

ABSTRACT

Yasusi Aqasih: “USING INFOGRAPHIC TO IMPROVE EFL LEARNERS’ ANNOTATING SKILL IN READING TEXT (A Quasi-Experimental Study at Eight Grade of SMP Triyasa Ujung Berung)”.

At the junior high school level, most of the students’ achievement in annotating skill could not comprehend well the English text that is given by their teacher. Therefore, this research presents Infographic as media of teaching annotating skill in reading descriptive text. Teaching annotating by Infographic the students could practice annotating skill in reading descriptive text.

The purposes of this study are 1) to find out the EFL learners’ annotating skill in reading text before using infographic; 2) to find out the EFL learners’ annotating skill in reading text after using infographic; 3) to find out the significant of the differences between the EFL learners’ annotating skill in reading text before and after using infographic.

This research used quantitative research with quasi-experimental study form. It involved conducting pretest (teaching annotating in reading before using Infographic) and posttest (teaching annotating in reading after using Infographic). This research taken one sample of 185 students by using convenience non-random sampling method from eighth grade at SMP Triyasa Ujung Berung, Bandung. Therefore, quantitative data using statistical analysis is applied in this research. The data were collected using pretest and posttest.

The result of this research includes the EFL learners’ annotating skill in reading text when they are taught by using Infographic is better than the conventional technique. It can be proven with the result of the average score of posttest from students who are taught by using Infographic is 81.23 and for students who are taught by using conventional technique is 60.83. Finally, the significant differences in EFL learners’ annotating skill in reading text taught by Infographic and conventional technique show significant differences. It is obtained that 3.84 value is obtained from Cohens’ d test with the division of mean paired difference score and standard deviation paired difference score of both the pretest and the posttest. Because the result value of Cohens’ d is 3.84, it means that the effect size is large according to the table Cohens’ d. The conclusion shows that in using Infographic to improve EFL learners’ annotating skill can enhance their annotating skill in descriptive text. Therefore, it is recommended that this media used by English teachers during teaching annotating skill in reading.