

---

## **The Use of Infographics as a Systemic Functional Approach to Improve Students' Understanding of Shakespeare's Drama**

*Putri Rindu Kinasih*<sup>1</sup>

*Magdalena Kartikasari Tandy Rerung*<sup>2</sup>

*Vallen Mutiara Halim*<sup>2</sup>

<sup>1</sup> Corresponding author, English Department, Universitas Bunda Mulia, Indonesia;  
[pkinasih@bundamulia.ac.id](mailto:pkinasih@bundamulia.ac.id)

<sup>1</sup> English Department, Universitas Bunda Mulia, Indonesia

---

*Received: 30 May 2023*

*Accepted: 30 June 2023*

*Published: 13 July 2023*

---

### **Abstract**

This study reveals the story as an English lecturer of non-English program at STAI Darul Ulum Kandungan. This study aims to investigate the challenges of becoming an English lecturer of non-English program in private institution and strategies in facing these challenges when the writer becomes an English lecturer. The study uses qualitative research in the form of autobiography narrative inquiry. This study shows that there are many challenges being an English lecturer in a private institution that are the challenges before entering to the classroom such as making preparation of a lesson plan for one semester, material and media, in the classroom such as facing the various students, and outside of the classroom such as doing research and dedicating him/herself for the society and the strategies that the writer used in solving these challenges. I hope that this study would be a good consideration for the next lecturer in the future.

**Keywords:** Challenges and strategies, autoethnography, narrative inquiry

**To cite this article:** Kinasih, P.R., Rerung, M.K.T., & Halim, V.M. (2023). The use of infographics as a systemic functional approach to improve students' understanding of Shakespeare's drama *SALEE: Study of Applied Linguistics and English Education*, 4(2), 596-624. <https://doi.org/10.35961/salee.v4i2.855>

**DOI: 10.35961/salee.v4i2.855**



## 1. Introduction

Despite its importance, teaching literature, especially in an EFL setting, can be challenging. Students' resistance to studying literature is the most visible difficulty teachers encounter. Many students still think that literature is uninteresting and boring (Alfauzan & Hussain, 2016; Al-Mahrooqi & Al-Wahaibi, 2012; Shakfa, 2012; Kabilan & Kamaruddin, 2010) which causes a lack of interest and motivation in the classroom (Hussein & Al-Emami, 2018; Işıklı; & Ö.Tarakçıoğlu, 2017; Shakfa, 2012; Blanco, 2004). Boredom and lack of interest in literature class can be caused by a variety of factors. The issue arises from the viewpoint of the teachers, who use conventional teaching techniques despite empirical evidence to the contrary (Permanaludin, 2017). For instance, the grammar-translation approach is still used when teaching literature, with no special emphasis on the subject matter (Alfauzan & Hussain, 2016). In addition, Miall (as cited in Basthomi, 2003) added that teachers occasionally only give their students a list of literary terms to memorize. Undoubtedly, the issues depicted above require a serious solution.

Morson (2015) stated that the phenomenon of college students skipping literature classes could have unfavorable effects, such as a decline in enrollment in literature courses. Studies have shown that, as was already mentioned, students often felt uninterested and uninspired in their classes. There is also a chance that the problem originates with the professors rather than the students (Morson & Schapiro, 2017). Consequently, teachers must creatively find a new approach to teaching literature. Thus, Morson, (2015) believed that to teach well, to convince students that a subject is worthwhile studying, teachers must put themselves in the position of the learner who is completely new to the basics (Morson, 2015).

Because of its importance, numerous studies have been conducted to investigate various strategies for teaching literature to EFL students. Andriani and Bram (2022) highlighted teachers' perception of using technology such as online presentation, video playing, *Prezi*, and games like *Kahoot!* and *Quizziz* in teaching literature. Then, Dewi (2019) highlighted how focusing on two famous short stories namely "All Summer in a Day" by Ray Bradbury and "Shame" by Dick Gregory can increase students' critical thinking, conscience, and compassion in language learning. Moreover, a study from Fauziah (2016) showed that students can also apply some classroom activities found which were regarded as the Language-Based Approach (LBA), Reader-Response Approach (RRA), and Information-Based Approach (IBA) in teaching literature for young learners. The analysis showed that, despite being the least preferred strategy, the Information-Based Approach (IBA) can be used to convey cultural values to students. According to her, the Language-Based Approach (LBA) is suitable when the teacher wants the students to participate fully in the lesson and comprehend the significance of the literary selection, particularly for younger students. While using the Reader-Response Approach (RRA), which encouraged a variety of responses, allowed students to freely react to what they had read. Students have become free

to make connections between the literary works they read and their own experiences in the past and present (Fauziah, 2016; Kinasih, 2020). She also emphasized how important it is for teachers to encourage a favorable learning atmosphere because teachers' decisions determine how well a strategy will work (Fauziah, 2016). Lastly, a study by Kinasih and Mery (2021) showed that the podcast helps them to grasp how the literary works they learn in class are related to the experiences of the guest speakers. However, it must be understood that applying podcast also has its downsides, that is: using podcasts is very challenging for students with low competence as the podcast is delivered mainly in English.

Overall, the earlier studies mentioned above highlighted different approaches to teaching literature to EFL students, ranging from beginning learners to advanced students. However, the strategies above heavily rely on teachers' efforts to spoon-feed students' understanding. For instance, in the study from Kinasih & Mery (2021), the lecturer controls the podcast production process rather than asking the students to do so. Similarly, even though interactive activities were implemented in the study from Fauziah (2016) such as rewriting activities, or word jigsaw puzzles, the teacher acted as the controller and resource. Thus, the understanding of the students is essentially spoon-fed. Whereas, as part of sustainable learning practices, the ultimate objective of higher education must be to assist learners in managing their own learning (Balloo et al., 2018). Furthermore, in the context of numerous emerging technological devices today, learning rather than teaching becomes the main focus in the organization of the learning process itself (Gisbert & Bullen, 2015).

Fortunately, students' learning experiences can be improved by integrating digital learning. Regardless of the difficulty, teachers are encouraged to choose the best media to enhance students' learning experience of English literature, from reading the text to interpreting the meaning. When a teacher incorporates digital learning, students are given access to a variety of sources relating to specific or related works. Some of the works may take the form of text, images, or a combination of the two. The combination of two media is referred to as multimodal texts, and it leads to multimodal literacy, which was first introduced as the Learning by Design Framework (Yelland et al., 2008), in which they introduce the knowledge process of *Experiencing, Conceptualizing, Analyzing, and Applying* in multiliteracies. Furthermore, multimodality is linked to some characteristics of the systemic functional approach. The essence of multimodal literacy is students' ability to critically examine multimodal texts and generate meaning effectively, in this case by interpreting selected literary works.

Based on the previous elaboration, the writers are intrigued to study students' perceptions of using infographics in studying intrinsic elements in Shakespeare's drama. There has long been a claim that teaching Shakespeare's plays to ESL/EFL students is too challenging (al Jawad et al., 2021; Freyn & Gross, 2018; Hassan, 2016; Newstreet, 2017). However, one study found that infographics can be used to improve learners' reading processes. Visual

---

literacy could be used as an alternative to connect learners in the reading comprehension process (Cupita & Franco, 2019). Moreover, Kongwat & Sukavatee (2019) concluded that the integration of infographics and collaborative reading instruction in the classroom can enhance 21st-century teaching and learning. Applying collaborative reading instruction using infographics in the classroom in a way that suits students' learning styles and preferences could enhance their reading comprehension. As a novelty, the writers are intrigued to use infographics in teaching literature in which the participants are actively involved in the creation process. Therefore, the writers aim to answer the following research question:

1. What are the students' perceptions of the usage of infographics in studying intrinsic elements in Shakespeare's drama?
2. What are the possibilities and challenges of using infographics in studying intrinsic elements in Shakespeare's drama?

### ***1.1. Theoretical Framework***

#### *1.2.1. Literature*

Robson (2020) stated that the definition of literature has been questioned for years as it has a long history and is historically bounded (p. 1). Turning to the Oxford English Dictionary (OED), Robson mentioned that the clearest meaning definition of literature is 'writing which claims to consideration on the ground of beauty of form or emotional effect.' Despite its complicated definition, literature plays a significant role in human life. Mays (2017) stated that instead of just talking about things literature works bring life to the reader by representing experiences directly; which engages the readers' emotions, imaginations, senses, and intellects (p. 3). Literature also explores issues and questions relevant to life by experiencing difficult situations and human complexity from various points of view. In other words, literature invites us sometimes to question conventional thinking and sometimes to see its wisdom, even as it helps us imagine altogether new possibilities (pp. 7-8). In short, Haraway (as cited in Bruns, 2011) stated that literature portrays the human's approaches to knowledge discovery with the advantage of being nowhere while claiming to see comprehensively.

##### *1.2.1.1. Intrinsic Elements*

Literature has an intrinsic element to the story or fiction. Intrinsic elements are related to the story itself which describes how the story is going from the start to the end. In other words, intrinsic elements are all the elements that are based on literary work. The components of intrinsic elements are plot, setting, theme, character, characterization, and conflict (Mays, 2019, p. 19).

### *1.2.2. Systemic Functional Approach in Multimodal Literacy*

The systemic functional approach provides scaffolds for students to access the meanings made in multimodal texts by introducing the features and typical functions of the texts. It also emphasizes the typical meaning-making techniques applied in these multimodal texts (Lim, 2018, p. 1). In addition, Students' ability to analyze multimodal texts is something that needs to be developed for them to become multimodally literate. Additionally, it aims to enable them to effectively represent their ideas through the creation of multimodal texts (Lim, 2018, p. 1). In this study, infographics are the multimodal media of choice.

### *1.2.3. Infographic*

Infographics are multimodal pieces that combine text, images, and, in the case of multimedia models, even audio. In the case of printed media, they can be static, or in the case of digital media, they can be multimedia. The goal of an infographic is to make information more approachable. When people who are viewing the infographic give this information meaning, it becomes knowledge (da Rocha & Cardoso, 2021, p. 292).

Some people find infographics to be very appealing, and this text can have a significant impact on an article by selecting the right background color and font to complement the writing and draw readers in. An infographic task, like a conventional research essay, requires students to visually communicate an argument that is supported by citations and data taken from scholarly literature and the popular press. Students are asked to create an information visualization to illustrate their argument rather than presenting it in a text-based format. To semi-automate the process, they can use online design tools or computer software (Matrix, 2014). One program that can be used to create infographics for educational purposes is *Canva*.

### *1.2.4. Perception*

The word 'perception' can be used in two different ways. Firstly, it refers to our experience of seeing, hearing, touching, tasting, and smelling objects and individuals in the surrounding world. As human observers, we can describe our subjective experiences. On the other hand, the word perception can also be used to refer to the processes that allow us to extract information from the patterns of energy that impinge on our sense organs (Rogers, 2017). Perception is like a set of lenses through which an individual views reality. These lenses evolve from perspectives of location, subjectivity, particularity, history, embodiment, contradiction, and the web of teachings imparted to the individual.

## **2. Method**

The purpose of this study is to identify the second-semester students' perception of the application of infographics in understanding Shakespeare's drama. This study adopts the mixed-method approach proposed by Dörnyei (2007). The purposes of the mixed method are

---

to gain a more comprehensive understanding, validate findings from different perspectives, and reach multiple audiences. In other words, this method combines the quantitative and qualitative designs. The writers utilized both designs to study participants' preferences and explore reasons for liking/disliking infographics in literature class. This signifies why a qualitative design is required to answer why questions posed by researchers (Given, 2008).

### 2.1. Participants of the study

The participants of this study are from the second semester, majoring in English Language and Literature (BBI) at UBM University. There are 71 students, 41 females, and 30 males. All participants are currently taking the *Introduction to Literature* class. The participants signed consent forms, understand their answers will be analyzed in the research, and agree to keep their responses private.

### 2.2 Research Procedure

The research was done in four meeting sessions. Every session, the students were asked to create infographics about the *intrinsic elements* (types of character, characterization, settings, conflicts) of Shakespeare's selected dramas: *A Midsummer Night's Dream*, *Hamlet*, *Romeo and Juliet*, and *Macbeth*. The class begins with the teacher explaining the drama. Afterward, the students were asked to work in groups and create infographics based on the drama that has been discussed. The infographics will be presented in front of the class. Up until all four dramas have been discussed, the procedure is repeated. The writers then distribute the questionnaire to the students and conduct a semi-structured interview after covering all the materials.

### 2.3 Data collection procedure

A questionnaire was used to see the students' perceptions towards the use of infographics in studying intrinsic elements in drama. The questionnaire is adapted from Roslaini & Soraya (2021). The questionnaire is distributed by utilizing *Google Forms*. Because the questionnaire was previously used for teachers, adjustments are made to allow the questions to be used for students. The writers used a Likert scale with even numbers. The benefit of using an even-numbered Likert scale is that it compels responders to indicate some agreement or disagreement, even if it is minor (Loewen & Plonsky, 2016, p. 99). Because scales with a midpoint choice may discourage respondents from favoring a certain side, the respondents will choose the best option if a middle option is not presented (Krosnick as cited in Taherdoost, 2019). Another issue is that, when provided, some respondents tend to select the neutral option excessively (Reynolds et al., 2021, p. 258). Because of this, the authors employ an even-numbered Likert scale. Below is the list of questionnaire questions along with an even number scale.

Table 1. Questionnaire On the Usage Infographics in Learning Shakespeare's Drama

No.	Aspects	Questions	SD	D	A	SA
1	Cognition (Knowledge ways of thinking, and experience towards using infographics in literature class).	Using infographics is effective for learning intrinsic elements in Shakespeare's drama.				
2		The infographics can be useful learning material for students				
3		Students understand the intrinsic elements in Shakespeare's drama presented on the infographics				
4		Students are interested in Shakespeare's drama when taught by infographics.				
5		I am satisfied with learning by infographics.				
6		The information used for making infographics is easily accessed by students.				
7		I can create infographics easily during online/ offline learning.				
8	Affection (Individual emotional state or factor, evaluation of good or bad) towards using infographics in literature class	I often have problems while making infographics of Shakespeare's drama				
9		I have problems while learning intrinsic elements in Shakespeare's drama				
10		I have difficulty presenting the infographics of intrinsic elements of Shakespeare's drama in detail.				
11		I have a bad facility for learning through the				

No.	Aspects	Questions	SD	D	A	SA
		infographics of Shakespeare's drama				
12	Conation (Attitudes, motivations, or behavior)	The infographics of Shakespeare's drama make students lazy.				
13		The infographics of Shakespeare's drama make students more motivated.				
14		I feel comfortable learning by using the infographics of Shakespeare's drama in both online and offline classes				
15		The infographics of Shakespeare's drama are suitable for the student's learning style.				

Then, a semi-structured interview was done to find more opinions and deeper insights into the use of the infographic. Ten interviewees were chosen based on random sampling. The interviews were audio-recorded and then transcribed. After that, the transcription was analyzed to support whether the perceptions went along with the result of the observation and the questionnaire.

#### *2.4 Data analysis procedure*

The result of the questionnaire will be analyzed by using SPSS (Statistical Package for Social Science). The purpose of using SPSS is practicality and efficiency. Finally, aside from processing the results from the questionnaires, the writers conducted a semi-structured interview to find more opinions and deeper insights into the usage of the vlog to enhance students' speaking skills. The interview was transcribed, and the writers classified the text in the form of summaries that were coded based on the questioners' questions.

### **3. Findings and Discussion**

#### *3.1 Findings*

The questionnaire result and interview data from the research's cognitive aspect are presented in this section. Table 2 shows that 98,6% of participants agree infographics are effective for learning the intrinsic elements of Shakespeare's drama.



Table 2. Results on the effectiveness of using infographics

<b>Using infographics is effective for learning intrinsic elements in Shakespeare's drama</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Agree	42	59.2	59.2	60.6
	Strongly Agree	28	39.4	39.4	100.0
	Total	71	100.0	100.0	

Based on the interview, Participant A stated that learning intrinsic by using infographics has helped her in getting the gist of the material. She continued by stating that infographics are more efficient for memorizing than studying from a script since the material is condensed and tightly packed.

*In my opinion, in the infographic, we can't write things down too long, right? So, I think, infographics are more efficient. Sometimes, if for example... we don't use infographics, we have to read and memorize the whole story, from the text. But, from the infographic, the info is simple (Participant A, personal communication, May 29, 2023).*

The opinion of Participant A above is aligned with the research which stated that in comparison to text alone, text plus pictures help people absorb and recall information more quickly and effectively. One method for displaying dense and complicated informational content in a way that encourages cognitive processing, learning, and long-term recognition and memory is through infographics (Dunlap & Lowenthal, 2016). In addition to the compactness, infographics help students remember scientific information by associating it with images they are familiar with, vivid colors, and occasionally even sounds (Aldalalah, 2021). Here are the explanations for why 98,6% of participants think infographics are effective for learning intrinsic elements of Shakespeare's drama.



Figure 1. The students are presenting the gist of character and characterization in class

Table 3. Results on the usefulness of using infographics

### The infographics can be useful learning material for students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Agree	39	54.9	54.9	59.2
	Strongly Agree	29	40.8	40.8	100.0
	Total	71	100.0	100.0	

Table 3 shows 95.7% of participants find infographics useful for learning Shakespeare's drama's intrinsic elements. However, their simplicity can be a double-edged sword, as they provide concise information but lack detailed data.

*In my opinion, infographics are useful. But, only for basic information. You know, the ones that are easy to find, the ones that people usually find out, the basic ones lah... We know who this character is. We know the idea what is going on with him? But that's it. For example, like Hamlet. The story is really long. If I have to learn, to read the script, helaaaaahhhh... But yes, of course, if you want to understand the conflict more, you must read it by yourself, or watch the full drama. (Participant F, personal communication, May 29, 2023)*

Participant F stated that she agrees that the infographics are useful based on the excerpt above. Yet, she claims that infographics are best utilized to gain a basic understanding of a topic. For example, when Participant F learns the plot and conflict from *Hamlet*, she knew the idea what is going on with him. But if she wants to fully comprehend the conflict, she will still need to read the narrative again or watch the drama.

The opinion of Participant F aligns with the previous research which stated that infographics have several advantages over text-based resources, including the ability to help teachers teach the lesson's basic concepts, make it easier for students to understand, facilitate quick information gathering, and provide more useful materials than text (Cahyani et al., 2021, p. 60). The concepts and information presented here are clear, succinct, and easy to understand thanks to infographics, which make it simple to present vast amounts of complex data (Dogomeo & Aliazas, 2022). However, the disadvantage is understandable given that an infographic's main function is to provide information quickly. A representation of information in an infographic is created so that the information is simple to understand at a glance (Onwuchekwa, 2021, p. 450).

*Table 4. Results on students' understanding while using infographics*

**Students understand the intrinsic elements in Shakespeare's drama presented on the infographics.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Agree	48	67.6	67.6	69.0
	Strongly Agree	22	31.0	31.0	100.0
	Total	71	100.0	100.0	

As shown in Table 4, 98.6% of participants agree that using infographics has helped students understand the fundamental components of Shakespeare's drama. In addition to the earlier findings regarding the drawbacks of infographic simplicity, this is another encouraging finding. The writers learned from the interview that because they are not required to write in-depth analyses of the drama, students believe they have learned enough

---

about the intrinsic elements from the infographic. The explanation can be seen in the excerpt below.

*In think, I can understand the lesson using infographics. There are visual elements, there are pictures too. This is useful, to remember. So, look at the pictures and conclusions. Also, during the exam, we are not asked to write long report, three pages long. I mean, infographic is simple but enough (Participant C, personal communication, May 29, 2023).*

From the excerpt above, Participant C stated that the visual elements of the infographic have helped him understand the intrinsic elements of the drama. His strategy for comprehending the issue is to look at the images and relate them to the infographics' conclusions. He argued that the knowledge was sufficient because he anticipated only needing a basic understanding of Shakespearean drama. He will need to research the drama more unless he is required to write reports that are three pages long. Like Participant C, Participant J stated that she finds infographics to be a more effective way to comprehend a story than watching a lengthy video drama.

*Uhm, well... the thing is Shakespeare drama is very long. So many acts, like Act 1, Act 2, Act 3 even more. From the infographic like this, we get understand the point. But I think it depends who make the design... like, uhm, how they summarize it. If I watch the drama, it can be three or four hours. So, infographic is okay (Participant J, personal communication, May 29, 2023).*

From the excerpt above, Participant J stated that the visual elements of the infographic have helped him understand the intrinsic elements of the drama. Once more, he emphasizes the importance of the pictures used in the infographics. The images play an important part as visual components can catch students' attention and pique their interest in a text. The information in a text can be made simpler by the infographic's visual components, making it simpler for students to comprehend and remember the reading (Lestari & Purnama, 2023, p. 396).

Thus, as they create the infographics, students' design and aesthetic skills are crucial. As (Dunlap & Lowenthal, 2016) stated in their research that is one important component to being able to accomplish tasks like these involves becoming visually literate. As a result, choosing the design priorities and what needs to be achieved through this design, as well as figuring out the concept, target audience, and relevant data, becomes a crucial stage (Matrix & Hodson, 2014).

Table 5. Results on students' interest in using infographics

**Students are interested in Shakespeare's drama when taught through infographics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Agree	50	70.4	70.4	71.8
	Strongly Agree	20	28.2	28.2	100.0
	Total	71	100.0	100.0	

Next, the writers found interesting discussions related to students' interests and motivation. Table 5 shows that more than 90% of participants grow their interest in learning the intrinsic elements of Shakespeare's drama by using infographics. A number of reasons for the participants' interest in studying Shakespearean drama were discovered from the interview session. As stated below, participant G reported that her exploration of intrinsic elements supports her interest in creative writing.

*I have a hobby of writing, miss; I do write short stories. So, when I saw this infographic, I wanted to find out, miss... Yang bikin curiosity-nya tuh, uhm, how to make a character who is really depressed like this? Then, Shakespeare writes a story about the past, the setting is long time ago. Then, I wonder, can this plot written in modern situation? (Participant G, personal communication, May 29, 2023).*

Participant G stated in the excerpt above that by studying Shakespearean drama this semester, she is also able to continue practicing her hobby of short story writing. She is curious about how Shakespeare write about such a depressed character. Additionally, based on what she has learned, she questions whether the same plot could be used in the current context. Another interesting answer was shared by Participant D. He shared that he has always been interested in exploring Shakespeare's work. Unfortunately, he does not know where to start.

*For me, I am interested in exploring Shakespeare's works. We know the name Shakespeare, but we don't know where to read it. If you want to read directly, it's also confusing too. So, when I see this infographic, it's like the first step. For example,*

*miss... when I saw this infographic I was surprised, the story was unpredictable. How did it end, I can't guess, like in Hamlet. I was surprised because all of them die. Usually, there will be one or two people died in a story. But this, everyone died. Or, in Midsummer Night's Dream, in that drama, it is really emphasized the dream, kayak ditekenin banget kan? The story is random. (Participant D, personal communication, May 29, 2023).*

From the excerpt above, Participant D said that he knows who Shakespeare is he does not know his works. Even though he wants to explore Shakespeare's drama, he never knew where to start. Hence, the infographic becomes his first step in knowing Shakespeare. He added that the plot of *Hamlet* surprised him as everyone died in the story. Then, he was also intrigued by how the concept of dreams was explored in *Midsummer Night's Dream*. Even though the plot is absurd for him, he is still interested in exploring the story.

Thus, it leads to the conclusion of the cognition aspect that students are satisfied with their learning experience using infographics. Table 6 below shows that 95,8% of participants were satisfied with their experience learning the intrinsic elements of Shakespearean drama through infographics.

*Table 6. Results on students' satisfaction with using infographics*

#### **I am satisfied with learning through infographics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Agree	47	66.2	66.2	70.4
	Strongly Agree	21	29.6	29.6	100.0
	Total	71	100.0	100.0	

In the following section, the writers also want to explore the affection aspect. Firstly, from Table 7, As can be seen, most respondents—more than 97%—believe that students can easily access the data used to create the infographics. The authors also take note of one issue that the students encountered, namely, accessing the modern version of Shakespeare's drama.

Table 7. Results on data accessibility for infographic creation

**The information used for making infographics is easily accessed by students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.8	2.8	2.8
	Agree	37	52.1	52.1	54.9
	Strongly Agree	32	45.1	45.1	100.0
	Total	71	100.0	100.0	

From the excerpt below, it appears that Participant H noted the challenge of finding a modern version of Shakespeare's script.

*During the making process yesterday, for me, there is actually a problem. It's actually about finding the script to read. Previously, we wanted to put famous dialogue on the design. But what is on the internet is the old English version. Nah, the modern version is a paid. Sometimes I get confused, what does this sentence mean in Act 1 Scene 2? What is he actually saying in this scene? Because the way of speaking is different, right, so I'm confused. Finally, yes, we Google for the summary version like that. Fortunately, there are a lot [summary], miss. (Participant H, personal communication, May 29, 2023).*

From the excerpt below, it appears that Participant H noted the challenge of finding a modern version of Shakespeare's script. He said that his team planned to put famous dialogue in the design, but they could not find the modern version of the play. Most online scripts are written in old English. As a result, Participant H's team uses one of the many summary websites available online.

The surprising results in Tables 8 and 9 also caught the writers' attention. First, more than 80% of participants, as shown in Table 8, agreed that making infographics during an online or offline class is easy. At first glance, it appears that the student's experience with the creation process was fairly easy. However, based on Table 9, more than 52.1% of participants thinks that they often encountered problems while making infographics of Shakespeare's drama.

Table 8. Results on data accessibility for infographic creation

**I can create infographics easily during online/offline learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.8	2.8	2.8
	Disagree	7	9.9	9.9	12.7
	Agree	49	69.0	69.0	81.7
	Strongly Agree	13	18.3	18.3	100.0
	Total	71	100.0	100.0	

Table 9. Results on problems encountered in infographics creation

**I often have problems while making infographics of Shakespeare's drama**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.2	4.2	4.2
	Disagree	31	43.7	43.7	47.9
	Agree	36	50.7	50.7	98.6
	Strongly Agree	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

Fortunately, the writers were able to learn from the interviews what types of problems the students mostly encountered. As can be seen from the responses of Participant B and the problem happens during the group discussion.

*It's a group assignment, right? So, during the making process there was a debate in the group. My groups got the plot, so I fought over Angelica a bit, because according to her, this part is already the climax. But, in my opinion, it's still rising action. We were confused about where is the falling action? When did the tense start to become... less?*



*It's hard to decide because Shakespeare's language is difficult. But, yes... if you're in a group like this, it's was fun. If you make it yourself, it will be even longer. (Participant B, personal communication, May 29, 2023).*

During the interview, Participant B stressed that the subject came up during the discussion. For instance, the Participant B group has difficulty breaking down the plot according to Freytag's plot diagram. Her teammate believed that one of the acts should be categorized as a *falling action*. However, Participant B argues the previously mentioned act still counts as the climax stage. Like Participant B, Participant I also proposed the same issue. He claimed that the group found it challenging to characterize Hamlet during the discussion. They do not know if Hamlet demonstrates negative or positive personality traits.

This finding demonstrates that there are two sides to the use of infographics in education. On one side, infographics may be used to promote active learning because active learning methods entail discussions. As a result, the participants were putting what they had learned into practice and passing it on to others. The process of creating their infographics allowed the participants to actively construct meaning (Jaleniauskiene & Kasperuniene, 2023). Thus, the teacher must actively participate in the discussion given the level of difficulty of the topic. For an infographic to effectively convey important data, it is advised for teachers to monitor their students as they develop ideas and produce infographics (Hicks et al., 2020).

*Table 10. Results on problems encountered in infographics creation*

### **I have problems while learning intrinsic elements in Shakespeare's drama**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.2	4.2	4.2
	Disagree	34	47.9	47.9	52.1
	Agree	32	45.1	45.1	97.2
	Strongly Agree	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Furthermore, even though the infographic provides important information, Table 10 above shows that 47,9% of participants agree that they are having difficulty understanding intrinsic elements of Shakespeare's drama. For instance, Participant E mentioned that she finds it difficult to remember the characters because infographics only outline the entire drama. As in *Midsummer's Night Dream*, it can be challenging to tell which character is Lysander and

avoid confusing him with Demetrius. Participant F made a similar claim to Participant E that she finds it difficult to comprehend the play's hidden meaning if she only relies on the infographic.

*Yes, maybe there are friends who are not used to reading. In my highschool, I must read novels, 3-4 novels a year. I think, if we read the whole text, we will know the setting more clearly. So, not only Denmark or only Verona, Italy. Or sometimes, in the infographic, it was just mentioned that the setting is vivid, or vague. Also, about the hidden meaning. If I want to know the hidden meaning, still I must read it by myself. Because, if we read it, we'll know... oh it turns out this setting reflects how the character acts... maybe, because he's in the village? (Participant E, personal communication, May 29, 2023).*

It is clear from the excerpt above that Participant E discusses her concern that the infographic does not provide a comprehensive perspective. Participant E has participated in literary discussions since high school, which is different from the other interviewees. She added that she was required to read three to four novels per year as part of her high school coursework. She is therefore used to reading lengthy texts. She argued that a detailed description of the setting might help her in comprehending the reasons behind the actions of the characters.

According to Table 11, 53.5% of respondents state they did not have a problem presenting the infographic in class, which brings us to the next problem. In the interview, Participant I mentioned that it was challenging to divide up the presentation's parts among the group because the information itself is brief and dense.

*Table 11. Results on problems encountered in infographics presentation*

**I have difficulty presenting the infographics of intrinsic elements of Shakespeare's drama in detail**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.2	4.2	4.2
	Disagree	35	49.3	49.3	53.5
	Agree	29	40.8	40.8	94.4
	Strongly Agree	4	5.6	5.6	100.0
	Total	71	100.0	100.0	

Lastly, the condition of the participants' facilities, while they are learning intrinsic concepts through infographics, is the final focus of the affection aspect. According to Table 12 below, only 18.3% of participants believe they have the poor facility to learn intrinsic elements through infographics.

Table 12. Results on the facility for learning through infographics

**I have a bad facility for learning through the infographics of Shakespeare's drama**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	12.7	12.7	12.7
	Disagree	49	69.0	69.0	81.7
	Agree	11	15.5	15.5	97.2
	Strongly Agree	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Participant H mentioned during the interview that all the students are used to using Canva to create infographics.

*Since we use Canva, it's not too difficult. Usually, when making slides we also use Canva. Kan, in Canva there is clipart, and you can collab editors, it's not too difficult because you can do it together (Participant H, personal communication, May 29, 2023).*

It is clear from the excerpt above that Participant H is familiar with using *Canva*, as are the other participants. Furthermore, he added that *Canva* is used for both making posters and common presentations instead of *PowerPoint*. The opinions voiced by Participant H above are in line with the findings of the earlier study, which discovered that students could successfully integrate writing skills and a 21st-century skills learning model like *Canva* (Pentury & Anggraeni, 2022).

The findings' final focus is on presenting the conation aspect of the questionnaire. Table 13 demonstrates that 83.1% of participants disagree that infographics' conciseness has made the students lazy.

Table 13. Results on students' learning diligence through infographic

**The infographics of Shakespeare's drama make students lazy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	23.9	23.9	23.9
	Disagree	42	59.2	59.2	83.1
	Agree	9	12.7	12.7	95.8
	Strongly Agree	3	4.2	4.2	100.0
	Total	71	100.0	100.0	

The process of creating infographics requires extra effort from the students rather than making them lazy. Below is the opinion of Participant F.

*In this session we don't only get infographics but also have to make infographics as well. So, we know that the infographics have to be simple. That's why we also have to really understand the story first. We have to absorb the general story first, then we pay attention to the details of the plot. We have to do a lot of research, we have to really understand, then we can choose which one to cut or include in the infographic. (Participant B, personal communication, May 29, 2023).*

Participant B stated in the excerpt above that she must truly understand the material because she is aware that the infographic only captures the essence of the intrinsic elements. She claims that it will not be possible for her to shorten the information. She, therefore, explores a variety of sources to learn more.

Table 14. Results on students' motivation in learning through infographic

**The infographics of Shakespeare's drama make students more motivated**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	7.0	7.0	7.0

Agree	53	74.6	74.6	81.7
Strongly Agree	13	18.3	18.3	100.0
Total	71	100.0	100.0	

Along with the previous result, Table 14's data reveals that more than 90% of participants said infographics motivated them more to learn the intrinsic elements of Shakespeare's drama.



Figure 2. Participant E's implementation of cat memes in the infographic

During the learning session, the writers learn that Participant E, shown in Figure 2, even used memes in the infographic of *Hamlet*. Participant E said she was motivated to interpret the expression and emotional projection from each character by using the cat's *meme* during the interview session.

*I like the designs too, Miss. Yesterday I also added memes to the design. At first, when I read and read, the embodiments of the characters matched this cat meme. Cat memes are expressive right miss, then I matched the character traits. So, I deliberately put cat memes for characterization, personality traits. (Participant E, personal communication, May 29, 2023).*

From the excerpt above, Participant E explained that she believes cat memes can capture the emotional turmoil that Hamlet went through. She claimed that a variety of facial expressions found in memes could be used to depict Hamlet's emotions.

Table 15. Results on students' comfort with learning through infographics

**I feel comfortable learning by using the infographics of Shakespeare's drama in both online and offline classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	7.0	7.0	7.0
	Agree	53	74.6	74.6	81.7
	Strongly Agree	13	18.3	18.3	100.0
	Total	71	100.0	100.0	

Then, according to Table 15 above, more than 92% of respondents are comfortable using infographics to learn the intrinsic elements. The difference between infographics and *PowerPoint* slides is explained in the excerpt below.

*Since we're also giving presentations, I think... the format is not too different from PPT, right? We look for the information, then we include the information we got. But, in infographics, it's more exciting, and it's better because you can see directly on one canvas. So, when you read, you can see everything at once. You don't need to go back and forth between slides. So, we can see the big picture. (Participant F, personal communication, May 29, 2023).*

It is clear from the excerpt above that both *PowerPoint* slides serve the same purpose for Participant F. They are both used to present their research findings to the class. But in contrast to *PowerPoint* slides, which must be presented on multiple pages, an infographic presents one complete, comprehensive piece of information on a single page. As a result, the students can process the information by looking at just one page and immediately see the big picture.

Table 16. Results on students' preference in learning through infographic

**The infographics of Shakespeare's drama are suitable for the student's learning style.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Agree	52	73.2	73.2	74.6
	Strongly Agree	18	25.4	25.4	100.0
	Total	71	100.0	100.0	

The final discussion from the conation aspect is about the students' preferred media for learning the fundamental components of Shakespearean drama. Table 16 shows that more than 98% of the participants agree that they prefer to learn intrinsic elements through infographics.

*In understanding the intrinsic elements, it is easier, miss. The problem is, infographics are suitable for getting a basic outline. So, we know the basic info of the drama. I think, if we use another method, there must be difficulties too. But if the purpose is for long discussion, to really understand the case, then it is better to give the script as well. (Participant B, personal communication, May 29, 2023).*

From the aforementioned excerpt, it is clear that the students are aware of how information graphics serve to present the main idea and essence of the information. The complete scripts would be the choice if the students were required to conduct a thorough discussion of Shakespeare's plays.

### **3.2 Discussion**

#### *3.2.1 Students' perceptions of the usage of infographics in studying intrinsic elements in Shakespeare's drama*

To answer the first research question, the authors figured out from their findings that, in general, students are happy when infographics are used to illustrate the core ideas of Shakespearean drama. The application of infographics is in line with the preferences of Generation Z representatives, the majority of whom are visual learners and favor less textual information in educational settings (Jaleniauskiene & Kasperuniene, 2023, p. 201). In addition, the students prefer using infographics because they believe infographics facilitate

---

the memorization process. The results align with the previous research which stated that infographics provide a way to present dense and complex informational material in a way that promotes cognitive processing, learning, long-term recognition, and memory (Dunlap & Lowenthal, 2016).

Also, it is critical to underline how the questionnaire reflects the definition of the word "useful." The word "useful" is interpreted by the study's participants as referring to how the infographic can compress large amounts of complex data into a clear, concise, and easy-to-understand format (Dogomeo & Aliazas, 2022). It is vital to understand that the purpose of creating infographics is to present straightforward information that can be understood at a glance (Onwuchekwa, 2021, p. 450). Therefore, as has been mentioned by Participant B, the participants are aware of how information graphics serve to present a basic outline only. If the participants were required to have a thorough discussion of Shakespeare's drama, they would choose the complete scripts.

Before giving students the assignment to create infographics, it becomes essential for teachers to decide the type of assessment. The participants' comprehension was not evaluated using a long paper analysis. Even though the exam results were not taken into account for this study, it is still important to emphasize what Participant C has said. His preference for infographics stems from his realization that they are sufficient for the exam due to their simplicity. Therefore, an infographic serves its function best for presenting the basic outline of information.

### *3.2.2 Possibilities and challenges of using infographics in studying intrinsic elements in Shakespeare's drama*

Then, to address the second research question, the writers would discuss the potential applications of infographics in literature classes as well as in the study of Shakespeare's plays. Firstly, based on the first research question, it can be concluded that the infographic's simplicity is what has the students' attention. However, it is interesting to note that infographic density can be both an advantage and a disadvantage.

Herein lies the crucial function of teacher supervision. To successfully use information graphics in the classroom, the teacher must therefore carefully select and set the lesson so that it concentrates on the concept rather than the quantity of information. So, the subject should be suitable for conversion to infographics (Aldalalah, 2021, p. 348). The reason for this is that an infographic must typically have a single eye-catching headline with a single strong topic focus, and only three to five significant and connected points afterward (Freberg, 2020). It should be noted that when needed, infographics can present complicated explanations. The rules on density follow the rules on complexity. In other words, if the reader is a specialist, they might be more willing to engage with a graphic that is extremely



detailed because it is relevant to their field of expertise. However, it is generally preferable to keep the density a little lower (Beegel, 2014, p. 71).

As an extension of the previous discussion, teachers' supervision is critical in ensuring the quality of the infographics because a lack of teacher attention may demotivate students to participate (Rerung, 2018). The teacher, in particular, must supervise students' discussions of data collection and data representation to prevent students from creating infographics that are nothing more than glorified posters with no actual data (Hicks et al., 2020, p. 52). Finally, the teacher should consider the group members' visual literacy when assigning infographics in groups because doing so will help the students complete their assignments successfully (Dunlap & Lowenthal, 2016). According to the findings of this study, readers will comprehend the core of the intrinsic elements when infographics are created by students who can balance the ratio of image to text well.

#### **4. Conclusion**

In conclusion, this study found that participants were eager to learn intrinsic elements of Shakespeare's drama through infographics. The use of infographics can also aid in overcoming issues with students' limited attention spans and Shakespeare's difficult language. This study also concludes that students who use infographics are motivated to learn more about the lesson, so using them does not make them lazy. They can only produce an effective infographic when they fully understand the lesson. Also, the study encourages teachers' active supervision to overcome the challenge of applying infographics in the classroom. The range of supervision includes the composition of the groups to the quality of the infographics' content. When infographics are created with an appropriate balance between the ratio of image to text, students will be able to understand the gist of the intrinsic elements. Lastly, as a suggestion for further research, the writers suggest more research should be done about teaching literature. For instance, there is a need to measure the effectiveness of using infographics by using infographics compared with summary videos.

#### **References**

- al Jawad, A. S. H., Borgg, E. I. I., & Bogzaha, H. N. F. (2021). Shakespearean's tragedy: A descriptive study on King Lear by William Shakespeare. *Journal of World Englishes and Educational Practices (JWEPP)*, 3(5), 28–38.
- Aldalah, O. M. A. (2021). The effectiveness of infographic via interactive smart board on enhancing creative thinking: A cognitive load perspective. *International Journal of Instruction*, 14(1), 345–364. <https://doi.org/https://doi.org/10.29333/iji.2021.14120a>

- 
- Alfauzan, A. H., & Hussain, A. G. (2016). Attitude towards and Perception of Literature in EFL Setting: A Case Study on QU Male Undergraduate Students. *English Language Teaching, 10*(1), 1. <https://doi.org/10.5539/elt.v10n1p1>
- Al-Mahrooqi, R., & Al-Wahaibi, T. (2012). EFL student attitudes towards studying literature at a higher education institution in Oman. *European Journal of Social Sciences, 32*(1), 77–83.
- Andriani, E., & Bram, B. (2022). Technology use in teaching literature amid and post pandemic: teachers' perceptions. *Premise: Journal of English Education and Applied Linguistics, 11*(2), 273–296.
- Baloo, K., Evans, C., Hughes, A., Zhu, X., & Winstone, N. (2018). Transparency Isn't Spoon-Feeding: How a Transformative Approach to the Use of Explicit Assessment Criteria Can Support Student Self-Regulation. *Frontiers in Education, 3*. <https://doi.org/10.3389/feduc.2018.00069>
- Basthomi, Y. (2003). Theoretical Views Underlying the Selection of Classroom Activities: Paying Attention to the Classroom of English Literature in EFL Context. *TEFLIN Journal, 14*(2), 279–291. <https://doi.org/10.15639/teflinjournal.v14i2/279-291>
- Beegel, J. (2014). *Infographics for dummies*. John Wiley & Sons, Inc.
- Blanco, A. J. A. P. (2004). Reading across Rhode Island: One Book, One State, Many Successful Readers. *The English Journal, 93*(5), 47–53.
- Bruns, C. V. (2011). *Why literature: The value of literary reading and what it means for teaching*. The Continuum International Publishing Group.
- Cahyani, M. T., Myartawan, I. P. N. W., & Saputra, I. N. P. H. (2021). The impact of infographics in an online jigsaw setting towards Indonesian EFL learners' reading comprehension. *Language and Education Journal Undiksha, 4*(1), 59–64.
- Cupita, L. A. L., & Franco, L. M. P. (2019). The use of infographics to enhance reading comprehension skills among learners. *Colomb. Appl. Linguist. J., 21*, 230–242.
- da Rocha, D. G., & Cardoso, A. (2021). Learning objects in hybrid teaching potential and challenges for their use in the context of Brazilian education. In A. S. Moura, P. Reis, & M. N. D. S. Cordeiro (Eds.), *Handbook of research on determining the reliability of online assessment and distance learning* (pp. 282–310). IGI Global.
- Dewi, N. (2019). Teaching literature with tough topics in elt class: Bullying and bigotry. *LLT Journal: A Journal on Language and Language Teaching, 22*(1), 66–77.
- Dogomeo, J., & Aliazas, J. V. (2022). Dual coding cognition in devising infographics for an enhanced students' scientific knowledge. *International Journal of Science, Technology, Engineering and Mathematics, 2*(4), 1–17.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford Press University.
- Dunlap, J. C., & Lowenthal, P. R. (2016). Getting graphic about infographics: Design lessons learned from popular infographics. *Journal of Visual Literacy, 35*(1), 42–59.
- Fauziah. (2016). The approaches to teaching literature for EFL young learners. *JELTL:*

- Journal of English Language Teaching and Linguistics*, 1(2), 145–158.
- Freberg, K. (2020). *Discovering public relations: An introduction to creative and strategic practices*. SAGE Publications.
- Frey, A. L., & Gross, S. (2018). Effects of a multimodal approach on EFL university students' attitudes toward Shakespeare's *Romeo and Juliet*. *Journal of Education and Practice*, 9(15), 41–45.
- Gisbert, M., & Bullen, M. (2015). Introduction. In M. Gisbert & M. Bullen (Eds.), *Teaching and Learning in digital worlds: Strategies and issues in higher education* (First, pp. 7–8). Publicacions Universitat Rovira i Virgili.
- Given, L. M. (Ed.). (2008). *The SAGE Encyclopedia of Qualitative Research Method*. SAGE Publications Inc.
- Hassan, K. M. (2016). Shakespeare in the EFL class at tertiary level: Difficulties and possible solutions. *The EDRC Journal of Learning and Teaching*, 1(1), 136–147.
- Hicks, T., Hyler, J., & Pangle, W. (2020). *Ask, explore, write! An inquiry-driven approach to science and literacy learning*. Routledge.
- Hussein, E. T., & Al-Emami, A. H. A.-E. (2018). Challenges to Teaching English Literature at the University of Hail: Instructors' Perspective. *SSRN Electronic Journal*, 10. <https://doi.org/10.2139/ssrn.2898620>
- Işıklı, C., & Ö.Tarakçıoğlu, A. (2017). Investigating problems of English literature teaching to EFL high school students in Turkey with focus on language proficiency. *Journal of Language and Linguistic Studies*, 13(2), 82–95.
- Jaleniauskienė, E., & Kasperuniene, J. (2023). Infographics in higher education: A scoping review. *E-Learning and Digital Media*, 20(2), 191–206. <https://doi.org/https://doi.org/10.1177/20427530221107774>
- Kabilan, M. K., & Kamaruddin, F. (2010). Engaging learners' comprehension, interest and motivation to learn literature using the reader's theatre. *English Teaching*, 9(3), 132–159.
- Kinasih, P. R. (2020). The application of reader-response theory to teach symbolism in literature class for EFL students. *Journal of Research on English and Language Learning (J-REaLL)*, 1(2), 87–100.
- Kinasih, P. R., & Mery. (2021). Students' perception towards learning literature through podcast. In T. K. Hua, A. Rido, Afrianto, H. Kuswoyo, B. Mandasari, S. Markar, & I. Gulo (Eds.), *Conference: International Conference on Language, Linguistics, Literature and Education (ICLLLE)* (pp. 180–193). Universitas Teknokrat Indonesia.
- Kongwat, A., & Sukavatee, P. (2019). The effects of collaborative reading instruction using infographics on students' reading comprehension. *JED: An Online Journal of Education*, 14(2), 1–12.
- Lestari, S., & Purnama, D. W. (2023). The effectiveness of infographics towards students' reading comprehension. *Journal on Education*, 6(1), 395–405.

- 
- Lim, F. V. (2018). Developing a systemic functional approach to teach multimodal literacy. *Functional Linguistics*, 5(13), 1–17.
- Loewen, S., & Plonsky, L. (2016). *A-Z of applied linguistics research methods*. Palgrave.
- Matrix, S. (2014). Teaching with infographics: Practicing new digital competencies and visual literacies. *Journal Of Pedagogic Development*, 4(2).
- Matrix, S., & Hodson, J. (2014). Teaching with infographics: Practicing new digital competencies and visual literacies. *Journal of Pedagogic Development*, 3(2), 17–27.
- Mays, K. J. (2017). *The Norton Introduction of Literature*. W.W. Norton & Company.
- Morson, G. S. (2015). Why college kids are avoiding the study of literature. *Commentary*, 140(1), 23–29.
- Morson, G. S., & Schapiro, M. (2017). *The Dehumanities*.  
<https://www.insidehighered.com/>  
<https://www.insidehighered.com/views/2017/06/13/scholars-unconvincing-case-about-value-humanities-essay>
- Newstreet, C. (2017). All the world's a stage, students are the players: Teaching Shakespeare and English language learners. *Journal of the Texas Council of Teachers of English Language Arts*, 47(2), 33–38.
- Onwuchekwa, E. O. (2021). Library signage and information graphics: A communication tool for library users. In *Research anthology on collaboration, digital services, and resource management for the sustainability libraries* (pp. 444–453). IGI Global.
- Pentury, H. J., & Anggraeni, A. D. (2022). Empowering students' 21st century skills through Canva application. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(1), 50–57.
- Permanaludin, U. (2017). Strategies of English Literature Teaching at English Literature Undergraduate Program at Sunan Gunung Djati State Islamic University. *Al-Tsaqafa: Jurnal Ilmiah Peradaban Islam*, 14(1), 175–186. <https://doi.org/10.15575/al-tsaqafa.v14i1.1799>
- Rerung, M. K. T. (2018). Students' perception on blended learning in English listening and speaking class. *Journal of English Language and Culture*, 9(1), 17–28.
- Reynolds, C. R., Altmann, R. A., & Allen, D. N. (2021). *Mastering Modern Psychological Testing: Theory and Methods* (Second). Springer .
- Robson, M. (2020). Introduction. In *What is Literature?: A Critical Anthology* (pp. 1–7). John Wiley & Sons Ltd.
- Rogers, B. (2017). *Perception: A Very Short Introduction*. Oxford University Press.
- Roslaini, & Soraya, L. (2021). Primary school teacher' perceptions toward online learning during pandemic Covid-19. *UHAMKA International Conference on ELFT and CALL (UICELL)*, 198–206.
- Shakfa, M. D. A. (2012). Difficulties students face in understanding drama in English literature at the Islamic University of Gaza (IUG). *English Language Teaching*, 5(9),

95–103. <https://doi.org/10.5539/elt.v5n9p95>

Taherdoost, H. (2019). What is the best response scale for survey and questionnaire design; review of different lengths of rating scale / attitude scale / Likert scale. *International Journal of Academic Research in Management (IJARM)*, 8(1), 1–10.

Yelland, N., Cope, B., & Kalantzis, M. (2008). Learning by Design: creating pedagogical frameworks for knowledge building in the twenty-first century. *Asia-Pacific Journal of Teacher Education*, 36(3), 197–213.