



***THE USE OF INFOGRAPHIC TO INCREASE  
STUDENTS' MASTERY IN USING PREPOSITION  
IN WRITTEN DESCRIPTIVE TEXT***

**(A Classroom Action Research of the Seventh Graders of SMPN 3 Ungaran  
in the Academic Year of 2014/ 2015)**

a final project  
submitted in partial fulfillment of the requirement  
for the degree of *Sarjana Pendidikan*  
in English

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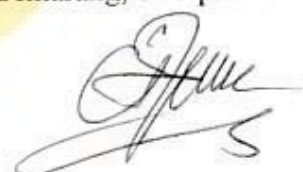
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## DECLARATION OF ORIGINALITY

I, Nuzul Qurrota Sukma, hereby declare that this final project entitled *THE USE OF INFOGRAPHIC TO INCREASE STUDENTS' MASTERY IN USING PREPOSITION IN WRITTEN DESCRIPTIVE TEXT (A Classroom Action Research of the Seventh Graders of SMPN 3 Ungaran in the Academic Year of 2014/ 2015)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 14 April 2016



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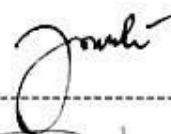
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## APPROVAL

This final project entitled *The Use of Infographic to Increase Students' Mastery in Using Preposition in Written Descriptive Text (A Classroom Action Research of the Seventh Graders of SMPN 3 Ungaran in the Academic Year of 2014/ 2015)* has been approved by a board of examination and officially verified by the Dean of Faculty of Languages and Arts of Semarang State University on April 27<sup>th</sup>, 2016

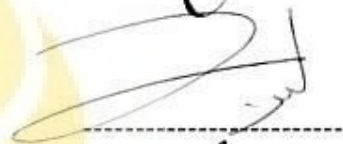
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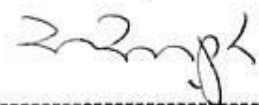
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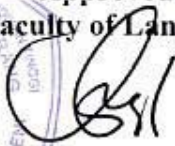
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## MOTTO AND DEDICATION

“... And never give up hope of Allah’s Mercy. Certainly no one despairs of Allah’s Mercy, except the people who disbelieve.” (Al Qur’an, Surah Yusuf (12:87))

“And Allah is most knowing of your enemies; and sufficient is Allah as an ally, and sufficient is Allah as a helper.” (Al Qur’an, Surah An-Nisaa (4), Verse 45)

“If you can’t resist the exhaustion of studying, you should bear the pain of stupidity.”  
(Imam Syafi’i)

“An arrow can only be shot by pulling it backward. When life is dragging you back with difficulties, it means it’s going to launch you into something great. So just focus and keep aiming.” (9gag.com)

“If you don’t force yourself to get over your fear or failure, you are certain to never succeed.” (9gag.com)



This final project is dedicated to.

My Lord, Alloh SWT and the Messenger, Muhammad SAW and Prophet Ibrahim AS.

My parents, Setyana Widyastuti and Suhartono.

My brothers, Nuzul Alfi Kurnia, Nuzul Fathan Ramadhan, and my sister, Nuzul Laila Husna.

My family and friends, Edi Nur Aziz, Burhannudin Arfani, Yoda Mahatva, Muhammad Naufal, Priyo Setyoko and others that cannot be mentioned one by one, and my future wife, Anggun Aprillia Wardhanie.



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First of all, I would like to express my highest gratitude to the One, the Almighty, Allah SWT as His blessing upon me in the form of inspiration, strength, struggle, and hope during the accomplishment of this final project and in every single second in my life. The foremost one is also express to Allah SWT as the health given to my beloved parents (Setyana Widyastuti and Suhartono), family, and siblings that they keep supporting me to finish this final project. There is no word or effort I can do to pay my parents struggle and pray for all this time including material, financial, and emotional supports, and there is no way I can pay their loves back equally, for my beloved parents my special thanks are addressed.

Another deepest gratitude I give to Mrs. Intan Permata Hapsari, S.Pd., M.Pd. as my first, the one and only advisor who has patiently guided me to do this final project, who has advised me on how to write better. I deeply thank her for this hard and difficult time she spared to guide me in achieving the accomplishment of this final project.

I would like to express my extend gratitude to the lecturers of English Department who patiently taught me during the time I had lectures as your student. I also would like to express my thankfulness for the valuable quotes, ideas, and insights about life the lecturers gave besides knowledge I had to learn in class. A special thanks to be given upon my best friends and my future wife for the long lasting time to support the finishing of this final project and accompany

during the advisory and also for everything. To all my friends of English Department 2010 I give you all my thanks for the time we had spent together. I am blessed to have them in my life.

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The perfect belongs only to God, the Most Merciful. Therefore, criticism and suggestions are needed. I hope this final project will be useful for the readers.

Semarang, 14 April 2016



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## ABSTRACT

**Sukma, Nuzul Qurrota. 2016.** *The Use of Infographic to Increase Students' Mastery in Using Preposition in Written Descriptive Text (A Classroom Action Research of the Seventh Graders of SMPN 3 Ungaran in the Academic Year of 2014/ 2015)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Intan Permata Hapsari, S.Pd., M.Pd.

**Keywords:** *Infographic*, Preposition, Written Descriptive Text

This study concerns about the use of *infographic* as media to improve students' understanding of using preposition in written descriptive text. It is the popular media spreads in the internet to be used in many fields nowadays. The advantages of using this media are its appearance, simplicity, and usefulness to explain complicated things. The objectives of this study are to identify on how *infographic* is implemented in learning preposition to improve students' written descriptive text of the seventh graders of SMPN 3 Ungaran in the academic year of 2014/ 2015, and to describe students' positive behavior while *infographic* media is implemented in learning preposition to improve their written descriptive text. The subjects of this study were VII G students that were chosen by using purposive sampling technique. This study was a Classroom Action Research (CAR) which was conducted in two cycles, each cycle consists of planning, acting, observing, and reflecting based on Kemmis Mc. Taggart theory. The data were taken from some procedures such as, observation to collect students' behavior data, interview to know deeper about the problem faced by the English teacher in classroom, tests (pre-test, cycle 1 test, cycle 2 test, and post-test) to find out the improvement before and after the treatment implemented, and questionnaire. The result of this study showed that there is an improvement of students' preposition understanding in written descriptive text. It was proven by the increase of the average mark result in pre-test to post-test. The pre-test average mark was 40.67, the cycle 1 test average mark was 48.75, the cycle 2 test average mark was 60.69, and the post-test average mark was 64.17. In addition, the students' behavior result showed positive improvement. Therefore, it can be concluded that *infographic* can be one of media in teaching preposition to improve students' written descriptive text understanding.



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# CHAPTER I

## INTRODUCTION

This chapter comprises the explanation of several points included (1) background of the study, (2) reasons for choosing the topic of this final project, (3) research questions, (4) objective of the study, (5) the significance of the study, and (6) the outline of the study.

### 1.1 Background of the Study

Globalization era leads us to the world of technology and simplicity. Thus, education also moves forward to ease learners in learning language. It brings broad access to many literacy sources easily for anyone in real-time. By reading lots of books and articles mostly manages learners to acquire vocabulary and understanding of English, but if we implement this way to make our students understand or at least believe that learning English language is easy, it is not the answer. In mastering English language, we have to learn and understand four skills as stated by Heaton (1974:24) that four skills in communicating through language are often broadly defined as listening, speaking, reading, and writing. In addition there are some elements to be considered as important as learning the skills such as vocabulary, grammar, punctuation, pronunciation, etc.

One of skills that is considered as the most difficult is writing as stated by Nilson (1984:134) in Halida (2012) that “Writing is a skill which has been



developed in civilized society to pass on knowledge or message, and written communication is the most difficult one because it uses certain rule that are very complex.” Since one of the biggest challenges faced by teachers is to teach writing to the students, there are many things that will impede and come up as obstacles. They are vocabulary mastery, grammar understanding, and lots of practices and so on. Willingness to write and do practices will be in vain and students will give it up easily because they have lack of what to express in their writing idea. In addition, for writing belongs to productive skill, it is a must for students to do practices a lot. However, for junior high school level, it is too boring and hesitating to do such practices because of the complication of grammar rules. Lots of grammar rules have a big deal in students’ mood and interest to learn English. Hence, as teachers we have to find out some interesting techniques, applicable methods, and attractive media for students to trigger their curiosity and willingness to do lot of practices independently.

Beside some of the problems about writing above, teachers need to consider one aspect of the supplementary grammar element called preposition which has a big deal in mastering writing skill. This aspect needs some special treatment and concern because almost whenever there is a text, there will be preposition employed within. Then, I come up with idea to help students understanding preposition in different and interesting way by using media to apply their understanding in written descriptive text. The use of media itself has a powerful influence toward students’ mood and interest in learning language as emphasized by Harmer (2001:134) that “Teachers have always used pictures or

graphics, whether drawn, taken from books, newspaper and magazines or photograph to facilitate their teaching and learning process”. According to the statement above I believe that the use of media in teaching is an effective way to make students understand better about the materials given by a teacher. I conduct this study to be one relational aspect of *infographic* media to increase preposition understanding in written descriptive text. Descriptive text is taught to Seventh graders junior high school like attached in Educational Unit Level Curriculum (KTSP) as it is stated below,

*12. Standar Kompetensi: Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat.*

*12.2. Kompetensi Dasar: Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.*

Curriculum is the basic guidance for teacher to design the learning strategy and as the goal guidance in certain level of education. Thus, I use written descriptive text to be collaborated with preposition along with the effectiveness of *infographic* use as teaching media.

Teachers cannot pretend not knowing about the progress of technology and it is infiltration to education era nowadays. It is proven by many students who master operating some devices like PC, laptop, smart phone, and other online gadgets. This situation is one of the benefits of using *infographic* which this media can be

freely accessed in the internet. Both teachers and students are able to have it as learning media and material to ease the learning process. This progression should be taken wisely by teachers in certain acculturation as the middle way to start the new era with good value of morality. It still can be done by using printed materials but designed as well as technology does, or using online device to trigger students' interest in independent but responsible learning. It depends on what teachers want to teach moral value to their students to prepare them facing technology era. What I offer in this study is only one of various ways to teach students without ignoring the value of learning. This study will be applied in SMP 3 Ungaran because from what I got from teacher's point of view about *infographic*, it is more interesting. The teacher said that students in junior high school need such attractive media in learning English. She added that even if the school has been implemented with KTSP curriculum, still there are some teachers using classic technique in teaching. For the reasons above, She permits me to apply *infographic* media in SMPN 3 Ungaran grade VII. As a conclusion, *infographic* lets students know much holistically about material in a simple way that will trigger their curiosity to think simple and efficient in taking care of some complicated problems in their life such as understanding materials at school, learning how to make something, knowing complicated story in simple and interesting way, etc.

## 1.2 Reasons for Choosing the Topic

There are some reasons why I choose the topic:

- (1) I believe that by using *infographic* that implemented in teaching preposition in written descriptive text is an effective way to improve students' mastery of the use of preposition in descriptive written text. I intend to create a fun-learning activity using attractive media like *infographic* to lead the students' involvement in learning preposition in simple way with contextual comprehension.
- (2) There are many researchers using many media and various techniques to conduct their studies, but still few of them explore about how to learn preposition easily by using *infographic* and I believe this study is important to come up as a study which hopefully be able to increase students' competence not only in memorizing vocabulary but also in making students understand more about the pattern and the use of preposition in written descriptive text.
- (3) Learning preposition in written descriptive text is one of the alternative ways for teachers to teach their students that I believe it can help students learning both knowledge about preposition and skill in writing descriptive text. Besides, descriptive text is one of texts that can encompass the use of preposition (time and place) even almost in every text there will be preposition using within. Thus, descriptive text is the best as far as I believe to learn preposition.

- (4) This simple media, *infographic*, is worthy to be promoted and introduced to teachers and learners in all levels of education for its practicality and function toward education that foster students' understanding of many complex theories.

### 1.3 Research Questions

This study will uncover these following problems:

- (1) How is *infographic* media implemented in teaching preposition to improve students' understanding of preposition in written descriptive text of the seventh graders of SMPN 3 Ungaran in the academic year of 2014/ 2015?
- (2) How is the students' positive behavior while *infographic* media is implemented in teaching preposition to increase their written descriptive text?

### 1.4 Objectives of the Study

The purposes of this study are:

- (1) to identify on how *infographic* is implemented in learning preposition to improve students' written descriptive text of the seventh graders of SMPN 3 Ungaran in the academic year of 2014/ 2015, and
- (2) to describe students' positive behavior while *infographic* media is implemented in learning preposition to increase their written descriptive text.

## 1.5 Significance of the Study

The results of this study hopefully provide some advantage

### (1) *Theoretically*

This study is using simple media, *infographic* to be implemented in teaching students in order to lead them to understand and comprehend in their achievement of learning preposition in written descriptive text. This technique hopefully can accomplish and solve the problem come up in students learning of preposition in written descriptive text.

### (2) *Practically*

#### a. For English teachers

By applying *infographic* as teaching media, the English teachers can use the results of this study as the reference on their teaching technique, so that the given materials can be easily understood by their students and improve students' mastery about preposition in written descriptive text.

#### b. For students

The use of *infographic* as media for Junior High School students can improve their understanding toward preposition in written descriptive text.

#### c. For researchers

This study will be one of the alternative references in providing the information for researchers about teaching preposition with new media that can be implemented in Junior High School and also can be used for learning other English matters and other fields.

(3) ***Pedagogically***

The result of this final project has some implicit value for students that they will see the enjoyment of learning English and they will see that grammar is easy to understand using attractive media to overcome the anxiety in learning complicated English matter.

**1.6 Outline of the Study**

This study is divided into five chapters. Chapter I is introduction. This chapter consists of background of the study, reasons for choosing topic, statements of problem, objectives of study, significances of the study, and outline of the study.

Chapter II is review of related literature. It consists of review of related studies, review of theoretical background and theoretical framework.

Chapter III is method of investigation. It consists of research design, subject of the study, instruments for collecting data, procedures of collecting data, and procedures of analyzing data.

Chapter IV is findings and discussion of the study. It consists of general description of findings and results to be discussed.

Chapter V is conclusions and suggestions. It consists of conclusions and suggestions.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

In this chapter, it was quoted and explained some information from many sources related to the topic of the study. This chapter discusses review of the previous studies, the review of related literature, and theories.

#### 2.1 Review of the Previous Studies

To support conducting this research, I provide some studies which have correlation with my research but different in certain aspects and I hope the difference will give the clear portrait of my research toward others and it deserves to be done.

The same limitation was studied by Hermansyah (2011) in his final project entitled Teaching Descriptive Writing Using Clustering Technique at Second Grade Students of MAN Cimahi. His study used one group pretest-posttest design and quantitative method. This final project focuses on teaching the students to be able to write the descriptive text using clustering technique. The result of this study is the students' achievement in pre-test and post-test showed a significant improvement after being taught by using clustering technique. From this result, the researcher concludes that teaching descriptive writing using clustering technique at second grade students of MAN Cimahi can improve their writing ability.



Besides, Syahputra (2013) also used media in his final project entitled “The Implementation of Cmaptools Program in Teaching Descriptive Text to Junior High School”. This study aimed at using Cmaptools Program to teach descriptive text to Junior High School students of SMPN 1 Candung with the result showed that the students’ mastery in descriptive text improved and showed that this media is effective to use in teaching descriptive text.

Other research was conducted by Pramono (2005) entitled “Prepositions and Pictures in the English Learning Materials”. In his journal research, he observed about the use of picture about preposition in English textbook. There are many explanations about kinds of prepositions and kinds of pictures. The result of his research showed that the use of picture in learning English materials especially preposition can be beneficial, but to some extent it can be problematic when the picture is not helping for learners to understand the materials.

From the explanation of studies above, it can be seen that the use of *infographic* as media in teaching descriptive which can be found easily in the internet and make it by one’s own is mostly using technology and the use of certain technique in the same focus are useful to be implemented in Junior High School level. In addition, other case of study conducted teaching writing with genre approach which is effective and can be one of reasons to be references in this study topic. The one that I believe that *infographic* as media to improve understanding of grammar issues called preposition to improve students’ written descriptive text in Junior High School has never been investigated as the study.

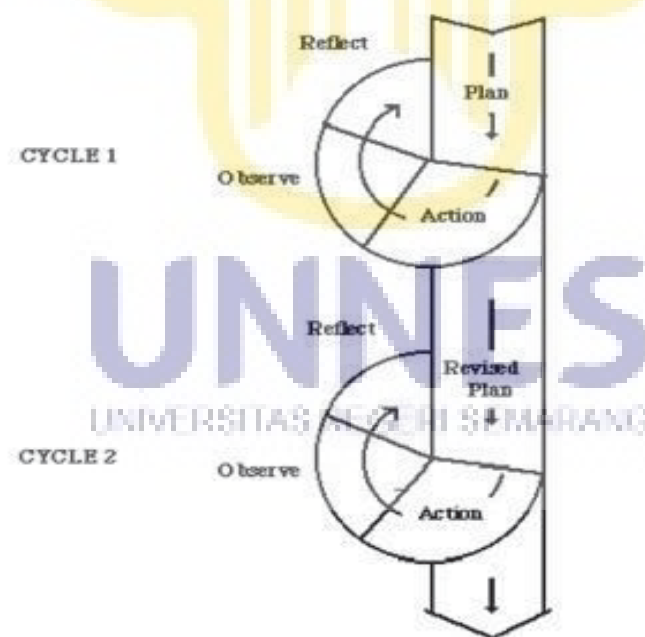
## 2.2 Review of the Theoretical Background

In reviewing theoretical background of this study, I included some theories that support the study. They are related to the main points of this study which are discussed below.

### 2.2.1 Classroom Action Research (CAR)

Action research has four main steps: planning, action, observation and reflection (Kemmis and McTaggart 1988, cited in Burns 2003: 32) in Halida (2012). The action research steps can be seen in the Figure 2.1 as follows.

**Figure 2.1 Action Research Steps**



(Kemmis and McTaggart 1988, cited in Anne Burns 2003: 32)

Harmer (2001: 346-347) in Halida (2012) states that “The methods which can be used to gather evidence in action research are as follows: tape recording data, experiments, journal, questionnaires, interviews, observation, and test”. This study will be used as implementation of Classroom Action Research.

The definition of each ‘action’ in classroom action research is:

#### (1) Planning

In Prasetya (2012), planning was the detailed plan of the action the researcher took to conduct his or her research. Planning starts with something like a general idea. Planning in this research refers to the making of the steps, methods, preparations, etc. in order to complete the research purpose. In this phase, I make some planning based on the finding of preliminary study. The following activities in this planning action are designing lesson plan, preparing the model of teaching preposition to improve written descriptive text using media *infographic*, technique in conducting the class activity, preparing materials and media, and determining criteria of success. As the explanation above, planning is very important in doing research because its completeness will affect to whole process of the research.

#### (2) Acting

According to Mertler (2005: 36) cited in Prasetya (2012), acting is the act of collecting and analyzing the data. There are three phases in conducting this research: apperception as the initial action in collecting background data in general, then process where collecting data is conducting in teaching learning

process, and evaluation to interpret and elaborate the findings of the research in qualitative action research.

### (3) Observing

Observing is one of the most important phase in doing research. The researcher will use observation data as the background of the study. This will be the basic step to act further in classroom action research. In addition, after conducting the research, this process is dealing with data analysis by keeping the result for further analysis.

### (4) Reflecting

In Prasetya (2012), this stage is also a critical phase in action research. Reflecting means evaluating the processes of the previous 'actions'. The result from the reflection would then be used to re-planning for the next cycle, thus the cycle repeats for as many as the researcher found it is needed to.

The result will be used to make decision whether the research is valid because there is a problem to deal with or it is needed to hold another cycle as a next step of conducting research to accomplish the objectives.

## ***2.2.2 Teaching English Using Media***

Media in teaching is undeniably has positive consequences in teaching learning process, and it cannot be underestimated to teach preposition by using picture media. Lindstromberg (1997) in Flores (2013) mentions some reasons why he

prefers using icons (highly schematic designs whose features suggest their meaning):

- Represent important differences in meaning, which are easily observed;
- They do not require especial abilities to be designed. Any student or teacher can use them.

Teacher needs picture to describe and explain about concrete and abstract concept in learning preposition to help students understand better what they learn. Students may find such a description confusing and may prefer pictures to describe the different senses, according to Lindstromberg (1996, 2001) in Flores (2013) which has advocated for teaching spatial prepositions. Furthermore, pictures can also be used for checking whether the students have understood the meaning of not.

### **2.2.3 Media**

To know about the media which is used in this study, I present some explanations from experts below which is related to it in order to be understood easily.

#### **2.2.3.1 Classification of Media**

Kemp (1985:36-40) in Azizah (2012) states that media can be classified into eight broad groups, in order of increasing technical sophistication. These groups are:

##### **(1) Printed media**

A number of material prepared on paper, may serve in instructional or informational purposes. They are classified as printed media and consist of

three groups: learning aids like guide sheet, training material like handout informational material like brochures, newsletter, and annual report.

(2) Display media

Most display media are designed for used by an instructor as information, which is presented in front of small class or audience. This category includes chalkboard, flip chart, cloth board and also bulletin board and exhibits.

(3) Overhead transparencies

Transparencies are popular form of instructional media. The use of large transparencies is supported by the development of small, lightweight, efficient overhead projectors combined with simple techniques for preparing transparencies and by the dramatic effectiveness of medium. Overhead projector is especially useful for instructing large group on all levels.

(4) Audio tape recording

Audio materials are an economical way to provide certain type or informational or instructional content. Recording may be prepared for group or more commonly individual listening.

(5) Slide series and film strips

Slide one of the forms media, which are easy to prepare. They frequently serve as the starting efforts in a media production program

(6) Multi-image presentation

Combination of visual materials can be effective when used for specific purposes. Two or more pictures are projected simultaneously on one or more screens for group viewing the term multi image are used.

(7) Video recordings and motion picture films

Video and film are both 'media and motion'. They should be considered for use whenever motion is inherent in a subject, or when it is used necessary to communicate an understanding of an instructional media for relating one idea to another, for building a continuity of thought, and for creating dramatic impact.

(8) Computer based instruction

Computer based instruction refers to any application of computer to present information, to tutor a learner, to provide practice for developing a skill, to stimulate a process which is being studied, and to manipulate data to solve the problems.

### 2.2.3.2 *Infographic*

According to Oxford dictionaries language matters (2016), The definition of *infographic* in English: *infographic*, Pronunciation: /,ɪnfə(ʊ)'græfɪk/. Noun, A visual representation of information or data, e.g. as a chart or diagram: ‘a good *infographic* is worth a thousand words’.

Similar with oxford dictionaries online website, the definition accessed from, Dictionary.com (2016),

“in-fo-graph-ic [in-foh-graf-ik]. Noun. Often, *infographics*. a visual presentation of information in the form of a chart, graph, or other image accompanied by minimal text, intended to give an easily understood overview, often of a complex subject: a mass-transit *infographic* that uses different colors to represent different modes of transportation. Also there is a source I accessed from the internet that focuses on defining some terminologies”.

In addition, based on its source from Techopedia (2016),

“An information graphic (*infographic*) is a visual representation of a data set or instructive material. An *infographic* takes a large amount of information in text or numerical form and then condenses it into a combination of images and text, allowing viewers to quickly grasp the essential insights the data contains. *Infographics* are not a product of the Web, but the Internet has helped popularize their use as a content medium”.

Moreover, Featherstone (2014) in his journal that was published by Journal of the Canadian Health Libraries Association, find it difficult to look for references about the authoritative definition about terminology *infographic*. In his research, he said that,

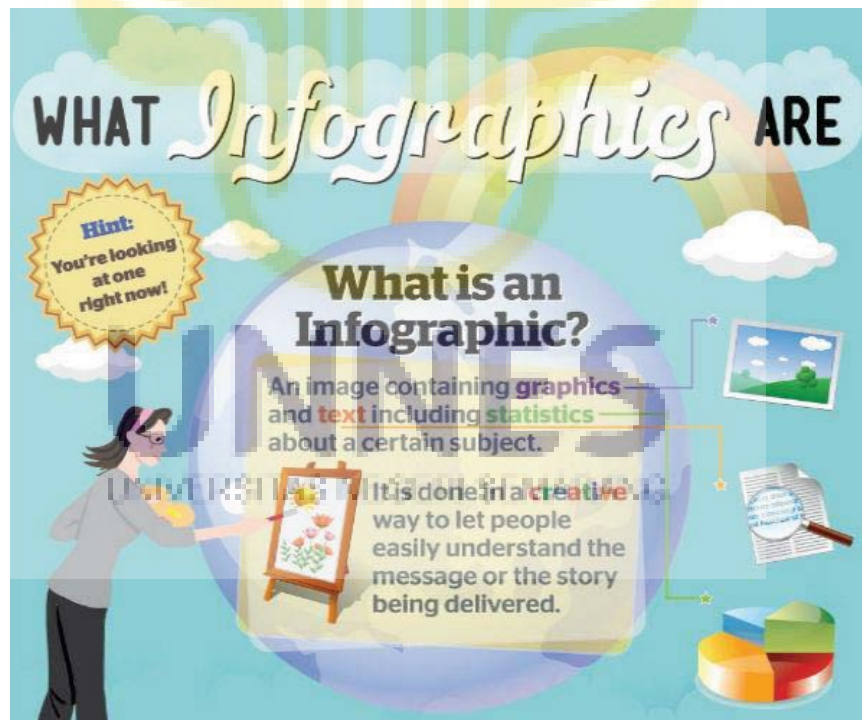
“After struggling to find a concrete definition that clearly distinguished *infographics* (an obviously blended word, or portmanteau, of information and graphics) from data or information visualizations—or even from graphical charts or data maps—I understood. In my best effort to define *infographics*, I realized they are either the same as, or very closely related to, existing terms for the graphical representation of data. So rather than

focusing on how they differ, here I hope to explain why these graphics have been rebranded and labeled a trend in research circles and libraries.

Finally, Mark Smiciklas (2012) in his book “The Power of *Infographic* – Using Pictures to Communicate and Connect with Your Audience” define *infographic* like it is stated that

“An *infographic* (short for information graphic) is a type of picture that blends data with design, helping individuals and organizations concisely communicate messages to their audience. More formally, an *infographic* is defined as a visualization of data or ideas that tries to convey complex information to an audience in a manner that can be quickly consumed and easily understood”.

Figure 2.2 *Infographic*



[http://infographiclabs.com/wp-content/uploads/2012/06/what-is-an-infographic\\_IGL.jpg](http://infographiclabs.com/wp-content/uploads/2012/06/what-is-an-infographic_IGL.jpg)



#### **2.2.4 Preposition**

Flores (2013: 4) states that in Grammar, prepositions are called ‘particles’, and if they are taken from the sentence, understanding the meaning of it is still possible, that is, damage produce by the absence of prepositions does not completely produce the loss of the sentence. It indicates that preposition is not really matter when we are dealing with speaking or daily conversation. On the other hands, it is considered as the important point of writing and its product/text. It is undeniably important that preposition differs meaning of one sentence.

When we hear something important, it almost relates to hard work, difficult to handle, not easy of course and it is also stated by expert in this statement. It is extremely hard for English language learners to learn the nuances of all the English prepositions, how to understand them, and how to use them (Evans and Tyler, 2005; Celse and Murcia, 1999) in Flores (2013: 4).

In line with statement in advance, English language teachers and researchers are well aware that English prepositional usage is one of the most difficult areas for students of EFL (Khampang, 1974: 215) in Soory, et. al. (2014). Pramono (2005: 95) states that Children learning English as a foreign or second language in many parts of the world including Indonesia have found prepositions to be a particularly problematic area (see Brala, 2003; Cheng, 1993; Jabbour-Lagocki, 2001; Lindstromberg, 2001; Lo, J.-J., Wang, H.-M, & Yeh, S.-W, 2003; Pramono, 2002; South, 1996; Vriend, 1988). Pictures and other graphics are an increasingly popular way to address the problems with misunderstanding and

misuse of prepositions. Some of the basics meanings of these three prepositions that are usually taught at Chilean schools are:

**Table 2.1 Prepositions**

AT	IN	ON
<p>1) This preposition is used with:</p> <p>a) Time:</p> <p>- He came here <b>at</b> six o'clock.</p> <p>b) Special Dates:</p> <p>A party will be <b>at</b> Christmas.</p> <p>I wasn't here <b>at</b> Easter.</p> <p>c) With 'noon', 'night', 'midnight' and 'dawn':</p> <p>- Lunch will be served <b>at</b> noon.</p> <p>d) With PLACES, without saying "it is inside of it":</p> <p>- They are <b>at</b> the bus stop.</p> <p>- There were a lot of people <b>at</b> the station.</p> <p>- The cab driver is <b>at</b> the gas station.</p> <p>- Ann must be <b>at</b> the movies now.</p> <p>- There's a cat <b>at</b> the</p>	<p>2) This preposition is used <b>in</b> "morning", "evening":</p> <p>- He studies <b>in</b> the morning.</p> <p>- Your daughter doesn't work <b>in</b> the evening, does she?</p> <p>b) with months:</p> <p>- The course will begin <b>in</b> July.</p> <p>c) with seasons of the year:</p> <p>- It's very cold <b>in</b> winter.</p> <p>d) with years:</p> <p>- Argentina won the World Cup <b>in</b> 1978.</p> <p>e) with centuries:</p> <p>- Brasília was not founded <b>in</b> the 19th century.</p> <p>f) with time expressions:</p> <p>- The manager will come <b>in</b> a few days.</p> <p>g) with place expressions,</p>	<p>3) This preposition is used:</p> <p>a) with the meaning of "above"</p> <p>- Our bags are <b>on</b> the table.</p> <p>b) with the days of the week</p> <p>- I have a class <b>on</b> Tuesday.</p> <p>c) with dates:</p> <p>- The baby was born <b>on</b> February, 14th.</p> <p>- That accident happened <b>on</b> September 6th, 1998.</p> <p>d) with means of transport:</p> <p>- There are more than sixty people <b>on</b> the bus.</p> <p>- The passengers on the plane are scared.</p> <p>*But: <b>in</b> the car, <b>in</b> the taxi.</p> <p>e) with names of streets and avenues:</p>

<p>door.</p> <p>e) With small cities:</p> <p>- He was born <b>at</b> Illinois.</p> <p>f) With full addresses:</p> <p>- Barbara lives <b>at</b> 308 Lincoln Street.</p>	<p>pointing at the notion of “inside”:</p> <p>- They are <b>in</b> the house now.</p> <p>- The students were <b>in</b> the classroom.</p> <p>- The maid is working <b>in</b> the kitchen.</p> <p>- My books are <b>in</b> that box.</p> <p>h) with types of houses:</p> <p>- I live <b>in</b> an apartment.</p> <p>- Peter lived <b>in</b> a humble house 3 years ago.</p> <p>i) with big cities:</p> <p>- Mark’s cousin lives <b>in</b> London.</p> <p>j) with states or regions:</p> <p>- There’s a lot of poverty <b>in</b> the Region of Antofagasta</p> <p>k) with countries:</p> <p>- He’s going to spend his vacation <b>in</b> Poland.</p> <p>l) with continents:</p> <p>- There are many developed countries <b>in</b> Europe.</p>	<p>- The Gordons live <b>on</b> Washington Street.</p> <p>- Evelyn has a shop <b>on</b> Kennedy Avenue.</p> <p>f) in relation to islands and big farms:</p> <p>- The man lived <b>on</b> an island for many years.</p> <p>I spent five days <b>on</b> a farm.</p> <p>g) with the word “floor”:</p> <p>Joe lives <b>on</b> the first floor, not <b>on</b> the third.</p>
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(Flores, 2013:6)

Here above are the samples of prepositions which will be discussed in this study.

### **2.2.5 Writing**

Writing a text is the art of incorporating arguments, ideas, intention of writer, so it can be argued or accepted about the point of view of the writer himself as stated by Samra (2001: 1) “A well-written piece can be described as incorporating elements of writing in such a way that a reader can experience the writer’s intended meaning, understand the writer’s premise, and accept or reject the writer’s point of view”.

Writing competence is used to note, record, convincing, report, inform, and influence the reader. Intent and purpose as it can only be achieved by learners who can construct and assemble way of thinking and bring it in writing with a clear, smooth, and communicative. Clarity depends on the mind, organization, usage and word choice, and sentence structure (McCrimmon, 1967: 122). In addition, writing is often perceived as one of the most challenging aspects of second language ( L2) learning and difficulties in writing different types of texts may come from the fact that writers have to understand the linguistic features of these different text types (Hyland, 2003b) in Ahn (2012). From the statement above it is clearly needed lots of practices and exercises to create a text because writing is productive skill that depends on the way we train to master it not only knowledge we have.

According to Brown (2004: 243) in Halida (2012) there are five components of writing:

### (1) Organization

In writing, a writer needs to organize the content of writing. Organization means how a writer organizes his writing. The content should be well organized from the introduction, body and the last is the conclusion.

### (2) Content

Content means logical development of ideas. In other words, a writer is expected to express and develop his ideas into a writing logically. The logical development ideas of writing will make the readers easy in getting the substance of writing.

### (3) Grammar

In writing, especially English, a writer has to employ the grammatical forms and syntactic patterns.

### (4) Mechanics

Mechanics is the use of the graphic conventions of the language. It includes the the correct use of punctuation and spelling.

### (5) Style

Style means the use of vocabulary, quality of expression and register.

In connection with the stages of writing process, Tompkins (1990: 73) presents five stages, namely: (1) pre-writing, (2) drafting, (3) revising, (4) editing, and (5) sharing (sharing). It can also be concluded that the writing process includes the step of: (1) pre-writing / planning (set goals for directing writing), (2) write / realize (make draft / framework, writing in accordance with the plans and frameworks that have been made), and (3) post-writing (revising, editing, and sharing (sharing)).

Based on the explanations above, the assessment components of writing and process in making a text will be taking as consideration to hold a good descriptive text writing practice in a complete process.

### ***2.2.6 Teaching Writing***

Children are gifted to be able to speak and read because it is related to their senses. Thus, listening and reading skill are like automatic skill that will be learnt before other skills in learning language that are speaking and writing skill.

To achieve mastery in four language skills, schools make some rules in prescribing how to master language by using curriculum. Two innate skills which all people have after they are born except for handicapped one are listening and reading. These two skills will be trained to make a way in accomplishing learning speaking and writing skill. Speaking and writing are two different skills which we know in language there are spoken and written language. This fact is one of the reasons for school to obligate all students are able to speak and write as the some success criteria in learning language. The focus in this study is writing and the way teacher teach the students about writing is considered as the big part one.

In teaching writing, teachers are supposed to be a respondent instead of teacher himself/ herself who functions as the facilitator. This teacher's role is considered as the main point of students' writing skill development. Teacher should give a good and clear example briefly, and ask more to students to practice on their own, give them feedback to motivate the students in improving their writing skill especially in written descriptive text, and so on.

### 2.2.7 Teaching Written Descriptive

Descriptive paragraph is one of the first text types taught to students in the seventh grade, according to Indonesian's Standard of Competence and Basic Competence (Ministry of Education, 2011) in Dirgantari and Mukminatien (2012). Furthermore, there is an explanation about descriptive text based on Hammond, et. al. (1992:78),

“Description or descriptive text has social function to describe a particular person, place or thing. It has two parts of schematic structure namely Identification which functions to identify the person, place or thing to be described and description which functions to describe parts, qualities, characteristics. It also has four significant grammatical patterns which focus on specific rather than generic participants, simple present tense, verbs of being and having, and use of descriptive adjectives to build up long nominal groups.

As the focus in this study is teaching written descriptive text to junior high school students, teachers play a key role in directing and sharpening students' awareness to pay more attention in written descriptive text. There are lots of things to think of and many things to have in learning this material. Students' writing product will show how much vocabulary they acquired, how deep their understanding about the structure, and how success they present the purpose of writing itself. Showing the students of the simplicity in learning materials such descriptive text is the way I will present in this research by using *infographic* media. By using this media correlates with descriptive text, I hope there will be a new way of thinking that learning materials in not as complicated as it seems both for students and teachers themselves. Written descriptive text is considered as an

important material for junior high schools since it is one of materials to master in this level.

In KTSP curriculum, a new textbook for seventh graders of junior high school is embedded with descriptive text material and for doing this study. For that reason, I have to correlate my research to the curriculum nowadays implemented in schools.

### ***2.2.8 The Characteristic of Junior High School Students***

Junior High School students have special characteristic that make them different from younger and older students. It is essential for us to understand their characteristics, so that we will be able to design the appropriate and adequate programs to fit the particular requirements of individuals in this age group. The range age of Junior High School students varied between 11 to 14 years old. They belong to teens. Brown (2001: 92) states,

The “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. One of the most important concerns of the secondary school teacher is to keep self-esteem high by

- avoiding embarrassment of students at all costs,
- affirming each person’s talents and strengths,
- allowing mistakes and other errors to be accepted,
- de-emphasizing competition between classmates, and
- encouraging small-group work where risks can be taken more easily by a teen.

From the explanation above, it can be concluded that it needs more considerations to teach teen students. In addition those conditions will be handled easily by using some interesting media to create an interactive class.



It is widely accepted that one of the key issues in teenagers is the search for individual identity. It makes them like challenges, peer approval, and being forced among classmate and friends.

According to Amstrong (1983:30) in Azizah (2012), certain psychological and physiological characteristics in the 11 to 14 years old growth requires a set of educational conditions in the school. In addition, Callahan and Clark (1997:7) in Azizah (2012) state that adolescence, is a period of change, of new experiences, of learning new roles, of uncertainty, and instability and doubly one the most trying times in life. Harmer (2001:30) in Azizah (2012) also argues,

Teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them. As education always walks side by side with psychology, it is better to connect those psychological aspects of the students with their ways of learning a language. It is essential that the students with their ways of learning a language are led to do what is to be learnt. Students do not learn what was in a lecture or in a book. They learn only what the teacher or a book causes them to do. Therefore, they learn what they do.

Based on the explanation above, teacher roles play a big deal of students' learning process. Teachers have to catch students' attention to make them believe that what they learn will come in useful for their life.

### ***2.2.9 Descriptive Text***

In defining, explaining, and giving example of descriptive text, below are some points from experts to be counted.

### 2.2.9.1. The Definition of Descriptive Text

According to Wardiman, et. al. (2008) in his book *English in Focus: for Grade VII Junior High School (SMP/MTs)* in Alawi (2011: 19), “Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing”.

Woodson in Alawi (2011) also states, “Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer’s point of view”.

Other definition of descriptive text is defined by George and Julia in Alawi (2011), “Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.”

Meanwhile, Clouse in her book, *The Student Writer*, in Alawi (2011) states, “Description adds an important dimension to our lives because it moves our emotion and expands our experience. Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.”

Traditionally, descriptions are divided into two categories, *objectives* and *subjective*. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

The goal when we write subjective description is to create vivid mental images. To do that, we will use *concrete sensory detail*, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader (George (1986) in Alawi (2011)).

The following list contents descriptive words for each of the five senses. Note that some of the words are more specific than others.

**Tabel 2.2 List of Descriptive Words**

<b>Sight</b>	<b>Sound</b>	<b>Smell</b>	<b>Touch</b>	<b>Taste</b>
Light	Noise	Musty	Soft	Salty
Glare	Bang	Fresh	Velvety	Sweet
Moonlight	Tinkle	Rain	washed	Sour

(Brain, 1996 cited in Alawi 2011)

Based on the table above, we can convey the essence of the subject by using sensory details to appeal to our reader's imagination. As much as possible, we should try to evoke all five senses.

### 2.2.9.2 Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

**Table 2.3 Purpose for Description**

<b>Purpose for Description</b>	
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in

To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

(Clouse 2004 cited in Alawi 2011)

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

### 2.2.9.3 Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. Therefore, it normally takes on three forms, based on Adelstein, et. al. in Alawi (2011) they are:

#### A. Description of a People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

### (1) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

### (2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

### (3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

## B. Description of a Place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depends on your subject and purpose.

## C. Description of a Thing

To describe a thing the writer must have a good imagination about that thing that will be described. Besides, to make our subjects as interesting and as

vivid to our readers as they are to us: using proper nouns and effective verbs.

### (1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things, for example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

### (2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.

### (3) The structure and example of descriptive text

Here are some views from experts about structure of descriptive text and sample including preposition of place within. First, based on Artono, et. al. in Alawi (2011),

*The generic structures of a description are as follows:*

1. Identification: identifies the phenomenon to be described
2. Description of features: describes features in order of importance:
  - a. Parts/things (physical appearance)
  - b. Qualities (degree of beauty, excellence, or worth/value)
  - c. Other characteristics (prominent aspects that are unique)

In addition, according to Anderson, et.al. in Alawi (2011),

*The generic features of description are:*

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.

*The factual description scaffold:*

1. A general opening statement in the first paragraph:
  - a. This statement introduces the subject of the description to the audience.

- b. It can give the audience brief details about the when, where, who, or what of the subject.
2. A series of paragraphs about the subject:
    - a. Each paragraph usually begins with a topic sentence.
    - b. The topic sentence previews the details that will be contained in the remainder of the paragraph.
    - c. Each paragraph should describe one feature of the subject
    - d. These paragraphs build the description of the subject
3. A concluding paragraph (optional)
    - a. The concluding paragraph signals the end of the text.

### Example of descriptive text

#### 1. Mr. Kartolo, the Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his crops.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Artono, et. al., in Alawi (2011)

#### 2. My Family Living Room

There is a clock on the wall.





Title : My family living room

Identification : My family living room is not – fully furnished,  
 Topic sentence  
 There are only some stuffs there. As I remember, I only have a clock, a red basketball, two pillows, a lamp, a table, a vase, and my lovely cat which likes playing around there.

Description : The clock is **on** the wall, the ball is **under** the table. There are 2 pillows **on** the sofa and there is a lamp **between** a flower vase and book. My lovely cat sits **next to** my sofa.

Closing : That's all about my family room. As you see, it is not-fully furnished. → Closing

### 2.3 Theoretical Framework

The theoretical review above gives preface assumption that learning preposition is important toward improving written descriptive text. Here I conduct my study using Classroom Action Research (CAR) in a school with KTSP curriculum implementation which is using three – phase techniques in teaching (exploration, elaboration and confirmation) and *infographic* media as one of various teaching tools that hopefully can be one of the effective alternative media in teaching. It is *infographic* that encompasses benefits consequences for teacher and students in teaching learning process. This media may be foster tool for students' understanding to learn preposition as a part of text like descriptive and its feature like language feature, function, and generic structure and so on. In doing so, the implementation of this technique hopefully will attract students' attention and arouse their positive behavior in teaching learning process. Moreover, teacher will also get the ease for accessing abundance of *infographic* materials on the web.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this last chapter, there will be drawn the conclusions of the study and delivered the suggestions for the betterment of teaching learning process in the future.

#### 5.1 Conclusions

According to the analyzed data which had been explained in the chapter 4, here are some conclusions that can be drawn.

Firstly, the use of *infographic* as media in learning prepositions in written descriptive text shows some improvements. It was proven by the increase of the average students' mark from their pre-test until post-test. The detail can be seen in appendix 16 p.127. The pre-test average mark was 40.67, and the cycle 1 test average mark was 48.75. There was an improvement as much as 8.08 points. Moreover, the cycle 1 test to the cycle 2 test average mark increased 11.94 points. In line with the previous phases, the increased points also happened in cycle 2 test average mark which was 60.69 to be 64.17 in the post-test average mark. It shows improvement between these two phases as much as 3.48 points. Although the average mark of students did not reach the minimum score criteria of SMP N 3 Ungaran which is 75, the students' ability in recognizing and implementing the prepositions was helped in increase by the use of *infographic* media. It is still relevant that the students' mark do not really good in achievement because there is no any allocation time to focus on learning prepositions in written descriptive text. In addition, like I mentioned before, it was really hard to expect the increase of

students' writing skill in a limited time of study. This study conducted in 2 cycles which was insufficient to make a big progress toward writing skill. This issue came up because writing skill itself believed as the hardest skill to master in learning English by experts. In this junior high school level, I think the result of this study clearly proved that *infographic* helped the students at least improve their understanding toward prepositions and the implementation in written descriptive text.

Secondly, the students' positive behavior does not improve significantly, but still there is improvement. The students' behavior aspects which were analyzed showed some improvement, such as increasing the number of student who behaved positively in certain aspects. In cycle 2 for activeness aspect, there was only 1 student who was categorized as "great" in cycle 1 and it increased to be 4 students as "great" in cycle 2. For "good" criteria, there were 9 students in cycle 1 and increased to 12 students in cycle 2. In cycle 1 and cycle 2, the students with "enough" criteria had the same number as many as 13 students. Then, the students who got "poor" category decreased from 7 students in cycle 1 to be 1 student only in cycle 2.

Meanwhile, in interest aspect, there were 6 students improved their interest to be categorized as "great" in cycle 2 from nobody (0) in cycle 1. There were 2 students improved into "good" category to be 14 from 12 students in the previous cycle. In cycle 1, there were 18 students were categorized as "enough" for interest aspect and decreased into 10 students in cycle 2. Then, there was no one belonged to "poor" category in both cycles.

The last aspect is motivation. There were 4 students improved their motivation and were categorized as “great” from 1 student in cycle 1 became 5 students in cycle 2, Then, in “good” category there were 16 students in cycle 1 and 14 students in cycle 2. There was no change number of students in “enough” category in both cycles that was 11 students. The last category is “poor” motivation that in cycle 1 there are 2 students and no one (0) in cycle 2. The result of observation sheet progress can be seen in appendix 10, page 114.

Furthermore, another improvement of students’ positive behavior as the result of note taking and observing for example for the first meeting, they laughed at each other friends’ mistakes, now they have learnt to appreciate their friend’s condition by behaving more appropriately. Then, they did not have any motivation to learn English in advance, but after having the treatment, they learned to be more spirited to join English class. After all, they have learnt to grow some focus and work hand in and in groups. They are all the conclusions from the results of students’ behavior. Although, some students were still playing around and being busy do something on their own, most of them had started to change to be better.

From the conclusions above, it might be stated that *infographic* plays an effective role as media. It let the students understand the materials easier and increase their motivation. The colorful and eye catching appearance make the students’ interest increase. Meanwhile, the presentation and the use of *infographic* by using group discussion technique let the students’ activeness improved.

Therefore it can be concluded that the study of *infographic* as media to increase the preposition mastery in written descriptive text of VII G students of SMP N 3 Ungaran in the academic of 2014/2015 is worthy.

## 5.2 Suggestions

Based on the conclusions above, below are some suggestions for the teachers, students, and other researchers in the future.

### (1) For English teachers

As an English teacher, we have to be able to identify what our students' needs are. To know about them in advance are the key for successfully teaching the students in learning any English materials. Then, we have to find the best way to handle them. We can find other media and strategies which are more interesting, simple, and easier for the students to help them overcome their problems in learning English. Then, hopefully my study can be used as one of the references for teachers to help their students' understanding materials especially in learning prepositions in written descriptive text using *infographic*. Fun and proper strategy to make the students keep focusing and motivating also one of the important keys for students to master English with teachers' guidance. Be slowly, keep moving and make them understanding.

(2) For students

For the students who have lots of motivation in learning English but find it difficult to learn, *infographic* can be one of the shortcuts to get you understand. For *infographic* serves you the simple, creative, and also innovative notes for complicated and long explanation about any materials. The students can use it freely and simply by searching it in the internet what they want to learn.

(3) For other researchers

For other researchers who study the same aspect which is preposition, they can use any other media other than using *infographic*. I used *infographic* for the concern to introduce this media to the teachers and students or other learners. However, the researchers can modify this media by using more interesting techniques such as video making, students' creative own *infographic*, physical activity, and so on. They can use this media as practical strategy to ease students' understanding, but hopefully they can elaborate, develop, and create more creative and innovative techniques to be collaborated with *infographic* as media in the future.

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