



The Perceptions of Students on the Application of Infographics as Instructional Media in promoting their Writing Abilities

Welliam Hamer^{1*}, Rahman Hakim², Agung Laksono³

^{1,2,3}University of Sultan Ageng Tirtayasa, Indonesia

*Corresponding author's email: welliamhamer@untirta.ac.id

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ABSTRACT

The aims to be reached in this article are describing the process of using infographic as the media to teach English writing as well as identifying the perceptions of students toward infographics as the media to teach English writing at the eleventh grade of SMAN 3 Rangkasbitung. This research applied a qualitative descriptive method with two objectives of the research such as: 1) to describe the process of using infographic as the media to teach English writing at the eleventh grade of SMAN 3 Rangkasbitung and (2) to identify the perceptions of students on the use of infographics as the media to teach English writing at the eleventh grade of SMAN 3 Rangkasbitung. This research used four techniques to collect the data; observation, questionnaire, interview, and documentation. The implementation of this research involved one English teacher and 36 students of eleventh grade of IPA 1. The first findings revealed that the process of using infographic in teaching and learning writing which consisted of some processes; making lesson plan and infographics, presenting infographics, assigning the students by using infographic worksheets. The second finding, the students expressed positive responses of infographics; infographics were interesting, understandable, easy to use, and could motivate the students in learning writing. It can be concluded that the process of teaching English writing by using infographics runs well. Then, on the use of infographic as the media in learning writing, the students have the positive responses to the infographics. The most students consider that infographic can foster their learning in English class. The students feel that the infographic is indeed effective because infographic does not take much time compared to other media like textbook, infographic does not spend much internet quota, and infographic could be used either in online class or offline class.

Introduction

Writing is a basic skill that assists people to make their thought into words on a paper with a pen, then become a meaningful form (Bashrin, 2013). Harmer (2004) posits that writing is one of the productive skills besides speaking. Writing is stated as the productive skill because people produce something in written mode. Meanwhile, reading and listening are stated as the receptive skills. Those are stated as receptive skills because people are accepting something in their mind by listening and reading.

In teaching and learning, writing cannot be separated in language learning activities because students are often required to finish their tasks in written forms. For example, in

listening class the students also face on some tasks that have to be finished in written forms. In the syllabus of education curriculum 2013, the students are expected to have capability in writing texts by expressing their ideas, information, thoughts, opinions, and by using appropriate vocabulary, spelling, punctuation and also grammar. The students, particularly senior high school, are expected to be able to write well some kinds of texts such as descriptive, narrative, procedure, analytical exposition, explanation, report, and such.

However, writing is not easy and needs the hard efforts to achieve it as stated by Rao (2015) that writing is the hardest skill in a language among other skills. Writing can be more straightforward to learn by using media to help people or the writers. One of the media can be used in learning writing is infographic. Infographic stands for information and graphic. It is also defined as the collection of imagery, data visualizations such as bar graphs and charts, and minimal text that makes the readers easy to understand about a topic. Infographic is stated as media which can be used in teaching and learning as stated by Mitayo & Nakanitanon (2021) that infographics have a lot of usages in many fields such as politics, business, advertisings, educations, health, and other fields.

In recently years there are some researchers who found that infographic could be used in education field. A pre-experimental study entitled "The Use of Infographics to Enhance the English Writing Skill of Mathayomsuksa 3 Students in a Private School Context" that had been conducted by Mitayo & Nakanitanon (2021) resulted that infographic as a media could improve students' writing ability because it would be effective and gave the positive results. A study conducted by Cupita & Franco (2019) which is entitled "The Use of Infographics to Enhance Reading Comprehension Skills among Learners" resulted that infographics were as the media could give the beneficial impacts in developing reading skill of students. Other study entitled "An Analysis of Students' Perception in Learning English Grammar through Infographics" that had been conducted by Fadhil (2018) resulted that infographics could be very understandable in learning grammar and the majority of the students trusted that the infographics could assisted them to remember the material easily.

Based on the previous studies above, it can be stated that infographics are the media which had positive impacts in learning language, especially for English language learning. However, there is less research that deals with the students' perceptions on the use of infographic in English writing skill, especially for students in senior high school.

Furthermore, the researchers had an access to do the preliminary observation and then it had been conducted by the researchers at SMAN 3 Rangkasbitung in April 2022. The researchers did it to get information about the media used by the English teacher in teaching English language, especially for teaching writing. Then, it could be informed that the English teacher often uses infographic as a media to teach English writing. The English teacher uses infographics because she believes that infographics could make the English class more interesting, especially in teaching writing. However, the teacher had to know the perceptions of her students toward infographics used in her class to teach students' writing. It is necessary to know whether the students really enjoyed the class by using infographics or not. Thus, the researchers are interested to the perception of students on the use of infographics as the media to teach English writing.

Research Methods

This research used qualitative method with the descriptive approach. In qualitative method, the goal is not only to produce the whole description of something but also to produce the depth understanding of the phenomenon or experiences of people in natural ways. Descriptive qualitative is a philosophic in tradition, influenced or informed by one of the major qualitative designs, to get a clear description about certain events or phenomenon from the thoughts or perspectives of someone (Magilvy & Thomas, 2009). Similarly, Sandelowski (2000) stated that descriptive qualitative provides comprehensively a summary of an event in every day.

The research had been conducted on April 9th 2022 until April 27th 2022 which was located at SMAN 3 Rangkasbitung at Jl. Letnan Muharam No. 5 Rangkasbitung. In this school, there are two majors such as IPA and IPS for tenth grades, eleventh grades, and twelfth grades. The researchers enacted this school as the setting for this research because this school has the English teacher who teaches English by using Infographics especially in teaching writing. Besides, this school has been implementing normal system for teaching and learning activity. This school is also known as the one of the best schools in Rangkasbitung which certainly has the teachers who are competent in their fields.

Magilvy & Thomas (2009) stated that there are some characteristics for the participants in this type of research; firstly, the participants have the experiences of the phenomenon. Secondly, the participants have an ability to communicate with the researcher. Lastly, the participants are willing to tell their experiences to the researcher about the phenomenon. In this research the eleventh grade of IPA 1 were the participant. That class consisted of 36 students which were 12 boys and 24 girls. The researcher chose that class due to some considerations. First, the English teacher teaches English, especially writing by using infographics at XI IPA 1. Secondly, the English teacher recommended that class regarding to her belief that the students would be able to participate cooperatively in this research. Besides, the researchers chose the English teacher as a source of the data in order to gain more adequate data.

The data can be gained by using observation, interview, questionnaire, documentation, and mixed of them. In this research, the researchers used observation, questionnaires, interviews and documentation to gain the data at the field. In qualitative research, there are some instruments that can be used for collecting the data namely observation sheet, field note, questionnaire, interviews, and others. In this research, the researchers collected the data by using observation sheet checklist, questionnaire, interview and document as the instruments for qualitative data.

The researchers used data analyzing technique by Miles et al. (2014) such as 1) Data condensation. This is the first process which consists of selecting, focusing, simplifying, abstracting, and also transforming the data that shows in written-up field note or transcription. Therefore, the data which is through this step will give the clearer information and will ease the researcher for collecting the next data. 2) Data Display. In qualitative method, after the data has been reduced, then the data will be displayed in

qualitative form such as short description, chart, flowchart, and others. The most used form to display the data is narrative text. 3) Drawing Conclusion. It is the last step in analyzing the data. In this step, the data which has been through condensation and data display, then the data will be drawn as the conclusion. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

Findings and Discussion

The Process of Teaching English Writing by Using Infographics Media. This is observation sheet checklist used to observe the process of teaching English writing by using infographics media.

Table 1 Observation Sheet Checklist

Teacher's Activity	Yes	No
1. The teacher prepared the infographics before starting the class.	✓	
2. The teacher did the pre-teaching activity (greeting, praying, motivating).	✓	
3. The teacher showed the students about the material which is inside infographic form by using LCD Projector.		✓
4. The teacher started to explain the material about definition cause and effect.	✓	
5. The teacher explained the example of cause-and-effect sentences which there are illustrations on infographics for each example.	✓	
6. The teacher explained students the conjunction for cause and for effect.	✓	
7. The teacher drilled the students to make cause and effect sentences by seeing the infographic.	✓	
8. The teacher gave the students exercises in making cause and effect sentences by using infographic form.	✓	
9. The teacher checked and reviewed the exercises.	✓	
10. The teacher gave group assignment to the students.	✓	
Students' Activity		
11. The students gave the good responses to the teacher during teaching and learning activities.	✓	
12. The students underdid the class very active and motivated.	✓	
13. The students finished well the individual assignment given by the teacher.	✓	
14. The students finished well the group assignment given by the teacher.	✓	

Based on the data gained from observation that the process teaching and learning writing had done through some processes. Firstly, before the day of the class begins, the teacher made a lesson plan and organized the material or the topic which was cause and effect materials. The teacher made the material about cause and effect in infographic forms by using Canva apps. Canva is a graphic designer used to create social media graphics, presentations, posters, documents and other visual contents. In making the infographics, the teacher wrote down the definition, conjunction and preposition, example of cause-and-effect sentences, the exercises, and others related to the cause-and-effect topic in infographic forms.

After having prepared well, the teacher came to the eleventh grade of IPA 1. To begin the class the teacher did the pre-teaching such as the teacher opened the class with the greetings and asked the students to pray together, then she checked the students' attendances.

In the whilst-teaching, even though the teacher did not present the infographics by using LCD projector, she sent the infographics contained cause and effect material to the students' WhatsApp group and then she explained the material of cause-and-effect topic such as definition, conjunction and preposition which are used for cause and effect, and then explained how to make cause and effect sentences. In the middle of teaching and learning activities, the English teacher also did the fun activity to boost the students in the class. The teacher invited the students to play the Tono and Tina game. It was played by the teacher and the students in standing position, the start with the teacher told the story of Tono and Tina family, when the teacher said "Tono", the students had to move their body to the backward side. When the teacher said "Tini", the students had to move their body to the forward side. When the teacher said "father" it meant the students had to move their body to the left side, meanwhile the word "mother" was meant to the right side.

After the teacher explained the material about cause and effect, she gave her students an assignment by giving her students infographic worksheet which had been made by English teacher at [liveworksheet.com](https://www.liveworksheet.com). The English teacher send the assignment by sending the link of infographic worksheets to the students' WhatsApp group. The students could finish the assignment by click the link which is directed to that assignment that had been made by English teacher and then the students had to finish it. The assignment was dominated to writing exercises or making cause and effect sentences. In giving this kind of assignment the English teacher aided the students by tutoring the way of doing the assignment. The English teacher also checked the students while they were doing the assignment to find out whether they encountered the difficulties or not.

Besides, the assignments to teach English writing was different for the next meeting. For the next meeting, the English teacher used printed infographic worksheet as the assignment. The English teacher made six printed infographic worksheets and divided the students into 6 groups. Those printed infographic worksheets are contained the illustrations which imaged cause and effect actions without any words to describe the illustrations. The teacher also had prepared the random words on six papers as the answers of printed infographic worksheets. Then, the students had to cut the words off and

then stucked those words on the printed infographic worksheets in order that the illustrations in printed infographic worksheet could have complete sentences.

Table 2. The Students' Perceptions on the Use of Infographics as the Media in Learning Writing.

No.	Questions	Yes	No
1.	Should English lesson not use any media?	11.1% <i>f</i> =4	88.9% <i>f</i> =32
2.	Do Infographics save more internet quota in its implementing in learning compared to other media?	94.4% <i>f</i> = 34	5.6% <i>f</i> =2
3.	Do the elements like icon, images, characters, and other elements make you ease to understand English lesson?	97.2% <i>f</i> = 35	2.8% <i>f</i> =1
4.	Do the elements like icon, images, characters, and other elements make you ease to remember the English material?	97.2% <i>f</i> = 35	2.8% <i>f</i> =1
5.	Do infographics as a media encourage you to learn more English material?	86.1% <i>f</i> = 31	13.9% <i>f</i> =5
6.	Is English learning by using infographic media more interesting?	97.2% <i>f</i> = 35	1.8% <i>f</i> =1
7.	Do infographics media that used in English lesson have attractive and fresh design?	100% <i>f</i> = 36	-
8.	Do infographics media used by your teacher enhance your motivation and interest to learn English more serious?	94.4% <i>f</i> =34	5.6% <i>f</i> =2
9.	Is infographic media suitable for English lesson?	100% <i>f</i> =36	-
10.	Does Infographic as learning media drill you to write English sentences?	88.9% <i>f</i> =32	11.1% <i>f</i> =4
11.	Do the illustrations in infographic help you to write simple sentences in English?	97.2% <i>f</i> =35	2.8% <i>f</i> =1
12.	Do infographics used as learning media help you to improve your writing skill?	75% <i>f</i> =27	25% <i>f</i> =9
13.	Do the elements in infographic as learning media make you interested to enhance writing skill?	80.6% <i>f</i> =29	19.4% <i>f</i> =7
14.	Does infographic as learning media save more time compared to textbook media?	97.2% <i>f</i> =35	2.8% <i>f</i> =1
15.	Can infographic media be used in online and offline class?	91.7%	8.3%

Based on the data gained by the researchers through the data collecting techniques that had been conducted, it can be concluded that the most students have positive responses to the infographics as their learning media. Most of the students of XI IPA 1 showed that they really agree that the infographics as their learning media is easy to use and more effective than the other media they have ever used before. The infographic makes the students understand more about the material which is cause and effect material. This is also supported by Naparin & Saad (2018) that infographics can support the students to increase their understanding the lesson easily.

The students also considered that infographic is better than other learning media that they have ever used before like YouTube, they feel like infographic can save more internet quota in its use. It is because the format of infographics that they use for learning was JPG, PNG, even PDF which are able to save more internet quota. Meanwhile, YouTube is in MP4 format which can spend more internet quota to use it. In addition, the students also think that learning English with infographics can save more time because the material or the lesson are conveyed in good summary on infographics. Besides, in the easiness of remembering the material, the students also believe that infographic make them easy to remember the material of cause and effect because there are pictures, illustrations, colors, and others as the elements in infographics that make the students feel easy to remember the material. That is supported by Senjaya et al. (2019) that the visual can help the humans to increase their memory. According to Dunlapa & Lewnthalb (2016) in their research, the humans can be able to remember hundreds even thousands of images/pictures only within seeing them in few seconds. It means that by seeing the visual data, people can remember the things more straightforward and saved longer in their mind.

The students also agree that infographic is also useful. By using infographics as a media in learning, the students feel like helped in their learning. For example, in making sentences of cause and effect. The students can make sentences in English more straightforward. It is caused by the elements that infographics have. The elements such as illustrations, colors, and the other elements involves in aiding the students to write in English. Futhermore, infographics can also improve students' writing skill. The most students of XI IPA 1 think that the images, illustration, can stimulate them to write in English better. It means by seeing the illustration and other elements, it can help students to have their ideas about what they will write.

Infographic can build the interests of students to learn more about something. As it happened to the students of XI IPA 1 that they feel motivated to learn English more even to enhance their writing skill. It is in line with the theory of Senjaya et al. (2019) that infographics can build the students' interest become higher in learning something. In addition, infographic comes the ideas of students while the students are seeing the elements on infographics such as illustration, images, colors, and others. Infographics also make the students become more active in the class and take a part in making students become more participated in teaching and learning activity. This is evidenced by the

students that they were taking focused on receiving the material delivered by the teacher. It means that by using infographics, the class is not boring but fun and interesting.

However, those effectiveness, usefulness, easiness depend on the main actor in teaching and learning where the English teacher as the controller in the class. Besides, she is the person who designed the infographic, if she did not design the infographic well, the students might have different perception on the infographics used in their learning. In addition, the skill of teaching that belongs to the English teacher also can make different perceptions of students to the use of infographics. Then, it can be said that the infographic can be used as good media for teaching and learning if the teacher as the person who designs it has the creativity and good competence in teaching.

Conclusion

Based on the findings and the discussion, it can be concluded that the processes of teaching English writing by using infographics can run well. Then, on the use of infographic as the media in learning writing, the students have the positive responses to the infographics. The most students consider that infographic can foster their learning in English class. The students feel that the infographic is indeed effective because infographic do not take much time compared to other media like textbook, infographic do not spend much internet quota, and infographic could be used either in online class or offline class. Besides, the students also feel that infographics are easy to use because infographics can be shared easily to their phones in some format such as JPG, PNG, or even PDF, and infographic is not only easy to use in digital format but also in printed format. Furthermore, the students also consider that infographic is useful because infographic can help them to appear their ideas in making sentences by seeing the elements in infographic. In addition, the students also consider that infographics as the media for learning English can make students feel motivated and interested to learn English lesson deeper and to enhance their English writing ability. It is because of the elements of infographics that make the students feel interested and motivated.

The implementation of the infographics as the media in learning writing is excellent and interesting. However, the researchers has some suggestions for the students, the teacher, and the school on the use of infographics as the media to teach English writing. For the students, the researchers suggest that the students can make their own infographics which consist of the material about cause and effect in order to enhance writing ability. They can make it by using Canva application or another apps. Besides, by making infographics, it also can make the students learn how to design, to arrange their ideas become products, and to improve their ability in technology nowadays. For the teacher, it is better use infographics as media to teach other skills of English. For example, the teacher can use infographics to teach reading comprehension. Then, For the school, the researchers recommend to provide more related facilities such as dealing with the stable internet connection and to improve the internet speed in order to support the teaching and learning activities by using infographics.

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