

**INTEGRATING CRITICAL THINKING INTO INFOGRAPHIC-
BASED LEARNING TO FACILITATE STUDENTS' READING
COMPREHENSION IN JUNIOR HIGH SCHOOL**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Degree of Bachelor Education in English Education



Organized by :

HANNA SYAHRIA RAHMADANI

Student Number : 2103046055

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF WALISONGO
SEMARANG**

2024

THESIS PROJECT STATEMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS PROJECT STATEMENT

I am student with the following identity :

Name of Student : Hanna Syahria Rahmadani

Student Number : 2103046055

Department : English Language Education

Title : **Integrating Critical Thinking into Infographic-based Learning to
Facilitate Students' Reading Comprehension in Junior High
School**

Certify that this thesis represents the original work by the author. It can be reasonably assumed that the content of this work is the author's own, and the author is responsible for the content of the thesis. The opinions or findings of other writers that have been included in the thesis are quoted or cited by the ethical standards.

Semarang, 17 December 2024

Researcher,

Hanna Syahria Rahmadani
NIM. 2103046055

RATIFICATION



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity :

Title : **INTEGRATING CRITICAL THINKING INTO INFOGRAPHIC-BASED LEARNING TO FACILITATE STUDENTS' READING COMPREHENSION IN JUNIOR HIGH SCHOOL**

Name of Student : Hanna Syahria Rahmadani

Student Number : 2103046055

Department : English Language Education

Had been ratified by the board of examine of the Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 31st December 2024

THE BOARD OF EXAMINERS

Chairperson,

Daviq Rizal, M.Pd.
NIP. 197710252007011015

Secretary,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Examiner I,

Nadiah Ma'mun, M.Pd.
NIP. 197811032007012016



Examiner II,

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

Advisor,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

ADVISOR NOTE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu 'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Integrating Critical Thinking into Infographic-Based Learning to Facilitate Students' Reading Comprehension in Junior High School**

Name of Student : Hanna Syahria Rahmadani

Student Number : 2103046055

Department : English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu 'alaikum Wr. Wb.

Semarang, 17 December 2024

Advisor,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 19650614199203 2 001

THESIS GUIDANCE SCORE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

NILAI PEMBIMBING SKRIPSI

Hal: Nilai Bimbingan Skripsi

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo Semarang
Assalamu 'alaikum, wr.wb.

Dengan hormat kami memberitahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama : Hanna Syahria Rahmadani
Nim : 2103046055
Jurusan : Pendidikan Bahasa Inggris
Judul : **Integrating Critical Thinking into Infographic-Based Learning to Facilitate Students' Reading Comprehension in Junior High School**

maka nilai bimbingan skripsinya adalah (...3.9...)

(tiga, sembilan)

Catatan khusus pembimbing:

Perbaiki PPT untuk Munagoras

Dengan ini agar dapat digunakan semestinya.

Wassalamu 'alaikum Wr. Wb.

Semarang, 9 December 2024

Advisor,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 19650614199203 2 001

ABSTRACT

Title : Integrating Critical Thinking into Infographic-Based Learning to Facilitate Students' Reading Comprehension in Junior High School

Writer : Hanna Syahria Rahmadani

Student ID : 2103046055

Critical thinking is a vital skill for junior high school students, marking their transition from basic knowledge acquisition to more advanced analytical abilities. However, many students in this age group struggle to develop critical thinking skills, particularly in reading comprehension, where higher-order thinking is essential. This study explores the integration of critical thinking into infographic-based learning among 7th-grade students at SMPN 18 Semarang. Employing a qualitative descriptive case study, data were gathered through classroom observations, semi-structured interviews, and document. The findings demonstrate that infographics serve as an effective teaching tool, simplifying complex information and fostering student engagement by combining visual and textual elements. Students reported improved skills in identifying key ideas, analyzing relationships, and synthesizing information, thereby enhancing their reading comprehension. Challenges, such as interpreting unfamiliar terms and intricate visuals, were effectively addressed through teacher facilitation and peer collaboration. The study concludes that infographic-based learning not only supports reading comprehension but also fosters critical thinking by encouraging students to evaluate content, draw conclusions, and make connections. These insights underscore the potential of infographics to bridge visual and verbal learning, offering innovative strategies for educators to enhance classroom instruction.

Keywords: Critical Thinking, Educational Innovation, Infographic-based Learning, Junior High School, Reading Comprehension.

ACKNOWLEDGEMENTS & DEDICATION

First and foremost, I wish to extend my heartfelt gratitude to my God, Allah SWT. May peace and blessings be upon my beloved Prophet Muhammad SAW, the epitome of human excellence.

This gratitude extends to those who have supported me in completing my thesis titled “*Integrating Critical Thinking into Infographic-Based Learning to Facilitate Students’ Reading Comprehension in Junior High School.*” This final project is submitted in partial fulfillment of the requirements for the Bachelor’s Degree in the English Education Department at UIN Walisongo Semarang. I acknowledge that this thesis could not have been achieved without the assistance, advice, support, and guidance of many individuals around me. Therefore, I would like to express my deepest appreciation to:

1. Prof. Dr. Nizar, M.Ag., the Rector of UIN Walisongo Semarang
2. Prof. Dr. Fatah Syukur, M.Ag., the Dean of the Faculty of Education and Teacher Training at UIN Walisongo Semarang
3. Mrs. Dra. Nuna Mustikawati Dewi, M.Pd., the Head of the English Education Department at Walisongo Islamic State University Semarang
4. I am especially grateful to my beloved supervisor, Mrs. Dra. Nuna Mustikawati Dewi, M.Pd., whose insightful guidance and

unwavering support have been invaluable throughout this process.

5. My deepest gratitude goes to all the lecturers at UIN Walisongo Semarang, particularly those in the Faculty of Education and Teacher Training, and especially the English Education Department. I have learned from remarkable individuals in this department whose expertise and dedication have greatly enriched my academic journey.
6. I would also like to thank my wonderful all of students VII B at SMPN 18 Semarang, who participated in this study. You are exceptional and outstanding learners, and it has been an honor to teach you, *Much love to my Gen Alpha mewing...*
7. I extend my heartfelt thanks to my beloved, late father, my wonderful mother, and my family.
8. I would like to express my heartfelt thanks to the valuable people in my life: Yassir Amri, who always supports and listens to my woes, Nabila, who has always been by my side as a comrade during college and this thesis journey, always saying, *“Ayo percaya, kamu bisa!”*, and Vera, who is always so funny thank you for accompanying me every time i open my laptop.
9. To my fellow fighters and friends who have shared their journeys and stories with me: Itsna, Niswa, Stela, Dhea, Aisya, Risqi, Audiva, Ali uyun, Nita, Ayu, and the entire family of PBI 21 B, Community Service Program 101, and the crew friends

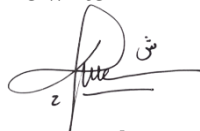
from Radio RGM, thank you for the friendship, support, and unforgettable memories. See you on top, guys!

10. Lastly, I would like to express my deepest gratitude to myself, Hanna Syahria Rahmadani, for the journey I've taken to complete this thesis. There have been countless challenges, doubts, and tears along the way. I often questioned, '*Am I capable of completing this final project?*' Learning to believe in myself, even when it felt impossible, has been a significant part of this experience. This achievement is a testament to my resilience and determination. Thank you, myself, for not giving up and for believing that I could achieve this dream.

Ultimately, the writer wishes to extend heartfelt gratitude to everyone who has supported this journey. The writer acknowledges that this thesis may not be perfect in its composition or content. The writer sincerely hopes that this work will provide valuable insights and serve as a beneficial resource for others.

Semarang, 17 Desember 2024

The writer

A handwritten signature in black ink, featuring a large, stylized initial 'H' and 'R' with a small 'z' at the bottom left and a small '3' at the top right.

Hanna Syahria Rahmadani

NIM. 2103046055

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا, إِنَّ مَعَ الْعُسْرِ يُسْرًا

"So, surely with hardship comes ease, Surely with 'that' hardship comes 'more' ease."

QS. Al-Insyirah ayat 5-6

"When the world turns out to be cruel to you, you must face it.
Because no one will save you if you don't make an effort."

Roronoa Zoro – One Piece 376 8:13

"Don't be afraid to fail, because every failure is a stepping stone to success." – *Hanna*.

TABLE OF CONTENTS

THESIS PROJECT STATEMENT	i
RATIFICATION	ii
ADVISOR NOTE	iii
THESIS GUIDANCE SCORE	iv
ABSTRACT	v
ACKNOWLEDGEMENTS & DEDICATION.....	vi
MOTTO.....	ix
TABLE OF CONTENTS	x
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xii
LIST OF APPENDIXES	xiii
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Questions	5
C. Research Objectives	6
D. Significance of Study	6
E. Scope and Limitation of The Research	8
CHAPTER II REVIEW OF RELATED LITERATURE.....	9
A. Previous Research	9
B. Literature Review	15
1. Critical Thinking in Language Learning.....	15
2. Infographic-based Learning	16
3. Reading Comprehension for EFL Learners in Junior High School	18

4. Integrating Critical Thinking Skills into Infographics in Teaching Reading Comprehension	22
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design	25
1. Research Setting	26
2. Participant of the Research	27
3. Research Focus	27
B. Techniques of Collecting Data and Instrument	27
1. Observation	28
2. Interview	31
3. Documentation	34
C. The Technique of Analyzing Data.....	34
D. Trustworthiness	40
CHAPTER IV FINDINGS & DISCUSSIONS.....	43
A. Research Findings	43
1. Students perceive the use of infographics as facilitating their reading comprehension.	44
2. Students find specific aspects of infographic-based learning to be the most engaging and helpful in understanding reading materials.....	55
3. Students Experience Challenges When Engaging in Critical Thinking Through Infographic-Based Learning Activities	65
B. Discussions	74
1. Students perceive the use of infographics as facilitating their reading comprehension.	75

2. Students find specific aspects of infographic-based learning to be the most engaging and helpful in understanding reading materials.....	77
3. Students Experience Challenges When Engaging in Critical Thinking Through Infographic-Based Learning Activities	79
CHAPTER V CONCLUSION & SUGGESTION.....	82
A. Conclusion.....	82
B. Suggestion	83
REFERENCES	84
APPENDIXES.....	93
CURRICULUM VITAE	134

LIST OF TABLES

Table 1. Framework Design.....	26
Table 2. Observation Checklistsheet.....	30
Table 3. Interview Questions.....	33
Table 4. Familiarization the data.....	35
Table 5. Initial Code Generation.....	37
Table 1.1 Findings.....	45
Table 1.2 Findings.....	49
Table 1.3 Findings.....	52
Table 2.1 Findings.....	57
Table 2.2 Findings.....	60
Table 2.3 Findings.....	63
Table 3.2 Findings.....	68
Table 3.3 Findings.....	71

LIST OF FIGURES

Figure 1 Infographic of learning materials.....	115
Figure 2 Infographic of learning materials.....	116

Figure 3 Infographic of learning materials.....	117
Figure 4 Infographic of learning materials.....	118
Figure 5 Infographic of learning materials.....	119
Figure 6 Infographic of learning materials.....	120
Figure 1.1 Observation documentation.....	130
Figure 1.2 Observation documentation.....	130
Figure 1.3 Observation documentation.....	131
Figure 1.4 Observation documentation.....	131
Figure 1.5 Observation documentation.....	131
Figure 2.1 Interview documentation.....	132
Figure 2.2 Interview documentation.....	132
Figure 2.3 Interview documentation.....	133
Figure 2.4 Interview documentation.....	133

LIST OF APPENDIXES

Appendix 1 Observation Guidelines.....	93
Appendix 2 Interview Guidelines.....	96
Appendix 3 Permission letter to conduct research.....	104
Appendix 4 Certificate of Completion of Research.....	105
Appendix 5 Lesson Plan.....	106
Appendix 6 Documentation.....	130

CHAPTER I

INTRODUCTION

A. Research Background

Critical thinking skills are increasingly recognized as vital for student success in the current educational landscape. Critical thinking has become one of the most important skills to develop, especially at the junior high school level, where students begin to transition from concrete learning to more advanced analytical thinking (Butler et al., 2017)(Raj et al., 2022). During this crucial stage of development, schools should incorporate activities that stimulate critical thinking, ensuring students can produce a robust profile of their skill development over time (Maryani et al., 2021).

Research highlights that the critical thinking abilities of junior high school students are generally underdeveloped. For instance, a study conducted on seventh graders in Bogor found that most students scored in the "less critical" category, with an average score that did not meet the standards for critical thinking proficiency (Maryani et al., 2021). Another analysis found similar results, indicating student weaknesses in analysis, evaluation, inference, and explanation (Kamsinah et al., 2020). This low level of critical thinking is exacerbated by

teacher-centered instructional methods, where the teacher dominates the learning process. Consequently, students have yet to be encouraged to participate actively in learning activities, hindering their ability to build their thinking capacity (Haris et al., 2015).

Moreover, underdeveloped critical thinking skills can significantly impact students' reading comprehension, particularly in English learning materials. With the ability to analyze and evaluate information critically, students may be able to understand complex texts, draw inferences, or engage deeply with the material. Enhancing critical thinking within the context of reading comprehension can empower students to approach texts more strategically, leading to improved understanding and retention.

Innovative teaching strategies that engage students in the learning process are essential to address these challenges. One effective approach is integrating infographic-based learning, a visual tool that simplifies complex information and enhances comprehension. Infographics, a blend of 'information' and 'graphics,' effectively convey information succinctly to audiences (Haris et al., 2015). They are particularly valuable for breaking down dense reading materials, making them more accessible for junior high school students.

Research by Bicen and Beheshti highlights that infographics foster effective learning environments, promoting retention and encouraging active student participation (Bicen & Beheshti, 2022). Their findings demonstrate that infographics create engaging learning experiences, aiding learners in comprehending complex information and enhancing their self-confidence in autonomous learning. Similarly, Wijaya explored the integration of infographics as student projects within language classrooms, aiming to enhance learners' 4C skills: critical thinking, communication, collaboration, and creativity (Wijaya, T. A., & Karyawati, 2021). This approach supports diverse learning styles and fosters active engagement, allowing students to explore relationships and draw conclusions from the presented data.

Cognitive Load Theory emphasizes that learning is most effective when information is presented in a manner that minimizes unnecessary cognitive load. This allows students to concentrate their mental efforts on understanding the material. Infographics aid this process by organizing information visually, reducing cognitive overload, and improving comprehension (Aldalalah, 2020).

On the other hand, Dual Coding Theory suggests that learning outcomes are enhanced when verbal and visual

information are combined. Engaging with infographics enables students to process information through visual and verbal channels, resulting in better retention and understanding (Luo, 2022). This interplay between visual and textual elements fosters critical thinking skills by helping students draw connections between various types of information.

Previous research has shown that infographic-based learning enhances student experiences, particularly reading comprehension. Benckendorff et al. note that learning experience has gained prominence in educational reforms, emphasizing the importance of effective learning tools (Benckendorff, P., Ruhanen, L., & Scott, 2009). Their study focused on the student dimension of the learning experience, unveiling student satisfaction and reflection when using infographics as learning materials (Suseno & Rasita Gloria Barus, 2022).

Previous research highlights the benefits of using infographics in education, particularly in reading comprehension. However, research combining the use of infographics with the development of critical thinking skills in the context of reading comprehension learning at the junior high school level is limited. By addressing this gap, this study seeks to investigate how integrating critical thinking into

infographic-based learning can facilitate reading comprehension for students.

The implications of this research are significant, offering valuable insights for educators to develop innovative learning strategies. By demonstrating how integrating critical thinking into infographic-based learning can enhance reading comprehension among junior high school students, this study contributes to the evolution of instructional methods. Ultimately, these findings can guide evidence-based practices aimed at improving students' learning experiences and academic outcomes in junior high school and beyond, fostering a more engaging and effective educational environment.

B. Research Questions

1. How do junior high school students perceive the use of infographics in facilitating their reading comprehension?
2. What specific aspects of infographic-based learning do students find most engaging or helpful in understanding reading materials?
3. What challenges do students experience when engaging in critical thinking through infographic-based learning activities?

C. Research Objectives

- a. To explore junior high school students' perceptions of how infographics facilitate their reading comprehension skills.
- b. To identify specific aspects of infographic-based learning that students find most engaging or helpful in understanding reading materials.
- c. Examine the challenges students face when engaging in critical thinking through infographic-based learning activities.

D. Significance of Study

This study aims to provide valuable contributions to various stakeholders theoretically, pedagogically, and practically:

a. Theoretically

This study's results will expand the existing literature on infographic-based learning and critical thinking, offering insights into their combined influence on reading comprehension.

a. Pedagogically

This research will inform educators about innovative instructional strategies incorporating

infographics to enhance junior high school students' critical thinking and reading skills.

b. Practically

The results of this study are expected to be useful for:

1. For Students

The findings will help students better understand reading materials and develop critical thinking skills, ultimately improving their learning experience.

2. For Teachers

This study can serve as a foundational reference for future research on the integration of visual aids in education, particularly concerning critical thinking and reading comprehension.

3. For Future Researchers

This study can serve as a foundational reference for future research on the integration of visual aids in education, particularly in relation to critical thinking and reading comprehension.

4. For Readers

Readers will gain a deeper understanding of the use of infographic-based learning in enhancing critical

thinking and reading skills, contributing to their knowledge of effective educational practices.

E. Scope and Limitation of The Research

This study is limited to a specific junior high school context, focusing on integrating critical thinking into infographic-based learning to facilitate reading comprehension among seventh-grade students at SMPN 18 Semarang during the 2024/2025 academic year. It will examine student perceptions of infographics and the challenges they encounter in applying critical thinking skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights three main points such as previous research, literature review, which ideally discussed Critical thinking, Infographic - based Learning, and Reading Comprehension.

A. Previous Research

Several similar studies, both national and international, have been conducted related to this research. The author will select five previous studies that are relevant to this research.

The first study was conducted by Rina Falentina (FALENTINA et al., 2022), titled "*The Effectiveness of Infographic in Teaching Reading Comprehension*", published in the Journal of English Language Teaching and Education. This research investigates the use of infographics to enhance reading comprehension among tenth-grade students. By employing a pre-test and post-test design, the study found significant improvements in students' comprehension skills after infographic-based instruction, highlighting the potential of visualized information in education. The results indicated that incorporating infographics led to better retention and

understanding of reading materials, which is crucial in language acquisition. However, unlike the current study, which integrates critical thinking into infographic-based learning for junior high school students, Falentina et al. did not address the incorporation of critical thinking skills, indicating a gap in the literature that necessitates further exploration of how these elements can work together to enhance reading comprehension. The findings from this study provide a strong foundation for understanding the effectiveness of infographics. However, they also reveal the need to investigate additional pedagogical approaches that could incorporate critical thinking, thereby enriching the learning experience for students in various educational contexts.

The second study, conducted by Dewi (Dewi et al., 2023), with the title “*Students' Perceptions of Infographics as a Tool to Enhance Critical Thinking Skills*”, This research is essential for 21st-century education. Previous research has established the effectiveness of infographics in various educational contexts, yet there is a notable gap in understanding students' perceptions regarding their use to strengthen critical thinking. This study employs a descriptive quantitative method, utilizing questionnaires and semi-structured interviews with eleventh-grade students, providing

both qualitative and quantitative insights into students' experiences. The findings reveal that students view infographics positively, recognizing their effectiveness in enhancing critical thinking; they also noted that infographics helped clarify complex concepts and facilitate deeper discussions. However, despite these positive outcomes, there needs to be more exploration of their impact on reading comprehension, particularly in junior high school settings, suggesting further research into infographic-based learning's use. This study emphasizes the importance of considering student perceptions in educational research, highlighting how understanding these views can inform the development of more effective teaching strategies that integrate visual tools to promote critical thinking and comprehension skills.

The third study, conducted by Azlina(Revathy a/p Manickam & Azlina binti Abdul Aziz, 2020), titled "*The Effectiveness of Using Infographics as an Aid for Reading Comprehension*", examines the effectiveness of infographics in improving reading comprehension among primary school students with varying levels of English proficiency. The research utilized pre-tests and post-tests to assess comprehension before and after the intervention, demonstrating significant improvements in students' understanding following

infographics. The results indicated that the multimedia approach engaged verbal and visual cognitive processes, allowing students to connect texts with images more effectively, which is crucial for enhancing comprehension. This study's findings highlight the potential of infographics to serve as valuable instructional tools, especially for younger learners who may struggle with traditional text-based materials. However, the focus on primary school students underscores the need for further investigation into the effects of infographic-based learning in other educational contexts, such as junior high schools. This gap in research provides a compelling rationale for the current study, which aims to explore integrating critical thinking into infographic-based learning, thereby facilitating reading comprehension among junior high school students and contributing to a broader understanding of how visual aids can enhance learning across different age groups.

The fourth study, published in the journal *Communication Teacher* by Holli R. Leggette (Leggette, 2020), titled *"Visualizing the Analysis: Using Infographics to Strengthen Critical Thinking Skills"*, explores the integration of critical thinking into infographic-based learning in the context of complex scientific issues. The research identifies the need

for students to engage deeply with material to develop analytical skills, a necessity in today's information-rich environment. By embedding critical thinking instruction in a journalism course, the study evaluates the impact of infographic-based assignments on students' abilities to analyze, synthesize, and communicate complex information effectively. The findings suggest that students benefit significantly from using infographics, as they are encouraged to engage with the material more meaningfully. However, challenges such as students' initial struggles with the creation of infographics and navigating group dynamics were noted, indicating areas for improvement in instructional design. Additionally, the research highlights the need for more structured assessments to measure the long-term impact of infographic-based learning on critical thinking skills. This study's exploration of infographic-based learning provides valuable insights into its potential applications, particularly in developing critical thinking in diverse educational settings. It also emphasizes the need for further research to fully understand the broader implications for reading comprehension, especially in junior high school contexts.

The fifth study, conducted by Huseyin Bicen and Mobina Beheshti(Bicen & Beheshti, 2022), titled "*Assessing*

Perceptions and Evaluating Achievements of ESL Students with the Usage of Infographics in a Flipped Classroom Learning Environment", explores the effectiveness of infographics as instructional tools within a flipped classroom setting for ESL students. This research aligns closely with the current study's focus on infographic-based learning's use in facilitating reading comprehension among junior high school students. Using a mixed-methods approach, the study assesses students' perceptions and academic achievements by implementing infographics in a flipped classroom environment. The findings demonstrate that using infographics increased engagement and understanding of academic content, with students expressing positive attitudes toward their learning experiences. This study contributes to the broader conversation on integrating visual tools in educational practices, emphasizing the potential of infographic-based learning to enhance understanding and retention of material. Moreover, by examining the flipped classroom model, this research highlights innovative instructional strategies that leverage technology to optimize learning outcomes. Collectively, these studies lay the groundwork for informed instructional strategies to improve reading comprehension and critical thinking skills among

junior high school students, reinforcing the importance of visual aids in contemporary education.

B. Literature Review

1. Critical Thinking in Language Learning

Critical thinking is increasingly recognized as a vital component of language learning, enhancing students' ability to engage with and understand new languages. This cognitive skill not only aids in mastering linguistic structures but also enables learners to analyze and evaluate these structures, leading to a deeper understanding of language mechanics. Critical thinking improves their overall proficiency by encouraging students to reflect on their language use (Alek, 2016).

In addition, a study focused on developing critical thinking skills through English language education underscores how engaging students in activities such as debates, text analysis, and problem-solving tasks fosters their ability to think critically and make reasoned decisions. The findings suggest that embedding critical thinking within English curricula strengthens linguistic competence and

prepares students for real-world challenges by equipping them with essential life skills (Puspita, 2024).

Another significant contribution to this field is the implementation of critical and creative thinking in research-based learning for language education. This research emphasizes the necessity of developing critical thinking skills to respond to the complexities of the 21st century. It presents a model for integrating critical and creative thinking into language literacy, suggesting that such integration can optimize educational strategies and improve the quality of language instruction. Educators can use a systematic approach to create meaningful learning experiences that enhance students' critical engagement with language materials (Kurniawan & Setyaningtyas, 2024).

2. Infographic-based Learning

Infographic-based learning has become a significant instructional strategy in educational contexts, particularly in enhancing student engagement, understanding, and motivation. This approach utilizes visual representations of information to simplify complex concepts and facilitate learning. Cognitive load theory, developed by John Sweller (Sweller, 1988), asserts that working memory has a limited

capacity. When learners are presented with excessive information simultaneously, they may need help to process it effectively, leading to poor retention and understanding. Infographics can reduce extraneous cognitive load by organizing information visually, allowing learners to focus on key concepts without being distracted by irrelevant details (Aldalalah, 2020).

Previous study emphasizes that infographics help break down intricate information into digestible visual formats, making it easier for students to comprehend and retain knowledge (Rizkiyanti et al., 2021). Studies indicate that students find infographics more engaging than traditional text-based materials, leading to improved literacy and understanding of subject matter. This aligns with the findings of Suseno (Suseno & Rasita Gloria Barus, 2022), who note that infographics have been linked to heightened student motivation. Research shows that 88% of students reported increased motivation when engaging with infographic tasks perceived as innovative and enjoyable. The colorful and visually appealing nature of infographics captures students' attention, making learning more dynamic.

Moreover, research indicates that using infographics as learning materials and tasks encourages active

participation and autonomy in students, particularly in online environments where traditional teaching methods may fall short. This approach aligns with constructivist learning theories, emphasizing the importance of active learning in knowledge construction and value acquisition from the educational process (Suseno & Rasita Gloria Barus, 2022). Infographic-based learning leverages visual representations of information to enhance comprehension and retention. This approach is deeply rooted in Dual Coding Theory, which posits that the human brain processes information through two distinct channels: verbal and visual (Luo, 2022). By integrating both modalities, infographic-based learning can significantly improve educational outcomes. Improved retention is another key benefit of using infographics. By reducing cognitive load, infographics help learners retain information more effectively. They allow for better organization of knowledge, facilitating easier recall later (Shemy, 2022).

3. Reading Comprehension for EFL Learners in Junior High School

Reading comprehension is crucial for English as a Foreign Language (EFL) learners, particularly in junior high

school, where students encounter increasingly complex texts. At this stage, learners transition from basic language acquisition to a more advanced understanding and application of English. In addition to improving linguistic proficiency, effective reading comprehension develops analytical and critical thinking capabilities. Educators' implementation of tactics that accommodate a variety of learning styles and promote active interaction with texts makes a richer learning experience possible.

One of the primary challenges EFL learners face in reading comprehension is vocabulary acquisition. A limited vocabulary can significantly hinder students' ability to fully understand texts, affecting their capacity to engage with the material critically. Research has demonstrated that explicit vocabulary instruction can improve EFL learners' comprehension skills (Khafidhoh & Abdullah, 2022). By focusing on context clues, word formation, and the effective use of dictionaries, educators can equip students with strategies to decode unfamiliar words, thereby enhancing their overall reading capabilities.

An effective method to improve reading comprehension is the implementation of pre-reading activities. These activities may include discussions about the

text's topic, prediction exercises, or vocabulary previews (Nadirah et al., 2022). Such strategies help activate students' prior knowledge and set a clear purpose for reading. Engaging students before encountering the text enhances their motivation and improves their contextual understanding, making the reading experience more meaningful (Nadirah et al., 2022). This preparatory phase is particularly essential for EFL learners, who may need help with unfamiliar vocabulary and sentence structures.

During the reading process, it is crucial for educators to encourage interactive reading strategies, such as annotating texts, summarizing paragraphs, and posing questions. These practices promote deeper understanding and retention of information. Incorporating group discussions post-reading allows students to share insights and clarify misunderstandings. Collaborative learning builds confidence and enhances comprehension as students learn from each other's perspectives and interpretations. One effective method to enhance reading comprehension among EFL learners is Collaborative Strategic Reading (CSR). As noted by Mustikawati Dewi et al. (Dewi, N. M., Warsono., & Faridi, 2018), CSR promotes active participation through group discussions, significantly improving understanding of

complex texts. By activating their prior knowledge, CSR encourages students to engage actively in small group discussions, leading to better comprehension of the text.

Cognitive and metacognitive strategies further play a significant role in this process; cognitive strategies involve conscious actions to improve understanding, while metacognitive strategies encompass planning and monitoring comprehension (Mistar et al., 2016). Reading comprehension is a cognitive process essential for nurturing students' critical thinking abilities. It involves understanding meaning while engaging cognitive skills, making it vital in various contexts beyond academia. For instance, effectively administering medication, making informed consumer decisions, assessing political candidates, evaluating online information credibility, and staying informed about current events require strong reading comprehension skills.

According to Nuttall (Nuttall, 1982), students should understand five aspects of reading to comprehend a text well: determining the main idea, finding specific information, making references, inferring meaning, and understanding vocabulary. Consequently, reading comprehension serves as a pleasurable activity that enriches knowledge and consolidates and extends language skills,

making it a cornerstone of EFL education in junior high school.

4. Integrating Critical Thinking Skills into Infographics in Teaching Reading Comprehension

Recent educational research has focused much attention on the integration of critical thinking abilities into infographics as an instructional medium for reading comprehension. In addition to being visual aids, infographics are tools that help students interact with texts more deeply and develop their analytical and evaluative abilities. Infographics, which combine text and visuals, provide information in an understandable and captivating way that can greatly improve reading comprehension. For instance, infographics help students break down complex information into digestible parts, allowing them to visualize relationships between ideas and concepts, thus aiding in retention and understanding (Lastari & Silvana, 2020).

Furthermore, creating infographics requires students to critically analyze content, select key information, and synthesize it into a coherent visual format, fostering deeper comprehension and critical thinking (FALENTINA et al., 2022). Collaborative projects involving infographics can

also enhance students' communication skills and encourage diverse perspectives on the material being studied (López Cupita & Puerta Franco, 2019).

Several techniques can be used to successfully incorporate critical thinking abilities into infographic use. By encouraging students to pose questions about the material they are summarizing, teachers can elicit answers about sources' reliability, the information's applicability, and other ways to interpret the data. Crucial elements of critical thinking, such as credibility, bias, and relevance, should also be taught to students when they critically review the sources they use for their infographics. Students' comprehension of the content and the design process can be further enhanced by reflecting on the choices made during the infographic's construction.

Recent studies have shown that incorporating infographics into reading comprehension instruction improves students' understanding and enhances their critical thinking abilities. For example, Falentina, (FALENTINA et al., 2022) found that using infographics allowed students to paraphrase main ideas effectively and represent their understanding visually, indicating a higher level of comprehension beyond mere recall. Similarly, Lestari

(Lestari & Purnama, 2023) reported that students who engaged with infographics demonstrated significant improvement in reading comprehension scores compared to traditional methods, highlighting the effectiveness of this innovative approach in educational settings.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology, including the research design, setting, participants, data collection techniques, data analysis techniques and trustworthiness.

A. Research Design

Qualitative research was used in this study. According to Creswell (Creswell, 2013), qualitative research is typically employed to investigate issues and gain insight into the role of tiny individuals in social problems, as well as to demonstrate the significance of a major notion. The phenomena that arise in the design of infographic-based learning in reading comprehension are described using a particular research analysis design in the form of a descriptive case study. A descriptive study aims to characterize a phenomenon and its features. The case discussed in this study focuses on how junior high school students perceive the use of infographics in facilitating reading comprehension and identifies specific infographic-based learning aspects that were most engaging or helpful. The research also explores the challenges that students

experience when engaging in critical thinking through infographic-based learning activities.

The brief framework design of this research is stated below :

Table 1. *framework design*

Research Question	Method of Collecting Data	Instrument
How do junior high school students perceive the use of infographics in facilitating their reading comprehension?	Interview	Interview guidelines
What specific aspects of infographic-based learning do students find most engaging or helpful in understanding reading materials?	Interview, Observation Note	Observation guidelines, Interview guidelines, Documentation
What challenges do students experience when engaging in critical thinking through infographic-based learning activities?	Interview, Observation Note	Observation guidelines, Interview guidelines, Documentation

1. Research Setting

In this study, researchers gathered data through observation, interviews, and documentation at SMPN 18 Semarang, located at Jl. Purwoyoso 1 No.19, Purwoyoso, Ngaliyan District, Semarang City, Central Java. This site was intentionally selected due to the research's feasibility, the researcher's familiarity with the school, and the ease of accessing information (Schiepe-Tiska et al.,

2021)(Hockey, 1993). The research was conducted from 13 October 2024 until 26 October 2024. The researcher scheduled the data collection for the fourth week of September. Moreover, the data analysis started after the data from the observation and interview were completed.

2. Participant of the Research

The population of this study is the 7th-grade students of SMPN 18 Semarang, consisting of 33 students, 15 male students and 18 female students. They are around 12-13 years old. To collect information in this study, after observation, the researcher selected ten students to conduct semi-structured interviews with them about their experience using infographic-based learning.

3. Research Focus

The focus of this study is to examine students' perception of the use of infographics in facilitating their reading comprehension and critical thinking.

B. Techniques of Collecting Data and Instrument

The data collection, which pertains to the literature research or literature as well as data gathered from the field, are

obtained using the data collecting method. The author employed the following techniques for gathering data :

1. Observation

The observation method gathers information by systematically observing activities, environments, events, and research locations. The researcher collects all data during these observations, selecting specific items to focus on and making relevant notes. According to Patton (Patton, 1990) as cited in Haryono (Haryono, 2020) observation is crucial for understanding and enriching knowledge about the phenomena under study. Additionally, Creswell emphasizes that this data-gathering process should be conducted directly by the researcher to capture detailed insights about participants and their environments.(Creswell, 2013).

In this study, the researcher who is also the teacher observed the infographic-based learning process to gain firsthand insights into student engagement and understanding. This dual role enables the researcher to identify nuances in student interactions that may not be obvious to an external observer. Danielson (Danielson, 2007) notes that self-observation enhances reflective

practice, allowing educators to critically assess their instructional strategies.

Classroom observation is central to making teaching and learning visible, providing constructive feedback that helps improve classroom management and instructional techniques (Halim et al., 2018). It is vital for teachers to observe the interactions between themselves and their students, as these dynamics significantly influence learning opportunities. The data collected through observations inform instructional adjustments, enhance professional development, and ultimately lead to improved student achievement.

The purpose of this observation is to answer research questions regarding how students perceive infographics for reading comprehension, the challenges they face in critical thinking during infographic-based activities, and their engagement in English reading comprehension. The material covered includes procedure texts from Unit 3: Secret Recipes in the English for Nusantara Book VII, aligned with the Merdeka Curriculum over two meetings (attached to lesson plan *appendix 3*). The core activities of the infographic-based learning process include:

- ❖ Dividing students into six discussion groups.

- ❖ Each group reading and understanding the procedure text provided in infographic format.
- ❖ Analyzing the reading and summarizing the infographic on a group worksheet.
- ❖ Each group member explaining their reading results.

The researcher used an observation guideline in the form of a checklist sheet to observe the learning process in the classroom and recorded field notes to obtain data.

Table 2. *Observation Checklist*

No	Aspects Observed	Indicators	Yes	No	Note
1.	Students' Critical Thinking	Students demonstrate the ability to analysis and synthesis the information presented in the infographic			
		Students evaluate the information presented in the infographic.			
		Students are able to draw conclusions from the infographic.			
		Students can correctly identify the context and purpose of the infographic.			
2.	Infographic-based Learning process	Students connect visual information in the infographic with the text being read.			
		Students utilize the visuals in the infographic to organize information efficiently.			
		Students are creative in			

		developing information			
		Students can use infographics to present data clearly and convincingly.			
3.	Students' Reading Comprehension	Students accurately answer reading comprehension questions after viewing the infographic			
		Students create summarize the text to demonstrate their understanding of the reading presented in the infographic.			
4.	Students' Behavior	Students were enthusiastic to learn and practice new learning style of infographic			
		Students remain focused and engaged throughout the activity.			
		Students actively participate in the discussion			
		Students demonstrate respect and support for peers during group work.			

2. Interview

An interview serves as a means of gathering data that requires a direct interaction between the researcher and the subject or participants. Its purpose is to delve deeper into specific topics and provide comprehensive insights. According to Moleong (Moleong, 2018), it entails a focused conversation between two parties: the interviewer, who poses questions, and the interviewee, who responds. This approach gathers information pertinent to individuals' experiences and knowledge. Esternberg

categorizes interviews into three types: Structured, Semi-Structured, and Unstructured. (Esterberg, 2002). In this study, a Semi-Structured interview model was employed.

The goal of using this method was to integrate critical thinking into infographic-based learning to facilitate students' reading comprehension. The researcher decided to interview ten of the most active students during group discussions on infographic-based learning, as observed during the observation phase. This selection criterion ensured that the interviewees had firsthand experience with the learning process and could provide valuable insights. An interview with these students from State Junior High School 18 Semarang was conducted using an interview guide. The researcher prepared eight questions generated from various theories by other researchers.

The researcher used the following process to gain data from the interview :

- Step 1 : The researcher prepared a series of inquiries to present to the chosen English students. The researcher also had a recorder on hand to take notes on the informants' responses.
- Step 2 : The researcher inquired and spoke in a friendly

way, following the structure outlined in the interview guide.

Step 3: The researcher documented the feedback provided by the respondents.

Step 4: Based on the recorded information, the researcher compiled an interview transcript.

Table 3. *Interview Questions*

No	Interview Questions	Answer
<i>For Question 1</i>		
1.	Do you think infographics help you understand the reading material?	
2.	How do visual elements in infographics, like colors, images, and graphs, help you learn better?	
3.	Can you describe a time when an infographic helped you understand or analyze information in a reading passage?	
<i>For Question 2</i>		
4.	In what ways do you think infographics make reading more enjoyable or interesting for you?	
5.	How do you think learning with infographics compares to reading plain text? Which do you prefer and why?	
6.	Do you find infographics easier or harder for you? Why do you think that is?	
<i>For Question 3</i>		
7.	Can you share an example of a time when an infographic helped you grasp a difficult concept?	

-
8. Did you face any challenges during infographic-based learning? If so, how did you overcome them?
-

3. Documentation

Documentation enhances the sequence of research activities. Documentation studies complement the interview method in interview research. It is presented alongside data gathered from research tools, including interview results, questionnaires, observations, and other relevant research elements. The researcher gathered data from student documents and organized appropriate research tools for this study, such as writing instruments and recording devices. In this investigation, the researcher utilized documentation in the form of photographs and recording devices.

C. The Technique of Analyzing Data

Thematic analysis is employed in this study because it is flexible in describing and interpreting data. According to Braun & Clarke (Clarke & Braun, 2017), this method identifies, analyzes, and reports patterns (themes) within data. The researcher chose this approach primarily because it is adaptable in handling descriptive data, making it especially

beneficial for novice researchers seeking insights. Braun & Clarke also emphasize that thematic analysis can produce rich and detailed results through its flexible nature.

This research meticulously explores the use of infographic-based learning on students' reading comprehension and critical thinking skills, following these procedures :

- a. After conducting observations in the classroom, the researcher selected students for interviews to gather their perspectives.
- b. The interview data was then transcribed for analysis, ensuring accuracy by sending the transcripts to participants for validation.
- c. Once the transcripts were confirmed, the researcher performed a thematic analysis to identify key themes related to students' experiences with infographics.

Braun and Clarke (Clarke & Braun, 2017), “Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data.” They outline six phases for conducting thematic analysis:

- Phase 1 : It involves familiarizing yourself with the data, which includes transcribing the interview results and repeatedly reading them.
- Phase 2 : Initial codes are generated based on key points

from the interview.

Phase 3 : Searching for Themes and grouping the codes into broader themes that reflect the students' perceptions and experiences with infographic learning.

Phase 4 : It involves reviewing and refining the candidate themes.

Phase 5 : The themes are defined and named, with further refinement and analysis to ensure clarity.

Phase 6 : It involves producing the report and presenting the complex story of the data in a way that persuades the reader of the analysis's value and validity.

The analyzed data is presented in a thematic format, illustrating how students perceive the use of infographics in enhancing their reading comprehension. Findings will be summarized based on the interpreted data. This research adopts a descriptive qualitative approach, focusing on participants' statements to provide insights into their reading comprehension perceptions through infographic-based classroom learning. After analyzing the data, the information collected was reduced and simplified for manageability. Organizing the data is crucial for researchers to identify relevant information, whether by reducing or rearranging. Miles and Huberman (Miles et al.,

2013) explain that data reduction involves selecting, focusing, simplifying, abstracting, and transforming data from written field notes or transcriptions.

1. Familiarization The Data

Table 4. *Familiarization The Data*

Theme	Sub-theme	Code	Interview Questions
Infographics Facilitate Reading Comprehension	Understanding Material	UM-Q1	1: <i>Do you think infographics help you understand the reading material?</i>
	Visual Elements Enhance Learning	VEL-Q2	2: <i>How do visual elements in infographics, like colors, images, and graphs, help you learn better?</i>
	Analyzing Information	AI-Q3	3: <i>Can you describe a time when an infographic helped you understand or analyze information in a reading passage?</i>
The most engaging and helpful aspects	Visual Appeal and Engagement	VAE-Q4	4: <i>In what ways do you think infographics make reading more enjoyable or interesting for you?</i>
	Comparison	CPT-Q5	5: <i>How do you think</i>

	with Plain Text		<i>learning with infographics compares to reading plain text? Which do you prefer and why?</i>
	Accessibility of Complex Information	ACI-Q6	<i>6 : Do you find infographics easier or harder for you? Why do you think that is?</i>
Challenges When Engaging in Critical Thinking Through Learning Activities	Difficulties Encountered	DE-Q7	<i>7: When you learn to use infographics, are there any concepts/parts that are difficult?</i>
	Challenges and Strategies for Overcoming	CSO-Q8	<i>8: Did you face any challenges during infographic-based learning? If so, how did you overcome them?</i>

As a result of this study, the researcher highlights how students perceive infographic-based learning in terms of Understanding Material (UM), Visual Elements Enhance Learning (VEL), Analyzing Information (AI), Visual Appeal and Engagement (VAE), Comparison with Plain Text (CPT), Accessibility of Complex Information (ACI),

Difficulties Encountered (DE), Challenges and Strategies for Overcoming (CSO).

2. Thematizing and Coding

The researcher has divided the variations of the respondents' answers into several categories. Each answer has a theme that has been categorized based on the results of the researcher's analysis of the answers given by participants based on their experiences in learning using infographics. Furthermore, the researcher sorted these categories based on the ranking of how often these themes appeared or were frequently mentioned by respondents during the interviews, from the most to the least. This study has four main themes and one sub-theme that will be discussed in the discussion section.

Table 5. *Initial Code Generation*

Theme	Sub-theme	Code	Total Trend
Infographics Facilitate Reading Comprehension	Understanding Material	UM-Q1	10
	Visual Elements Enhance Learning	VEL-Q2	10
	Analyzing Information	AI-Q3	10
The most engaging and helpful aspects	Visual Appeal and Engagement	VAE-Q4	10

Challenges When Engaging in Critical Thinking Through Learning Activities	Comparison with Plain Text	CPT-Q5	10
	Accessibility of Complex Information	ACI-Q6	10
	Difficulties Encountered	DE-Q7	1
	Challenges and Strategies for Overcoming	CSO-Q8	4

D. Trustworthiness

In conclusion, this research aims to establish trustworthiness, which refers to the reader's confidence in the findings of qualitative research. To ensure trustworthiness, several strategies were implemented throughout the study

The first step involved ensuring the truth of the information (credibility). This was achieved through a combination of data collection methods, including observations, semi-structured interviews, and documentation. Employing these diverse methods allowed for triangulation, which is critical for corroborating findings and providing a comprehensive understanding of students' perceptions of infographic-based learning (Creswell, 2013). Triangulation enhances the validity of qualitative research by enabling the

researcher to cross-verify information from multiple sources, thereby reducing bias and increasing confidence in the results (Denzin, 1978)Anney, 2014).

The second step involved comparing data from the various sources. The findings from observations were juxtaposed with insights gathered from interviews and documentation. This comparative analysis facilitated the identification of patterns and discrepancies, enriching the overall understanding of the participants' experiences.

The third step emphasized the importance of utilizing neutral language in reporting findings. By minimizing the influence of personal bias or prior assumptions, the researcher aimed to present the data objectively, allowing the voices of the participants to emerge authentically.

The fourth step involved seeking expert input. In addition to member checking, where participants reviewed and validated the accuracy of transcribed interview data, the researcher sought feedback from peers and experts in the field. This collaborative approach ensured that interpretations and conclusions were grounded in the data rather than influenced by personal viewpoints (Lincoln & Guba, 1985)Shenton, 2004)

The fifth step was ensuring the transferability of results. Providing a detailed description of the research context and

participant demographics was essential for ensuring transferability. This comprehensive approach allows readers to assess the applicability of the findings to similar contexts.

Throughout the study, the researcher maintained a reflective journal to document personal biases and assumptions. This practice promoted transparency and self-awareness in data analysis, enabling the researcher to critically evaluate how their perspectives might influence interpretations (Patton, 1990). Employing thematic analysis, as outlined by Braun and Clarke (Clarke & Braun, 2017), the researcher systematically identified and interpreted patterns within the data. By integrating triangulation, member checking, and detailed descriptions, this study aimed to achieve a high level of confidence in the findings, ensuring that they accurately reflect the participants' experiences regarding integrating critical thinking into infographic-based learning.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This section comprehensively examines integrating critical thinking into infographic-based learning to facilitate reading comprehension among junior high school students. It focuses on the approaches to incorporating critical thinking skills within the infographic learning framework and explores student perceptions and outcomes related to their reading comprehension abilities following this innovative instructional approach.

A. Research Findings

This chapter describes the integration of infographics in learning and students' perceptions of their use in facilitating reading comprehension at SMPN 18 Semarang. Addressing the research questions, the researcher explored how junior high school students perceive infographics and their efficacy in facilitating comprehension of reading materials. Infographics serve as a visual tool that simplifies complex information, making it more accessible and engaging for students. The researcher will present data collected through observations and interviews with seven-grade students participating in

infographic-based learning activities in this section. These activities aim to improve reading comprehension and encourage critical thinking by prompting students to analyze and evaluate information presented in a visual format. The findings detail the aspects students found most engaging, such as the clarity of information, the ability to visualize concepts, and the challenges they faced in developing critical thinking skills during these interactive learning experiences.

1. Students perceive the use of infographics as facilitating their reading comprehension.

Students perceive infographics as valuable tools that support and facilitate their reading comprehension. This section incorporates insights from both interviews and observational results.

1.1 Infographics Help Understand Reading Material

Infographics significantly aid participants' understanding of content by highlighting key factors contributing to their comprehension. This section examines not only the views expressed by students but also their engagement with infographics during

reading activities, providing a comprehensive view of their role as facilitators in the learning process.

Observations note :

Students expressed that infographics significantly aid their understanding of reading materials, noting that they feel more confident in their comprehension after engaging with these visual aids.

This indicates that students can easily grasp reading material after engaging with infographics. When students interact with these visual elements, they are better prepared to retain information, actively building their understanding through meaningful learning experiences. Data illustrating participants' perceptions of how infographics help them understand the material is presented in Table 1.1.

Table 1.1 *The participants' perceptions of whether the use of infographics in reading helped them understand the material*

Code	Category	Quote
UM-Q1/S01	Help to understand material	I understand better if there is a picture, .. also helps distinguish which ingredients

		and steps....
UM-Q1/S02	Help to understand material	... Visual elements rich in icons and images can help me understand concepts faster
UM-Q1/S03	Help to understand material	The reading is easy to understand...
UM-Q1/S04	Help to understand material	...Help to understand and good illustrations
UM-Q1/S05	Help to understand material	I understand better using infographics....
UM-Q1/S06	Help to understand material	... is very helpful to quickly understand the reading material.
UM-Q1/S07	Help to understand material	...infographic is very helpful for reading material
UM-Q1/S08	Help to understand material	Very helpful for reading material
UM-Q1/S09	Help to understand material	... I understand better...
UM-Q1/S10	Help to understand material	I understand the sequence presented in the infographic... the illustrations really help

Table 1.1 shows that most participants recognize infographics as crucial for enhancing reading comprehension, citing clarity, ease of understanding, and quicker concept retention as key

benefits. Overall, integrating infographics into reading material appears to be an effective strategy for increasing participants' engagement and comprehension.

Participants S01 and S06 emphasized the significant impact of infographics on their understanding. For instance, S01 noted, *“Yes, I understand more if there are pictures; infographics also help to distinguish what materials and steps are included in the text procedure materials”* (IUA1-Q1/S01). Similarly, S06 remarked, *“Reading using infographics is very helpful to understand the reading material quickly”* (IUA1-Q1/S06). This aligns with Lestari’s (Lestari & Purnama, 2023) research, which emphasizes that the presentation of information through infographics makes it easier for readers to engage with the text.

1.2 Visual Elements Enhance Learning

The use of visual elements in infographics, such as colors and images, significantly aids students in learning better by clarifying concepts and

improving engagement. Infographics can increase students' interest in reading through engaging illustrations. This is further supported by the researcher's observation that visual elements, such as colors and images, help students learn better, allowing them to connect visual information to the text.

Observation Note :

Students consistently highlighted that infographics serve as essential tools for enhancing their reading comprehension. They reported that the visual elements in infographics, such as colors and images, significantly aid in clarifying complex concepts, making the material easier to understand and retain.

Integrating visual elements plays a crucial role in enhancing participants' learning experiences. Infographics simplify complex concepts and make the material more engaging by utilizing colors, images, and graphics. Data reflecting participants' perceptions of these visual aids are detailed in Table 1.2.

Table 1.2 *Participants' perceptions of how visual elements in infographics help their learning*

Code	Category	Quote
VEL-Q2/S01	Visual elements help learn better	 these elements help me learn better... interesting pictures and colors can clarify the material discussed.
VEL-Q2/S02	Visual elements help learn better	.. Yes, because the visual elements help to separate one material from another..
VEL-Q2/S03	Visual elements help learn better	... the elements are very unique and interesting... the visual is interesting because it is colorful, it is quite helpful.
VEL-Q2/S04	Visual elements help learn better	The elements have been very helpful...
VEL-Q2/S05	Visual elements help learn better	The illustrations really helped me to read better
VEL-Q2/S06	Visual elements help learn better	colors, graphs, and images are very helpful.
VEL-Q2/S07	Visual elements help learn better	 these elements make it easier for me to read infographics.
VEL-Q2/S08	Visual elements help learn better	... it really helps me learn better
VEL-Q2/S09	Visual elements help learn better	I think the visual elements in infographics are very interesting are very easy to understand.... These elements really help me

		because I who don't really easier to understand the content of the material because there are elements that help.
VEL-Q2/S10	Visual elements help learn better	...the interesting pictures, it makes learning easier....

In Table 1.2, participants recognize the significant impact of visual elements in infographics on their learning. Feedback indicates that colors and images clarify concepts, enhance readability, and facilitate comprehension. Overall, using visual aids in infographics is an effective strategy for improving participants' engagement and understanding of the material. As noted in Bystrova's study, effective infographics facilitate the perception and memorization of information, with aesthetics like color and imagery contributing to their educational effectiveness (Bystrova, 2020). Participants echoed this sentiment, with one stating, *"Yes, these elements help me learn better because interesting pictures and colors can clarify the material discussed"* (VEL-Q2/S01). Another participant added, *"Yes, because*

the elements are very unique and interesting; the visuals are colorful and quite helpful” (VEL-Q2/S03).

1.3 Infographics Facilitate Analysis of Information

Infographics facilitate collaborative analysis among students, allowing for deeper discussions and a better understanding of relationships within the material. Observations reveal that students creatively develop information, using infographics to present data clearly and convincingly. After engaging with the infographic, students effectively summarize the text, demonstrating their comprehension of the material.

Observation Note :

Students exhibited a strong ability to analyze and synthesize the information presented in the infographics. They effectively identified the context and purpose of each infographic, demonstrating their understanding of how visual elements relate to the underlying content. This analytical skill was evident during discussions, where students

articulated their insights and interpretations, highlighting the use of infographics in enhancing their comprehension of complex information.

The use of infographics greatly enhances this ability to analyze and interpret complex information, supporting deeper analysis and understanding. Data regarding participants' perceptions of these instances are included in Table 1.3.

Table 1.3 Participants' perceptions described when infographics helped them to analyse information in the readings.

Code	Category	Quote
AI-Q3/S01	Analyze information	 I understand the information that i read.. interesting information in the infographic..
AI-Q3/S02	Analyze information	... infographics help my group understand the information in the infographic,... so we can analyze it better.
AI-Q3/S03	Analyze information	 I can analyze the ingredients with groups from the infographic.
AI-Q3/S04	Analyze information	I was able to analyze the ingredients, it was easier...
AI-Q3/S05	Analyze information	... I can discuss with my group mates, so I know the information from the steps..
AI-Q3/S06	Analyze information	... it makes it easier for us to understand the relationship

		between information..
AI-Q3/S07	Analyze information	I can, and it's fun to analyze with a group...
AI-Q3/S08	Analyze information	.. I can analyze the cooking steps..
AI-Q3/S09	Analyze information	...my friends and I discussed it and analysed the information obtained, such as the amount of seasoning in the procedure text...
AI-Q3/S10	Analyze information	 I got "how to make pancakes", it's fun when group discussions can analyze too..

In Table 1.3, it is evident that participants recognized the important use of infographics in improving their ability to analyze information from the readings. Feedback indicated that the visual representations facilitated deeper discussions and collaborative analyses among group members, highlighting aspects such as the clarity of relationships between materials and the ease of analysis in understanding the information presented. As one participant noted, *"Yesterday, I got the infographic of mie ongaklok recipe, my friends and I discussed it and analysed the information obtained, such as the amount of seasoning in the procedure*

text” (AI-Q3/S09). Another participant added, “Yes, infographics help my group understand the information in the infographic, so we can analyze it better” (AI-Q3/S02). Participants S09 and S02 emphasized that infographics make it easier for them to analyze the information presented (IUA2-Q3/S09/S02).

The presence of visual representations helps students move from basic decoding of information to more critical analysis and synthesis of the ideas presented in the reading (López Cupita & Puerta Franco, 2019). Additionally, Alyahya's research shows that most students believe that in-depth analysis of infographics facilitates understanding concepts, allowing them to gather information in a relevant and efficient manner. Overall, using visual aids in infographics effectively enhances participants' engagement and understanding of the material (Alyahya, 2019).

This section concludes by emphasizing the important use of infographics in facilitating students' reading comprehension. Through a combination of

qualitative feedback and observational data, it is evident that infographics aid comprehension and actively engage students in the learning process. Participants consistently reported that visual elements like colors, images, and graphics clarified complex concepts, making the material more accessible and engaging. Additionally, integrating infographics encouraged collaborative analysis and deeper discussions among students, allowing them to engage with the content and synthesize information more effectively and critically. These findings suggest that incorporating infographics in a learning context is a valuable strategy for enhancing comprehension and fostering a more interactive learning environment.

2. Students find specific aspects of infographic-based learning to be the most engaging and helpful in understanding reading materials.

This section analyzes the elements of infographic-based learning that students find the most engaging and beneficial for their comprehension of reading materials. It explores how these aspects contribute to a deeper

understanding of the content, drawing on insights from both interview responses and observational data.

2.1 Visual Appeal and Engagement

Students find the visual elements of infographics, such as colors, images, and design, highly engaging. These elements capture attention and make the learning experience more enjoyable, increasing interest in the reading material. Participants expressed that infographics enhance their reading experience by breaking up dense text and presenting information visually. By examining student interactions with infographics during reading activities, this discussion highlights the effectiveness of visual aids in enhancing both engagement and comprehension.

Observation Note :

Students consistently demonstrated enthusiasm for the infographic-based learning approach. Their focus and engagement during the activities were

evident, as they actively participated in discussions and collaborated effectively with peers. This positive behavior reflects the motivating impact of infographics, which not only captures students' interest but also fosters a supportive learning environment where they feel encouraged to share ideas and insights.

Participants noted that infographics enhance their reading experience by breaking up text and presenting information visually, which fosters a greater appreciation for the material. Table 2.1 presents data illustrating participants' perceptions of the enjoyment and interest generated by infographics.

Table 2.1 The Participants' Perceptions of Ways Infographics Made Reading More Enjoyable or Interesting.

Code	Category	Quote
VAE-Q4/S01	Increased Interest	infographics are interesting...
VAE-Q4/S02	Increased Interest	I'am interesting in infographics, because it includes visual content that is interesting...
VAE-Q4/S03	Increased Interest	I think it's interesting to learn using infographics, I like pictures more...

VAE-Q4/S04	Increased Interest	Infographics are interesting, ...because they are more interesting and easy to understand.
VAE-Q4/S05	Increased Interest	...I'm interesting infographic
VAE-Q4/S06	Increased Interest	I am interested and enjoy learning using infographics
VAE-Q4/S07	Increased Interest	..., I enjoy it more because the interesting visuals are easy on the eyes.
VAE-Q4/S08	Increased Interest	Interesting infographics, so enjoy reading them
VAE-Q4/S09	Increased Interest	infographics Very interesting, I like using infographics.
VAE-Q4/S10	Increased Interest	I like infographics, it was really fun yesterday learning using interesting infographics.

In Table 2.1, participants express appreciation for how infographics enhance reading enjoyment. They highlight that appealing visuals and engaging layouts capture attention and break up dense text, making the material easier to comprehend. As one participant noted, *"I'm interested in infographics because it includes visual content that is interesting"* (VAE-Q4/S02), while another added, *"When I read it, I enjoy it more because the interesting visuals are easy on the eyes"*

(VAE-Q4/S07). This feedback suggests that infographics effectively increase engagement and interest, contributing to a more positive overall reading experience.

Infographics make reading more fun and interesting and provide an engaging alternative to traditional materials that may be dense and potentially boring. According to Meialldy's study, the exciting visual design of infographics attracts students' attention and increases their willingness to read. Additionally, using infographics helps reduce students' boredom and enhances their overall reading interest (Meialldy, 2021).

2.2 Comparison with Plain Text

While most students prefer infographics for their engaging nature, some expressed mixed feelings about the depth of analysis offered by traditional text. Participants acknowledged that plain text could facilitate deeper concentration and analysis, indicating that while infographics enhance engagement, there are instances where traditional

formats may be more beneficial for in-depth learning.

Many participants expressed mixed opinions on the usefulness of learning with infographics compared to plain text. Many believed infographics provided a more engaging and accessible way to understand complex information, while others felt that plain text allowed for deeper analysis and concentration. Data illustrating participants' comparisons of learning with infographics versus plain text are presented in Table 2.2.

Table 2.2 *The participants' perceptions of how learning with infographics compared to reading plain text.*

Code	Category	Quote
CPT-Q5/S01	Comparing Learning	I think learning using plain text is monotonous...
CPT-Q5/S02	Comparing Learning	I think I prefer to choose infographic, ... it's more interesting.
CPT-Q5/S03	Comparing Learning	I prefer infographics to plain text because it's boring and I get more lazy when I read plain text.
CPT-Q5/S04	Comparing Learning	Infographics, it's boring to read if it's just text.
CPT-Q5/S05	Comparing Learning	I choose infographics, plain text is boring, infographics have more design

CPT-Q5/S06	Comparing Learning	I am interested in reading using infographics, and choose infographics, easier to understand learning using infographics.
CPT-Q5/S07	Comparing Learning	I prefer infographics because they are more interesting to look at.
CPT-Q5/S08	Comparing Learning	I prefer infographics, because there are pictures so it's easier.
CPT-Q5/S09	Comparing Learning	I prefer infographics, because there are interesting images ... the explanations are easy to understand.
CPT-Q5/S10	Comparing Learning	I prefer Infographics, because if plain text it's not interesting and boring... if there are pictures, it's like there's a sequence of materials...

In Table 2.2, participants shared their perceptions of learning with infographics compared to plain text. Many expressed that infographics provided a more engaging and accessible way to understand complex information, citing the appealing visuals as significant factors in their learning experience. They noted that infographics helped combat the monotony often associated with plain text, which some participants found boring and less stimulating. As one participant stated, “*I prefer*

infographics to plain text because it's boring and I get more lazy when I read plain text” (CPT-Q5/S03), while another noted, “I prefer infographics, because there are interesting images and the explanations are easy to understand” (CPT-Q5/S09).

While most preferred infographics, a few acknowledged that plain text allowed for deeper analysis, reflecting diverse experiences with these learning tools. Supporting this, Lestari's research indicates that infographics can significantly improve reading comprehension among students. Findings show that those exposed to infographics demonstrate better understanding and retention of information compared to those who read plain text. This improvement is attributed to combining visual elements that make the content more engaging and easier to digest (Lestari & Purnama, 2023).

2.3 Accessibility of Complex Information

Infographics provide an effective way to simplify complex information. Many students noted that the visual format helps make challenging

concepts more accessible and easier to understand than traditional plain text. This accessibility contributes to a more positive learning experience, as participants feel more confident in their comprehension of the material, as evidenced by the data reflecting their perceptions of the relative difficulty of infographics, presented in Table 2.3.

Table 2.3 The participants' perceptions of whether infographics were easier or more difficult

Code	Category	Quote
ACI-Q6/S01	Ease of Use	I find it easier to use infographics
ACI-Q6/S02	Ease of Use	I find infographic is easier to understand
ACI-Q6/S03	Ease of Use	It's easier to use infographics
ACI-Q6/S04	Ease of Use	It's easier to understand if it's an infographic
ACI-Q6/S05	Ease of Use	Of course it's easier to use infographics
ACI-Q6/S06	Ease of Use	It's easier to understand learning using infographics
ACI-Q6/S07	Ease of Use	It is easier to read using infographics
ACI-Q6/S08	Ease of Use	easier to use infographics
ACI-Q6/S09	Ease of Use	It's easier to use infographics, infographics can really facilitate with interesting pictures.
ACI-	Ease of Use	It's easier to use infographics

Q6/S10		
--------	--	--

In this table 2.3, participants shared their views on the ease of understanding infographics, with many stating that the visual format facilitated comprehension. For instance, one participant noted, *“It's easier to use infographics; infographics can really facilitate with interesting pictures”* (ACI-Q6/S09). However, while the majority found infographics easier to use, a few participants indicated occasional challenges with interpreting certain elements, highlighting the varied experiences associated with this learning tool.

The findings reveal that students identify specific infographic-based learning aspects as engaging and helpful for understanding reading materials. These include the visual appeal that captures attention, the accessibility of complex information, and the ability to break up monotonous text. While many students prefer infographics for their engaging nature, some acknowledge the depth of analysis offered by traditional text. Overall, these insights demonstrate infographics' use in enhancing

engagement and comprehension in learning contexts. Further research could explore the long-term effects of infographic-based learning on various subjects and strategies to address the challenges some students face when interpreting infographics.

3. Students Experience Challenges When Engaging in Critical Thinking Through Infographic-Based Learning Activities

This section addresses students' challenges while engaging in critical thinking during infographic-based learning activities. It draws on data from interviews and observational findings to highlight specific difficulties students face in applying critical analysis skills to the content presented in infographics.

3.1 Integration of Critical Thinking into Infographics-based Learning

During observations of students' learning process using infographic-based learning, it was clear that students demonstrated significant abilities in analyzing and synthesizing the information

presented. Students evaluated the information effectively and drew accurate conclusions from the infographics, successfully identifying their context and purpose. This process honed their critical thinking skills, allowing them to be more discerning about the information presented and make well-informed decisions.

Observation Note :

Students exhibited strong abilities in analyzing and synthesizing the information presented in infographics, effectively evaluating the content and drawing accurate conclusions. Their capacity to identify the context and purpose of the infographics demonstrated a significant enhancement in their critical thinking skills during the learning activities.

Additionally, as highlighted in Table 1.3, participants recognized that infographics played a crucial role in enhancing their analytical skills. The visual representations facilitated deeper discussions and collaborative analyses among group members, making it easier for them to understand and interpret the information effectively. This collaborative aspect

further enriched their learning experience and reinforced their ability to engage critically with the content.

As noted in the study by Dewi et al., visualization of information through infographics presents data visually, making it easier for students to comprehend and analyze information (Dewi et al., 2023). This format encourages students to engage with the content critically rather than passively absorbing text. Furthermore, Sukasih et al. (Sukasih et al., 2023). highlight that learning through infographics is perceived as more interesting and interactive, fostering a conducive environment for critical thinking.

3.2 Difficulties Encountered

Despite the positive feedback regarding the use of infographics in enhancing analytical skills, participants also reported encountering challenges with certain complex concepts.

Observation Note :

While students acknowledged the benefits of infographics in developing their analytical skills, they also reported encountering challenges with certain complex concepts. This feedback indicates that, despite the engaging nature of infographics, some content may still require additional support for students to fully grasp and critically engage with the material.

The data reflecting the participants' perceptions of these challenges are summarized in Table 3.2.

Table 3.2 summarizes the participants' perceptions of difficult concepts encountered while learning with infographics.

Code	Category	Quote
DE-Q7/S01	There is no a difficult concept/part	...there is no difficult concept/part...
DE-Q7/S02	There is a difficult concept/part	... Yes because maybe the effect is too much and covers the words..
DE-Q7/S03	There is no a difficult concept/part	No, everything is easy to understand because there are many unique elements in the infographic...
DE-Q7/S04	There is no a difficult	... Nothing, because infographics can

	concept/part	facilitate learning
DE-Q7/S05	There is no a difficult concept/part	None
DE-Q7/S06	There is no a difficult concept/part	None
DE-Q7/S07	There is no a difficult concept/part	None, because everything has been neatly organized in the form of text and images...
DE-Q7/S08	There is no a difficult concept/part	None
DE-Q7/S09	There is no a difficult concept/part	Of course not, with the guidance of the images in the infographic I can easily understand the material in the infographic.
DE-Q7/S10	There is no a difficult concept/part	None

As presented in Table 3.1, while many students reported that they found the infographics easy to understand, a few highlighted specific challenges. For instance, one participant noted that certain designs could be overwhelming, stating, *"the effect is too much and covers the words,"* (DE-

Q7/S02) which suggests that excessive visual elements can obscure critical information. Conversely, several participants emphasized that infographics helped clarify concepts and presented no difficulties, with comments like *"everything is easy to understand because there are many unique elements in the infographic."* (DE-Q7/S03). Overall, the feedback indicates a mixed experience, while infographics generally facilitate comprehension, there are instances where design choices may hinder clarity, underscoring the importance of thoughtful design that balances visual appeal with informational clarity.

3.3 Challenges and Strategies for Overcoming Them

Building on these insights, it is essential to explore how these difficulties affected students' learning experiences and critical thinking development. Participants reported that although many found infographics effective learning tools, complex visuals, and certain terminology occasionally led to confusion. This context clarifies

the subsequent Table 3.3, which details how students navigated these challenges.

Table 3.3 The participants' perceptions of challenges faced during infographic-based learning and how they overcame them

Code	Category	Quote
CSO-Q8/S01	There are challenges encountered	..I am still confused when reading the ($\frac{1}{2}$ $\frac{1}{4}$) in the infographic, so I asked teacher how to read it...
CSO-Q8/S02	There are challenges encountered	.. If there is a difficult challenge I ask the teacher.. such as unfamiliar term "kneading," "steaming," and "seasoning."
CSO-Q8/S03	No challenges encountered	No there is..
CSO-Q8/S04	There are challenges encountered	maybe on the new terms / new vocabulary that the infographic got but after I asked the teacher, I understood it.
CSO-Q8/S05	No challenges encountered	Nothing
CSO-Q8/S06	No challenges encountered	There are no challenges that I face during learning using infographics.
CSO-Q8/S07	No challenges encountered	During the learning process using infographics, fortunately there were no challenges for me, but if there were

		challenges, I would overcome them by asking the experts (teachers).
CSO-Q8/S08	No challenges encountered	There are no challenges that I face during learning using infographics.
CSO-Q8/S09	There are challenges encountered	Before I observed the image I had a little trouble understanding the material, but after I observed the elements/images I easily understood what the infographic was about.
CSO-Q8/S10	No challenges encountered	Nothing, I dealt with it well, smoothly and easily.

In Table 3.3, participants discussed various challenges encountered during infographic-based learning. Some students expressed difficulty with specific cooking terms and measurements found within the infographics, which required them to seek clarification from their teachers. As one participant mentioned, *"I am still confused when reading the ($\frac{1}{2}$, $\frac{1}{4}$) in the infographic, so I asked the teacher how to read it"* (CSO-Q8/S01). his proactive approach to overcoming challenges highlights the importance of teacher support in facilitating understanding.

Additionally, students collaborated with peers to discuss unfamiliar terms, such as "*kneading*" and "*seasoning*," enhancing their comprehension through group dialogue. This collaboration not only clarified concepts but also fostered critical thinking by encouraging questions and peer explanations.

Observation Note :

Students demonstrated a proactive approach to overcoming challenges encountered during infographic-based learning. Their willingness to seek clarification from teachers and engage in collaborative discussions with peers reflects their critical thinking skills and enhances their overall comprehension. This active engagement helps clarify difficult concepts and reinforces their ability to analyze and interpret information presented in the infographics critically.

Ultimately, seeking help and engaging in discussions allowed students to navigate the challenges presented by infographic-based learning

effectively, reinforcing their critical thinking skills and enriching their overall learning experience.

This section concluded by emphasizing students' challenges while engaging in critical thinking through infographic-based learning. While many found infographics effective for enhancing analytical skills, some needed help with complex visuals and unfamiliar terminology. Tables 3.2 and 3.3 illustrate that, although several students reported no significant difficulties, those who did emphasized the importance of seeking clarification from teachers and collaborating with peers. This proactive approach helped them overcome obstacles and strengthened their critical thinking abilities. The findings underscore the need for clear infographic design and supportive learning environments to enhance student engagement and understanding.

B. Discussions

The research findings will be explored in multiple explanations based on the previously mentioned findings.

Thematic analysis was used to determine the findings from the data.

1. Students perceive the use of infographics as facilitating their reading comprehension.

The findings indicate that students perceive infographics as effective tools for facilitating reading comprehension. This aligns with Dual Coding Theory, which posits that combining visual and verbal information significantly improves retention and understanding (Mayer, 2014)(Li et al., 2022). Infographics simplify complex concepts, making them more accessible to students transitioning from concrete to abstract thinking. Infographics help students identify key ideas and relationships by providing visual representations of information, thereby fostering a deeper understanding of the reading material.

Moreover, the use of infographics in promoting engagement must be noticed. Research by Bicen and Beheshti (Bicen & Beheshti, 2022) highlights that visual aids enhance learning environments by appealing to diverse learning styles. Students reported feeling more connected to the material when presented visually, which

is crucial for maintaining interest and motivation. This suggests that integrating infographics into lessons can significantly enhance educational practices, offering students a more engaging and effective learning experience.

Additionally, the emotional aspect of learning through infographics emerged as a vital factor. Students expressed increased motivation and confidence when engaging with visually appealing materials. According to Wijaya (Wijaya, T. A., & Karyawati, 2021), emotional engagement is essential for improved academic performance and a more positive attitude toward learning. The positive perception of infographics as facilitators of reading comprehension underscores their potential as effective educational tools. Therefore, prioritizing the integration of infographics into the curriculum can maximize their benefits for students' learning experiences.

These findings have important ramifications for curriculum designers and teachers. Teachers can create lessons that more successfully use visual aids if they understand how infographics might improve reading comprehension. This method fosters a more inclusive learning environment and addresses a variety of learning

styles. Furthermore, teaching educators how to make and use infographics may guarantee that these resources are used efficiently, ultimately improving students' educational experiences.

2. Students find specific aspects of infographic-based learning to be the most engaging and helpful in understanding reading materials.

The results reveal that students are particularly drawn to the visual elements of infographics, such as color, design, and layout. These aspects play a significant use in capturing students' attention and facilitating understanding. Research by Mayer (Mayer, 2014) emphasizes that visually organized information enhances cognitive engagement, allowing students to focus on essential concepts without distractions. This aligns with the findings that students are likelier to retain information presented in an engaging visual format.

Students also highlighted the interactive components of infographics, such as charts and diagrams, as particularly beneficial for their learning. These interactive elements clarify complex information and encourage students to engage actively with the material.

Research by Wijaya (Wijaya, T. A., & Karyawati, 2021) supports this notion, indicating that incorporating interactive elements in infographic projects fosters critical thinking skills, such as analysis and evaluation. This active engagement helps students explore relationships between ideas, leading to a more comprehensive understanding of the content.

Another key aspect students identified is the organization of information within infographics. A well-structured infographic allows students to navigate the material more intuitively, making it easier to identify main ideas and supporting details. This supports the Cognitive Load Theory, which posits that reducing extraneous cognitive load enhances learning outcomes (Sweller, 1988). By presenting information in a clear and logical manner, infographics empower students to construct meaning from the material, ultimately deepening their comprehension and analytical skills.

In order to optimize the usefulness of infographics, educators should concentrate on their design and interactivity, according to the research's implications. It could be helpful to provide teachers with training on how to make interesting and well-structured infographics. In

order to promote student engagement and critical thinking abilities, instructors can also encourage students to make their infographics as part of their educational journey. Students' comprehension and memory of the subject matter can be strengthened even more by this practical method.

3. Students Experience Challenges When Engaging in Critical Thinking Through Infographic-Based Learning Activities

Despite recognizing the benefits of infographic-based learning, students needed help with engaging in critical thinking activities. One significant barrier was the complexity of some visual elements, which could lead to confusion rather than clarity. This aligns with findings from Dewi et al.(Dewi et al., 2023), who noted that while infographics can enhance comprehension, poorly designed visuals can overwhelm students and hinder their ability to analyze information effectively. Therefore, educators need to provide clear guidance and support when implementing infographics in the classroom.

Another challenge students identified was the difficulty of synthesizing information presented in

infographic formats. Many felt unsure about how to interpret visual data, particularly when it required them to draw connections between different pieces of information. This issue echoes the observations of Leggette (Leggette, 2020), who emphasized the need for scaffolding in developing critical thinking skills. Educators must help students navigate the complexities of infographics, teaching them how to analyze content critically and synthesize information into coherent interpretations.

Additionally, some students lacked familiarity with the tools and technologies used to create and interact with infographics. This technological barrier can impede students' engagement with infographic-based learning. To address these challenges, educators should incorporate training sessions on using infographic tools, ensuring students feel confident and competent in navigating these resources. By providing the necessary support and guidance, educators can help students overcome these challenges and fully leverage the potential of infographic-based learning to enhance their reading comprehension and critical thinking abilities.

The implications of these challenges underscore the necessity for structured instruction around infographics.

Educators should prioritize professional development focusing on designing effective visual materials and teaching critical thinking skills. Additionally, implementing peer collaboration during infographic activities can help students learn from each other, providing support and enhancing their overall learning experience. By addressing these challenges proactively, educators can create a more effective and inclusive learning environment that maximizes the benefits of infographic-based learning.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions for the following finding of the study.

A. Conclusion

This study highlights the importance of integrating infographic-based learning with critical thinking skills to facilitate reading comprehension among junior high school students. The research demonstrates that infographics simplify complex information, making it more accessible and engaging for learners. Students reported improved understanding and retention of material and increased motivation to participate in their learning process. However, the study also identified challenges, including students' initial struggles with visual literacy and the need for guidance in navigating infographic content.

Furthermore, students' positive perceptions of infographics indicate a promising avenue for educational practice. Educators can significantly impact students' academic success by fostering an environment where critical thinking is encouraged alongside visual learning. The integration of these

strategies not only prepares students for complex reading tasks but equips them with essential life skills necessary in an increasingly visual world.

B. Suggestion

To enhance the use of infographic-based learning, it is recommended that educators receive targeted professional development focused on the design and implementation of infographics in their teaching practices. This training should include strategies for guiding students in critically analyzing visual materials, ensuring they can engage fully with the content. Additionally, further research should be conducted to explore the long-term effects of infographic-based learning on critical thinking skills across diverse educational contexts, which would contribute valuable insights to ongoing curriculum development and instructional methods.

REFERENCES

- Aldalalah, O. M. A. (2020). The Effectiveness of Infographic via Interactive Smart Board on enhancing Creative Thinking: A Cognitive Load Perspective. *International Journal of Instruction*, 14(1), 345–364. <https://doi.org/10.29333/IJI.2021.14120A>
- Alek. (2016). The Pivotal Role of Critical Thinking in Language Learning : Revealing its Potential. *Universitas Islam Negeri Syarif Hidayatullah Jakarta Faculty of Educational Sciences The Department of English Education*, 2, 2015–2016.
- Alyahya, D. (2019). Infographics as a learning tool in higher education: The design process and perception of an instructional designer. *International Journal of Learning, Teaching and Educational Research*, 18(1), 1–15. <https://doi.org/10.26803/ijlter.18.1.1>
- Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(2), 272–281.
- Benckendorff, P., Ruhanen, L., & Scott, N. (2009). *Deconstructing the Student Experience: A Conceptual Framework*. *Journal of Hospitality and Tourism Management*,. 16.

- Bicen, H., & Beheshti, M. (2022). Assessing perceptions and evaluating achievements of ESL students with the usage of infographics in a flipped classroom learning environment. *Interactive Learning Environments*, 30(3), 498–526. <https://doi.org/10.1080/10494820.2019.1666285>
- Butler, H. A., Pentoney, C., & Bong, M. P. (2017). Predicting real-world outcomes: Critical thinking ability is a better predictor of life decisions than intelligence. *Thinking Skills and Creativity*, 25, 38–46. <https://doi.org/10.1016/j.tsc.2017.06.005>
- Bystrova, T. (2020). Infographics As a Tool for Improving Effectiveness of Education. *KnE Social Sciences*, 2020, 152–158. <https://doi.org/10.18502/kss.v4i13.7710>
- Clarke, V., & Braun, V. (2017). Thematic analysis. *Journal of Positive Psychology*, 12(3), 297–298. <https://doi.org/10.1080/17439760.2016.1262613>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches*. (3rd editio). London Sage Publications.
<http://kin.perpusnas.go.id/DisplayData.aspx?pId=130705&pRegionCode=UNTAR&pClientId=650>
- Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Association for Supervision and

<https://books.google.co.id/books?id=QTOIcGgyLCoC>

Denzin, N. K. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods*. McGraw-Hill.

<https://books.google.co.id/books?id=gfS1AAAAIAAJ>

Dewi, N. M., Warsono., & Faridi, A. (2018). Integrating collaborative strategic reading with learning logs: an alternative method to develop reading comprehension. *English Education Journal (EEJ)*, 8(2), 169–177.
<http://journal.unnes.ac.id/sju/index.php/eej>

Dewi, I. G. A. T. S. U., Padmadewi, N. N., Marsakawati, N. P. E., Artini, L. P., Ratminingsih, N. M., & Utami, I. L. P. (2023). Students' Perception of Infographics: A Visualization Tool on Strengthening Critical Thinking Skills. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(1), 135–141.
<https://doi.org/10.23887/jppp.v7i1.55866>

Esterberg, K. G. (2002). *Qualitative Methods in Social Research*. McGraw-Hill.

<https://books.google.co.id/books?id=zuZeAAAACAAJ>

FALENTINA, R., Astuti, D. S., & Sari, D. S. (2022). the Effectiveness of Infographic in Teaching Reading Comprehension. *Journal of English Language Teaching and*

Education (JELTE), 3(1), 51–61.
<https://doi.org/10.31571/jelte.v3i1.116>

Halim, S., Wahid, R., & Halim, T. (2018). Classroom Observation- a Powerful Tool for Continuous Professional Development (Cpd). *International Journal on Language, Research and Education Studies*, 2(2), 162–168.
<https://doi.org/10.30575/2017/ijlres-2018050801>

Haris, F., Rinanto, Y., & Fatmawati, U. (2015). Pengaruh Model Guided Discovery Learning terhadap Kemampuan Berpikir Kritis Siswa kelas X SMA Negeri Karangpandan Tahun Pelajaran 2013/2014. *Jurnal Pendidikan Biologi*, 7(2), 114–122.

Haryono, C. G. (2020). *Ragam Metode Penelitian Kualitatif Komunikasi*. CV Jejak Publisher.

Hockey, J. (1993). Research methods - researching peers and familiar settings. *Research Papers in Education*, 8(2), 199–225.
<https://doi.org/10.1080/0267152930080205>

Kamsinah, D. L., . A., & . S. (2020). Analysis of Critical Thinking Skills in Junior High School Students. *Journal of Advances in Education and Philosophy*, 4(6), 234–237.
<https://doi.org/10.36348/jaep.2020.v04i06.002>

Khafidhoh, K., & Abdullah, N. N. H. (2022). Junior High School

Students' Difficulties in Reading English Texts. *Ahmad Dahlan Journal of English Studies*, 9(2), 78–90.
<https://doi.org/10.26555/adjes.v9i2.213>

Kurniawan, M., & Setyaningtyas, E. W. (2024). *RESEARCH-BASED LEARNING FOR SUSTAINABLE LANGUAGE EDUCATION*. 5, 1–26.

Lastari, D. S., & Silvana, R. (2020). the Effects of Summarizing Using Infographics on Efl Learners' Reading Comprehension. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 9(2), 128.
<https://doi.org/10.31000/globish.v9i2.2707>

Leggette, H. R. (2020). Visualizing the analysis: Using infographics to strengthen critical thinking skills. *Communication Teacher*, 34(4), 333–339.
<https://doi.org/10.1080/17404622.2020.1713388>

Lestari, S., & Purnama, D. W. (2023). The Effectiveness Of Infographics Towards Students' Reading Comprehension. *Journal on Education*, 6(1), 395–405.
<https://doi.org/10.31004/joe.v6i1.2953>

Li, W., Yu, J., Zhang, Z., & Liu, X. (2022). Dual Coding or Cognitive Load? Exploring the Effect of Multimodal Input on English as a Foreign Language Learners' Vocabulary Learning.

Frontiers in Psychology, 13(March), 1–11.
<https://doi.org/10.3389/fpsyg.2022.834706>

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE Publications.

<https://books.google.co.id/books?id=2oA9aWlNeooC>

López Cupita, L. A., & Puerta Franco, L. M. (2019). The Use of Infographics to Enhance Reading Comprehension Skills among Learners. *Colombian Applied Linguistics Journal*, 21(2), 230–242. <https://doi.org/10.14483/22487085.12963>

Luo, L. (2022). A Study on the Application of Computer-Aided Dual-Coding Theory in English Vocabulary Teaching. *Scientific Programming*, 2022. <https://doi.org/10.1155/2022/5951844>

Maryani, Y., Prasetyorini, P., & Permana, I. (2021). Critical Thinking Skills of Junior High School Students in Science Learning. *Scientiae Educatia*, 10(1), 20. <https://doi.org/10.24235/sc.educatia.v10i1.8034>

Mayer, R. E. (2014). The Cambridge Handbook of Multimedia Learning. In *The Cambridge Handbook of Multimedia Learning* (pp. i–ii). Cambridge University Press.

Meialldy, I. G. K. (2021). The Use of Infographic to Enhance EFL Students' Reading Interest. *Journal of Educational Study*, 1(1),

60–66. <https://doi.org/10.36663/joes.v1i1.154>

- Miles, M., Huberman, M., & Saldaña, J. (2013). Qualitative Data Analysis: A Methods Sourcebook. In *Zeitschrift für Personalforschung* (Vol. 28).
- Mistar, J., Zuhairi, A., & Yanti, N. (2016). Strategies Training in the Teaching of Reading Comprehension for EFL Learners in Indonesia. *English Language Teaching*, 9(2), 49. <https://doi.org/10.5539/elt.v9n2p49>
- Moleong, L. J. (2018). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Nadirah, J. U. T., Lubis, Y., & Daulay, E. (2022). The Effect of Pre-Reading, During Reading, and Post Reading Activities to Monitor Students' Comprehension in Reading Narrative Text. *Inspiration*, 1(2), 16–30. <https://jurnal.uinsu.ac.id/index.php/inspiration/article/view/14150/6180>
- Nuttall, C. (1982). *Teaching reading skills in a foreign language* (S. Richard Clay Ltd, Bungay (ed.)).
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). <https://doi.org/https://doi.org/10.1002/nur.4770140111>

- Puspita, I. (2024). *Developing Critical Thinking Skills Through English Language Education*. 4(9), 1–19.
- Raj, T., Chauhan, P., Mehrotra, R., & Sharma, M. (2022). Importance of Critical Thinking in the Education. *World Journal of English Language*, 12(3), 126–133. <https://doi.org/10.5430/wjel.v12n3p126>
- Revathy a/p Manickam, & Azlina binti Abdul Aziz. (2020). The Effectiveness of using Infographics as an Aid for Reading Comprehension. *Open Journal of Science and Technology*, 3(1), 24–33. <https://doi.org/10.31580/ojst.v3i1.1360>
- Rizkiyanti, N., Muktiarni, M., & Mupitah, J. (2021). The Role of Infographic Learning Media in Increasing Literature Interest of SMP Students During Pandemic. *Jurnal Abmas*, 21(1), 51–57. <https://doi.org/10.17509/abmas.v21i1.38718>
- Schiepe-Tiska, A., Dzhaparkulova, A., & Ziernwald, L. (2021). A Mixed-Methods Approach to Investigating Social and Emotional Learning at Schools: Teachers' Familiarity, Beliefs, Training, and Perceived School Culture. *Frontiers in Psychology*, 12(June). <https://doi.org/10.3389/fpsyg.2021.518634>
- Shemy, N. S. (2022). Digital Infographics Design (Static vs Dynamic): Its Effects on Developing Thinking and Cognitive

Load Reduction. *International Journal of Learning, Teaching and Educational Research*, 21(5), 104–125.
<https://doi.org/10.26803/ijlter.21.5.6>

Shenton, A. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22, 63–75. <https://doi.org/10.3233/EFI-2004-22201>

Sukasih, S., Tyas, D. N., & Cahyaningtyas, A. P. (2023). Infographic Strategy: the Strengthening Literacy and Critical Thinking Skills. *Novateur Publications*, 78–84.

Suseno, M., & Rasita Gloria Barus, I. (2022). ENHANCING STUDENTS' LEARNING EXPERIENCES USING INFOGRAPHIC-BASED MATERIALS AND TASKS. *Current Issues and Opportunities in Linguistics, Literature, Culture And Arts Studies in The New Normal*, 84–95.

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285.
[https://doi.org/10.1016/0364-0213\(88\)90023-7](https://doi.org/10.1016/0364-0213(88)90023-7)

Wijaya, T. A., & Karyawati, A. (2021). Arrange it, Digitize it, and Present It: Using Infographics as 21st Century Learning Media for Language Classroom. 2nd IC-Ling. “*Current Issues on Linguistics, Literature, Translation, and Language Teaching*”, 193.

APPENDIXES

Appendix 1 Observation Guidelines

Observation Guidelines

Research Title : Integrating Critical Thinking into Infographic-Based Learning to Facilitate Students' Reading Comprehension in Junior High School

Research Location : SMPN 18 Semarang

Research Participant : 33 Students (Seventh-grade B)

Time Allocation : 2x Meetings

No	Aspects Observed	Indicators	Yes	Note
1.	Students' Critical Thinking	Students demonstrate the ability to analysis and synthesize the information presented in the infographic	√	During the learning process, they can analyze & synthesize text procedure material, eg. Ingredients, steps, cooking utensils
		Students evaluate the information presented in the infographic.	√	
		Students are able to draw conclusions from the infographic.	√	After they read infographic, they are able to draw conclusions and indentify the context and purpose of the infographic.
		Students can correctly identify the context and purpose of the infographic.	√	
2.	Infographic-based Learning process	Students connect visual information in the infographic with the text being read.	√	They feel more confident in their comprehension after engaging with the visual.
		Students utilize the visuals in the infographic to organize	√	

		information efficiently.		
		Students are creative in developing information	√	Students reported that the visual elements in infographics (such as color, pictures, illustration, etc.) aid in clarifying complex concepts.
		Students can use infographics to present data clearly and convincingly.	√	
3.	Students' Reading Comprehension	Students accurately answer reading comprehension questions after viewing the infographic	√	Students expressed that infographic significantly aid their understanding of reading material.
		Students create summarize the text to demonstrate their understanding of the reading presented in the infographic.	√	Students accurately answer questions in worksheet. Students are able to create summarize.
4.	Students' Behavior	Students were enthusiastic to learn and practice new learning style of infographic	√	They actively participated in discussions & collaborated affectively with peers.
		Students remain focused and engaged throughout the activity.	√	
		Students actively participate in the discussion	√	They also have an enthusiastic interest during learning.
		Students demonstrate respect and support for peers during group work.	√	This analytical skills was evident during discussions. They face difficulties such as unfamiliar terms (1/2 ¼), or new vocabularies.

OBSERVATION GUIDELINES

Research Title : Integrating Critical Thinking into Infographic-based Learning to Facilitate Students' Reading Comprehension in Junior High School

Research Location : SMPN 18 Semarang

Research Participant : 33 Students (Seventh-grade B)

Classroom Observation Checklist

No	Aspects Observed	Indicators	Yes	No	NOTE
1.	Students' Critical Thinking	Students demonstrate the ability to analysis and synthesis the information presented in the infographic	✓		During the learning process they can analyze & synthesize text procedure material. eg. Ingredients, steps After they read, they are able to draw conclusions
		Students evaluate the information presented in the infographic.	✓		
		Students are able to draw conclusions from the infographic.	✓		
		Students can correctly identify the context and purpose of the infographic.	✓		
2.	Infographic-based Learning process	Students connect visual information in the infographic with the text being read.	✓		they feel more confident in their comprehension after engaging with the Visual. Students reported that the Visual Elements in infographic (color, illustration etc) aid in clarifying complex concept
		Students utilize the visuals in the infographic to organize information efficiently.	✓		
		Students are creative in developing information	✓		
		Students can use infographics to present data clearly and convincingly.	✓		

3.	Students' Reading Comprehension	Students accurately answer reading comprehension questions after viewing the infographic.	✓	Student expressed that infographic significantly aid their understanding.
		Students create summarize the text to demonstrate their understanding of the reading presented in the infographic.	✓	op reading material students are able to create summarize
3.	Students' Behavior	Students were enthusiastic to learn and practice new learning style of infographic.	✓	students were enthusiastic & interested during learning.
		Students remain focused and engaged throughout the activity.	✓	they actively participated in discussions & collaborate
		Students actively participate in the discussion.	✓	effectively with peers
		Students demonstrate respect and support for peers during group work.	✓	

Accurately Answer questions

- this Analytical skills was evident during discussions.

- difficulties unfamiliar word
- how to read $\frac{1}{2}$ $\frac{2}{4}$ $\frac{1}{4}$

Appendix 2 Interview Guidelines

Interview Guidelines

No	Interview Questions	Answer
For Question 1		
1.	Do you think infographics help you understand the reading material?	
2.	How do visual elements in infographics, like colors, images, and graphs, help you learn better?	
3.	Can you describe a time when an infographic helped you understand or analyze information in a reading	

passage?

For Question 2

4. In what ways do you think infographics make reading more enjoyable or interesting for you?
5. How do you think learning with infographics compares to reading plain text? Which do you prefer and why?
6. Do you find infographics easier or harder for you? Why do you think that is?

For Question 3

7. Can you share an example of a time when an infographic helped you grasp a difficult concept?
 8. Did you face any challenges during infographic-based learning? If so, how did you overcome them?
-

Interview Participants

Students' Name	Class	Interview Date	Interview Location
Helga Dahayuningtyas	VII B	Thursday, 24th October 2024	At SMPN 18 Semarang
Rahen Ariendra Atmadewa	VII B		
Muhamad Zaki Baktiar	VII B		
Rizki Challem Noto Prakoso	VII B		
Rakha Andreano Mi'raj	VII B		
Anis Meidayani	VII B	Friday, 25th October 2024	
Armalikha Ahza Putri Ramadhani	VII B		
Azalea Husna Wijaya	VII B		
Shafira Nurul Husna	VII B		
Nova Audy Larasati	VII B		

Coding Translations

Coding	Translations	Coding	Translations
S01 – S10	Student 1/10 – Participant 1/10	ACI	Accessibility of Complex Information
Q1-10	Interview Questions 1 - 10	DE	Difficulties Encountered Challenges and strategies for overcoming
UM	Understanding Material	CSO	Visual appeal and engagement
VEL	Visual Elements Enhance Learning	VAE	Comparison with plain text
AI	Analyzing Information	CPT	

Interview Transcript

UM-Q1	Do you think infographics help you understand the reading material?
S01	“Yes miss, I understand better if there is a picture, the infographic also helps distinguish which ingredients and steps are included in the text procedure material”.
S02	“Visual elements rich in icons and images can help me understand concepts faster”.
S03	“The reading is easy to understand”.
S04	“Infographics help to understand and good illustrations”.
S05	“I understand better using infographics, because there are visuals”.
S06	“Reading using infographics is very helpful to quickly understand the reading material”.
S07	“I like reading using infographics, it helps me understand reading with infographics”.
S08	“Very helpful for reading material”.
S09	“I understand better, with pictures I understand, even without writing if there are pictures I understand”.
S10	“I understand the sequence presented in the infographic

	because the illustrations really help”.
--	---

VEL-Q2	How do visual elements in infographics, like colors, images, and graphs, help you learn better?
S01	“Like the illustrations in the infographic, I understand the information that i read, because there is a visual form too so we know and interesting information in the infographic, I understand better if there is a picture”.
S02	“Yes, infographics help my group understand the information in the infographic, so we can analyze it better”.
S03	“This infographic can make me understand better, I can analyze the ingredients with groups from the infographic”.
S04	“I was able to analyze the ingredients, it was easier to work together with my group”.
S05	“I can discuss with my group of friends, so I understand the steps”.
S06	“I understand like the graph in the burger is like a graph that shows 70% of people like burgers and 30% of people don't like burgers, my group got how to make friedrice, I think because of the visualization of data, it makes it easier for us to understand the relationship between information and we also ask questions with our friends in the group, I got how to make pancakes, I asked my friends about the information I got”.
S07	“I can, and it's fun to analyze with a group of friends”.
S08	“I easily discuss with group friends, but my group is difficult to work with, after reading the infographic, I discussed and asked friends, it turned out that the steps were like this”.
S09	“Yesterday my group got an infographic of a recipe for ongklok noodles, my friends and I discussed it. can at that time I asked oh it turns out that the amount of seasoning is this much? It must be cooked like this”.
S10	“Yesterday I got pancakes, it's fun when group discussions can analyze too, this is like an example of first pouring ingredients, kneading dough, forming dough, then boiling it really helps, for example if you use pictures there are steps

	too”.
--	-------

AI-Q3	Can you describe a time when an infographic helped you understand or analyze information in a reading passage?
S01	“Like the illustrations in the infographic, I understand the information that i read, because there is a visual form too so we know and interesting information in the infographic, I understand better if there is a picture”.
S02	“Yes, infographics help my group understand the information in the infographic, so we can analyze it better”.
S03	“This infographic can make me understand better, I can analyze the ingredients with groups from the infographic”.
S04	“I was able to analyze the ingredients, it was easier to work together with my group”.
S05	“I can discuss with my group of friends, so I understand the steps”.
S06	“I understand like the graph in the burger is like a graph that shows 70% of people like burgers and 30% of people don't like burgers, my group got how to make friedrice, I think because of the visualization of data, it makes it easier for us to understand the relationship between information and we also ask questions with our friends in the group, I got how to make pancakes, I asked my friends about the information I got”.
S07	“I can, and it's fun to analyze with a group of friends”.
S08	“I easily discuss with group friends, but my group is difficult to work with, after reading the infographic, I discussed and asked friends, it turned out that the steps were like this”.
S09	“Yesterday my group got an infographic of a recipe for ongklok noodles, my friends and I discussed it. can at that time I asked oh it turns out that the amount of seasoning is this much? It must be cooked like this”.
S10	“Yesterday I got pancakes, it's fun when group discussions can analyze too, this is like an example of first pouring ingredients, kneading dough, forming dough, then boiling it really helps, for example if you use pictures there are steps

	too”.
--	-------

VAE-Q4	In what ways do you think infographics make reading more enjoyable or interesting for you?
S01	“Yes, infographics are interesting. I prefer to use infographics”.
S02	“I am interesting in infographics, because it includes visual content that is interesting”.
S03	“I think it's interesting to learn using infographics, I like pictures more”.
S04	“Infographics are interesting, I prefer them because of the pictures, because they are more interesting and easy to understand”.
S05	“I am interesting learning with infographic”.
S06	“I am interested and enjoy learning using infographics”.
S07	“When I read it, I enjoy it more because the visuals are easy on the eyes”.
S08	“Interesting infographics, so enjoy reading them”.
S09	“Infographics Very interesting, I like using infographics”.
S10	“I like infographics, it was really fun yesterday learning using interesting infographics”.

CPT-Q5	How do you think learning with infographics compares to reading plain text? Which do you prefer and why?
S01	“I think learning using plain text is monotonous, because here it's rare like the teachers here only teach like that, only text”.
S02	“I think I prefer to choose infographic, because it's more interesting”.
S03	“I prefer infographics to regular text because it's boring and I get more lazy when I read plain text”.
S04	“Infographics, it's boring to read if it's just text”.
S05	“I choose infographics, regular text is boring, infographics have more design”.
S06	“I am interested in reading using infographics, choose

	infographics, easier to understand e.g. learning using infographics”.
S07	“I prefer infographics because they are more interesting to look at”.
S08	“I prefer infographics, because there are pictures so it's easier”.
S09	“I prefer infographics, because there are interesting images and the explanations are easy to understand in my opinion”.
S10	“I prefer Infographics, because if regular text it's not interesting and boring. Because if there are pictures, it's like there's a sequence of materials”.

ACI-Q6	Do you find infographics easier or harder for you? Why do you think that is?
S01	“I find it easier to use infographics”.
S02	“I find infographic is easier to understand”.
S03	“It's easier to use infographics”.
S04	“It's easier to understand if it's an infographic”.
S05	“Of course it's easier to use infographics”.
S06	“It's easier to understand learning using infographics”.
S07	“It is easier to read using infographics”.
S08	easier to use infographics”.
S09	“It's easier to use infographics, infographics can really facilitate with interesting pictures”.
S10	“It's easier to use infographics”.

DE-Q7	When you learn to use infographics, are there any concepts/parts that are difficult?
S01	“There is no difficult concept/part miss”.
S02	“Yes because maybe the effect is too much and covers the words”.
S03	“No, everything is easy to understand because there are many unique elements in the infographic”.
S04	“Nothing, because infographics can facilitate learning”

S05	“None”.
S06	“None”.
S07	“None, because everything has been neatly organized in the form of text and images”.
S08	“None”.
S09	“Of course not, with the guidance of the images in the infographic I can easily understand the material in the infographic”.
S10	“None”.

CSO-Q8	Did you face any challenges during infographic-based learning? If so, how did you overcome them?
S01	“I am still confused when reading the ($\frac{1}{2}$ $\frac{1}{4}$) in the infographic, so I asked teacher how to read it”.
S02	“If there is a difficult challenge I ask the teacher, such as unfamiliar term " <i>kneading</i> ", " <i>steaming</i> ", and " <i>seasoning</i> .”
S03	“No there is”
S04	“Maybe on the new terms / new vocabulary that the infographic got but after I asked the teacher, I understood it”.
S05	“None”.
S06	“There are no challenges that I face during learning using infographics”.
S07	“During the learning process using infographics, fortunately, there were no challenges for me, but if there were challenges, I would overcome them by asking the experts (teachers) ”.
S08	“There are no challenges that I face during learning using infographics”.
S09	“Before I observed the image I had a little trouble understanding the material, but after I observed the elements/images I easily understood what the infographic was about”.
S10	“Nothing, I dealt with it well, smoothly and easily”.

Appendix 3 Permission letter to conduct research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fiki.walisongo.ac.id>

Nomor : 4189/Un.10.3/D1/KM.00.11/09/2024

Semarang, 26 September 2024

Lamp : -

Hal : Izin Penelitian/Riset

Kepada Yth.

Purnami Subadiyah, S.Pd., M.Pd.

Di SMP Negeri 18 Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir pada mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Hanna Syahria Rahmadani

NIM : 2103046055

Semester : 7

Judul Skripsi : Integrating Critical Thinking into Infographic-Based Learning to Facilitate Students' Reading Comprehension in Junior High School

Dosen Pembimbing : Dra. Nuna Mustikawati Dewi M.Pd.

untuk melakukan penelitian/riset di SMP N 18 Semarang yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul sebagaimana tersebut diatas, yang dilaksanakan selama masa PLP 2, pada tanggal 18 September 2024 sampai dengan tanggal 30 Oktober 2024.

Demikian atas perhatian dan terimakasihnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.



a.n. Dekan,

Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 4 Certificate of Completion of Research



**PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18**

Jalan Purwoyoso I, Kel. Purwoyoso, Kec. Ngaliyan Telp. (024) 7603798 Semarang
Web : smpn18.semarangkota.go.id, Email : smp18smg@gmail.com

SURAT KETERANGAN

Nomor : B/626/423.4/X/2024

Dasar: Surat dari Universitas Islam Negeri Walisongo Semarang, Nomor: 4189/Un.10.3/D1/KM.00.11/09/2024, tanggal: 26 September 2024, Perihal: Izin Penelitian/Riset.

Dengan ini Plt. Kepala SMP Negeri 18 Semarang menerangkan bahwa :

Nama : HANNA SYAHRIA RAHMADANI
NIM : 2103046055
Prodi : S1 - Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Mahasiswa tersebut benar - benar telah melaksanakan penelitian di SMP Negeri 18 Semarang pada tanggal 10 s.d. 25 Oktober 2024 dengan judul penelitian "*Integrating Critical Thiking Into Infographic-Based Learning To Facilitate Students' Reading Comprehension In Junior High School*".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

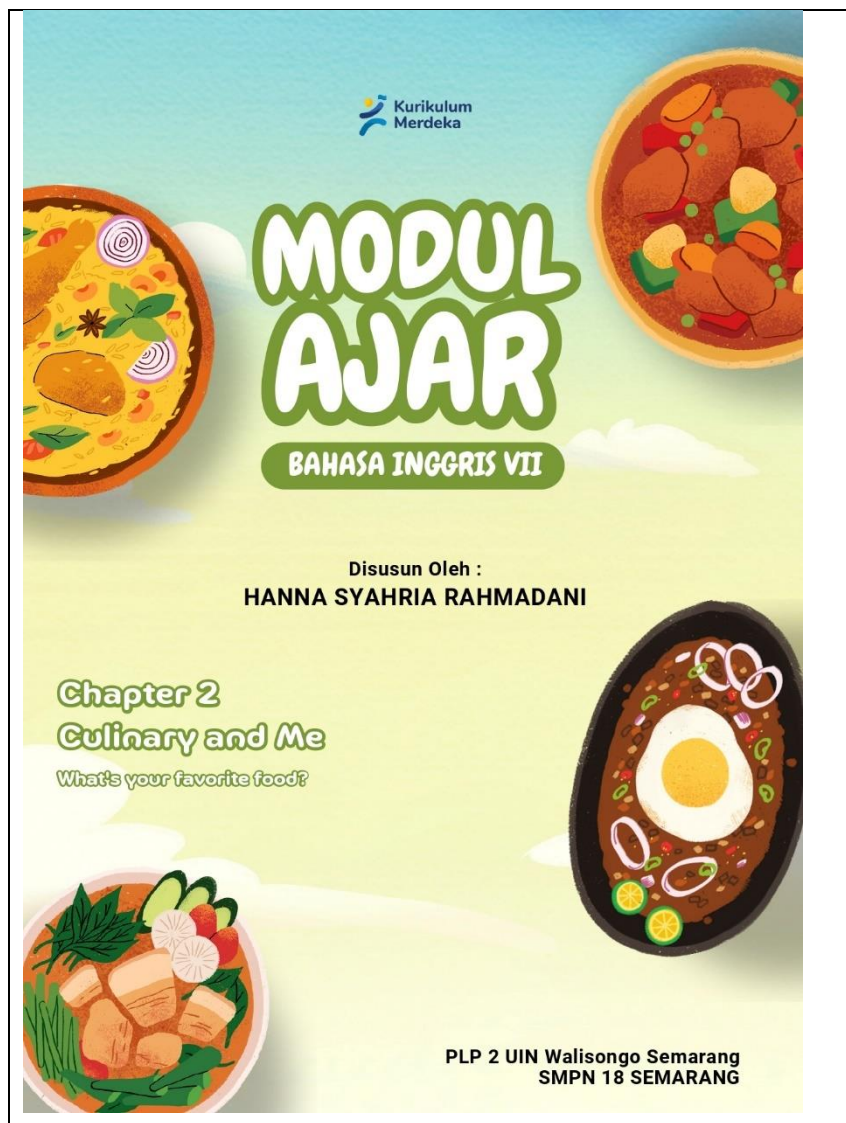
Semarang, 31 Oktober 2024

Plt. Kepala SMP Negeri 18 Semarang



Purnami Subadiyah, S.Pd., M.Pd.

Appendix 5 Lesson Plan



MODUL AJAR BAHASA INGGRIS
CHAPTER 2 CULINARY AND ME

A. INFORMASI UMUM MODUL	
Penyusun	: Hanna Syahria Rahmadani
Sekolah	: SMPN 18 Semarang
Fase / Kelas	: D / VII (Tujuh)
Alokasi Waktu	: 3 x 40 Menit (2 JP)
Tahun Pelajaran	: 2024
B. KOMPONEN INTI	
Capaian Pembelajaran Fase D	: Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
Elemen	: a. Menyimak – Berbicara b. Membaca – Memirsa c. Menulis - Mempresentasikan
Tujuan Pembelajaran	: 1. Peserta Didik Mampu menggambarkan makanan favorit 2. Peserta Didik Mampu menanyakan dan memberi informasi tentang makanan 3. Peserta Didik Mampu mengidentifikasi alat dan bahandalam resep, 4. Peserta Didik Mampu membuat urutan langkah memasak. Konsep Utama Makanan kesukaan
Pertanyaan Pemantik	: ✓ <i>Who has a favorite food?</i> ✓ <i>What is your favorite food?</i> ✓ <i>Where is it from?</i> ✓ <i>How does it taste?</i>

	✓ <i>How do you feel after eating the food?</i> ✓ <i>Do you like to try new foods?</i>
Materi Inti	: Chapter 2. Culinary and Me - My Favorite Food - My Favorite Snack - A Secret Recipe
Kata Kunci	: Food, drink, Snack, cooking step, texture, taste.
Pemahaman Bermakna	: Kalian pasti pernah mencicipi berbagai macam makanan kan? Ketika Anda mendatangi suatu tempat, maka kalian bisa saja menemukan makanan atau minuman dari tempat tersebut. Umumnya, ketika kalian mencicipi suatu makanan atau minuman, kalian bisa merasakan berbagai variasi rasa dan tekstur dari makanan tersebut. Kalian juga bisa mencari tahu nama makanan atau minuman baru yang kalian temukan jika belum mengetahui nama atau jenis makanan tersebut. Begitupun jika kalian mengetahui informasi tentang suatu makanan atau minuman, kalian bisa berbagi informasi kepada orang lain misalnya nama makanan, cara membuat, serta alat-alat dan bahan yang dibutuhkan untuk membuatnya.
Profil Pelajar Pancasila	: 1. Gotong royong Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam grup 2. Mandiri Melakukan proses brainstorming pada kegiatan awal pembelajaran 3. Bernalar Kritis Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari 4. Kreatif Membuat teks jadwal aktivitas sederhana dengan menggunakan kalimat pemahaman sendiri
Sarana dan Prasarana	
Media : Lembar kerja peserta didik, laptop, handphone, LCD, Proyektor, gambar, video, internet.	
Sumber Belajar: Lembar kerja peserta didik, gambar, e-book, buku bacaan, Youtube, dsb	
Target Peserta Didik	
32 Peserta Didik	
Model Pembelajaran	
- Cooperative STAD Learning	

- Infographic-based learning
Moda Pembelajaran
Tatap Muka
Metode Pembelajaran
Diskusi, Presentasi, ceramah

Langkah – langkah Pembelajaran

Pertemuan Ke-1

Tahap	Kegiatan	Alokasi Waktu
Pendahuluan	1. Salam dan Doa 2. Guru mengatur tata ruang kelas agar kondusif dan memastikan setiap peserta didik siap mengikuti proses pembelajaran. 3. Guru mengecek kehadiran peserta didik 4. Guru mengulas materi sebelumnya di <i>chapter 1</i>. 5. Guru memperkenalkan tema baru "<i>Culinary and Me</i>". 6. Guru mengaitkan materi yang akan dipelajari Dengan memberikan pertanyaan pematik kepada peserta didik: ✓ <i>What is your favourite food and drink?</i> ✓ <i>Do you make your own favorite food?</i> ✓ <i>Where is it from?</i> ✓ <i>How does it taste?</i>	15 Menit
Kegiatan Inti	<i>Orientasi Peserta Didik terhadap Masalah</i> 1. Peserta didik menyimak tujuan pembelajaran dan kaitan dengan kehidupan sehari-hari materi tentang benda (<i>Your Favorite Food</i>) yang disampaikan oleh guru . 2. Peserta didik menyimak penilaian apa saja yang akan di berikan oleh guru 3. Peserta didik menyimak informasi dari guru terkait garis besar langkah kegiatan pembelajaran yang akan dilakukan. <i>Menyajikan Informasi</i> 4. Guru menyediakan slide gambar tentang jenis-jenis makanan, minuman, dan snack.	90 Menit

5. Guru memberikan kesempatan dan kebebasan pada Peserta didik untuk mengenali jenis-jenis makanan, minuman dan snack dan menandai jenis makanan dan minuman yang pernah dinikmati dan diminum.
6. Peserta didik menuliskan makanan, minuman, dan Snack favorit di **LKPD 1**
7. Jika guru menemukan murid yang belum menguasai kosakata tentang nama-nama makanan dan minuman, guru memberikan kartu/flash card untuk membantu mengidentifikasi nama makanan dan minuman.
8. Guru memberi penjelasan tentang penggunaan pronoun singular dan plural secara tulis dan lisan sesuai penggunaannya.
9. Guru memberi penjelasan tentang beberapa jenis makanan dengan tekstur dan rasa

Mengorganisasikan Siswa ke Kelompok

7. Peserta didik dipandu oleh guru membentuk 4 kelompok besar terdiri dari 8 orang.
8. Peserta didik diminta untuk bekerja sama dengan teman kelompoknya untuk mengidentifikasi dan menuliskan rasa dan jenis tekstur makanan dan minuman. **LKPD 2**
9. Peserta didik saling berbagi tugas sesuai dengan kemampuan masing-masing. Saat berbagi tugas mereka boleh menambahkan pendapatnya.

Membimbing Kelompok dalam Belajar

10. Peserta didik mendengarkan arahan guru terkait tugas yang harus dilakukan.
11. Peserta didik diperbolehkan menggunakan sumber berupa kamus untuk membantu dalam menyelesaikan tugasnya.
12. Peserta didik diberikan dorongan oleh guru agar proaktif baik secara individu maupun kelompok untuk mengumpulkan data.

Evaluasi

13. Peserta didik diminta untuk mempresentasikan hasil diskusi kelompoknya.
14. Peserta didik yang lain diminta untuk mengomentari hasil presentasi teman sekelasnya.
15. Peserta didik diberi review dan klarifikasi terhadap

	kekeliruan tugas nya baik secara konseptual maupun prosedural terkait dengan materi. Memberikan Apresiasi 16. Peserta didik diberikan penghargaan oleh guru berbentuk nilai, baik individu maupun kelompok.	
Penutup	1. Guru merangkum kembali materi yang telah disampaikan. Selanjutnya, guru melakukan evaluasi pemahaman peserta didik melalui sesi tanya jawab. 2. Kegiatan pembelajaran ditutup dengan kegiatan refleksi dan doa bersama.	15 Menit

Pertemuan Ke-2

Tahap	Kegiatan	Alokasi Waktu
Pendahuluan	1. Salam dan Doa 2. Guru mengecek kehadiran peserta didik 3. Guru menyampaikan tema dan tujuan pembelajaran pada peserta didik 4. Guru mereview materi sebelumnya atau mengecek tugas yang telah diberikan sebelumnya. 5. Guru mengaitkan materi yang akan dipelajari Dengan memberikan pertanyaan pemantik kepada peserta didik: ✓ <i>Do you help your parents in the kitchen?</i> ✓ <i>How do you feel after eating the food?</i> ✓ <i>Do you like to try new foods?</i>	15 Menit
Kegiatan Inti	Orientasi Peserta Didik terhadap Masalah 1. Guru menampilkan gambar ilustrasi dapur dan alat masak yang digunakan. 2. Peserta didik menyebutkan apa saja yang mereka ketahui nama-nama peralatan untuk memasak dan bahan-bahan yang di gunakan untuk memasak. Mengorganisasikan Peserta Didik untuk Belajar 3. Guru menyediakan beberapa jenis-jenis <i>procedure text</i> (Resep) berbentuk gambar dan tulisan resep makanan dan minuman. 4. Guru memberikan kesempatan dan kebebasan pada Peserta didik untuk berdiskusi dan mengidentifikasi	90 Menit

	dengan teman sebangkunya untuk berbagi pendapat terkait beberapa resep masakan dan minuman yang di tampilkan 5. Peserta didik mencocokkan <i>action verb</i> pada kolom deskripsi tentang langkah-langkah memasak LKPD 3.1 6. Guru memberi penjelasan tentang penggunaan a/an secara tulis dan lisan sesuai penggunaannya. 7. Peserta didik mencocokkan <i>article a/an</i> pada pada kalimat yang benar LKPD 3.2 Membimbing Penyelidikan Individu maupun Kelompok 8. Peserta didik dipandu oleh guru membentuk 8 kelompok besar terdiri dari 4 orang. 9. Peserta didik di minta untuk bekerja sama dengan teman kelompoknya untuk mengobservasi prosedur teks. LKPD 4. 10. Peserta didik saling berbagi tugas sesuai dengan kemampuan masing- masing. Saat berbagi tugas mereka boleh menambahkan pendapat nya. 11. Peserta didik mendengarkan arahan guru terkait tugas yang harus dilakukan. 12. Peserta didik diperbolehkan menggunakan sumber berupa kamus untuk membantu dalam menyelesaikan tugas nya. 13. Peserta didik diberikan dorongan oleh guru agar pro aktif baik secara individu maupun kelompok untuk mengumpulkan data. Mengembangkan dan Menyajikan Hasil Karya 14. Peserta didik di minta untuk mempresentasikan hasil diskusi kelompoknya. 15. Peserta didik yang lain di minta untuk mengomentari hasil presentasi teman sekelas nya. 16. Peserta didik di beri review dan klarifikasi terhadap kekeliruan tugas nya baik secara konseptual maupun prosedural terkait dengan materi.	
Penutup	1. Guru merangkum kembali materi yang telah disampaikan. Selanjutnya, guru melakukan evaluasi pemahaman peserta didik melalui sesi tanya jawab. 2. Kegiatan pembelajaran ditutup dengan kegiatan refleksi dan doa bersama.	15 Menit

Assesmen	
Jenis Asesmen	1. Assessment as learning (self-assessment) Peserta didik melakukan diskusi bersama di dalam kelas untuk membahas hasil kerja kelompok. Peserta didik memberikan umpan balik antar teman sejawat untuk saran dan perbaikan hasil kerja kelompok. Masing-masing peserta didik melakukan peer assessment untuk memberikan umpan balik kinerja anggota kelompok dalam keterlibatan diskusi kerja kelompok. 2. Assessment for learning (formative assessment) Peserta didik bekerja dalam kelompok yang terdiri dari 4-5 orang mengidentifikasi informasi terkait <i>Physical Features</i> dan <i>Personality Traits</i>. 3. Assessment of learning (summative assessment) Peserta didik mengerjakan Ulangan Harian Peserta Didik mengenai topik About Me.
Bentuk Asesmen	1. Sikap (Afektif) 2. Psikomotorik 3. Tertulis (Kognitif)
Lampiran	1. Materi (Bahan ajar), Infographic Material 2. Media Pembelajaran 3. LKPD 4. Rubrik Penilaian
Pengayaan dan Remedial	
Pengayaan	Terlampir
Remedial	Terlampir

Refleksi Peserta Didik dan Pendidik

Refleksi Peserta Didik	Ya	Cukup / Mungkin	Tidak / Kurang
Apakah pembelajaran pada topik ini menarik bagi anda?			
Apakah kamu sudah menguasai topik yang di pelajari?			
Apakah kamu perlu meningkatkan kemampuanmu pada topik ini?			
Apakah kamu merasa topik dalam mata pelajaran ini bermakna?			
Apakah yang telah anda pelajari hari ini?			
Apa harapan atau keinginanmu kedepan pada mata pelajaran Bahasa Inggris			
Refleksi Pendidik - Apakah tujuan dan target pembelajaran sudah tercapai? - Apakah peserta didik belajar dengan aktif dan mengikuti pembelajaran dengan baik? - Apakah pembelajaran sudah sesuai dengan apa yang direncanakan? - Apakah kendala yang dihadapi selama proses pembelajaran berlangsung? - Langkah perbaikan apa yang dilakukan agar bisa lebih baik lagi?			

Mengetahui,
Guru Mata Pelajaran Bahasa Inggris



Budi Siswanto, S.Pd
NIP. 19760620 200801 1008

Semarang, 10 Oktober 2024
Praktikan PLP 2 UIN Walisongo Semarang



Hanna Syahria Rahmadani
NIM. 2103046055

KLEPON

LEGENDARY MARKET SNACKS



How to make Klepon



INGREDIENTS:

- Glutinous rice flour
- Rice flour
- Hot water
- Pandan paste
- Salt
- Grated palm sugar
- Steamed shredded coconut

INSTRUCTIONS:

STEP 3:



Flatten a small piece of dough, put brown sugar in the centre, and shape into a circle.

STEP 1:



Mix boiled water with Pandan paste in a mixing bowl and leave it aside.

STEP 4:



Take enough water, then boil it in a pan. After the water boils, add the klepon and wait until it floats by itself, which means it is cooked.

STEP 2:



Mix the sticky rice flour, rice flour, and salt together, stir well, and then slowly add the pandan water while stirring until the mixture can be mixed.

STEP 5:



When it floats, lift and drain. After that, coat it in steamed grated coconut and add a little salt. Serve.

Figure 1.



Figure 2.



Let's Make Pancakes

on National Pancake Day

Today's Recipe! Homemade Pancake



Ingredients:

- 1 1/2 cups all-purpose flour
- 3 1/2 teaspoons baking powder
- 1 teaspoon salt
- 1 tablespoon white sugar
- 1 1/4 cups milk
- 1 egg
- 3 tablespoons butter, melted



Whisk flour, baking powder, salt, and sugar in a bowl.



In another bowl, beat the egg and mix in milk and melted butter.



"Add wet ingredients to dry ingredients and whisk till combined".

Heat a non-stick pan and scoop batter with 1/4 cup measure.



Cook until top bubbly and edges set, 2-3 mins. Flip and cook the bottom golden brown for 1-2 minutes.



Repeat with remaining batter, and serve with toppings. Enjoy!

Figure 3.

how to make friedrice

steps :

- Heat a medium frying pan and pour the vegetable oil.



- After it's heated enough, add the garlic, onion, and chili.



- Stir-fry the ingredients until it's tender.
- Add the eggs and scramble it until half cooked.

Ingredients

- ✓ 1 Plate of cooked rice
- ✓ 2 Medium onions, 1 cloves garlic, Chopped
- ✓ 2 eggs
- ✓ 1 tablespoon of vegetable oil
- ✓ 1 teaspoon of salt
- ✓ 1 tablespoon of soy sauce or tomato sauce
- ✓ 1 cloves of garlic, chopped
- ✓ Chili powder (adjust based on your spicy level)



- Pour the cooked rice, then keep stirring for a minute.
- Next, add the seasoning such as the sauce, pepper, and salt, and mix them all with the rice.



After it's well cooked, take the fried rice and serve on the plate.

Friedrice is ready to serve!

Figure 4.



Figure 5.

CHICKEN WRAPS

HOW TO MAKE :

- Chicken breast is washed and marinated
- store in the refrigerator for 1-2 hours
- grill chicken until all sides are cooked
- slice chicken breast according to taste
- Take 1 sheet of Flour Tortilla
- put some curly lettuce leaves,
- pour enough salad toppings
- add a few slices of grilled chicken
- then fold/roll with Flour Tortilla



MARINATION INGREDIENTS:

- 500 gr Chicken Breast Fillet, washed, cut into 2/4 pieces
- 2 tbsp Oyster Sauce
- 1 tbsp Soy Sauce
- 1 tbsp Sesame Oil
- 1/2 tsp Salt
- 1/2 tsp Ground Pepper

WITH
AVOCARDO
SALAD

Figure 6.

Results of Students Worksheet

Name : Anis Mulyanti
 No. Absen : 02
 Class : 7B

LKPD 1 (Individual)

Write down your favorite foods, drinks, and snacks.

Main Meal	Chicken Soup, meatball, chicken noodle, rice-rice chicken, chicken porridge
Snack	Waffles, Crepes, Chiki, potato chips, Cheese cake
Drink	Milk tea, avocado juice, coffee, iced tea, milk

Write down your favorite foods, drinks, and snacks that you like and dislike.

No	Main Meal/Snacks/Drinks	Like/Don't Like
1.	Tekwan	Like
2.	meatball	Like
3.	crepe	Like
4.	Tomato juice	Like
5.	Hot tea	Like
6.	Seblak	Don't Like
7.	coffee	Don't Like
8.	Peanut butter	Don't Like
9.	Spicy chicken	Don't Like
10.	crackers	Don't Like

Number of Group : Group 4
 Member of Group : - Shapira Cahaya K. (30)
 : - Hana laila palupi (11)
 : - Azalea Husna wijaya (4)
 : - Anis Meldayani (2)
 : - Miftah Salva Aviso (19)
 : - Bilqis Mutoharah (6)
 : - Fumi Gurata A'yun
 : - Vanessa Angelina Damayanti
 : _____
 Class : 7B

LKPD 2 (Group)

Let's identify the textures and taste of foods drinks and snacks that you know!

No	Main Meal/Snacks/Drinks	Texture	Taste
1.	Ice cream	Soft	Sweet
2.	Candy	Hard	Sweet
3.	Chips	crunchines	Savory
4.	Curry	buttery	Salty
5.	Smoothies	Smooth	Sweet
6.	Vinegar	sour liquid	Sour
7.	Biscuit	crunchine	Savory
8.	Seblak	Chewy	Spicy
9.	Hot tofu	Soft	Spicy
10.	Lemon	Smooth glossy	Sour

Name : Rakha Andreano Miraj
 No. Absen : 28
 Class : 7B

LKPD 3 (Individual)

a. Match the action verbs on the left column and the suitable description on the right column.

1. Heat (C)	a. The carrot and the potato ✓
2. Cut (b)	b. The vegetable into small pieces ✓
3. Stir (h)	c. The oil in the par ✓
4. Mix (e)	d. The water into the pan ✓
5. Turn on (g)	e. The salt into the friend rice for seasoning ✓
6. Pour (d)	f. The rice and egg in the pan ✓
7. Put in (F)	g. The stove ✓
8. Peel (α)	h. The butter and flour mixture well ✓

b. Circle the article in the brackets (a/an) that completes each sentence correctly

1. Monita needs (a/an) oven to bake the cake. ✓

2. It takes (a/an) month for Monita to learn to make a black forest. ✓

3. Would you like (a/an) pack of cassava chips? ✓

4. There is (a/an) orange in the fridge. ✓

5. Can I have (a/an) bowl of soup, please? ✓

6. There is (a/an) egg in the basket. ✓

7. Monita's father makes (a/an) plate of fried rice for breakfast. ✓

8. Monita is reading (a/an) recipe ✓

100

Number of Group : 1
 Member of Group : Bilgis Muthoharoh (06)
 : Fatmaga Hasna K (09)
 : Helga Dahaningtyas (12)
 : Inge Almahyari S (14)
 : Nova Rudy Larasah (24)
 Class : Rokeha Andreano M (28)

LKPD 4 (Group)

Observe the structure of a procedure text.

Structure	Text
The goal of the activity (say what you are trying to do or make)	Pancakes
Materials (List ingredients or tools)	Cooking Utensils : Whisk, Bowl, Pan, Table Spoon, Teaspoon, Spatula Ingredients : 1 1/2 cups all-purpose flour, 3 1/2 teaspoons baking powder, 1 teaspoon salt, 1 tablespoon white sugar, 1 1/4 cups milk, 1 egg, 3 tablespoons butter, melted
Steps (List steps of the activity)	Whisk flour, baking powder, salt, and sugar in a bowl. In another bowl, beat the egg and mix in milk and melted butter. Add wet ingredients to dry ingredients and whisk till combined. Heat a non-stick pan and scoop batter with 1/4 cup measure. Cook until top bubbly and edges sets 2-3 mins. Flip and cook the bottom golden brown for 1-2 minutes. Repeat with remaining batter, and serve with topping. Enjoy!!
Comment	What are the contents of the recipe? How to make Pancakes How many : steps are there to make the recipe? Six (6) How many utensils do you need to make the recipe? Six (6)

Number of Group : 2
 Member of Group : Anis Meidayani
 : Najwa Khairunnisa
 : Mipha Salva A.
 : M. Zaiden Putra M.
 : M. Alfan, Handap
 Class : _____

LKPD 4 (Group)

Observe the structure of a procedure text.

Structure	Text
The goal of the activity (say what you are trying to do or make)	Fried rice
Materials (List ingredients or tools)	Cooking Utensils : - Frying Pan - Stove - Spoon - Spatula - Plate Ingredients : - 1 Plate of cooked rice - 2 eggs - 1 teaspoon of salt - 2 medium onions, chopped - 1 clove of garlic, chopped Chili Powder (adjust based on your spicy level) - 1 tablespoon of tomato Sauce - 1 tablespoon of Vegetable oil
Steps (List steps of the activity)	1. Heat a medium frying pan and pour the vegetables oil 2. After it's heated enough, add the garlic, onion, and chili 3. Stir-fry the ingredients until it's tender 4. Add the eggs and scramble it until half cooked 5. Pour the cooked rice, then keep stirring for a minute 6. Next, add the seasoning such as the sauce, pepper, and salt, and mix them all with the rice 7. After it's well cooked, take the fried rice and serve on the plate
Comment	What are the contents of the recipe? how to make fried rice How many steps are there to make the recipe? 7 (seven) How many utensils do you need to make the recipe? 5 (five)

Number of Group : 3
 Member of Group : M. Zaki Bathwar (22)
 : M. Mirza Nasryat (21)
 : Azalea Husna W. (4)
 : Shapira Nurul H. (31)
 : Bima kukuh Alhadist (7)
 Class : _____

LKPD 4 (Group)

Observe the structure of a procedure text.

Structure	Text
The goal of the activity (say what you are trying to do or make)	Mie ongiuow
Materials (List ingredients or tools)	Cooking Utensils : - Bowl - spatula - Spoon - ladle - Stove - knife - wok - - Fork Ingredients : - 200gr yellow noodles - cauliflower - 1 tbsp oyster sauce - 1 tbsp cornstarch
Steps (List steps of the activity)	- 500 ml beef broth - Spring onions - 2 tbsp sweet soy sauce - cooking oil - Stir-fry ground SPICES - Add all SPICES and beef broth - Cook until boiling - Add cornstarch solution - Serve yellow noodles and Cabbage in a bowl - Then Pour the broth - Sprinkle with fried onion and Spring onion
Comment	What are the contents of the recipe? vege tables , Cabbage , Chopped Chives, and yellow noodles How many steps are there to make the recipe? there are seven How many utensils do you need to make the recipe? there are nine

Number of Group : 4
 Member of Group :
 • Coilara Aldi Saputra (10)
 • Hana Lalita Palupi (11)
 • Jasmine Putri Anny K (15)
 • Rahe Arientra Almadova (27)
 • Rizki Challem r.p (29)
 Class : _____

LKPD 4 (Group)

Observe the structure of a procedure text.

Structure	Text
The goal of the activity (say what you are trying to do or make)	chocolate cupcake
Materials (List ingredients or tools)	Cooking Utensils : Table Spoon, Oven, Mixer, Bowl, Rolling Pin, Glove, Ingredients : • 200 gram fine granulated sugar • 1 tablespoon emulsifier • 110 gram wheat flour • 2 Table spoon cooking oil • 75 gram chocolate Bar
Steps (List steps of the activity)	• Prepare the Ingredients 200 gr sugar 110 gr wheat flour 1 table spoon emulsifier 2 Table spoon cooking oil 75 gr chocolate bar Ingredient 110gr Combine eggs and sugar beat briefly add emulsifier, beat until thick and fluffy, beat until the mixture well mixed Stir the ingredients Add flour, chocolate powder by sifting, stirring back and forth using spatula, Pour cooking oil, Paste, melted chocolate into dough Mix until smooth Spread the ingredients onto smooth paper in oven For 20 min
Comment	What are the contents of the recipe? how to Make chocolate cupcake How many steps are there to make the recipe? 5 steps How many utensils do you need to make the recipe? 6 item

Number of Group : 5
 Member of Group : - Shafira Cahaya Kencana C30 - Azzam dwi S. (5)
 : - Vanessa angelina Damayanti C32
 : - Mifthaqul Fajor Pamungkas (18)
 : - Hydrargyrum Muglini massa A. (13)
 : - ~~Hydrargyrum~~ Almaliku Ajib bilhaq (1)
 Class : VIII B

LKPD 4 (Group)

Observe the structure of a procedure text.

Structure	Text
The goal of the activity (say what you are trying to do or make)	Make chicken wraps with avocado salad
Materials (List ingredients or tools)	Cooking Utensils : • Fry pan • Knife • Plate • Pepper oil • Bowl Ingredients : • 500 gr Chicken breast fillet, washed, cut into 2/4 pieces • 2 tablespoon oyster sauce • 1 tablespoon soy sauce • 1 tablespoon sesame oil • 1/2 tsp salt • 1/2 teaspoon ground pepper
Steps (List steps of the activity)	• Chicken breast is washed and marinated • Store in the refrigerator for 1-2 hours • Grill chicken until all sides are cooked • Slice chicken breast according to taste • Take 1 sheet of FLOUR tortilla • Put some curly lettuce leaves, • Pour enough salad toppings • Add a few slices of grilled chicken • Then fold/roll with flour tortilla
Comment	What are the contents of the recipe? Chicken Wraps How many steps are there to make the recipe? 9 steps How many utensils do you need to make the recipe? 5 utensils (five)

Number of Group : 6
 Member of Group : Nur Hidayah (26)
 : Kurnia Qurrota A'yun (16)
 : Armatika Azis Puri R. (3)
 : NURIL WAHYUNINGTYAS (26)
 : DZHA PUTRI A. (8)
 Class : _____

LKPD 4 (Group)

Observe the structure of a procedure text.

Structure	Text
The goal of the activity (say what you are trying to do or make)	Make Klepon.
Materials (List ingredients or tools)	Cooking Utensils: - mixing bowl - Pan.
	Ingredients: - Glutinous rice flour - Pandan Paste - Rice flour - Salt - Hot water - Grated Palm Sugar - Steamed Shredded Coconut
Steps (List steps of the activity)	- Step 1. Mix boiled water with Pandan paste in a mixing bowl and leave it aside. - Step 2 Mix the sticky rice flour, rice flour, and salt together, stir well, and then slowly add the Pandan water, while stirring until the mixture can be mixed. 3 Flatten a small piece of dough, put brown sugar in the centre, and shape into a circle. 4 Take enough water, then boil it in a pan. After the water boils, add the klepon and wait until it floats by itself, which means it is cooked. 5 When it floats, lift and drain, after that, coat it in steamed grated coconut and add a little salt. Serve.
Comment	What are the contents of the recipe? How to make Klepon.
	How many steps are there to make the recipe? 5 steps. How many utensils do you need to make the recipe? 2 utensils.

Appendix 6 Documentation

1. Documentation when researcher as teachers observe the learning process



Figure 1.1 *The English teacher gives motivation to students before the learning process.*



Figure 1.2 *The English teacher explains the materials to students*



Figure 1.3 *Students analyze the information from the reading presented in the infographic with group discussion.*



Figure 1.4 *English teacher guides students in reading comprehension through infographic*



Figure 1.5 *Students display the results of analyzing the information obtained after reading the infographic.*

2. Documentation when the researcher conducted interviews with students



Figure 2.1 *The researcher conducted interviews with students on the first day*



Figure 2.2 *The interview was conducted with students one by one in the class with the different participant, (There were a total of 6 participants interviewed on the first day)*



Figure 2.3 *The researcher conducted interviews with students on the second day*



Figure 2.4 *The interview was conducted with students one by one in the class with the different participant, (There were a total of 4 participants interviewed on the second day)*

CURRICULUM VITAE

Personal Data

Name : Hanna Syahria Rahmadani
Place of Birth : Karawang
Date of Birth : 10th December 2001
Religion : Islam
Gender : Female
Address : Kotabaru, Karawang, West Java
Email : hannajourney@gmail.com

Formal Education

1. Bachelor Degree of English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University Semarang.
2. MAN 3 Cirebon
3. Al-Ahliyah Islamic Junior High School
4. Al-Ahliyah Islamic Elementary School

Informal Education

1. Kresna English Institute
2. Peace English Academy
3. English Language Learning Area (ELLA Course)

Semarang, 18th December 2024

The Writer,
Hanna Syahria Rahmadani
2103046055