

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Using Infographic to help descriptive text understanding

To describe how descriptive text understanding using infographic, researcher used observation and interview techniques. This observation was staged out in 2 stages. The first stage has done on 8th May until 9th July 2020. Then, the second stage has done on 15th July until 16th July 2020. The interview were conducted for one week. From 22nd July to 7th August 2020. Interview was conducted in the creative room and computer laboratorium at Yayasan Pengembangan dan Pemberdayaan Masyarakat Kintap. It was staged for 30 minutes to 1 hours per 1 interviews session, Depending on to the participants response. This first stage of interview focused to found Participants supporting and inhibiting factors in developing their linguistic intelligence by scanning the participants basic english ability and to acknowledge the participants familiarities with english in their daily activities, all of the activities mentioned ahead was done during current pandemic situation by conducting health protocol in every activities to prevent the spread of the pandemic.

The observation stage was done to find the participant problems in understanding english text, especially descriptive text which was found that the participan mostly lack of understanding basic english. Most of the participants had similiarities in process of learning, they were quite had difficulties in understanding the texts, because the language is unfamiliar to them and the volume of the text is counfusing them in understanding.

Based on the interview, most of participants are find english is unfamiliar for them although most of them start learning english on primary level of education, still, english are consider as difficult subject for them to learn, but they have huge motivation and will to understand english. For example, subject initial AAK (19 years old) he was not like english because when he was in first grade of junior high school his teacher always giving translation task in every english subject meeting, as the researcher ask him other factor that made him dislike english, he answer the grammar part in english subject was made him confuse and did not like the subject as well, similiar problems was occured to other subject, initial DA (21 years), in the training program DA has good comprehension to instructor instruction among other participant, he simply one of the program best participant. But he has same problem that face by the previous subject (AAK), beside DA, 2 other participant, FE (19 years old) and CP (16 years old) are shared same problems in understanding grammatical patterns that leads him to dislike english in particular (grammatical section). Althought they both were start learning english in quite early phase.

Beside the grammatical section in english subject that was taught in their school, the other difficulties that made the participan less likely to like english subject in their school is the pronunciation section. As occured to RS (17 years old), he was starting to learn english in junior high school, as for him pronounce english words are difficult, because it spoken different from what it written, which leads him to dislike english subject. Same problems are faced by AM (14 years old), this junior high school students has big passion in learning english, as her dream to study abroad, she need to learn english, but she faced difficulty when pronounce words, as the researcher ask what are lesson she had in school,

she replied she was taught by the teacher in her school to translate from dictionary and doing task in students work sheet (LKS), as the researcher assumed, the teacher was lack of variety and techniques in learning english in the classroom that leads to students weakness in other section of skills, as the teacher should bridge and facilitate the student to learns 4 basic skills (reading, listening, writing, speaking), this can not be done by teaching only from the student work sheet / giving translation task to students.

The next one is AR (15 years old), she dislike english by same factor as 2 subjects before, pronunciation was the factor that leads her to dislike english, in the interview process, she stated that she has no interest to learn english, because it is already set on her mind that english are hard to understand, so it already planted on her subconscious to defy and avoid every english related material. unlike other participants which still show their interest in learning english for their future.

The last subject whose has problem with pronunciation is AP (14 years old), this seventh grader junior high school students actually like and motivated to learn english, as he wants to be a professional gamer, which need to understand english to help him understands game concept which originaly using english as its official language. He started learning english in elementary school, but still face difficulties when pronouncing words, he has no problem with the written form of english, as in interview session, he showed very good comprehension in written form of english. He wants to improve his english, but lack of sources to support his initiative, as the material available in his school are quite monotonous and lack to illustration. As he stated that it is easy to learn everything include english if there is an illustration/ picture to guide. So this is in line with

this research theme which helps students with difficulties in understanding english by using infographic as graphic organizer/ visual aid.

The next subjects answer generally on what made them having difficulties in learning english, for example IPS (15 years old) she did not specifically answered those question, but what the researcher found from her about her opinion on english, she quite like english and willingly motivated to improve, her methods in learning english are so unique, by singing and editing quotes on her social media, its implicated on the training program that she is one of participant graded above average in understanding the trainers instructor. The last 2 subjects is L (19 years old) altought facing difficulties in learning english, she has big motivation to learn english for her future. And NF (16 years old) was having same problem with L but they both show willingnes to understand english to helps them understand the instruction given from trainers in program.

All of subject have motivation to understand english, the first to ease their process in training programs, to understand english in general (specially to written text) to elevate their english score/grade in the school, the second is for their future, to gain more chance in work related worlds, since Kintap nowadays are an industrial area which many Mining corporation and mining contractors located here, but the local are often fills the labours position, it is rarely found locals on higher position as staff or assistant, by mastering english it will open the oppportunity for the local especially for school graduate to get the job, with higher position after they graduate. and the third to rebuild their mindsets about english, as many of them thought that learning english was not hard as they thought before, by giving them a proper media and technique in learning english may give them stimulus

to re learn english again, and bring them a new mindset that learning english can be fun and easy.

One week after the interview stage, they were sceduled working in group. Their task in group was designing an information from the given sheet based on the topic of the group that has been determined. The topic is descriptive text about person and particular location in history of the world They were tasked in group first to analysis the information from the given sheet, to take a note for the important information that they will include in the design. Then, put the important information in form of infographic. They are freed to use software that they likely and that is easy for them to use, by using the infographic the participants of the program could handle their difficulties in understanding the context in a particular text by conveying the material into form of graphic which helps them visualize and actualize the context/main ideas within the text in increasing their understanding of the ideas in the text.

At the grouping stage all of participants using microsoft power point in designing their infographic, since they were learned the application in the basic computer training program to ease them because they simply did not understand using conventional design app as well as Coreldraw, Adobe Illustration, Adobe Photoshop and many more. Then by the permission of the instructor, they were tasked to design the infographic by guide of the researcher. The first group are tasked to make infographic about the history of the legendary journey of Mansa Musa of Mali, the second group are tasked to make infographic about the Ancient Silk Road Trade Route, and the third was the Djenne Mud Mosque. Before the grouping stage begin, the researcher given them explanation about

some basic design principles and infographic elements in order to keep the design they will make coherent with the idea of infographic and readable and understandable.

The participants in the group were finished designing the infographic by 2 meeting days, since one meeting is only for one hour, and designing infographic is a new thing to most of them, so it was needed a couple of hours to finish the design. Another participants also still adapting to the application since they were used to design with Canva, Photoshop, Picasa, Pixlr and Corel Draw, so it also made them using quite a lot of time in adapting with the power point. All of participants are designed using design assets that provided by the researcher, the design assets consist from png format images, vector based images and jpeg background images about the related topics.

After the grouping stage was done the researcher was asked them whether it is easy or hard to design with Microsoft Power Point, most of the participants who never did design before said that using power point to design was easy because they don't need to install it first since it is a default software that is always available in every PC/laptop, not unlike other software that specifically used as design software such as Adobe Photoshop, Adobe Illustrator, Corel Draw which needed a complicated installation process which it was hard for the beginner, also the user interface in the software mentioned before was not suitable for beginner, so the use of Microsoft Power Point was the best decision to introduce to the beginner, because many of participants were helped by the templates available in Microsoft Power Point, it helped them in developing the ideas of designing the infographic. Other participants who used to design with Adobe Photoshop and Corel Draw felt that they needed to adapt to the user interface, but in common they were in one

conclusion that Microsoft Power Point are suitable for a quick and simple design for who are not used to design with designed software for graphic design, beside discussing the practicality of designs apps used, they were asked to discuss the content of the infographic by presented their created infographic to other group. Each group had 10 to 20 minutes to presented their infographic, the discussion commonly discussed the corelation theme of design used and the context within, the meaning of the symbols/icons within the design and whether it is easily understandable or not. This whole discussion leads to a conclusion, the symbols help most participants in understanding the idea of the text, as for instance, infographic from group 1:

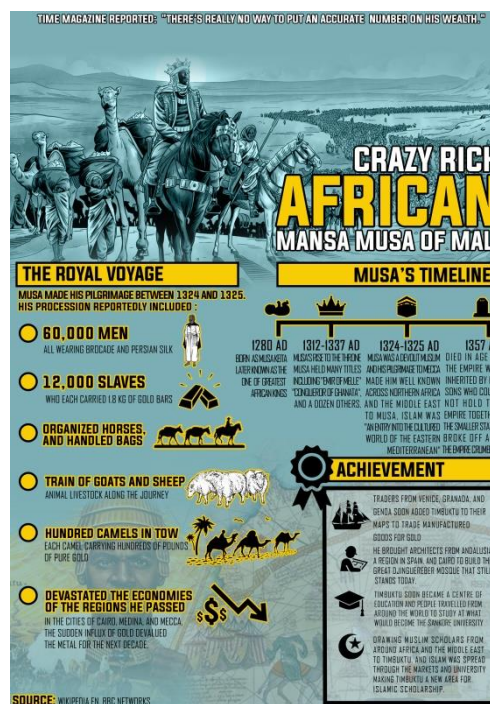


Image 4.1 Infographic made by the first group

Most of the participants were understood the point that visualize by the icons and the lines in section "Musa's Timeline", they understood that is some of visualization of timeline/important event of particular person, so they extracting the symbols/icons in the infographic and scan the texts to enhance the information, as additional information, because they already informed by the visual by interact with those images in their life

before, for example the baby symbols, although it may still a chance of misinterpretation of the symbol in general terms, but it would have not too far from nativity related subjects such as 'born', 'baby', birth rate, maternity, etc. In general it refers to the big terms about birth As well the crescent moon and star symbol, without any heavy explanation they already know that symbol is linked to Islamic term, because they already familiar with the symbol since symbols are universal, it do not represent any language, they may find these symbols closely in their daily.

The texts after the symbol helped to specified what the information exactly is, as well as other symbols in an infographic, it may refers to a general terms of particular terms and then the text are present to specified the exact term to prevent some of misinterpretation, thats how the symbol works in an infographic, to visualize the context.

As a note, most participant were not stranger in terms of editing, but since most of them were did not have laptop/PC in their home, they used to edit with mobile application such as canva, picsay pro, pixellab edit and many other editing application in mobile phone, they usualy make an edit of daily quotes, editing their own photos or creating sticker that they usually used in Whatsapp chatroom , but they are first in designing infographic, so the researcher explained to them first what is infographic, and what are the difference between infographic and other design item, and what are the components of infographic in order to giving them the ideas what is the infographic that later they designed as their learning media. after they done designing in group they were tasked to perform a presentation to present their design, the techique while presenting was quite simple, each group presenting their design and explains the design concept and the material that designed by them, the symbols and icons that they used in their design and later after the groups done presenting, the instructor asked them what are the information that they

obtained by watching presentation and the infographic. Based on the answer given by the participants most of them literally understanding the meaning/ the context of the showed infographic by guessing the symbol, signs and icon over the written text. It is in line with the usage of infographic that explained by (Roy : 2009) Infographic is a simple graphic that barely skimming and brushing through the 3 core parts. It has a visual which is usually common throughout the design. It has some content to compliment the visual. It imparts knowledge based on the visuals and content. The one-level design may incorporate one or two sub-parts from visuals and content but the representation is very basic.

In example, one participant actually did not understand what the word “Silk” mean in bahasa, after he look the infographic and the images, carefully he find and asked that why Silk visualized with image of caterpillar, the he got the ideas that is an image of silkworm so it means “Sutera” in bahasa, its one of exact usage how infographic convey the information/knowledge throught the combination of visual symbols,signs and images and text to literal understanding of a term.

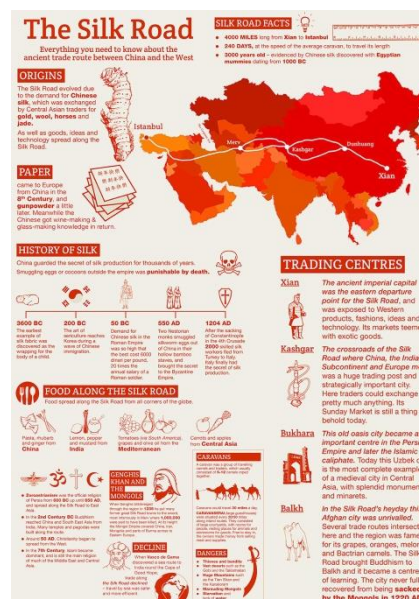


Image 4.2 Infographic made by the second group

After the grouping stage was done, every participants were tasked again to design at least one design of infographic before their program ends, the material were from the given by the researcher to find out whether the effectivity of infographic in grouping stage was still occurred when it come to personal task.

Since they were understand about design and by explanation the researcher did not explain them as in the grouping stage, the explanation of elements of infographic and some design principle, they were also freed to choose whether editing application they may use since not all of them has personal computer in their home, they may use mobile editing apps like Canva or Pic Say. The topics given by the researcher are various, every one participan get one particular topic, the topic was 1. Sabilal Muhtadin Mosque, 2. Sasirangan 3. The PUBG mobile game 4. The Seroja operation 5. Sea Games 6. Nuzulul Quran 7. Battle of Constantinople 1458 8. Soto Banjar 9. Thomas and Uber Cup 10. Kijang Mas Monument, they tasked to design the infographic using the materials above and after finished the researcher collect the design and exchange the design to other participants. Example, design from participant 2 exchanged to design from participant 8 and so the other participant, the researcher want to know whether the participants individually designed infographic are understandable and help to understanding the descriptive text.

After finished the individual task, the researcher asked the participants is there any significance from the infographic they have made, beside, the researcher also checked their designed infographic as is it in coordinance with the researcher instruction (the elements of infographic and design principle) in the beginning phase or not. Most of the infograpic made by participants during this stage consist from balanced formation between text and visuals (simbols and images) and contrast theme color and big title font designed to give the readers the main ideas/theme of the infographic briefly, also the researcher

asked their understanding of the context/theme from the topic of their created infographic, and the technical issue during designing.



Image 4.3 Infographic made by participant

Here is the example of one infographic done designed by the participants, one of them made infographic about the traditional dish from south kalimantan, Soto Banjar. The text given is from the researcher and he was asked to designed it. He designed it with picsay pro mobile app and done designed in 2 days, from the design he put the big title in the lower parts of infographic which visually dominant, he intended to put the big title to make reader understand fast that his designed infographic is show the information about Soto Banjar, then he put the text along with the graphic in a simple formation. There is a header above the text which is to shown segmented parts of information such as general information with the symbol of bowl and wave of lines to give the reader general information of Soto Banjar as one of variation from various Soto in the country, then the next icon is the quotation mark is designed to given the reader some trivia about the origin of Soto Banjar, and all of the text box are lead by the icon to give some hints/identity of a particular part of information in the inforgraphic which could help the reader understand

directly the information by looking the visual/icons in the infographic. The visuals in the infographic may differ depends to the designers, but their design have similiarity that the information is simplified first, only the important parts include to the infographic and those information is divided into parts with boxes or aligned with icons and symbols as the second infographic did.

2. Benefit of using infographic in understanding descriptive text

After the first stage and second stage done by tasking participant in group and personally the researcher want to know the benefit of using infographic in understanding the descriptive text by done interview to the participants how infographic helps them in understanding descriptive text after the stages of designing task. This interview also targeted the participants opinion toward the issues during designing.

The first participant, AAK told that understanding the descriptive text by using infographic is interesting because it did not make him feel bored in understanding the meaning within the text, the icons and symbols help him understanding the context. the second participant, DA feel that learning using infographic made him understand the material faster more than traditional learning. Because he did not has to read a lot of material, just read important parts that have been made in infographic, the next participant, FE told that understanding the descriptive with infographic is very interesting, not boring as reading books. Many colors and designs are seen in infographic. Rather reading books that are have many pages and only writing, there are no images and colors. The next participant, CP agreed that infographics help her easily understand the material that conveyed into infographics. Because it was only important point higlighted and the visual help lot in assist understanding.

The next participants, RS and AM told that they did not have to read many things. The material can already be seen from the infographic so it help them finding what the material is about without reading too much by only see the pictures, symbols and icons.

Even participants with difficulties in learning english as IPS, L, NF shared their first impressions in understanding an english text with such a media like infographic, NF said “I thought it would be very bored as learning in the school, reading with no images, nothing interesting, but the images help me lot, and the other is maybe because the text are not so much like in the book, it is only the important things, so it help me faster in understanding the text. IPS and L said that this is new experience for us. We usually learn english by only read and write from the book, which is rarely found images in it, so difficult for us, but by learning with infographics is make easy for us. Makes me quickly understand the material. AR and AP also find that understanding english descriptive text way more easier than reading book like usual, AR said she don't like to read too much especially thick reading material reading. But with infographics, she grow more interest of reading. AP said that the color and shapes like lines, boxes help him to find the information quickly because it put on a particular box/shapes with the symbol so he can imagine and guess what the information is about. So most of benefit find by the participant of this research is the infographic help them in finding information that have source from the descriptive text more quickly rather than using conventional ways, because the pictures, symbols, lines help the reader in finding the information quickly.

3. Problems in using infographic in understanding descriptive text

Based on the results of the interviews about problems the participants found in using infographic in understanding descriptive text, the participants finds they were not having trouble with the use of infogaphic media in understanding descriptive text, but most of them only had a few problems in making the infographic. Because most of students did

not having idea what infographic was before. They did not used to create or design an infographics. Because it required a creative level and a good design method. Many of participants having problem in this designing stages, group and individually, because most of editing application the participants used is limited to photo edit, which is used for enhance the result or outcome of a photo, not a graphic design application which used complex layered page of editing, as in CorelDraw and Photoshop is. So it confuse the participant at most. The researcher need to explain what is design graphic and teach them some basic editing in design graphic in the most simpliest way and simpliest and easiest application to create one infographic, which was used Microsoft power point 2010.

One participant said, he is not very good at design. he experienced a little difficulty in design. Therefore, to make an infographic he use Microsoft Power point application. Because it is the easiest application for him. Other Participant also said in order to make a good and interesting infographic, we need to know a little about graphic design how to blend colors, how to arrange object, how to set text and picture in order to make good and readable infographic that make our infographic is more interesting, this may considered as technical disadvantage but in order to make a good infographic, they should know some basic of design graphic, which is considered difficult by some people. So it may be the least problem in using infographic in understanding descriptive text.

B. Discussion

1. Using Infographic to help descriptive text understanding

The infographic is used as a medium of helping understanding a material, in this research is to help understanding of descriptive text. Miarso (2004) explained that learning media is anything that is used to transmit messages and can stimulate thoughts, feelings, attention, and willingness to learn so that it can encourage the learning process. While infographic is considered as visual media which contains important information that can be used to transmit information over the reader quickly than classical media in the form of visual guidance. Infographic has many types and faces. The extent use of this infographic is not only for education. Infographic can be used in business, in a journalist newsroom, health services and industries, Military and other aspect of life that informations can be create from as Infographic created to condense large amounts of information into a form where it will be more easily absorbed by the reader.

In this research, the infographic used is to fixed and customized with descriptive text in proofing the hypothetical questions about the use of infographic as learning media in understanding descriptive text. Using patterns and components from Roy Sneh's educational infographic which contains 3 core components; visual-content-knowledge.

The core infographic is composed of 3 very important parts.		
<p>1. Visual</p> <ul style="list-style-type: none"> • Color Coding • Graphics • Reference 	<p>2. Content</p> <ul style="list-style-type: none"> • Time Frames • Statistics • References 	<p>3. Knowledge</p> <ul style="list-style-type: none"> • Facts • Deductions

Table 4.1 Roy Sneh Infographic Core Components Table

Based on researcher observations and interview, concluded there are difficulties found among the participants in understanding english. It come from many factor from the lack of vocabularies to the learning factor inherits (teacher learning style, participants learning styles to their perception to english). It is match with this hypothetical question to find the benefit of using Infographic to particular person with problem in understanding english. In this research, with descriptive text. To proof this, researcher need to conduct phases of design activity with the participants under guidance from researcher. from grouping stages to individual task in design an infographic, the result come as expected. The infographic help the participants in understanding the context/main idea of the infographic it offer benefits among learners in the learning session: improving the quality of understanding information, ideas, and concepts delivered (Harun et al; 559-567).

To avoid the misuse of visual communication can affect the context of the descriptive text that was aimed to be presented by using images, symbols and shapes in the media of infographic The researcher guide and giving some basic design course that intended to avoid mislead information infographic. As stated by Harun, et al (2014) Weak design and unstructured images can lead to failed of conveying ideas and information and the lack of knowledge about visual communication could hinder learners to accurately interpret images.

The important core in making a proper infographic is. The basic understanding of design itself, because infographic is about design and considered as visual communication design, so the participants at least should known the mixing of shapes, color, sources, the designer should know a very basic of content of the information that designed into form of infographic, so the designer can easily have an idea in making suitable theme that match between the infographic and the information itself.

The tools of design is various and subject, it depends on user ability. One may find a particular design tool is easy to use one may find it difficult. As the designer known the basic design it will overcome the problems since the skill needed in making an infographic is mixing, arranging, typing, all known design application from PC to Mobile such Corel Draw, Photoshop to Picsay, Infinite and many more can do these job well, it depend on user skill, but for a beginner with no design and edit experience, Microsoft PowerPoint suit well for them since it is one of most used application in computer, it has been already installed in most PCs and the application also has user friendly interface that ease the designer to make infographic. so in this research the most used application in designing infographic is Microsoft PowerPoint 2010. The reliability and practicality in the application is help the participants in this research in design infographic. the infographic accompanied by the materials of descriptive text later displayed and presented to the reader which is the participants themselves in group stage and in the individual stage they exchange their designed infographic to others to ensure the hypothetical question of the use of infographic as learning media in understanding descriptive text. The infographic itself come as media, same as other visual aids to help reaching the learning goal must be cooperate with other technique/media as well, the use of dictionary for who first met a particular word that he do not encounter before is consider okay, as well as teacher explanation and guideline during the use of infographic as the learning media.

2. Benefit Of Using Infographic in understanding the descriptive text

As a one of visual aid, Infographic come to visualize the information into form of visual graphic/communicative graphic. An infographic helps increase reading interest in this information technology era. In this research, infographic was used as medium to collaborate with descriptive text in understanding it. Infographic was used to participants of Kintap Community Development Program, period 10 .

as the results of the conducted activities with infographic it known from interviews with several participants as respondents. They stated that learning becomes easier when using infographic. Learning becomes more interesting. The material delivered was easily understood. Infographic certainly adds to participants interest in reading. Because the material was presented in an interesting form, visual guides, attractiveness of color in infographic really helped out to find the idea, the unusual reading material in form of infographic can leash their attention and help them focus to the material. Most participants with personal dislike with reading too much find this media may help their problem in finding idea to understand and to learn english. benefits in using infographic characteristics. Infographis makes it easy for students to understand complex information with the help of visual components within.

An objective source of information can provide proper understanding in the form of open and free information. Infographic make them open-minded and way more creative Only with the information displayed in an image, stimulates students to know more about the information poured out. The students' interest in gathering information also increased. also, by engaging participants in a series design activities could lead the having more creative senses. They also know that they can use PC or their mobile phone, to mix and match then create their own learning media easily, the sources are open and available widely. This may be useful for them later, having creative senses and good capability

really help them in future as they are become prospective teacher, businessman, career man/woman, intellectuals candidates who must act creatively and having sense of inovation to adapt with the times.

3. Problem Of Using Infographic in understanding the descriptive text

For the problem of using an infographic understanding the descriptive text, the participants did not deal with the problem much. Most of them say that the difficulty came when they were in designing stage. Because to make an attractive design is a difficult thing for them. This problem may find serious to One who never in touch with the kinds of design or tech things. The other is lack of references, they confused to start designing. This problem is common found in designing, even experts may encounter this problem. This problem called “art block”, an art block (also known as a creative block) is a period of time when an designer cannot access their creativity and/or they cannot bring themselves to create a new piece of work. They feel like they have run out of things to draw (Baharudin: 2017). Those problems above should be overcome by giving at least a basic course of graphic design/ visual communication, guide them to finding inspiration in design by saw the same themed infographic designed by other designer, it is okay to do Improvise, Overcome and Adaptate in design. by create same type/pattern of design from other designer then giving some improvement and changing to avoid them from copying other.