CHAPTER I

INTRODUCTION

1.1 Background of The Research

The learning process in a few years is not interesting and boring. The existence of the covid-19 pandemic and limitations in the learning process in the classroom and in the network make students not interested and enthusiastic in participating in learning, especially about the learning material presented. It is also mentioned that the reality is that teachers and lecturers use the boring lecture method to deliver material at both the high school and college levels (Agustin and Ayu, 2021, p.1). Besides, technology has a crucial role in assisting teaching and learning processes in the current millennium era, making themes more attractive for pupils (Fansury, Januarty, & Rahman, 2020, p. 2). Therefore, developing learning materials are needed in the learning process that is in accordance with the needs of students and can attract students' interest.

Learning material is the essence of the learning process. It is often underestimated by educators so that often the material presented does not interest students to understand the material presented. Learning materials should probably be able to still give content immediately, but also guide learners in mastering the topics taught (Perwitasari and Surya, 2017, p. 201). In addition, learning materials will employ a variety of methods, media, instructions, and guidelines as part of the learning process (Peranginangin, Saragih, and Siagian, 2019, p. 268). So, learning materials are the form of teaching materials that can help teachers in the learning process systematically so that the material being taught can be liked by students.

Learning materials that students like can be made by the teacher, teachers are now expected to acquire and understand the learning material that will be taught to students. The importance of learning materials in educational processes so that teachers can progress is a hot topic among educators (Peranginangin, Saragih, and Siagian, 2019, p. 268). Educators must be able to digest and review all of the material in order for it to be fully absorbed (Casselden and Pears, 2020, p. 604). Teachers should strive to be facilitators by providing and making appropriate use of learning material.

In addition to the teacher being the facilitator, the learning materials must also be of value and not be arbitrary. This is probably, because the quality of a learning material can

be assessed from three important aspects, namely effectiveness, practicality, and readability, the researcher chose three aspects for assessing the learning materials when developing these English learning materials (Curriculum Center, 2016, cited in Maula, 2021, p. 12). These three criteria are intertwined, and a learning resource can be described as high-quality if it fits all three. Learning materials are required at this stage to pique students' attention and encourage them to appreciate and love learning, based on the three factors indicated (Samueli, et.al., 2020, p. 2).

Of the three factors mentioned above, they are not included in the learning material book. This states that books are also one of the tools to help deliver learning materials that students enjoy and like. Learning materials that are relevant for the needs of the learners are not always accessible in textbooks, especially for vocational school (Rahman, 2017, p. 62). However, Although books written by English teachers exist, the content does not meet the necessities of ordinary life (Sumarsono, et. al., 2017, p. 29). It would be nice, the teacher made learning materials not only based on books but also according to the needs of their students.

The provision of learning materials is not mandatory through books. Besides, the use of multimedia in the classroom to teach English abilities is becoming more popular among instructors (Oktaviani and Desiarti, 2017, p. 53). As a teacher, in order to reach the target language, it is critical to grasp how to optimize both written and online media when studying English (Agustin and Ayu, 2021, p. 1). Moreover, for telephoning learning at the vocational high school level.

Infographics are important to the learning process. The term "infographics" refers to a story, process, or idea. As a result, it is important to remember that infographics can be used to design any subject by employing appropriate visual presentation (Khan, 2021, p. 2). Besides, rather than having to read long texts, infographics provide much simpler and easier to understand information. Infographics emphasize the excitement of displaying graphics and have the potential to fascinate learners (Pazilah and Hashim, 2018, p. 37). So, infographics are needed for learning English as the media.

Telephoning material must be taught to students, especially in vocational high schools whose majors are related. Telephone in this case is a daily necessity that is usually held. Telephone speaking abilities in English are required to communicate, particularly when communicating with expatriates and foreigners abroad (Rustanta, 2020, p. 78). The features

and characteristics of telephone calls, which included, among other things, beginning with a clear announcement of one's own name and the function, i.e. the purpose of the talk (Ludwig, et. al., 2021, p. 2). Therefore, telephoning material should be given in depth to students, especially office majors in vocational high schools.

Furthermore, the development of learning materials in teaching English is considered important. So, from previous findings the researcher find some clusters of developing learning materials in teaching English. For instance, developing learning materials through a textbooks (Amini, 2017, Sumarsono, et al., 2017, Hernawati, et. al., 2018, Sumarsono 2018), using digital contents for learning English speaking skills by utilizing technology (Agustin and Ayu, 2021, Rahman, 2017, Fansury, Januarty, & Rahman, 2020, Zhou, Song, & Sunmacher, 2019, Gangairamaran & Pasupathi, 2017, Syakur, et. al, 2020), learning model or strategy (Peranginangin, et. al., 2019, Perwitasari & Surya, 2017, Maula, 2021, Kusumaningrat, 2021, Oktaviani and Desiarti, 2017, Sadiqin, Santoso,& Sholahuddin, 2017, Kristanto, 2017, Supriatiningsih, 2021, Rahayu, et. al., 2017, Saragih, Napitupulu & Fauzi, 2017, Mulatsih, 2018, Suyatna, 2019, Astawa, et al., 2017), and using need analysis (Mahbub, 2021, Andi & Arafah, 2017).

The four things that have been mentioned above: First, in developing book-based learning materials, it is not specifically stated what form the textbook or student book will look like (Mariati, et al., 2021, p. 66). Which may be concluded that like the previous books there are too many texts so that learners feel bored and not interested at all. Then it was also mentioned that it did not focus on developing book-based learning materials, but rather explained the methods in learning in the classroom. So that the book becomes a neglected medium in the development of this material.

Second, using digital content by utilizing technology is not the aim. In previous studies, it was always stated that the media or applications used were very effective. But rarely disclosed the advantages of the application used. When using technology, the learners are also not fully able to operate (Widodo, 2018, p. 159). So in this case, the use of digital content and model or strategy must be rethought in the discussion.

From the previous research, it is discussed the curriculum and syllabus in the needs of the agency, it was not stated what the student's needs were (Ahmadi and Hasani, 2018, p. 3). However, talking about the need for analysis, of course it is very good for students. When they follow the lesson and in the process it matches what they need, they will feel happy

and enjoy it.In addition, it also discusses the professionalism of the teacher and also the classroom atmosphere in the learning process. This is less relevant to the needs of students in the learning process.

It can be seen how important it is to develop learning materials for teaching. So, from the things mentioned earlier it can be said that it is less than optimal for implementation. The things that were less than the maximum were then developed by researchers. Researchers develop learning materials in various forms so that students are able to follow the learning well. It was also stated that from various forms of development of learning materials, it can make students more creative and the lessons are conveyed.

The learning process at SMK is an effort to help students develop their potential, skills, and personalities. If the teacher is more creative and the learning process is always student-oriented, the learning process in the classroom becomes a fun learning activity (Adiastuty, Rochmad, & Masrukan, 2012, p. 2). In learning, in general, students want a harmonious and pleasant atmosphere. However, at SMK Islamic Centre the concept of fun between teachers and students is very different (Adiastuty, Rochmad, & Masrukan, 2012, p. 2).

Based on this, the researcher creates infographics as media for development learning materials is carried out at the Vocational High School level. The name is SMK Islamic Centre Cirebon. SMK Islamic Centre Cirebon which is located at Jalan Tuparev No. 111, Kertawinangun Village, Kedawung District, Cirebon Regency. The school is a private school which is owned by the foundation. There are three Business and Management skills programs at the school majors, namely Office Administration, Accounting, and Marketing.

In this research, the researcher will find about developing learning materials through infographics as the media for learning English, especially for learning Telephoning at SMK Islamic Centre Cirebon. In the implementation, the researcher will develop infographics as the media for telephoning materials in SMK Islamic Centre, especially office majors. For instance, infographic and wall decals for telephoning in office majors. Developing this learning material through infographic, so that students enjoy it more and easily absorb the material presented.

1.2 Identification of The Issues/Phenomenon

In developing learning materials, teachers must improve their ideas and creativity. To develop it, teachers need to know what problems occur in teaching in the classroom,

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especially regarding learning materials (Fauzi and Khusuma, 2020, p. 59). There are two parts or sessions carried out by schools in the learning process, namely online and offline. For instance : Education policies had changed throughout the Pandemic Era. They are attempting to develop some remote learning methods, alter the test timetable and process, and create online learning that is accessible to all students (Meladina & Zaswita, 2020, p. 1). In online learning, there are two issues that arise. First and foremost, it is concerned with the effects and effectiveness of online education (Adnan and Anwar, 2020, p. 46). The ability to successfully teach digitally differs from the educational institution's teaching and learning goals and priorities.

However, in offline learning, there are some issues : First, Analyzing students' behavioral patterns to explain their performance in learning with different strategies, tools or technologies (Hwang, Chu, & Yin, 2017, p. 145). Second, lack of motivation to learn. Third, learning materials that are only glued to books and boring methods. Fourth, teachers give explanations with limited time and only give too many assignments. Based on the foregoing, the following issues with this study can be identified:

1) To begin with, as previously said, vocational schools provide three study programs at each level: Office Administration, Accounting, and Marketing Study Programs. It should ideally have three types of English learning materials that are appropriate for each study program's demands.

2) Indigestible learning method and materials for teaching telephoning.

3) The teacher only teaches learning materials through the medium of one book and is limited.

4) Lack of focus on student learning needs so that students quickly feel bored and learning is not interesting.

5) Today's use of technology has led to many applications such as Canva for the development of learning materials.

From the five issues above, the researcher specifically chose because it was in accordance with the current situation. It is more, learning in the classroom has a limited system and online classes are not conducive.

1.3 Delimitations and Focus of The Study

Creating all of the materials listed above would take a long time. Due to the short time frame of this study, it was confined to generating English learning materials, infographic as

the media for learning telephoning at SMK Islamic Centre Cirebon. When the content they are learning is viewed as entertaining, valuable, and leading to a desired goal, people are more likely to acquire a second language (Rohmah, 2015, p. 21). As a means of affecting the quality of classroom interaction and language use, materials are used (Richard and Rodgers, 2001, p.79 as cited in Rohmah, 2015, p. 24). Materials are at the heart of instruction and have a significant impact on what happens in the classroom (Sigalingging, 2019, p. 1).

Furthermore, it is intended that the proper selection of learning materials makes the learning process a valuable activity that results in a productive, effective, and meaningful experience. On the other hand, if the contents presented are based on a student's need or a sociocultural context with which they are unfamiliar, teaching and learning becomes a monotonous exercise (Sigalingging, 2019, p. 1). However, in this study, researchers will only examine the developing infographic for learning telephoning at SMK Islamic Centre Cirebon especially in office major through speaking skill as autonomous learning which is still related to speech and cannot be separated. Researchers can develop the design or prototype of infographic as the media for learning English telephoning. Also, the researcher will not research the developing learning materials for learning at senior and junior high schools, also not research for reading and writing skill. Then, the researcher only focuses on developing learning materials, not making lesson plans and guidelines.

1.4 Research Questions

1) What are the principles of infographics for eleventh grade students of the Office study program in Vocational High School ?
2) How is the preliminary form of Infographics for learning telephoning at SMK Islamic Centre Cirebon ?

1.5 Aims of The Research

1) To synthesize the principles of infographics for eleventh grade students of the Office study program in Vocational High School
2) To find out how the preliminary form of Infographics for learning telephoning at SMK Islamic Centre Cirebon

1.6 Significances of The Research

The result of the study is expected to be used theoretically and practically:

1. Theoretically Significances

a. The result of this study is expected to get a new perspective for the learning process at vocational high school.

b. As additional knowledge about how design or learning materials through infographic can be developed.

2. Practically Significance

a. The result of this study is suggested that the generated English learning materials from this research can assist students in improving their knowledge, skills, and competency in fluently and appropriately using and practicing English by theirself.

b. The result of this study can be used as a guide, teaching and the findings of this study may encourage teachers to create acceptable English learning resources for pupils.

c. The result of this study can be used as a description for other English Education department students to perform another study on generating acceptable English learning materials for specific categories of pupils.

1.7 Theoretical Foundation

As previously stated, this research will focus on five topics themes that are vital to understanding: Learning materials, Infographic, Learning English telephoning, Speaking skills and Vocational High School.

1.7.1 Learning Materials

Learning materials are teaching materials that must be prepared by a teacher in the teaching and learning process. In preparing interesting teaching and learning activities and according to student needs, learning materials are needed. Besides, a component of the message content in the curriculum that must be conveyed to pupils is learning material. This component contains a variety of messages, some of which take the shape of facts, concepts, principles, or regulations, procedures, or difficulties, among other things (Suhono and Sari, 2020, p. 1). So, the current learning curriculum in schools also requires the development of learning materials whose contents are in accordance with the needs of students.

Furthermore, Learning material is the deliberate and creative process of developing new practices, strategies, and activities, as well as resources and tools, with the goal of accomplishing specific educational goals in a given setting (Mor and Craft, 2012, p. 86 cited

in Ifenthaler, Gibson, Dobozy, 2018, p. 119). Students and teachers will use a variety of materials, tools, media, instructions, and directions to perform learning activities using learning materials (Trianto, 2011 cited in Nasution and Sinaga, 2017). Of the various kinds of learning materials, of course, must be chosen according to the needs of students. For this reason, the development of learning media must be based on the ideas of the teacher.

The features of learning materials are learning objectives, alignment with learning objectives, methodical, and directed by evaluation (Dick and Carey, 2009 cited in Muga, Suryono & Januarisca, 2017, p. 261). The role or contribution of learning materials in learning activities (Khoir, Murtinugraha & Musalamah, 2020, p. 2), which include: making the presentation of material more standard and easy to understand, making learning activities more interesting, making learning activities more interactive, making the time needed for learning more efficient, improving the quality of learning, making learning more positive for students and the learning process, and providing positive value for teachers.

From what has been mentioned previously, several forms or types of learning materials are needed. Some of them are: Teacher's book, students book, mobile learning, Paper, worksheets, and so on. Besides, classify things for demonstration, oral communication, print media, still images, photos, motion pictures, sound films, and machine learning into seven categories (Gehlbach, Farrow, Fowkes, West, and Robert, 1985). In the implementation of learning materials in the classroom, of course, not everything goes well. There are several factors that make students learning in class bored and uninteresting. One of them is the learning material itself.

As a result, the following factors have to be taken into account when picking teaching and learning resources (Suharjo, 2014, p. 11). There are : (1) Recognized the students' ages and needs; (2) Recognized where the information is meaningful and relevant to the students; (3) Considered carefully before selecting the material, particularly in terms of training and the identification of the aim and goals; (4) Consider materials that are appropriate for all types of intelligence and may be used to a wide range of abilities and learning concepts; (5) Select items that encourage inquiry and discovery; (6) Select acceptable material for youngsters, particularly in light of their age physical conditions.

1.7.2 Infographic

In developing learning materials, how many media are commonly used by teachers in schools, namely in the form of books, videos, writings, pictures, infographics, posters, and other platforms. In addition, researchers will use infographics as a medium for developing learning materials. Before discussing further, it would be nice to discuss the differences between some of the media first.

The picture is a type of visual media created from a photograph. It is everything that has been visually formed into two dimensions as an outflow of various thoughts. The image is one of the media that was used to create the game. Then, the types of picture media according to Wright (1984) , there are : Examine the image's chart, pictures of a single object, pictures of a single person, pictures of famous people, pictures of groups of people, pictures of people in action, pictures of the news, and pictures of fantasies.

Besides, a poster session format should theoretically allow for open, informal, and comfortable academic discussion of the work presented. Posters included in the source of the picture are made large enough to be seen. A large poster can depict a subject or a large amount of information. In addition, A poster is a combination of images and text that contains something and is installed or affixed in a public place to entice the reader to use or follow it (Ghifari, 2019, p. 20). Posters are classified into four types: Educational posters, specific activity posters, lighting posters, and commercial posters (Arifin, 2020, p. 31). The purpose of putting up posters is to promote or inform the public about certain goods, activities, or events.

Furthermore, there is a infographic. The term "infography" was originally applied to information graphics in the media context, but it is now used to refer to larger visual message tools used to present information. They contain pictograms, color, and high visual densities, infographics are the most memorable type of visualization.

The goal of infographics is to present dense and complex data in a consistent and perceptible manner (Antonova, 2016, p. 6). As a result, the most important feature of infographics is that they transform complex and unsystematic masses of information into comprehensible structures by telling a story out of it, and the most significant development in recent years for infographics is that they are gaining high definition and interactivity features as a result of technological progress. Infographics are visual representations of data, information, and/or processes related to a specific subject.

Infographics can be useful in a variety of fields. Infographics are used for a variety of purposes, including tracking, resumes or backgrounds of people, reports or worksheets, news and information, advertisements, introductions and presentations, learning and teaching. Infographics are required not only for news exposure, but also as a media attraction, when news or research results are published in print and electronic mass media (Akhmad, Sugandi, and Nandi 2017, p. 5). Color, composition, and other visual elements are used to emphasize the uniqueness and uniqueness of a medium. The infographics were created, and then printed and emailed to a large number of people. Media will be more easily identified.

Infographics are primarily intended to communicate on a subjective plot; the information displayed is also very focused on specific themes to the audience. Visualization data, on the other hand, takes a more objective approach, and the approach of graphics created must be precise. The goal of visualization data is to preprocess a large amount of information of various types and present it in a single location. The focus of visualization data is the accuracy of the data source context, which only computer programs can produce using algorithms and is difficult for humans to do due to their complexity and density.

More specifically, empirically discovered information infographics can be organized around the following functions and types (Akhmad, Sugandi, and Nandi 2017) : First, statistical infographics: their primary function is to display meaningful statistical data by combining or creating a summary or overview of data from various data sources and displaying one or more graphs, tables, or lists. Second, timeline Infographics (time-oriented infographics): their primary function is to highlight time data sets and time series, as well as progress over a specific time period. Third, process infographics: their primary function is to highlight and illustrate a linear or branching process, as well as to provide a common schema for exploring a method, methodology, or flow chart, or choices in decision trees.

Fourth, informational Infographics: Their primary function is to summarize the relationships between various concepts and to provide an overview of the related terms. Fifth, geographic infographics: their primary function is to visualize location-based data, contextualizing geographically diverse data sources, or illustrating dynamic movement processes. Sixth, compare/Contrast Infographics: Its primary function is to provide a comparative analysis of elements, processes, models, and so on.

The main characteristics of effective infographics listed in the text of the paper scalability, structure-based, focusing on the key points, visual simplicity, emphasis on the relationship between elements were defined during the process of studying how learners and participants of online courses perceived and interpreted infograms. They can be used as recommendations and/or criteria by experts to evaluate existing visual products (Bystrova and Tokarskaya, 2020, p. 153). As part of information design, infographics should: show data; stimulate understanding of the information itself rather than the methods for creating visual elements; and not distort the source information. be informative and concise, and clearly represent data arrays encourage data comparison; have a variety of levels of detail; serve a specific purpose (research, analysis, tabulation); be incorporated into the context and only a subset of them can be referred to as infograms.

So, in this study, researchers took infographics as a media for developing learning materials. In addition, infographics are a suitable medium for delivering telephoning material for office majors with attractive designs so that students become active and not bored in learning in class. The infographic that will be used in the classroom is all in one with the instruction for learning in the form of wall decals and also the classroom atmosphere is made like conditions in an office so that students are able to implement it according to their major, namely offices. Furthermore, this infographic can be used for self-study.

1.7.3 Learning English Telephoning

Teaching is a scientific process that consists of three major components: content, communication, and feedback. The instructional strategy has a positive impact on student learning (Rajagopalan, 2019, p. 6). Teaching English telephoning is an English learning material that is taught by the teacher to students, especially in the eleventh grade. Furthermore, teaching telephone English can be challenging because students need to use it as much as possible to improve their comprehension skills (Cakrawati, 2017). The biggest challenge is speaking without eye contact once they have learnt the basic phrases for telephoning. This lesson plan includes several ideas for getting kids to practice their phone abilities.

Besides, learning is more than just reading, listening, writing, and completing assignments and tests; it also includes changes in behavior as a result of learning process activities, where there is an active interaction with the environment, and these changes are

permanent (Hindriana and Setiawati, 2018, p. 33). Learning English is associated with the skills that most people require to perform well, such as writing emails and reports, giving presentations, negotiating, using the phone, attending and actively participating in meetings or telephone conferences, receiving visitors, and so on (Rao, 2019, p. 2).

Telephoning is one of the most difficult skills a pupil may learn in English; possibly only the related skill of teleconferences is more tough. Even for students who do not frequently use English on the phone, it is vital to devote some time to this issue, not least since it is one of the most difficult tasks in a foreign language. Unfortunately, a textbook that did not require additional telephoning. Fortunately, due to the high number of predictable exchanges involved in telephoning, it is eminently teachable if done correctly (Kent, 2017). Telephoning practice can be compared and contrasted with teleconferences, video conferences, face-to-face interactions, meetings, emails, and other methods. But, in this study, the researchers focus on phone calls via audio only which is implemented in the office department for learning materials.

Introducing language for telephoning in English to another language point is one technique to introduce it. For example, if students have just studied future tenses or modal verbs, they might practice using those forms in gapped telephoning sentences before moving on to the new topic of telephoning. Similarly, if they have just covered a functional language point like giving directions or making preparations, they can practice it with some telephoning role plays before moving on to more general telephoning (Dik and Shimizu, 2019).

So, in learning English telephoning, the teacher must prepare learning materials appropriately well, so that children can learn on their own. In this case, researchers develop learning materials about telephoning through infographics media that are all in one or include all guidelines during learning as well as learning materials. Thus, students will not feel bored and interested in discussions, especially office majors related to telephone communication. Furthermore, don't forget that the purpose of this lesson is for students' speaking ability on how to make a phone call and of course it will not be separated from listening skills when answering phone calls.

1.7.4 Speaking Skills

Speaking skill is a person's ability to speak by conveying his ideas clearly. The action of transmitting information or expressing one's ideas, known as speaking skills, aids in clear thinking. Clear understanding of how to speak to convey anything that needs to be conveyed to a large number of individuals in this life (Marpaung, 2019, p. 328). So that other people or interlocutors can understand what is meant.

In addition, speaking skill is a verbal communication skill that entails the use of language components to express thoughts and foster social relationships by allowing people to continue communication (Wulandari, Hasan & Putrawan, 2017, p. 13). In establishing social relations with the environment, it can be ensured that both of them understand each other what is being discussed. It is also mentioned, usually a lot of students do not master this skill because it is considered difficult.

When students decide to learn a language, they want to be able to speak that language as fluently as possible. Successful public speaking has the following characteristics (Ananda, 2017, p. 13) : 1) Students chat a lot, it means as much of the time allotted to the activity as possible is filled by learners talking. 2) There is even participation, it is a minority of talk engaged participants that do not dominate classroom debate. It means that all pupils have the opportunity to speak up and engage in class. 3) There is plenty of motivation, every pupil is eager to speak up in class. The capacity to carry on a conversation in the language is used to determine someone's success in speaking.

Brown (2004) stated that there are five forms of speaking; we cited them as categories of listening performance evaluation activities. For oral production, a similar classification emerges: First, imitated, the ability to just parrot back (imitate) a word, phrase, or possibly a sentence is at one extreme of a spectrum of sorts of speaking performance. While this is a strictly phonetic level of oral output, the criterion performance may incorporate a number of prosodic, lexical, and grammatical features of language. Second, in-depth, the production of brief lengths of oral language aimed to indicate proficiency in a restricted band of grammatical, phrasal, lexical, or phonological relationship is a second style of speaking that is widely used in assessment contexts (such as prosodic elements-intonation, stress, rhythm, juncture). Third, responsiveness, interaction and test comprehension are included in responsive assessment tasks, albeit at a rather limited level of very short dialogues, conventional greetings and small talk, simple requests and comments, and the like. Fourth,

participatory, the duration and complexity of the engagement, which may encompass many exchanges and/or multiple participants, distinguishes responsive and interactive speaking. Fifth, Comprehensive (monologue), speeches, oral presentations, and story-telling are examples of extensive oral production activities in which the opportunity for oral participation from listeners is either severely constrained (possibly to nonverbal answers) or completely eliminated.

Interactive, partially interactive, and non-interactive speaking circumstances are the three types of speaking contexts (Rao, 2019, p. 11). The core abilities are listening and speaking, and if the foundation is solid, the building built on it will last. Children have a natural opportunity to listen and talk in their surroundings when they speak their mother tongue (Hussain, 2018, p. 14).

1.7.5 Vocational High School

Vocational high school is an institution that is included in the high school ranks. However, this vocational school has several majors in it. Learning English for vocational high school (SMK) is not the same as learning English for high school (SMA) (Fatimah & Ariyani, 2018). Vocational education is included in the level of education to acquire a skill in the field (Rifma, Rusdinal & Meizatri, 2018, p. 23).

Vocational education was created to help people gain the skills, abilities, comprehension, attitude, work habits, and appreciation they need to enter the workforce and make valuable and productive advancement (Sunarto & Supriadi, 2019, p. 219). So that the teacher taught about how to practice the field about the majors they are capable of. When you have chosen to go to a vocational school, you must follow the goals of the school. Vocational high school is defined as education, training, and skills development relating to a wide range of occupational fields, production, services, and livelihood, and as part of lifelong learning can take place at secondary, post-secondary, and tertiary levels, and includes work-based learning and continuing training and professional development that may lead to a qualification, includes a wide range of skill development at a national and local level, and must comply with national and local standards (UNESCO, 2019).

In this case, the learning purpose of vocational education is to prepare young people for broad vocational areas in specialized vocations, as well as to have an impact and influence on improving people's living quality and production in numerous fields (Wahyuni,

Agustini, Sindu & Suhartini, 2020, p. 1). After three years of vocational training, vocational students are expected to have practical skills that allow them to work directly in accordance with the needs of the Business and Industrial World (DUDI) and the department. Students at SMK must be able to communicate in English at a level that is at least as good as what is expected in their field of work (Asrifan, et. al, 2020, p. 70).

Then, at this level of education, vocational students are adolescents. In adolescence, someone is still emotionally unstable. They are easily influenced by their environment. Of course, a teacher's capacity to be creative is highly praised at this level (Surya, Azharul, Wilarso, Idris, Azziqri & Retno, 2020, p. 65). Without it, the class will be tedious. As a result, many students will be too tired to attend class, opting instead to skip class and spend time outside (Surya, et. al, 2020, p. 65).

There is a strong link between one topic and another. Both teachers and students must be more creative in this era of education. Researchers have blended a number of hypotheses to produce a result that readers can apply to this study. The development of learning media is critical in the modern era to ensure that pupils do not become bored while learning (Fansury, January and Rahman, 2020). As a result, the researchers performed research into the production of learning materials to learning vocational students telephoning.

1.8 Previous Studies

Learning materials are important for the learning process. As we know that learning materials are the type of teaching resources that can assist teachers in the learning process in a methodical manner so that students enjoy the content being taught. This research is almost similar to previous research, Needs Analysis to develop English teaching and learning materials (Rohmah, 2015, Andi & Arafah, 2017, Mariati, Wedhanti, & Dewi, 2021). Previous research has described that the needs analysis and how to develop learning materials can improve language skills, especially learning English through Speaking skills. There were several previous researchers who discussed needs analysis to develop English learning materials. Some of them have areas closer to this research. Also, the previous research can be explained about the development of infographic as the media for learning English.

As a result, this study was conducted in a totally unique method. Regarding study, the researcher previously stated: First, article by Andi, K & Arafah, B (2017), Using needs

analysis to develop English teaching materials in initial speaking skills for Indonesian College students of English. This articles defined the information collected from a requirements analysis is utilized to determine the important components necessary for producing course content, according to using a needs analysis to build teaching materials. Then, the findings of this study confirms the utility of needs analysis in obtaining information about students' language and learning needs for producing teaching materials, as well as the role of needs analysis as the foundation for developing teaching materials that have resulted in. The prototype reflects essential components of the teaching materials' content, while the model adequately explains three methodical processes in designing ELT materials for early speaking skills, from conducting a needs analysis to creating an ELT prototype.

The implementation of the needs analysis produced three important outcomes as a result of this research: 1) important information on what to teach and how to teach the initial speaking skills; 2) three steps that describe how to design ELT materials based on a needs analysis; and 3) a prototype of ELT materials for initial speaking skills that reflects the contents of a well-developed course materials based on a needs analysis.

This research is good enough, but there is no clear prototype that can be taught to students. Then, for teaching materials, the focus is more on lesson plans, not on developing teaching materials. So, in this case the researchers took the research by developing learning materials in a clear form. Then, it is also mentioned how to develop it.

Second, the research by Mariati, N. K. S., Wedhanti, N. K., & Dewi, K. S (2021), Developing English materials for the front office of the XII grade students of SMKN 2 Singaraja. The research can be discussed about the following three goals of need analysis: To begin, a need analysis provides a method for gathering information. The second step is to do a need analysis to determine goals, objectives, and content. The product is evaluated using the most recent need analysis. Moreover, the study's initial goal is to discover and analyze jargon in the front office department's linguistic forms. Second, determine the meaning of each jargon term used in the front office and examine it. Third, determine and explain the role of jargons in the front office.

So, In this research, the specific purpose made is for the marketing program. The results of his research, discuss the results of the syllabus analysis, observations and also the student checklist. Then, in this study it was quite good because it mentioned the students' needs.

However, no product form has been shown and the teacher's steps to develop learning materials have not been delivered.

Third, thesis by Rohmah, C (2015) Developing English learning materials for grade X students of Marketing study program at SMK Muhammadiyah 2 Bantul.The thesis submitted is quite complete. Contains about how to develop learning material in high school. As shown in the study's findings, the learning materials' theme should be relevant to workplace communication. In addition, it is also mentioned that the four skills in language must be able to be mastered with various kinds of development of teaching materials. So, this thesis focuses on four skills and for the tenth grade in marketing majoring in SMK. So what makes this research different is that researchers will develop learning materials. Whereas, the material presented will be referred to the eleventh grade and office majors.

Fourth, articles by Pramesti, Utami, and Santosa (2021) Infographics development for secondary school students in English learning. The purpose of this study was to create infographics as teaching media for 7th grade secondary school students learning English. The creation of infographics was done to assist teachers in their use of visual media in the teaching and learning process. Each infographic's design was simple and effective as visual media for English teaching and learning. Teachers were expected to use a variety of visual media in the classroom to create a fun and meaningful learning experience. The infographics have evolved into complementary teaching media that can be used for an extended period of time.

Fifth, thesis by Febi (2021) Developing infographics as English teaching media for 7th at junior high school.The purpose of this study was to create infographics as teaching media for 7th grade secondary school students learning English. The creation of infographics was done to assist teachers in their use of visual media in the teaching and learning process. Each infographic's design was simple and effective as visual media for English teaching and learning. Teachers were expected to use a variety of visual media in the classroom to create a fun and meaningful learning experience. The infographics have evolved into complementary teaching media that can be used for an extended period of time.

Based on several previous research, it is clear that this research can continue to evolve in light of the current scenario. This is due to the fact that a study will evolve throughout time. So, in this research, researchers will develop learning material that suits the needs of students and attracts students to like English. Moreover, for telephoning material in the

office department of the Vocational High School. The development of this learning material will be in the form of wall decals or infographics or others as needed and focus on speaking skill.

1.9 Frame of Thought

Figure 1.1 Frame of Thought
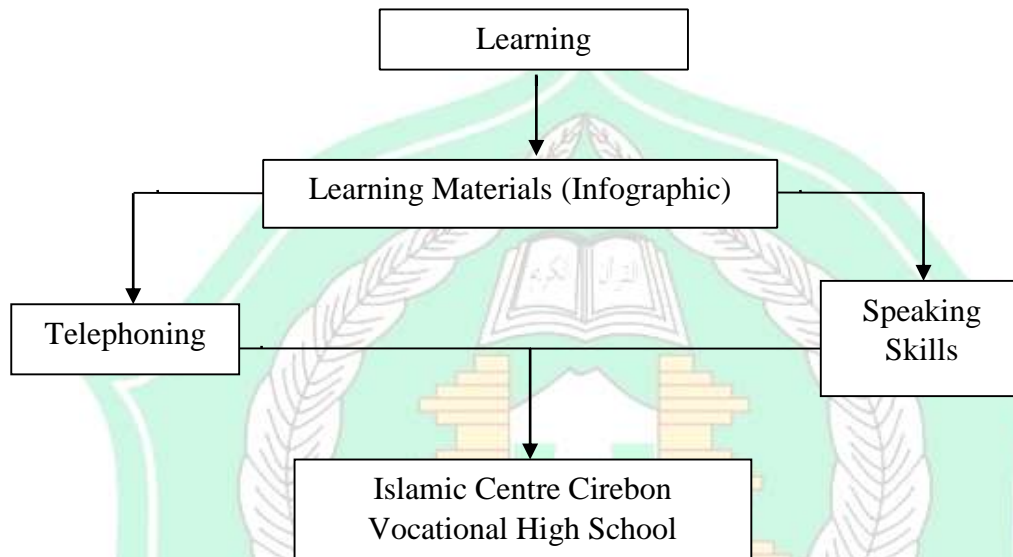
The frame above refers to the big title or main title of this research, namely Learning. In learning, a teacher as a facilitator needs learning material, namely infographic. In providing learning materials that will be developed, one of them is Telephoning material. The skills needed to develop these learning materials is speaking skill. As previously mentioned, the development of this learning material is in Islamic Centre Cirebon Vocational High Schools, especially the Office Department.

1.10 Research Method

This research concentrates on some of the methodological issues raised in the research discussion. It starts with the discussion of the research method, sources and types of data, data collection techniques and instruments, data analysis techniques and research timeline.

1.10.1 Research Design and Steps of the research

In this study, researchers used qualitative research. This is probably, because qualitative research does not use counts or numbers or statistics. In addition, this study employs a qualitative method to aid in the comprehension of phenomena. In this study, there

are no statistics or figures (Nashruddin, 2020). The majority of qualitative data is non-numerical and descriptive or nominal in form. This indicates that the information gathered is in the form of words and sentences (Kabir, 2016, p. 202).

In this study, researcher used Research and Development. Research and development is a structured process that includes the design and improvement of educational programs and materials through formative and summative evaluation (Borg, Gall, & Gall, 2003). In addition, educational R&D is an industry-based development process in which research findings are utilized to design new products and methods, which are then rigorously field-tested, assessed, and revised until they meet specified effectiveness, quality, or other standards (Borg, Gall and Gall, 2003 p. 569).

There are 10 steps taken regarding R&D proposed (Borg, Gall and Gall, 2003). The steps are : (1) Gathering information and conducting research, as well as needs analysis. Furthermore, the process section includes a literature review, class observation, and preparation of the latest report. In phases (2) and (3), product prototypes are planned and developed. The approach to planning entails defining abilities, identifying objectives, developing course sequences, and doing small-scale feasibility testing. As part of the initial product development, teaching materials, handbooks, and testing kits were all prepared. (4) Field trials preliminary. It includes interviews as well as information gathered and analyzed from the school via a questionnaire. (5) Necessitated a significant product redesign as well as a revision based on preliminary field-test results. (6) The main field testing. (7) The main field test results are requested, which requires operational product adjustments. (8) and (9) required operational field testing and final product adjustment after that. (10) Dissemination and application It is a collection of material presented at professional conferences and in journals. (Borg, Gall and Gall, 2003, p. 570).

However, this study merely modifies a few procedures by taking into account research time, funds, and the researcher's skill. Researchers confine themselves to three phases that are adapted to their specific requirements. Of the three steps that were adapted, namely Research and information as a literature, planning of the design and developing the prototypes. This is possible, because the data collection from the literature and field results is used as a reference in making products.

1.10.2 Source and types of data

There are several learning materials in Vocational high schools to be taken into account in this study. This study employs a critical literature review as well as data from library research. Visiting the library is a common way to learn about and explore literature, including books, journals, and articles (Nashruddin & Mustaqimah, 2020, p. 83). Moreover, this study used CALL (Computer-Assisted Language Learning) to locate journals, books, and articles from a variety of sources, including Google scholar, Research gate, ERIC, and others. Refer to table 1.1.

Table 1.1
Resources and Web Addresses

Resources	Web Adresses
Search Engine 1. Google 2. Google Scholar	http://www.google.com http://www.scholar.google.com
International electronic source database 1. SAGE Knowledge 2. ERIC 3. Research Gate 4. Taylor & Francis	https://sk.sagepub.comhttps://www.eric.ed.gov https://www.researchgate.net/ https://www.tandfonline.com/

Furthermore, to locate the literature using the resources and web address provided above this research use keywords that related and appropriate to the issue and topic of this research include *at, of*, and *for*. The keywords at includes identified keyword such as English learning *at* vocational high school, speaking strategy *at* Vocational High School, etc. The keyword s *of* can be used to find the theories includes the characteristics of vocational high school, developing of learning material, the effectiveness of infographic, etc. The keywords *for* can be used to find the literatures that involves identified keywords, for example Instructional design for effective instruction, use application for learning, for eleventh grade students, etc. Besides, the keyword not can be used to exclude journals that contain specific keywords, such as English speaking skill not speaking in other language.

1.10.3 Data collection techniques

The data collection in this research is documentation. Documentation is the collection of data that has been combined. Documentation obtained by researchers through exploring the literature, document of syllabus, infographic design. The researcher is aware of this study consisting of learning English telephoning at SMK Islamic Centre Cirebon.

The researcher collected his data from several literature topics related to the research question. Literature review data collection, which includes journal articles, textbooks, handbooks, archives, and regulations, is a method of solving problems by tracing the sources of previous writings (Aryasih and Made, 2016, p. 21). Inclusion denotes something that should be present in the journals and exclusion refers to something that is not included in the journal's content (Nashruddin & Mustaqimah, 2020, p. 87). In other words, the critical articles, journals, and books must meet the inclusion and exclusion criteria. This data collection includes inclusion and exclusion, as shown in table 1.2.

Table 1.2

Inclusion and Exclusion Criteria

Inclusion	Exclusion
1. Books, Journal/Article	1. Book and journals published pre-2000
2. Should be published between 2002-2022	2. Journal that not involve developing learning materials, infographic media, english telephoning, Speaking skills, Vocational High School
3. Developing Learning materials	
4. Infographic media	
5. English Telephoning for Office major	
6. Speaking Skills	
7. Vocational High School	3. Not indexed nationally or internationally
8. Journal index nationally or internationally	4. Not specifically a product of Infographic.
9. Principles of Infographic for learning telephoning	
10. Preliminary form of Infographic	

Journal indices such as SCOPUS and Google Scholar must be considered for inclusion and exclusion criteria. Aside from that, Nashruddin & Mustaqimah (2020) states that journals are usually associated with a DOI or an ISSN. Articles are assigned a Digital Object Identifier (DOI), and journals are assigned an International Standard Serial Number (ISSN) (p. 88).

1.10.4 Instrument of The Research

The instrument of this research is the researcher herself. In qualitative study into the main research are the researchers themselves (Ary Et.al, 2010, as cited in Lestari, 2019). The Instrument used to get the data of valid observation and real. Therefore, in this research, the researcher is the main instrument. Also, in this research, researchers used the instrument literature review and documentation result.

1.10.5 Data Analysis Techniques

The data was analyzed and the results into the process of learning English telephoning for eleventh grade students at SMK Islamic Centre Cirebon. The researcher used the results

of the literature review and documentation to come to a conclusion on this study. By conducting a critical literature review, this study aims to reveal the developing learning material for learning telephoning at SMK Islamic Centre Cirebon, particularly at the heights education Level. The goal of a critical literature review is to identify various theories and ideas for analyzing and answering research questions. This study is a descriptive analysis study, which includes data analysis, explanation, and interpretation.

This study only uses one level to answer the research question. Furthermore, this study employs an approach in which researchers systematically compiled data based on various perspectives on the technology-based English learning process using steps approved from (Nashruddin & Mustaqimah, 2020, p. 83-85), the five stages were used in conducting the data analysis process, as follows:

a) Choosing a review topic and formulating a research question

The analysis technique starts with deciding on a research topic. Following that, research questions were compiled based on gaps in previous research as well as issues and topics raised in the research. In this research, the topic of developing infographic for learning telephoning at SMK Islamic Centre Cirebon. Based on the topic of the research, the research questions that formulated are the principles of Infographic for eleventh grade students at Vocational High School. Also, the preliminary form of Infographic for learning telephoning at SMK Islamic Centre Cirebon.

b) Locating and organizing research sources

The second analysis technique possibly exists in electronic databases or in libraries by the keywords. The importance of keywords in selecting and finding literature related to topic interest and research questions cannot be overstated (Nashruddin & Mustaqimah, 2020, p. 83). Most importantly, a research question can assist the researcher in determining a keyword. In this article, the main keywords are learning materials, infographic, English telephoning, speaking skills, and Vocational High School.

c) Selecting, analyzing, and keeping notes of sources

To answer the research question, an online platform and libraries are used to find information, theory, and literature. Books, journals, theses, articles, and other sources are among the research sources. Furthermore, when looking for research sources, the researcher employs keywords related to the research questions. Apart from gathering relevant information or literature through the use of related keywords, this study also selects and organizes the literature through the use of inclusion and exclusion criteria outlined in the data collection technique and instrument section.

d) Synthesizing and interpreting the literature

Nashruddin & Mustaqimah (2020) explained that "The process of unifying the separateelements from each study into logical points to produce a coherent argument, theory and conclusion" (p. 84). The synthesis and interpretation of the literary process in this study begins with the grouping of the sources based on related topics and goals. To make the grouping process easier, the research gathers the sources in boxes or tables to identify patterns and themes in the literature. Following the grouping process, the researcher interprets the literature by dividing it into paragraphs and drawing conclusions from graphs such as those shown in Chapters (2) and (3).

e) Putting it all together

These processes must be involved in the creation of a good and comprehensive literature review. Finally, all arguments in this study are wrapped up and rechecked for consistency throughout the text.

1.10.6 Research Timeline

Table 1.3

Research Timeline

No	Activities	January	February-May	June
1.	Preparing research proposal and consultation			
2.	Collecting the data			
3.	Sortir the data and grouping			
4.	Data Analysis			
5.	Finishing thesis writing			
6.	Thesis examination			
7.	Thesis Revision			