

CHAPTER I

INTRODUCTION

This paper presents an overview of the research that consists of research background, research questions, purposes of research, significances of research, rationale, hypothesis, and relevances of research using infographic.

A. Background

Reading is one of learning ways for students to enrich their ability and knowledge. In reading, the students are expected to be able to comprehend what they have read. Reading means to understand the meaning of a printed word. It is an active process which consists of recognition and comprehension skill (Patel & Jain, 2008:5). Hood (2002:30) states that reading is fruitful not only for careers, study, and pleasure but also for language acquisition. Reading also provides a good model for English writing and provides the opportunities to study vocabulary, grammar, and punctuation for constructing sentences, paragraphs, and whole texts.

Unfortunately, in Indonesia, the students' reading skill are still far from satisfactory. Based on Sukyadi (2014:4), there are 69% of 15-year-old Indonesian students who have the worst reading performance. Around 37,6% of 15-year-old students are merely able to read texts without understanding the meaning in the text. Only 24,8% students are able to correlate the texts with their prior knowledge. It means that many students still have insufficient reading comprehend the texts.

In addition, Kustaryo (1998:2) states that reading is certainly not easy to present the English reading for Indonesian students whose language system is

different. Reading is a complex process which involves not only the read the text but also their experience to comprehend it. Because of its complexity, many teachers of English at junior high school find difficulties in all teaching reading and prefer teaching structure to reading.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend. Students are mostly failed in comprehending the reading materials.

Based on the researcher's observation when she had a teaching practice program in SMP Triyasa Bandung grade VIII, the students had difficulties in following the program. The standard of minimal score for English subject is 70 at grade VIII. 65% students got the average score 50 in reading section. However, only 35% students had reached the standard of minimal score. This problem was caused by several factors. *First*, they were hard to generate the ideas. *Second*, they lack vocabulary. *Third*, they were hard to comprehend the text. Moreover, the students felt bored because the teacher did not use any appropriate strategy in teaching a descriptive text. It makes the learning process monotonous, and the students did not get what the teacher explained. Consequently, the teaching goal was not reached.

To overcome the problems, annotating is one the important skill in the area of reading since it shows that students comprehend the reading materials. When

students annotate, they can better see how the author structures an argument in the text. Conley (2008:9) states that annotation is one of several cognitive literacy strategies that are used to help students see structure, analyze ideas, derive meaning and communicate understanding. The student would be creative to annotate the text with their own language and they would be motivated to study and read the material well. Moreover, they will get many new English vocabularies.

Annotating a text teaches students how to identify questions, confusing language, and important ideas or words that support their deepened understanding. As the students keep track of their thinking, they will make connections with what they are reading. Therefore, a proper media to teach students annotating is necessary. One of them is using infographic. Infographic is a visual image such as a chart, diagram or image used to represent information or data. In using infographic, a suitable skill is also needed to understand good infographics, one of which is by annotation which consists of highlighting certain data points or interesting phenomena in visualization, and perhaps describing them or placing them in context.

Based on the explanation above, the researcher investigated EFL learners' annotating skill in the 8th grade students of SMP Triyasa Bandung. Therefore, this research focuses on **“USING INFOGRAPHIC TO IMPROVE EFL LEARNERS' ANNOTATING SKILL IN READING TEXT”**.

B. Research Questions

From the observation above, the researcher formulates the problems of this research as follows:

1. What is the EFL learners' annotating skill in reading text before using infographic?
2. What is the EFL learners' annotating skill in reading text after using infographic?
3. How significant is the difference between EFL learners' annotating skill in reading text before and after using infographic?

C. Research Purposes

Based on the background of research above, the study is intended:

1. To find out the EFL learners' annotating skill in reading text before infographic.
2. To find out the EFL learners' annotating skill in reading text after infographic.
3. To find out significant difference between EFL learners' annotating skill before and after using infographic.

D. Significances of Research

This research gives several significances. *Practically*, this research is useful for the teachers and the students. For the teacher, infographic can be used as an alternative reading material with annotating a text. It is an attractive way in teaching English. For the students, infographic can be interested in teaching

learning English, especially in reading. It can motivate and enhance the students new knowledge what they have read.

Theoretically, this research can be used for informationas complex content which is a great form of note taking. Then, infographic is an interesting tool of the reader which can understand the text more easily and quickly in reading classroom.

E. Rationale

Reading is a kind of a crucial activity in an attempt to master a certain language. Richards and Renandya (2002:273) state that reading has special spotlight in many second and or foreign language learning situations. In other words, reading becomes an important activity because it enables people to find out information from variety of the texts, to get pleasure, to get jobs, and to deal with some study purposes.

In relation to the English language learning, reading is one of the four essential skills that language learners need to acquire. It contributes to the success of language learning in general, or a foreign language in particular. Harmer (2002:32) supports this by saying that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. Moreover, Mikulecky and Jeffries (1996:4) state that reading can improve the students' general language skills in English. It can improve the vocabulary, the writing and the speaking skills, and find out the new ideas, facts and experiences.

In reading class, most of the reading activities focused on reading for comprehension. The reason is that the students' skills in comprehending the text lead them to develop their knowledge, even to gain new information. Moreover,

reading comprehension is generally used to measure students' achievement in English, like in the national examination in which reading has a relatively a large portion. When they do the examination, they encounter with many kinds of text types. If students do not have a good reading comprehension, they may fail to do the examination. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

Annotating is important skill in the area of reading since it shows that students comprehend the reading materials. Annotating is any action taken with text to improve the reader's understanding, remembering, and reaction to the text. Sometimes called "close reading," annotating usually causes or underlines parts of the text and makes notes at the margins of the text. This page will use several effective strategies for making text annotations that will help get the most out of the reading (O'Donel & Carol Porter, 2004).

Based on the explanation above, conclusions can be drawn if annotating is a way of understanding what happens in the text after reading it. When making annotations, the author must record the main points in the text, shift the message or perspective of the text, the main focus area, and the perspective of the reader himself. annotating will help summarize the text, pieces of information that are important information.

Infographic is a visual representation, chart, or poster of information about a particular topic (Manowong, 2017). It could be applied as an engaging method to teach new information and critical thinking or a visual presentation of data which can make the brain process more effectively (Krauss, 2012). To create an infographic needs the creativity and an esthetic. The infographic creators

sometimes have to act as artists. The main purpose of infographic is to make people summarize information quickly in the world full of flooding information. It is not only for entertaining the reader but also for concluding the main ideas/products/services (Siricharoen, 2015).

Regarding reading comprehension, infographic can be powerful sources to increase students read faster, understand more, and keep focused for longer with a close reading. Serkan (2016:5) states that infographic can support reading comprehension and writing while strengthening critical thinking and synthesizing skills. Krauss (2012:7) suggests when students make and interpret an infographic, it engages and develops their analysis and interpretation capabilities.

F. Hypothesis

Hypotheses are the statements in quantitative research where the researcher makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. The aim of hypotheses is to narrow the purpose statement to the specific prediction (Creswell, 2012: 111). Thus, an alternative hypothesis is that the alleged statement posed in the research. The alleged statement answers a temporary truth; the truth will be tested with data collected through research. By knowing it, the hypothesis may turn out to be the truth, but also can be uprooted as truth.

This research has two variables; the first is infographic as the “X” variable, and the second is the EFL learners’ annotating skill in reading text as the “Y” variable. The relation of the research hypothesis is proposed as follow: “USING INFOGRAPHIC TO IMPROVE EFL LEARNERS’ ANNOTATING SKILL IN READING TEXT.”

The hypothesis in this study is an alternative hypothesis (Ho) and the null hypothesis (Ha). The formulated hypothesis is described as follows:

Ho: There is no significant improvement in EFL learners' annotating skill in reading text before using infographic.

Ha: There is a significant improvement in EFL learners' annotating skill in reading text after using infographic.

G. Relevances of Research Using Infographic

There are some previous studies that related to the use of infographic. First, from Manawong (2017) showed that this action research was to explore EFL learners' English reading and learning experiences with note taking main ideas and supporting details while using online tools in a face-to-face EFL classroom. The use of infographics as the main learning assignment along with other online tools: Padlet, Google Docs, and Canva, was implemented to promote English reading for EFL learners. The data were gathered from students' reflections and questionnaires. The finding revealed that the class tasks over the period of eight weeks, incorporating online tools, enhanced students' experience when reading English. The students looked at the use of infographics as motivating, and the easy-to-read visual texts enabled them to understand the assigned reading topics much easier.

Second, from DeWitt, D. & Alias, N. (2013) showed that one of the problems among graduate students in a research methodology course was reading large numbers of articles during the course. Reading many research articles was required for an overview of current research methods and to determine the contribution of the findings to the field of knowledge. The finding indicated that

the learners developed the 21st century communication skills as well as literacy skills for summarizing main points. In addition, infographic posters could be used for enhancing communication skills.

Third, according to Siricharoen (2015) suggested that infographic presented information in a limited space and artistic format. He was able to quickly pass on facts and keep the readers reading it. He gave important data/information and enjoyable to read and understand. Infographics become popular in web 2.0, because he was data in graphic illustrative form which made it easier for readers to look at and digest in. The finding that Infographic showed how the advertising of data and information can be ordered/arranged and offered to integrate the summarize ideas.

The previous researches show that the teaching infographic explored EFL learners' reading and learning experiences using note taking main ideas and supporting details in a face-to-face EFL classroom. The learners used infographics as the main learning assignment along with other online tools: Padlet, Google Docs, and Canva. Those tools were implemented to promote English reading for EFL learners in University of Maejo.

However, this research is different from the previous researches. The research focused on improving EFL learners' annotating skill in junior high school required to be a successful reader. This research uses infographic with note taking technique or annotating that used different tools, such as pencil, pencil colour, cartoon, and picture. Annotating skill is also one skill of reading. Infographic makes the students more attractive and active in the teaching annotating in reading.



uin

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG