



Using Infographic Through Reporting Technique To Improve Speaking Skill

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ABSTRACT

Nowadays, the using of learning media helps in developing learners' learning abilities. In the current digital information era, the use of digital info graphic is a learning medium to improve students' speaking skill. Info graphic is instructional learning aid that can effectively convey information quickly and easily. By combining brief information in points and graphics assist students in conveying specific topics which also develop students' speaking skill. This study used a qualitative descriptive method with case study approach. The researchers employed three instruments; observation, questionnaire, and interview. The implementation of this research involved twenty students from the English 1 subject at English Education Department UIN Maulana Malik Ibrahim Malang. The first findings revealed that the use of info graphic with reporting techniques could improve students' speaking skills, increased creativity, and ease of use for lecturer and students to transfer material. The characteristics of info graphic are comprehension, retention, and attractiveness. The second finding, students expressed a positive response of the use of info graphic aid in the online classroom. Furthermore, students are expected to apply info graphic tool to other subjects.

Keywords: Info graphic, reporting technique, and speaking skill

ABSTRAK

Saat ini, penggunaan media pembelajaran membantu dalam mengembangkan kemampuan belajar peserta didik. Di era informasi digital saat ini, pemanfaatan infografis digital merupakan media pembelajaran untuk meningkatkan keterampilan berbicara siswa. Infografis merupakan alat bantu pembelajaran yang secara efektif dapat menyampaikan informasi dengan cepat dan mudah. Dengan menggabungkan informasi singkat dalam poin dan grafik membantu siswa dalam menyampaikan topik tertentu yang juga mengembangkan keterampilan berbicara siswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus. Para peneliti menggunakan tiga instrumen; observasi, angket, dan wawancara. Pelaksanaan penelitian ini

melibatkan dua puluh mahasiswa mata pelajaran Bahasa Inggris 1 di Jurusan Pendidikan Bahasa Inggris UIN Maulana Malik Ibrahim Malang. Temuan pertama mengungkapkan bahwa penggunaan infografis dengan teknik reportase dapat meningkatkan keterampilan berbicara mahasiswa, meningkatkan kreativitas, dan kemudahan penggunaan dosen dan mahasiswa untuk mentransfer materi. Ciri-ciri infografis adalah pemahaman, retensi, dan daya tarik. Temuan kedua, siswa menyatakan respon positif dari penggunaan bantuan infografis di kelas online. Selanjutnya, mahasiswa diharapkan dapat menerapkan alat infografik pada mata pelajaran lain.

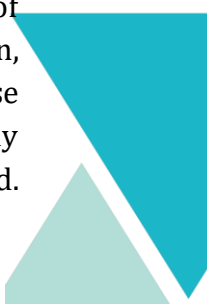
Kata kunci: Infografis, teknik reportase, dan keterampilan berbicara

INTRODUCTION

As technology and information progress significantly, learning must always be upgraded in its learning styles and techniques. The higher of education in Indonesia needs a new approach to be used, both lecturer and students. Ozdamli et al. (2016) revealed that students are required to have the ability to find and access, organize information, participate actively in class, and have critical and creative thinking. Learning that utilizes modern technology makes learning faster and has a better and more effective function. Appeal info graphic has a natural appeal to people's attention, because people are attracted to visualization, images, and colors of the info graphic itself. According to the Naparin & Aslina Saad (2017), an info graphic can transfer knowledge faster and more effectively than pure text. However the condition is depending on the quality and presentation of the info graphic itself. Still in the same discussion regarding visualization, Senjaya et al. (2019) research states that about 75% of the information processed by the human brain comes from visual information. Therefore info graphic help to improve memory in students which are supported by several elements in it.

Info graphic or information graphic is an art that contains an image that feels alive with all informations relating to the content. According to Naparin & Aslina Saad (2017) infographic is data visualization that present complex data or information quickly and clearly which includes signs, charts, maps, graphics and photos. Infographic is visual representations that integrate information derived from data and graphics to transfer a message. These visualizations are frequently used to aid in data interpretation. They also assume that the design of guidelines for infographics exist broadly under the umbrella of several disciplines that include semiotics and graphic design. The use of infographic in classrooms can facilitate the process of learning such a memorizing and retrieving data or information. The use of infographic such a tool to develop students' quality in learning increases and makes the learning activity in the class organized.

Jason Lankow (2015) in his book, *Infographics, The Power of Visual Storytelling*, summarizes that our brains like visuals (infographics) because of three things, namely attraction, comprehension, and retention. These three basic provisions are effective in any verbal or visual communication method.



Lankow interprets that attractiveness must be established with readers voluntarily, whereas comprehension is communication that must be effective and provide clear knowledge or understanding of information, as well as retention which means that communication must not be easily forgotten. Lankow also considers the concept in infographics in terms of quality, in order to encourage and build strong interest in readers. The quality of a publication is based on the content produced, which means that it helps readers understand the topics presented.

This study used infographic supporting media and reporting technique learning. Reporting technique is the activity that represent the information that can be seen and felt., according to Aboe (2018) states that a report is a story in newspapers, magazines, social media, radio or television that tells of something that happened or that provides certain information. The reporting technique is used to develop students' speaking skills. The development of speaking with this technique really triggers students to practice their abilities, plus supporting media in the form of attractive visuals and images. The reporting technique is a technique that makes the student's stimulus increase in speaking. This technique paid attention to fluency and accuracy in speaking, but researcher emphasizes more on how triggered the reporting technique with the help of this infographic works. The concept of infographics as a media and reporting technique in developing students' speaking skills at the English 1 subject at

English Education Department UIN Maulana Malik Ibrahim Malang is an interesting way to train students to communicate bravely.

Abdul Gafur Marzuki (2017) concluded that the reporting technique on students' speaking development has several advantages, namely, in terms of teaching that can be improved from teachers and students, as well as speaking skills that can also be developed. This statement is in line with researcher that reporting techniques will become easier with the presence of supporting learning not only through text but also with pictures and visuals.

RESEARCH METHODOLOGY

This method of research is a field research with a qualitative descriptive method. Panjaitan (2019) explained that, this type of research intends to describe an activity. The research method used is a case study to understand the use of infographic and reporting techniques in developing students' speaking skill. This research used a case study approach that is carried out in depth on a situation using a systematic way of observing, collecting data, analyzing data, and reporting the results. The case study in this research is conducted on students who participate in at the English 1 subject at English Education Department UIN Maulana Malik Ibrahim Malang.

This research conducted by qualitative data collection techniques. To investigate more deeply, the researchers used a questionnaire technique in seeing

respondents to the learning technique using info graphic and reporting this technique through the media group chat with Google form. Researchers conducted several additional instruments to complete the data using interviews with several students via video calls and supervisors. This instrument is included in the observation technique because it analyzes teaching and learning activities speaking with info graphic through reporting technique.

After obtaining data from observations, questionnaires, and interviews, then the data will be analyzed using the techniques presented by Miles and Hubberman (1994), those were data reduction, data display, and data verification.

FINDING AND DISCUSSION

This research has been carried out for sixth weeks, from September, 6th, 2021 to October, 11th, 2021 at English Education Department UIN Maulana Malik Ibrahim Malang. The researchers focus on developing students' learning abilities, namely speaking using reporting techniques with the help of info graphic (visual). The English 1 subject provides the foundation for students to practice and develop their speaking skill.

In the researchers' observations regarding the English 1 on the first week, it can be seen that students actively ask questions and are enthusiastic about this online learning. Teaching and learning activities in the English 1 are carried out online following existing university regulation in pandemic era. The students introduced themselves to the researchers using zoom meeting fluently. It can be

concluded that the speaking ability of the English 1 students is very good.

This class is held every Monday with great enthusiasm. On the second week of developing students' speaking skills, the lecturer introduced info graphic as an effective medium in learning. The lecturer also makes comparisons regarding the use of long texts with info graphic in learning. He uses sources from the internet in presenting info graphic. In the introduction of this info graphic, there are students who are new to info graphic and some are already familiar with it. Many of the students' questions in this meeting referred to info graphic, what are their uses, and the material in the info graphic themselves.

On the third week of using info graphic in the English 1, it can be seen that students are interested in the use of images, fonts, and icons. The lecturer gives an example of the material that will be used in class and explains a little of the material in a simple way, then the students quickly identify the material in the info graphic, and the students write down their findings in the online class. The researchers found an additional finding in this study that, info graphic can help students in writing.

The fourth week of research in this study shows info graphic as a medium that students are interested in because it attracts attention, is easy, and simple. The info graphic used in this study is in accordance with the elements and characteristics that are good and right, so that it makes the reader easy to accept the material. The lecturer easily reports back the contents of the info graphic to students via voice notes as an

example of using reporting techniques supported by visualization.

The fifth and sixth weeks of the study were the days where students were asked to make summaries to report back on their findings in info graphic in written form and voice notes. From these results, it can be concluded that the development of students in speaking increased in terms of fluency and level of confidence.

The observation result was one of the main data, it was obtained by the researchers from the result of an observation checklist. The data was valid as the teaching and learning activities played by lecturer and students in the class. The researchers conducted observations during three weeks, the major aims of the qualitative study were analyzing the lecturer’s strategy when utilizing infographic and reporting techniques to boost learners’ skills. The researchers designed the observation checklist consisted of 10 statements: 5 statements focused on infographic and 5 statements focused on reporting technique.

Table 1. Observation of infographic

No.	Statements	Yes	No	Activities
Infographic				
1	Learners are motivated to learn English using infographic	V	-	Learners were enthusiastic to learn and practice new learning style of infographic technique.
2	Infographic is easy to use and easy to understand	V	-	The implementation of infographic was easy to apply in online and offline course.
3	Infographic is the aid that easily to	V	-	Increase learners’ enjoyments

	transfer the material			while implementing this aid, due to infographic was completed by pictures and text.
4	Infographics are suitable for use as media in developing students’ speaking skills	V	-	This kind of aid is one of the media that suitable technique in the term of increasing learners’ speaking ability.
5	Students are confident in speaking using infographics	V	-	Increasing confident aspect in the term of speaking section while utilizing infographic.

Related to the data results above, it could be revealed that infographic could be applied in developing students’ speaking abilities. The first statement claimed that infographic could motivate students to learn English. This motivation influenced students’ interest in learning materials, so that infographic becomes effective teaching materials in transferring knowledge. This evidence can be shown by the students’ behavior in the class.

The second and third statements stated that infographic also allowed lecturer to learn both online and offline. Therefore, infographic was flexible but still engaging. As it is easy to use, students could easily understand infographic by transferring material accompanied by interesting pictures and text.

The fourth statement stated that infographics are suitable media for developing students’ speaking skills. Infographic is the learning medium to

help learners for preparing the text before they speak up.

The last statement is infographics could help learners speak up more confidently. This medium also helped learners to create their self-character when speaking English.

Table 2. Observation of reporting technique

No	Statement	Yes	No	Action
Reporting Technique				
1	Students are fluent in reporting the material using infographics in reporting techniques	V	-	On current reporting results, learners were easy to retell the material on travel tips infographics or the history of Coca Cola.
2	Reporting technique is a technique that can develop students' speaking ability	V	-	Basically, this technique is used in developing students' speaking skills and creativity in developing material.
3	Reporting technique can boost learners' speaking ability	V	-	Applying reporting technique in developing student abilities also triggered creativity in delivering material and encouraged students to speak up and retell the materials.
4	Students are creative in developing information	V	-	Students were creative in delivering material, such as giving examples or explaining in more detail.
5	The application of the reporting technique is	V	-	This technique was flexible while implemented

easy to use

by online and offline. The researcher used voices notes when utilized this media in online.

The researcher observed the use of reporting techniques as the primary method in developing students' speaking skills. The data from the first statement showed that the media used can help students smoothly re-convey the material that has been revealed. Another finding from the data was that students were creative in delivering material using these media and techniques.

The implementation of reporting techniques in developing student learning abilities is also shown in the second statement that infographic technique can be used in developing students' speaking skills. Regarding this technique were used to train students' speaking skill. This is also related to the third data that reporting techniques can encourage students to speak.

There was positive experience while implementing reporting technique such as developing learners' speaking ability in the teaching learning activity, because of the easiness of implementing the media. Furthermore, it stimulated the learners' creativities of speaking skill.

CONCLUSION (Bold, Cambria 12, space 1, 15)

Finally, it can be concluded that the implementation of info graphic media using reporting techniques can foster

learners' speaking ability significantly. The implementation of info graphic stimulates learners' motivation to learn English due to some reasons such as interest, comprehension, and retention. Furthermore, info graphic is enjoyable learning aid that used because easy to apply and effective in the term of conveying the educational materials. The combination between an info graphic and reporting media are suitable educational tools for enhancing learners' creativity.

This qualitative research reveals that the implementation of info graphic can be done flexibly online or offline, especially in the implementation of the English 1 students, the majority of the students showed positive belief and interest in this technique. This case is shown in the level of students' enthusiasm even though they have to learn using online discussion class, however they showed their enthusiasm through the voice notes tool.

The benefit of this study is exploring the use of info graphic and reporting techniques in teaching and learning activities, as well as developing students' speaking skills. The use of info graphic and reporting techniques are assessed from the perspective of lecturer and students. Furthermore, the researchers used several instruments in obtaining valid data.

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