

The Use of Infographics to Improve Students' Reading Comprehension Skills

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ABSTRACT

Reading comprehension is a difficult thing for students to do. This can happen due to several factors, including the learning medium used in the process. This research aimed to describe how infographics can improve students' reading comprehension of procedure texts. This research employed a classroom action research method. The subjects of this study were 33 tenth-grade students. The instruments in this study were tests, questionnaires, observations and interview. The findings of the study showed that students' reading comprehension improved significantly, as evidenced by the mean score of the post-test being 86 which was higher than the mean score of the pre-test which was 77. In addition, students' responses to the use of infographics in procedural texts were positive. In this regard, this study suggests that infographic media can be an effective tool to improve reading comprehension skills in various educational settings, which has the potential to benefit EFL learners.

Keywords: *infographic; learning media; procedure text; reading comprehension; student response*

Introduction

English is an international language; many people around the world use English as a means of communication. In Indonesia, English has become a compulsory subject studied in schools. In teaching English, four important skills must be taught to students: listening, speaking, writing, and reading. Among the four skills in Indonesia, reading gets the greatest emphasis in teaching and learning. As we know, reading is a window to the world; the more we read, the more information we will get. In learning English, reading is an important element. When reading English texts, our English skills improve, such as getting new vocabulary, knowing how to write a word, and how to read a word in English.

Reading is an important skill and is recognized as fundamental to future learning. Reading is the practice of using text to create meaning. Reading is the process of obtaining information conveyed by the author in the form of written text. This concerns the reader's ability to understand the meaning of the information contained in the written text. Nunan (2003) states that reading is a smooth process by which readers combine information from a text and them. There is no doubt that reading is an important activity to expand knowledge of a language. Reading activities can be created or interpreted by reading the meaning of the text. When students read

something, they are interested in, they will try to understand it word by word and understand the meaning of the words.

Because comprehension is the essence of reading, there is a close relationship between reading and comprehension. Reading comprehension skills refer to the process of interaction between the reader and the text that emphasizes mastery of the content of the reading to gain knowledge and an in-depth understanding of what is read. Reading comprehension is an understanding of the meaning or purpose of reading as stated in the writing. Reading comprehension plays an important role in human life. Its role is very important because it opens up new insights for each individual. The goal is to obtain information from what the author conveys through a text and use that information to enrich experiences and improve intellectual abilities. Reading comprehension is the ability to understand the content of a text and the meaning contained in a text. Reading comprehension is needed by students to understand and capture the purpose of reading.

The importance of reading comprehension is truly recognized by the government by making policies in the education system; reading, as one of the four language skills, must be taught to students in class, especially for high school students. Through teaching and learning to read, students are expected to be able to understand the reading they read well. This is in line to

teach reading in high schools, namely to develop students' reading skills so that they can read and understand English texts effectively and efficiently (Curriculum 2006).

Although reading comprehension is critical, many students still find it difficult to understand English reading texts. Some problems that often arise in teaching reading can come from students, reading texts, or reading strategies themselves. First, students always feel bored when learning to read because they do not know the techniques to understand reading materials easily and lack vocabulary. Second, students' lack of knowledge is one of the problems that makes it difficult for them to understand reading texts. Third, students have difficulty finding the main idea of a paragraph. Fourth, they also have difficulty identifying references and making conclusions. Meanwhile, they encounter reading challenges stemming from the text, including vocabulary, text length, text structure, interest level, or text topic. Therefore, teachers need to work harder to overcome this problem. Teachers can work with various methods that best reflect students' needs (Harmer, 2001:9; Snow, 2002:42). Media helps teachers enhance students' reading comprehension skills. Infographic media is one type of media that teachers can use to enhance students' reading comprehension.

Infographics are a medium for presenting text or information that is packaged attractively with elements that support the text, such as images, graphs, tables, and others. The presentation of text or information in infographics is easy to understand because the illustrations of the supporting elements make readers interested and easy to understand the text. Infographics can increase students' interest in reading with the illustrations and animations in the infographics. According to Lamb and Johnson (2014), some of the purposes of using infographics are to organize information meaningfully, make information fun to read and see with the use of text or other elements, and make information meaningful by using themes and examples. The use of infographics can help students' reading comprehension. Infographics can make it easier for students to learn. Make it easier for students to read a text with the elements in the infographic. Infographics can be used as a learning medium with various visual elements contained in infographics. These visual elements can attract students' attention to be interested in reading a text. Visual elements in infographics can simplify the information contained in a text so that students find it easier to understand the reading and remember the information.

Infographics are a medium for depicting data

or information using graphic icons so that the message packaging becomes attractive and can be embedded in the reader's mind (Gabriela & Zen, 2020). From these definitions, it can be understood that infographics are visual media that use visual tools (images, icons, and text) to depict information so that the information is more attractive, easier to understand, and more durable in memory. The characteristics of infographic media can be seen as a visual representation of information, data, or knowledge that combines data and design better than data that is only in the form of text. In addition, some also argue that infographics are considered a visualization of data, information, or information structures that can convey information better than text alone. Through infographic media, people will be faster in capturing and finding material than if they only read text (Listya, 2018). Based on this description, it can be concluded that infographics can be used as an interesting learning medium and support the student learning process.

Several previous relevant studies have been conducted to determine the effect of infographic media on improving students' reading comprehension. First, Martini & Sueca, (2023) conducted a study on 27 students of class X AKL 1. The results of the study revealed that the use of infographics can improve the reading comprehension ability of class X AKL 1 SMKN 1 BANGLI exposition texts. Second, Lestari & Purnama (2023) conducted a study on 23 students of SMK Al Wutsqo in the 2022/2023 academic year. The results of the study revealed that infographics are an effective learning medium for students' reading comprehension. Third, Hasisah et al., (2024) conducted a study on 36 students of class X TE 4. The results of the study showed that infographic transformation can improve the reading comprehension ability of students in class X TE 4 SMKN 4 Semarang. Fourth, Cahyani et al., (2021) conducted a study on 32 students of class X SMA Negeri 1 Singaraja. The results of the study showed that infographics in Jigsaw online had a positive and significant effect on the reading comprehension of EFL students in Indonesia. Last, Falentina et al., (2022) conducted a study on students of class X IPA I SMA N 01 Lumar in the 2020/2021 academic year. The results of the study showed that infographics were effective in teaching reading comprehension, and there was a significant difference in influence.

Several studies have provided valuable insights into the use of infographic media to improve student's reading comprehension. However, most previous studies have focused only on expository texts. Exploration of the effectiveness of infographics on other types of texts, such as narrative, descriptive, procedural, or scientific texts, is still needed. This study

attempts to bridge this gap by exploring the effectiveness of infographics in improving students' comprehension of procedural texts. By addressing this new aspect, this study contributes to a broader understanding of visual learning strategies and their application in EFL contexts.

Based on the description above, it can be seen that the researcher intends to conduct a study entitled "*The Use of Infographics to Improve Students' Reading Comprehension Skills*". The purpose of this study is to determine the effect of using infographic media on improving students' reading comprehension skills. From this study, it is also expected that all problems of reading comprehension difficulties caused by several factors, both from students, reading texts, and reading strategies themselves, as well as other problems, can be overcome by using infographic media.

Method

This research method is classroom action research. Designed to describe a condition objectively and provide information about the problem being studied. This study also tries to describe the analysis of improving the reading comprehension skills of tenth-grade students using infographic media. The design of this study is used to determine the results of the development of the reading comprehension skills of tenth-grade students.

According to Ebbut (Wiriaatmadja, 2009), action research is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by taking actions in learning based on their reflections on the results of these actions. Mc. Niff (Sukidin, et al., 2010:14) views classroom action research as a form of reflective research conducted by teachers themselves, the results of which can be used as a tool for curriculum development, school development, teaching skills development, and so on. The research model used in this study is the Kemmis and Taggart cycle model, which consists of four components, namely planning, acting, observing, and reflecting. First, planning focuses on how the action will be carried out. Researchers plan several actions based on research objectives. Researchers prepare learning scenarios by preparing lesson plan. The researcher also prepared the instruments that would be used in the study, such as questionnaires, observation sheets, interview sheets, and evaluation tests, namely pre-test and post-test. Second, acting, which is the implementation of planning. At this action stage, the researcher carried out the learning process using

infographic media according to the previously designed lesson plan. Third, observing was carried out simultaneously with the implementation of the action process. In this study, observations were carried out during the reading comprehension learning process using predetermined data collection tools. The data collection tools that were determined were test sheets and observation sheets with the focus being observed, namely tenth-grade students. The observation results obtained at the next stage were used as study material by the researcher to measure the success of the study. Fourth, reflecting is an activity of reviewing data generated from observation and test activities to interpret changes that occur during learning.

The subjects of this study were 33 tenth- grade students. The researcher only conducted the study in one class. The subjects were selected based on the recommendation of the English teacher because, according to him, this class has great potential in English but has low learning motivation. Therefore, they need the right strategy to develop their potential, especially in developing reading comprehension skills.

The instruments used in this study were test questions, open questionnaires, interviews, and observation guidelines. The tests used in this study were pre-test and post-test. The test used was multiple-choice questions totaling 15 questions related to reading comprehension in procedural texts. The pre-test was conducted before using infographic media in learning activities. Meanwhile, the post-test was conducted after using infographic media in learning activities. The questionnaire used in this study contained a series of statements to determine students' responses after the implementation of classroom action research using infographic media. The researcher provided 14 statements on the questionnaire to obtain data on students' perceptions and responses to reading comprehension learning using infographic media. Interviews provide open-ended questions to gain in-depth insights into students' learning experiences. Then, the observation sheet was used to observe students' activities in learning reading comprehension in real classes for tenth-grade students. Researchers need to observe several aspects that have been written on the observation sheet, namely observing aspects of student activity by giving a score mark in the column according to the results of their observations.

After the data was collected, the researcher analyzed data by using different techniques. The data analyzing technique is qualitative and quantitative. Observation is analyzed by qualitative analysis. The questionnaire and test are analyzed quantitatively. To analyze the result of questionnaire, the data were counted and formed into a percentage.

Findings and Discussion

This study used two types of tests, namely pretest and post-test. The pretest was given to students to determine their abilities before using infographic

Table 1
The Result

No	Initial Name	Pre-test	Post-test
1	S1	73	93
2	S2	67	87
3	S3	73	73
4	S4	73	87
5	S5	73	87
6	S6	47	73
7	S7	87	93
8	S8	100	93
9	S9	87	93
10	S10	100	80
11	S11	73	93
12	S12	93	87
13	S13	67	87
14	S14	67	87
15	S15	87	93
16	S16	33	33

The table above shows that the reading comprehension ability of tenth-grade students has increased. This can be seen from the comparison of the pre-test and post-test results. At the beginning of the study, students were given a pretest. This was done to obtain a reading comprehension ability score before being given action. The test consisted of 15 multiple-choice questions. The calculation of students' scores on the pre-test showed the highest score of 100 and the lowest score of 33, with an average score of 77, which is included in the low category.

Furthermore, a post-test was conducted to determine whether infographic media can improve students' reading comprehension abilities. The calculation of students' scores on the post-test showed the highest score of 100 and the lowest score of 33, with an average score of 86, which is included in the high category. So, the results of the pre-test and post-test showed an increase with a gain score of 9 points. The pre- test results showed that most students were in the low score category, while the post-test results showed that most students managed to reach the high score category. So, the pre-test and post-test results show that students experienced an increase in reading comprehension skills by using infographic media.

However, on the other hand, there were some students who experienced a decrease or only a slight increase in the post-test. This may be due to factors that affect their learning outcomes, such as internet

media in learning. While the post- test was given to students to determine their development after using infographic media in learning. Details of the test results are presented below.

17	S17	80	100
18	S18	87	87
19	S19	100	87
20	S20	80	93
21	S21	73	87
22	S22	73	80
23	S23	93	93
24	S24	93	67
25	S25	80	80
26	S26	73	93
27	S27	67	93
28	S28	93	93
29	S29	73	80
30	S30	33	60
31	S31	93	100
32	S32	67	100
33	S33	73	93
Total		2531	2825
Average		77	86

connection and other factors. Overall, these data show that the use of infographic media can improve students' reading comprehension skills, but other factors that can affect individual learning outcomes need to be considered.

Interview Analysis

The results of interviews with students regarding the use of infographics in improving reading comprehension skills show that this visual media makes a significant contribution to the effectiveness of the learning process. Most students stated that infographics help them understand information more quickly and efficiently, because the presentation of data in visual form is able to summarize the core of the reading concisely and systematically. The use of colors, icons, and diagrams in infographics also plays a role in increasing the appeal and making it easier for students to associate the concepts presented. In addition, several students expressed that infographics help them remember information longer than conventional texts because the involvement of visual elements tends to be more easily processed by the brain. This shows that infographics not only improve reading comprehension but also support long-term information retention. The results of interviews with students regarding the use of infographics in improving reading comprehension skills show that this visual media makes a significant contribution to the effectiveness of the learning process. Most

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Observation Analysis

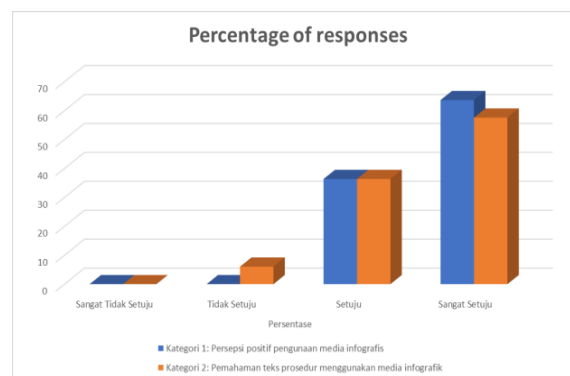
Observations were conducted with 14 aspects observed related to activities that occurred in the classroom during the study, namely pre-learning, initial learning activities, and core learning activities. Based on the results of observation calculations carried out by researchers in the classroom during the study, it can be concluded that the learning process in the classroom generally went well. In pre-learning, more than 71% of students occupied their respective seats and were ready to receive learning. Furthermore, in initial learning activities, 40% of students were able to explain previous material, and 71% of students listened carefully when the learning objectives were explained. In core learning activities, more than 71% of students paid serious attention when the learning material was explained. As many as 70% of students actively asked questions, had positive interactions between students, and had an understanding of the learning material explained. In the learning approach/method, more than 71% of students were actively involved in learning activities. As many as 70% of students gave their opinions, noted various explanations, and were motivated to participate in learning. less than 10% of students participated in the learning process under pressure. More than 71% of students felt happy when the method was applied in learning. Furthermore, in the closing activity, 70% of students made and provided a summary of their learning outcomes in a coherent manner.

Questionnaire Analysis

The questionnaire is a form containing a series of statements, the questionnaire is conducted to determine students' responses after the implementation of classroom action research using infographic media. The researcher provided 14 statements in the questionnaire to

obtain data on students' perceptions and responses to reading comprehension learning using infographic media. The following are students' responses to the use of infographic media presented in the form of the graph below.

Figure 1.
Percentage of responses



The graph above shows the results of a questionnaire regarding the use of infographic media to improve reading comprehension. The results are presented in two categories, namely Category 1 (positive perception of the use of infographic media) and Category 2 (understanding of procedural texts using infographic media). Based on the results of the questionnaire displayed in the graph, it can be concluded as follows: In the first category, namely the positive perception of the use of infographic media. As many as 0% of students have a perception of Strongly Disagree or Disagree regarding the use of infographic media to improve reading comprehension. As many as 36% of students have a perception of agreeing regarding the use of infographic media to improve reading comprehension, and 64% of students have a perception of strongly agreeing regarding the use of infographic media to improve reading comprehension. Furthermore, in the second category, namely understanding of procedural texts using infographic media. As many as 0% of students strongly disagree that they have a better understanding using infographic media. There are 6% of students who disagree that they have a better understanding using infographic media. As many as 36% of students agree that they have an understanding of text procedures with infographic media and 58% of students strongly agree that they have a better understanding of procedural texts by using infographic media. This shows that infographic media is considered effective and has an important role in improving reading comprehension, especially in procedural texts.

Discussion

Based on the results of the study, it can be concluded that there is an effect of the use of infographics on students' reading comprehension skills. This is based on several analysis results, one of which shows a significant difference in the pretest and post-test scores. The post-test score increased or was better than the pretest score. The analysis results showed that the average score increased from 77 (categorized as low) to 86 (categorized as high), with an increase in score of 9 points. This shows a positive effect of using infographics as a learning tool to improve reading comprehension skills. The majority of students moved from the low category in the pre-test to the high category in the post-test. However, it should be noted that a small number of students experienced minimal improvement or a slight decrease in their post-test scores. This variation can be attributed to external factors such as internet connectivity issues or other individual learning barriers. The improvements observed in most students highlight the effectiveness of infographics in simplifying complex information and engaging learners. However, the results also underscore the importance of addressing external factors that can hinder the learning process for some students.

Classroom observations provided additional insights into the dynamics of the teaching and learning process. Data revealed that over 71% of students were actively engaged and attentive during the lesson. High levels of participation were noted in various aspects of the learning process, including asking questions, sharing opinions, and taking notes. Students also demonstrated positive interactions with their peers and were motivated during the learning activities. The findings suggest that the use of infographic media contributed to a more interactive and engaging classroom environment.

The results of the questionnaire further strengthen the effectiveness of infographic media in improving reading comprehension. In the first category, related to students' perceptions of infographic media, 64% of students strongly agree, and 36% agree that infographics help improve their reading comprehension. In the second category, related to understanding procedural texts using infographics, 58% of students strongly agree, and 36% agree that their reading comprehension of procedural texts improves by using infographic media. These findings indicate that students are not only aware of the value of infographic media but also feel that the media directly improves their understanding of procedural texts. The absence of

negative perceptions (0% strongly disagree or disagree) indicates a universal positive acceptance of this teaching medium. Based on the results of the questionnaire analysis, it can be concluded that students feel the benefits and provide good responses from the use of infographics as a learning medium to improve reading comprehension.

Previous studies have used various methods to improve students' reading comprehension skills. Techniques such as reciprocal teaching, contextual teaching and learning (CTL), and digital reading tools have shown significant success in engaging students and improving their reading comprehension skills. For example, reciprocal teaching focuses on dialogue between students and teachers to clarify, question, summarize, and predict text content, which has been shown to improve students' analytical skills. Similarly, digital reading tools, including text-to-speech applications and e-books, provide an accessible and engaging platform for students to interact with text.

However, these methods often lack the visual appeal and interactivity needed to engage students who struggle with long, complex texts. This is where the use of infographics offers a unique advantage. Infographics present information visually, allowing for easier absorption and retention of key points. Unlike traditional methods, infographics utilize visual learning to make the reading experience more engaging and less intimidating, especially for students with low literacy levels. Although many previous studies have conducted research on the use of infographic media to improve students' reading comprehension, there has been no further research on students' opinions and how students respond to the influence of using infographic media to improve reading comprehension, and most previous studies have only focused on expository texts. There is still a need to explore the effectiveness of infographics on other types of text, such as narrative, description, procedures, or scientific texts. In this study, the researcher examined the use of infographic media to improve students' reading comprehension with a different type of text from previous studies, namely procedural texts. The results of this study indicate that there are positive student perceptions and responses to the use of infographic media to improve reading comprehension skills in procedural texts. Students also experienced an increase in reading comprehension of procedural texts by using infographic media.

Conclusion

The use of infographics significantly improves students' reading comprehension by

presenting complex information in an attractive and simplified visual format. The use of infographics provides many benefits, especially to improve students' reading comprehension because students will read happily and more interestingly. There are also several benefits of using infographics to improve EFL students' reading comprehension. Infographics present text simply and effectively, will increase students' desire to read because of their attractive visual design, and will also develop students' reading comprehension skills to think critically and organize their ideas while reading. Students' responses to the use of infographics in the procedural texts they read were quite good and there was an increase in students' reading comprehension using infographic media. This can be seen from the results of the test that tested students to work on procedural text questions based on the infographics provided, namely multiple-choice questions totaling 15 questions.

This finding contributes significantly to the literature on visual learning strategies by highlighting the effectiveness of infographics as a tool that can substantially improve reading comprehension. In this context, infographics function as a visual medium that can simplify complex information, making it easier for students or readers to organize the information contained in the text more efficiently. This finding is in line with cognitive theory that emphasizes the importance of visual aids in the learning process, especially in terms of facilitating information processing in the brain. According to the theory, visual aids, such as infographics, help reduce cognitive load by integrating visual and textual elements, allowing individuals to better understand and remember information.

In practice, the use of infographics in classroom settings has been shown to have a significant positive impact on the learning process. Infographics, with their attractive visual design and concise presentation of information, help students understand complex concepts more easily. Research shows that students exposed to infographics tend to be more engaged in learning, as the visual elements grab their attention and make it easier for them to relate to the information presented. In addition, infographics are very beneficial for students with low literacy levels, as they reduce reliance on long texts that may be difficult to understand. Thus, educators should consider using infographics as part of their teaching media. The use of infographic media not only improves students' understanding of the material but also encourages them to be more active participants in the learning

process. The use of well-integrated infographics can be an innovative solution to create an inclusive, effective, and enjoyable learning environment for all students.

Based on the conclusions above, the suggestions that the author can convey are as follows: (1) Researchers suggest that procedural text learning can be packaged with infographic media to facilitate message delivery and make students more enthusiastic about reading so that student understanding can be increased. (2) Future researchers can explore the long-term impact of infographic media on reading comprehension and its application to other types of texts outside of procedural texts. In addition, integrating infographic media with other teaching strategies can further increase its effectiveness and meet various learning needs. (3) Researchers can also create infographic media to be more interesting and characterize students based on observations from the class that will be used as the subject.

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