

**AN ANALYSIS OF INFOGRAPHIC THROUGH REPORTING  
TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL  
AT ENGLISH CLUB MAN BONDOWOSO**

**THESIS**



**By**

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MALANG  
June, 2021**

**TITLE PAGE**

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**THESIS**

Submitted to the Faculty of Education and Teacher Training in Partial Fulfilment  
of the Requirement for the Bachelor Degree of English Language Teaching  
(*S.Pd.*) in the English Education Department



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**APPROVAL SHEET**

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ENGLISH CLUB MAN BONDOWOSO**

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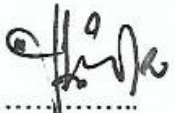

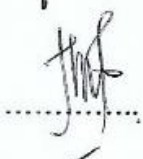
### AN ANALYSIS OF INFOGRAPHIC THROUGH REPORTING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT ENGLISH CLUB MAN BONDOWOSO

THESIS


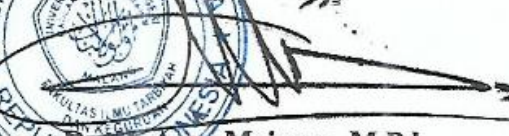
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Declare that:

1. This thesis has been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any other person.
3. Should it later be found that this thesis is product of plagiarism, I am writing to accept any legal consequences that may be imposed on me.

Malang, June 07<sup>th</sup>, 2021

The researcher



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## **DEDICATION**

The most important thing is prostration and gratitude to Allah SWT and Prophet Muhammad who has given us many mercies and blessings. Thanks for giving me knowledge, strength and a bright path to accomplish this thesis.

This thesis is dedicated to my beloved parents, Sulton Mawardi and Sofi Kurnia Tusohro, S.E. who have supported, accompanied, gave me a lot of motivation, love, meaningful life and so much more. Also thank to my best friends especially who always support me in finishing this thesis. The last, I would like to say thanks to myself who still survive. Because I believe it is not become easier, but we become stronger.



## **MOTTO**

*“Fortunate people are parents' prayers that are answered. -Kurama”*

## LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

### A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

### B. Long Vowel

Long (a) Vowel = â

Long (i) Vowel = î

Long (u) Vowel = û

### C. Diphthong Vowel

أَوْ = aw

أَيَّ = ay

أُوَّ = ŭ

إِيَّ = î

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the Name of Allah SWT, The Beneficent, The Merciful*

All praise belongs to Allah SWT, who has been giving the writer His mercies, blessings, guidance, and everything, so the writer has the knowledge and willingness to arrange this thesis to meet the bachelor's degree requirement. Shalawat and Salam may always be upon our Prophet Muhammad SAW, who has guided us into the bright era and better humankind.

This thesis entitled “An Analysis of Infographic through Reporting Technique to Improve Students’ Speaking Skill at English Club MAN Bondowoso” will not be successful without any support in the form of continuous pray, love, and motivation from other people. Then, the writer would like to express his thanks and gratitude, especially to Mr. Harir Mubarok, M.Pd., for his advices, suggestions, motivations, and His time until the writer finished and completed this thesis.

Besides, the writer also wants to show his greatest appreciation, gratitude, and thanks to:

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2. To the writer's Advisor, Mr. Harir Mubarok, M.Pd.
3. To the writer's life. His beloved father, Sul-ton Mawardi, beloved mother, Sofi Kurnia Tusuhro, S.E. my brother Gaza, and all of my family.
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5. To the informant HK and all the participants of English Club.

6. All lecturers at English education department and all lecturers the Faculty of Education and Teacher Training of The State Islamic University of University of Maulana Malik Ibrahim Malang.
7. My beloved friends who always encourage the author's study. Thank for your love, support, and pray.
8. And everyone whose name cannot be mentioned one by one.

Malang, June 07<sup>th</sup>, 2021

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Iqbal Ramadhan

NIM. 17180006

## LIST OF ABBREVIATION

<b>Abbreviation</b>	<b>Meaning</b>
<b>Infographic</b>	Information graphic
<b>MAN Bondowoso</b>	Madrasah Aliyah Negeri Bondowoso
<b>EFL</b>	English Foreign Language
<b>ADDIE</b>	Analysis, design, development, implementation, and evaluation
<b>CV</b>	Curriculum Vitae
<b>HK</b>	Teacher
<b>MT</b>	Respondent 1
<b>MG</b>	Respondent 2
<b>AZ</b>	Respondent 3

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## ABSTRAK

Ramadhan, Iqbal. 2021. Analisis Infografis melalui Teknik Pelaporan untuk Meningkatkan Kemampuan Berbicara Siswa di English Club MAN Bondowoso. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Harir Mubarak, M.Pd.

**Kata Kunci:** Infografis, teknik pelaporan, dan kemampuan berbicara.

Pengetahuan berbahasa merupakan sebuah kewajiban yang harus dipelajari untuk para siswa-siswi di Indonesia mulai dari Sekolah Dasar hingga Sekolah Menengah Atas. Seiring berjalannya waktu, peran teknologi dan informasi juga ikut membantu dalam mengembangkan kemampuan belajar siswa. Infografis merupakan media yang dipercaya dapat dengan efektif menyampaikan informasi dengan cepat dan mudah. Infografis juga masuk kedalam dunia pendidikan, guna membantu guru dan siswa dalam belajar. Hal ini dilakukan sebagai media pembelajaran efektif pada kegiatan ekstrakurikuler English Club MAN Bondowoso dalam meningkatkan kemampuan berbicara siswa.

Tujuan utama dari penelitian: (1) mengaplikasikan infografis dengan teknik pelaporan guna meningkatkan kemampuan berbicara siswa dan (2) mengerti sejauh mana hasil penggunaan infografis dengan metode pelaporan dalam mengembangkan kemampuan berbicara siswa.

Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik penelitian lapangan dan pendekatan studi kasus. Penelitian ini menggunakan tiga instrumen yaitu observasi, angket, dan wawancara. Pelaksanaan dari penelitian ini melibatkan satu guru dan sembilan siswa dari English Club MAN Bondowoso.

Temuan mengungkapkan bahwa penggunaan infografis dengan teknik pelaporan dapat meningkatkan kemampuan berbicara siswa. Penggunaan infografis dalam pembelajaran meningkatkan kreatifitas dan mempermudah guru dan siswa dalam mentransfer materi. Infografis merupakan media pembelajaran yang mudah digunakan dan dapat menarik perhatian siswa karena sifat infografis yang mencakup tida hal yaitu: komprehensi, retensi, dan daya tarik. Temuan kedua, siswa-siswi menyatakan respon yang positif terhadap penggunaan infografis dalam kelas, dan mereka berharap infografis dapat diterapkan pada mata pelajaran lain.

## ABSTRACT

Ramadhan, Iqbal. 2021. An Analysis of Infographic through Reporting Technique to Improve Students' Speaking Skill at English Club MAN Bondowoso. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Harir Mubarok, M.Pd.

**Keywords:** Infographic, reporting technique, and speaking skills

Knowledge of Language is an obligation that must be learned for students from elementary school to high school in Indonesia. Nowadays, the role of technology and information also helps in developing learners' learning abilities. Infographics are instructional learning aid that can effectively convey information quickly and easily. Infographics are addressed to help the educational sector, especially as alternative learning tools in the English Club MAN Bondowoso extracurricular to improve students' speaking skill.

The main objectives of this qualitative research: (1) apply infographics with reporting techniques to improve students' speaking skills and (2) analysis the extent of using infographics tools with reporting techniques in the term of developing learners' speaking skills.

This study used a qualitative descriptive method with case study approach. The researcher employed three instruments; observation, questionnaire, and interview. The implementation of this research involved one teacher and nine students from the English Club MAN Bondowoso.

The first findings revealed that the use of infographics with reporting techniques could improve students' speaking skills, increased creativity, and ease of use for teachers and students to transfer material. The characteristics of infographics are comprehension, retention, and attractiveness. The second finding, learners expressed a positive response of the use of infographics aid in the online classroom. Furthermore, learners are expected to apply infographics tool to other subjects.

## مستخلص البحث

رمضان، إقبل. 2021. تحليل الرسوم البيانية من خلال طريقة إعداد التقارير لتقدم مهارات الكلام لدى الطلاب في مجموعة الإنجليزية بالمدرسة العالية الحكومية بوندوسو. البحث الجامعي. قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الحكومية الإسلامية مالانج.

المشرف : حرير مبارك، الماجستير

إن معرفة اللغة هي التزام التي يجب على الطلاب الإندونيسيا أن يتعلمها منذ المدرسة الابتدائية إلى المدرسة الثانوية. بمرور الوقت، كان التكنولوجيا والمعلومات له دور مهم في تطوير قدرة التعلم لدى الطلاب. واحد منه الرسوم البيانية وهي واسطة موثوقة يمكنها نقل المعلومات بسرعة وسهولة. دخلت الرسوم البيانية في عالم التعليم لمساعدة المعلمين والطلاب في التعلم. وهذا الحال تعمل كوسائل التعليمية في الأنشطة اللامنهجية في مجموعة الإنجليزية في المدرسة العالية الحكومية بوندوسو لتقدم مهارات الكلام لدى الطلاب. وأما الأهداف الرئيسية في هذا للبحث هي: (1) تطبيق الرسوم البيانية بطريقة إعداد التقارير لتقدم مهارات الكلام لدى الطلاب و (2) فهم إلى أي مدى نتائج استخدام الرسوم البيانية بطريقة إعداد التقارير في تطوير مهارات الكلام لدى الطلاب.

إن هذا البحث تستخدم منهج الكيفي والوصفي باستخدام تقنيات البحث الميداني ومدخل الدراسة الحالة. إن هذا البحث تستخدم ثلاثة أدوات البحث وهي الملاحظة، استبيان والمقابلة. إن في تنفيذ هذا البحث يشاؤط الباحث مدرس واحد وتسعة الطلاب من مجموعة الإنجليزية في المدرسة العالية الحكومية بوندوسو. ومن نتائج المهمة له إن استخدام الرسوم البيانية بطريقة إعداد التقارير يمكن أن يتقدم مهارات الكلام لدى الطلاب. واستخدامها في التعلم يمكن زيادة الإبداع ويسهل المعلمين والطلاب في نقل المواد. الرسوم البيانية هي وسائل التعليمية التي سهلة الاستخدام ويمكن أن تجذب انتباه الطلاب بسبب طبيعتها التي تتضمن على ثلاثة أشياء، وهي: الاستيعاب، والاستبقاء، والجاذبية. والنتيجة الثانية من هذا البحث، أعلن الطلاب عن استجابتهم الإيجابيين في استخدام الرسوم البيانية في الفصل، وكانوا يأملون في إمكانية تطبيق الرسوم البيانية على المواد الأخرى.

الكلمات المفتوحة : الرسوم البيانية، تقنيات إعداد التقارير، مهارة الكلا

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of the background of the study, research questions, research objectives, significance of the study, limitation of the study, and definition of key terms.

### **1.1 Background of the Study**

Learning English as a foreign language in Indonesia is started from elementary school to university. Especially at the senior high school level who has various kinds of English goals, which one is students can master three types of communication, namely transactional, interpersonal, and functional in oral and written contexts. Still in the discussion of the objectives of learning English from an early age, students who have graduated from senior high school are expected to be able to communicate in English both verbally and in writing context. According to the Nishanthi (2018), The British Council projects in 2020 showed that two billion people in the world will learn English. This makes learning English important because it allows you to communicate easily with fellow global citizens of the world.

As technology and information progress significantly, learning must always be upgraded in its learning styles and techniques. Education in Indonesia needs a new approach to be used, both teachers and students. Ozdamli et al. (2016) revealed

that students are required to have the ability to find and access, organize information, participate actively in class, and have critical and creative thinking. Learning that utilizes modern technology makes learning faster and has a better and more effective function. Appeal Infographics have a natural appeal to people's attention, because people are attracted to visualization, images, and colors of the infographic itself. According to the Naparin & Aslina Saad (2017), an infographic can transfer knowledge faster and more effectively than pure text. However the condition is depending on the quality and presentation of the infographic itself. Still in the same discussion regarding visualization, Senjaya et al. (2019) research states that about 75% of the information processed by the human brain comes from visual information. Therefore infographics help to improve memory in students which are supported by several elements in it.

This research has a foundation as in the letters and verses in the Qur'an. The basis of learning is started with the listening and speaking process called communication. These verses explained that speaking must also be corrected and precised in order to reach a good goal (An-Nisa': verse 5, 8-9). The process of transferring good knowledge begin, with the right and proper conversation. The verse that forms the basis for this research is related to the creation of Allah SWT. nothing is wasted. This tarbiyah verse also reflects the spiritual attitude of ulul albab in State Islamic University of Maulana Malik Ibrahim Malang. The emergence of infographics, especially in the world of education, creates a new atmosphere in learning to be more comfortable.



الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمٰوٰتِ وَالْاَرْضِ رَبَّنَا مَا خَلَقْتَ هٰذَا بَطٰلًا  
سُبْحٰنَكَ قِنَا عَذَابَ النَّارِ

191. (Ali-Imran: 3) Who remember Allah while standing or sitting or [lying] on their sides and give thought to the creation of the heavens and the earth, [saying], "Our Lord, You did not create this aimlessly; exalted are You [above such a thing]; then protect us from the punishment of the Fire.

وَلَا تُؤْتُوا السُّفَهَاءَ اَمْوَالَكُمُ الَّتِي جَعَلَ اللهُ لَكُمْ قِيَمًا وَارْزُقُوهُمْ فِيهَا وَاكْسُوهُمْ وَقُولُوا لَهُمْ قَوْلًا مَعْرُوفًا

5. (An-Nisa': 4) And do not give the weak-minded your property, which Allah has made a means of sustenance for you, but provide for them with it and clothe them and speak to them words of appropriate kindness.

وَإِذَا حَضَرَ الْقِسْمَةَ اُولُو الْقَرْبٰى وَالْيَتٰمٰى وَالْمَسْكِيْنُ فَارْزُقُوهُمْ مِنْهُ وَقُولُوا لَهُمْ قَوْلًا مَعْرُوفًا

8. (An-Nisa': 4) And when [other] relatives and orphans and the needy are present at the [time of] division, then provide for them [something] out of the estate and speak to them words of appropriate kindness.

وَلْيَحْشَ الَّذِيْنَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوْا عَلَيْهِمْ فَلْيَتَّقُوا اللهَ وَلْيَقُولُوْا قَوْلًا سَدِيْدًا

9. (An-Nisa': 4) And let those [executors and guardians] fear [injustice] as if they [themselves] had left weak offspring behind and feared for them. So let them fear Allah and speak words of appropriate justice.

The verses of the Qur'an are an integration between research and science as being taught by the State Islamic University of Maulana Malik Ibrahim Malang

reflects. The relevance of these verses to this study is the delivery of news that must be accurate, good, and true.

The researcher selected this topic due to the use of infographics media is effective in the several sector such as business, health, commercial, and education. The infographics media is necessary to discuss more deeply due to the interesting and convenient in delivering information.

Infographic or information graphic is an art that contains an image that feels alive with all informations relating to the content. According to Naparin & Aslina Saad (2017) infographic is data visualization that present complex data or information quickly and clearly which includes signs, charts, maps, graphics and photos. Infographic is visual representations that integrate information derived from data and graphics to transfer a message. These visualizations are frequently used to aid in data interpretation. They also assume that the design of guidelines for infographics exist broadly under the umbrella of several disciplines that include semiotics and graphic design. The use of infographic in classrooms can facilitate the process of learning such a memorizing and retrieving data or information. The use of infographic such a tool to develop students' quality in learning increases and makes the learning activity in the class organized.

Jason Lankow (2015) in his book, *Infographics, The Power of Visual Storytelling*, summarizes that our brains like visuals (infographics) because of three things, namely attraction, comprehension, and retention. These three basic provisions are effective in any verbal or visual communication method. Lankow

interprets that attractiveness must be established with readers voluntarily, whereas comprehension is communication that must be effective and provide clear knowledge or understanding of information, as well as retention which means that communication must not be easily forgotten. Lankow also considers the concept in infographics in terms of quality, in order to encourage and build strong interest in readers. The quality of a publication is based on the content produced, which means that it helps readers understand the topics presented.

This study used infographic supporting media and reporting technique learning. Reporting technique is the activity that represent the information that can be seen and felt., according to Aboe (2018) states that a report is a story in newspapers, magazines, social media, radio or television that tells of something that happened or that provides certain information. The reporting technique is used to develop students' speaking skills. The development of speaking with this technique really triggers students to practice their abilities, plus supporting media in the form of attractive visuals and images. The reporting technique is a technique that makes the student's stimulus increase in speaking. This technique paid attention to fluency and accuracy in speaking, but researcher emphasizes more on how triggered the reporting technique with the help of this infographic works. The concept of infographics as a media and reporting technique in developing students' speaking skills at the English club at MAN Bondowoso is an interesting way to train students to communicate bravely.

Abdul Gafur Marzuki (2017) concluded that the reporting technique on students' speaking development has several advantages, namely, in terms of teaching that can be improved from teachers and students, as well as speaking skills that can also be developed. This statement is in line with researcher that reporting techniques will become easier with the presence of supporting learning not only through text but also with pictures and visuals.

This infographic study using this reporting technique is strengthened by several previous studies as a background. Taufiq Harpan Aldila, Akhmad Arif Musadad, and Susanto in their journal entitled *Infographics as an Alternative Media in History Learning for High School Students* (2019), which is the background for the use of infographics in this study have findings that the use of infographics in the teaching and learning process makes students interested in the topic of discussion. The existence of infographics in this case does not replace the role of books but helps to summarize material in an interesting way.

The next previous study is in the journal *Enhancing the Students Speaking Interest Through News Reporting Technique* (2018), by Roswita M. Aboe, which is the background of the effect of reporting techniques in developing student speaking. Aboe found that there was creativity in students who spoke using reporting techniques, apart from being challenged to be ready to convey it, they also had to pay attention to the accuracy in speaking.

The background of this research also includes a previous study by Abdul Gafur Marzuki in his journal *Developing Speaking Skill through Oral Report in an*

EFL Class in Indonesia (2017). The fact or finding of this study is that the opportunity for students to improve their speaking skills is great if they apply the oral report technique.

This research has many supporting factors that fit to be carried out in MAN Bondowoso. MAN Bondowoso is located at Jl. Khairil Anwar No. 278, North Tegalbatu, Badean, Bondowoso Regency, East Java 68214. MAN Bondowoso is a high quality Islamic-based high school in Bondowoso. MAN Bondowoso has been accredited A and is in line with the Maulana Malik Ibrahim State Islamic University of Malang, which prioritizes spiritual or moral, science, and technology. In addition, MAN Bondowoso has curriculum that concerned language learning and bilingual activity every day in the form of speech in front of all the students of MAN Bondowoso after *dhuhur* prayer.

Researcher considered that the study of improving speaking skill through reporting technique with infographic at English Club Man Bondowoso is in line with several previous studies and the integration of verses is able to make this research positive and useful.

Researcher considered that the study of improving speaking skill through reporting technique with infographic at English Club Man Bondowoso is in line with several previous studies and the integration of verses is able to make this research positive and useful. This research has the recommendary on from previous study for combining between infographics and reporting technique. The researcher found the correlation form both that could help learners' speaking ability

## **1.2 Research Questions**

This study focuses on the use of infographics with reporting techniques in the development of speaking skills. The formulation of this problem is determined through the following two questions:

- 1.2.1 How is the application of infographic through reporting technique to improve students' speaking skill at English Club MAN Bondowoso?
- 1.2.2 How is the result of infographic through reporting technique to improve students' speaking skill at English Club MAN Bondowoso?

## **1.3 Research Objectives**

Based on the research questions above, the objectives of this study are:

- 1.3.1 Explain the application of infographic through reporting technique to improve students' speaking skill at English Club MAN Bondowoso.
- 1.3.2 Explain the result of infographic through reporting technique to improve students' speaking skill at English Club MAN Bondowoso.

#### **1.4 Significance of the Study**

This study provides knowledge and interesting learning experiences and is able to improve students' English skills in general. Especially in students' speaking skills which are supported by reporting techniques and infographics that can spark student creativity in developing speaking skill. This research can also be used as a way for teachers to develop students' abilities in English.

In addition to theoretical benefits, this study also contains practical benefits such as the educational institutions being studied for an effective way of developing students' overall speaking ability. Researcher also hope that, this study will be useful for the University as a reference material. Benefits for researcher and further researcher can also be taken from this research such as adding insight, widening knowledge, and developing them again. This research can also be a reference for teachers in developing students' speaking skills through reporting techniques and infographic as a media.

#### **1.5 Limitation of the Study**

In general, this study describes an effective way of learning in developing students' speaking skills, so that researcher focused on developing with infographic media using reporting techniques. The object used in this study is also limited to the extracurricular English club participants at MAN Bondowoso. The infographics used as media were also selected in English only.

This study has drawbacks in terms of participants. Researcher used the English club object which has various levels of students and a smaller number. The level of each student becomes an obstacle in this study because it requires teachers to use appropriate methods in the process of transferring knowledge outside the class.

### **1.6 Definition of Key Terms**

1.6.1 Speaking: is a verbal communication or idea in the form of ideas, values, feelings, or actions from an individual to one or several people.

1.6.2 Reporting: is a form of explaining what has happened from what is heard, seen, or felt in spoken or written form.

1.6.3 Infographic: is visual information in the form of data and images that provide interesting information.

1.6.4 English Club: is a group of people who like English and want to explore it beyond class activities.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter concerns of some theories that will be used to strengthen the study. This chapter consists of speaking skill, visual information, reporting technique, English club, and previous study.

#### **2.1 Speaking Skill**

Speaking is one of the four basic skills to communicate. Speaking skill is a productive skill. As a productive ability in language teaching, students need a good strategy to get the good result effectively.

##### **2.1.1 The Definition of Speaking**

Speaking is an expression from a person to an individual or many related opinions, questions, statements, etc. that are in his mind to express. Speaking in a teaching learning activity is a productive ability because it is a communication activity for many things. In addition, Barras (2006) stated that speaking is one of the four language abilities (reading, writing, listening and speaking), it is the means through which learners can communicate with others to achieve certain objectives or to express their intentions, opinions, hopes, and viewpoints. The development of students' speaking skills is a productive activity to express ideas and thoughts in an opinion.

### **2.1.2 The Purpose of Speaking**

The general purpose of speaking is that students are expected to be able to communicate widely. The importance of speaking learning also aims to use language to be apply in the real world, and makes a language literate culture so that students can develop it by themselves. The focus in developing this ability is to produce verbal speech that involves interaction with other people and requires language as a connector. Siegel (2016) continued that, successful teachers will implement various activities that allow students to learn and express their thinking and language functions.

### **2.1.3 Criteria of Speaking**

One of the basic measurements of speaking ability is criteria towards the measurement of speaking ability. The criteria of speaking ability demonstrated by Hormailis (2003) consisted of vocabulary, grammar, fluency, and pronunciation.

#### **1. Vocabulary**

Vocabulary is one of the criteria that must be considered, because it can support speaking activities. Vocabulary is also related to the right and proper words.

#### **2. Grammar**

Communication must have the correct grammar in order to run smoothly. Speakers should be aware of the grammar they use when speaking. In addition, grammar is a rule for combining

the meanings of word parts of a language to communicate comprehensible messages.

### **3. Fluency**

Speaking is a process of exchanging ideas between speakers and listeners; therefore, fluency is needed in speaking so that it is easy to understand. Hornbaker stated that fluency is a quality in language. It is a skill in speaking spontaneously and confidently.

### **4. Pronunciation**

Pronunciation is the production of speech sound for communication and it is very important in communication. Pronunciation must have appropriate stress and intonation so as not to cause problems.

## **2.2 Visual Information**

Visual information is a medium equipped with pictures and explanations. Visual information can also be categorized as infographics. Infographics is one of the most interesting media in developing the student learning stage because they have their own charm, are easy to remember or are flexible, and have various data and views. Here are some explanations about the meaning of infographics and the advantages and disadvantages of infographics. This study used infographics in accordance with the grand, namely, Jason Lankow (2015) who claimed that infographics have three important points such as attraction, comprehension, and

retention. These three important points are interconnected in creating an attractive and effective media.

### **2.2.1 The Definition of Infographic**

Infographic consisted of two words which have a very complex meaning, namely information as science or data and graphics as display and visuals. Infographics are used in providing information to make it easier for the human brain to capture some information quickly and not easily forget. According to Miftah (2016) noted that infographics as a general concept of presenting information which in its application is based on creativity, beauty (attractiveness), accuracy of content with illustrations, and the effectiveness of the time needed to interpret information. Infographic is suitable media in the world of education because they are presented in the form of images or visuals. Furthermore, it is also a form of visualization of data suitable for use in any lesson.

### **2.2.2 Advantages and Disadvantages of Infographic**

Today, many fields of science use infographics as a shortcut to get information to everyone quickly. Infographics are also considered more effective than using narrative letters or notifications.

Apart from being highly appealing, the advantages of infographics can also be applied in all of the infinite sciences and wrapped in a memorable form. Another advantage of infographics as a learning medium

is that it is easy to prepare and apply, the content and appearance are attractive so that it makes knowledge meaningful and authentic, and of course can develop one's language skills. Jason Lankow (2015) was chosen as the main theory of this study because of its importance in accordance with this research. Lankow said that there are three points of infographics, namely attraction, comprehension, and retention.

### **1. Attraction**

Infographics have this attraction because of their eye-catching designs. The nature of infographics in learning must be intertwined with students voluntarily.

### **2. Comprehension**

Communication in transferring knowledge must be effective, providing knowledge that allows clear understanding of information.

### **3. Retention**

Infographics have their own communication with a mix of material and images, this is what makes infographics not easy to forget. Besides the many advantages that infographic can get, there are several weaknesses in the presentation of infographics, namely making infographic that not everyone can do graphic design making every teacher less proficient in making them. Apart from that, infographic also sometimes cause misunderstandings from people who misinterpret images or

shapes. Some of these shortcomings will raise some questions regarding the information conveyed in the infographic. Therefore, there must be a supporting factor in the form of teachers in terms of education in schools as an explanation of the infographics in learning media.

### **2.2.3 Types of Infographics**

Infographics are known for their extraordinary way of delivering to various fields such as commercial, health, commerce, to education. Sara McGuire (2019) categorizes the types of infographics in detail according to their uses, namely;

#### **1. Statistical Infographic**

This type of infographic is commonly used to tell the story behind the data. The focus of this infographic is to help display the layout and visuals of the data such as charts, icons, diagrams, or maps. An example of this type is the visual survey result.

#### **2. Informational Infographic**

This type of infographic is usually used to present new or specialized data that gives an overview of a topic. Informational infographics can also be used to summarize a longer piece of content, such as a blog post, report, or presentation.

### **3. Timeline Infographic**

This type of infographic is usually used for history of something, to highlight important dates, or to give an overview of events, for example, a project timeline.

### **4. Process Infographic**

The timeline infographic emphasizes the time process infographic providing a summary or overview of the steps in process. Process infographic will help the reader to simplify and clarify each step, most of this type is follow a straightforward top-to-bottom or left-to-right flow.

### **5. Geographic Infographic**

As the name implies, this type of infographic visualizes location-based data, demographic data, or large amounts of data.

### **6. Comparison Infographic**

This type of infographic is used to compare things so that the reader can clearly see what to choose. This type, is usually divided in the middle vertically or horizontally with one option on each side.

### **7. Hierarchical Infographic**

This type of infographic can organize information from the largest to the smallest or vice versa. This type of infographic usually uses a pyramid model in explaining the material, or it can also use a chart.

## **8. List Infographic**

This type of infographic is very simple, the list of data is presented more attractively.

## **9. Resume Infographics**

Resume infographics are a creative way of presenting a resume such as a CV or portfolio.

### **2.2.4 Elements of Infographics**

Elements in infographics are a part that must be considered in making a good infographic. Naparin & Aslina Saad (2018), describe that there are 7 important elements in infographics, namely, title, graphs or charts (picture or image), text or font, story, data, color, and design (format, quality, performance. and aesthetics).

### **2.2.5 Characteristics of Infographics**

A good infographic generally has an attractive, simple design, and can invite readers to view the information presented with retention. In addition to its simplicity, infographics must also have comprehensive or extensive data and be easy to understand. Jason Lankow as CEO of Column Five Media explained that there are three characteristics of a good infographic.



1. Has an attractive visual design and shape (aesthetics according to the trend).
2. Submission of information that is easy to understand.
3. Data, research, and good way of describing information.

## **2.3 Reporting Technique**

Reporting Technique is a simple technique in developing students' speaking skills, but behind its simplicity, this technique is effective and inspires students in expressing opinions.

### **2.3.1 The Definition of Reporting Technique**

Reporting techniques are commonly used in news reading or learning styles for reporting news. The definition of the report itself is delivery of analysing orally or in writing. The role of reporting in students' speaking development is very effective in stimulating the creativity of presenting the analyzed data. Reporting in learning is easy to apply in EFL classroom, as well as in the media presented in the form of infographics. In addition, Kayi (2006) argued that there are many ways to improve students' speaking skills, one of the most effective ways is the reporting technique. Reporting technique is an activity of compiling words from information that has been seen into oral form, so as to proclaim the listener as new information in a new style.

Aboe (2018) states that direct news reports of what happened must straightforward, factual, and clear. Aboe explained that this classification is the basis for reading news. Researcher assesses that the classification in the method used in this study is almost the same as news reading in general. The reporting technique in this study is applied to infographics which are mostly science unlike breaking news. This technique is used to motivate students in speaking and understand the data quickly using infographics so that students' creativity in communicating runs easily.

Reporting techniques can be interpreted as an activity to represent a simple expression of the information obtained. Speakers can analyze information with simple self-composed words. Reporting techniques rely on visual abilities in receiving information, in this case assisted by infographics so that information can be obtained optimally.

### **2.3.2 Advantages and Disadvantages of Reporting Technique**

Reporting techniques in the development of speaking in the classroom have advantages and disadvantages, including for students and teachers.

Reporting techniques have various benefits, including for students. Students have the opportunity to identify the material early and have time to explore the material before learning begins. This makes students speak according to the ideas they want. Widrilina (2014) in her thesis agrees that, in addition to their own thoughts, students will learn and accept other

people's opinions about the same material differently. Reporting techniques also make the class active at least in the sense of involvement of all students expressing their opinions.

Besides the many advantages, there are disadvantages when using reporting technique for students, namely that the information conveyed by students is less directional. This is due to the use of infographics that do not fully explain the material. Reporting technique is also known as one-way communication that allowed students to be unable to interact with listeners.

In addition to the benefits of reporting techniques for students, there are several benefits for teachers who use reporting techniques in the teaching and learning process. Widrilina (2014) argues that students can make the classroom atmosphere active. Another thing is also shown when the teacher conducts an assessment process of student audio recordings.

Behind these advantages, there are disadvantages in using reporting techniques for teachers. Teachers are required to design teaching materials in advance, in this study using infographics.

## **2.4 English Club**

English club is one of the extracurricular activities in MAN Bondowoso related to the development of students' English. The role of the English club is not only as a support for student learning, but also as an association of students who love English. The English club is scheduled for twice a week, although it is not compulsory this extracurricular activity attracts many students as additional knowledge and experience in language. Creative coaches are the reason why this group is loved by many students. Apart from being active coaches, students also play an active role in the ongoing learning process, such as sharing, even practicing micro teaching with their respective teaching creativity.

## **2.5 Previous Study**

This research refers to several previous references to complete this research. Previous studies were taken from related topics in the discussion in this study, such as infographics and speaking through reporting techniques. First, the journal from Taufiq Harpan Aldila, Akhmad Arif Musadad, Susanto (2019). The name of title of the journal is the use of infographics in the development of student knowledge. A teaching model that applies to students understanding the material quickly. Other similarities can be seen from the maximum use of visual information and ease of use for students and teachers. The difference between these two studies is in the subjects they are engaged in history. The method of developing this study uses ADDIE (analysis, design, development, implementation, and evaluation). The

findings of this study reveal that students can easily and quickly understand history using infographics.

The second previous study comes from the journal *Enhancing the Students Speaking Interest Through News Reporting Technique* from Roswita M. Aboe (2018). This study has several similarities, namely, the use of reporting techniques in developing speaking skills is the aim of this study. The method used is students' creativity after reading or seeing the material and then the output is speaking. The most prominent difference from Aboe's research is the deepening of students' skills that focus on speaking and writing skills. The finding of this study is the role of reporting techniques in speaking skills, which is to provide motivation for students and teachers in language accuracy and fluency.

The third previous study is a research by Abdul Gafur Marzuki (2017) with the title of the journal *Developing Speaking Skill through Oral Report in an EFL Class in Indonesia*. The similarity of this research is the use of the same methods and techniques, namely, oral reporting techniques in development and the same goals in students' speaking. The difference lies in the product that prioritizes accuracy, fluency, and the students' speaking in detail.

The recommendation of this study based on the previous study above is that the infographic and reporting technique is a method that can significantly develop students' speaking skills assisted by appropriate and supportive media. Media and learning materials are an important focus in further research in developing students' speaking skills for the better. Infographics can also be used in any subject that can

easily help teacher and students to understand the material, in addition, there are many strategies and technique that can combine with infographic itself, infographic can also be combined with various learning methods such as in developing speaking, writing, and other learning skills.

## **CHAPTER III**

### **METHODOLOGY**

This chapter concerns to the process of obtaining, and gathering data. There are some methods that must be conducted systematically, such as research design, subject of the research, research instrument, data collection, and data analysis. This chapter is the main research component, the way to answer research question based on the methodology, furthermore, is to measurement component, maintain the validity, and reliability of finding of the study.

#### **3.1 Research Design**

This type of research is a field research with a qualitative descriptive method. Panjaitan (2019) explained that, this type of research intends to describe an activity. The research method used is a case study to understand the use of infographics and reporting techniques in developing students' speaking skills at the English Club of MAN Bondowoso. This research used a case study approach that is carried out in depth on a situation using a systematic way of observing, collecting data, analyzing data, and reporting the results. The case study in this research is conducted on students who participate in the English club at MAN Bondowoso.

### **3.2 Subject of the Study**

This research conducted at the English club MAN Bondowoso. This study consists of a questionnaire via google form, interviews, online observation, and audio recordings. The subject of this study were one teacher and students of the eleventh grade to the twelfth grade who participated in the English club extracurricular activities. Another subject is also the extracurricular supervisor as many as one person.

In this qualitative study, the researcher classified the data into two source, such as primary and secondary data. The further explanation can be seen as follows;

#### **3.2.1 Primary Subject Source**

Primary data source is the original source of this research. This data source comes from the core subject of this research. The subjects of this study are students from the eleventh grade to the twelfth grade who took part in the English club extracurricular activities and the second subjects are the extracurricular supervisor as many as one person.

#### **3.2.2 Secondary Subject Source**

The second data source is the supporting data of this research. The second source of data comes from related documents, journals, books, and websites that are in line with the topic of this study.



### **3.3 Research Instrument**

This research conducted by qualitative data collection techniques. To investigate more deeply, the researcher used a questionnaire technique in seeing respondents to the learning technique using infographics and reporting this technique through the media group chat with google form. Researcher conducted several additional instruments to complete the data using interviews with several students via video calls and supervisors. This instrument is included in the observation technique because it analyzes teaching and learning activities speaking with infographics through reporting technique at the English club MAN Bondowoso.

### **3.4 Data Collection**

This research has several variations to employ the data collection through qualitative technique. The researcher uses several approaches such as interviews, observation, and questionnaires to prove research that has credibility.

#### **3.4.1 Observation**

The first grouping of the data used observation through learning groups at the English club MAN Bondowoso. Abd. Fatoni (2006) stated that the observation method is a data collection technique that is carried out through an observation, accompanied by notes on the target object. In this study, observations were made during the learning process using

infographics in developing students' speaking skills through reporting techniques in the English club MAN Bondowoso.

### **3.4.2 Questionnaires**

Questionnaires is one of the various data collection instruments for this study. Kumar (2011) identified that questionnaire as a document providing a set of questions and other types of items formed to accumulate precise information. Questionnaires are used based on research topics with several questions. The aim of the questionnaires is for gathering information from respondents. Thus, in this research the researcher conducted questionnaires by online. Questionnaires consisted of some questions related to the implementation of the infographic using the reporting technique to enhance students' speaking skills in the English club at MAN Bondowoso.

### **3.4.3 Interview**

Interview is an investigation or interview to one or several individuals related to an incident. Abd. Fatoni (2006) stated that, interview is a data collection technique through an oral question and answer process that takes place in one direction, meaning that the question comes from the interviewer and the answer is given by the interviewee. Interview in other words can be defined as face-to-face conversation to prove real data and valid assessments through verbal communication. The interview process in this study was conducted online via video call to one teacher and three students.

### **3.5 Data Analysis**

In qualitative research approach, data analysis is shown by descriptive text. Data analysis is explained by J. Amos Hatch (2014) that, in general, it can involve evaluation, categorization, comparison, interpretation, and pattern finding. Data analysis is a systematic process rather than research to improve understanding of data and enable them to present their results to others.

After obtaining data from observations, questionnaires, and interviews, then the data will be analyzed using the techniques presented by Miles and Hubberman (1994), those were data reduction, data display, and data verification.

#### **1. Data Reduction**

Data reduction is the process of selecting or focusing attention to simplify the rough data that appears during the research process.

#### **2. Data Display**

Presentation of data in the form of narrative text is converted into various forms such as matrices, charts, or graphs, which can then be linked into information arranged in an integrated form.

### 3. Data Verification

The final step in data analysis is verification. Verification is carried out as a conclusion from the data presented. The data verification process is carried out loosely to detailed until it reaches a complete configuration.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter elaborates the research findings and the discussion of the research. This finding of the qualitative study consists of research instruments of the use of infographics and reporting techniques in the term of enhancing learners' ability.

#### **4.1 Research Findings**

This research has been carried out for three weeks, from March, 1<sup>st</sup>, 2021 to March, 19<sup>th</sup>, 2021 at English Club MAN Bondowoso. The researcher focuses on developing students' learning abilities, namely speaking using reporting techniques with the help of infographics (visuals).

The English club is a place for Bondowoso MAN students who are interested in English and want to deepen it beyond classroom activities. The English club consists of nine students from grades eleven to grade twelfth. English Club participants have more basic English than students in general, therefore the tutor from this English Club has no difficulty in teaching the existing materials.

In the researcher's observations regarding the English club on the first day, it can be seen that students actively ask questions and are enthusiastic about this online learning. Teaching and learning activities in the English Club are carried out

online following existing school regulations. The English Club students introduced themselves to the researcher using voice notes fluently. It can be concluded that the speaking ability of the English Club students is very good.

This extracurricular is held every Monday and Wednesday with great enthusiasm. On the second day of developing students' speaking skills, the teacher introduced infographics as an effective medium in learning. The teacher also makes comparisons regarding the use of long texts with infographics in learning. Teachers use sources from the internet in presenting infographics. In the introduction of this infographic, there are students who are new to infographics and some are already familiar with it. Many of the students' questions in this meeting referred to infographics, what are their uses, and the material in the infographics themselves.

On the third day of using infographics in the English Club, it can be seen that English Club students are interested in the use of images, fonts, and icons. The teacher gives an example of the material that will be used in class and explains a little of the material in a simple way, then the students quickly identify the material in the infographic, and the students write down their findings in the online class. The researcher found an additional finding in this study that, infographics can help students in writing.

The fourth day of research in this study shows infographics as a medium that students are interested in because it attracts attention, is easy, and simple. The infographic used in this study is in accordance with the elements and characteristics that are good and right, so that it makes the reader easy to accept the material. The

teacher easily reports back the contents of the infographic to students via voice notes as an example of using reporting techniques supported by visualization.

The fifth and sixth days of the study were the days where students were asked to make summaries to report back on their findings in infographics in written form and voice notes. From these results, it can be concluded that the development of students in speaking increased in terms of fluency and level of confidence.

#### **4.1.1 Observation Result**

The observation result was one of the main data, it was obtained by the researcher from the result of an observation checklist. The data was valid as the teaching and learning activities played by teacher and students in the online English Club. The researcher conducted observations during three weeks, the major aims of the qualitative study were analyzing the teachers' strategy when utilizing infographic and reporting techniques to boost learners' skills. The researcher designed the observation checklist consisted of 10 statements: 5 statements focused on infographic and 5 statements focused on reporting technique.

Table 4.1 Observation of Infographic

No.	Statements	Yes	No	Activities
		<b>Infographic</b>		
1	Learners are motivated to learn English using infographic	V	-	Learners were enthusiastic to learn and practice new learning style of infographic technique.
2	Infographic is easy to use and easy to understand	V	-	The implementation of infographic was easy to apply in online and offline course.
3	Infographic is the aid that easily to transfer the material	V	-	Increase learners' enjoyments while implementing this aid, due to infographic was completed by pictures and text.
4	Infographics are suitable for use as media in developing students' speaking skills	V	-	This kind of aid is one of the media that suitable technique in the term of increasing learners 'speaking ability.
5	Students are confident in speaking using infographics	V	-	Increasing confident aspect in the term of speaking section while utilizing infographic.

Related to the data results above, it could be revealed that infographics could be applied in developing students' speaking abilities. The first statement claimed that infographics could motivate students to learn English. This motivation influenced students' interest in learning materials, so that infographics become effective teaching materials in transferring knowledge. This evidence can be shown by the students' behavior in the class

The second and third statements stated that infographics also allowed teachers to learn both online and offline. Therefore, infographics were flexible but still engaging. As it is easy to use, students could easily understand infographics by transferring material accompanied by interesting pictures and text.



The fourth statement stated that infographics are suitable media for developing students' speaking skills. Infographic is the learning medium to help learners for preparing the text before they speak up.

The last statement is infographics could help learners speak up more confidently. This medium also helped learners to create their self-character when speaking English.

Table 4.2 Observation of Reporting technique

No	Statement	Yes	No	Action
<b>Reporting Technique</b>				
1	Students are fluent in reporting the material using infographics in reporting techniques	V	-	On current reporting results, learners were easy to retell the material on travel tips infographics or the history of Coca Cola.
2	Reporting technique is a technique that can develop students' speaking ability	V	-	Basically, this technique is used in developing students' speaking skills and creativity in developing material.
3	Reporting technique can boost learners' speaking ability	V	-	Applying reporting technique in developing student abilities also triggered creativity in delivering material and encouraged students to speak up and retell the materials.
4	Students are creative in developing information	V	-	Students were creative in delivering material, such as giving examples or explaining in more detail.
5	The application of the reporting technique is easy to use	V	-	This technique was flexible while implemented by online and offline. The researcher used voices notes when utilized this media in online.

The researcher observed the use of reporting techniques as the primary method in developing students' speaking skills. The data from the first statement showed that the media used can help students smoothly convey the material that has been revealed. Another finding from the data

was that students were creative in delivering material using these media and techniques.

The implementation of reporting techniques in developing student learning abilities is also shown in the second statement that infographic technique can be used in developing students' speaking skills. Regarding this technique were used to train students' speaking skill. This is also related to the third data that reporting techniques can encourage students to speak.

There was positive experience while implementing reporting technique such as developing learners' speaking ability in the teaching learning activity, because of the easiness of implementing the media. Furthermore, it stimulated the learners' creativities of speaking skill.

#### **4.1.2 Questionnaire Result**

The second instrument in data collection was a questionnaire. In collecting valid data, researcher used a questionnaire to collect data from students in the use of infographics and reporting techniques. The data obtained in the following questionnaire contained nine students.

Table 4.3 Questionnaire Result of English and Speaking skill

No.	Statement	Yes	No
<b>Learning English</b>			
1	Is it important to learn English today?	100%	-
<b>Speaking Skill</b>			
2	Is it important to improve speaking skills?	100%	-

The questionnaire above is the basis of this research about the importance of learning English and developing speaking skills. This questionnaire were completed with nine students consisting of male students and female students from level eleven to level twelve from various majors, namely religion, social studies, and science. The data that have been obtained by researcher is that all students agree with the learning and deepening of English in the present. These statement were also reinforced by comments from these students regarding learning English which is considered important for the future and daily life.

The data from the second statement is the importance of developing speaking skills which shows that 100% of the students agree. This speaking development is shown from the performance in the classroom with the voice notes of the students who are active in speaking.

Table 4.4 Questionnaire Result of Media Infographic

No.	Statement	Yes	No
<b>Media Infographic</b>			
1	Is the material in the infographic easy to understand?	100%	-
2	Is learning accompanied by infographic media fun?	100%	-
3	Is the infographic design attractive?	100%	-
4	Is the infographic suitable for learning English?	100%	-
5	Does the learning media provided increase your learning frequency?	100%	-
6	Do you want the infographic to be applied to other subjects?	100%	-
7	Are there any new things that are learned when using infographics in learning?	77,77%	22,22%
8	Was the atmosphere of the online classroom enjoyable?	77,77%	22,22%

The main data from this research is in the infographics section as a medium to support students' English skills. The results of this study showed positive results for the English Club MAN Bondowoso students. As in the table of research results above, most of the English Club students agree that infographic media brings positive energy for teaching and learning activities. The statement from this data is also in line with the statement of Jason Lankow (2015), in his book related to infographics that are effective in providing information.

There are eight statements related to infographics which are strengthened by student statements. The first statement stated that the materials of infographic media is easy to understand, the data shown that 9 participants (100%) believed yes to this statement.

The second statement was infographic as fun media that supported in English teaching-learning. The data was obtained 9 participants (100 %) believed agree to this statement.

The third statement revealed that infographic was attractive media for learning, the obtained of the data indicated that 9 participants (100%) tended to say yes.

The fourth statement stated that infographic was suitable aid for learning English, the data shown that 9 participants (100%) believed yes to this statement.

The fifth statement stated that infographic aid increased learning frequency, the data was obtained 9 participants (100 %) believed agree to this statement.

The sixth statement stated that infographic could be applied to others subject, the data was obtained 9 participants (100 %) believed agree to this statement.

The seventh statement stated that infographic could provide new things, the data was obtained 7 participants (77,77 %) believed agree to this statement and 2 participants (22,22%).

The last statement stated that the atmosphere of online classroom was enjoyable, the data was obtained 7 participants (77,77 %) believed agree to this statement and 2 participants (22,22%).

Table 4.5 Questionnaire Result of Reporting Technique

No.	Statement	Yes	No
<b>Reporting Technique</b>			
1	Is this reporting technique easy to apply?	100%	-
2	Does this reporting technique improve your speaking skills?	100%	-
3	Does this reporting technique spur your creativity?	100%	-
4	Does this reporting technique in developing speaking skills help you to be confident?	88,88%	11,11%
5	Is this reporting technique suitable to be applied in learning English?	100%	-
6	Can reporting techniques develop other learning skills such as writing?	100%	-

The second point of the data focused to reporting technique section. This study has conducted research using Google form on nine students of the English Club MAN Bondowoso. This study has summarized some data related to respondents who assessed the techniques used in developing students' speaking skills in this study.

The first statement was related to the usefulness of reporting techniques in the classroom, the data was obtained that all students agreed that this aid was easy to apply. The data was obtained 9 participants (100 %) believed agree to this statement.

The second statement stated that reporting technique improved learners' speaking ability, the data can be shown that 100% of 9 students agree that this technique could improve students' speaking ability.

The third statement which showed that the application of this reporting technique could stimulate students' creativity in the term of speaking and receiving material. The data can be shown that 100% of 9 students agree to this statement.

The fourth statement stated that reporting technique could help learners' confidence in speaking ability, the data can be shown that 88,88% of 8 students agree and one participant believed no to this statement.

The fifth statement stated that reporting technique was suitable of the implement in other subjects. The data can be shown that 100% of 9 students agree to this statement.

The sixth statement stated that reporting technique could develop other learning ability. The data can be shown that 100% of 9 students agree to this statement.

#### **4.1.3 Interview Result**

The last instrument in collecting valid data in this study is the interview. Interviews were conducted by teacher and 9 students who had unique data on filling out the questionnaire as many as three students. This interview was carried out after the learning activity by applying infographics and reporting techniques for four meetings over a month.

## 1. Teacher Interview

The first resource person was the teacher or tutor from the English Club, HK as a teacher who applies infographics in the classroom. The results of the data obtained during the interview were positive and experienced developments in student learning levels.

*“Saya melihat siswa-siswi disini antusias sekali dengan proses pembelajaran, walaupun kegiatan ini hanya ekstrakurikuler, tetapi saya senang dengan semangat siswa-siswi belajar, apalagi menggunakan media yang menarik seperti ini.”*  
(I see the students here are very enthusiastic about the learning process, even though this activity is only extracurricular, but I am happy with the enthusiasm of the students to learn, let alone using interesting media like this.)

HK stated that the students at the English Club were very enthusiastic about teaching and learning activities using these media and techniques. Likewise with the application of these media and techniques in teaching speaking to students.

*“Penerapan infografis dengan metode yang kemarin dilakukan itu menurut saya sangat bagus dan sangat membantu anak dalam meningkatkan kemampuan berbicara siswa, tidak hanya melihat teks yang sangat panjang saja palagi membaca juga sangat membosankan bagi siswa. Infografis juga memuat gambar yang sangat menarik sehingga menarik perhatian siswa untuk mengetahui informasi di dalamnya, serta dibantu dengan teks yang telah dirangkum dan tepat pada intinya. Kekurangan dalam penerapan infografis ini guru akan lebih ekstra dalam menyiapkan materi pembelajaran serta editing yang lebih dalam menggunakan infografis. Dalam penerapan reporting teknik sendiri sudah sangat baik sebagai salah satu metode peningkatan speaking siswa.”* (In my opinion, the application of infographics using the method that was carried out yesterday is very good and very helpful for children in improving students' speaking skills, not only seeing very long texts but also reading is very boring for students. Infographics also contain very interesting images that



attract students' attention to find out the information in and deeper editing using infographics. In the application of the reporting them, and are assisted by summarized and precise text. Weaknesses in the application of this infographic, the teacher will be more extra in preparing learning materials technique itself, it is very good as a method of improving students' speaking.)

As stated by HK in the interview, infographics are an attractive medium for both teachers and students in their application, not only that, techniques that are easy to apply are also the key to this interesting learning.

*“Ya, ada peningkatan untuk siswa-siswi dalam berbicara. Menurut saya metode reporting teknik ini juga membantu writing siswa, karena tidak semua siswa ketika membuat laporan tentang info pada infografi tersebut langsung mengucap, ada juga yang masih harus ditulis.”* (Yes, there is an improvement for students in speaking. In my opinion, this method of reporting techniques also helps students' writing, because not all students when they make reports about the info on the infographics immediately say, some still have to be written.)

## **2. Students Interview**

Interviews were also conducted with three students as evidence of interesting learning outcomes. Infographics and reporting techniques have become media and techniques that can improve students' speaking skills, the researcher interviewed MT, MG, and AZ. The data can be shown as follows.

MT: *“Penerapan Infografis sangat membantu saya memahami materi dan menarik untuk dibaca. Saya merupakan orang yang tidak terlalu suka dengan teks yang panjang, tetapi dengan infografis dengan teks yang sudah disajikan secara pas, memiliki komposisi yang cepat bagi saya memahami materi. Teknik reporting juga bukan hal yang baru bagi saya, jadi sudah sangat pas disandingkan dengan infografis dan tentunya mudah dipahami.”* (The application of infographics really helps me understand the material and is interesting to read. I’m a person who doesn’t really like long text, but with infographics with text that has been presented properly, has a composition that is fast for me to understand the material. The reporting technique is also not new to me, so it fits perfectly with the infographic and of course it is easy to understand.)

MG: *“Saya suka dengan media yang digunakan Mrs. Qiqi berupa infografis, infografis sangat eyes catching dan menarik. Selain itu, materinya simple dari pada berupa teks panjang dan tanpa gambar. Metode yang digunakan ini merupakan metode yang cukup rumit menurut saya karena harus mengingat beberapa informasi penting, tetapi dibantu dengan infografis yang membuat materi lebih gampang di ingat.”* (I like the media used by Mrs. Qiqi is an infographic, the infographic is very eye-catching and interesting. In addition, the material is simple rather than in the form of long text and without images. The method used is a fairly complicated method in my opinion because you have to remember some important information, but it is assisted by infographics that make the material easier to remember.)

AZ: *“Saya sudah mengenal infografis, media ini memang dikenal efektif dalam penyampaiannya, selain dalam visual yang menarik, infografis juga menarik digunakan belajar. Reporting teknik dikenal dalam susah untuk mengingat hal penting didalamnya saat melaporkan kembali, tetapi dengan bantuan infografis saya dapat dengan mudah mengingat isi dari materi tersebut.”* (I am familiar with infographics, this media is known to be effective in its delivery, apart from being visually appealing, infographics are also interesting for learning. Reporting techniques are known to be difficult to remember important things in when reporting back, but with the help of infographics I can easily remember the content of the material.)

This effective learning process produces a comfortable learning atmosphere for students in the classroom. Infographics have become

effective teaching materials in improving students' speaking skills with the help of reporting techniques as a way to stimulate students to speak.

MT: *“Pembelajaran menggunakan infografis ini mudah dimengerti karena tidak harus membaca teks yang panjang lalu tidak mengerti, tetapi mudah dipahami karena bantuan gambarnya. Menurut saya kelas speaking kemarin menarik dan mudah dipahami.”* (Learning using this infographic is easy to understand because you don't have to read a long text and then don't understand it, but it's easy to understand because of the help of pictures. I thought yesterday's speaking class was interesting and easy to understand.)

MG: *“Saya mengenal infografis memang dapat diandalkan dalam penyampaian materi yang cepat, jadi saya suka dalam penerapannya dalam pembelajaran.”* (I know that infographics can be relied on in delivering fast material, so I like their application in learning.)

AZ: *“Seperti yang telah terjadi dalam kelas, materi pelajaran dapat mudah dipahami dan dimengerti dengan bantuan infografis.”* (As happened in class, the subject matter can be easily understood and understood with the help of infographics.)

This study also received positive responses from the three students regarding infographic and reporting technique as interesting teaching materials.

*“Media infografis sangat menarik, saya berharap dapat menggunakannya dalam mata pelajaran yang lain. Reporting teknik merupakan salah satu dari banyak cara untuk mengembangkan speaking yang saya sukai, menurut saya kegiatan ini begitu efektif dalam brainstorming dan kreatifitas.”* (Infographic media is very interesting and I hope to use it in other subjects. Reporting technique is one of the many ways to develop the speaking that I like. I think this activity is very effective in brainstorming and creativity.)

This study is in accordance with the objectives of the researcher regarding infographics and reporting techniques. In the interview above,

they stated that teaching and learning activities were greatly helped by the presence of attractive media and effective methods to focus on developing each student's skills. Apart from being used effectively, infographics are also flexible media for use by teacher and students both online and offline.

## **4.2 Discussion**

The aim of this qualitative study is about infographic media and reporting techniques as a learning method. This research was conducted on nine members of the English Club MAN Bondowoso along with one supervisor. Based on this case, researcher focused on observing teaching and learning activities for four weeks using infographics and reporting techniques.

The correlation of the points in this study between speaking skills, technical reporting, and infographics are interconnected. The findings in this study explain that reporting techniques are an easy and effective way to develop students' speaking skills. The correlation of reporting techniques or speaking skills to visualization is also supported by student analysis of infographic material, this also shows that this correlation is very strong with each other in developing students' learning abilities. Infographic material that is packaged in a simple way can make students critical in receiving the material, thus creating creativity in learning.

The researcher designed two research questions about the application of infographics and reporting techniques to English Club MAN Bondowoso students.

The valuable data was obtained by observation as observations from teaching and learning activities, conducting questionnaires, and interviews. The researcher gave further interpretation and discussion as follows:

#### **4.2.1 The Application of Infographic through Reporting Technique to Improve Students Speaking Skill**

This research on instructional media and learning techniques has obtained some data from the student objects of this study. Researchers have obtained valid data in conducting research on the students of the English Club MAN Bondowoso. The description of this data will be carried out in detail related to the application process of infographic media and reporting techniques in developing students' speaking skills in class.

This study proves that the application of infographics and reporting techniques to students has succeeded in motivating and improving students' speaking skills. This is also evident in all instruments taken from the research process for one month which show positive results.

The application of infographics in the context of education is very effective in using and has the potential to increase students' creativity in examining learning material. This research is also in line with the opinion of Lankow (2015) in his book, infographics in education are intended to communicate material as clearly as possible by prioritizing comprehension, then retention, and attractiveness. The same is the case with the learning

materials used in this study regarding "Travel Tips" and the history of "Coca-Cola" which follows these priorities in delivering material.

Materi pembelajaran yang disajikan yaitu tentang "travel tips" yang dibuat oleh peneliti sebagai media penelitian terhadap siswa, sedangkan materi history of "Coca-Cola" digunakan guru yang diambil dari internet.

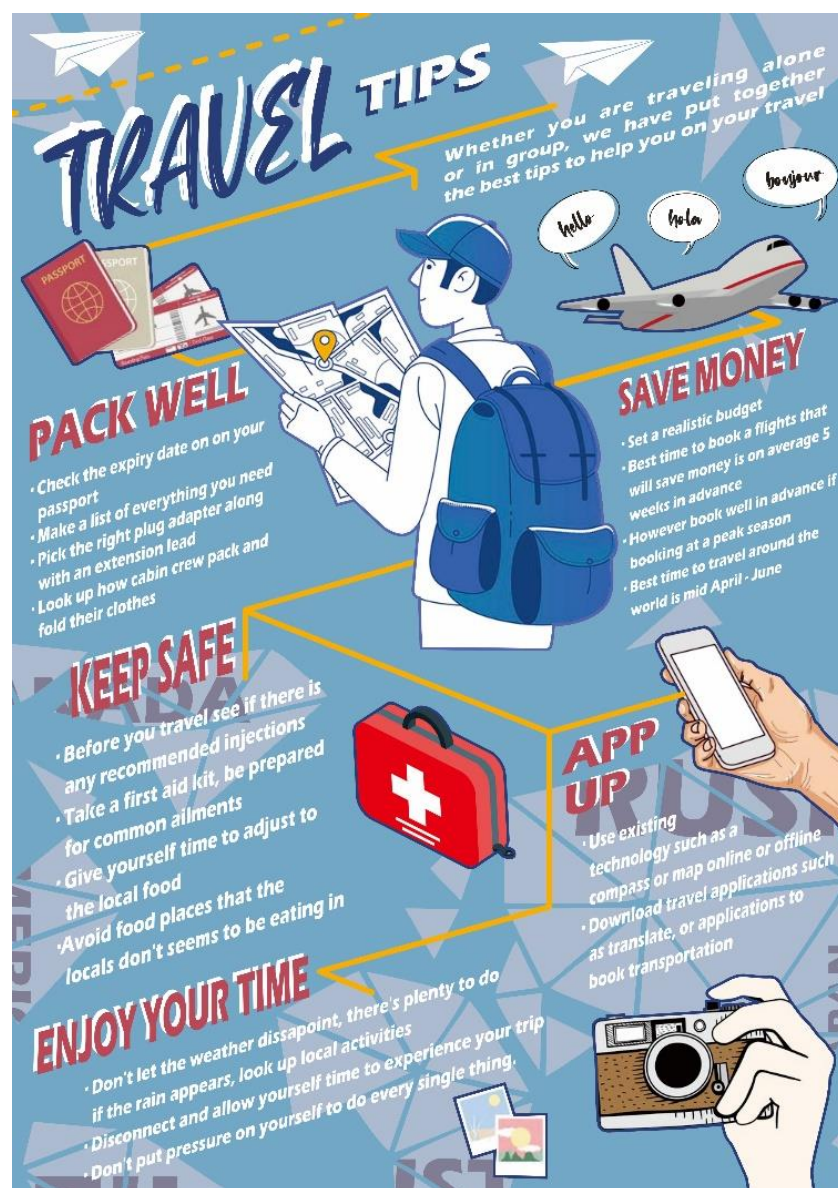


Figure 4.1 Travel Tips Material

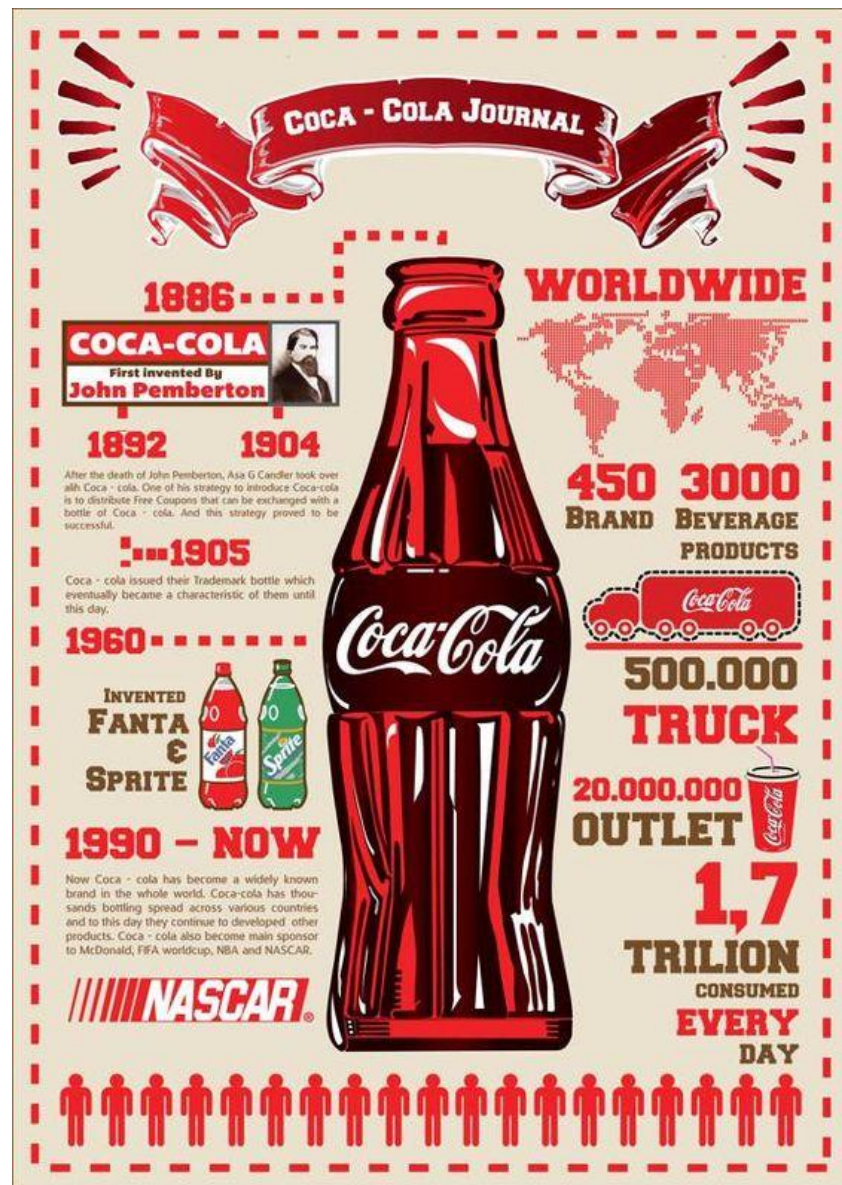


Figure 4.2 Coca-Cala Material

The teaching material is a medium used in improving students' speaking skills in class. Students are free to choose between the two materials above that they like and report back in the form of technical reporting. The tutor from the English Club succeeded in making the classroom atmosphere attractive and attracting enthusiasm for students in learning, this made infographics an effective medium in attracting students'

attention and focus on learning, given that the English Club is an informal, extracurricular activity outside the classroom.

Furthermore, the innovative media of infographics is convenient and enjoyable aid. Based on interview results with the English club supervisor about the use of infographics that,

*“Saran dari saya sudah bagus dan menarik penggunaan infografis ini, mungkin dapat digunakan pada mata pelajaran yang lain dan dapat digunakan metode yang bervariasi juga.”* (My advice is good and interesting to use this infographic, maybe it can be used in other subjects and various methods can be used as well.)

In the interview it was concluded that the application of infographics in teaching and learning activities can be applied to other subjects to help the process of transferring students' knowledge in understanding the material. From the student's point of view regarding the use of this infographic it also leaves an interesting experience in learning.

*“Pembelajaran menggunakan infografis ini mudah dimengerti karena tidak harus membaca teks yang panjang lalu tidak mengerti, tetapi mudah dipahami karena bantuan gambarnya. Menurut saya kelas speaking kemarin menarik dan mudah dipahami.”* (Learning using this infographic is easy to understand because you don't have to read a long text and then don't understand it, but it's easy to understand because of the help of pictures. I thought yesterday's speaking class was interesting and easy to understand.)

Supporting methods in improving students' speaking skills are also assisted by reporting techniques. The data from this study shows positive results in the use of reporting techniques as a learning method, this is in accordance with what Aboe (2018) said in his research, reporting is an



appropriate technique in developing students' speaking skills, students can learn from the use of words and sentences they construct and help them with writing as well.

Apart from all the data that showed positive results in its application, the use of infographics and reporting techniques also encountered several obstacles for both teachers and students. These constraints are influenced by several factors that do not really affect the learning process, among others, are teachers who need more energy in designing infographics, as well as the less active participation of students in class chat groups in learning. It can be easily overcome for teachers and students because it is assisted by the internet, teachers can easily find teaching materials or infographic references in teaching. The factor experienced by students who are less active in this learning is because the English Club is an extracurricular that is not formal in formal teaching and learning activities, therefore the mentor teacher eases the task and takes longer time for students to participate in this activity.

The learning process in the English Club takes place regularly with the final project reporting on the material related to the travel tips infographic or Coca-Cola above. The teacher and researcher assessed in their observations that the progress of these students was significant in re-reporting what they had seen or remembered in the learning material. It

fosters learners' creativity in the term of retelling the information that obtained through voices note.

#### **4.2.2 Infographic through Reporting Technique to Improve Students**

##### **Speaking Skill**

Analysis of the use of infographics and reporting techniques in this study is positive for students and teacher. Based on the research above the teachers and students of the English Club were divided into three instruments.

The results of the first instrument was shown in the results of online classroom observations in the English Club group chat for four weeks using infographics and reporting techniques in developing students' speaking skills. The results of these observations indicate that the role of English is very important in the development of students in education. Activities in the learning process are recorded on the observation sheet according to the conditions in the field.

These observations covered two main topics, namely infographics and reporting techniques. In the discussion of infographics, it was shown that students are enthusiastic in carrying out the learning process. This is in accordance with the theory of Ozdamli (2016) in his research results showed that infographics are better and more descriptive visual media, infographics are also more comfortable to use in terms of their presentations. Second, the reporting technique that obtained a good response, because it is easy to assist with infographics, and the significant changes students experience in

speaking for the better. In the research of Abdul Gafur Marzuki (2017) it showed that the students speaking skill could be developed through applying oral report technique in teaching speaking skill. Those statements have been proven by the results obtained in this study.

The second instrument was taken from the results of a questionnaire conducted to nine students at the English Club. The importance of learning English and developing speaking skills is considered to be 100% important in education. In contrast, infographics and reporting techniques have different opinions on viewing infographics and reporting techniques. 22.22% of the students answered that they were familiar with infographics and new things in them, of course this is another factor for these students. In contrast to technical reporting, only 11.11% answered that technical reporting could not guarantee their confidence in speaking. This is a factor that can be experienced from experience and oneself.

The last instrument was an interview with the supervisor and three students. In collecting the data, valid data is obtained from the object of this research. The interview from the informant had positive results in responding to this infographic and reporting technique, additional findings that can be concluded in the interview are the growth of creativity in students when using infographics and reporting techniques, easy to apply, and interesting to learn.

The final research of this study represents the progress that students have obtained in the learning process using this infographic and reporting

technique. The researcher assessed that all of the results of the voice notes of the English Club students had increased in speaking and were creative in conveying. It means that media infographic and reporting technique were increased students' speaking ability.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

In light of the results, it can be concluded that the implementation of infographics media using reporting techniques can foster learners' speaking ability significantly. The implementation of infographics stimulates learners' motivation to learn English due to some reasons such as interest, comprehension, and retention. Furthermore, infographics are enjoyable learning aid that used because easy to apply and effective in the term of conveying the educational materials. The convenient aspect could be used in other aspects such as business, trading, etc. the combination between an infographic and reporting media are suitable educational tools for enhancing learners' creativity.

This qualitative research reveals that the implementation of infographics can be done flexibly online or offline, especially in the implementation of the English Club MAN Bondowoso students, the majority of the students showed positive belief and interest in this technique. This case is shown in the level of students' enthusiasm even though they have to learn using online discussion class, however they showed their enthusiasm through the voice notes tool.

The benefit of this study is exploring the use of infographics and reporting techniques in teaching and learning activities, as well as developing students' speaking skills. The use of infographics and reporting techniques are assessed from

the perspective of teachers and students. Furthermore, the researcher used several instruments in obtaining valid data.

This qualitative research is limited to only one extracurricular at MAN Bondowoso, where the participants have a special interest in English, therefore the results may change to other objects.

## **5.2 Suggestion**

The researcher conducted the study at the English Club of MAN Bondowoso, it concerned the use of infographics and reporting techniques in developing students' speaking skills. In addition, this research pioneers the use of interesting aid in learning English at the English Club.

The researcher has suggestions on the media and techniques used by the teacher for these English Club students. The applying of infographic and reporting techniques aid are a big step in improving student learning abilities. It is recommended for infographic users such as students to improve other English learning skills, such writing, reading, and listening.

The researcher suggests to forthcoming study for boarding the infographic learning for beginner level students, exploring and combining others technique.

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# **APPENDICES**

## *Appendix I The Blueprint of Interview and Questionnaire Guide*

### **The Blueprint of Questionnaire, Interview, and Observation Guide Constructivist Learning Theory**

#### **Background**

The blueprint design arranged for collecting the Analysis of Infographic through Reporting Technique to Improve Students Speaking Skill at English Club MAN Bondowoso. It is going to be alternative way in the distance learning today. Based on previous study conducted by other researchers, there are 4 dimensions which become the reference for the researcher such as usefulness, technical aspect, instructional aspect, and convenience.

#### **Objective**

The researcher used the blueprint design as the guideline in this qualitative approach. Collecting the data, the researcher employed some instruments: observation, questionnaire, and interview.

### 1. Infographic Construct Theory

<b>Construct Theory</b>	<b>Dimension</b>	<b>Variable</b>	<b>Sub- Variable</b>	<b>Indicator</b>	<b>Question Number</b>
Jason Lankow (2015), Infographic has three important aspects, comprehension, retention, and alluring.	Comprehension	Learners	Easiness	This aid ease students to transfer the material.	1,3,5,7,8
				This medium is easy to use for teacher and students.	
			Effectiveness	Using infographic would enhance students' effectiveness in their learning.	
				Using this aid improves students' performance in the course.	
	Retention		Usefulness	Using this aid is useful to students in this course.	
				Using infographic would help students accomplish their learning.	

	Alluring		Motivation	Assisting to gain students' enjoyment and willing to do learning activity.	
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## 2. Reporting Technique Construct Theory

Construct Theory	Dimension	Variable	Sub- Variable	Indicator	Question Number
Aboe (2018), reporting technique can stimulate students' speaking skill.	Technical Aspect	<b>Learners</b>	Improving skill	Easy to operate the application.	<b>2,4,6,9,10</b>
	Educational Aspect			Boosting the skill thru this aid and being comfort for learners' experience.	

### References

- Aboe, R. M. (2018). Enhancing the students speaking interest through news reporting technique. *Asian EFL Journal*, 20(7), 153–161.
- Lankow, J. (2015). *Infografis: Kedahsyatan Bercerita Visual* (pp. 11–56). PT. Gramedia.

*Appendix II Observation Guide*

**OBSERVATION BLUEPRINT**

**Observation Checklist Sheet**

**Subject** :

**Date** :

No.	Statements	Yes	No	Activities
<b>Infographic</b>				
1	Learners are motivated to learn English using infographic			
2	Infographic is easy to use and easy to understand			
3	Infographic is the aid that easily to transfer the material			
4	Infographics are suitable for use as media in developing students' speaking skills			
5	Students are confident in speaking using infographics			

<b>Reporting Technique</b>				
<b>6</b>	Students are fluent in reporting the material using infographics in reporting techniques			
<b>7</b>	Reporting technique is a technique that can develop students' speaking ability			
<b>8</b>	Reporting technique can boost learners' speaking ability			
<b>9</b>	Students are creative in developing information			
<b>10</b>	The application of the reporting technique is easy to use			

*Appendix III Questionnaire Guide*

**QUESTIONNAIRE GUIDELINE**

**Name :**

**Class :**

No.	Questions	Yes	No
Learning English			
1	Is it important to learn English today?		
2	What is your motivation for joining the English club?		
Learning Speaking			
1	Is it important to improve speaking skills in learning?		
2	What is your motivation to improve your speaking skills?		
Infographic			
1	Is the material in the infographic easy to understand?		
2	Is learning accompanied by infographic media fun?		
3	Is the infographic design attractive?		
4	Is the infographic suitable for learning English?		
5	Does the learning media provided increase your learning frequency?		
6	Do you want the infographic to be applied to other subjects?		
7	Are there any new things that are learned when using infographics in learning?		



8	Was the atmosphere of the online classroom enjoyable?		
9	What do you think about learning using an infographic?		
Reporting Technique			
1	Is this reporting technique easy to apply?		
2	Does this reporting technique improve your speaking skills?		
3	Does this reporting technique spur your creativity?		
4	Does this reporting technique in developing speaking skills help you to be confident?		
5	Is this reporting technique suitable to be applied in learning English?		
6	Can reporting techniques develop other learning skills such as writing?		
7	What is your opinion regarding speaking development using the reporting technique?		

## *Appendix IV Interview Guide*

### **INTERVIEW BLUEPRINT**

#### **List of questions for teacher**

1. Are students interested in learning English?
2. What are the difficulties in learning English speaking skill?
3. What do you do to solve the problem(s)?
4. What activities that have been used in practicing English speaking skill?
5. What do you think about the application of reporting techniques in developing speaking skills?
6. What do you think about the learning process?
7. What improvements do you see during learning using infographic with reporting technique?
8. What are your suggestions for those activities?

#### **List of questions for students**

##### **Interview Guideline Before Using Infographic**

1. Do you like English subject?
2. What are the difficulties in learning English speaking skill?
3. What do you do to solve the problem(s)?
4. What activities that have been used in practicing English speaking skill?
5. What do you think about the application of reporting techniques in developing speaking skills?

##### **Interview Guideline after using Infographic**

6. What do you think about the learning process?
7. Do you enjoy the learning process?
8. What do you think about the media and the material? Are they interesting?
9. Are you happy to use reporting technique in the learning activity?
10. What do you think about your speaking skill? Are there any improvements?

*Appendix V Observation Result*

**The Result of Observation Checklist Guide**

No.	Statements	Yes	No	Activities
Infographic				
1	Learners are motivated to learn English using infographic	<b>V</b>	-	<ol style="list-style-type: none"> <li>1. Learners were enthusiastic to learn and practice new learning style of infographic technique.</li> <li>2. This kind of technique was foster learners' motivation to follow the further materials.</li> <li>3. Learners were helped to increase their creativity in learning English.</li> </ol>
2	Infographic is easy to use and easy to understand	<b>V</b>	-	<ol style="list-style-type: none"> <li>1. The implementation of infographic was easy to apply in online and offline course.</li> <li>2. Using infographic which consisted of some pictures related with the topic and conclusion section were supporting teacher's explanation.</li> <li>3. The positive side of infographic could boost learners to understand the context of materials easily.</li> </ol>

3	Infographic is the aid that easily to transfer the material	V	-	<ol style="list-style-type: none"> <li>1. Increase learners' enjoyments while implementing this aid, due to infographic was completed by pictures and text.</li> <li>2. Infographic helped to transfer the materials quickly than using text media.</li> </ol>
4	Infographics are suitable for use as media in developing students' speaking skills	V	-	<ol style="list-style-type: none"> <li>1. This kind of aid is one of the media that suitable technique in the term of increasing learners 'speaking ability.</li> <li>2. Actually, infographic is the learning tool to help learners for preparing the text before they speak up.</li> </ol>
5	Students are confident in speaking using infographics	V	-	<ol style="list-style-type: none"> <li>1. Increasing confident aspect in the term of speaking section while utilizing infographic.</li> <li>2. This aid also helped learners to create their self-character when speaking English.</li> </ol>
<b>Reporting Technique</b>				
6	Students are fluent in reporting the material using infographics in reporting techniques	V	-	On current reporting results, learners were easy to retell the material on travel tips infographics or the history of Coca Cola.

7	Reporting technique is a technique that can develop students' speaking ability	<b>V</b>	-	Basically, this technique is used in developing students' speaking skills and creativity in developing material.
8	Reporting technique can boost learners' speaking ability	<b>V</b>	-	Applying reporting technique in developing student abilities also triggered creativity in delivering material and encouraged students to speak up and retell the materials.
9	Students are creative in developing information	<b>V</b>	-	Students were creative in delivering material, such as giving examples or explaining in more detail.
10	The application of the reporting technique is easy to use	<b>V</b>	-	This technique was flexible while implemented by online and offline. The researcher used voices notes when utilized this media in online.

**Appendix VI Questionnaire Result**

**The Result of Questionnaire**

No.	Statement	Yes	No
<b>Learning English</b>			
1	Is it important to learn English today?	100%	-
<b>Speaking Skill</b>			
2	Is it important to improve speaking skills?	100%	-
<b>Infographic</b>			
3	Is the material in the infographic easy to understand?	100%	-
4	Is learning accompanied by infographic media fun?	100%	-
5	Is the infographic design attractive?	100%	-
6	Is the infographic suitable for learning English?	100%	-
7	Does the learning media provided increase your learning frequency?	100%	-
8	Do you want the infographic to be applied to other subjects?	100%	-
9	Are there any new things that are learned when using infographics in learning?	77,77%	22,22%
10	Was the atmosphere of the online classroom enjoyable?	77,77%	22,22%
<b>Reporting Technique</b>			

11	Is this reporting technique easy to apply?	100%	-
12	Does this reporting technique improve your speaking skills?	100%	-
13	Does this reporting technique spur your creativity?	100%	-
14	Does this reporting technique in developing speaking skills help you to be confident?	88,88%	11,11%
15	Is this reporting technique suitable to be applied in learning English?	100%	-

## *Appendix VII Interview Transcription*

### **Teacher Interview Transcription**

Informant : HK

Date : March 11, 2021

IR : “*Assalamualaikum wr. wb. Ma’am. How are you ma’am? Thank you for your time, in this interview I will ask some questions related to English Club activities over the past three weeks.*”

HK : “*Walaikumsalam wr. wb. mas Iqbal, Alhamdulillah baik. Iya boleh mau tanya tentang apa?*” (Walaikumsalam mas Iqbal, Alhamdulillah it is good. What do you want to ask?)

IR : “Are students from English Club interested in learning English?”

HK : “*Siswa-siswi dari English Club sudah sangat tertarik dengan Bahasa Inggris meskipun tidak menggunakan media pembelajaran yang menarik, mereka sebenarnya sudah tertarik dengan Bahasa Inggris.*” (The students from the English Club are already very interested in English even though they don't use interesting learning media, they are actually already interested in English.)

IR : “What are the difficulties in learning English speaking skill?”

HK : “*Kesulitan dalam pengembangan kemampuan siswa di English Club maupun di kelas secara online adalah kita tidak dapat mengontrol mereka dalam disiplin ilmu mereka. Contoh dalam memperluas kosakata dengan deadline yang ditentukan saja, ada beberapa yang masih terlambat untuk mengumpulkannya dan tidak membalas chat dari saya. Berbeda halnya dengan pembelajaran offline, tagihan dilakukan langsung kepada saya setiap hari Rabu dan Sabtu setelah solat Dhuha, jadi otomatis siswa-siswi berkumpul dan teratur.*” (The difficulty in developing the abilities of students in the English Club and in the classroom online is that we cannot control them in their disciplines. For example, in expanding vocabulary with



only set deadlines, there are some who are still late to collect them and don't reply to chats from me. Unlike the case with offline learning, bills are made directly to me every Wednesday and Saturday after the *Dhuha* prayer, so students automatically gather and get organized.)

IR : “What do you do to solve the problem(s)?”

HK : *“Langkah yang pertama saya chat langsung ke nomor siswanya yang belum mengumpulkan dan mengumumkannya di grup WhatsApp lalu beberapa saat kemudian baru ada yang mengumpulkan satu persatu lagi.”* (The first step, I chat directly to the student numbers who have not collected and announced it in the WhatsApp group, then a few moments later, the students will collect it one by one again.)

IR : “What activities that have been used in practicing English speaking skill?”

HK : *“Pengembangan kemampuan siswa dalam berbagai skill berpacu pada buku paket dan LKS jika di kelas, dan di English club tidak ada buku pegangan khusus karena guru sendiri yang mendesain pembelajaran, sejauh ini tidak ada metode khusus yang di pakai, dan baru kali ini menggunakan media yang begitu menarik dan metode belajar yang cukup bagus.”* (The development of students' abilities in various skills is based on textbooks and student worksheets in class, and in the English Club there are no special handbooks because the teacher himself designs the lesson, and so far, no special method has been used, and this is the first time using such interesting media and pretty good learning method.)

IR : “What do you think about the application of reporting techniques in developing speaking skills?”

HK : *“Penerapan infografis dengan metode yang kemarin dilakukan itu menurut saya sangat bagus dan sangat membantu anak dalam meningkatkan kemampuan berbicara siswa, tidak hanya melihat teks yang sangat panjang saja palagi membaca juga sangat membosankan bagi siswa. Infografis juga memuat gambar yang sangat menarik sehingga*

*menarik perhatian siswa untuk mengetahui informasi di dalamnya, serta dibantu dengan teks yang telah dirangkum dan tepat pada intinya. Kekurangan dalam penerapan infografis ini guru akan lebih ekstra dalam menyiapkan materi pembelajaran serta editing yang lebih dalam menggunakan infografis. Dalam penerapan reporting teknik sendiri sudah sangat baik sebagai salah satu metode peningkatan speaking siswa.” (In my opinion, the application of infographics using the method that was carried out yesterday is very good and very helpful for children in improving students' speaking skills, not only seeing very long texts but also reading is very boring for students. Infographics also contain very interesting images that attract students' attention to find out the information in and deeper editing using infographics. In the application of the reporting them, and are assisted by summarized and precise text. Weaknesses in the application of this infographic, the teacher will be more extra in preparing learning materials technique itself, it is very good as a method of improving students' speaking.)*

IR : “What do you think about the learning process?”

HK : *“Saya melihat siswa-siswi disini antusias sekali dengan proses pembelajaran, walaupun kegiatan ini hanya ekstrakurikuler, tetapi saya senang dengan semangat siswa-siswi belajar, apalagi menggunakan media yang menarik seperti ini.” (I see students here are very enthusiastic about the learning process, even though this activity is only extracurricular, but I am happy with the enthusiasm of the students to learn, let alone using interesting media like this.)*

IR : “What improvements do you see during learning using infographic with reporting technique?”

HK : *“Ya, ada peningkatan untuk siswa-siswi dalam berbicara. Menurut saya metode reporting teknik ini juga membantu writing siswa, karena tidak semua siswa ketika membuat laporan tentang info pada infografi tersebut*

*langsung mengucap, ada juga yang masih harus ditulis.”* (Yes, there is an improvement for students in speaking. In my opinion, this method of reporting techniques also helps students' writing, because not all students when they make reports about the info on the infographics immediately say, some still have to be written.)

IR : “What are your suggestions for those activities?”

HK : “*Saran dari saya sudah bagus dan menarik penggunaan infografis ini, mungkin dapat digunakan pada mata pelajaran yang lain dan dapat digunakan metode yang bervariasi juga.*” (My advice is good and interesting to use this infographic, maybe it can be used in other subjects and various methods can be used as well.)

### Learners Interview Transcription

Informant : MT

Date : March 22, 2021

IR : “Assalamualaikum wr. wb. How are you dek?”

MT : “Walaikumsalam wr. wb. Feel so good.”

IR : “Do you like English subject?”

MT : “*Saya suka Bahasa Inggris, English Club juga menjadi alasan saya senang belajar Bahasa Inggris. Saya bergabung di English Club sudah cukup lama dan banyak pelajaran yang menarik yang saya dapat.*” (I love English, English Club is also the reason I love learning English. I have joined the English Club for a long time and I have learned many interesting lessons.)

IR : “What are the difficulties in learning English speaking skill?”

MT : “*Selama kelas online dilaksanakan karena pandemi, baik secara online maupun online, kesulitan yang saya alami adalah dalam pronunciations tetapi untuk kemauan untuk speaking selalu ada.*” (During the online classes due to the pandemic, both online and online, the difficulties I experienced were in pronunciations but the willingness to speak was always there.)

IR : “What do you do to solve the problem(s)?”

MT : “*Internet, solusinya saya cari di internet kak.*” (Internet, I found the solution on the internet, kak.)

IR : “What activities that have been used in practicing English speaking skill?”

MT : “*Sebelumnya untuk di kelas secara formal belum ada yang menggunakan teknik atau metode khusus dalam pengembangan speaking dan hanya terpacu menggunakan buku paket dan LKS saja, untuk di EC sendiri juga*

*jarang menggunakan teknik khusus dalam speaking, hanya speaking seperti biasa saja.”* (Previously, in formal classes, no one had used special techniques or methods in developing speaking and was only motivated to use textbooks and worksheets, for EC itself they rarely used special techniques in speaking, just speaking as usual.)

IR : “What do you think about the application of reporting techniques and infographic in developing speaking skills?”

MT : “*Penerapan Infografis sangat membantu saya memahami materi dan menarik untuk dibaca. Saya merupakan orang yang tidak terlalu suka dengan teks yang panjang, tetapi dengan infografis dengan teks yang sudah disajikan secara pas, memiliki komposisi yang cepat bagi saya memahami materi. Teknik reporting juga bukan hal yang baru bagi saya, jadi sudah sangat pas disandingkan dengan infografis dan tentunya mudah dipahami.*”

(The application of infographics really helps me understand the material and is interesting to read. I'm a person who doesn't really like long text, but with infographics with text that has been presented properly, has a composition that is fast for me to understand the material. The reporting technique is also not new to me, so it fits perfectly with the infographic and of course it is easy to understand.)

IR : “What do you think about the learning process?”

MT : “*Pembelajaran menggunakan infografis ini mudah dimengerti karena tidak harus membaca teks yang panjang lalu tidak mengerti, tetapi mudah dipahami karena bantuan gambarnya. Menurut saya kelas speaking kemarin menarik dan mudah dipahami.*” (Learning using this infographic is easy to understand because you don't have to read a long text and then don't understand it, but it's easy to understand because of the help of pictures. I thought yesterday's speaking class was interesting and easy to understand.)

IR : “Do you enjoy the learning process?”

- MT : *“Tentu saya enjoy dengan pembelajaran ini, karena selain merupakan hal baru, juga memuat informasi berupa gambar. Ketika saya reporting kembali infografis tersebut menjadi mudah di ingat.”* (Of course, I enjoy this learning, because apart from being new, it also contains information in the form of images. When I report back the infographic becomes easy to remember.)
- IR : “What do you think about the media and the material? Are they interesting?”
- MT : *“Media infografis sangat menarik, saya berharap dapat menggunakannya dalam mata pelajaran yang lain.”* (Infographic media is very interesting and I hope to use it in other subjects.)
- IR : “Are you happy to use reporting technique in the learning activity?”
- MT : *“Reporting teknik merupakan salah satu dari banyak cara untuk mengembangkan speaking yang saya sukai, menurut saya kegiatan ini begitu efektif dalam brain storming dan kreatifitas.”* (Reporting technique is one of the many ways to develop the speaking that I like. I think this activity is very effective in brainstorming and creativity.)
- IR : “What do you think about your speaking skill? Are there any improvements?”
- MT : *“Tentu sedikit banyak pasti ada, apalagi dibantu dengan infografis, dan pendekatan yang lebih di English Club.”* (Of course, more or less there will be, especially with the help of infographics, and a more approachable approach at the English Club.)

Informant : MG

Date : March 22, 2021

IR : “Assalamualaikum wr. wb. How are you dek?”

MG : “Walaikumsalam wr. wb. I am great.”

IR : “Do you like English subject?”

MG : “*Ya, tentu saya suka, saya belajar Bahasa Inggris dari game dan film. Saya suka suka belajar menggunakan visual juga.*” (Yes, of course I like it, I learn English from games and movies. I love learning to use visuals too.)

IR : “What are the difficulties in learning English speaking skill?”

MG : “*Kesulitan saya di pengucapan suatu kata, apalagi sekarang kita belajar online terus belakangan ini, jadi membuat saya jarang melatih kemampuan bicara saya dalam Bahasa Inggris.*” (My difficulty in pronouncing a word, especially now that we are learning online lately, has made me rarely practice my speaking skills in English.)

IR : “What do you do to solve the problem(s)?”

MG : “*Ya itu, bermain game dan menonton film, dan ikut English Club ini untuk latihan speaking walaupun hanya melalui online.*” (Ya, play some games and watch movies, and join this English Club for speaking practice, even if only online.)

IR : “What activities that have been used in practicing English speaking skill?”

MG : “*Metode yang dipakai oleh guru biasanya beragam, hanya saja ada beberapa yang susah diterapkan siswa karena pendekatannya yang kurang.*” (The methods used by teachers usually vary, it's just that there are

some that are difficult for students to apply because their approach is lacking.)

IR : “What do you think about the application of reporting techniques and infographic in developing speaking skills?”

MG : *“Saya suka dengan media yang digunakan Mrs. Qiqi berupa infografis, infografis sangat eyes catching dan menarik. Selain itu, materinya simple dari pada berupa teks panjang dan tanpa gambar. Metode yang digunakan ini merupakan metode yang cukup rumit menurut saya karena harus mengingat beberapa informasi penting, tetapi dibantu dengan infografis yang membuat materi lebih gampang di ingat.”* (I like the media used by Mrs. Qiqi is an infographic, the infographic is very eye-catching and interesting. In addition, the material is simple rather than in the form of long text and without images. The method used is a fairly complicated method in my opinion because you have to remember some important information, but it is assisted by infographics that make the material easier to remember.)

IR : “What do you think about the learning process?”

MG : *“Saya mengenal infografis memang dapat diandalkan dalam penyampaian materi yang cepat, jadi saya suka dalam penerapannya dalam pembelajaran.”* (I know that infographics can be relied on in delivering fast material, so I like their application in learning.)

IR : “Do you enjoy the learning process?”

MG : *“Saya sangat menikmati proses pembelajaran dengan infografis tersebut karena mudah di ingat saat melaporkan kembali isi dari infografis tersebut.”* (I really enjoyed the learning process with the infographic because it was easy to remember when reporting back the contents of the infographic.)

IR : “What do you think about the media and the material? Are they interesting?”



MG : *“Infografis bukanlah hal yang baru bagi saya, saya mengenal infografis dengan keefektifannya dalam menyampaikan informasi. Media dan cara belajar ini saya harapkan dapat digunakan pada mata pelajaran dalam kelas, karena sangat membantu dan memudahkan siswa dalam belajar.”*  
(Infographics are not new to me, I know infographics by their effectiveness in conveying information. I hope this media and learning method can be used in classroom subjects, because it is very helpful and makes it easier for students to learn.)

IR : *“Are you happy to use reporting technique in the learning activity?”*

MG : *“Tentu saya senang menggunakan infografis dalam belajar, infografis mempunyai daya tarik yang unik dalam penyampaiannya, dari teks gambar, komponen warna, dan bentuk.”* (Of course, I like to use infographics in learning, infographics have a unique appeal in their delivery, from image text, color components, and shapes.)

IR : *“What do you think about your speaking skill? Are there any improvements?”*

MG : *“Kemampuan berbicara saya setelah menggunakan infografis adalah lebih percaya diri saja, tidak pada pengucapan. Peningkatan ini cukup lumayan bagi saya karena sebagai latihan untuk terus berbicara.”* (My speaking ability after using infographics is more confident only, not on pronunciation. This increase is quite good for me because it is an exercise to keep talking.)

Informant : AZ

Date : March 22, 2021

IR : “Assalamualaikum wr. wb. How are you dek?”

MG : “Walaikumsalam wr. wb. Perfect kak.”

IR : “Do you like English subject?”

AZ : *“Tentu saya suka Bahasa Inggris. Bahasa Inggris membantu saya diluar akademik seperti berbicara dengan orang asing dan lain-lain.”* (Of course, I like English. English helps me outside of academics such as talking to foreigners and others.)

IR : “What are the difficulties in learning English speaking skill?”

AZ : *“Jika bertemu dengan kosa kata baru dan tidak paham dengan artinya, saya bingung memahami teks yang seperti itu.”* (If I encounter new vocabulary and don't understand its meaning, I am confused about understanding such a text.)

IR : “What do you do to solve the problem(s)?”

AZ : *“Bergabung ke dalam English Club dan banyak menonton film untuk menambah kosakata.”* (Join the English Club and watch a lot of movies to increase vocabulary.)

IR : “What activities that have been used in practicing English speaking skill?”

AZ : *“Sejauh ini, dalam belajar Bahasa Inggris terutama dalam mengembangkan kemampuan berbicara, belum ada yang menarik perhatian saya dalam membuat saya antusias.”* (So far, in learning English, especially in developing speaking skills, nothing has caught my attention to make me enthusiastic.)

IR : “What do you think about the application of reporting techniques and infographic in developing speaking skills?”

AZ : “*Saya sudah mengenal infografis, media ini memang dikenal efektif dalam penyampaiannya, selain dalam visual yang menarik, infografis juga menarik digunakan belajar. Reporting teknik dikenal dalam susah untuk mengingat hal penting didalamnya saat melaporkan kembali, tetapi dengan bantuan infografis saya dapat dengan mudah mengingat isi dari materi tersebut.*” (I am familiar with infographics, this media is known to be effective in its delivery, apart from being visually appealing, infographics are also interesting for learning. Reporting techniques are known to be difficult to remember important things in when reporting back, but with the help of infographics I can easily remember the content of the material.)

IR : “What do you think about the learning process?”

AZ : “*Seperti yang telah terjadi dalam kelas, materi pelajaran dapat mudah dipahami dan dimengerti dengan bantuan infografis.*” (As happened in class, the subject matter can be easily understood and understood with the help of infographics.)

IR : “Do you enjoy the learning process?”

AZ : “*Saya menikmatinya, meskipun ini hanyalah ekstrakurikuler, Saya suka dengan gaya pembelajaran seperti ini, tidak membosankan.*” (I enjoy it, even though it's just an extracurricular, I like this style of learning, it's not boring.)

IR : “What do you think about the media and the material? Are they interesting?”

AZ : “*Infografis pada dasarnya merupakan media yang menarik perhatian pembaca, jadi apabila digunakan dalam pembelajaran maka sudah pasti menarik perhatian siswa. Materi yang disajikan dalam pembelajaran menjadi lebih menarik.*” (Infographics are basically media that attract the

attention of readers, so if they are used in learning, they will definitely attract the attention of students. The material presented in learning becomes more interesting.)

IR : “Are you happy to use reporting technique in the learning activity?”

AZ : “*Saya senang bisa belajar dengan media yang begitu atraktif seperti infografis.*” (I am happy to learn with such attractive media as infographics.)

IR : “What do you think about your speaking skill? Are there any improvements?”

AZ : “*Banyak ataupun sedikit peningkatan yang saya dapat, lebih penting proses pembelajaran yang menyenangkan menurut saya.*” (Much or little improvement that I get, more importantly a fun learning process in my opinion.)

### Appendix VIII Consultation Card



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
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#### BUKTI KONSULTASI SKRIPSI JURUSAN MANAJEMEN PENDIDIKAN ISLAM

Nama : Iqbal Ramadhan  
 NIM : 17180006  
 Judul : An Analysis of Infographic through Reporting Technique to Improve  
 Students' Speaking Skill at English Club MAN Bondowoso.  
 Dosen Pembimbing : Harir Mubarak, M. Pd.

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	23 / 10 / 20	Pemahaman Skripsi	
2.	2 / 11 / 20	pemahaman tahap-tahap skripsi	
3.	11 / 11 / 20	proposal skripsi	
4.	16 / 11 / 20	Revisi bab 1, 2, 3 dan konsul	
5.	20 / 11 / 20	Konsul bab 4 & Instrumen	
6.	24 / 5 / 21	revisi bab 4	
7.	29 / 5 / 21	konsultasi bab 5	
8.	1 / 6 / 21	pengecekan data	
9.	7 / 6 / 21	finalisasi bab 1-5 + appendix	
10.	9 / 6 / 21	pengecekan draft dan tanda tangan	

Malang, 10 Juni ..... 2021.  
 Mengetahui  
 Ketua Jurusan Tadris Bahasa Inggris,

Dr. H. Langgeng Budiarto, M. Pd.  
 NIP. 197110142003121001



Certificate No. ID08/1219

## Appendix IX Letter of Practical Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>, email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

Nomor : 589/Un.03.1/TL.00.1/01/2021 22 Februari 2021  
 Sifat : Penting  
 Lampiran : -  
 Hal : **Izin Penelitian**

Kepada  
 Yth. Kepala Madrasah Aliyah Negeri Bondowoso  
 di  
 Jl. Khairil Anwar No.278, Badean, Kec. Bondowoso, Kab. Bondowoso,  
 Bondowoso, Jawa Timur 68214

**Assalamu'alaikum Wr. Wb.**


Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Iqbal Ramadhan  
 NIM : 17180006  
 Jurusan : Tadris Bahasa Inggris - S1  
 Semester - Tahun Akademik : Genap - 2020/2021  
 Judul Skripsi : **IMPROVING SPEAKING SKILL THROUGH REPORTING TECHNIQUE WITH INFOGRAPHIC AT ENGLISH CLUB MAN BONDOWOSO**  
 Lama Penelitian : **Februari 2021** sampai dengan **April 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

Dekan,  
  
 Dr. H. Agus Maimun, M.Pd  
 NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

## Appendix X Letter of Completion of Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 KANTOR KEMENTERIAN AGAMA KABUPATEN BONDOWOSO  
 MADRASAH ALIYAH NEGERI BONDOWOSO  
 Jalan kharil anwar nomor 278 Kel. Badean Kec. Bondowoso Kab. Bondowoso  
 Telephon 0332-421032;  
 Email: [manbondowoso278@gmail.com](mailto:manbondowoso278@gmail.com)

### SURAT KETERANGAN

Nomor: /Ma. 13.06.01/PP.07/04/2021

Yang bertanda tangan di bawah ini:

Nama : Ibrahim, S. Ag. M. Pd. I  
 NIP : 196806212000031001  
 Jabatan : Kepala MAN Bondowoso  
 Alamat Lembaga : Jalan Kharil Anwar Nomor 278 Kel. Badean Kec. Bondowoso Kab.  
 Bondowoso

Menerangkan dengan sebenarnya:

Nama : Iqbal Ramadhan  
 NIM : 17180006  
 Jurusan/Prodi : Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan  
 Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah menyelesaikan penelitian untuk menyelesaikan tugas akhir skripsi yang dilaksanakan pada bulan Maret s.d April 2021 (2 bulan) di MAN Bondowoso dengan judul: **“An Analysis Infographic through Reporting Technique to Improve Students’ Speaking Skill at English Club MAN Bondowoso”**

Demikian surat keterangan ini agar dapat dipergunakan dengan sebagaimana mestinya.

Bondowoso, 30 April 2021



**Appendix XI Curriculum Vitae****BIODATA MAHASISWA**

Nama Lengkap : Iqbal Ramadhan  
 Tempat, tanggal lahir : Bondowoso, 21 Desember 1998  
 Jenis Kelamin : Laki-laki  
 Agama : Islam  
 Fakultas, Jurusan : FITK, Tadris Bahasa Inggris  
 Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang  
 Alamat Rumah : Perum. Tegal Asri Blok M-1, RT.07 RW.02, Karanganyar, Bondowoso (68291)  
 No. HP/Telepon : 082228190910  
 Alamat E-mail : Iqbalanrama321@gmail.com  
 Nama Wali : Sulton Mawardi

**Riwayat Pendidikan**

1. 2003 – 2005 TK At-Taqwa
2. 2005 – 2011 SD Kotakulon 1
3. 2011 – 2014 MTs. At-Taqwa
4. 2014 – 2017 MAN Bondowoso
5. 2017 – Sekarang UIN Maulana Malik Ibrahim Malang

Malang, June 7<sup>th</sup>, 2021  
 Mahasiswa,

**Iqbal Ramadhan**  
 NIM. 17180006