

STUDENTS' PERCEPTION AND MOTIVATION IN USING INFOGRAPHICS FOR LEARNING ENGLISH

(A Descriptive Quantitative Research at University of Muhammadiyah Makassar)

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Article Info	Abstract
<p>Received: May 14 ,2020 Revised: May 24 17 ,2020 Accepted: June 18 ,2020 Published: June 25,2020</p> <p>Keywords: <i>Infographics, Motivation, Learning English, Perception</i></p>	<p>This research was objectives to know the students' perception and motivation in using infographics for learning english . The participants in this study were 22 students from the english education department at makassar muhammadiyah university in the seventh semester of the academic year 2021/2022. This research generally answers two questions as: (1) what are students"perception in using infographics for learning english? And (2) how are students" motivation in using infographics for learning english. This study shows that students' perception and motivation in using infographics are high, as seen by each statement concerning the students' questionnaire responses. More than half of students (63,6%) agree that students enthusiast about infographic learning media presented by teachers/lecturers. The participants who agree that using infographics applied by the lecture makes it easier to remember information because it makes it easier to remember the information,reached (59,1%) .the participants who agree they have a positive attitude reached (54,1%) . The participants who agree that infographics are more effective in presenting material than pure text reached (45,5%) . The participants who agree agree that infographics are entertaining and not dull learning media in real and important situations reached (59.1%), the participants who agree that infographics are help students understand the subject matter (59.1%). Based on the study's findings, it can be said that students are highly motivated to learn English and have strong responses to and comprehensions of infographics.</p>

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INTRODUCTION

Learning media is a method of providing information to students that can improve learning in raising student achievement. Learning media is always developing along with the

development of technology. This study intends to examine the role of learning media, different learning media, and additional learning media that can be used in secondary school English instruction. The medium being used is specifically tailored to the needs of the pupils and the information being conveyed.

One of the newest formats for teaching that uses creativity to educate its audience is the infographic. Text, images, pictures, diagrams, graphs, and other visuals are used in infographics to give readers specific information. Infographics are becoming more and more common in promotional campaigns for businesses and educational institutions (serkan yldrm, 2016).

According to (jasep, 2020), using several senses during teaching can aid in information processing and enable teachers to create lessons that are beneficial for each student. More associations and cognitive connections can be created with a notion when many senses are used. Numerous researchers endorsed the value of multisensory learning. Text and images together are the best way for students to learn and retain information. That was noted by medina (2008) as well as dunlap & lowenthal (2016). Instead of reading or listening, visuals help us learn and remember things better (medina, 2008). Other students enjoy visuals in addition to text, text and pictures work better together to help people learn and recall information than text alone (dunlap & lowenthal, 2016).

The motivation of each learner is what motivates them to pursue their objectives and learn new things. As a result, it is significant and could affect performance, cognition, and attention. People who are motivated are those who care about a task or want it to be successful; once motivated, they will use their cognitive abilities and perform intellectually as they are capable of. In other words, people have different levels of motivation, and if they have enough of it, their cognitive abilities will fully reflect in their intellectual performance (dai & robert, 2004)

According to kumar (2010), perception is the transformation of information obtained from sense receptors (e.g., eyes, ears, nose, and skin) into a perception of what we think, see, hear, smell, taste, or touch. As a result, lecturers' desire to teach in the according on the researcher's experience, infographics are more effective than straight text for learning and teaching. Infographics will aid in presenting the information and aid in improving english understanding. There are several advantages to using infographics for learning, and there are

many different ways to use them. Teachers can conduct presentations on their own or assign students to make infographics on their own. It can be created using software or online graphic design resources, and it can be distributed in a number of formats. It is ideal for today's pupils since they are surrounded by the development of information and communication technology, which enables them to not only consume information but also produce and share their own.

The researchers are interested in knowing the perceptions and motivations of students after the researchers conducted an infographic project. Students perceptions can be different from one another, according to verderber et al. (2010:24). Teachers can better comprehend students if they are aware of their perceptions. However, this research also noticed students' motivation. As a result of this condition , the researcher is interested in conducting research on the following topic: students' perception and motivation in using infographics for learning english at seventh semester students of muhammadiyah university of makassar (2021/2022).

LITERATURE REVIEW

The researcher reviewed the literature to determine the findings of earlier studies to be developed for additional research in order to prevent repeating the research. One of the infographics studies is by Admoko (2017: 196), whose title is "Development of infographic media on global warming material to increase student learning outcomes at sma 19 Surabaya. This project's goal is to generate visual materials on global warming in order to enhance learning outcomes at SMA Negeri 19 Surabaya. Informational graphics about global warming can help students at SMA Negeri 19 Surabaya learn more since they satisfy the requirements for instructional media, according to the study's findings.

The use of infographics in the science classroom is discussed by davidson (2014). She suggests using tactics like exhibiting and debating examples of infographics, as well as assigning students the responsibility of finding the best infographic on a specific topics part of three studies, students at Davidson University studying environmental chemistry produced infographics on recycling, water pollution, and air quality. She comes to the conclusion that many of her pupils are interested in their infographics projects because they combine art and science.

Kos and Sims (2014) discussed a five-week exploratory project that was conducted in the spring of 2014 in an eighth grade class at Mountain Vista Middle School. (mvms). In this

project, instead of writing a traditional five-point essay, students are supposed to do comprehensive research on a chosen career before reflecting on it via infographics. The study concluded that infographics were preferable to traditional essays in terms of visual appeal and creativity, the amount of writing required for esl students, fostering and appealing to students' interests, and overall student enjoyment. The project was deemed successful because it had a positive impact on the students.

Otten et al. (2015) concentrate on the connection between infographics and public policy, paying particular attention to the utilization of data visualization to communicate complicated information.

Dahmash et al. (2017) studied the influence of employing infographics in linguistics education on saudi students. Students' attitudes toward infographics are favourable, according to the results. The participants found that training different skills, like higher thinking skills, was beneficial while making infographics. Technical challenges, on the other hand, were perceived as a stumbling hurdle.

Both the previous and current studies have one thing in common: they both used infographics in the educational field. However, previous studies were quantitative, whereas this research took a qualitative approach to investigate students' perceptions and motivation through interviews and questionnaires with closed-ended questions that allowed for the exploration of additional information not covered in previous studies. The relationship between students' perceptions and motivation to use infographics is examined in this study, which is different from previous research.

METHODS

In this study, the researcher used descriptive quantitative research. The goal of this objective study was to determine students' perception and motivation in using infographics for learning English.

The researcher used a purposive sampling technique after conducting per-observation with 22 students of Makassar Muhammadiyah University's English Education Department's Seventh semester in the academic year 2021/2022.

Instrument

The questionnaire for this study was 12 closed-ended questions concerning students' perception and motivation of using infographics for English learning. The questionnaire was developed in electronic form by the researcher and then shared with a Whatsapp group of English department batch 2018. Respondents are given 12 closed-ended questions with multiple-choice answers.

Data Analysis

The study's data were quantitative, and descriptive analysis methods were employed for the study's analysis. The SPSS computer program provided assistance with this calculation as well. According to the study data interval class, the following formula was used to establish the percentage of respondents falling into each category:

The following percentage formula will be applied:

$$P = F/N \times 100$$

Annotation:

P: Percentage

F: The responders' frequency

N: The total sample size

The maximum and minimum scores must be decided upon before categorizing by category. The average (mean) value and standard deviation of the scores were then calculated. The information was next presented as a frequency table, after which it was categorized and presented as a scale category.

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = Mean Score

$\sum x$ = Total Score

N = Total Respondent

After calculating the mean score, the next researcher classified of interpretation of mean score to interpret the students' answers from questionnaire.

Table 3 The Interpretation of Mean Score

Mean	Interpretation
1.00 - 1.75	Very low/strength Negative's disagree
1.76 - 2.50	Low/Negative Disagree
2.51 - 3.25	High/Positive Agree
3.26 - 4.00	High/Strongly Positive's Agree

Source: Djiwandono (2008:168) In Nofridawati (2013)

RESULT AND DISCUSSION

Result

The result of the students' perception data obtained can be seen in the following tables and description:

Table 4.1 Frequency, Percentage, Means score and Level of Perception of using Infographics for Learning English

Statement of questionnaire	Frequency & Percentage				Mean	Std	Level
	SA	A	D	SD			
It's easier for me to remember information by using infographics	7	13	2	0	3,2	.61	High
	31,8 %	59,1%	9,1%	0%			
It's easier for me to do my assignments using infographics	1	12	9	0	2.6	.58	High
	4,5%	54,4%	40,9%	0%			
Infographics are able to train	3	12	7	0	2.8	.66	Very high
	13,6%	54,5%	31,8%	0%			

mycritical thinking								
Infographics are more effective in presenting material than pure text	7 31,8%	10 45,5%	5 22,7%	0 0%	3.0	.75	Very high	
Infographics are interesting and not boring learning media in real and meaningful situation.	8 36,4%	13 59,1%	1 4,5%	0 0%	3.3	.56	High	
Infographics are combined with several visual elements such as images, illustrations, graphics, and typography that help me understand the subject matter.	9 40,9%	12 54,5%	1 4,5%	0 0%	3.3	.58		
Overall					3,34	.62	Very High	

The overall mean score of Perception in using infographics for learning english is 3,34, as shown in the table. This average score suggests that students' perception of using infographics for english learning is "positive agreed."

Table 4.2 Frequency, Percentage, Means score and Level of Motivation on Infographics for learning english

Statement of questionnaire	Frequency & Percentage				Mean	Std	Level
	SA	A	D	SD			
I am enthusiast about infographic learning media presented by teachers/lecturers.	5 22,7%	14 63,6%	3 13,6%	3 0%	3,0	.61	High
Infographics make me excited to understand the lesson	5 22,7%	15 68,2%	2 9,1%	0 0%	3,1	.56	High
It is easier for me to understand the subject matter by using infographics.	3 13,6%	12 54,5%	7 31,8%	0 0%	2,9	.78	Very high
I get excited about making infographics when a course requires a digital presentation	6 27,3%	9 40,9%	7 31,8%	0 0%	2,8	.56	Very high
Infographics are not able to boost my reading interest, I prefer pure text especially	2 9,1%	8 36,4%	6 27,3%	6 27,3%	2,2	.98	High

I'm having trouble making infographics, looking for ideas to design them	3	12	5	2	2,7	82
	13,6%	54,5%	22,7%	9,1%		
Overall					2,78	.71 Very High

The overall mean score of motivation in using infographics for learning english is **2,78**, as shown in the table. This average score suggests that students' motivation of using infographics for english learning is "positive agreed."

Discussion

In the research discussion, the researcher gathered the data to be examined and then categorised the responses using the questionnaire. The Likert scale was employed in this investigation. The Likert Scale is a tool for determining a person's or a group's attitudes, perspectives, and perceptions of social phenomena. A Likert scale (Sugiono, 012) is a rating scale that runs from exceedingly positive to extremely negative.)

1. Student Perception of using infographics for learning english

This study indicates that students' responses to infographics are positive, as seen by each remark concerning the students' questionnaire responses. Students are enthusiastic about graphical learning media offered by teachers/lecturers, according to more than half of students (63,6%). The number of participants who agreed that utilizing infographics in the lecture makes it easier to recall information reached (59,1 percent). The percentage of participants who agree that they have a good attitude reached (54.1%). The percentage of participants who believe that infographics are more effective at communicating information than plain text is (45,5%). Participants who agreed that infographics are engaging rather than boring learning material in actual and essential situations formed a consensus (59.1 percent) The participants who agree that Infographics are help students understand the subject matter (59.1%). Participants who feel that infographics help students in understanding the subject (59.1 percent).

The results of this survey showed that most students have a very favorable opinion of utilizing infographics to learn English. The students must have a positive attitude toward the lecture's application in the task. According to Nailul (2019), learning English through infographics has numerous benefits, including making learning more entertaining, inspiring, and understandable, as well as improving creativity and English abilities.

This study found that integrating digital technology into the classroom helps kids learn more quickly, more effectively, and more contentedly. It appears that the infographics' attraction is inherent in their design since people are drawn to the visualizations, colors, and images that make them up. Compared to plain text, infographics can convey information about a subject more quickly and effectively, but the infographic's layout and presentation are equally important.

Husni Naparin (2017) writes in his journal, "Infographics in Education: Review on Infographics," that "using and creating infographics will promote visual literacy abilities, which will assist teachers teach students how to make sense of and assess visual information." Additionally, they will engage with the subject in a continuous manner through the process of constructing a visual representation of difficult ideas, potentially enhancing their knowledge of it.

The students' perception of infographics is high; the majority of participants agree that they grasp the material in infographics (63.3 percent /19 participants), and 46.7 percent of participants understand when the lecturer discusses infographics. 46.7 percent of participants know how to create infographics.

Additionally, the infographics created using the study's survey findings might be utilized to gauge the interest of the participants in the learning process. In contrast to past studies, this one examined infographic usage, infographic use in the context of education, and infographic design. Information on infographics, including how to use and create them, is made available to the researcher and others. As a result, the teaching and learning process will be more engaging and clear for children.

Infographics can be used by students to make a point or transmit a key topic to other students. Students that struggle to understand concepts can benefit from infographics. Alternately, if they contain complex facts, the researcher can consider converting them into infographics. Among the categories of infographics are comparison, flow chart, chronology,

process, image-based, data, narrative, metaphor, combination, and others. Many of the infographics can be utilized as background material for classes and may be helpful while students work on their upcoming assignments..

Additionally, the answers of the students' questionnaire are simpler to understand because infographics are used to condense considerable material into a brief yet incredibly easy delivery language. According to Husni Naparin, they investigate how infographics influence learning and how individual factors, such as learning preferences and content satisfaction, influence infographics perception (2017).

According to Amin (2014) in the journal *The Usage of Infographics as a Tool for Facilitating Learning*, the use of infographics to disseminate knowledge among learners also aligns with the visual learning theory. This is particularly true given that visual communication is the main means through which cognitive process capabilities in handling difficult problems, as well as behavior and motivation of learners to succeed, are supported.

Based on the findings of the study, it can be concluded that students' answers and comprehensions of infographics are satisfactory, and that this is consistent with the students' enthusiasm to learn English, as seen by their good performance.

2. Student Motivation of Using Infographics for Learning English

This study identified that participants agree that infographics provide motivation to learn English; the results of a questionnaire revealed that 63,6 percent of students are enthusiastic about infographic learning media presented by teachers/lecturers, 68,2 percent of participants feel more comfortable when using infographics in English learning, and 53.3 percent agree that students get excited about making infographics when a couturier is involved. Infographics help students understand the subject matter better, according to 40.9% of the participants. 36,4 percent of those polled disagree that infographics can increase student reading interest; instead, they prefer actual text.

Whereas infographics are relatively new in terms of teaching resources, the components utilized to create them are not. Many components, such as photographs, drawings, figures, symbols, graphics, and texts, are used independently or in combination to show information in an infographic. The use of visual components in the display of information and the technique of constructing content are both innovations offered by infographics in this regard (Dick, 2013).

This study examines the different the usage of graphics and infographics for effective learning, looking for a link between the two as instructional media. The impact of infographics on learning and individual infographics can truly enhance the teaching and learning process of Robust learning. Infographics were chosen from a variety of sites and basic infographic topics.

The application of visual design principles can simply be said to ensure the attractiveness of infographics. Not only is a successful strategy to conveying information required when creating infographics, but so is visual design. As a result, it's critical to gather, analyze, and use relevant data while creating infographics. When creating infographics, it's also critical to use instructional design models. According to Davis and Quinn (2013),

Based on the findings of the study, it can be concluded that students' responses and comprehensions of infographics are hogh, and that their motivation to learn English is also good.

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