

## The Effect of Using Info graphic on Students' Writing Summary Skill

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### ABSTRACT

This research was due some of problems in the English learning process. Firstly, the students had difficulties in writing summary because the students did not have the skill to writing summary. The students did no how to begin writing summary. Secondly, teacher seldom used media in learning English. And thirdly, the students had poor vocabulary mastery. This research used quantitative descriptive research. The data was taken through the test. The population in were 92 students of XI TKJ 30, XI KC2 26 and XI PH 36 students.. The researcher used purposive sampling. Because only one class that is taught by the teacher with giving feedback. It is class XI TKJ 2 which consist of 30 students. Based on the results of the research, the finding reveals that students used infographis with result (2,177%) was higher than t-table (1,673%) , there was significant effect of using infographic on students writing summary. Then, the result of post-test both classes experimental and control class was obtained (2,163%) which was higher than t-table(,637%). So that, the students who are taught by using infographic is better the students who are taught by using conventional.

**Key words:** writing Summary , Infographic, Media.

### INTRODUCTION

Writing is one of English skills that is important to be learnt by the students. By writing the students can express their ideas, their mind into written form. According to Nunan, writing is the way of thinking to create (invent) some ideas, express the sentences into a good writing, and arrange those ideas into statements and paragraph clearly.(Nunan:2003). It means by writing,the students can develop their own ideas into written if they cannot express in oral.

There are a lot of important writing skills that can be learned by students to make written form, one of the imfortant skill in writing is summarizing. Summarizing is used to borrowthe information from the out side source. Summarizing is regarded as a decoding in which astudent rewrites what has been read briefly. (Bryne:2007). Summarizing need skills reading and writing. Because reading ability will influence the product of summary writing. It implies both to complete comprehension of their text to beabridged and necessary writing ability to create a new version of source text. (Duffy: 2009).

Writing is include one or other skill of learning language in English. Writing is skill that need long time to learn because the students need understand the listening, speaking, reading skill before it. It means that the students able to write when they can understand of the skill above. Brown states that trends in the teaching of writing in ESL and other foreign language have, not surprisingly, coincided with those of the teaching of other skill, especially listening and speaking. (Brown:2001). It means that the students have to able understanding in reading, listening andspeaking skill to make students easily make writing task because by read, listen and

speaking can develop the ideas and get more information to writing. Then, the others skill like listening, speaking and reading use to support the writing skill and this skill is the last stage in learning language.

Writing is an activity that students share the ideas or information and gather their ideas to be explain and expand in a writing form. Thus, the ideas will be develop from sentences and a paragraph is that sequence, easy to read and understandable. Like Harmer state writing is used as an aide – memoire or practice tool to help students practice and work with language have been studying. (harmer: 2001). It means that, writing is a skill that need always practicing with can help use an aide– memoire to practice their writing until they can to create a good writing. Through the writing the students can improve their skill and they can develop their own ideas in writing form which are readable and easy to understanding by reader. Writing is a skill which is the students can expand their knowledge and get more information. Furthermore, the students can make a creation like a story, essay, written letter, announcement, advice and other writing.

In teaching English, Writing summary is an important skill because writing summary help students to understand what they have read and also to practice their writing skill. According Duffy the best way to teach them to organize their summarize around text structure and well-written is always well organized. (Fiona and Ken: 2001)

One of the media can applied to improved students writing summary in infographic. Infographic is an abbreviation of information and graphics. Infographics are visual representation of information, data, or knowledge intended to presented complex information quickly and clearly. Nowadays infographic is used by people for many purpose such as mass media, business, education. Infographic is usually used to market the product and to show the marketing graphic. In education, Infographic is used help the teacher in delivering the subject matter to students. The students is effective in improving students comprehension in enhancing memory retention. (Hosni: 2012)

Based on preliminary research by interviewing the teacher at the tenth grade of SMKN 3 Payakumbuh about the effect of using infographic on students writing summary, researcher found some problems in teaching- learning writing activity. The first problem was, the students had difficulties in writing summary, the students did not know how to begin writing summary. Second, teacher seldom used media in learning English. The teacher just gave material based on student's text book and teacher explained material in front of class, the teacher also dominated the whole session and did not try to build interaction with the students. It made students feel bored and did not enjoy the lesson. The last problem was derived from the students. The students had poor vocabulary mastery. As the result, they got difficulty in interpreting the meaning of the difficulty

words.

Infographic is abbreviation form of information and graphic. It means that the information has been presented in graphs form. The infographic or information graphic is a visual representation of information, data or knowledge. In infographic, mark, a symbol or visual element typically stand for quatitative information, data or knowledge. Color, size, and shape usually provide the qualitative aspect. Infographic uses text as labels and for short explanations to make the data useful. Think of charts, diagrams, graphs, map, timelines and modern visualizations that are not yet named. (Richard and Richard: 2010)

According to Rajamanickam, in his infographics seminar handout, he defines that infographics are traditionally wiewed as visual elements such as charts, maps, or diagram that aid comprehension of a given text-based content. (Rajamanickam:2015) Newsom and Haynes in Febriato's journal define that information graphic or infographic is a visual representation of information or data.

## **METHOD**

The design of this research is descriptive quantitative. Descriptive research can be used to identify and classify the elements or characteristics of the subject.. Meanwhile, Punaji Setyosari explained that the descriptive is research that aims to explain or describe a situation, event, object, or whether everything that is associated with a variable-variable that could be explained either by the numbers or words. (Setyosari: 2010). According to Wina Sanjaya, the descriptive research is a kind of the research that used to describe the facts and the characteristics object and subject of the research systematically. Descriptive research involves collecting data in order to answer the question that already arranged to get some information. (Setyosari: 2010). It means that descriptive research should have informative and knowledgeable subject. The research would describe which the ways the effect of using infographic on students writing summary.

Moreover, quantitative research is a research which is the data are presented in the numeral and analyzed in statistic. According to Arikunto, a quantitative research is a process to get knowledge or information by using numeral data as a tool to get what information that intended to be known.<sup>14</sup> In other words, descriptive research may be defined as a purposive process of gathering, analyzing, classifying.

## **FINDINGS AND DISCUSSION**

### **The Description of the Data.**

The data of this research were based on the research that had been done by the researcher at the eleventh grade SMKN 3 PAYAKUMBUAH. The scores of the

students' writing summary were collected a pre- test and post test of the students both the experiment and control class scored by rubric from Glencoe. The score were calculated from the criteria of the standardization of measurement of writing summary : focus /organization , elaboration/support/style, grammar, usage and mechani. The pre- test and post- test was given in the form of essay based on the topic that were given by the researcher. The data was gotten from the two classes that were involved in this research: control and experiment class. The descriptions of the data in both of experiment and control class were explained below:

### **The Data of Experimental Class**

Based on the result of the pre-test and post-test from the experimental class, the lowest score of the pre-test was 50 and the highest score was 78. It was found one student got 53, two students got 55, two student got 60, three students got 63, four students got 64, two students got 65, one student got 67, one student 68, two students 70, one student 75, one student 77 and one student 78.

#### **Pre-test of control class**

Based on the result of pre-test and post-test from the control class, it showed that the lowest score of pre-test was 42 and the highest score was 78 while the lowest score of post-test was 50 and the highest post-test score was 80 the average of pre-test score was 63.93 and post-test 68.281 In addition, the average of gained score was 5.16 .therefore, the result of all score was the experimental class got higher score than the control class.

The data shows that the mean score of experimental class post-test score is 70,57 while the mean score of post-test score of control class is 68.28 It means that the mean score of experimental class was higher than the control class. The standard deviation of the experimental class is 7,159 and the control class is 7,68. In addition, based on the table of above, the highest score of experimental class was higher than the highest score of control class.

The next step, the researcher compared both of the result of pre-test and post-test from the experimental and control classes. The comparison test result of pre-test and post-test from the experimental class and control class is showed in following table.

**Table 1. The Comparison of Pre-test and Post-test of Experimental and**

**Control Classes**

<b>Class</b>	<b>Pre -test</b>	<b>Post-test</b>
<b>Experiment</b>	$\bar{x}$ = 63,91 $S$ =7,11 $S^2$ =50,55	$\bar{x}$ =70,57 $S$ =7,16 $S^2$ =51,27
<b>Control class</b>	$\bar{x}$ =62,93 $S$ =9,08 $S^2$ =82,45	$\bar{x}$ =68,28 $S$ =7,69 $S^2$ =59,13

Based on the table above, the post-test result of the experimental class was higher than the pre-test. It means that the treatment that had been done by the teacher could help the students to improve large of their witing summary. The comparison of the post-test result between experimental and control class showed that the control class test result was lower than experimental class. The mean score of the post-test result of control class ( 68.28) was lower than the experimental post test result (70.57). It means that the students who treated by using Infographic had better result than the students who taught by using conventional way.

**Analysis of the Data**

In analyzing the data of the research, the researcher used two kinds of data analysis, pre-test and post-test from the experimental and control classes. The pre-test of two classes showed that both experimental class and control class were almost equal at the beginning of the research because they were normal and homogenous. The researcher used the Liliofors test to find out whether the data distributed normally or not and used t-test to obtain whether the data of two classes were homogenous or not.

**Normality Test**

Normality test was used in this research to know the data distributed normally or not. Mean score and standard deviation were used to identify the value of columns which were used to find the normality

Normality test of Pre-test score of Experimental class and Control class

Ho is accepted if the significant value of Shapiro -Wilk Test is higher than

significant value  $\alpha$  (0,05). The normality test of pre-test score of the classes is presented below.

**Table 2. Mean Score and Standard Deviation of pre-test and post test in experimental class**

Class	Mean Score	Standard Deviation
Experiment	63.91	7.11
Control	62.94	9.08

The analysis showed that the the Lo of the data is 0.1404. L table for  $n=23$  on the level significance  $0.05 = 0.190$ . It means that  $L_{tab} > Lo$  or  $0.190 > 0.1404$ . It can be concluded that the sample distributed normally.

#### **Normality Test of Pre-test in Control Class**

The analysis showed that the Lo of the data is 0.1122. L table for  $n=32$  on the level significance  $0.05 = 0.866$  It means that  $L_{tab} > Lo$  or  $0.866 > 0.1122$ . It can be concluded that the sample distributed normally. Normality test of Post-test score of Experimental class and Control class. The normality test of post-test score of the classes can be seen that the significant value from normality test of shapiroo-wilk shows 0.0992 therefore the significant value is highre than  $\alpha$  0.05 ( $0.0992 > 0.05$ ).  $H_0$  is accepted and it means the data is normally distributed. It showed that the Lo of the data is 0.11. L table for  $n=32$  on the level significance  $0.05 = 0.866$  It means that  $L_{tab} > Lo$  or  $0.866 > 0.1$ . It can be concluded that the sample distributed normally

#### **Test of homogeneity**

After calculating the data using normality test, the researcher got the result that data in pre-test of both experimental and control classes have been normally distributed. The next step of the calculation was finding the homogeneity of the data to see the data in both classes were homogenous or not. It can be concluded that the data was homogenous because  $F_{obtain}$  located between  $F_{tabLeft}$  and  $F_{tabRight}$ . 0.27 located between 2.48 and 0.39.  $F_{tableleft} < F_{obtained} < F_{tableright}$  or  $0.27 < 2.48 < 0.39$ .

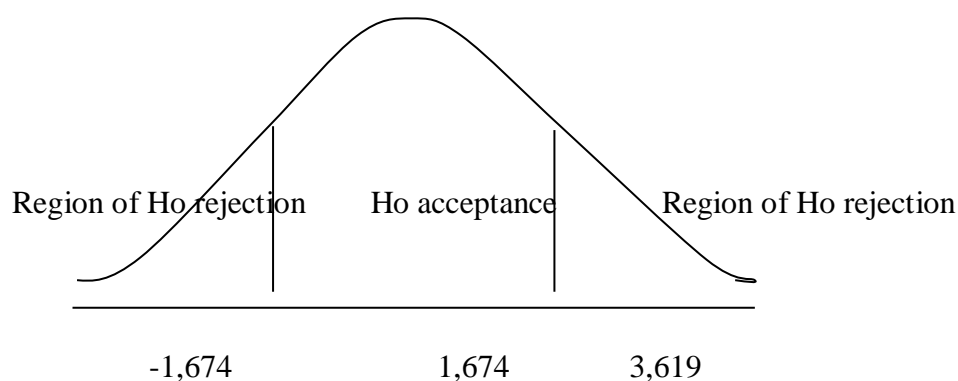
#### **Testing the Hypothesis**

The researcher analyzed the data using T-test formula. The hypothesis of this research was tested as follow.

## First Hypothesis

The first hypothesis of this research, there is significant effect of using Infographic in writing summary at eleventh grade of SMAN 3 Payakumbuh. To measure whether the researcher accepted or reject the hypothesis, the researcher used the formula two tails test to find whether  $H_0$  or  $H_a$  is accepted or rejected through comparing the pre-test and post-test of experimental class. the value of t-obtained was compared with the value of t-table. If the value of t-obtained located before t-table, it means that  $H_a$  accepted and  $H_0$  rejected. It was found that  $Z_0=3.617$  and ztable for degrees of freedom  $(df)=(n_1+n_2-2) = (23+36-2) = 57$  with level of significance  $(\alpha) 0,05$  is 1,674.

**Figure 1: The Curve of the t-test Result in the Pre-test and the Post-test of Experimental Class**



From the curve above the t value is higher than  $1/2\alpha$  or there are on  $H_0$  acceptance, thus concluded  $H_a$  is accepted. It can be concluded that there was significant effect of using Infographic blended towards students' writing summary at the eleventh grade at the real level 0,05(5%).

## Second hypothesis

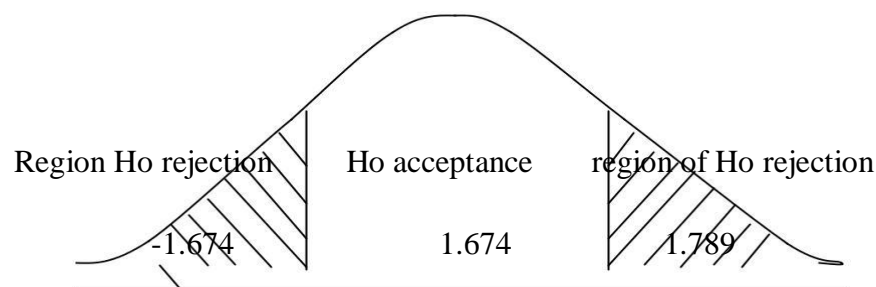
The second hypothesis, is there any significant different between students who are taught by using Infographic in writing summary and the students who are not taught by using Infographic. To measure whether the research would rejected or accepted the hypothesis, the researcher used the formula two tails test to find whether  $H_0$  or  $H_a$  is accepted through comparing the post test of experimental and



control class. The value of  $t_{\text{obtained}}$  was compared with the value of  $t_{\text{table}}$ .  $H_a$  will be accepted and  $H_o$  will be rejected if  $-t_{\text{table } \frac{1}{2}} > t_{\text{obtained}} > t_{\text{table } \frac{1}{2}}$ ).

From the calculation of post test score of experimental and control classes, the mean score of the pos-test in experimental class is 70.57. It was greater than the mean score of post test in control class 68.28. The the standard deviation of each class was obtained and were analyzed using T formula to find value of  $t_{\text{obtained}}$ . It was found that  $t_{\text{obtained}}$  is 1.789 and  $t_{\text{table}}$  1,674 for degrees of freedom (df)  $(n_a+n_b-2) = (23+32-2)=53$  with level significance  $(\alpha)$   $0.05/2$  (0.025) is 1.960. Through comparing the  $Z_{\text{obtained}}$  and the  $Z_{\text{table}}$ , it could be seen that  $-Z_{\text{table } \frac{1}{2}\alpha} > Z_{\text{obtained}} > Z_{\text{table } \frac{1}{2}\alpha}$ .

**Figure 2: The Curve of the t-test Result in the Post-test of Experimental and Control Classes**



From the data above, it means that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected because the value of  $Z_{\text{obtained}}$  was bigger than the value of  $Z_{\text{table}}$  or  $-Z_{\text{table } \frac{1}{2}\alpha} > Z_{\text{obtained}} > Z_{\text{table } \frac{1}{2}\alpha}$ . So, it could be concluded that there was significant difference of the students' vocabulary mastery between the students who were taught using jeopardy game and the students who were taught without using jeopardy game.

Third hypothesis

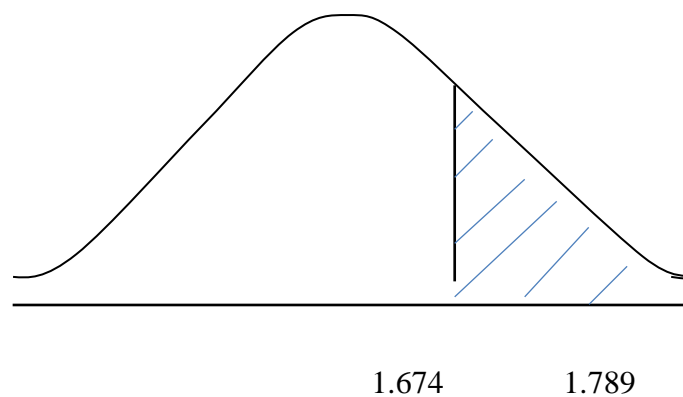
The third hypothesis, is the students' vocabulary mastery of students who were taught using jeopardy game better than the students who were taught without using jeopardy game. To prove the third hypothesis, the researcher used the formula one tail test-right to find whether  $H_o$  or  $H_a$  is accepted or rejected through comparing the post- test of experimental and control classes. The value of  $t_{\text{obtained}}$  was compared with the value of the  $t_{\text{table}}$ . If the value of  $t_{\text{obtained}}$  bigger than the value of  $t_{\text{table}}$  or  $t_{\text{obtained}} > t_{\text{table}}$ , it means that  $H_a$  will be accepted and  $H_o$  will be rejected. From the



calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ( $\bar{x}_1$ ) is 70.57 It was greater than the mean score of the post-test in control class ( $\bar{x}_2$ ) 68.28

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of  $t_{\text{obtained}}$ . It was found that  $t_{\text{obtained}}$  is 1.789 and the  $t_{\text{table}}$  for degrees of freedom ( $df$ ) = ( $n_a + n_b - 2$ ) = ( $23 + 32 - 2$ ) = 53 with level of significance ( $\alpha$ ) 0.05 was 1.674. Through comparing the  $t_{\text{obtained}}$  and the  $t_{\text{table}}$ , it can be seen that  $t_{\text{obtained}} > t_{\text{table}}$  or  $1.789 > 1.674$

**Figure 3. The Curve of the t-test Result in the Post-test of Experimental and Control Classes**



From the data above, it means that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected because the value of  $t_{\text{obtained}}$  higher than  $t_{\text{table}}$  or  $t_{\text{obtained}} > t_{\text{table}}$ . So, it could be concluded that the writing summary of students who were taught using Infographic game better than the students who were taught without Infographic.

### Discussion

Based on the hypothesis that explained, the researcher had answered the three formulation of the problem in chapter 1. In this research, the researcher had seen the effect of Infographic. There were two classes involved in this research. One class was assigned as the experimental class and the other as a control class. The experimental class was treated with Infographic the control class was treated without Infographic in

eleventh grade of SMAN 3 Payakumbuh.

First, from the calculation of the pre-test and post-test scores in experimental class, it could be concluded that the alternative hypothesis ( $H_a$ ) was accepted because  $t$ -obtained was higher than  $t$ -table ( $3.619 > 1.674$ ). so that, there was significant effect of Infographic in students writing summary.

Second, the data obtained in this research through pre-test and post-test indicated that the mean scores of experimental and control class were significantly different. The mean score of the student's post-test in the experimental class was 70,57 while the mean score of students' post test in control class was 68.28 the different result of two classess could be seen from the testing of hypothesis. It means that the alternative hypothesis was accepted and the null hypothesis was rejected. It can be concluded that there was any significance difference of students' writing summary who are taught by using Infographic and the students who were taught by conventional way SMAN 3 Payakumbuh.

Third, the data of the experimental and control class were also obtained. It was found that the mean score of post-test of experimental class (68.28) was higher than the mean score of control class (70.15). The curve of  $t$  test result was shown that the  $t_{\text{obtained}}$  was higher than the  $t_{\text{table}}$  ( $11.43 > 2.048$ ) the result prove that students' writing summary are taught by using Infographic better than students who are taught by conventional way.

Based on the observation, it was found that the students were motivated in learning English and the classroom atmosphere was really good. The students focused on learning activity and asked to do the same method when they are learning English with the teacher.

## CONCLUSION

Based on the finding and discussion that have presented in the previous chapter, the researcher conclude that this research focuses on the the eeffect of using infographic on students writing summary. It is related two aspect: responding and correction ways in writing summary task. The tenth grade students SMKN 3 Payakumbuh have effect of using infographic on students writing summary. that was concluded by mean score of each aspect. First, some of students who taught using infographic that the higher than students who taught without using

infographic.

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