

STUDENTS' PERCEPTION ON READING INTEREST BY USING ENGLISH INFOGRAPHIC IN ONLINE CLASS

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ABSTRACT

Reading is one of the skill in English that can be help the readers to find the information and increase their skill. The formulated research problems was: 1) what is the students' perception about using English infographic in reading online class? 2) How can the English infographic assist the students to be interested in reading English text? Based on this research problems above, the objective of research was 1) to describe the students' perception about using English infographic during reading online class, 2) to investigate whether the use of English infographics can assist the students' reading interest in English text. The research design in this research was descriptive qualitative design with qualitative approach. The subject of this research was students of first semester at Reading 1 class in English education department of University of Islam Malang. The data analysis was using two ways that is inscribe the data, analyze the data, and interpret the data. The finding of this research is the students have positive perception about using infographic as a reading media in online class. Then, the infographic also can increase the students' reading interest.

Keywords: Reading Interest; Online Class; Infographic

A. BACKGROUND

Reading is an important skill in English. One of the reason why reading as essential skill in English because it can help the student to learn and get the knowledge freshly (Reflinda, 2017). It means that, reading skill can assist the students to develop their knowledge and also upgrade their knowledge. Besides, reading also can help the students to make be greater in their ability in various fields (Uslu, 2020). It is indicate that reading can be the important skill that the students have to master it. However, for another students, reading can be the worst skill and tedious so that the students feel displeased to read the text especially in English academic reading. Then, in the EFL countries, the students must have effort to increase their reading ability, specifically in reading English text. In this case, there are several problems that the students faced in reading English, namely lack of grammatical and understanding (Al-Mekhlafi & Nagaratnam, 2011). In this case, the students have limited knowledge about reading English to feel

confused to get the information. Because the students cannot know about the meaning of each words and the structure of the text so that it can be said that they have a lack of grammatical. Then, not only lack of grammatical, the students cannot interpret the information so that they do not understand what the information they already read. It is can be called as lack of understanding.

In addition, the pandemic of the Covid-19 outbreak has hampered learning activities. All schools and educational establishments must close and make learning activities become distance learning. It can be the main problems for the teacher because they have to prepare the online learning and also have to consider about what kind of reading media that can be used in this situation. Whereas, there are several teachers still have a lack of technology (Altunay, 2019). It means that, the teachers still can engaged the reading material through in online learning media.

Then, there are several media that the teachers can consider to carry out in the reading online class. However, in this research, the researcher interest to discuss about infographic in reading online class.

B. LITERATURE REVIEW

1. Reading Interest

Reading interest consist of two words, that is “Reading” and ”Interest” which is reading as a familiar skill for the students. The students always find the reading ability in every activity in their class. Reading can be called as the main skill that can help students to gain an understanding of the latest knowledge. However, this ability was considered the most boring skill so that not all the students can success to get the information in reading passage. According to Dakhi & Damanik (2018) state that reading is parallel activity that oblige the readers to understand and get the point of the core of reading text. Another theory state that reading is kind of “interactive” process between a readers towards a text which can lead the readers to reading fluency, automatically (Alyousef, 2006).

Furthermore, the theory of interest, according to the Reflinda (2017), interest is an indication of the inclination of the soul, as energy or desire, which can urge somebody to be interested and feel cheerful about something or a specific

movement. However, there are two meanings about “interest” itself (Renniger & Suzanne, 2016). The first is physiological meanings which is this meanings refers to the condition of a person who faced some types of content itself. Then, the tendency of someone to re-engage with the content over time, can be called as the cognitive meanings.

2. Online class

In this Covid-19 outbreak, online learning could be the alternative way to share the knowledge and do the teaching activity. Online class have various names, such as, online learning, E-learning, Virtual learning, or Web-based learning (Mansour & Mupinga, 2007). But, those all refers to the learning activity that the teacher and students can meet each other. Then, According to Atmojo & Nugroho (2020), Online classes deal with a series of activities related to the learning process in which material is delivered by network access and devices. It means that all the learning activity will do in their home.

Although the online class is doing the learning activity in home. The online class can make the students more active in their class (Dhawan, 2020). This means that online class can stimulate the students to enthusiasm when they follow the online class. Then, to do the online class, there are various application that can the teachers use to conduct online class such as Google classroom (Kurniawan *et al.*, 2020). Or the teacher can created the group in WhatsApp to do the online learning.

3. Infographic

Infographic is one of the reading media that can the teacher use in online reading class. According to Alrwele (2017), an infographic is the form of the combination of two words, namely, “info” is the shortest word for information and “graphics.” It means that, an infographic is a set of information, text that combined with visual representation to convey a short message with attractive and understandable. Furthermore, the infographic media can combine data and design to convey knowledge to the viewer or reader clearly and understandably (Pertiwi &

Kusumaningrum, 2021). It clear that infographic have an easiness to use and understanding.

Moreover, in infographic media, the readers not only see the data in the text form, but also signs, photos, maps, graphics and charts so that the readers can get the information directly (Naparín & Saad, 2017). Besides, According to Davis & Quinn (as cited in Yildirim, 2016), there are three points have to be included in good infographics, that is the identification of the purpose; establish the component that can be used in infographics; fixing of what type of infographic that wants to use; Provide uncomplicated information so that the students can understand it well. In this context means, to using an infographic, the teachers should regard the content of the infographics.

C. RESEARCH METHODOLOGY

A. Research Design

This study used a descriptive qualitative design to conduct the research. Then the qualitative design is the research whose have aims to invent a deep definition of a phenomenon, fact, or reality (Raco, 2010, p.1). To find the phenomenon, the fact, or reality. It is needed to conduct some observation to confirm the subject. Qualitative research has the aim that is to describe the research finding. The result that has been found, can be the references that can enrich the literature by describing the complicated situation as the finding. Besides, it can be suggesting future research. According to Siagian & Adam (2017) state that descriptive research includes gathering information to answer questions related to the status of the subject of the investigation (p. 6). Besides, qualitative research is the research that has the characteristics, that is interpretive, naturalistic approach, and meanings (Creswell, 2007, p. 35).

In general, there are three steps to conduct the qualitative research (Raco, 2010), include (1) asking the questions (2) collecting the data (3) providing the data. To begin the qualitative study, the researchers need to ask the questions, this question is arising for the interesting phenomenon that the researchers feel curious to find result, it is as the first steps. Meanwhile, second, to collect the data the researchers can use many kinds of methods to conduct the data collection, such as

interviews, questionnaires, form, etc. This step has the aim to collect the appropriate information so that the researchers can answer the research questions. The last is to provide the data. In this stage, the researcher needs to analyze the data so that it can be served well (Raco, 2010).

Moreover, descriptive research is referred to study the problems which are aroused in the community, and also the certain situation that arises in the society (Prihartono, 2016). This research aims to describe the systematic phenomenon, and reliable so that it can provide the facts, characteristics, and relationships. According to some explanation above, the researcher used descriptive qualitative research to conduct the study.

B. Setting of The Research

The setting of this study was located at the University of Islam Malang, East Java, Indonesia. This location was located on Mayjen Haryono 193, Malang 65144, East Java. And the faculty that this research was conducted in the Faculty of Teacher Training and Education. And this research was take a place in the English education department of University of Islam Malang.

C. Subject of The Research

In this research activity, the researcher was choosing 10 students randomly. The students are originally from first years of English students in the English education department, University of Islam Malang. Especially, from the reading class in the English education program. The students that were chosen have a different background in reading interest and also not all the students have the same knowledge about infographics and reading activity.

D. Technique of Data collection

To collect the data, the researcher uses two ways to measuring and digging information. That is:

1. Questionnaire

In this study, the researcher used the questionnaire consist of ten open-ended questions. The questions are referred to measure the students' reading interest and students' perceptions. The researcher also made the questionnaire through electronic media. The researcher was using Google Form as the media to spread the questionnaire. The researcher has created the questionnaire in Google Form. Continuously, the researcher sent the link to Google Form via WhatsApp groups. This questionnaire is using Bahasa Indonesia. And also, the informant who fills the questionnaire can answer it in Bahasa Indonesia. Furthermore, the researcher would say to the informant that all the data would be confidential so that the informant would not be worried about the information.

2. Interview

In this research, the researchers were conducting the interview with instruction which necessitate the interviewer to create the compendium of the main points, but that point is not necessary to be asked sequentially. In some studies, the use, and selection of the diction in interview questions are not needed to be done in advance. In this research, the researcher used structural and nonstructural interviews. It means that the researcher combined the structural and nonstructural methods. In other words, the questions for the interview, the researchers were taken the question based on the questionnaire.

E. Technique of Data Analysis

In this research, the researcher uses two ways to analyze the data. First of all, for interview data. In this case, the researcher inscribes the database on the recording. Moreover, the data would be analyzed and categorized. Additionally, the researcher would also make a code and reduced the data. It is important to interpret the data. Meanwhile, the data would be interpreted and represented. In this section, the data would be connected to the research questions or research problems. The documentation was the second stage in data analysis.

In this stage, the researcher would analyze the database on other instruments, which is a questionnaire. This stage was mostly similar to the previous stage in the interview's data analysis. The researcher would make a code in the data and reduce the data from the questionnaire. After that, the data would be matched into the research problems. Additionally, the researcher also uses the Google Form to help the researcher to interpret the data that came from the online questionnaire.

F. Validity of Research Data

In this research, to validate the data, the researcher was using the triangulation method. The first strategy was collecting data by using a different technique of data collecting. In this case, the researcher would compare the data that has been collected from the questionnaire and interview.

D. FINDING AND DISCUSSION

The finding of the research that most of the students have a positive perception about the infographics, in this case, the students think that infographic is the new media that they have been knowing. However, they enjoy and feel comfortable using infographics as the reading media, because they do not feel bored when use infographics in the online class.

Then, the researcher found the infographics can increase the students' interest in reading English text. Infographics make the students feel pleased to read English text. Infographics offer text with graphics color and illustration. Even though some students feel confused when they read English text, but they can understand the information fluently because it has many illustrations to understand the information.

Furthermore, in this research, most of the students think that infographics are compatible to use in the online learning class. Most of them explain that infographics are suitable for the online class because the students not only read about the passage but also they can see the graphics product (picture, shape, illustration, etc.) This finding is similar with, Ozdamli et.al (2016) In their research, they found that the use of infographics in presenting learning materials

made students understand the content better. Besides, the students feel motivated and interested when they use infographics in online learning classes. It is similar with Hetavira (2019) which is the researcher found that infographic can increase the students reading interest.

Then, some students realized some weaknesses and the advantages of infographics. In the data, some students' think that infographics are undetailed, it is line with Gaille (2016) in his web article explained that infographics information is unclear due to the limited space. which means, the information is uncompleted. Besides, some students perceive that the text and the graphics of infographics are unclear. In this case, the students found the text is too small and the graphics are blurry. In contrast, some students think that the information is clear and understandable, then, the information that the infographics have given is interesting.

Besides, the advantages that the students described are the infographics are not waste time to read and find the information. In this case, the students think that infographics are a simple way to find the information in the passage. Then, infographics are easy to share and easy to read. It is a line with Yearta and Mitchell, (2016) state that infographics are easy to share in the online class, and also the students feel easy to understand the reading information (In other words, the students feel easier to share or read the information rapidly. The last, Most of students prefer to use infographic as a reading online media rather than conventional media. It is similar with Bicen & Behesthi (2017) found that, the students in their researcher more preder to use infographic rather than books.

E. CONCLUSION

The most student explained that using infographics is serviceable for reading activity because they believe that infographics are understandable and it not verbose to explain the information. Then, using infographic is compatible to apply in online learning classes because infographic is readable, easy to share, reasonable, and do not make the students feel tedious. In addition, reading English text through infographic media is easy to understand. It means if the student whose were not understood some vocabulary, they can see the illustration

to know what information which infographic will be given. However, the infographic also has some gaps, for instance infographic is undetailed. It involved the information that has been given by infographics is restricted. Then, another problems, infographic is unclear. It means the fonts, sizes, and pictures contained in infographics are obscure.

F. SUGGESTIONS

The researcher would like to give some recommendation for everyone who wants to research or using infographics as the learning media:

1. The teacher or lecturer can think again to use infographics as the learning media mainly in reading English activity especially, in descriptive text material.
2. For the students, they can use infographics as the media to learn English through reading activity. It means the students can learn about words, and their meaning.
3. For the other researcher, they can expand their research about infographics. They can find out the other problems of infographics media. The researcher also, can research the infographic effect toward the others text in reading text, or in another skill in English class.

G. BIBLIOGRAPHY

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