

**THE EFFECT OF INFOGRAPHICS ON THE STUDENTS' READING
ACHIEVEMENT ON ANALYTICAL EXPOSITION TEXT OF THE
ELEVENTH-GRADE AT SMA NEGERI 2 MARTAPURA**

SARJANA'S THESIS

FASYA AULIA

REG. NUMBER: 2110117220020



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

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ELEVENTH-GRADE AT SMA NEGERI 2 MARTAPURA**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

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2026

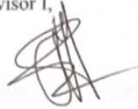
LETTER OF APPROVAL

LETTER OF APPROVAL

This is to certify that the Sarjana's thesis of Fasya Aulia reg. number 2110117220020 entitled "The Effect of Infographics on the Students' Reading Achievement on Analytical Exposition Text of the Eleventh grade at SMA Negeri 2 Martapura" has been approved by the advisors for oral examinations.

Banjarmasin, 28 September 2024

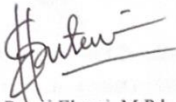
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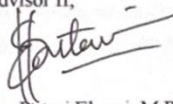
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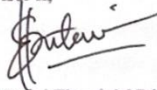
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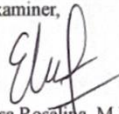
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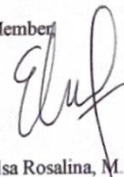
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Banjarmasin, 11 Maret 2026

Yang membuat pernyataan,



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ABSTRACT

Aulia, Fasya. 2026. *The Effect of Infographics on the Students' Reading Achievement on Analytical Exposition Text of the Eleventh Grade at SMA Negeri 2 Martapura*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. First advisor: Dr. Hj. Noor Eka Chandra, M.Pd., Second advisor: Eka Puteri Elyani, M.Pd.

Keywords: infographics, reading achievement, teaching reading.

Reading is one of the most important skills to master to ensure success in learning. However, some eleventh-grade students at SMA Negeri 2 Martapura still struggle with reading comprehension. This study aims to examine the effect of using infographics as a visual learning medium on students' reading achievement, particularly in understanding analytical exposition texts. The research compares students taught using infographics with those taught using mind-mapping, to identify whether there is a difference in achievement between the two groups.

This study employed a quantitative approach with a quasi-experimental design involving 62 students from class XI-5 (experimental) and XI-7 (control). A reading comprehension test, consisting of a pre-test and post-test, was used as the primary data collection instrument. The results were analyzed using the independent samples t-test through SPSS version 21.

The findings reveal that the experimental group, which was taught using infographics, achieved a higher post-test average score (82.19) compared to the control group using mind-mapping (75.10). The significance value (0.013) was lower than the α level (0.05), and the t-test value (2.549) was greater than the t-table (2.005), indicating a significant difference in reading achievement. It is concluded that the use of infographics positively impacts students' reading achievement, particularly in identify main ideas, specific information, and identifying purpose of the text. Thus, it is recommended that teachers incorporate infographics into English reading lessons to foster better comprehension and greater student engagement.

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3. Dr. Moh. Yamin, M.Pd. as the Coordinator of the English Language Education Study Program.
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This research has not certainly achieved perfection. Thus, constructive feedbacks and suggestions for improving its quality will be highly appreciated. Finally, it is expected that this research may yield positive contribution to the development of English Language Teaching.

Banjarbaru, February 2026

The Researcher

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