ENGLISH LANGUAGE LEARNING THROUGH WRITING INFOGRAPHIC

PEMBELAJARAN BAHASA INGGRIS MELALUI PENULISAN INFOGRAFIS

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Abstract

The abundance of information in text and visual formats poses challenges for learners in effectively understanding and utilizing it. This study investigated the role of infographic writing, facilitated by the Canva application, in enhancing English language learning at Institut Ilmu Sosial dan Manajemen STIAMI. Specifically, it examined how infographic creation supports the development of persuasive writing skills, drawing on Victor Schwab's Writing Theory, which identifies five essential elements: grabbing attention, showing benefits, providing proof, convincing, and calling to action. Using a descriptive case study method, the research analyzed 82 student-created infographics from the English class in the Business Administration study program. The methodology included evaluating the infographics against Schwab's criteria and assessing their alignment with the Semester Learning Plan (RPS) to determine whether learning outcomes matched the instructional objectives. The findings revealed that while infographic writing offers potential for enhancing visual and linguistic competencies, most infographics did not meet all five criteria of Schwab's persuasive writing framework. Common deficiencies included weak attention-grabbing elements and insufficient proof or calls to action. Furthermore, the analysis showed misalignment between the expected learning outcomes in the RPS and the actual results, particularly in terms of text structure and linguistic precision. These gaps highlighted the need for clearer instructional guidelines and targeted teaching strategies to help students effectively integrate persuasive writing principles into infographic design. This study underscored the importance of aligning pedagogical tools like infographics with established learning goals to maximize their impact on English language acquisition.
Keywords: Canva application, English Language learning, infographic design, Victor Schwab writing theory visual-persuasive writing

Abstrak

Melimpahnya informasi dalam format teks dan visual menimbulkan tantangan bagi pembelajar dalam memahami dan memanfaatkan informasi tersebut secara efektif. Penelitian ini mengeksplorasi peran penulisan infografis, yang difasilitasi oleh aplikasi Canva, dalam meningkatkan pembelajaran Bahasa Inggris di Institut Ilmu Sosial dan Manajemen STIAMI. Secara khusus, penelitian ini meneliti bagaimana pembuatan infografis mendukung pengembangan keterampilan menulis persuasif, dengan mengacu pada Teori Penulisan Victor Schwab yang mengidentifikasi lima elemen utama: menarik perhatian, menunjukkan manfaat, memberikan bukti, meyakinkan, dan mengajak untuk

bertindak. Dengan menggunakan metode studi kasus deskriptif, penelitian ini menganalisis 82 infografis yang dibuat oleh mahasiswa dari kelas Bahasa Inggris pada program studi Administrasi Bisnis. Metodologi yang digunakan meliputi evaluasi infografis berdasarkan kriteria Schwab dan penilaian kesesuaiannya dengan Rencana Pembelajaran Semester (RPS) untuk menentukan apakah hasil pembelajaran sesuai dengan tujuan instruksional. Hasil penelitian menunjukkan bahwa meskipun penulisan infografis memiliki potensi untuk meningkatkan kompetensi visual dan linguistik, sebagian besar infografis tidak memenuhi kelima kriteria kerangka kerja penulisan persuasif Schwab. Kekurangan yang umum ditemukan meliputi elemen yang kurang menarik perhatian serta kurangnya bukti atau ajakan untuk bertindak. Selain itu, analisis menunjukkan adanya ketidaksesuaian antara hasil pembelajaran yang diharapkan dalam RPS dengan hasil nyata, khususnya dalam hal struktur teks dan ketepatan linguistik. Kekurangan ini menekankan perlunya pedoman instruksional yang lebih jelas dan strategi pengajaran yang terfokus untuk membantu mahasiswa mengintegrasikan prinsip-prinsip penulisan persuasif ke dalam desain infografis secara efektif. Penelitian ini menegaskan pentingnya menyelaraskan alat pedagogis seperti infografis dengan tujuan pembelajaran yang telah ditetapkan untuk memaksimalkan dampaknya dalam penguasaan Bahasa Inggris.

Kata kunci: *Aplikasi canva, desain infografis, pembelajaran Bahasa Inggris, penulisan visual-persuasif, teori penulisan Victor Schwab*

Introduction

In today's social era, the rapid and boundless flow of information has transformed how individuals interact and engage with content. This information is increasingly presented in various forms, including text and visuals, making it more accessible. However, accessibility does not always equate to comprehension. Audiences often struggle to understand or process promotional texts due to factors such as language complexity, cultural context, and perceptual biases (Lee, 2022). Additionally, barriers such as overly persuasive or technical language styles further hinder effective communication (Motta & Sharma, 2021). These challenges emphasize the need for effective strategies to deliver information that resonates with diverse audiences.

One solution to improving information delivery is the use of visual writing, a technique that combines textual and visual elements to create clear, engaging messages (Friedmann, 2012; Leeuwen, 2008). Visual writing is particularly effective when applied to infographics, which simplify complex concepts or data through the use of images, charts, icons, and text (Krauss, 2023). Info-graphics leverage visual hierarchies and design principles, such as strategic use of color, typography, and layout, to capture attention and enhance comprehension (Rowell & Jones, 2022). Research shows that integrating visuals and text through infographics can

increase the audience's understanding and retention of information by up to 60% compared to text-only content (Yildirim & Schindler, 2022). In an increasingly visual world, this capability makes infographics a powerful communication tool in various fields, including education.

In the educational context, infographics hold immense potential as tools for teaching persuasive writing, a critical skill in academic and professional settings. Persuasive writing requires students to construct logical arguments, use rhetorical strategies effectively, and appeal to their audience in a convincing manner (Wink, 2021). However, many students struggle with structuring coherent arguments and conveying ideas persuasively, particularly in English as a Foreign Language (EFL) classrooms (Ferretti & Lewis, 2013). These challenges necessitate innovative approaches to teaching persuasive writing.

Infographics have emerged as a promising solution, helping students organize and visualize their ideas while enhancing the appeal and clarity of their arguments (Lankow et al., 2012). Through the integration of textual and visual elements, infographics enable students to present logical arguments in a structured and engaging manner (Yang & Fang, 2021). Research indicates that using infographics in the classroom improves students' comprehension of abstract concepts, making them especially useful in EFL settings (Krauss, 2023).

To facilitate the creation of infographics, educators can utilize tools like Canva, a user-friendly platform that provides customizable templates for designing visual content. Canva is particularly suitable for educational purposes due to its accessibility and ease of use, even for students with limited design experience (Dmitrenko, 2024; Sari et al., 2024; Lestari, 2022). In English language instruction, Canva has been shown to enhance student engagement and creativity by allowing learners to visualize their ideas effectively (Khosiyono, 2023; Kurniawan, 2019; Pujiasih, 2022). Its flexibility and alignment with educational goals make Canva an ideal tool for teaching persuasive writing through infographics.

Victor Schwab's persuasive writing theory provides a relevant framework for analyzing the use of infographics in persuasive writing. Schwab (2016) identifies five essential elements of effective persuasion: grabbing attention, showing benefits, providing proof, convincing, and calling to action. While originally developed for advertising, this framework can be applied to teaching persuasive writing in EFL contexts (Febriani & Helmanto, 2020).

By incorporating Schwab's elements, infographics can guide students in crafting clear, compelling arguments that combine textual and visual elements effectively. Despite the potential benefits of infographics in teaching persuasive writing, there is limited research exploring their application in EFL classrooms, particularly through tools like Canva. Existing studies have largely focused on the technical aspects of infographic design or their general educational applications but have not fully examined their role in addressing the specific challenges of persuasive writing in English learning. This gap highlights the need for further investigation into how infographics, supported by platforms like Canva and guided by Schwab's theory, can enhance students' persuasive writing skills in EFL contexts.

This study aimed to address this gap by exploring the use of infographic writing with Canva to teach persuasive writing in an EFL setting at Institut Ilmu Sosial dan Manajemen STIAMI. By combining Schwab's persuasive writing theory with the practical application of infographics, this research seeked to contribute both theoretical and practical insights to the field of English language education. The findings are expected to provide educators with effective strategies for integrating visual media into their

teaching practices, ultimately improving students' persuasive writing skills in English.

Method

This study employed a case study approach, which allows for an in-depth exploration of a phenomenon within its real-world context (Willis & Huberman, 1994). The case study was deemed appropriate for this research as it focused on a specific group of Business Administration students and their experience learning English through infographic writing using Canva. This approach was selected because it provides a detailed understanding of how a particular group interacts with the educational intervention, offering insights that may inform broader pedagogical practices.

The participants in this study consisted of 82 undergraduate students enrolled in the Business Administration program. These students were taking an English language course that focused on developing persuasive writing skills. The students were diverse in terms of their English proficiency, ranging from intermediate to advanced levels, and had varying levels of familiarity with Canva and infographic design. This diversity allowed for a comprehensive analysis of how different learners engage with the infographic creation

process. The Semester Learning Plan (RPS) for the course indicated that one of the intended learning outcomes was for students to produce persuasive written content, making this cohort an ideal sample for the study.

The infographics analyzed in this study were created as part of a structured classroom activity. Students were assigned to create individual infographics as a persuasive writing exercise. The process was guided by specific instructions aligned with Schwab's (2016) five criteria for effective writing: grabbing attention, highlighting benefits, providing supporting evidence, convincing the audience, and motivating action. Students were given access to Canva, a user-friendly design platform, and were provided with a tutorial on its basic functionalities. They were encouraged to use templates, customize design elements, and combine visuals and text to create compelling messages. The students had two weeks to complete their infographics, with opportunities for feedback from the instructor during the process.

Data were collected through multiple methods to provide a comprehensive understanding of the research context. The primary data consisted of 82 student-created infographics. Document analysis of the Semester Learning Plan (RPS) was conducted to assess the alignment between course objectives and instructional activities. Classroom observations were carried out to document how students engaged with Canva and applied persuasive strategies during the infographic creation process. Additionally, semi-structured interviews were conducted with three students, purposively selected to represent diverse proficiency levels, to gather their perspectives on the challenges and benefits of creating infographics.

The data were analyzed using an interactive data analysis technique (Miles & Huberman, 1994). This involved reducing the data to focus on relevant themes, such as the application of Schwab's criteria and the role of Canva in facilitating persuasive writing. The data were systematically displayed in tables and matrices to enable comparisons, and conclusions were drawn by identifying patterns across the data sources. Triangulation of data from infographics, observations, and interviews ensured consistency and validity in the findings.

Schwab's (2016) five criteria—grabbing attention, highlighting benefits, providing supporting evidence, convincing the audience, and motivating action—were used to evaluate the quality of the infographics.

These criteria were operationalized using a scoring rubric, which assessed design elements, argument clarity, and the presence of calls to action. Scores ranged from 1 (low adherence) to 5 (high adherence) for each criterion. This rubric provided a standardized framework for analyzing the infographics.

To enhance the validity and reliability of the study, data triangulation was conducted by cross-verifying findings from infographics, observations, and interviews. Peer debriefing was used to review the scoring rubric and analysis to minimize bias, and member checking involved sharing findings with interviewed students to ensure accuracy. Detailed descriptions of the methods were provided to ensure transparency and replicability of the study. These steps ensured the robustness and reliability of the research findings.

Result and Discussion
Result

The study revealed that most student-created infographics did not fully meet the five criteria outlined in Schwab's (2016) theory of effective persuasive writing: grabbing attention, highlighting benefits, providing supporting evidence, convincing the audience, and motivating action. Figure 1 illustrates the percentage of infographics that met these criteria.

The results indicate that 70.7% of the infographics fulfilled only two criteria (highlighted in red), dominating the overall data. A smaller proportion, 20.7% of infographics, met three criteria (green), while only 7.3% and 1.2% fulfilled four (purple) and five criteria (light blue), respectively. No infographics met just one criterion (blue). These findings suggest that, while students managed to incorporate certain elements of Schwab's theory, the majority struggled to create infographics that comprehensively adhered to all five criteria.

When aligned with the Semester Learning Plan (RPS), which aimed for students to create persuasive texts that adhered to structure and language requirements, the infographics fell short. An evaluation based on a rubric adapted from Schwab's criteria confirmed that the use of Canva for visual writing in English classes has yet to achieve the intended learning outcomes specified in the RPS.

Discussion

Writing is a cornerstone of English language learning, contributing to the development of other skills such as reading,
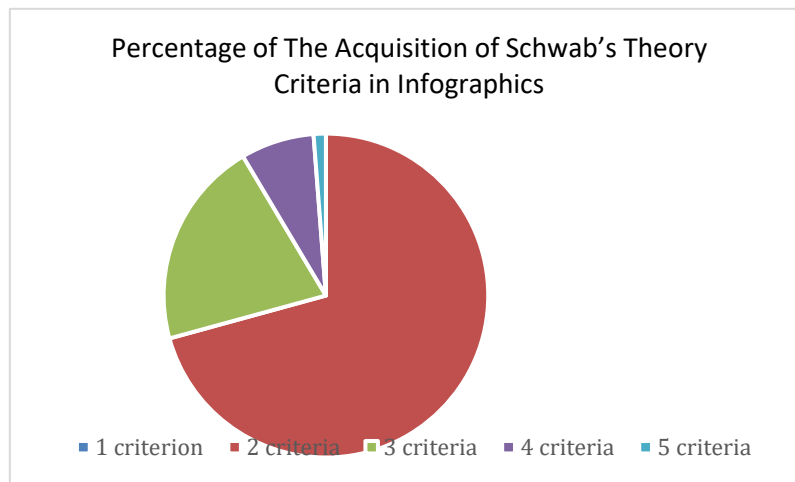
Figure 1. Percentage of The Acquisition of Schwab's Theory Criteria in Infographics

Assessment Aspect	Criterion 1 (Low)	Criterion 2 (Moderate)	Criterion 3 (High)	Criterion 4 (Very High)
Clarity of Argument	Unclear	Partially clear	Clear, structured	Very clear, logical
Relevance of Evidence	Not supportive	Partially irrelevant	Relevant, but incomplete	Very relevant, strong
Emotional Appeal	Not appealing	Some inconsistent attempts	Appealing, but lacking impact	Highly effective, emotionally engaging
Persuasive Language	Not persuasive	Persuasive, but inconsistent	Persuasive, well-structured	Very effective, strong
Cohesion and Coherence	Not connected	Some connection	Well-connected	Very well-connected and logical
Conclusion	Not supportive	Lacking depth	Supportive, but less engaging	Very strong and clear

Figure 2. Assessment Rubric for Persuasive Text Writing Based on Schwab Theory (1994)

speaking, and listening. It fosters critical thinking, enables the organization of ideas, and supports the integration of grammatical and structural knowledge (Graham et al., 2020; Hyland, 2019). However, writing persuasive texts, particularly in the form of infographics, requires a blend of cognitive and creative skills. Students must not only construct logical arguments but also enhance their message with compelling visuals Among Schwab's five criteria, "grabbing attention" and "highlighting benefits" were the most successfully implemented elements. All infographics included visually appealing designs and clear headlines that captured the audience's attention. These features underscore students' understanding of the importance of visuals in engaging readers. Moreover, the benefits of the information presented were adequately emphasized, ensuring relevance and value for the audience.

The criterion of "motivating action" was the least addressed. Only a small portion of infographics included a clear call to action, such as encouraging behavior change or prompting a decision. As Lankow et al. (2012) and Krum (2014) highlight, an effective call to

action is essential for persuasive communication. Its absence reduces the overall effectiveness of the infographic in achieving its intended purpose. Students reported that Canva's user-friendly interface facilitated the creation of visually appealing infographics. For example, one student stated:

> "*untuk yang pertama kalinya pengalaman saya ketika menggunakan Canva cukup memuaskan karena ini sangat membantu dan sangat mudah digunakan"* (Interview 1, October 4th, 2024)

This aligns with findings from Wulandari (2022) that Canva simplifies the process of combining text and visuals, making it an effective tool for visual writing. However, the criteria of "providing supporting evidence" and "convincing the audience" were less frequently met. Many infographics lacked sufficient data or empirical evidence to substantiate their claims, which undermines their credibility (Graham et al., 2020). Without clear evidence, persuasive messages become less impactful. Similarly, the inability to "convince the audience" reflects a gap in students' understanding of rhetorical strategies and logical argumentation. This could be attributed to limited exposure to persuasive

writing techniques or challenges in sourcing credible information.

However, while Canva supports design elements, it does not inherently guide students in applying persuasive writing principles. As one student noted:

> "*terkait teori tentang penulisan Victor Schwab ya itu saya tidak terlalu familiar*"

(Interview 3, October 4th, 2024)

This suggests that additional instruction is needed to bridge the gap between using design tools and mastering persuasive writing techniques.

The findings highlight several challenges in teaching infographic writing. One major issue was students' limited understanding of persuasive strategies. Many students were unfamiliar with Schwab's theory, which suggests a need for more explicit instruction on the principles of persuasive writing. Without a solid foundation in these strategies, students struggled to create infographics that effectively conveyed their messages persuasively.

Another significant challenge was the lack of supporting evidence in most infographics (see Figure 3). Many students did not include data or credible information to back their claims, which diminished the credibility and impact of their work. This

suggests a gap in training on how to source, evaluate, and present evidence effectively. Incorporating evidence is a critical element of persuasive communication, and the absence of this component hindered the overall quality of the infographics.

Additionally, few students crafted clear calls to action in their infographics. This reflects limited exposure to this essential element of persuasion (see Figure 4), which is vital for motivating audiences to take specific actions based on the information presented. Without actionable statements, the infographics lacked a critical component needed to achieve their intended purpose.

Regarding the suggestions provided, the students offered constructive feedback on the development of infographics in the learning process. They suggested that in the future, more practical guidelines be provided on how to effectively structure infographic content, so that the final results are more focused and aligned with communication objectives.

Figure 3. Infographic 39

Figure 4. Collection of Persuasive Words in Infographics

Additionally, they proposed additional training, particularly on the basics of visual writing, which they believe would help improve the quality of the infographics produced. The students also emphasized that a deeper understanding of design is not just about creating attractive visuals, but about ensuring that each visual element supports the delivery of the message concisely and effectively.

*"mungkin untuk ke depannya lebih baik diberikan lebih banyak **panduan tentang bagaimana menyusun konten infografis yang efektif**, pelatihan tambahan tentang teori desain grafis sederhana atau prinsip ekonomi komunikasi visual juga bisa sangat membantu"* (Interview 3, October 4th, 2024)

The interview results indicate that students need guidelines for composing visual writing, especially related to infographics. In conclusion, this perspective highlights the importance of more comprehensive learning, where the focus is not only on content but also on visuals as an essential part of effective communication.

To address these gaps, educators should provide targeted instruction and scaffolding. First, explicit teaching of Schwab's criteria can help students understand and apply each element of effective persuasive writing. Mini-lessons focused on the five criteria—grabbing attention, highlighting benefits, providing evidence, convincing the audience, and motivating action—would ensure students grasp the core components of persuasive communication. Second, workshops on evidence and argumentation could teach students how to gather, evaluate, and integrate credible information into their work, enhancing the overall quality and impact of their infographics. Finally, emphasizing the importance of calls to action through guided activities would help students craft compelling and relevant statements that strengthen the persuasive impact of their work. By addressing these areas, students can develop the skills needed to create infographics that are both visually appealing and effective in achieving their communicative goals.

The RPS highlighted the goal of creating persuasive texts that adhere to structure and language requirements. While Canva facilitated the creation of visually appealing designs, the infographics did not fully align with the RPS objectives due to the limited incorporation of persuasive elements. This suggests that the integration of design tools like Canva should be complemented with explicit instruction on persuasive writing to ensure alignment with curriculum goals.

Conclusion

This study reveals that the majority of infographics created by students have not fully met the five key elements of Victor Schwab's persuasive writing theory: grabbing attention, highlighting benefits, providing evidence, convincing, and prompting action. This indicates that although infographics as a visual communication tool are widely used in English learning, their implementation has not been fully optimized in achieving the desired learning objectives, particularly in terms of structure and the linguistic elements of persuasive texts. Therefore, the approach of visual writing through infographics using Canva needs to be enhanced to better align with effective persuasive criteria.

The study suggests that clearer and more structured guidelines on persuasive infographic writing should be provided to help students achieve the learning objectives. Additional training on effectively using visual elements is also necessary, including a deeper understanding of how to integrate text and visuals in infographics so that persuasive messages can be conveyed optimally. Moreover, it is important to strengthen the focus on the use of relevant evidence and calls to action in infographics, which can enhance the effectiveness of visual communication in both educational and professional contexts.

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