

INFOGRAPHIC AND RELIGIOUS CONTENT TO IMPROVE STUDENTS' ABILITY CONSTRUCTING CAUSE EFFECT RELATIONSHIP

Fadhly Tanjung, Purwanto Siwi, Irma Khoirot Daulay

Master's Program, Department of English
Faculty of Literature, Universitas Islam Sumatera Utara
Medan, Indonesia
Email : fadlycoy12@gmail.com

Received: 2022-10-17

Accepted: 2022-10-26

Published: 2022-11-29

Abstract

This research is aimed at elucidating the improving of students' ability in constructing cause effect sentences using Islamic content blended to one of multimodality teaching called infographic. This research is applied on tourism regular class X of SMK Negeri 8 Medan in 2020 where 30 students participated as subject of the research. This class action research is conducted in two main cycles namely planning, conducting, observing and reflecting where all are implemented separately in both cycles. Collection of the data is taken through observation sheet, result of the test and documentation of activity and infographic result. The using of infographic not only could increase the ability of students to construct sentences containing cause effect relationship but also trigger their interest and maintain their motivation to participate actively during learning hours, and religious content itself is to call back students' knowledge about why something is obliged or forbidden in Islam. The results show that students level of participation to actively get involved in learning cause effect sentences in first cycle reaches 60% while average learning outcomes is 60%. Then in second cycle the participation increases to 75% and average learning outcomes exceed 75%. Thus, using infographic is very useful to increase students' ability in constructing cause effect sentences.

Keywords: cause effect relationship; infographic; religious content

1. Introduction

Education in Indonesia through the constitution of No. 20, 2003, has stated that the purpose of our education is to create the great and competitive Indonesian people, as well as to form the character representing the identity as a big country, and also to develop and facilitate students' creativity and innovation to prepare them facing and competing with others globally, where technology is inseparable part of the growth.

Teaching nowadays does not merely rely on teachers' deep knowledge about specific subject, but most importantly is how they will transfer the knowledge to their students and keep the students engaged and actively involved in the process. The questions to be asked in teachers' mind before they start the teaching learning process is

not “what I will teach tomorrow, but how I will teach tomorrow?” Such question will force teachers to find suitable tools to deliver specific material, and this tools must be embodied to students' life as students and will be greatly motivated if the things they are studying about is very close to their life (Abugohar, 2019), and no doubt that religious context is vivid within students inside.

Indonesia is a country where most people are moslem, and as moslems, Islamic rules in the first place should be treated as the way of life. There are so many rules and guidance for people to be obeyed. But in reality, there are so many things going on the contrary. Teachers nowadays face a situation where their moslem students are not aware of why something is obliged or why specific thing is forbidden in Islam. Deep diving into the problem, they almost forget their own source of all knowledge, Al Quran, and it is very common for students to ignore the rules as moslems which rapidly will lead to the deterioration of teenagers' attitude and perception of life.

Considering this fact, teachers must do something as part of an effort to get students understand the basic rules in Islam like proposing question “why moslem are obliged to pray five times a day? Why moslem is forbidden to eat pork? Why free sex is totally banned in Islam? One best way to do this is by integrating the issues as part of education into a determined topic. This Islamic content would enrich the national curriculum when the main competence to be learned is cause effect relationship.

Cause effect relationship is part of curriculum stated in basic competence of Indonesian *Kurikulum 2013* for students at senior school level. This material undeniable is integrated in everyday conversation as the main reason we could understand that it must be learned specifically by students. Although the using of this sentence is very common but to learn in details would bring its own difficulty. Most students understand cause effect relationship theoritically but feeling down in practicing. This condition is acceptable when the opportunity of practicing this sentence is very limited, the teaching learning process is done in conventional way, and getting worse when teachers do not provide technology to attract and at the same time to challange them to show their ability and creativity.

Infographic is considered to be one of the best tools to relate cause effect relationship material with information of basic guidance of Islam. Students not only learn about Islamic rules, but also have a great opportunity to get benefited by technology as they work on infographic. Working on infographic will also sharpen students' ability to sort out lots of information into a piece of paper, into pieces of data. Students' creativity and their idea will be facilitated and can be seen by other people because it consists of knowledge, and for sure it will bring new challenge for them.

Working with infographic will make students make use of technology in a positive way and can trigger their best attention and active participation during learning process because they love technology. This generation grows up with technology development. Technology is inseparable from their life today.

Although infographic is already famous among people but making use of it for educational purpose is not common. In class activity, creating infographic no doubt provide students the attractive way of studying. That is why, the focus of this research is the combination of three main activities namely understanding cause effect relationship, connected to the reason of why something is obliged or forbidden in Islam, and the reasons are presented in inforgraphic.

2. Literature Review

In English teaching learning process, it is undeniable that the main purpose of this activity is to prepare students to be able to face the world where communication in English is a must (Widiati, 2015). Teachers should define this as the main step in deciding how to teach their students. Teachers need to find solution to comfort students in studying so they will react positively to the process and build their self confidence which will result in their performance as said by Azar & Hagen (2007) that self confidence will truly affect the final result. When students believe in themselves, then they will get through all barriers. Students at once will experience their classes as dry or stressful, so to keep them engaged should be the main consideration (Ferris, 2014).

The point of teaching is that a teacher must create a fun and friendly environment with interesting material and innovative way of teaching in order to get students motivated and master the determined topic. The technique and material presented by teachers affect greatly on students mode and motivation (Nanda, 2018). Moreover Widana, et.al. (2020) state that to develop students ability to solve problem, they must be triggered and motivated by constextual problem on site. This can improve their self awareness to study because they can relate what they learn with their real life condition, and this is why religious content is chosen to be discussed using specific strategy.

Exploring and developing knowledge on religious literacy will not only develop students understanding about their religious text and practice, but also could promote their awaranss and emphaty to other people (Jafralie & Zaver, 2019). For sure in delivering this material, tachers need to find the perfect method and strategy to make students enjoy the process. Teachers are obliged to have special strategy to teach their students so that the students can relate what they study with their life and will not feel burdened (Abugohar, 2019), and infographic offers the solution for certain material called cause effect relationship.

Infographic is one of multimodality way of teaching as it acquires more than one skill in English learning process. By infographic, students will have opportunity to produce English sentences while at the same time explore the material through various sites, and no doubt it will give special value for them. Teaching learning process will be valuable when students could explore their knowledge and what they have in their environment.

Further, we understand that working on something we like and at the same time struggling on finding acceptable reasons for something closely related to someone's life, could reach long term memeory storage, because it contains two stores in long term memory called explicit (knowing that) and implicit (knowing how), (McLeod, 2020). For both stores, it is called explicit when students experience the event of learning cause effect on infographic and gain knowledge and concepts of Islam. Then on their action of designing and putting their feeling on whole activity would go to the implicit store.

3. Research Method

The research is done in SMK.N 8 MEDAN in 2020. The research is conducted in form of class action research where two cycles are implemented. Each cycle consits of planning, action, observation and reflection. This research is aimed at improving students ability to construct cause effect relationship by focusing on the construction of cause effect relationship using certain topic and presented in infographic. 30 students

participate as subject of the research and the data collection is taken through observation sheet, result of the test and documentation.

Students are grouped into three where each group is given different question related to Islamic content. The data collection technique firstly is done based on observation of each group member working to design their infographic in form of check list called students' participation check list, and then result of the test is documented from pre test and post test activity, and the last one is the documentation of students activity and their infographic result.

Students' participation check list is computed using descriptive percentage analysis technique (Ali, 1987) as following:

$$\text{Percentage} = \frac{n}{N} \times 100\%$$

Data analysis on result of the test is done through descriptive qualitative method, where the data are computed using average formula (Arikunto, 2003).

$$\bar{X} = \frac{\sum X}{N}$$

Data processing is run through several steps namely data review, data reduction, data collection and data verification, which all lead to final result of the research presented in form of table and description.

The criteria of successfulness is seen from two dimensions as mentioned earlier, namely students participation and result for the study. It is considered as a success when the result meet the criteria of 60 % students actively engaged and scores of the test reach 80 as the minimum completeness criteria stated in the school.

4. Discussion

Learning cause effect relationship using religious content and designing infographic as the core activity gives great and valuable learning experience to students. They earn more advantages because in this learning experience, students are grouped into three, where all members collaborate to find ideas on specific topic given to them. After all reasons gathered, they start working on designing infographic by sorting the reasons into a piece of data. All groups compete to create the best design to be shared in social media and perform in the classroom.. Students are given opportunity to create the infographic using any application they are familiar with, and this is the time when they are challenged on their creativity. Instead of merely finding reasons and present it on infographic, students also learn another skill called ability to present a data by the demand of presenting the infographic in front of the class.

Working on finding reasons for some obligation and prohibition in Islam itself unconsciously would bring back students knowledge about Islam. They are expected to know basic reasons why something must be done or banned. Kind of questions given by teachers are: Why Islam forbid eating pork? Why muslim are obliged to pray five times a day? Why muslim must learn Al Qur'an? Why muslim people must pay *zakat*? Why free sex is banned in Islam?

By working on this questions, during the process, the answers would stick in students' mind and reach their long term memory as they struggle to find answers. By the end of the process, hopefully the students at their teen age could minimize moral deterioration in our society today and for sure their ability in constructing cause effect relationship is sharpened.

From whole activity, the writers could ensure that all students are actively involved in the process as it is seen on the documentation and list of students' participation. The same condition also occurs when they do the presentation. They are very excited and explain the infographic proudly using cause and effect sentence. This fact is in line with Yasmin, Naseem & Abas, (2020). who say that when students experience unstresfull environment, they could express their best speaking ability.

The active participation of students during learning process is shown in the following table.

Students' participation	1 st cycle		2 nd cycle	
	Number of students	percentage	Number of students	percentage
Very active	10	33,33%	20	66,67%
Average	9	30%	8	26,67%
Not active	11	36,67%	2	6,67%
Total	30	100%	30	100%

Table 1: List of Students' Participation

The result of the study shows a significant increasing number of students participating actively in the learning process. The 33,34% of the percentage represents the willingness of students to get involved based on some reasons they produce that they like working using technology. The result shows clearly that they are well motivated, in accordance with a research by Widana et al. (2019) that learning motivation will greatly affect on students learning activity and they will be active when they are well motivated and will be on the contrary if motivation does not exist.

Further, analysing the result of students' comprehension on cause effect relationship structure, shows that students gain alot and better understanding about the structure, and they feel more confident in producing the sentences after they involve in the whole process of producing infographic rather than conventional way of studying. The result could be found in the following tables taken from pre test and post test done on cause effect relationship.

Understanding the material	Prior		1 st cycle		2 nd cycle	
	Number of students	%	Number of students	%	Total students	%
Score \leq 79	25	83%	18	57%	2	10%
Score \geq 80	5	17%	12	43%	28	90%
Pass the material	5	17%	12	43%	28	90%
Do not pass	25	83%	18	57%	2	10%
Average	72		77		87	
Absorption	72%		77%		87%	

Table 2: Cause Effect Mastery

Scores received by students below minimum criteria which is 80 in the first cycle reach 17 students or 57% and significantly changed in the second cycle to 3 students or 10% from the whole class participation. This changes take place due to some questions modified by the teachers and also students own experience in the previous cycle.

The average score of students in the prior action research and the first cycle increase sharply in second cycle, shown by 87% of their ability to absorb the transferred

knowledge. This indicates the changing in understanding pattern and constructing cause effect relationship on students.

4. Conclusion

After conducting teaching learning process by combining infographic and Islamic content, analysing the data result from all activities and observing the test result, the writers confidently state that basically students have their great innate capacity in learning, but it goes to teachers' creativity in triggering them to be active and explore their own capacity. It proves here by the result of the research.

Delivering English specific material using infographic joined to religious content would effectively bring more than one advantages both for teachers and students.

For teachers, this activity could bring them joy in teaching as they will see students' eagerness in completing the task. Secondly, teachers would truly be the facilitators in the classroom observing students working, and provide suggestions and feedback as necessary, instead of being the main character in the classroom. Next, infographic could enrich teachers's own storage of technology mastery as those done by students.

On students' side, working on infographic would trigger their interest and motivation, while at the same time they could boast their creativity by sharing their work on social media. It can be means of promoting their creativity. Moreover, the Islamic content they are dealing with would bring their consciousness to the importance of understanding basic rules in Islam, and they know their religion better. Further, after working on designing and when it comes to the presentation time, students are trained to read data and present them as valuable information for their friends, and no doubt, the pattern of cause effect relationship sentences will be delivered smoothly. To sum up, studying cause effect relationship using infographic and Islamic content would truly be an effective way of learning English language.

References

- Abugohar, M. A., et al. (2019). English Language speaking issues in an EMP context: causes and solutions. *International Journal of English Linguistics: Vol. 9, No. 3. Canadian Center of Science and Education*
- Azar, B. S. &.. Hagen, S. A. (2007). *Basic English grammar. Third Edition*. N.Y: Pearson Longman
- Ferris, D. R. & Hedgcock, J. S. (2014). *Teaching L2 writing: Purpose, process, and practice (3rd Ed.)*. New York: Routledge.
- Jafralie, S & Zaver, A. (2019). Teaching religious education: The ethics and religious culture program as case study. *Forum for International Research in Education: Vol. 5. Iss, 2019, pp. 89-106*
- McLeod, S. (2020). Long term memory. *Simply Psychology*. <https://www.simplypsychology.org/long-term-memory.html>.
- Nanda, L., Januarius, M., Djoko, S.. (2018). The Effectiveness of Whole Brain Teaching and Reciprocal Teaching in Reading to Visual and Auditory Students. *English Education Journal. EEJ 8 (2) (2018) 186 – 194*. <http://journal.unnes.ac.id/sju/index.php/eej>.
- Widana, I. W., et al. (2020). Analysis of conceptual understanding, digital literacy, motivation, divergent of thinking, and creativity on the teachers skills in

preparing hots-based assessments. *Journal of Advanced Research in Dynamical & Control Systems*, Vol. 12, No. 8, 2020. DOI: 10.5373/JARDCS/V12I8/20202612.

Widiati. U., et al. (2015). *Bahasa Inggris*. Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia.

Yasmin, M., Naseem, F., & Abas, N. (2020). Constraints to developing learner autonomy in Pakistan: University lecturers' perspectives. *Educational Research for Policy and Practice*, 19, 125-142. <https://doi.org/10.1007/s10671-019-09252-7>