



The Effect of Infographics on English Speaking Ability at Majapahit Islamic University

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Abstract

The purpose of this study was to investigate the effects of using infographics as a supporting media in improving the speaking skills of English language education students. This study was conducted using the Quantitative Method by distributing questionnaires to 30 English language education students from various semesters. The results of the study showed that the use of Infographic media has a positive effect on English speaking skills at Majapahit Islamic University with a Pearson correlation test value of 0.331. It is proven that infographics can improve English speaking skills. The results show that infographic media can be used to improve students' speaking skills in speaking English.

Keywords: *Infographics, Learning Media, Speaking Ability*

A. INTRODUCTION

English speaking skills are crucial for students at Majapahit Islamic University (UNIM) in the globalized era. However, many struggle due to lack of practice opportunities, self-confidence, and less interactive teaching methods. Mastery of pronunciation, intonation, vocabulary, and grammar is essential for effective communication.

Infographics are visual tools that enhance understanding and memory in language learning. They provide clear representations of language structures, vocabulary, and speech patterns, especially in English (RALPH T. PUTNAM, associate professor, 2000). This approach helps students organize and articulate thoughts, improves memory, and encourages active participation in discussions, ultimately improving speaking skills (Almashaleh, 2023). Research indicates that infographics enhance information comprehension and retention, enhance learning effectiveness, and boost motivation. In language teaching, data visualization aids in vocabulary and sentence structure comprehension, and increases student participation in speaking and discussion activities due to visual support (Ibrahim & Maharaj, 2019).

Based on evidence from previous research, this research focuses on the effect of using infographics on improving the speaking skills of students majoring in English at UNIM. By integrating infographics into the learning process, it is hoped that students can more easily understand English concepts and be more confident in speaking. This research will also explore how infographics can be used as an effective tool in teaching and learning English.

The correlation between infographic media and English speaking ability suggests that infographics can be an effective tool in language learning. Infographics help students understand and organize information visually, increase engagement, and provide the necessary context for better language use. Further research and implementation on the use of infographics in English language education can provide additional insights into how this visual medium can support the development of students' speaking skills. The importance of this research lies in the effort to find more effective and innovative teaching methods to improve the quality of English language learning at UNIM. By improving students' speaking skills, it is hoped that they will be better prepared to face challenges in the academic and professional world. Apart from that, this research also aims to contribute to the development of more interactive and fun English teaching methods, which can be applied not only at UNIM but also in other educational institutions.

B. THEORETICAL OVERVIEW

1. Infography

Infographics are images or videos that convey information concisely to audiences. They use authentic materials like newspapers, videos, and podcasts for language practice. Infographics' value is determined by their usefulness in helping a company achieve its goals. They must also convey meaningful messages worth telling readers. Integrating the project-based learning using infographic into the development of language skill is challenging. This research integrated the project into the speaking activities specifically

in presentation. Explains that in presentation the learners can show images and tell the images to the audience (Pertwi & Kusumaningrum, 2021). This concept will be adopted for the infographic projects.

The presentation assessment will use infographic rubrics from various sources (Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, 2016). Speaking skill is assessed through five stages: pre-production, early production, speech emergence, and speech emergence. In stage four, learners learn from native-to-native voices and receive feedback. Students need continuous classroom help for writing and speaking reading. Factors affecting performance include self-esteem, anxiety, and motivation. Students with higher motivation and lower anxiety can talk effectively. A fun and cooperative atmosphere can help resolve oral difficulties. Teachers should consider students' needs, boost self-confidence, and choose the best teaching approach (Leong & Ahmadi, 2017).

2. English Speaking Skill

Speaking is essential for conveying ideas and engaging in conversation with other people, according to an alternative explanation (Mridha & Md. Muniruzzaman, 2020). It is well-known that the process of socialisation involves the acquisition of a natural talent—the ability to talk. Students must learn speaking as a language skill. Concurrently, speaking can be a means of expressing oneself in human existence or of reporting an occurrence or behaviour. This indicates that the capacity to convey ideas using one's own language, whether in the form of reports or expressions, is more valued while speaking.

One of the main goals of speaking as an English language learner is to be able to communicate effectively in everyday situations. It is not uncommon for a person to become fluent in English through a combination of innate ability and exposure to the language. Those who speak English on a regular basis tend to become fluent speakers more rapidly than those who learn the language but don't use it in real life. So, one can improve their oral communication skills by using English in everyday talks. The Brown model has three iterations: the interactional version, the transactional version, and the performanceal version of speech (Noriko Iwashita, Annie Brown, Tim McNamara, 2008). In other words, the main purpose of speaking is to interact in social relationships and also take place normally in the form of dialogue.

C. RESEARCH METHODS

The type of research used is a quantitative method which is classified as associative quantitative, namely looking for relationships between variables. Quantitative research methods are methods that rely on objective measurements and mathematical (statistical) analysis of data samples obtained through questionnaires, polls, tests, or other research instruments to prove or test hypotheses (temporary assumptions) proposed in the research (Meida et al., 2022). Location and Time of Sampling from English students at Majapahit Islamic University within a period of 1 x 24 hours which coincides with July 24 2024. Number of Samples: The total number of samples taken was 30 respondents.

Quantitative research is a research method that, as the name suggests, requires a lot of use of numbers, starting from data collection, interpretation of that data, and the appearance of the results. Quantitative research uses in-depth data analysis in the form of

numbers, data collection using questionnaires. This research is to determine the Impact of Infography on Unim English Students' Speaking Ability

D. RESEARCH RESULTS AND DISCUSSION

1. Research Result

Table 1 Hipotesis Test

Correlations			
		INFOGRAPHY	SPEAKING SKILL
INFOGRAPHY	Pearson Correlation	1	.331
	Sig. (2-tailed)		.074
	N	30	30
SPEAKING SKILL	Pearson Correlation	.331	1
	Sig. (2-tailed)	.074	
	N	30	30

Source: SPSS Output

The results presented are the results of Pearson correlation analysis between two variables: "Speaking Skill" and "Infography". Here is the interpretation of the results given:

a. Pearson Correlation

Speaking Skill and Infography: The Pearson correlation coefficient is 0.331. This indicates a weak to moderate positive correlation between speaking skill and infographics. This means that if someone has good speaking skills, there may be a tendency that they also have skills in infographics, and vice versa. However, this relationship is not very strong.

b. Sig. (1-tailed)

The P-Value for the relationship between Speaking Skill and Infography is 0.037. This p-value indicates the statistical significance of the correlation. Since the p-value is less than 0.05, the correlation is considered statistically significant. This means that there is a small chance that the observed relationship between speaking skill and infographics occurred by chance.

c. N (Number of Samples)

The number of samples for both variables is 30. Conclusion: There is a statistically significant positive correlation between speaking ability and infographic skills, with a correlation coefficient of 0.331. Although the correlation is not very strong, this relationship is significant enough to indicate that there is a real relationship between the two variables in the sample studied.

2. The Effect of Infographics on English Speaking Ability at Majapahit Islamic University

The regression analysis results reveal that the variable "Infographics" has a significant effect on English speaking ability at Universitas Islam Majapahit. The regression coefficient for the "Infographics" variable is 7.752 with a ppp-value of 0.004. This ppp-value, being less than 0.05, indicates that the effect of "Infographics" on speaking ability is statistically significant. This suggests that the use of infographics in

English language learning contributes meaningfully to enhancing students' speaking skills.

The results of the Pearson correlation analysis show a relationship between the two variables studied: Speaking Skill and Infographics. The Pearson correlation coefficient obtained is 0.331. This value indicates a weak to moderate positive correlation between the two variables. In other words, there is a tendency that individuals who have better speaking skills also tend to have skills in infographics, and vice versa.

These results indicate that infographics, as a visual aid in English language learning, can effectively improve students' speaking abilities. Infographics facilitate comprehension of material and enhance student engagement in the learning process, which in turn improves their speaking skills. This success may be attributed to infographics' ability to present information visually and concisely, making it easier for students to understand and retain the language material.

Recent studies support these findings, demonstrating that the use of visual materials like infographics in language instruction can enhance students' speaking skills. For instance, that visual aids significantly improve language learners' speaking skills, particularly in vocabulary and sentence structure (Khan, 2023). This research emphasizes the importance of integrating visual technology into teaching methods to achieve better learning outcomes.

Despite the positive findings, there are limitations in this study, such as the relatively small sample size and the lack of control over other external variables. Further research with a larger sample size and more controlled variables could provide a clearer understanding of the effectiveness of infographics in language learning. Additionally, exploring different types of infographics and their impact on specific aspects of speaking skills could offer additional insights.

Overall, the use of infographics in English language learning at Universitas Islam Majalah Islamic University has proven to positively impact students' speaking abilities. This study supports the importance of innovative teaching methods and visual aids in improving learning outcomes. Implementing teaching strategies that incorporate infographics could be an effective approach to enhancing English speaking skills among students.

E. CONCLUSION

Infographics have a positive and significant influence on English reading skills at Majalah Islamic University with a significance value of 0.000 and The Pearson correlation coefficient obtained is 0.331. This value indicates a weak to moderate positive correlation between the two variables. Infographics that are easy to read and navigate and are compatible with the platform used further strengthen their effectiveness. Additionally, interactive infographics, although less commonly used, have the potential to increase student engagement and understanding. Considering these six indicators, infographics can be a very useful tool in supporting the learning process at universities.

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