


DEVELOPING STUDENTS' SPEAKING ABILITY THROUGH INFOGRAPHICS  
MEDIA AT MAN 4 BONE

Melsiani<sup>1</sup>, Nurdevi Bte Abdul<sup>2</sup>, Wildhan Burhanuddin<sup>3</sup>

<sup>123</sup>Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: July 21, 2022 Revised: July 29, 2022 Accepted: August 15, 2022 Published: April 15, 2023</p> <p><b>Keywords:</b> Infographics Media Speaking Ability Fluency Accuracy</p>	<p>The purpose of this study was to determine whether the use of Infographics with MAN 4 Bone students in the tenth-grade improved students' speaking skills in terms of fluency, fluency, and vocabulary accuracy. Researchers used a pre-experimental design and quantitative methods using one group for pre and post-tests. In the academic year 2021–2022, 87 students of class X MAN 4 Bone are the population of this study. To select the research sample used cluster random sampling method. The speaking test was used as a data collection method. The results showed that Infographics Media succeeded in improving students' speaking ability. Children's eloquence supports it. The mean pre-test score was 4.82, while the post-test mean score was 7.58. The average pre-test for students' accuracy was 5.10, while the post-test average increased to 7.79. Both the accuracy and fluency value of the t-test were higher than the t-table value (17.82 &gt; 1.701) and the accuracy value of the t-test was higher than the t-table value (16.61 &gt; 1.701). As a result, the Null hypothesis was refuted and the Alternative Hypothesis was adopted. The study researchers concluded that Infographics media improves students' speaking ability.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>How to cite: Melsiani, M., Abdul, N. B., &amp; Burhanuddin, W. (2023). Developing Students' Speaking Ability Through Infographics Media at MAN 4 Bone. English Language Teaching Methodology, 3(1), 29–37. <a href="https://doi.org/10.56983/eltm.v3i1.184">https://doi.org/10.56983/eltm.v3i1.184</a></p>	
<p><b>Corresponding Author:</b> Melsiani, English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: <a href="mailto:bg17fmelsiani@unismuhmakassar.ac.id">bg17fmelsiani@unismuhmakassar.ac.id</a></p>	

## INTRODUCTION

Effective communication requires language skills. Nowadays, it is very important to master more than one language, especially English, if you want to understand what is going on in the world. Because it is a universal language, English is very important for travel and education. The Indonesian government has incorporated English into the national curriculum in recognition of the superiority of the language. At the junior and senior high school levels, English classes are taught. It continues at the university level as well.

It can be difficult to learn English as a foreign language because it is not often used in the classroom. This is becoming increasingly important for students learning English, especially in terms of speaking ability. Speaking is one of the four important skills that should be taught to students as it will enable them to communicate with others and use their English in conversation. Speaking is very important for students because they are living things. Because having a strong mastery of language will make it easier for children to communicate with other people.

You may not realize how difficult it is to become better at speaking. Despite the fact that many people have strong writing skills, they struggle when asked to read aloud what they have written. However, despite speaking effectively, many people find it difficult to put their ideas down on paper. Talking is a way of communicating with other people. In order for students to have access to more knowledge and information, they must master these basic skills. In contrast to this, Cameron defines speaking as the active use of language to convey meaning so that everyone can understand it (2001:40). This shows that speaking is a method of conveying ideas so that others really understand what we are saying.

One of the many things that can be created by visual media is infographics which are the subject of this research. Smiciklas defines infographics as a type of visual that combines facts with design that helps individuals and organizations at Hertavira in conveying their message clearly to their audience (2019). Infographics are visual representations of graphic data that make the information offered to the reader clear, concise, and easy to understand. The use of infographics can help students understand the material and motivate them to complete the entire book.

Although many people are skilled writers, the results they produce when asked to explain their writing orally are usually subpar, the study found. However, despite speaking effectively, many people find it difficult to put their ideas down on paper. One way to interact with other people is by talking. To acquire more knowledge and information, students must become proficient in these basic skills.

Speaking out loud is a great way to hone your communication skills in an English setting. Giving children a small pocket book that they always carry with them is one way to help them with vocabulary or language difficulties. When they study the book, students will later note some terms in it. When learning English, don't start by concentrating on grammar.

Just tell me if your grammar is bad; when you communicate well, the right words will come to you. Problems with speaking skills in students can be caused by various factors, including hobbies, subject matter, and media, especially the media used to teach English. Infographics are one of several media that can be used.

The researcher's observations made during and after Magang 2 showed that students' achievement in speaking skills was still below average and needed to be improved. Many students have difficulty with their English. In the contemporary world, information can be received quickly and easily from various sources. As a result, various media can be used, including infographic media, which some research findings find useful in educating. Students benefit from this as they can broaden and augment their knowledge from various sources. The attractive color display of Infographic Media helps students retain information in their brain memory for a longer period of time. As a result, the use of digital media can encourage children to express themselves.

## RESEARCH METHOD

Quantitative techniques were applied in this pre-experimental research study. Pre-Experimental Design is used by researchers because they want to know how to improve speaking skills through Infographics. One class was used for pre and post-test by the researcher.

## RESULT AND DISCUSSION

This study employed a pre-experimental design with a one class serving as both the pre-test and post-test sample. Pre-test, treatment, and post-test were administered by the researcher.

### 1. The Improvement of the Students Speaking Ability in Term of Fluency (Smoothness)

*Table 1. Mean score of students' Speaking Ability in Term of Fluency*

Indicator	Mean score		Increase (%)
	Pre-test	Post-test	

Smoothness	4.82	7.58	57.26%
------------	------	------	--------

The data showed that following the speaking technique instruction using infographic media, the students' average fluency and post-test fluency scores increased. The mean pre-test score for the children was 4.82, while their post-test score was 7.58.

## 2. The Improvement of the Students Speaking Ability in Term of Accuracy (Vocabulary)

Table 2. Mean score of students' Speaking Ability in Term of Accuracy

Indicator	Mean score		Increase (%)
	Pre-test	Post-test	
Vocabulary	5.10	7.79	52.74%

The table shows that following the instruction in speaking technique using Infographic Media, the typical post-test scores of students increased in terms of vocabulary accuracy.

## 3. The Improvement of the Students Speaking Ability in Term of Fluency in Smoothness

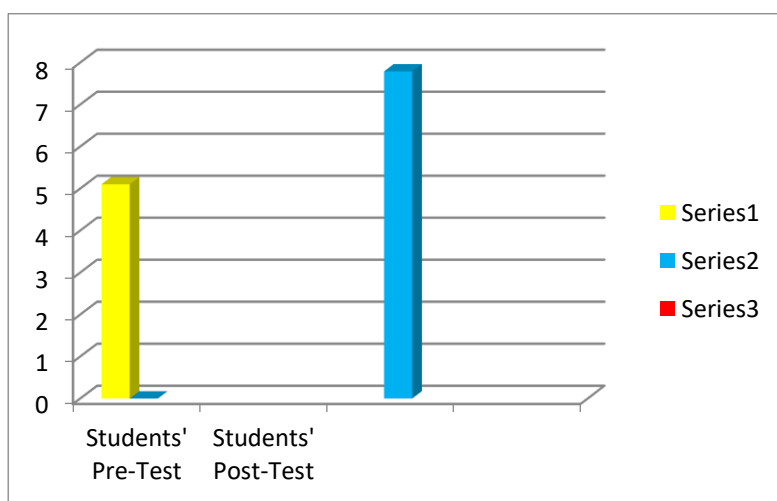
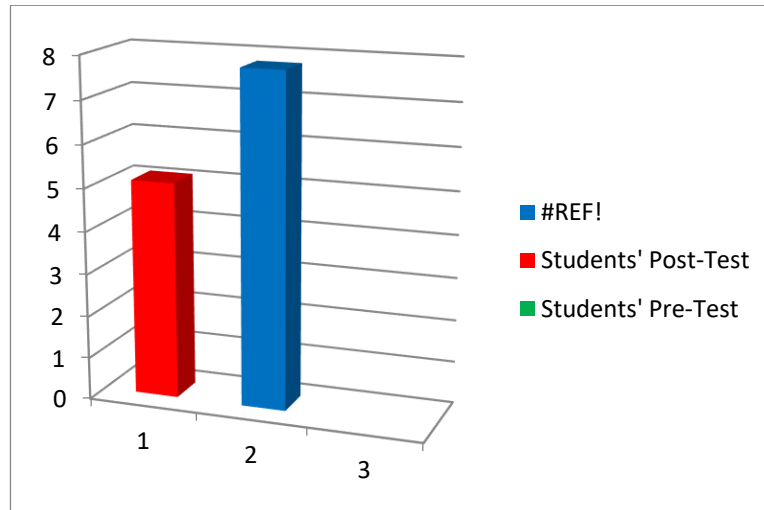


Figure 1. The Students Speaking Ability in Term of Fluency in Smoothness

Based on the table data in the figure above, the frequency of fluency scores increased (57.20 percent) from an average score of 4.82 in the pre-test to 7.58 in the post-test. Graph shows an increase in the score. The use of infographic media has succeeded in increasing students' speaking fluency, according to the data above.

#### 4. The Improvement of the Students' Accuracy in Vocabulary



According to the statistics in Figure above, the increase in vocabulary was (52.78%) from the mean score of 5.10 on the pre-test to 7.79 on the post-test. Figure shows the increase in scores. Based on the information above, it can be stated that the use of infographics to teach students' vocabulary and speaking skills was successful.

Table 3. The Rate Percentage Speaking Ability in Term of Fluency in Smoothness

No.	Classification	Score	Pre-Test		Post-Test	
			F	P%	F	P%
1	Excellent	9.6-10	0	0%	8	27,6%
2	Very Good	8.6-9.5	0	0%	1	3.4%
3	Good	7.6-8.5	2	6.9%	5	17.2%
4	Fairly Good	6.6-7.5	2	6,9%	2	6.9%
5	Fair	5.6-6.5	4	13.7%	12	41.4%
6	Poor	4.6-5.5	2	6.9%	1	3.4%
7	Very Poor	3.5	19	65.5%	0	0%
Total			29	100	29	100

The table above shows the percentage of pre-test and post-test frequencies for 29 students. 19 (65.5%) students who took the pre-test had very low scores, 2 (6.9%) got poor scores, 4 (13.75%) got moderate scores, and 2 (6.9%) got normal. who got a fairly good score, 2 (6.9%) students got a good score, and no student got a very good or very good score. One student, or 3.4% of the class, scored poorly on the final exam, while none was labeled very bad, 12 students or (41.4%) are considered good, 2 students or (6.9%) are considered quite good, 5 students or (17.2%) are considered good, 1 student or (3.4%) rated very good, and 8 students or (27.6%) rated very good.

Table 4. The Rate Percentage Speaking Ability in Term of Accuracy in Vocabulary

No.	Classification	Score	Pre-Test		Post-Test	
			F	P%	F	P%
1	Excellent	9.6-10.0	0	0%	9	31.0%
2	Very Good	8.6-9.5	0	0%	0	0%
3	Good	7.6-8.5	2	6.9%	4	13.7%
4	Fairly Good	6.6-7.5	4	13.7%	4	13.7%
5	Fair	5.6-5.5	2	6.9%	11	37.8%
6	Poor	4.6-5.5	6	20.6%	1	3.4%
7	Very Poor	>3.5	15	51.6%	0	0%
	<b>Total</b>		29	100	29	100

The table above also contains the % accuracy of pre and post test results for 29 students. In the pre-test, 15 students (51.6%) got a very low score, 6 (20.6%) got a bad score, 2 (6.9%) got a rather low score, 4 (13.7%) got a very good, and 2 (6.9%) scored quite well. Students get good grades. None of the students scored very well or very well. However, none of them were classified as very bad on the post-test, and only one child was classified as good

(3.4 percent), 11 students are classified as moderate, 4 students are considered good enough, 4 students are considered good, and no students are considered good and 9 students are classified as very good, and all of them are rated very well.

### 5. The Improvement of Speaking Ability Significance

The test results support the use of Infographic Media. The researcher found that the students' speaking ability had significantly improved in the post-test scores compared to the pre-test in the results of tests, such as pre-test and post-test. It is evident that the average score of students' fluency increased from 4.82 in the pre-test to 7.58 in the post-test. The vocabulary accuracy of the students had an average score of 5.10 before the exam; now has an average score of 7.79. When students' test scores were checked using SPSS 24, the results of the pre-test and post-test were both statistically different. The evidence provided by Sig. (2-tailed) (0.000), which is smaller than  $\alpha=0.05$ . Therefore, it can be said that H1 is approved while H0 is not. Thus, it can be concluded that there is a significant difference between the results of the pre-test and post-test.

Speaking ability is one of the topics taught by EFL students at a university in South Sulawesi, according to Abdul (2016). Every EFL student in Indonesia strives to speak English accurately and fluently. Given these circumstances, it is very important to create and develop a fresh and innovative teaching approach to motivate students in Indonesia to learn English as a foreign language. Speaking is an important oral skill that should be encouraged.

Based on the result of relevant research, the following:

1. The Effectiveness of Teaching Vocabulary Using Infographics, Afrian (2019). The results of the study using statistical hypotheses with a significance level of 5 percent showed that the average post-test value of the experimental class after using infographic treatment was 76.4. That exceeds the mean pre-treatment test score of 58.7, which is higher. Data analysis also showed the presence of a 2-sided sign () a or 0.004 0.05. This shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.
2. Hertavira (2019) analysis "The Influence of the Use of Infographics and Students' Reading Interest on Reading Comprehension" in Table IV.13, which is 0.02-0.05 the value of sig (2-tailed) is smaller than 0.05. This shows that there is a substantial

difference in reading comprehension of students who receive instruction using infographics compared to those who receive instruction using traditional methods.

3. Saadah (2019), "The Effect of Infographic Media on Students' Writing Skills" shows -3,056 based on the results of the Independent Sample Test. The result of the second tail is 0.003 with a t of -2.0017. Score then (-3,056 - 2017). Then  $H_0$  was rejected but  $H_a$  was welcomed. This shows that the effect of teaching with infographic media on students' writing skills is recognized as having a substantial difference.

## CONCLUSION

Based on the results of the discussion of the previous findings, the researchers came to the conclusion that Infographic Media succeeded in increasing the speaking frequency, fluency, and accuracy of students' vocabulary. Because the post-test score was higher than the pre-test ( $7.58 > 4.82$ ), the students' mastery achievement increased. 76 percent of 52. The students' vocabulary ability increased from the pre-test ( $7.79 > 5.10$ ) by 52.74 points in the post-test. It has been proven that the use of infographics helps MAN 4 Bone students in grade ten speak more fluently and with a wider vocabulary.

Based on hypothesis testing, the alternative hypothesis ( $H_1$ ) is accepted while the null hypothesis ( $H_0$ ) is rejected. The fact that the vocabulary t-test scores (16.61) and fluency (17.82) are both higher than the t-table scores prove this (1.701). In other words, infographics are useful tools for honing speaking skills, with an emphasis on correctness and repetition of spoken instructions. The use of infographics is one method to inspire students to speak up and take part in class with a positive attitude.

## REFERENCE

- Abdul, N. B. (2016). Broadcasting Video Project to Promote Students' Motivation In Speaking Skill. In *Teflin International Conference. Retrieved from. The 63 TEFLIN International Conference. Proceeding.*
- Alrwele, N. S. (2017). Effects of Infographics on Student Achievement and Students' Perceptions of the Impacts of Infographics. *Journal of Education and Human Development*, 6(3), 104-117.
- Behesti F. 2016. *Developing EFL Learner's Speaking Ability, Accuracy and Fluency*, (Online), (<http://www.ccsenet.org/journal/index.php/ells/article/viewFile/60070/32159>, 26 June 2018).



- Brown, H.D. 2007. *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc,  
<https://Educationalresearchtechniques.Com/2017/07/21/Types-of-Speaking-in-Esl/>
- Hertavira, D. E. (2019). *The Effect of Using Infographics and Students' reading Interest on Their Reading Comprehension at Sman 16 Pekanbaru* (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Kurniasih, N. (2017). Infografis.
- Lankow, J. (2012). *Infographics, the Power of Visual Story Telling*. Canada: Jhon Wiley & Sons, Inc.
- Özdal, H., & Ozdamli, F. (2017). The Effect of Infographics in Mobile Learning: Case Study in Primary School. *J. Univers. Comput. Sci.*, 23(12), 1256-1275.
- Ozdamli, F., & Ozdal, H. (2018). Developing An Instructional Design for the Design of Infographics and the Evaluation of Infographic Usage in Teaching Based on Teacher and Student Opinions. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(4), 1197-1219.
- Ridaillah, M. *The Effect of Infographic on Students' Writing Summary Skill (A Quasi-Experimental Study at the Eleventh Grade Students of Man 2 Bogor* (Bachelor's Thesis).
- Sugiyono (2012). *Metode Penelitian Pendidikan*. Bandung.
- Sudjana, N. 2017. *Penelitian Hasil Proses Belajar Mengajar*. Bandung: Pt. Remaja Rosdakarya
- Smiciklas, M. (2012). *The Power of Infographics: Using Pictures to Communicate and Connect with Your Audiences*. Que Publishing.
- Senjaya, W. F., Karnalim, O., Handoyo, E. D., Santoso, S., Tan, R., Wijanto, M. C., & Edi, D. (2019). Peran Infografis Sebagai Penunjang dalam Proses Pembelajaran Siswa. *Abdimas Altruis: Jurnal Pengabdian kepada Masyarakat*, 2(1), 55-62.
- Wang, Z. (2014). Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners, (Online), (<http://www.files.eric.ed.gov/fulltext/EJ1075642.pdf>, 26 june 2018).
- Srivasta S.R. 2014. Accuracy Vs Fluency in English Classroom, (Online), (<http://www.newmanpublication.com/br/09.pdf>, 26 june 2018).