

## **CHAPTER II**

### **DISCUSSION**

#### **A. English Language Teaching and Learning Process**

##### **1. Definition of Teaching**

Teaching is an academic activity as a process of transferring knowledge from teachers to students (Suhardan, 2006). In addition, Sequeira (2012) stated that teaching is not only about spread knowledge from teachers to students. The most important thing about the teaching process is how to make students are learn from what was taught by teachers. Abbat and McMahon in Prozesky (2000) simply defined teaching as a process of helping someone to learn. Teaching also can be defined as communication, which means there are two sides communication or interaction between teachers and students (Asokhia, 2009). There are three components to make communication in teaching processes happen. Those are, people who giving information or knowledge called teachers, information or knowledge that will be transferred, and receivers of information and knowledge called students.

According to Abbat and McMahon in Prozesky (2000), there are four elements of teachers' jobs. Those are:

1. Teachers should know what students have to learn. Teachers should be able to decide the materials that are needed by students.

2. Teachers have to help students to learn. They should make sure that the teaching process should be designed carefully. Teachers should pay attention to students' learning style and background knowledge.
3. Teachers should make sure that their students are learning, and they have to assess students. Students' assessment is an indicator of students' progress in learning, and it also helps to evaluate the teaching process that has been conducted.
4. Teachers have to make a good and open relationship with students; thus teachers know whether their students depressed in the learning process or not.

Actually, teachers' works are not only transferring knowledge and making lesson plans but also, they should be able to give examples to students and encourage students to be better in learning. Teaching is a challenging job because teachers should design the learning process can be acceptable for students and make them pay more attention to the subjects.

## **2. English in Curriculum 2013**

In the middle of 2016, the Curriculum 2013 applied in almost all of Indonesian school, and make English as a main subject in junior and senior high schools. However, English subject had been deleted in elementary schools. Even though, some elementary schools' teachers are still taught English as an extra lesson.

### **3. Problems in English Teaching and Learning Process**

Similar to other subjects, there are various problems that happen in the English learning process. Those are the lack of teaching aids, the way of teaching that is very boring, the lack of learning sources, and students' demotivation in learning English.

One of the solutions that can be applied to build students motivation in learning English is teachers should be creative when they conduct the teaching processes. If students are motivated in learning English, they will easily understand the English materials and their score will increase. Related to Clifford (2008) building students motivation is not only make the learning process entertaining but teachers should make sure that their students are learn from what teachers have taught.

#### **B. Teaching Aids**

##### **1. Definition of Teaching Aids**

Based on the previous explanation, one of the problems that happen in English class is the lack of students' motivation in learning English. To maintain students' motivation in learning English, teachers can use teaching aids. Teaching aids are additional material or improvisation to make students motivated and enjoy in learning English thus they can understand the English materials easily. Teaching aids may help both students and teachers to apply a good English teaching and learning process.

According to Asokhia (2005), in applying teaching aids to conduct good English teaching and learning process, teachers should be aware of their students' proficiency in English. They should not make students feel confused with some activities or tasks that they do not even know what they have to do. Students should be well exposed to practice words using teaching aids. Teaching aids can be used in English language teaching and learning processes, such as teaching grammar, spelling, vocabularies, four skills (listening, speaking, reading, writing), and pronunciation.

## **2. Types of Teaching Aids**

In addition, Asokhia (2009) also explains the types of teaching aids. There are three types of teaching aids, those are:

### **a. Audio**

Audio is a media that concerns to teach students' listening skill. For example, songs, dialogues, and various other sound effects can be heard.

### **b. Visual**

Visual is a media that concerns to teach students in visible activities. For example, posters, novels, pictures, flashcards, infographics, and various other visual things can be seen.

### **c. Multi-sensory**

Multi-sensory is teaching aids that concerns to teach students by activates their five senses, which are seeing, hear, smell, taste, and touch.

For example, students make a project or experiment, role play, field trip, simulation, and many other things that can be used in learning activities by activating students' five senses.

From the examples above, it can be concluded that infographics are examples of visual teaching aids.

### **3. Designing Teaching Aids**

Teaching aids can be used to make the learning process more conducive. It may help them in learning English completely, such as grammar, spelling, pronunciation, etc. Besides that, teaching aids can also be a strong booster to improve the language learning process. By using teaching aids, teachers should know the development of technology to make teaching aids acceptable to students' learning style.

Krystalli (2014) mentioned several requirements that teachers should pay attention to design teaching aids; those are:

1. Teaching aids should have specific learning objectives defined by curricula.
2. The language that will be taught is related to the particular target groups/students.
3. Content of teaching aids should be appropriate to any students' language proficiency level.

4. Teaching aids should be suitable for the development of communicative language competence.
5. Interactivity triggers students' interest in doing activities provided in teaching aids.

In addition, Krystalli (2011) mentioned five concepts of designing interactive teaching aids. These are students' autonomy, motivation for learning, self-assessment and feedback, consistency between content and aim of knowledge, and content credibility.

Ramos (2006) and Paiva (2008) explained the concept of autonomous students in learning English. Both of them state autonomy means students' ability in learning language by themselves. Collaboration between students and teachers makes autonomy learning go well. Besides that, autonomy requires responsibility for students' decision. It makes students decide their choice by themselves.

Beside teaching aids should present autonomy learning, it should also build students' motivation in learning. Csikszentmihalyi (2008) stated that the learning process should be challenging for students, stimulate their imagination and curiosity, and also maintain learners' attention and make the learning objectives keep on the track. Consistency and credibility of contents are very important in designing teaching aids. According to Weitzner (2008) credibility means information that is

served should be transparent therefore it can be determined if the use is appropriate in a set of rules.

## **C. Interactive Infographics**

### **1. Definition of Infographics**

Interactive infographics or information graphics as media for teaching English is the main discussion of this paper. There are various theories explain definitions of interactive infographics.

According to İnanç (2014), infographics are media for giving information contains explanation and visual illustration such as charts, tables, and pictures. Meanwhile, the definition of interactive according to Sedig (2012) means the quality of communication or activity makes students actively engage in it. Interactive teaching can also be defined as two side communication between teachers and students or among students.

Besides that, Harison (2015) defined infographics as tools to explain complex data in an easy and interesting way. Infographics contain one or more visualizations to maintain readers' attention, and focuses on several points will be explained in infographics. Infographics serve data and information about a topic or an overview. Smiciklas (2012) defined infographics as media to provide information and ideas in the form of visual or images to make students easily understand materials.

Ng (2017) also defined interactive media is a communication tool that the media's output comes from users' (students') input. Interactive activity is using

students' participation to make the learning process more effective. This learning process makes students more motivated in learning English.

Interactive infographics help the English teachers to develop teaching processes. It can be used to explain the information or knowledge. It can also be applied to make the teaching process more interesting. Looking at the fact today, interactive infographics have roles in a modern environment. It becomes an important tool that can be used to spread information like in newspapers, magazines, and social media on the Internet. Infographics in the educational field help teachers to transfer knowledge.

Based on several definitions of infographics and interactive above, it can be concluded that interactive infographics are teaching aids that provide information contains explanations of information and illustration to maintain students' understanding of English materials. By using infographics, English learning process can be more interesting, because students actually participate in the learning process to get the outcome from information that served in interactive infographics.

## **2. Features of Infographics**

Alshehri (2016) has summarized five features of infographics, those are:

- a. Infographics should give more attention to visual aspects to support important information. The visual illustration makes information can be noticed by readers easily.
- b. Contents in infographics should be well organized. Organized contents make students find it easy to read the contents in sequence.



- c. The combination between signs, graphs, images, explanation or text and colour should be balanced because it will very helpful to catch students' interest in reading infographics.
- d. Infographics concern on visual interactive activities. Besides that, infographics can raise students' motivation in learning English and make the learning process more dynamic and realistic.
- e. Infographics help teachers to make teaching process simpler, more meaningful and useful for students.

Besides those features, infographics also have several benefits if it applied in designing the teaching process to build students' motivation in learning English.

### **3. Benefits of Using Interactive Infographics as Media for Teaching English**

Teaching English is always challenging. English teachers should be creative to make the teaching and learning process runs well. According to İnanç (2014), the human mind can receive visual information quickly. Transferring information by visual is more effective and permanent in readers' mind than transferring information in written or verbal only.

Interactive infographics have been applied in the teaching process in various subjects, such as in the medical field and sciences field like mathematics or biology. Related to research conducted by İnanç (2014), interactive infographics are used in various types of media, such as in newspaper, television, or Internet. Based on his research, thousands of types of infographics spread on various websites like e-news,

blogs, and social media. In addition, he also stated that interactive infographics can be used in the online and offline medium.

Interactive infographics have a big role in the educational field. Several teachers of various subjects have used interactively in their teaching process. According to Dur (2014), infographics are designed to develop education by using technology to make the learning process more effective and interesting. Besides that, infographics can be used in various multidisciplinary works, for example, English subject.

Based on the new regulation of the Indonesian ministry of education, English becomes the main major in junior and senior high schools. However, in elementary schools, English lesson had been deleted since Curriculum 2013 was set. This condition makes English subject in elementary schools only as an extra subject. Actually, teaching English to use interactive infographics are not only suitable for elementary students, but also suitable for students in other grades like in high schools, even for college students. As long as they understand what is written and illustrations provided in infographics.

Saha (2010) made a great theory about teaching by using interactive infographics. If his statement is applied in ELT field, it can be concluded that teaching English using infographics give students opportunities to explore the relationship between the concepts of English and information that is showed in infographics, it makes the explanation understood easily by students.

Ru (2014) explained more about the use of infographics in teaching English. Ru mentions three parts of infographics. The first is visual, the second is contents, the third is knowledge. Visual aspect in infographics includes colouring and use of graphics and icons. A content aspect includes time sequence, statistics, and references. Knowledge aspect includes facts and information. Those three aspects may help teachers to easily transfer knowledge to students in an interesting way.

Those aspects can be used to improve the learning process because those have a role. Visual aspects can be used to building students interest to read the infographics that have been shown, by looking at the colour and illustration, students will curious about the content of infographics. The content of infographics that showed should be related to the English learning process. Data that served in infographics may support the information that explained in infographics. Knowledge aspects are the information that explained in infographics. This aspect should be to catch students' curiosity. Those three aspects should be related to English materials.

#### **4. Examples of Infographics**

Sometimes, people also called infographics as a poster. Actually, they have their own purpose. The poster can be defined as general terms for a big paper that contain information aimed to persuade readers. By the development of technology, people make new term called infographics represent content aimed for giving information or transferring knowledge from creators to readers. For examples, see the difference between poster and infographics below:



Poster for English language teaching

Source: <http://tiny.cc/hc0j4y>



Infographics for English language teaching

Source: <http://bit.do/eM2s2>

From those examples, it can differ between poster and infographics. From the example of the poster, the content is to persuade readers to learn English. In the poster, it states that English is a requirement to get a job nowadays. Therefore if readers do not have proficiency in English, they should try to live without a job. This poster's sentence feels scary, but that is the creators' style to persuade readers to learn English.

Otherwise, the second picture is an example of infographics that can be used in English language teaching. These infographics provide examples of different use in using 'do' and 'make' based on context. Besides that, these infographics are not

simply giving information about differences between ‘do’ and ‘make’ to readers, but it provides examples to make readers find out differences by themselves.

There are various examples of infographics that can be used in English teaching and learning process for building students’ motivation in learning English.



Example of interactive infographics 1 (the full page is attached on attachments)

Source: <http://tiny.cc/boringwords>

# 30 Idioms You Need to Know & Their Meaning

Idioms are words, phrases, or expressions which are commonly used in everyday conversation. They are often **metaphorical** to make the language more colorful. You can use them to express something **more vividly** and often **more briefly**. They serve as an image or **mental picture**. Remember that idiomatic expressions are mostly used when **speaking informally**.

 <p><b>A bitter pill</b> A situation or information that is unpleasant but must be accepted.</p>	 <p><b>Actions speak louder than words</b> People's intentions can be judged better by what they do than what they say.</p>	 <p><b>A dime a dozen</b> Very common and of no particular value. Example: "There are a dime a dozen."</p>
 <p><b>Add insult to injury</b> To act in a way that makes a bad or disappointing situation worse.</p>	 <p><b>All ears</b> Listening intently, fully focused on something or someone.</p>	 <p><b>Barking up the wrong tree</b> Looking in the wrong place, accusing the wrong person.</p>
 <p><b>Best around the bush</b> Prefering the easy way, not speaking directly about a topic.</p>	 <p><b>Bed of roses</b> An easy, comfortable situation or way of life.</p>	 <p><b>Best of both worlds</b> To get all the advantages of two things of the same kind.</p>

Example of interactive infographics 2 (the full page is attached on attachments)

Source: <http://tiny.cc/infographidioms>

## how to GET UP EARLY

by Anna Vital



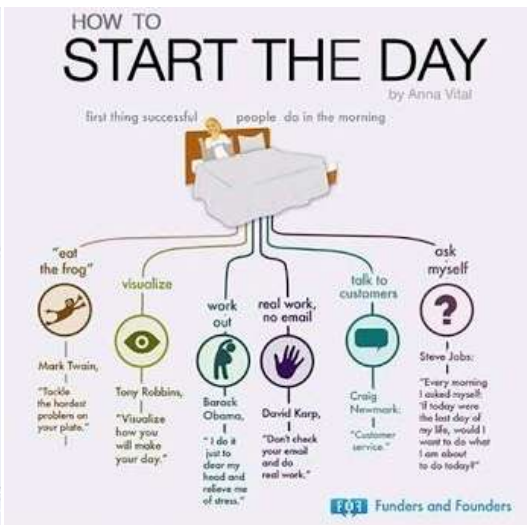
- plan an exciting breakfast to look forward to
- sleep in total darkness: melatonin, the sleep hormone, is produced in the dark
- drink water before going to bed: it is hydrating and rehydrating
- read a book (not online) you can't browse away from it
- schedule your most important plans for the morning so you are excited to get up and do it
- turn off the phone (you know why)
- choose a blanket that keeps you warm: best sleep is between 62-70 F (16-21 C)
- put the alarm across the room: can't hit the snooze button

Funders and Founders

## HOW TO START THE DAY

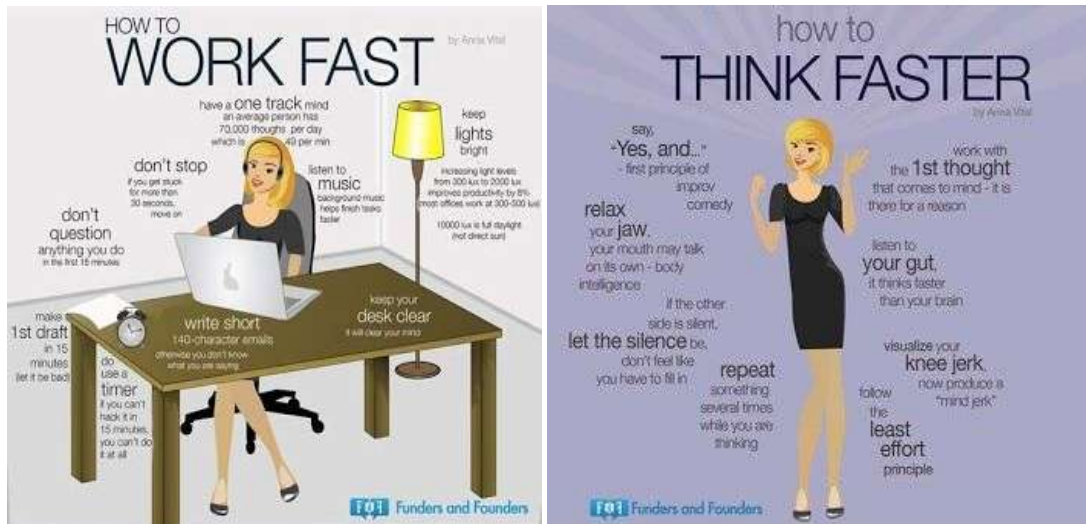
by Anna Vital

first thing successful people do in the morning



- "eat the frog": Mark Twain, "Tackle the hardest problem on your plate."
- visualize: Tony Robbins, "Visualize how you will make your day."
- work out: Barack Obama, "I do it just to clear my head and relieve me of stress."
- real work, no email: David Karp, "Don't check your email and do real work."
- talk to customers: Craig Newmark, "Customer service."
- ask myself: Steve Jobs, "Every morning I asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?'"

Funders and Founders



Example of interactive infographics 3 (the full page is attached on attachments)

Source: <http://tiny.cc/infographiclife>

From those examples of infographics, there are some components of infographics that provided in infographics. Those are:

a. Title

The title is a main component of infographics. The title represents content that will be informed in infographics. It also helps readers to find infographics that they need.

b. Explanations

Several explanations are provided in infographics above. For examples, the first infographics tell the other way to say common things related to the context and teach students to use those different vocabularies to make their language feel natural. The second infographics tell the

common idioms that usually used in daily life, it helps teachers to explain the cultural understanding about idioms to students. The last infographics give some tips of daily life in English thus students can learn English and got some tips or advice at the same time.

c. Icons

Icons are symbols to represent something such as explanation, function, etc. Those help readers to know what is stated in infographics by just looking at the icons.

d. Images

The use of images has a similar purpose to icons, images also a visual representation of explanation. A thing that makes them different is, icons are symbols but images are pictures. It also can be used to catch readers' attention and interest to read the infographics.

Process of making interactive infographics is very easy. Teachers can simply make it by themselves. They can draw it on the drawing book or drawing paper, they coloured it by themselves, thus they can design the materials related to students need in their English class. For example, this infographic that the writer has made.



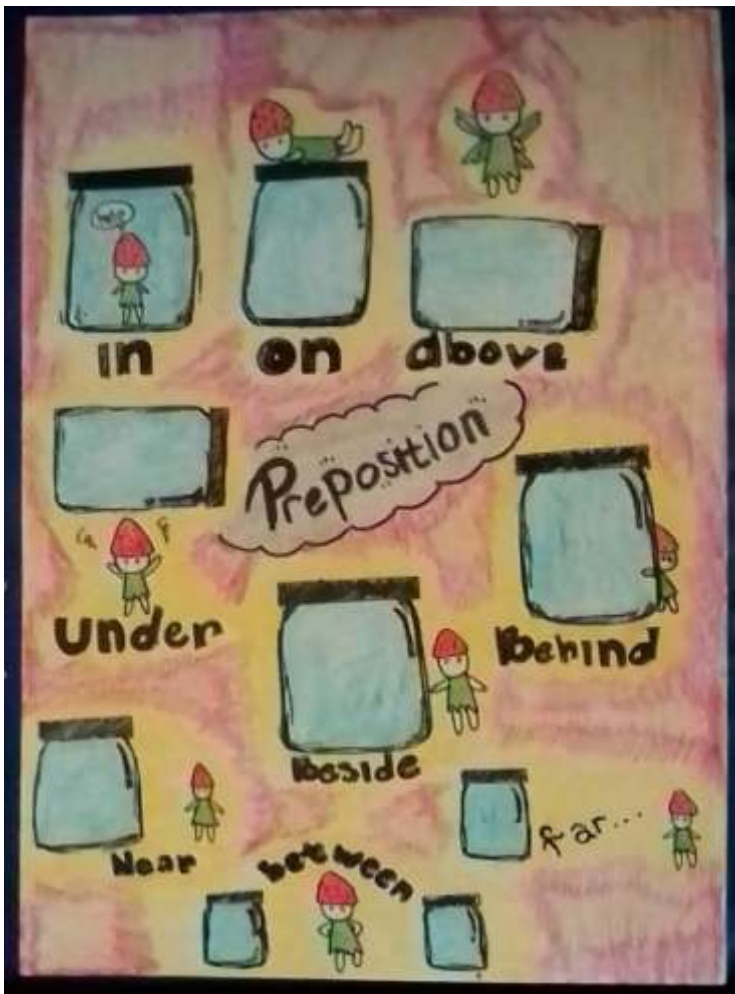


Example of handmade interactive infographics 1

This infographic purposes to build students motivation in learning vocabularies and by listing their favourite stuff in their life. Even though the example of infographics above looks like not provides all of three aspects as stated by Ru (2014) those are a visual aspect, content aspect, and knowledge aspect generally, actually it provides those aspects.

The visual aspects of the infographics above can be seen by the visualization of the infographics, like the balance of colour and illustration, and the design of infographics. The content aspects from the infographic above are the list of students' favourite stuff in their life. Probably for the content aspects, it will be better if

teachers also explain about the use of the cardinal or ordinal number in applying this example of infographics. Students may list their most favourite stuff, by using '1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, ...' and give some reasons why they like those stuff so much as explanations, it will help teachers to teach some topics in one way. The aspects of knowledge from the poster above are transferring knowledge about vocabulary, especially noun.



Example of handmade interactive infographics 2

Similar to the first example of infographics above, the second example shows the examples of the preposition that the meaning is showed by picture thus students can think of the meaning by themselves. However, those two examples (example 1 and 2) still need improvement to make it better to call as infographics. For the second example, it will better if there added the example of the use of preposition according to the context thus students know how to use the preposition.



Example of handmade interactive infographics 3

The third example of handmade interactive infographics shows the complete aspects of infographics. Even though there is still no explanation about the content, the example of infographics gives information to students about YouTube based

activity that can be used to improve their four skills, such as listening, speaking, reading, and writing. Actually, Ru's (2014) is not the strict theory for making interactive infographics. Teachers can modify it by themselves according to their students' needs, at least there are providing some information or knowledge and there also provide illustrations it can be called as infographics.

However, if teachers are not confident with their drawings, several websites on the Internet provide online editing to make interactive infographics digitally in an easy and simple way, the websites are:

- a. Canva (<http://canva.com>): Canva is a popular website for making various types of visual aids such as posters, flyer, and infographics. This website is aimed for a person who has no experience in making infographics by using software/application like Adobe Photoshop or Corel Draw. This website also offers various collections of images, icons, and fonts. Basically, making infographics in canva.com is free, but several premium features in Canva only can access by payment.
- b. Biteable (<http://biteable.com>): this website serves a different type of infographics. Users can make video infographics in high quality freely and they can directly share it on several social media like Facebook or YouTube. Besides that, Biteable also offers sound and visual effect to make the video infographics become more interesting.

- c. Snappa (<http://snappa.com>): similar to Canva, Snappa also serves freeware features for making interactive infographics. This website also helps non-designer to makes interactive infographics easily and in a simple way. It gives various templates are required for social-sharing on the web. It simply drags and drops interface and various photos or images that can be used to give illustrations on infographics.
- d. Visme ([www.visme.co/make-infographics/](http://www.visme.co/make-infographics/)): Visme helps internet users to make simple infographics. It does not only help to make infographics but also serves features for making interactive presentations. Other features served in this website are, more than 100 free fonts and million pictures and icons are available to help users make their infographics creatively. For basic features, this website is free to use, but for getting standard or complete features users should pay about \$13-\$20/month.
- e. Venngage ([www.venngage.com](http://www.venngage.com)): this website is one of the popular websites for designing infographics. Similar to other websites for design, Venngage serves simple way in online designing to make infographics easily and free even users are not a professional designer. However, this site also has a special feature for professional users. Of course, they should pay to activate the special feature.

Based on the writer's experience from those five examples of websites that can be used for making infographics, Canva is the easiest to use. However, if teachers

cannot make their own infographics, they can download from several free-sources on the Internet, such as:

- a. ESL Printables ([www.eslprintables.com](http://www.eslprintables.com)): this website provides various types of printable worksheets, posters, and infographics. Users can download materials freely.
- b. Pinterest ([www.pinterest.com](http://www.pinterest.com)): this is a social media focused on picture sharing. By only search Pinterest account named “ELLA Language”, users can save infographics provided in this account such as grammar material, and idioms. Besides that, if users want to find out more infographics, they can simply search by using the keyword “ELT infographics”, and they will find thousands of infographics.

Those two examples of websites provide infographics freely may help teachers to improve their teaching process, and make students interested to learn English.

## **D. Motivation in English Teaching and Learning Process**

### **1. Definition of Motivation**

Having motivation for learning English is very important. If students have high motivation in learning English, they will easily understand the English materials, and their score of English subject will increase. Several researchers define motivation in various explanation. Dörnyei is one of the researchers that explain the learning

motivation completely. As stated by Dörnyei (2011) motivation comes from the Latin language ‘movere’, it means to move. He said that the meaning of motivation is complicated. According to psychological aspects by Dörnyei, ‘motivation is viewed as located within the individual, though naturally the individual’s cognitions and perceptions may be influenced by various social and environmental factors’ (p.13).

However, looking at the root of the word, motivation can be defined as something makes someone to move, to decide what a person wants to do, to engage in action, expand the effort and keep doing an action. According to McDonough (2007), motivation is an encouragement for someone to do something or an action. Broussard and Garrison (2004) defined motivation as someone’s reason for doing an action or not doing it.

Dörnyei (2011) also stated that motivation is contained three parts of human behavior, those are ‘the *choice* of a particular action, the *persistence* with it, and the *effort* expended on it’ (p.4). Choice of a particular action means a person’s decision of doing something, persistence with it means a person’s continuity of doing something, and effort expended on it means a person’s attempts to reach something.

In addition, Deci and Ryan (2000) introduced a macro-theory of human motivation called self-determination theory. Based on that theory, motivation is formed by three aspects of human needs. Those are the need for *autonomy*, *competence*, and *relatedness*. Niemiec and Ryan (2009) explained the meaning of

autonomy, competence, and relatedness. The need for autonomy refers to the activity that students do by their own willingness. For example, they did something because they like for doing it, they also happily give their time and energy for doing an action. The need for competence refers to the students' ability in doing some tasks. For example, students feel they are able to do their tasks correctly and they confidence with their ability. The need for relatedness refers to the intertwined relationship between teachers and students. For example, teachers should appreciate what students have done, thus students are motivated to do other learning activities.

Based on statements from several researchers above, it can be concluded that students' motivation in learning English means their encouragement in learning it. It can be strong encouragement or weak encouragement. Strong encouragement means they have high motivation in learning English. On the contrary, weak encouragement means they lack motivation in learning English.

## **2. Types of Motivation**

Deci and Ryan (2010) explained the types of motivations. There are two types of motivations differed from how they come. The first is intrinsic motivation and the second is extrinsic motivation. Intrinsic motivation is students' willingness for doing some tasks based on their own passion, enjoyment, and pleasure. On the other hand, extrinsic motivation is students' willingness for doing some tasks because of the outcomes or rewards that they will get after doing the tasks.



### **3. Students' Demotivation Causes in Learning English**

Busse (2013) found several reasons that make students lose their motivation in learning English. Several causes as stated by Busse are:

- a. Students do not have a background in learning English before. Hence, they find it difficult to learn English.
- b. Students' learning environment is not responsive to diversity and different language proficiency.
- c. English teaching style is not proper to students' learning type.
- d. Students set their mind English is difficult to learn because they should remember various vocabularies and grammar formulas.
- e. Teachers' concern only to increase students' fluency in communication than increase students' skill in accuracy. This phenomenon makes students unfamiliar with English then they think if English is difficult to learn.

In addition, Rost (2006) formulated several reasons that make students' demotivation in learning. Those are:

- a. The lack of English materials input in the students' environment.
- b. The lack of opportunities in learning English or interact with English speakers.
- c. Students have no strong role models to promote English.

- d. Students have no idea about learning English, it makes them hard to accept English as an important subject.

Several aspects cause students' demotivation in learning English are related to each other. Even though those are important to discuss, this paper only focused on the use of teaching aids. Teaching aids can be used to develop students' motivation in learning English.

#### **4. Building Students' Motivation in Learning English**

Teachers as a mediator in transfer knowledge should be responsible to make sure their students understand English materials well. Sometimes, teachers just straight ahead on teaching English without paying attention to students whether they really understand the materials or not. Students will understand materials easily if they have high motivation in learning English.

According to Rost (2006), there are various ways to develop students' motivation in learning English, these are:

- a. Teachers should find their own passion and their students' passion for learning.

Building students' motivation through putting students' interest in real life is not only useful for English language learning, but also for other subjects. Passion means students' interest in something. Connecting students' passion or interest with English materials may help teachers easily get students' 'heart' for learning English. Several students' interests can be combined with English learning such as music, movies, viral topics, games, personalities, and various others. To apply this teaching process, teachers can give examples of English cartoons or American popular songs. Teachers should become models for enthusiasm and motivation for learning English.

- b. Teachers should give students more opportunities for learning English.

Actually, students are familiar with several English terms because of the development of technology. Some students know English terms from games and the Internet. However, teachers should find the appropriate teaching style to make sure their students are learning English from it. Giving homework to them probably can help students to learn English outside the classroom. Classroom activity also should be enjoyable for

them and relate to their world, such as making video blogs (Vlogs) or developing their reading skills by reading novel in the library.

- c. Teachers should make the teaching process clearly by using teaching aids.

Teaching aids include interesting topics to discuss or visual aid like posters, videos, charts, and infographics to get students' attention. Teaching aids is very useful in language learning because it helps students to learn English creatively. If teachers cannot use their creativity to transfer knowledge, students can be easily bored and lose their motivation in learning English.

Building students' motivation is very important to develop their English proficiency. Motivation is someone's effort to reach his/her goal(s). Related to those ways of teaching to build students' motivation in learning English, on the point that will be concerned of this paper is the use of teaching aids in learning English to build students' learning motivation.

## 5. Building Students' Motivation in Learning English by Using Infographics

There are many examples of interactive infographics that can be used in English teaching and learning process. Madar and Buntat (2011) stated, by using visual media in the teaching process enhances students in learning. However, in applying infographics in English teaching and learning process teachers can follow these steps to make the teaching process effective and appropriate to students' needs. These steps are related to Alshehri (2016) in applying interactive infographics in the teaching process.

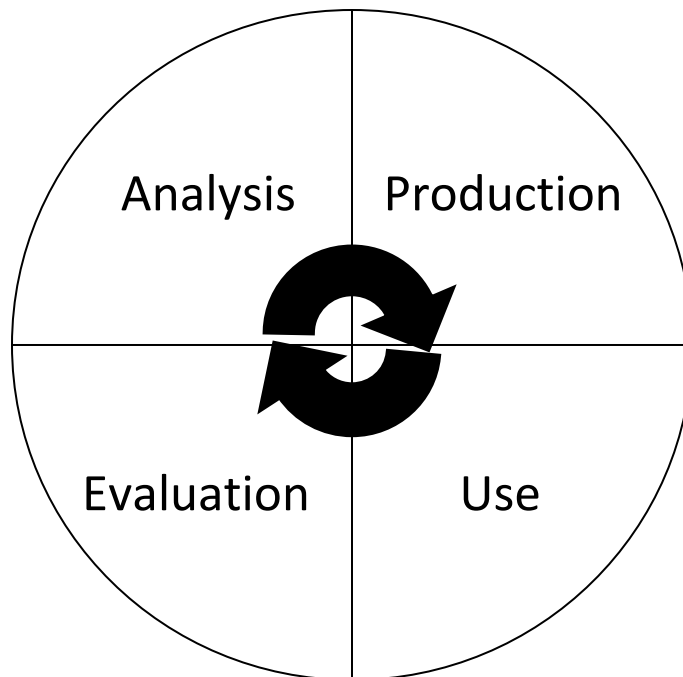


Diagram 1

The analysis is a process of identifying students' need in learning English. In the process of analysis, teachers should aware of several aspects, such as:

- a. Students' learning difficulties in English.
- b. Students' learning needs.
- c. The teaching method used in English class.
- d. English learning sources available.

In producing infographics, there also several steps that teachers should follow, such as:

- a. Teachers should determine objectives.
- b. Teachers should analyse contents that will be provided in infographics.
- c. Before producing infographics, it will better if teachers conduct some test to develop infographics.
- d. If those steps in production, teacher are ready to produce infographics.

To apply infographics in English teaching and learning process, teachers also should make trials for students. Teachers should analyse whether infographics that

provided are effective to build students motivation in learning English or not. If effective, teachers can apply their experiment and bring it to their English class.

After doing those steps, teachers should evaluate their teaching process by using infographics by evaluating these components:

- a. Teachers doing some post-test to make sure that their students' understanding of materials is increasing.
- b. Teachers also can compare students' score of English between groups.
- c. If the infographics that have been used in English class still need improvement, teachers should debug the infographics design.

Those steps and cycle help teachers to make the teaching process by using infographics more effective and make sense to build students' motivation in learning English and their understanding of English materials also increasing.