

CHAPTER I

INTRODUCTION

A. Background of Study

In this era of society 5.0, technology has become the central aspect of supporting the necessities of human life. The technology utilizes to supplement education to meet individual pupils' requirements better. Therefore, technological and ideological advances in educational practice are taking a new direction in the educational process. As prospective educator, we must suitable for planning and designing study programs that have respond to this need. It involves to designing work schemes and delivery models in the sense that the teacher must be able to present suitable media to explain learning well. Not only information delivery techniques, the search for the most effective use of media is always carried out from time to time to determine appropriate media for students. Media for learning is essential, because in learning, students need some tool to capture the meaning that the teacher wants to convey to make it successful learning. That is why it is essential to use learning media relevant to what thought. Students must be able to find and access information, organize information, actively participate in the classroom, also think critically and creatively (Ozdamli & Ozdamli, 2018). Learning with modern technology as media allows learning faster and has better and more useful functionality.

Attractive infographics naturally appeal to people's attention because drawn to the visuals infographic, images, and colors by people. Beheshti and Bicen (2019) in their article called "Assessing perceptions and evaluating achievements of ESL students with infographics in a flipped classroom learning environment" discusses participant research. The research shows that the engaging and thorough nature of classroom instructional infographics makes students in the experimental group more interested in learning than the control group, this means participants can learn concepts better using infographic. As a result, participants can absorb concepts more easily, memorize information more quickly, and are more confident in the educational process. In accordance with the opinion of Ramadan (2021), where infographics help improve students' memory, several elements are supported. English, as one of the topics of coaching, has a vital function because English is an overseas language, a worldwide language used, and a global language broadly used in communication via humans in most nations inside the world.

Naparin and Aslina Saad (2017) said that infographics could convey knowledge more quickly and efficiently than text. However, the situation depends on the quality and presentation of the infographic itself. The many ease of implementation, creation, and function of infographics are very relevant for use in learning, have a cheaper cost than other media, and can encourage students to continue to follow learning well. Nevertheless, in making an infographic media, the result of the quality of

this visual media ultimately also depends on how the maker made it; of course, the quality of the infographic produced by each individual is different, depending on who and how he made it. Raises its perceptions and questions for researcher , making researcher think about digging deeper regarding the quality of the infographics produced by students who have passed the teaching media class, where in this subject, of course, participant have learned various kinds of learning media and what are the reasons cause the excellent and impaired quality of infographics produced by students. As in accordance with QS. An-Nahl verse 43 where Allah Subhanahu Wa Ta'ala says:

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوْحِي إِلَيْهِمْ ۖ فَسَلُّوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

Based on this verse, to find out and examine more deeply related to the results of quality infographics for learning, researcher need to dig deeper and ask directly the suitable informants who have explored this and asses for themselves how the quality of this infographic will be used in learning. Of course, this will be very helpful in assessing more deeply the use of visual media in learning. It is because the lecturers need to understand the issues of making design of learning media especially visual media and try and enforce pleasant coaching media in participant lecture rooms to develop participant rookies' talents in the English classroom. Dur (2014) argues that visual communication design becomes an area based on interdisciplinary collaboration and also affects curriculum content.

Infographic design uses various forms of art design, fonts, and color schemes and even boils down to the type of paper or size participant use as students. Infographic design involves teachers as facilitators for designing work schemes and delivery models, as well as how individual lesson plans and resources. Delivery of learning materials using infographic design by teachers as the suitable medium, resources, and support while facilitating learning.

Students' views on applying infographic design as a learning media will also vary depending on how the results are from the infographic. To answer this case, the researcher wants to find out the excellent and impaired quality of infographics produced by students for teaching and find out what causes these individuals to be able to create fun visual learning experiences through infographics as a medium in the learning process. Of course, producing quality media has its challenges that all teachers and students in the teacher training department will face. In other words, the researcher wants to find out how the results of students' ability to make exciting learning designs using infographic designs and the causes of student skills and participant impact on the infographic results produced by students. Considering all past investigations, the current study seeks to provide both negative and positive causal viewpoints in almost every analysis. Therefore, to ensure the study of these objectives, this study aims to answer the problem "Infographic quality produce by English department student". For this criterion, a student finishing the Teaching Media class is

relevant because they have learned about media and can apply it to teaching and learning.

B. Definition of Key Terms

1. Learning Media

Refers to various forms of communication designed used to improve the instructional communication process between students and teachers in learning.

2. Infographic Design

Refers to media presentation that will be creat and used by student as participant learning media in the material delivering process English learning material.

3. Infographic Quality

Refers to the quality of the infographics produced by English Department students. In this case, the quality of the infographic can be measured from various aspects, such as clarity of information, design creativity, data accuracy, and so on.

C. Research Questions

Based on the background above, this research will examine the following questions:

1. How is the infographic quality produced by English Department student?
2. What are the infographic quality aspect produced by English Department student?
3. What component considered by English Department student in producing infographics?

D. Objectives of Study

1. To find out how is the infographic quality produced by English Department student.
2. To find out what are the infographic quality aspect produced by English Department student.
3. To find out what component considered by English Department student in producing infographics.

E. Significance of Study

This research has two key areas of study, namely theoretical significance and practical significance.

1. Theoretical Significant

This research may be used as a reference by anybody who wishes to do research on questioning abilities, particularly questioning skills among teachers at Language Development centers.

2. Practical Significant

a. For the students

As the only nation's generation, students are the generation that is taught to observe, imitate and modify to produce better work. With this open research, students can observe and research how to produce better infographics to become visual learning media in the teaching and learning process.

b. For the teachers

Teachers can create positive thinking and directly monitor student learning developments in producing media design learning media using infographic designs like the good and bad reasons for the quality of participant infographic results so that participant can be considered when producing the best learning media.

c. For researcher

Researcher have new references about what influences the good and bad results of infographics produced by participant students and how infographic design as a medium can be said to be of high quality for the learning process based on the work of prospective teacher students.