

CHAPTER I

INTRODUCTION

This chapter provides an initial overview of the research that will be conducted which includes the background of the study, research questions, purposes of the study, scope of the study, and significance of the study.

1.1 Background of the Study

The twenty-first Century represents the transition from the industrial to the knowledge age categories (Trilling & Fadel, 2009). Panggabean, Pardede, Sitorus, Situmorang, Naibaho, and Simajuntak (2021) explain that the 21st Century is also known as the 4.0 Industrial Revolution century or the Century of rapid scientific and technological development. Students must be able to adapt to and follow rapid growth. The result of 21st-century students referred to in some studies as "digital citizens" is surrounded by communication media, smartphones, applications, and information technology (Islamoglu et al., 2015).

In response to the difficulties posed by education in the digital age, the government has introduced the Kurikulum Merdeka initiative. This program is also driven by the insufficient reading and math skills of students. Drawing from the results of the CP (Capaian Pembelajaran) assessment, during the final stage of tenth grade (Phase E), students participate in using verbal and written English materials, along with visuals, to effectively convey information regarding context, objectives, and the intended audience (Rohimajaya et al., 2022).

Students in senior high school are supposed to learn several genres of text. According to Kurikulum Merdeka, there are several texts that must be studied such as descriptive text, narrative text, procedure text, and so on. Each of them has a different generic structure, aim, and also language features. Hence, it would make students difficult either to identify or differentiate the text. Since we know that they must understand the whole text; what the writer tries to inform and tell the readers (Yusmalinda, 2020).

In the English language, the ability to deduce implied meanings in order to understand information started to progress. Students generate written content enriched with a broader range of text types and visuals, along with a grasp of the purpose and intended readership (Kemdikbud, 2022). Visual media make the teaching process easy for teachers to provide information and convey it to students (Dunlap & Lowenthal, 2016). Through visual media, students can remember what is presented easier (Yildirim et al., 2016). Visually, students will also be more interested in the appearance of media. It will attract students' attention to learning and relieve their boredom. As students of English as a foreign language, students must have a solid motivation to learn English.

Media is an intermediary for delivering messages from the sender to the recipient in an ongoing communication process (Muliani, 2021). Sudjana and Rivai (2013) suggest two types of teaching media commonly used in teaching and learning: 1) Graphic Media. Graphic media, including visual and visual media, channels messages from the source to the recipient. The channel concerns the sense of sight; the news is poured into visual communication symbols. Examples of visual media are pictures,

photos, and graphics. 2) Three-Dimensional Media. Three-dimensional media occupies space defined through the dimensions of height, width, and depth. It includes sculpture, installation and performance art, decorative art, and product design.

According to Smiciklas (2012) visual teaching media, especially infographics, has been widely used in education. Infographics have an exciting visual design because it aims to persuade people. Infographics are derived from the words "Information graphic," which are images that combine a collection of data and graphics to deliver messages quickly and effectively to the audience. Infographics have a purpose in making the message we want to deliver efficient and effective.

Infographics have become an essential consideration for teachers nowadays to enhance the quality of learning, especially in improving students' reading interests. The engaging visual design of the infographic will attract the students' attention to reading and increase their willingness to read instead of only teaching them using traditional material (Putra, 2021). This statement is supported by Shanks et al. (2017), who state that the exciting statistics, evidence-based and practice-based data, a font that is easy to read, exciting color schemes, bold graphs, simple charts, and other graphics provided in the infographics make the information delivered efficiently with the understandable format. Some characteristics of the infographic include easily legible fonts, a harmonious color palette, and compelling statistics. These can improve the students' willingness to read and enhance their reading interest.

Infographics combine visuals and text and simplify information (e.g., in journalism, marketing, and education) by employing visualization, text description, and visuals to

transmit data and knowledge (Lan et al., 2021). Infographics, for example, can help illustrate linkages between concepts and procedures, communicate processes, deliver instructional content, and summarize crucial information (Ibrahim & Alamro, 2021). Infographics, in particular, can be utilized as job aids, advance organizers, and study tools in educational contexts and can integrate various media, such as animations and graphs (Dunlap & Lowenthal, 2016).

Infographics, according to Thompson (2015), are a popular, easy-to-understand visual communication technique for explaining complicated subjects. Creating data-driven infographics helps students develop critical thinking and transferability skills (Hsiao et al., 2019) because “they find information, data, and knowledge as numerous, complicated, jargon-filled, and competing as it may interpret it, and effectively translate it for audiences.” Students with critical thinking dispositions understand how to think critically and when to utilize their necessary thinking skills. They are fearless in thinking intentionally and employ knowledge transfer when solving complex problems (Otten et al., 2015).

Moorman (2018) also explain students might believe what they see; therefore, one method of teaching critical thinking is, to begin with a still image. The visually literate viewer or learner will examine any image attentively and critically, looking for the creator's objectives. These images can convey information and ideas to critical-thinking students, and having a basic understanding of visual literacy allows them to gather the information and opinions contained in the elements within an image, situate

them within their appropriate context, and assess their validity before moving on to the next level of creating their visual content.

This is in line with the visual literacy concept of interpretation in which is a deeper level of understanding that combines media literacy and technology literacy. In this perspective, Lisnawati and Ertinawati (2019) state visual literacy involves critically using visual and audiovisual elements, followed by interpreting the combination of these visual media forms, whether in print, audio, or digital media. The term used to describe this combination of media is "multimodal text" and it requires accurate decoding and interpretation.

According to Matusiak, Heinbach, Harper, and Bovee (2019), this digital change is linked to expanding information resources and the growing relevance of images as a medium of knowledge representation. Image consumers are no longer only observers; they are also makers and active participants in visual communication. These factors have significantly altered how students use information resources and deliver academic work. 'The capacity to read, understand, and design graphic displays is becoming increasingly important as students are exposed to more computer-based electronic books, which rely heavily on visual interfaces and graphic aids' (Rakes, 1995).

Visual literacy encompasses the aptitude to decipher, understand, produce, question, challenge, and assess various forms of visual communication rather than words (Syarafina, 2019). Visually literate people can read, analyze their purpose and intended meaning, and consider a text's form, structure, and qualities. They can also creatively and appropriately express meaning using pictures and word imagery. It is

critical to apply visual literacy ideas and practices to supplement verbal learning (Flattley, 1998), because visual literacy develops before oral literacy in human development, basic literacy in cognitive processes is the foundation for reading and writing. According to Berger (1977), "Seeing comes before words."

Visual literacy encourages interaction with visual images and grasping how visual form produces meaning. It called for closely examining the image's aspects to improve knowledge and appreciation or foster critical viewing abilities. The application of technological and artistic development uses learning media, particularly visual literacy. Visual literacy presents visuals and presentations while absorbing the content of the learning (Bamford, 2003). According to Maria D. Avrigenou (2012), various components of visual literacy can help students succeed in their visual literacy: visual Perception, visual language, visual learning, visual thinking, and visual communication.

Visual media make the teaching process easy for teachers to provide information and convey it to students (Dunlap & Lowenthal, 2016). Through visual media, students can remember what is presented easier (Yildirim et al., 2016). Visually, students will also be more interested in the appearance of media. It will attract students' attention to learning and relieve their boredom. As students of English as a foreign language, students must have a solid motivation to learn English.

A previous study conducted by Lestari and Purnama (2023) specifically explained the effectiveness of infographics towards students' reading comprehension. This study revealed a significant effect towards students' reading comprehension at the Eleventh

grade of student of SMK Al-Wutsqo in the academic year 2022/2023. The application of infographics in this study through English learning materials, namely text procedure. This procedure text can be presented using infographics, and infographics help clarify the contents of the procedure text through the visual effects in the infographics. Student responses were good towards the use of infographics in the procedure texts they read.

Another study from Thompson (2018) demonstrated that there are definite ways to increase students' visual literacy skills using instruction on infographics. The first way to improve these skills is by explicitly instructing students regarding textual and visual evaluation criteria. By including criteria for evaluating infographics in an assignment, students learn to think critically about the information they will include in their infographics and become more critical consumers of information. The second way to increase students visual literacy skills is by implementing an infographic assignment that stresses utilizing textual and visual evaluation criteria while simultaneously creating an infographic.

Therefore, although some studies have shown positive results, the researcher wants to see if student-made infographic tasks are meet the meaning making process of procedure text. The researcher will analyze the infographics based on social function, generic structure, and language feature of procedure text. The researcher will also investigate whether the infographics made by the students meet the visual literacy components by Syarafina (2019). In this research, the researcher wants to conduct a content analysis on an infographics task selected from the student-made results. The researcher chooses seven infographics from the three 10th-grade classes of SMAN 44

Jakarta. Although infographics have shown positive results and have been used, analyzing visual literacy components are in infographics is still necessary.

Based on the explanation above, the researcher intends to conduct research under the ‘MULTIMODAL ANALYSIS OF STUDENTS’ INFOGRAPHICS ON PROCEDURE TEXT FOR TEN GRADERS’ title.

1.2 Research Question

Based on the background of the study above, the statement of the research questions is formulated as follows:

1. How do the elements of the infographic made by students of SMAN 44 contribute to do meaning making process of procedure text?
2. To what extent do the contents of the infographics made by students of SMAN 44 Jakarta meet the visual literacy components?

1.3 Purpose of the Study

Based on the research question above, the purpose of this research can be seen as follows:

1. To describe the elements of the infographic made by students of SMAN 44 contribute to do meaning making process of procedure text?
2. To describe the extent to which the contents of the infographics made by students of SMAN 44 Jakarta meet the visual literacy components by Syarafina (2019).

1.4 Scope of the Study

In this study, the researcher limits the study only to see how the elements of infographics that are made by 10th-grade students in SMAN 44 Jakarta in learning procedure text meet with the social function, generic structure, and language feature of procedure text. The researcher also analyzes infographics based on components of Visual Literacy with the scope aspect of visual language, visual thinking, and visual learning (Syarafina, 2019).

1.5 Significance of the Study

The findings are expected to give a contribution to the following:

1. For an English teacher

This research can provide new knowledge about the media and source of learning implementation for learning procedure text using infographics.

2. For Students

This research can give information about other resources for learning English. They also can explore more about infographics.

3. For the researcher

This research can motivate them to learn and experience how to conduct content analysis research, give new information about infographics as teaching media, analyze infographics, and give insight for further research with a different focus or level.