

## THE IMPLEMENTATION OF INFOGRAPHICS IN SPEAKING FOR SOCIAL INTERACTION COURSE

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### Abstract

This study aimed to observe the implementation of infographics in speaking for social interaction course and analyze students' responses toward infographics implementation. This study used an embedded mixed-method design with qualitative dominant in which the primary component is qualitative and the supporting component is quantitative. This study was conducted in English Language Education Department of Ganesha University especially in speaking for social interaction course. The results showed that in implementing infographics in the speaking class, the lecturer used infographics in pre-activity, whilst-activity, post-activity. The researcher found the use of infographics only once in pre-activity as brainstorming media, twice in whilst activity as the practice for students to know the capability of the students' speaking skill, and the rest of the meetings the lecturer used the infographics in post-activity as evaluation. Additionally, the implementation of infographics in post-activity also got positive responses from most of the students. Majority of the students stated that the use of infographics was very beneficial in supporting students to speak better.

**Keywords:** teaching speaking for social interaction course, infographics, students' response

### INTRODUCTION

In the Industrial Revolution 4.0, 4Cs's concept is essential. The idea of 4Cs is communication, critical thinking, collaboration, and creativity. Those concepts are useful to develop people's quality in achieving their success in college, job, and citizenship (Saxena, 2015). One of the essential skills is communication skill. According to Lunenburg, (2010), communication is a process of transferring information from one person to another person. To make a successful communication, people need to use language as the media to deliver information (Velentzas & Broni, 2014). Nowadays, English becomes a vital language that people used in Asia (Honna, 2016). English has been used in teaching language in education and also as the social status in society (Mappiasse & Sihes, 2014). In learning English subject, four skills need to be mastered, namely reading, listening, writing, and speaking. Speaking is a skill where the students need to master it nowadays. Speaking as one crucial skill that

students need to master in learning English besides reading, listening, and writing. Speaking skill has long been a hot topic. Mede & Kararımak (2017) stated that most of the EFL students are afraid to talk because of their feelings and their experiences that affect their self-confidence to speak. Moreover, Öztürk & Gürbüz (2013), stated that low speaking skills could be caused because some students worried about their pronunciation, the immediate questions that the teacher throws to students, and fears to make a mistake. Low speaking skill happened because most EFL teachers give negative reinforcement to the students, and the students were afraid to speak with English.

Dealing with low speaking skill, the researcher observed classes that take a subject which concerns about speaking at the Ganesha University of Education, specifically in English Language Education (ELE) department. there was a lecturer used ICT to support the teaching process that is an infographics where students used the infographics to help their presentation in front of the class. Students did not feel nervous because when they forgot the information, they saw the infographics, and they will remember the information again. One of the media in ICT is an infographics, in which the students make a simple point in well planed as student's pointer while doing the speaking. Siricharoen (2018), stated that infographics is a graphic visual presentation where it includes data and knowledge quickly and simply. Based on the explanation, the researcher is interested in observing the implementation of infographics in speaking for social interaction course. This research aimed to investigate the implementation infographics in speaking for social interaction course and also explored the response from the students toward the use of infographics as the media in the speaking for social interaction course.

## METHOD

The research design of this research was a mixed-method design. The type of mixed method in this research was the embedded mixed-method design with qualitative dominant. The first dataset was combined with the second dataset to make them support each other. Therefore, quantitative and qualitative data were the two types of data in this research (Creswell, 2012). Therefore, quantitative and qualitative data were the two types of data in this research. To make it clearer, the design could be seen in figure 3.1 as follows.

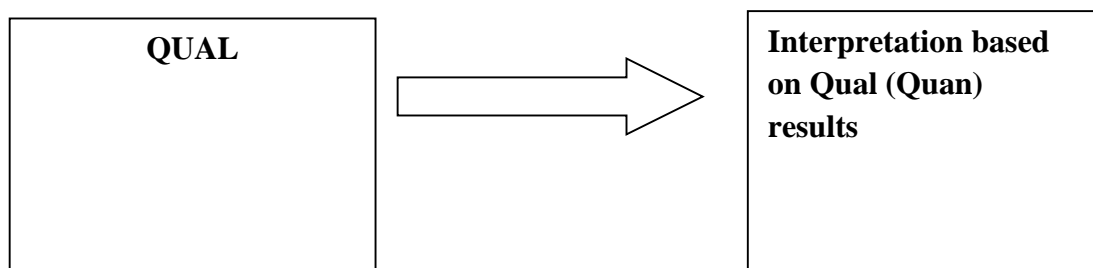


Figure 1. The Embedded Design Analysis Proposed by Creswell (2012)

Quantitative methods were embedded in the qualitative design which indicated in the qual/quan notation in figure 3.1. It means this research had a dominant qualitative design rather than a quantitative design.

This study was conducted, especially in English Language Education of *Universitas Pendidikan Ganesha*, the class chosen was in speaking for social interaction

course. The subject of this study was a lecturer who implemented infographics in teaching speaking especially in speaking for social interaction course and students of 2C class who were took speaking for social interaction course in English Language Education.

There were 29 participants in this study in which 28 participants as the students and 1 participant as the lecturer who implemented infographics as the media in the classroom. The instruments used were observation sheet and students' reflective journal guideline. In collecting the data, first of all, the researcher observed the institution that has never been used infographics as media in teaching speaking and then got permission from the institution to conduct a study or an observation in the classroom. Second, the researcher observed the classroom, which has 28 students and distributed them the self-reflective journal to get students' responses toward the use of infographics as the media in speaking class. The reflective journal guideline were adopted from Gibbs in Ratminingsih et al., (2017). In analysing the data, it was used some steps proposed by a researcher, Miles & Huberman (1994), namely data tabulation, data reduction, data display, and conclusion drawing or verification.

## FINDINGS AND DISCUSSION

Based on the observation during 10 meetings, it can be concluded that the lecturer used infographics as media in 7 meetings and 3 meetings without using infographics as media. Also, the students followed the activity consistently, but there were variations in the use of infographics as media, in the instructional process the lecturer used infographics in pre-activity as the introduction for the students (meeting 1). In whilst activity the lecturer used infographics in 2 meetings (meeting 2 and 3) as the practice for students to know the capability of the students' speaking skill. In evaluation especially in post-activity (meeting 4-7), the lecturer used the infographics as the evaluation of students' speaking skill. It also had variations on the topic given in every meeting and also various in the time allocated which based on the activity. So, the teaching and learning process had observed based on the procedure of teaching and learning process proposed by *Permenristekdikti No 44 Tahun 2015* about *Standar Proses Pembelajaran* involving instruction process and evaluation under the implementation KKNi curriculum, the use of infographic as media were slightly different in terms of topic, time located, and the session of activity conduct infographics as media.

The second is about the students' responses toward the implementation of infographics in the speaking for social interaction course. The students were asked to answer 10 questions in students' reflective journal. The students had to give their responses toward the use of infographics in speaking for social interaction course. Based on the results presented above about students' reflective journal, most of the students gave positive responses toward the use of infographics as media in learning speaking. The majority of students mentioned that using infographics as media, the learning process became fun, happy, comfortable, exciting, and interactive. Some of the students also mentioned that learning speaking by using infographics is helpful for them, it makes the students easier to deliver the information and make them confident in speaking. Based on the students' responses, some of them also mentioned that in using infographics as media in learning speaking it can increase their creativity and make them remember their information when they perform. Moreover, the majority of students also mentioned that they were helped and it can improve their speaking skill by

using infographics as media in learning speaking. Also, most of the students consider infographics as media as an important supplementary tool in learning English, especially in learning speaking skill. However, there were also limitations and bad things in the use of infographics as media in learning speaking, the students mentioned that it takes more time in designing the infographics as media, because they need to make their infographics become the creative one. The students also mentioned that by the use of infographics as media in learning speaking the students need to print it out and it can waste their money. The students also mentioned that they need to use good internet connection to design the infographics as media which make a student considered the use infographics as media cannot be an important supplementary tool in learning speaking and cannot make their speaking skill improved.

### CONCLUSION AND SUGGESTION

This analysis was conducted based on the theory of teaching and learning process in higher education proposed by *Permenristekdikti No 44 Tahun 2015* about *Standar Proses Pembelajaran*. Furthermore, the researcher also found that in pre-activity, infographics was used once by the lecturer as a media to explain how to make and use the infographics. In whilst activity, the lecturer was found using infographics twice as a media for students to practice speaking. In post activity, the lecturer asked the students to perform speaking by using infographics which was prepared or produced by the students themselves. In experiencing the implementation of infographics as media, most of the students gave positive response toward it. The students mentioned that the learning process became fun, happy, comfortable, exciting, interactive, it makes the students easier to deliver the information, make them confident when they speak in front of the class, increased their creativity, also considered infographics as media as an important supplementary tool in learning speaking. Meanwhile, some students also mentioned that using infographics as media in learning speaking were the time in designing the infographics as media, students need to print it out and it can waste their money, and also they need to use good internet connection to design the infographics as media become the weaknesses of infographics.

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