

INFOGRAPHIC MEDIA AND INNOVATIVE LEARNING VIDEOS FOR TEACHING WRITING SCIENTIFIC ARTICLES

Vera Kristiana

Universitas Muslim Nusantara Al Washliyah
verakristiana@umnaw.ac.id

Abstract

This research examines the application of infographic media and innovative learning videos as an effort to improve the English language scientific article writing skills of students at Harapan University, Medan. Infographics are information media presented in text form, and combined with several visual elements such as images, illustrations, graphs and so on. The advantage of infographic learning media is that it has an attractive appearance, so learning is not boring. It helps students to know what being studied. Infographics and innovative learning videos are the right solution to overcome the problems faced by Harapan University Medan students who are often bored and not enthusiastic about following the learning process, especially regarding English. Quasi Experimental type (quasi-experiment) using Non-equivalent Control Group Design was used in this research. Today's students have experienced a lot of lagging behind, especially in terms of techniques for writing good and correct scientific papers. In fact, this need must always be realized in empowering students for the benefit of society. Therefore, students must be given sufficient provisions in order to prepare for their future, especially in scientific transformation related to good and correct scientific writing techniques.

Keywords: Videos; Writing; Scientific Articles; Infographics

INTRODUCTION

English is the first foreign language taught in Indonesia. Currently, English plays a very important role as an international language, namely as the language of science, technology, arts, culture and international relations. Many research results are published in the form of books, journals, proceedings, etc. in English. As a student, of course you will not be separated from the word research. This is because research is one of the tri dharmas of higher education. Research cannot be separated from writing scientific articles. Many students at Harapan University, Medan, are still not enthusiastic about learning to write scientific articles, especially in English. They are less enthusiastic because the learning media used is less interesting and tends to be boring. Writing scientific articles is quite complicated material. If taught using media that is less attractive and interesting, students will have difficulty absorbing the information presented during the teaching activity. According to Saeful (2020) medium for studying is a thing which could be said as a way for messages to get the purpose of teaching process. Learning media is a tool that helps in the learning process both inside and outside the classroom. Ashar (2011) said It is further explained that tool for studying is a thing to learn resources which include teaching material which could support students to study. Learning media is a tool in the learning process as Diahratri (2022) said. From the explanation above, in conclusion learning medium is a thing to encourage students on certain conditions to carry out learning activities to achieve learning goals. The learning media that is deemed appropriate for students at Harapan University, Medan, to overcome their problems in writing scientific articles in English are infographics and innovative learning videos. According to Senjaya (2014)

Infographics are one approach to presenting internal information visual and graphic forms. By using infographics they could interpret the knowledge they get, finally their knowledge was not implemented raw, but is elaborated first and changed into infographic medium. Based on Khomaria (2017) Infographics make the data easier to learned and not difficult to know, especially for data with long text, important images, and important numerical data. Because the way of presenting the data was implemented creatively and beautifully, infographics could be interesting and not difficult to remember. Selecting of Image, color, symbol, and color composition were the main factors to present data to use infographic medium in Miftah (2016). Information presented attractively in infographics can also increase student interest in studying material. Video learning media is media that is capable of displaying images and sound simultaneously so that the learning process can run well or can be said to be in accordance with the desired learning objectives. The messages presented in the video are factual or fictitious, informative, educational and instructional. According to Ulfa (2017) learning will be more effective if objects and events are described according to actual circumstances. In this situation, students will find it easy and helpful to understand the learning material. With a combination of innovative infographics and videos, the learning process will be more interesting and attractive.

METHOD

The design for doing the research was the experimental. It could be said as a research design which to know the effectiveness of some treatments. The research used a kind of experimental research design, that is a quasi-experimental or quasi-experimental design. It had a control group, but it couldnot used completely to see the external variables which affect the use of the experiment in Sugiono (2008). The research design implemented is one group pre-test-posttest. The design includes one group being shared a pre-test (O), shared treatment (X) and shared a post-test. The treatment being succesfull was showed by analyzing pre-test scores and post-test scores. In the research, the first stage carried out was determining the samples that would be implemented as samples and grouping them to be a research classroom. The next part is to give a pre-test to measure the condition of students' enthusiasm before being given treatment using learning videos and infographic media. In the next stage, the samples were given treatment using learning videos and infographics. Then, in the last part, the samples are shared a post-test for measuring students' learning conditions in writing scientific papers in English after being given this treatment.

RESULTS AND DISCUSSION

Results

This research was carried out in August - December 2023. In August 2023, the researcher visited UNHAR by meeting with UNHAR to ask for permission to conduct observations and research at UNHAR. Next, researchers obtained information regarding campus academic schedules and classroom learning. Then the researchers carried out research activities on learning to write scientific articles in English using innovative video learning media and infographics. The researcher started the lesson by saying hello and giving an ice breaker to the students. Then, the researcher carried out an apperception, namely explaining again about the material for writing a scientific article. Researchers gave students time to read and understand the explanation in the infographic media which explains the procedures for writing scientific articles in English. Students are also given the opportunity to ask questions regarding the explanation provided by the researcher so that students can truly understand the material.

Researchers provide links and videos that have been downloaded previously for students to watch using their respective devices. The video used aims to help students' thinking in understanding how to write English articles. Researchers provide guidance to students in the activity of writing scientific articles based on the innovative videos that have been provided. Researchers also give students a time limit to work according to the structure that has been explained. The description of the observation results is explained as follows:

Observation results before treatment:

- a. Some students do not participate in learning and tend to be absent for no apparent reason;
- b. Students lack interest in learning so students become less active and responsive;
- c. Some students feel confused or even don't understand the lesson at all.

Observation results after treatment:

- a. Several students attended the learning activities, meaning there were still students who did not take part in the learning. Students who do not participate in online learning are due to illness, permission, and being absent for no apparent reason.
- b. Students become interested in learning to write scientific articles
- c. Students look active and responsive in participating in writing lessons
- d. Students no longer have confusion and difficulty in arranging writing into a scientific article writing format because they already understand the videos and infographics presented by researchers.

Discussion

The correlation between the use of video and infographic media and improving skills. Student writing can be carried out by lecturers for students by providing opportunities through writing assignments with results that can be corrected by the lecturer. Lecturers find ways to increasing student enthusiasm for learning and ways to improve students' scientific article writing skills. Through innovative video media, students can be entertained and avoid boredom during learning activities. Through innovative video media, students can practice writing skills independently. Video media is very influential positive when applied to students' writing learning in class. By providing a spectacle like videos, students can imagine the material provided by the lecturer. Then, with innovative video media, students' writing results also increase. Learning will be fun. The existence of learning medium can make it clearly in presenting data and information so as to expedite and change learning activity and results. Media learning can overcome the limitations of the senses, space and time. By providing media, students can experience events in their environment, as well as enable direct interaction with teachers and the community.

CONCLUSION

Technological resources cannot guarantee teachers' teaching and students' learning. Lecturers must be convinced of the usefulness and advantages of technology in improving student learning. This means that lecturers need support and training to integrate technology into English teaching. Technology provides interaction between educators and students, provides comprehensible input and output, helps students to develop thinking skills, makes learning and teaching more student-centered, encourages student autonomy and helps them feel more confident, and increases learner motivation to learn a foreign language effectively.

ACKNOWLEDGMENTS

The research can be conducted fluently because support from many people, they are:

1. Mr. Dr. H. Firmansyah, M.Si. as the rector of the Universitas Muslim Nusantara Al Washliyah.
2. Mr. Dr. Anwar Sadat, S.Ag.,M.Hum, as the deputy rector I of Universitas Muslim Nusantara Al Washliyah
3. Mrs. Dewi Nurmala, S.S., M.Hum, as the Dean of the Faculty of Letters at the Universitas Muslim Nusantara Al Washliyah
4. Mr. Dr.Alkausar Saragih, S.PdI.,M.PdI. as chairman of LPPI Universitas Muslim Nusantara Al Washliyah.
5. LPPI staff who have helped a lot in completing this research.

REFERENCES

- Ashar, H. (2011). Aplikasi Model Pembelajaran Untuk Mendukung Kegiatan Belajar Mengajar. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 14(2), 152-171.
- Cyntia. (2016). Effective Educational Videos: Principles and Guidelines Maximizing Student Learning from Video Content. *CBE- Life Sciences Education*. 15(6). 1-6.
- Diahratri, K. (2022). *Efektivitas Penggunaan Youtube Sebagai Media Belajar Mahasiswa Program Studi Pendidikan Informatika STKIP PGRI Pacitan* (Doctoral dissertation, STKIP PGRI PACITAN).
- Kamaruzaman, F, M. (2012). Role of Video Application as an Instructional Strategy for student Learning Development. *IEEE Symposium on Humanities, science and eginieering Research*. 1351-1354.
- Khomaria, I., & Kartono, L. L. (2017). Penggunaan Media Infografis Untuk Meningkatkan Minat Belajar Ips Pada Siswa Sekolah Dasar. *Didaktika Dwija Indria*, 5(4).
- Miftah, M. N., Rizal, E., & Anwar, R. K. (2016). Pola literasi visual infografer dalam pembuatan informasi grafis (infografis). *Jurnal Kajian Informasi & Perpustakaan*, 4(1), 87-94.
- Saeful, A. (2020). Strategi Pendekatan Pembelajaran Dalam Konsep Pendidikan Dan Al-Qur'an. *Tarbawi: Jurnal pemikiran dan Pendidikan Islam*, 3(2), 110-130.
- 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.
- Sugiyono, (2008), *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: PT Alfabet
- Ulfa, D. M., & Soenarto, S. (2017). Pengaruh penggunaan media video dan gambar terhadap keterampilan menulis kembali isi cerita kelas V. *Jurnal Prima Edukasia*, 5(1), 22-34.