



## Using Infographic Through Reporting Technique To Improve Speaking Skill

Harir Mubarak<sup>1</sup>, Iqbal Ramadhan<sup>2</sup>, Nur Fitria Anggrisia<sup>3</sup>

<sup>1),2),3)</sup> English Education Department, Faculty of Education and Teacher Training,  
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang City 65144, East Java,  
Indonesia  
[harirmubarak@uin-malang.ac.id](mailto:harirmubarak@uin-malang.ac.id)

### ABSTRACT

Nowadays, the using of learning media helps in developing learners' learning abilities. In the current digital information era, the use of digital info graphic is a learning medium to improve students' speaking skill. Info graphic is instructional learning aid that can effectively convey information quickly and easily. By combining brief information in points and graphics assist students in conveying specific topics which also develop students' speaking skill. This study used a qualitative descriptive method with case study approach. The researchers employed three instruments; observation, questionnaire, and interview. The implementation of this research involved twenty students from the English 1 subject at English Education Department UIN Maulana Malik Ibrahim Malang. The first findings revealed that the use of info graphic with reporting techniques could improve students' speaking skills, increased creativity, and ease of use for lecturer and students to transfer material. The characteristics of info graphic are comprehension, retention, and attractiveness. The second finding, students expressed a positive response of the use of info graphic aid in the online classroom. Furthermore, students are expected to apply info graphic tool to other subjects.

*Keywords: Info graphic, reporting technique, and speaking skill*

Citation APA Style: Mubarak, H., Ramadhan, I., & Anggrisia, N. F. (2022). Using Infographic Through Reporting Technique to Improve Speaking Skill. *English Language in Focus (ELIF)*, 4(2), 171-178. <https://doi.org/10.24853/elif4.2.171-178>

### INTRODUCTION

As technology and information continue to advance rapidly, educational practices must adapt to incorporate new learning styles and techniques. In the context of higher education in Indonesia, both lecturers and students require innovative approaches that support the development of critical and creative

thinking. Ozdamli et al. (2016) emphasize that students must be able to access, organize, and evaluate information while actively participating in class discussions. Integrating modern technology into learning enhances its efficiency and effectiveness.

Infographics, in particular, possess a strong visual appeal, as they attract

attention through images, colors, and structured content. According to Naparin and Aslina Saad (2017), infographics can facilitate faster and more effective knowledge transfer than plain text, provided they are of high quality and presented appropriately. Supporting this, Senjaya et al. (2019) report that approximately 75% of the information processed by the human brain is visual, highlighting the potential of infographics to improve memory retention in students.

Infographics are visual data representations that combine elements such as charts, maps, signs, and images to present complex information in a clear and engaging format. These visual tools aid interpretation and are grounded in interdisciplinary principles, including semiotics and graphic design. When used in the classroom, infographics not only support the retention and retrieval of information but also help create a more organized and engaging learning environment.

Jason Lankow (2015), in *Infographics: The Power of Visual Storytelling*, outlines three core advantages of infographics: attraction, comprehension, and retention. He argues that effective infographics must draw the reader's attention voluntarily, communicate ideas clearly, and ensure the message is not easily forgotten. The overall quality of an infographic directly contributes to a publication's effectiveness in helping readers understand complex topics.

This study integrates infographics with the reporting technique—a method where students present visible or experiential information. Aboe (2018)

defines reporting as the act of conveying information through media platforms such as newspapers, television, or social media. This technique is particularly effective in developing students' speaking skills, as it encourages fluency and accuracy through repeated practice and visual support.

In this research, the reporting technique, supported by infographic media, was applied to students enrolled in the English 1 course at the English Education Department of UIN Maulana Malik Ibrahim Malang. The approach aimed to foster confidence in communication while enhancing clarity and creativity in oral expression. Marzuki (2017) also notes that reporting techniques contribute positively to teaching practices and significantly aid in the improvement of students' speaking abilities. This aligns with the present study's findings, which suggest that combining visual media with verbal reporting enhances engagement, comprehension, and overall speaking performance.

## **RESEARCH METHODOLOGY**

This study employed a field research design using a qualitative descriptive method. As Panjaitan (2019) states, this type of research aims to describe an activity or phenomenon in detail. Specifically, a case study approach was utilized to explore the use of infographics and reporting techniques in developing students' speaking skills. The case study method allowed for an in-depth examination of a real-life educational context through systematic observation, data collection, analysis, and reporting.

The research was conducted with students enrolled in the *English 1* course at the English Education Department,

UIN Maulana Malik Ibrahim Malang. Through this case study, the researchers aimed to gain a comprehensive understanding of how the integration of infographics and reporting techniques influences students' oral communication abilities.

Data collection was carried out qualitatively using multiple instruments. A questionnaire was administered via a Google Form distributed in the class group chat to gather students' responses regarding the learning technique. To supplement the data, interviews were conducted with selected students and class supervisors via video calls, providing deeper insights into their experiences. These instruments also served as part of the observation technique, allowing the researchers to analyze classroom activities and student engagement with the use of infographics in reporting tasks.

The collected data were analyzed using the model proposed by Miles and Huberman (1994), which includes three stages: data reduction, data display, and conclusion drawing/verification. This systematic process ensured the validity and reliability of the findings.

## **FINDING AND DISCUSSION**

This research was conducted over six weeks, from September 6th to October 11th, 2021, at the English Education Department of UIN Maulana Malik Ibrahim Malang. The study focused on enhancing students' speaking abilities using the reporting technique supported by infographic media (visual aids). The *English 1* course was chosen as it provides foundational opportunities for

students to practice and develop their speaking skills.

During the first week, researchers observed that students were highly engaged and enthusiastic during online learning sessions, in compliance with university regulations during the pandemic. In the initial meeting, students introduced themselves fluently via Zoom, indicating a relatively strong baseline in speaking ability.

In the second week, the lecturer introduced infographics as an effective learning medium and compared them to conventional long texts. Materials were sourced online, and students actively inquired about the uses and content of infographics. While some students were already familiar with infographics, others were encountering them for the first time, generating curiosity and lively discussion.

By the third week, students showed greater interest in the visual elements of the infographic—such as images, fonts, and icons. The lecturer provided a sample infographic and explained its content briefly. Students were able to quickly identify key points and record their understanding. An additional finding from this session indicated that infographics also assisted students in improving their writing skills.

In the fourth week, the infographic medium continued to capture students' attention due to its simplicity, clarity, and appeal. The infographic used in class met key design principles—clarity, visual hierarchy, and meaningful content—making it easier for students to grasp the material. The lecturer utilized voice notes to model

how to summarize and report information, demonstrating the use of reporting techniques alongside visuals.

During the fifth and sixth weeks, students were assigned to create summaries and present their findings using both written formats and voice recordings. The results demonstrated a clear improvement in students' speaking skills, particularly in terms of fluency and confidence.

To support these observations, researchers employed an observation checklist consisting of 10 indicators: five related to infographic usage and five to the implementation of the reporting technique. Observations were carried out over three weeks to systematically analyze the lecturer's strategies in using infographic media and reporting tasks to enhance students' speaking performance.

**Table 1.** Observation Results on the Use of Infographics

No.	Statements	Yes	No	Activities
<b>Infographic</b>				
1	Learners are motivated to learn English using infographic	V	-	Learners were enthusiastic to learn and practice new learning style of infographic technique.
2	Infographic is easy to use and easy to understand	V	-	The implementation of infographic was easy to apply in online and offline course.
3	Infographic is the aid that easily to transfer the material	V	-	Increase learners' enjoyments while implementing this aid, due to infographic was completed by pictures and text.

4	Infographics are suitable for use as media in developing students' speaking skills	V	-	This kind of aid is one of the media that suitable technique in the term of increasing learners 'speaking ability.
5	Students are confident in speaking using infographics	V	-	Increasing confident aspect in the term of speaking section while utilizing infographic.

Based on the observation results presented in Table 1, it can be concluded that infographics are effective tools in developing students' speaking abilities. The first statement revealed that infographics significantly increased students' motivation to learn English. This heightened motivation positively influenced their engagement with learning materials, making infographics an effective medium for delivering instructional content. This was evident through the active and enthusiastic participation of students during class activities.

The second and third statements indicated that infographics are flexible and accessible, allowing their use in both online and offline learning environments. Their ease of use, coupled with the integration of visuals and concise text, made it easier for students to comprehend and absorb information.

The fourth statement confirmed that infographics are suitable media for developing students' speaking skills. As a learning aid, infographics help students structure their ideas and prepare key

points before engaging in oral communication.

Lastly, the fifth statement emphasized that infographics contribute to increased student confidence in speaking. The visual support provided by infographics not only guided learners during their presentations but also helped them express themselves more clearly and confidently, allowing them to develop a stronger personal voice when speaking in English.

**Table 2.** Observation of reporting technique

No	Statement	Yes	No	Action
Reporting Technique				
1	Students are fluent in reporting the material using infographics in reporting techniques	V	-	On current reporting results, learners were easy to retell the material on travel tips infographics or the history of Coca Cola.
2	Reporting technique is a technique that can develop students' speaking ability	V	-	Basically, this technique is used in developing students' speaking skills and creativity in developing material.
3	Reporting technique can boost learners' speaking ability	V	-	Applying reporting technique in developing student abilities also triggered creativity in delivering material and encouraged students to speak up and retell the materials.
4	Students are creative in	V	-	Students were creative in

	developing information		delivering material, such as giving examples or explaining in more detail.
5	The application of the reporting technique is easy to use	V	- This technique was flexible while implemented by online and offline. The researcher used voices notes when utilized this media in online.

Based on the observation results in Table 2, it can be concluded that the reporting technique is an effective strategy for developing students' speaking skills. The first statement highlights that students were able to fluently report materials presented through infographics. For instance, they were able to retell content from topics such as "travel tips" and "the history of Coca-Cola" with ease, demonstrating improved fluency and comprehension.

The second and third statements affirm that the reporting technique not only enhances students' speaking abilities but also stimulates creativity in material development and presentation. By applying this technique, students were encouraged to speak up and articulate their understanding in their own words, which in turn boosted their confidence and oral fluency.

The fourth statement reveals that students displayed creativity when conveying information. Many students elaborated on the given material by providing examples, rephrasing content, or offering additional explanations,

indicating deeper engagement with the topic.

Lastly, the fifth statement emphasizes the practicality and flexibility of the reporting technique. It was effectively implemented in both online and offline learning environments. For instance, in online settings, voice notes were used to simulate real-time speaking practice. Overall, the application of this technique facilitated a supportive space for students to practice and enhance their speaking proficiency in a structured yet creative manner.

The findings of this study demonstrate that the integration of infographics and the reporting technique significantly contributes to the development of students' speaking skills. Based on the observation results in Table 1, students showed increased motivation and engagement when using infographics as a learning medium. Their enthusiasm during speaking activities suggests that infographics, with their combination of visual and textual elements, play a vital role in capturing attention and enhancing comprehension. This aligns with the findings of Naporin & Aslina Saad (2017), who emphasized that infographics are effective tools for transferring knowledge more efficiently than plain text.

Infographics were also found to be easy to use and adaptable across both online and offline learning platforms. Their visual clarity and simplicity made complex content more accessible, which in turn facilitated students' ability to prepare and organize their ideas before speaking. Notably, the use of infographics also supported students' writing development, indicating the media's

versatility in enhancing multiple language skills.

In connection with Table 2, the use of the reporting technique further strengthened students' speaking performance. Students demonstrated fluency in retelling information presented through infographics, especially when reporting topics such as travel tips or historical events. This technique helped reinforce both content understanding and oral articulation. As supported by Aboe (2018), reporting is an effective instructional method to train students to express factual information confidently and clearly.

Furthermore, the reporting technique encouraged creativity, as students often expanded upon the content with examples or personalized explanations. This active involvement suggests that students were not merely recalling information but were engaging with it critically—an important indicator of deeper learning. The flexibility of the reporting technique, especially in an online setting through the use of voice notes, also proved beneficial in sustaining speaking practice beyond the physical classroom.

In summary, the combined application of infographics and reporting techniques provided a dynamic and engaging learning environment. These tools not only improved students' fluency, confidence, and organization in speaking, but also stimulated creativity and enhanced understanding. This supports the theoretical view that multimodal learning—combining visual, verbal, and experiential elements—has a significant positive impact on language

skill acquisition (Lankow, 2015; Senjaya et al., 2019).

## **CONCLUSION**

In conclusion, the implementation of infographic media combined with reporting techniques has been shown to significantly enhance students' speaking abilities. The use of infographics stimulates learners' motivation to learn English by appealing to their interest, improving comprehension, and aiding retention. Moreover, infographics are engaging and easy-to-use instructional tools that effectively convey educational content. The integration of infographics with reporting techniques forms a powerful combination that not only supports speaking development but also fosters learners' creativity.

This qualitative study demonstrates that infographics can be flexibly implemented in both online and offline learning environments. In the context of the *English 1* course, most students expressed positive perceptions and interest in this learning approach. Despite the challenges of online learning, students showed notable enthusiasm, which was particularly evident through their use of voice notes to complete speaking tasks.

The key contribution of this study lies in its exploration of how infographics and reporting techniques can be utilized in language instruction to improve speaking proficiency. The findings reflect the perspectives of both lecturers and students, highlighting the practical value of these tools in classroom settings. The research employed multiple instruments, including observation, questionnaires, and interviews, to ensure the validity and depth of the data collected.

The results of this study offer meaningful implications for English language teaching, particularly in speaking instruction. Integrating infographic media with reporting techniques can create an engaging and student-centered learning environment. These tools not only help students organize their ideas visually before speaking but also provide a scaffold that boosts confidence, fluency, and creativity. For educators, this combination offers a practical and flexible approach that aligns with both traditional and digital classrooms.

Based on these findings, it is recommended that English language lecturers incorporate infographic-based reporting tasks more frequently into speaking activities. This approach can be adapted across various topics and proficiency levels, making it a versatile method in diverse learning contexts. Teachers are also encouraged to provide clear guidance on infographic design and reporting structures to help students make the most of these tools. Moreover, integrating technology such as voice recording apps or collaborative platforms can enhance students' engagement, especially in online settings.

Future research may expand on this study by exploring the long-term effects of infographic-based learning on speaking fluency, vocabulary acquisition, and learner autonomy. It is also suggested to investigate the effectiveness of this method in larger and more diverse student populations or compare it with other visual-verbal learning models. Mixed-method studies combining qualitative and quantitative approaches

may offer deeper insights into learner outcomes and instructional design.

## REFERENCES

- Aboe, R. M. (2018). Enhancing the students' speaking interest through news reporting technique. *Asian EFL Journal*, 20(7), 153–161.
- Aldila, T. H., Musadad, A. A., & Susanto, S. (2019). Infografis sebagai media alternatif dalam pembelajaran sejarah bagi siswa SMA. *Andharupa: Jurnal Desain Komunikasi Visual & Multimedia*, 5(1), 141–152. <https://doi.org/10.33633/andharupa.v5i01.2104>
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Wadsworth Cengage Learning.
- Babbie, E. (1990). *Survey research methods* (2nd ed.). Wadsworth Publishing.
- Barras, R. (2006). *Speaking for yourself: A guide for students*. Routledge Taylor & Francis Group.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12(11). <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Lankow, J. (2015). *Infografis: Kedahsyatan bercerita visual* (pp. 11–56). PT Gramedia.
- Marzuki, A. G. (2017). Developing speaking skill through oral report in an EFL class in Indonesia. *Al-Ta Lim Journal*, 24(3), 243–254. <https://doi.org/10.15548/jt.v24i3.330>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). SAGE Publications.
- Miftah, M. N., Rizal, E., & Anwar, R. K. (2016). Pola visual infografer dalam pembuatan informasi grafis (infografis). *Jurnal Kajian Informasi & Perpustakaan*, 4(2), 87–99.
- Naparin, H., & Binti Saad, A. (2017). Infographics in education: Review on infographics design. *The International Journal of Multimedia & Its Applications*, 9(4/5/6), 15–24. <https://doi.org/10.5121/ijma.2017.9602>
- Ozdamli, F., Kocakoyun, Ş., Şahin, T., & Akdağ, S. (2016). Statistical reasoning of impact of infographics on education. *Procedia Computer Science*, 102, 370–377. <https://doi.org/10.1016/j.procs.2016.09.414>
- Panjaitan, R. (2019). *Metodologi penelitian*. <https://doi.org/10.31220/osf.io/uk47t>
- 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. *Altruus*, 2(2), 55–62. <https://doi.org/10.24071/altruus.2019.020108>
- Zuriah, N. (2007). *Metodologi penelitian sosial dan pendidikan: Teori dan aplikasi*. Bumi Aksara.