual media. Hence, the setting of this study was taken at SMPN 4 Singaraja as a sample to be observed regarding the syllabus and teaching media used which used as guidelines in developing infographics for 7<sup>th</sup> grade junior high school students.

The material used for developing infographics in this research is English topic of 7<sup>th</sup> grade junior high school. There are ten topic that developed into infographics, namely greeting and leave-taking, introduce ourselves, tell the time, job and profession, things around us, countable and uncountable noun, adjective, simple present tense, warning and short notice, and descriptive text. There is one topic that not included to be developed into infographics, it is song. Teaching English through song is appropriate by using audio-visual media. Using audio-visual media for teaching song can help students in increase their speaking skills. Students' pronunciation, fluency, and also grammar can increase using song. Audio-visual media are believed more effective for listening than other media. Harmer (1998) mentioned that using audio-visual media to teach the students, they will use their two multisensory namely, sounds and sight at the same time while doing listening practice. Hence, the topic about song is recommended using audio-visual media. In addition, the infographics are developed as media for teaching and learning process in 7<sup>th</sup> grade students of junior high school through Design and Development research that promotes by Richey and Klein (2005). The infographics in this study are developed as complementary media because to complement the existing media and help teacher to create innovative teaching learning activity.

## **1.2 Research Problems**

- a. How to develop infographics as English teaching media for 7<sup>th</sup> grade of junior high school students?
- b. What is the infographics' quality as English teaching media for 7<sup>th</sup> grade of junior high school students?

## **1.3 Research Limitation**

This study has one limitation in developing infographics as English teaching media for 7<sup>th</sup> grade junior high school. The limitation is that the active links used in infographics

cannot be determined to be active for a long time. Researcher hopes that in the future the researcher can create overcome this limitation.

#### **1.4 Research Objectives**

##### **1. General Objective**

The general objectives of this study are, namely develop infographics as English teaching media and describe the quality of infographics.

##### **2. Specific Objective**

The following are the specific objectives in this study, namely:

- a. Development of infographics as media in teaching English for 7<sup>th</sup> grade students of junior high school.
- b. Description of the quality of infographics as media in teaching English for 7<sup>th</sup> grade students of junior high school.

#### **1.5 Research Significant**

##### **1. Theoretical**

In theoretical, the result of this study developed infographics as teaching media for teaching English and facilitated the infographics as teaching media for the teachers.

##### **2. Practical**

- a. Students: The results of this study used alternative visual media in learning English for 7<sup>th</sup> grade junior high school students.
- b. The teachers: The result of this study used for teachers as visual media in teaching English for 7<sup>th</sup> grade junior high school students.
- c. Other researchers: This study was used to provide information about development of infographics as teaching media for further research.

#### **1.6 Scope of the Research**

The scope of this study is focusing on developing infographics as English teaching media for 7<sup>th</sup> grade students of junior high school. The topic for 7<sup>th</sup> grade junior high school, namely greeting and leave-taking, introducing ourselves, telling the time, job and profession, things around us, countable and uncountable noun, adjective, simple present tense, warning and short notice, and descriptive text. The infographics developed using design and development method which promoted by Richey and Klein (2005).