

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research is about infographic design as a medium. The aim of this research is to find the answer questions about how the infographics are produced by students studying learning media and to find what component considered by the students' in producing infographics were designed. The research reference is by the theory of evaluating infographics by Siricharoen (2015). To answer problematic questions related, researcher conducted documentation and interviews with twenty students majoring in English to collect the data.

1. Infographic quality produced by English Department student

To answer the question about quality of infographic that produced by English Education Departmen student, researcher used Google form to conducted documentation. Based on data gathered from twenty English major students, the information filled will be used for future communication with the student, ensuring their accountability for the infographic outcomes student have generated. The researcher then compared the quality of the infographics made by student, researcher used several critical considerations for creating a high-quality infographic as a reference for assess the infographic

quality criterion, where high-quality infographic is an infographic that just has one piece of information or an idea, ideas or information are clear and concise, and multiple elements in an infographic are balanced. The result finding from infographic quality by English education as follow:

- a. The data presented in media only contains one piece of information or an idea, enabling viewers to grasp the intended message quickly

When assessing an quality of infographic, the first thing to pay attention are piece of information or an idea in infographic, if student only contains one piece of information or an idea in their infographic, then researcher will tick in option yes, and if there are more pieces of information or an idea in student infographic, then researcher will tick it in option no as the criterion for assessed the quality infographic. The result can be seen in this following table.

Table 4.1
Student infographic just has one piece of information or an idea

Only one piece of information or an idea at student infographic	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	

Student 7	✓
Student 8	✓
Student 9	✓
Student 10	✓
Student 11	✓
Student 12	✓
Student 13	✓
Student 14	✓
Student 15	✓
Student 16	✓
Student 17	✓
Student 18	✓
Student 19	✓
Student 20	✓

Based on the research data, all the infographics made by the students only displayed one idea or piece of information in an infographic that they made.

- b. It is crucial for the ideas or information presented in the infographic to be clear and concise, minimizing the risk of misinterpretation or confusion.

The ideas or information presented in the infographic to be clear and concise is one aspect that should assess if you want to make an infographic, if student contains ideas or information presented in the infographic to be clear and concise in their infographic, then researcher will tick in option yes, and if there are not, then researcher will tick it in option no as the criterion for assessed the quality infographic. The result can be seen in this following table.

Table 4.2

The ideas or information presented in the infographic to be clear and concise

The ideas or information presented in the infographic to be clear and concise	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

Based on the research data, all the infographics made by the students The ideas or information presented in the infographic to be clear and concise

- c. When presenting multiple elements in an infographic, such as words or images, it is crucial to arrange them balanced. Ensures that each element complements and strengthens the others without overwhelming or appearing overly crowded.

Each element complements and strengthens the others are important to know when you want to make an infographic. So, if student put element complements and strengthens the others, then researcher will tick in option yes, and if there are not, then researcher will tick it in option no as the criterion for assessed the quality infographic. The result can be seen in this following table.

Table 4.3

Each element complements and strengthens the others

Each element complements and strengthens the others	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

Based on the research data, all the infographics made by the students put each element complements and strengthens the others.

Based on the research data, all the infographics made by the students only displayed one idea or piece of information in an infographic that they made. The information or ideas presented in the infographic must be clear and concise (to the point), and the elements and colour patterns presented complement each other, so they don't seem to damage the eyes when looking at the infographic. Based on this consideration, it can be concluded that the infographic created by twenty students is included in the high quality category, meaning that the English department students have produced a high-quality infographic.

2. Infographic quality aspect produced by English Department student

Based on data collected from twenty students majoring in English, documentation is carried out via Google form. In this form, students are asked to fill in participant name and contact telephone number, which can be used to contact them later to be held accountable for the infographic results participant produced. To answer the question about the infographic quality aspect produce by student of English Education Departmen, the researcher then compared the infographic results participant produced, researcher

make tables with yes or no question for assess this criterion, the researcher then sort the infographic results shared by Teaching Media class students as follows:

a. Putting information in his or her format that she or he has

When assessing an infographic, the first thing to pay attention to is putting the information in the historical format that it has. If students contain putting information in the format of they infographic as criteria of assessment, researcher will tick in option yes, and vice versa. The assessment result from the researcher can be seen in the following table.

Table 4.4

Putting information in format that she or he has

Putting information in format that she or he has	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	

Student 19	✓
Student 20	✓

Based on the table results, it was found that out of twenty students, all students were able to put information in format infographic that participant have to make infographic quality.

b. Different pieces of information are included in this poster

When evaluating an infographic, the next thing to pay attention to is the different pieces of information included in this poster. If students have different pieces of information in they infographic as criteria of assessment, resercher will tick in option yes, and vice versa. Whether students include different pieces of information in they posters can be seen in the following table.

Table 4.5

Different pieces of information are included in this poster

Different pieces of information are included in this poster	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	

Student 17	✓
Student 18	✓
Student 19	✓
Student 20	✓

Based on the table above, it was found that of the twenty infographics made by students, all of them contained different pieces of information in participant infographics.

- c. Information was included in this poster that allows non-science people to understand the content

When assessing an infographic, the next thing to pay attention to is whether the information included in this poster is to enable non-scientific people to understand its contents. If so, that means the infographic can be said to be of high quality. The answer can be seen in the following table where if in they infographic allows non-science people to understand the content as criteria of assessment, resercher will tick in option yes, and vice versa.

Table4.6
Information was included in this poster that allows non-science people to understand the content

Information was included in this poster that allows non-science people to understand the content	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	

Student 6		✓
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12		✓
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

From the data obtained in the table above, it is known that of the 20 infographics produced by students, the infographics belonging to the 6th student and the 14th student had no information included in participant poster that allows non-science people to understand the content, while the rest included information in participant posters. poster that allows non-science people to understand the content that students want to convey.

- d. Participant are writing an abstract about two or three sentences that highlight the purpose of the infographic

Another important thing in evaluating an infographic is to ensure that the infographic contains an abstract of two or three sentences that emphasizes the purpose of making the infographic.

Whether if students write an abstract of two or three sentences that highlight the objective, where it is the criteria of assessment, resercher will tick in option yes, and vice versa. The result can be seen in the following table.

Table 4.7
Participant are writing an abstract about two or three sentences that highlight the purpose of the infographic

Participant are writing an abstract about two or three sentences that highlight the purpose of the infographic	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4		✓
Student 5		✓
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11		✓
Student 12		✓
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

Based on the data obtained from the table above, students 4, 5, 11, and 12 not wrote an abstract about two or three sentences that highlight the purpose of the infographic in participant infographic, the rest have written abstracts about two or three

sentences that highlight the purpose of the infographic in participant infographic.

e. In this infographic, the story is told

Another thing that must also be considered to create a quality infographic is whether the story is told in the infographic being created. This consideration become the criteria of assessment, if the story is told in they infographic, resercher will tick in option yes, and vice versa if it is not. Result of the assessment can be seen in the following table.

Table 4.8

In this infographic, the story is told

In this infographic, the story is told	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5		✓
Student 6		✓
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11		✓
Student 12	✓	
Student 13		✓
Student 14		✓
Student 15	✓	
Student 16	✓	
Student 17		✓
Student 18	✓	
Student 19		✓

 Student 20

✓

The data in this table shows that the infographics made by students 5, 6, 11, 13, 14, 17, and 19 do not tell in detail regarding the contents of the infographics participant made, meanwhile the rest in this infographic, the story is told.

f. Infographic has a clear and meaningful title

A clear and meaningful title must be included in an infographic, making this one of the assessments in evaluating an infographic. Therefore, students must include a clear and meaningful title in they infographic as the criteria of assessment where the researcher will tick in option yes if it is include, and vice versa if they did not. Whether the infographic created by 20 students contains a clear and meaningful title can be seen in the table below.

Table 4.9
Infographic has a clear and meaningful title

It has a clear and meaningful title	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6		✓
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	

Student 12	✓
Student 13	✓
Student 14	✓
Student 15	✓
Student 16	✓
Student 17	✓
Student 18	✓
Student 19	✓
Student 20	✓

From the twenty infographics made by students, it is known that the infographic made by the student 6 did not include a clear title for the infographic he made, so the audience might have difficulty finding out the title of the infographic.

g. There are surprising points in the data

When evaluating an infographic, the next thing to pay attention to is whether there are surprising points in the data contained by students. If it so, researcher will tick in option yes, and if there are not surprising points in the data, researcher will tick in option not.that means the infographic can be said to be of high quality and became . The answer can be seen in the following table.

Table 4.10

There are surprising points in the data

There are surprising points in the data	Yes	No
Student 1	✓	
Student 2	✓	
Student 3		✓
Student 4	✓	
Student 5		✓
Student 6	✓	

Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13		✓
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17		✓
Student 18	✓	
Student 19		✓
Student 20	✓	

Based on the data above, of each infographic produced by each of the 20 students, the infographic belonging to students 5, 13, 17 and 19 was not able to have any surprising points in the data.

h. The data have meaning

Another point to pay attention to when assessing an infographic is the meaning of the data. the data has meaning in the 20 infographics created by the students as the criteria of assessment where the researcher will tick in option yes if it is include, and vice versa if they did not. The result can be seen in the following table.

Table 4.11

The data have meaning

The data have meaning	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	

Student 4	✓
Student 5	✓
Student 6	✓
Student 7	✓
Student 8	✓
Student 9	✓
Student 10	✓
Student 11	✓
Student 12	✓
Student 13	✓
Student 14	✓
Student 15	✓
Student 16	✓
Student 17	✓
Student 18	✓
Student 19	✓
Student 20	✓

All data presented in an infographic certainly has its own meaning, depending on the context of the purpose of the infographic.

- i. Participant sources for the data are valid websites or sources

Valid websites or sources are also essential things that must be included in the infographic, with data sources that prove that the information we convey is accurate and does not contain hoaxes. Therefore, another essential point in evaluating an infographic is to ensure that the sources of the data are valid websites or sources as the criteria of assessment where the researcher will tick in option yes if it is include, and vice versa if

they did not is to create a quality infographic. Confirming this, the assessment can be seen in the following table.

Table 4.12
Participant sources for the data are valid websites or sources

Participant sources for the data are valid websites or sources	Yes	No
Student 1		✓
Student 2		✓
Student 3		✓
Student 4		✓
Student 5		✓
Student 6	✓	
Student 7		✓
Student 8		✓
Student 9		✓
Student 10		✓
Student 11		✓
Student 12		✓
Student 13	✓	
Student 14		✓
Student 15	✓	
Student 16		✓
Student 17		✓
Student 18		✓
Student 19		✓

Of the twenty infographics produced by students, only the infographics created by students 6 and 15 included the source of the information, while the rest only contained information related to the title of the infographic.

j. There are no spelling or grammar errors

Another point to pay attention to when assessing an infographic is the spelling and grammar contained in each sentence in the infographic. Whether the 20 infographics created by the students contained spelling and grammar errors or not as the criteria of assessment where researcher will tick in option yes if no spelling or grammar errors, and vice versa researcher will tick in option not if researcher found spelling or grammar errors. The result can be seen in the following table.

Table 4.13

There are no spelling or grammar errors

There are no spelling or grammar errors	Yes	No
Student 1		✓
Student 2		✓
Student 3	✓	
Student 4	✓	
Student 5		✓
Student 6	✓	
Student 7		✓
Student 8		✓
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

From the data above, it is found that many students do not pay much attention to grammar and spelling when creating an infographic.

k. The colors used are different in each one

Using color is another essential thing to pay attention to when creating an infographic. The 20 infographics created by the students used different color patterns for each other or not as the criteria of assessment, it can be seen in the following table.

Table 4.14
The colors used are different in each other

The colors used are different in each one	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

Based on this, it is known that out of 20 students, all students included different colors in each infographic participant made. Each infographic participant create has a different color combination to produce gradations or attract the audience's interest in observing participant work.

1. Objects displayed on each one are appropriate.

Something also important to pay attention to when creating an infographic is whether the objects displayed on each one are appropriate, if it so, researcher will tick in option yes, and if the objects that displayed on each one are not appropriate, researcher will tick in option not. The result can be seen in the following table.

Table 4. 15

Objects displayed on each one are appropriate

Objects displayed on each one are appropriate	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	

Student 15	✓	
Student 16		✓
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20		✓

The objects displayed in each infographic made by each student are in accordance with each other, but the infographics made by the 16th student and the 20th student.

m. Colors, sizes, and kinds of objects can be used in different

Another important to pay attention to when creating an infographic is whether color, size, and kinds of objects can be used differently. Colors, sizes, and kinds of objects can be used in different are the criteria for this assessment, if it is yes, then we can say that the infographic meets the qualifications for evaluating an infographic.

Table 4.16

Colors, sizes, and kinds of objects can be used in different

Colors, sizes, and kinds of objects can be used in different	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	

Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16		✓
Student 17	✓	
Student 18		✓
Student 19	✓	
Student 20		✓

The colors, sizes, and types of objects used by each student other than students 16, 18, and 20 are appropriate and clearly depict the information participant want to convey.

n. Have words support to the message.

Whether an infographic has words supporting the message is also essential to pay attention to when creating an infographic. as the criteria of assessment, in the 20 infographics created by students, participant should place words supporting the message.

Table 4.17

Have words support to the message

Have words support to the message	Yes	No
Student 1	✓	
Student 2		✓
Student 3	✓	
Student 4		✓
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11		✓

Student 12	✓	
Student 13	✓	
Student 14		✓
Student 15	✓	
Student 16	✓	
Student 17		✓
Student 18	✓	
Student 19		✓
Student 20	✓	

Student 2, 4, 11, 14, 17, and 19 not showing words support to the message, when other student have words support to the message.

- o. Other variables be gathered or analyzed to give an accurate portrait of the topic

Apart from what was explained previously, other variables that can be gathered or analyzed to portray the topic accurately need to be considered when making an infographic. For this assessment criterion, the 20 infographics created by students should have other variables gathered or analyzed to give an accurate portrait of the topic.

Table 4.18

Other variables be gathered or analyzed to give an accurate portrait of the topic

Other variables be gathered or analyzed to give an accurate portrait of the topic	Yes	No
Student 1		✓
Student 2		✓
Student 3		✓
Student 4		✓
Student 5		✓
Student 6		✓

Student 7	✓	
Student 8		✓
Student 9		✓
Student 10	✓	
Student 11		✓
Student 12	✓	
Student 13		✓
Student 14		✓
Student 15		✓
Student 16		✓
Student 17		✓
Student 18		✓
Student 19		✓
Student 20		✓

Based on the data above, only students 7, 10, and 12 presented Other variables be collected or analyzed to give an accurate portrait of the topic, while the rest did not find other variables that were collected or analyzed to provide an accurate picture of the topic or information.

- p. This infographic facilitates basic, predictable tasks (comparing, relating variables, and other)

When creating an infographic, this infographic must facilitate basic, predictable tasks (comparing, relating variables, and others). Therefore, this is a separate concern when creating an infographic and become the criterion of this assessment. The infographic from 20 students facilitates basic, predictable tasks (comparing, relating variables, and others), which can be seen in the table below.

Table 4.19

This infographic facilitates basic, predictable tasks (comparing, relating variables, and other)

This infographic facilitates basic, predictable tasks (comparing, relating variables, and other)	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4		✓
Student 5	✓	
Student 6		✓
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13		✓
Student 14		✓
Student 15	✓	
Student 16		✓
Student 17		✓
Student 18	✓	
Student 19		✓
Student 20	✓	

Infographics produced by students 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 15, 18, and 20 display information that facilitates predictable basic tasks such as being able to compare, relate variables, and so on. Meanwhile, the infographics produced by the remaining students do not display information that facilitates basic tasks in an infographic.

q. It is legible (people can read and understand it)

Apart from other variables being gathered or analyzed to give an accurate portrait of the topic that needs to be considered when making an infographic, whether an infographic is legible or not as the assessment criteria is also the focus of making an

infographic. In the 20 infographics created by the students, participant had to ensure that the infographics participant presented were legible.

Table 4.20

It is legible (people can read and understand it)

It is legible (people can read and understand it)	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

Based on the data in the table above, it is known that the infographic created by each of the 20 students, can all be read in the sense that other people can read the writing in this infographic and understand its contents.

- r. People can sum up the point or message in the sentence of an infographic

Ensuring people can sum up the point or message in the sentence of an infographic is also an important thing that must be included and this is became the criteria for assessment in the infographic. Proving this one, the assessment can be seen in the following table.

Table 4.21

People can sum up the point or message in the sentence of an infographic

People can sum up the point or message in the sentence of an infographic	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

All infographics created by twenty students make it easier for other people to conclude the meaning or message in the infographic sentences.

- s. This infographic does more than show formulas or use a bar graph

Determining whether this infographic does more than show formulas or use a bar graph can be seen by assessing criteria in the following table.

Table 4.22

This infographic does more than show formulas or use a bar graph

This infographic does more than show formulas or use a bar graph	Yes	No
Student 1		✓
Student 2	✓	
Student 3		✓
Student 4	✓	
Student 5	✓	
Student 6		✓
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14		✓
Student 15		✓
Student 16		✓
Student 17		✓
Student 18	✓	
Student 19		✓
Student 20	✓	

From the data above, it can be concluded that the infographic made by students 1, 3, 6, 14, 15, 16, 17, and 19 does nothing more than show formulas or use a bar graph while students 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 18 and 20 do more than show formula or use a bar graph in participant infographic.

- t. The combination of colors and graphics makes the information easy to read.

The final thing in evaluating an infographic is to ensure that the combination of colors and graphics makes the information easy to read. If yes the researcher will put in yes for assessment criteria and vice versa, that means about the infographic quality aspect. The answer can be seen in the following table.

Table 4.23

The combination of colors and graphics makes the information easy to read

The combination of colors and graphics makes the information easy to read.	Yes	No
Student 1	✓	
Student 2	✓	
Student 3	✓	
Student 4	✓	
Student 5	✓	
Student 6	✓	
Student 7	✓	
Student 8	✓	
Student 9	✓	
Student 10	✓	
Student 11	✓	
Student 12	✓	
Student 13	✓	
Student 14	✓	
Student 15	✓	
Student 16	✓	
Student 17	✓	
Student 18	✓	
Student 19	✓	
Student 20	✓	

All infographics created by twenty students have a combination of colors and graphics, making the information in the infographic easier to read.

Based on this, conclusions can be drawn regarding what students included and did not include in the infographic of participant work in the following table.

Table 4.24
What students included and did not include in participant infographic

No	Statements	Yes	No
1	Putting information in hisorher format that sheorhe has.	All student.	
2	Different pieces of information are included in this poster.	All student.	
3	Information was included in this poster that allows non-science people to understand the content.	Student 1, Student 2, Student 3, Student 4, Student 5, Student 7, Student 8, Student 9, Student 10, Student 11, Student 12, Student 14, Student 15, Student 16, Student 17, Student 18, Student 19, and Student 20.	Student 6, and student 13
4	Participant are writing an abstract about two or three sentences that highlight the purpose of the infographic.	Student 1, Student 2, Student 3, Student 6, Student 7, Student 8, Student 9, Student 10, Student 13, Student 14, Student 15, Student 16, Student 17, Student 18, Student 19, and Student 20.	Student 4, student 5, student 11, and student 12.
5	In this infographic, the story is told.	Student 1, Student 2, Student 3, Student 4, Student 7, Student 8, Student 9, Student 10, Student 12, student 15, student 16, student 18, and student 20.	Student 5, student 6, Student 11, student 13, student 14, student 17, and Student 19.
6	It has a clear and meaningful title.	Student 1, Student 2, Student 3, Student 4, Student 5, Student 7, Student 8, Student 9, Student 10, Student 11, Student 13, Student 12,	Student 6

		Student 14, Student 15, Student 16, Student 17, Student 18, Student 19, and Student 20.	
7	There are surprising points in the data.	Student 1, Student 2, Student 4, Student 6, Student 7, Student 8, Student 9, Student 10, Student 11, Student 12, Student 14, student 15, student 16, student 18, and student 20.	Student 3, student 5, student 13, student 17, and Student 19.
8	The data have meaning.	All student	
9	Participant sources for the data are valid websites or sources.	Student 6, Student 13, and 15.	Student 1, Student 2, Student 3, Student 4, Student 5, Student 7, Student 8, Student 9, Student 10, Student 11, Student 12, Student 14, Student 16, Student 17, Student 18, Student 19, and Student 20.
10	There are nothing spelling or grammar errors.	Student 3, student 4, student 6, student 9, student 10, tudent 11, student 12, Student 13, Student 14, student 15, student 16, student 17, student 18, student 19, and student 20.	Student 1, student 2, Student 5, student 7, and student 8
11	The colors used are different in each one.	All student	
12	Objects displayed on each one are appropriate.	Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 7, Student 8, Student 9, Student 10, Student 11, Student 12, Student 13, Student 14, Student 15, Student 17, Student 18, and student 19.	Student 16, and Student 20.
13	Colors, sizes, and kinds of objects can be used in different.	Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 7, Student 8, Student 9, Student 10,	Student 16, student 18, and student 20.

		Student 11, Student 12, Student 13, Student 14, Student 15, Student 17, and student 19.	
14	Have words support to the message.	Student 1, student 3, student 5, student 6, student 7, student 8, student 9, student 10, student 12, student 13, student 15, student 16, student 18, and student 20.	Student 2, student 4, student 11. student 14, student 17, and student 19.
15	Other variables be gathered or analyzed to give an accurate portrait of the topic.	Student 7, student 10, and student 12	Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 8, Student 9, student 11, Student 13, Student 14, Student 15, Student 16 Student 17, Student 18, Student 17, and student 20.
16	This infographic facilitates basic, predictable tasks (comparing, relating variables, and other).	Student 1, student 2, student 3, student 5, student 7, student 8, student 9, student 10, student 11, student 12, student 15, student 18, and student 20.	Student 4, Student 6, Student 13, Student 14, Student 16, student 17, and student 19
17	It is legible (people can read it and make sense of it).	All student	
18	People can sum up the point or message in the sentence of an infographic.	All student	
19	This infographic does more than show formulas or use a bar graph.	Student 2, student 4, student 5, student 7, student 8, student 9, student 10, student 11, student 12, student 13, student 18, and student 20.	Student 1, student 3, student 6, student 14, student 15, student 16, student 17, and student 19.
20	The combination of colors and graphics makes the information easy to read.	All student.	

3. Component considered by the students' in producing infographics

a. Components to consider when creating infographics

Researcher conducted in-depth interviews with the students, and based on the results of these interviews, it was found that the components of quality infographic designs created by the students varied. However, all existing components are actually interrelated. It can be said that all of these components are important to consider in creating an infographic, as stated by student 20, who said that “I pay attention to all components when making infographics.”.

It can be said that all of these components are important because participant have participant own role in producing an infographic. Thus, of the various components of making infographics, namely structure, accuracy, reliability, depth, and functionality, as well as decoration, the component that is most widely used by students is accuracy. This is reinforced by the calculation results of the component that is most in demand among students and counts twenty students. When the author interviewed 7 students, participant decided to focus more on accuracy when creating an infographic. It can be seen from the results of the first student answer, which states that “In making infographics, I most noticed to accuracy”.

The results of the researcher's presentation from interviews with 20 students stated that all students had participant own thoughts regarding what components participant paid most attention to in making an infographic. Some students even included all the supporting components for making an infographic in making an infographic, so most students said participant prioritized accuracy in making an infographic. With these factors in mind, it is possible to say that accuracy is the most important factor as a component that students frequently use when creating infographics.

b. Aspects to consider when choosing components

The results of in-depth interviews conducted regarding what aspects students consider in choosing components in making an infographic were illustrated in interviews with 20 students, presented by the twentieth student, who stated the reasons for all the important components to be considered in making an infographic, saying that:

"This is due to the influence of the times, where we not only noticed to the details of the information we convey but also how our design decoration can be received by other people."

However, most students prefer to pay attention to accuracy as a component in creating an infographic. This is in accordance with the words of the first student, who said:

"The most important thing to noticed is accuracy, this aims to attract the attention of the audience and make it easier for them to understand the material delivered. There are no special considerations when paying attention to accuracy, because in several applications there are already available designs that can be chosen."

This opinion was reinforced by the words of student 4, who stated that:

"Infographics are a medium for providing information, so accuracy is very important in creating information. Because without accurate information, someone will misunderstand what is being conveyed."

Regarding the students' reasons for choosing the components participant focus primarily to when creating an infographic, Researcher can draw conclusions from the explanation above that the reason why students prefer accuracy is because the accuracy of information is the most important thing in presenting a quality infographic. Employees can now use the application to determine attractive decorations, but for the accuracy of the information conveyed, this requires in-depth consideration so that no false information is presented.

B. Discussion

The objective of this qualitative research is to create infographic quality produced by English department student. This research was conducted on 20 students who have designed an infographic and finished class teaching media. Based on this case, researcher focused on examining the quality of infographics produced by students along with the reasons and process for creating them from various groups, both those who are experts in the field of design and those who are beginners in using infographics but have both studied teaching media classes.

The correlation points in this research between the quality of the infographics produced by students and participant reasons for creating these infographics are interconnected. The findings in this research explain that students with quality infographics are already familiar with the design world, whether participant are design students or use instant design applications that are easy to apply and help them. Researcher designed two research questions about infographic quality produced by English department student, where the results were obtained with documentation in the form of collecting infographics and interviews from many students. Researcher provide further interpretation and discussion as follows.

1. Infographic quality produced by English Department student

The quality of the infographics produced by English language education students is the main thing that the author wants to examine.

The researcher compared the infographics produced by students with theories related to the quality of the infographics. Based on this, the researcher found that out of 20 students, all were able to create high-quality infographics. Using the theory from Sanjaya (2015), which states that high-quality infographics are infographics that contain the information or ideas presented in the infographic must be clear and concise (to the point), and the elements and colour patterns presented complement each other, so they don't seem to damage the eyes when looking at the infographic. This is in accordance with research data, where the infographic data criteria used in this research are infographics that only display one idea or piece of information in an infographic that they make, the information or ideas presented in the infographic must be clear and concise (to the point); and the elements and colour patterns presented complement each other; they don't seem to damage the eyes when looking at the infographic.

2. Infographic quality aspect produced by English Department student

Using infographics in an educational context is useful and practical and can increase students' creativity in reviewing learning material. The use of infographics in the process of conveying information is very useful because information can be conveyed clearly and concisely with an infographic. Creating a quality infographic means that students can explain the learning material in more detail and easily understand the important points in each

infographic. The infographics created by the English Department students in this research always display different information and design styles in the infographics participant create, and so the infographics presented by the students must also be of high quality. In accordance with the theory about how to evaluate an infographic from Siricharoen and Siricharoen (2015), where, usually, in order to evaluate how well an infographic designs and creates, there are some discussion questions to guide how researcher think and discuss, like questions about the information, questions about the aesthetics of text, photo, object, and color, questions about the overall assessment, and questions about the types of charts or graphs.

Based on this statement, from the evaluation results of this documentation, the author found that of the 20 students who were asked to send infographics, participant had aspect quality infographics because participant work fulfilled all or almost all of the statements regarding how an infographic is declared quality. it is known the results of aspect students' infographic quality are all student putting information in they format that sheorhe has, different pieces of information are included in this poster, used different colour in each one, the infographic participant made are legible (people can read it and make sense of it), people can sum up the point or message in the sentence of an infographic, and the combination of colors and graphics makes the information easy to read.

3. Component considered by the students' in producing infographics

Component considered by the students' in producing infographics are essential and exciting to research. The researcher asked about the background of each students' reasons for creating a quality infographic. Among the many considerations, the thing that most students was most attentive to the accuracy, with the conclusion that participant chose this because the accuracy of the information presented was the most crucial element in creating an infographic. The general reason participant choose accuracy is that the information presented in each infographic is guaranteed to be accurate and that the results can be justified. The general consideration participant make when creating an infographic is the audience or viewers of participant infographic, where the more accurate the information in participant infographic is, the smaller the number of errors or hoaxes shown to the audience.

Based on the research above, to find out the reasons behind posting quality infographics, researcher used an instrument in the form of interviews with students who had produced quality infographics. In collecting data, the author obtained valid data from the object of this research. Interviews with results in provide participant positive answers regarding the reasons or considerations behind participant made could produce infographic. Researcher found that students

have considerations regarding the factors that student focused on while creating an infographic, using the theory from Siricharoen and Siricharoen (2015), which states that when making an infographic, the infographic creators should consider the foremost structure, accuracy, reliability, depth, functionality and then think about decoration. It is essential to consider various design principles to ensure its effectiveness if people want to create an infographic.