

CHAPTER I

INTRODUCTION

This part elaborates the research background, research questions, research purposes, research significances, theoretical framework, research scope, research hypothesis, and previous studies of the research.

A. Research Background

The widespread of English keeps increasing in this globalization era and now becomes urgent for people to use English for communication with others. Regarding that statement, speaking is the act of expressing words or sentences aloud to convey ideas, points of view, or pieces of information (Sudirman, 2019). English is commonly used in a variety of industries, including business, technology, and academic communication. This statement is supported by Rao (2019) in Indonesian schools, students are taught and encouraged to study English as a second language. They should study and speak English. EFL students should be proficient in the four English skills that comprise English: listening, speaking, reading, and writing. The capability to speak is a crucial aspect of a student's communication abilities (Tridinanti, 2018).

However, even though English is a worldwide language widely used for communication and one of the abilities that should be taught to EFL students, many EFL students still find it difficult to speak English. When it comes to speaking, students face challenging scenarios, such as prohibition, having nothing to say, poor participation, and the continuous usage of their native language. In addition, a lack of vocabulary, a lack of master spoken materials, and a lack of preparation are variables that affect students' speaking performance. (Nadiyah & Arina, 2019). Sometimes, they lack ideas and have nothing to say, which prevents the students from participating in the speaking-learning process. Therefore, the learners ultimately find trouble in speaking natural situations.

Based on in Nation & Newton (2009) as cited in Sudirman (2019) stated that performance situations can affect students' speaking abilities. It includes time limitations, performance requirements, support level, and planning. It can be concluded that students need a well preparation and need a reference to speak English with a high self-confidence. Therefore, self-confidence is important in speaking performance to make the speaking process runs well since students' level of self-confidence generate a great influence on students' speaking performance. Speaking is not only a skill taught at the academic level, but also a tool for conveying the kind of thought that leads to new insights. To improve their English skills, students need to have a skill to communicate effectively both in writing and verbally.

According to the problems listed above, EFL students still have trouble of expressing their ideas through speaking. This is one of the reasons why EFL students think that speaking is very difficult when they are learning English. Teachers should choose an easy, helpful material that gets the EFL's attention and gets them interested in learning how to speak (Rao, 2019).

Concerning the above statements, the researcher found some problems during a preliminary study of EFL students at a Junior High School in Bandung. Most of the problems found were students' speaking. The problems cover: they do not know what to say, they are not ready. Hence, need to plan well and need a reference before talking in front of the class since they have nothing to say and do not know how to convey ideas they have in mind, and they suppose that speaking is as the same with reading. So, that problems make students' difficult to speak in English.

Based on the explanations above, this current research would use and implement infographic to explore students' speaking performance in the classroom. The infographic can help students organize the information they need to talk about in a simple way. According to Miftah (2016) cited in Ramadhan (2021), infographics are presented in the form of images or visuals, and infographics are appropriate substance in the field of education. Furthermore, it

is a type of data visualization that can be used in any course. Infographics have been proven to help students prepare for and do well in their speaking performances to be more confident. Yildirim (2016) stated that well-prepared infographics make it possible to present the information in an organized way.

Moreover, several studies have examined the use of infographics in English teaching-learning process. According to Mubarok & Asri (2020) entitled "Infographic: Media for Improving Students' Writing Abilities". The research aimed to improve students' writing skills in procedure text. The result shows that students' writing skills have improved using infographics, especially in using imperative and sequence verbs. Sukerti (2019) "Fostering Students' Presentation Skill Using Infographic: The Implementation of Project-Based Learning in English for Specific Purposes" The results showed that employing an infographic as a project-based learning tool improves students' speaking achievement significantly. Additionally, students could be able to comprehend the grammar and vocabulary while working on the project. Infographics have an impact on their speaking performance. Nhan & Yen (2021) in "The Impact of Using Infographics to Teach Grammar on EFL Students' Learning Motivation". This study focused on improving students' motivation in learning grammar using infographics-based learning. The result showed the use of Infographics-based learning instruction had a positive impact on students' motivation to learn grammar English and the quality of their performance in grammar. Infographics could be an alternative reading activity to help students understand English texts more easily.

It can be concluded that the use of infographics is helpful in the teaching and learning process in English class. The students are guided significantly in learning English skills, including speaking skills. However, this research has a different purpose from the previous studies. This current research aims to implement an infographic on students' speaking performance. Then, this current research implemented informational infographic.

B. Research Questions

Based on the related studies above in using infographic media, some questions are generated as follow in this current research.

1. What are the students' speaking performance before using informational infographic media?
2. What are the students' speaking performance after using informational infographic media?
3. How significant is the improvement of the students' speaking performance before and after using informational infographic media?

C. Research Purposes

Related to the research questions, the purpose of this research is:

1. To find the students' speaking performance before using informational infographic media.
2. To find the students' speaking performance after using informational infographic media.
3. To reveal significant improvement of the students' speaking performance before and after using informational infographic media.

D. Research Significances

This current research is expected to provide some contributions practically and theoretically.

1. For students

This current research is expected to help students in improving their speaking performance in front of the classroom or in other public places.

2. For teachers

This research is expected to provide new insights to teachers in teaching English, particularly in speaking, with the goal of supporting students in improving their speaking skills. Furthermore, implementing infographics might increase students' motivation and critical thinking.

E. Theoretical Framework

Speaking is one of the most essential skills to develop when learning a foreign language. As Tuan and Mai Mentioned cited by Dayat (2017) many learners find it difficult to express what they are going to say in spoken language in the target language. However, it is regarded as one of the most challenging. Speaking problems in EFL learners are more often caused by psychological factors like anxiety, fear of making mistakes, reluctance, and fear of criticism than they are by linguistic issues like vocabulary deficit, poor pronunciation, inadequate knowledge of grammar rules, reading, and oral presentation. (Amoah & Yeboah, 2021).

According to Tuan and Mai as quoted in Dayat (2017), some speaking problems influence students' speaking performance, including the topic knowledge, listening skills, unmotivated, teachers' feedback while speaking, confidence, performance pressure, and time for preparation. Another problem is having nothing idea since they do know to organize the material to be delivered because don't have a well prepared, and it becomes the low self-confidence occurs.

Moreover, speaking performance refers to public speaking, that is speaking which delivers information to the audience such as speech, classroom presentation, and public announcement. Speaking performance is the ability to speak English with an accurate pronunciation sound, use appropriate grammar and vocabulary, speak fluently, and the ability to organize the material or ideas coherently to be effective in communication using English. As the importance of having good speaking performance, students are encouraged to do so. Hence, to be a good speaker, students need to have a good speaking skill in delivering materials or ideas (Brown, 2004).

The use of infographic will cover those problems for EFL students while speaking in the classroom. The infographic has been used to make students easier to speak in the classroom. It helps students to organize the material before being delivered. Infographics are visual representations of graphic data that help others

comprehend the information being presented. The usage of infographics can help students grasp and be motivated by the topic (Melsiani, 2023).

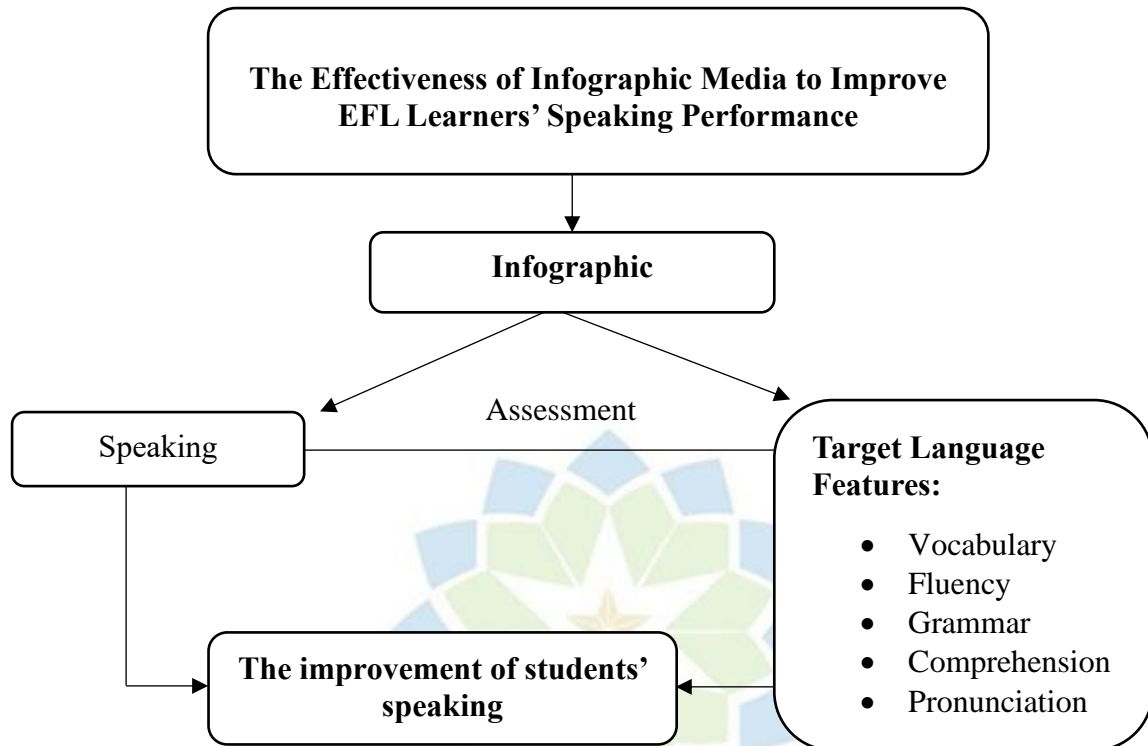
Infographics are one of the new educational environments that use visuals to convey information to their users. Infographics are intended to provide information to their readers using different visuals such as text, pictures, drawings, diagrams, graphs, and so on. The use of infographics is becoming more common in commercial groups' advertising as well as educational settings (Yildirim, 2016).

Well-prepared infographics allow students to show information in a structured way. Their adaptable framework allows information to be visualized and they can be prepared in a variety of ways. Through its setup, information is presented in an order that is natural. The infographic appears as an alternative structure with these characteristics to the texts that provide information about a subject. Infographics have taken place among the latest developments of contemporary learning approaches, since they contain many components used to visualize the information and enable information to be presented in various visual forms (William 2002) as cited in Yildirim (2016).

Using infographics in education and in the classroom has become more popular in recent years. Infographics are graphical pictures of data and information that make it easier to present and understand complex data (Wu & Kuwajima, 2022). This is because infographics have been proven to help students prepare for and do well in their speaking performances to be more confident. Yildirim (2016) stated that well-prepared infographics make it possible to present the information in an organized way.

In addition, students need a well prepare before speaking to make them easier to deliver some topic in speaking. The infographic can help them to organize the material well for students. Students should be more comfortable when speaking by using infographic. This research aims to enhance students' speaking performance with infographic. The research scheme is visualized in the scheme below.

Figure 1.1 Research Scheme



F. Research Scope

Speaking is one of the important skills of the English language that is commonly utilized to communicate or speak with people. This research aims to observe an infographic media to improve students' speaking performance in EFL class in Junior High School Context.

G. Hypothesis

A hypothesis is a short-term solution to an unknown situation. The test findings from the data that has been collected and tested determine the true and false measure of a hypothesis. Based on Sugiyono (2010), the hypothesis is temporary answers of certain research. The hypothesis is represented as follows:

H₀: applying infographic does not improve students' speaking performance.

H_a: applying infographic is beneficial in improving students' speaking performance.

- If t-test (t_0) > t-table (t_1) significant degree of 0.05, H_0 (null hypothesis) is rejected.
- If t-test (t_0) < t-table (t_1) significant degree of 0.05, H_0 (null hypothesis) is accepted.

H. Previous Study

Some previous studies related to this current research have conducted by other researchers. First, Bimantara, et al (2020) “The Implementation of Infographics in Speaking for Social Interaction Course”. The aim of the study was to observe the use of infographics in speaking for social interaction courses and to analyse students' reactions to the use of infographics. This study included 29 participants, 28 of them were students and one of whom was a lecturer who implemented the infographic technique as the media in the classroom. The results reveal that while incorporating infographics in the speaking class, the lecturer employed infographics before, during, and after the exercise. The use of infographics in post-activity received excellent feedback from most students. According to the students, infographic media makes learning more enjoyable, pleasant, comfortable, and engaging. It is also beneficial in speaking performance because it makes delivering presentations easier and speaking more confidently. They also claim that using infographics boosts their creativity and helps them retain material when performing. Infographic media can assist students to improve their speaking skills.

The previous research focused improving students' speaking in specific speaking skills, it is speaking for social interaction. Meanwhile this current research only focuses on speaking skill in describing things using descriptive text. Then, the sample chosen in this research is taken from Junior High School Students which never been taught infographic before. Thus, the similarities both researches are using infographic and the methos used quantitative.

Second, Rezaei and Sayadian (2015) “The Impact of Infographics on Iranian EFL Learners' Grammar Learning”. This research was extended to improve students' grammar skill by using infographic. The students that participated in

this research were 26 male and 34 females of Iranian students. The infographics were used in this study to present grammar to the participants of experimental group. The pre-test consisted of 20 questions and took 30 minutes to answer the questions. Moreover, the result showed that the use of infographic can help students increase their grammar skill and improve their motivation of Iranian students. Infographic also provide a better understanding of learning grammar.

However, the differences between current research with the research above are, that this current research implements infographic into speaking skills, while the previous one is into grammar skills, which means both researches have different aims in the research.

Third, Pertiwi & Kusumaningrum (2021) in “The Infographic Project in Speaking Activities”. The data collections of this research are observation, interview, and questionnaires which is given to 51 students of two classes of English 1, 2019 academic year. This research used qualitative method with case study design, and the instrument used is observation sheet and interview which is used to identify the infographic project. Then, the last instrument used in this research is questionnaire that was used to find out the students’ perception toward the infographic project in speaking activities. The result of this research generates that there was positive respond from students regarding the use of infographic in speaking activities, and the use of infographic improves students’ accuracy, vocabulary, and fluency in speaking skills. The infographic also develops students’ critical thinking and communicative as well.

Therefore, the research above and this current research have differences. It can be seen from the method used in both researches. This current research focuses on implementation of infographic which uses quantitative method with statistical data analysis to find out the result, while the previous study focusing on finding the students’ perception of using infographic in learning English.

Fourth, “The Effectiveness of Teaching Vocabulary by Using Infographic” conducted by Afrian (2019). This study aims to improve students’ vocabulary mastery by using infographic. Based on the problems occur in the classroom,

that students were lack of vocabulary, got difficulties in learning new vocabulary, and the teaching media for students was insufficient, so the researcher used infographic media to reduce the problems. The method used in this research is quantitative with quasi-experimental design. The researcher used pre-test and post-test for two groups of samples. Meanwhile, the sample of this research is 35 students of 8 grade of Junior High School Students that were chosen using purposive sampling. From the data analysis of the research, there is a significant improvement of students' vocabulary mastery after implementing infographic media in the classroom. The students' score in the post-test is higher than the pre-test after given the treatment. The result shows the point of experimental class has improved by 17,8 from 58,7 to 76,4.

However, this current research has some differences with the previous study. This research implemented infographic media in teaching speaking, and the previous study focused on improving students' vocabulary skill using infographic.

In addition, this current research has differences with the previous studies that carried out by other researchers. However, they have similarities in the research, it is about infographic media and to find out the effect of using infographic media to be used in English skills.

Thus, based on the previous studies, the implementation of infographic media in this research is expected can develop students' speaking performance.