

**AN ANALYSIS OF STUDENTS' PERCEPTION
IN LEARNING ENGLISH GRAMMAR
THROUGH INFOGRAPHICS**



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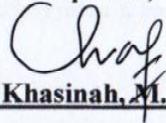
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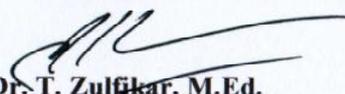
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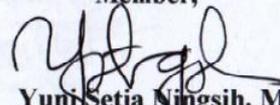
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ABSTRACT

Grammar is one of the micro-skills of English. The correct use of grammar will create many advantages in language learning. Learning media is a necessary thing in learning English grammar. Infographics are very popular media to present information on the internet, however, regarding its use in learning grammar, the effectiveness of infographics is questionable. Therefore, in this research, the researcher wants to know students perception in learning grammar through this media. A quantitative descriptive design was used in this study. In addition, purposive sampling was used in this reseacher. Then, the data was collected through questionnaire spreading to 32 English Department Students who had taken Instructional Media class. After that, the data obtained were analyzed by SPSS 25 Software. The result showed that the infographics were very understandable in learning grammar answered by high percentages of the respondent. In addition, the majority of the respondent believed that the infographics helped them to remember material easily. Moreover, it gave many advantages in the learning process and it was also more shareable than regular grammar textbook based on the result of students' perception. Therefore, it can be concluded that Infographics is effective in learning English grammar.

Keywords: Learning, Grammar, Infographics

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CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the research question and the purpose, the significance of the study, terminology, and scope of the study.

A. BACKGROUND OF THE STUDY

Grammar is a set of formula that describes how words and phrases can be arranged to build sentences. The grammar of English included all rules in English which can be arranged to form English sentences (Cowan, 2008).

Grammar is a necessary thing for English language learners. The correct use of grammar keeps someone from being misunderstood while expressing thoughts and ideas. In other words, the right use of grammar will make a clear communication. In addition, proper grammar is also essential for understanding English as a second language which is a lot of knowledge are written in English nowadays. Furthermore, good grammar will show the mark of intelligence and level of education of someone. Therefore, learning grammar is quite important.

In getting grammar knowledge, students learn it from learning sources. Students can get it from their teacher in which the learners learn grammar through an explanation of the teacher in the classroom. In other words, the teacher explains the material and the students have to listen, do some activities, and answer some questions. In addition, students can get the grammatical knowledge

through instructional sources such as grammar textbook, e-book, internet, and videos.

Nevertheless, increasing new technology and media in the recent day make learning become various. The Internet has become students' preference today chosen as a source of learning grammar. Learning through internet gave many advantages to the learners which were proven by a number of studies of many researchers. One of the results of learning through the internet is an Online Learning. It uses chat application and social media such as *WhatsApp*, *Facebooks*, *Telegram*, as places in learning English. It also proved by a plenty of English Group Discussion on social media. In addition, ESL and EFL websites also one of learning through the internet. In that sites, students can learn a lot of material of English, such as vocabulary, grammar, and pronunciation.

Due to its different place of learning, the way to transfer material is also different. Based on my observation of some Online English club that the researcher has joined in *WhatsApp*, the researcher found out that most materials of grammar are explained in visual. Only a few grammar materials are explained in the text explanation. In social media is the same, as an instance in *Instagram*, Most grammar material is presented in a visual way. The material only uses an image combined with text to present a subject of English grammar. In addition, popular English grammar sites such as *grammacheck.net*, *grammar.net*, *perfect-english-grammar.com*, also offer their contents in visual.

Most of the visual that often appears in online group discussion, social media and some popular English grammar websites is Infographic. Infographic is

the most popular media that is commonly used to present various information on the internet. Generally, infographics are visual presentations of knowledge, data and information. Islamoglu (2015, p. 34) stated that “the term infographic (information graphic) is defined as a relatively new form of data visualization due to its effectiveness in conveying information in both print and digital settings”.

But the problem, is the use of Infographics of grammar material effective in learning grammar?

Al Hosni (2016) in his study stated that infographics were effective in improving students' comprehension and in enhancing memory retention. The students in the experimental group considerably outperformed their peers in the control group in both tests. This proves that the infographic helped the students to achieve a better understanding and to facilitate good retention of what was learned through the visuals.

The result of research and development about the use of infographics in material image projection in SMKN 2 Klaten showed that the average score of the infographic feasibility is 3.40 (material expert review) and 3.70 (media expert review) from the maximum score of 4.00. Therefore, infographic media is categorized as "very feasible" if it is used as learning media. In addition, students' opinion about the influence of infographic in the learning process showed that the average score is 3.03 from a maximum score of 4.00. Hence, it can be categorized into the "high" category. It means, infographics affected their learning process. (Nugroho & Maryadi, 2016).

In her study, Sari (2017), stated that Infographics is proper to use as a good learning media in learning physics. According to 45 students in SMA Al-Azhar 3 Bandar Lampung of her research, the average percentage is 87,8%, placed in a very good category. Similarly, according to Physics teacher in the school, the score achieved is 97,4%, categorized in the very good category. Therefore, based on teacher and students perception, the use of infographics in learning physics showed a positive response to infographics as supporting media in learning physics.

From the studies above, the researcher can conclude that the use of Infographics showed positive results, especially in the educational field. However, there are no studies yet that research about the use of Infographics in Language learning, especially learning Grammar. So, this is a very new study. Therefore, it is quite important to know the perception of the students about the use of infographics in learning grammar. Without knowing their opinions, the researcher does not know whether Infographics is effective or not. As a result, it is difficult to offer infographics as an alternative media in learning English grammar.

B. RESEARCH QUESTION

What is students' perception on the use of infographic in learning grammar?

C. THE AIMS OF THE STUDY

To find out the students' perception of the use of infographic in learning grammar

D. THE AIMS OF THE STUDY

The terminology that used in this study is Learning grammar through infographics. Learning grammar through infographics means grammar material is presented in a visual way combined with the image and the text called infographics as a new learning media in learning English grammar.

E. SIGNIFICANCE OF THE STUDY

This study is expected to enrich the studies in education, especially in learning English Grammar. It gives a contribution that infographic media can be used as an effective media in learning grammar. Hopefully, this study can be used to motivate the learners to learn English grammar material fast and easily with only looking at a piece of Infographic. It can be the alternative media in learning English grammar for the students.

F. SCOPE OF THE STUDY

Considering the limitations of knowledge of the researcher, the ability of the researcher and the time in conducting research. Based on the identification of the problems described above, therefore, the scope of the study that will be developed by researcher are:

1. Only English Department students in the State Islamic University of Ar-Raniry who have in touch with infographics become respondent in this study.
2. The type of Infographic chosen by the researcher is Static Infographic.

CHAPTER II

LITERATURE REVIEW

This chapter describes the review of literature that related with the study purpose. It included four main subchapters. They are Language learning, Learning Grammar, Learning Media, and Infographics.

A. LANGUAGE LEARNING

1. Definition of Learning

Learning is the process which a person undertakes to gain a whole new behavioural change as his own experience, a result of interaction with his environment. In this process, learners not only learn subjects or courses in a formal institution but also learn about habits, interests, social adjustments, skills and so on. Thus, persons can be said “learning” if they make a change in their daily life because of experiences through interaction with the environment (Hamdani, 2011).

In the opinion of Cronbach, Harold Spears, and Geoch cited in Hamdani (2011) reveal the definition of learning as it follows:

- a. Cronbach gives the definition that Learning is shown by a change in behaviour as a result of experience
- b. Harold Spears gives the limit that Learning is to observe, to read, to initiate, to try something, to listen, and to follow direction.

- c. Geoch said that Learning is a change in performance as a result of practice.

From the various definitions above, it can be concluded that learning is a change of behaviour or appearance of someone with doing a series of activity in his daily environment. For examples, by reading, observing, listening, imitating, which bring to change someone.

2. Theories in Language Learning

a. Behaviourism theory

This theory is developed by Skinner. According to behaviourism theory, language learning is a behavioural change, a result of the interaction between stimulus and response. As an instance, the stimulus is anything that the teacher gives to the student such as learning material, task, work guidance or specific ways, to help students learn. Otherwise, the response is a reaction or response of students to the stimulus provided by the teacher. Here, students are passive learners which the knowledge that they get is only from their teacher.

Theory of behaviourism is also similar to Locke's Tabula Rasa Theory. Tabula rasa, or the blank slate, is the idea that all knowledge comes from outside ourselves through sensory experience rather than through innate ability. As a result, this theory rejects the Chomsky theory, language knowledge of children happened naturally after birth. Therefore, it can be assumed that only environment around the learner that only gives the input to them (Chaer, 2002).

b. Innate theory

The innate theory is proposed by Noah Chomsky. Chomsky (1986) in (Dabrowska, 2015) said that innate is as an ability to acquire language rules and feature based on the innate of someone. In other words, they get language knowledge and grammatical knowledge in any language because of their own after they are born into this world. So, without a direct teaching from the environment, someone can still get the language knowledge. It happened naturally because each person has LAD (Language Acquisition Device), the tool in the brain that specifically processes language knowledge.

Dabrowska (2015, p. 2-3) mentioned that there are some arguments support this theory. They are “universal language, convergence, poverty of the stimulus, no negative evidence, species specificity, ease and speed acquisition for children, uniformity, maturational effects, language and cognition separation and neurological separation”.

c. Cognitivism theory

This theory is developed by Jean Piaget in 1954. This theory believes that language competence of the children is based on cognitive maturity. The production and comprehension of the language are the process of cognitive which directly develop in some phases. Therefore, the comprehension of language will develop coincide with the development of cognitive of someone (Chaer, 2002).

d. Constructivism theory

This theory believes that their experiences gotten by learners can build their language knowledge. This theory is based on a Humanistic hypothesis which states that the material which students learn must be integrated with the basic need

of the students. In other words, the material is not only included in the cognitive aspect but also include the psychomotor and affective aspect. Therefore, in the case of language knowledge, language is learned based on this three aspects which can construct and develop their language knowledge (Hijriyah, 2016).

e. Second Language Acquisition Theory

This theory is developed by Stephen Krashen in 1982. In this theory, he assumes that learning the second language is as same as learning mother tongue (first language). In specific, Krashen (2009) stated that there are five hypotheses created by himself, called second language acquisition theory (monitor model of Krashen).

1) Acquisition-Learning distinction

Krashen stated that in getting the language knowledge, the learners got it into two different processes. The Learning process and the acquisition process. Learning is the conscious process of developing a foreign language through language lessons and a focus on the grammatical features of that language. While Acquisition is a sub-conscious process, picking up a second language by living and working in a foreign country.

2) Natural order

Language is acquired in a predictable order by all learners. The natural order of acquisition cannot be influenced by the direct teaching of features that the learner is not yet ready to acquire. It means, the second language also appears step by step as the baby learned mother

language. As an instance, the present tense always comes first and then continued by present continuous, and then continued by the past tense, and so on for children. Hence, the material must be in orders.

3) Input

The input means anything that the learner get through seeing and hearing. In a classroom context, Input means that the language knowledge is gotten by students from their teacher through hearing and seeing. In addition, the input that the teacher gives must be comprehended or must be understood by the learners. Krashen argues that learners acquire language when they are exposed to input at $I + 1$, where i is the learner's current language knowledge (their background) and $+1$ is the new material that wants to be acquired by the learners. However, The $+1$ is a little bit higher than what they have already learned. So, Learners can connect their current knowledge or their background (I) to get a new knowledge itself ($+1$). Therefore, Given comprehensible input at $I + 1$, will make acquisition of new knowledge take place.

4) Monitor

In Krashen sense, we are monitoring (or self-correcting) our language output. This is possible in the correction of written work. Nevertheless, it is much more difficult when engaging in the regular talk.

5) Affective Filter

Comprehensible input will not work in the language acquisition if that input has a filter in it. The filtering may occur because of anxiety, poor self-esteem or lower motivation. Therefore, learning environment should reduce the anxiety, poor self-esteem or low motivation of the students to make them more comfortable, more motivated, and more confident in the learning process.

B. LEARNING GRAMMAR

1. Definition of English Grammar

Grammar is a set of formula that describes how words and phrases can be arranged to build sentences. The grammar of English included all rules in English which can be arranged to form English sentences (Cowan, 2008).

2. Strategies in Learning Grammar

O'Malley and Chamot (1990, p.119-120) developed a classification of strategies in language learning. They divided into three big categories, cognitive (specific learning activities), metacognitive (knowing about learning), and social (the interaction process). Below is the table of classification of Language learning theory of O'Malley and Chamot.

GROUP STRATEGIES	SPECIFIC STRATEGIES
Cognitive Strategies	<ul style="list-style-type: none"> • resourcing • repetition • grouping • deduction • imagery • auditory • representation • keyword method • elaboration • transfer • inferencing • note-taking • summarizing • recombination • translation
Metacognitive Strategies	<ul style="list-style-type: none"> • Planning: <ul style="list-style-type: none"> ✓ Advance organizers ✓ directed attention ✓ functional planning ✓ selective attention ✓ self-management • Monitoring: <ul style="list-style-type: none"> ✓ self-monitoring • Evaluation: <ul style="list-style-type: none"> ✓ self-evaluation
Socio-Affective Strategies	<ul style="list-style-type: none"> • Social Mediation • Question for clarification and cooperation.

Table 2.1

According to Oxford (1990), there are six major learning strategies. They are cognitive, memory, metacognitive, compensatory, affective and social.

a. Cognitive

This group focuses on how students acquire knowledge about language. Some examples of cognitive strategies are analysing, guessing, inductive and deductive reasoning, rearranging the information and taking regular notes of the information.

b. Memory strategy

This group focuses on how students remember language. Memory strategy assists the learners to connect a newly learned knowledge with what they have already learned and known. The memory strategy is useful for remembering knowledge in a systematic way. For examples, remembering sounds, body movement, a particular point in a blackboard, book, note or page.

c. Metacognitive strategy

This group focuses on how students manage their learning process. This strategy will help the learners to focus on their area of interest, their needs and their best style of learning that is suitable for them. The metacognitive strategy also helps the learner to handle particular language tasks. Selecting resources to solve these particular tasks also come under this Metacognitive strategy.

d. Compensatory Strategy

This group focuses on how students to make up for limited knowledge. In other words, this strategy will be used if there is “a gap” in language learning and the gap is changed by the another that have same purpose and meaning. For examples, Guessing the meaning or

main idea while listening and reading. In addition, using a synonym, using gestures, and body languages are examples of compensatory strategy especially in speaking.

e. Affective strategies

This group focused on students' feelings in language learning. A learner can identify his feelings like anger, unhappiness, anxiety, motivation, self-esteem and other feelings.

f. Social strategies

This group focused on how students involve learning by interaction with others. In other words, the social strategy is an integral part of communicative language learning.

3. The importance of grammar in language learning

Grammar is a necessary thing for English language learners. The correct use of grammar keeps someone from being misunderstood while expressing thoughts and ideas. In other words, the right use of grammar will make a clear communication. In addition, proper grammar is also essential for understanding English as a second language which is a lot of knowledge are written in English nowadays. Furthermore, good grammar will show the mark of intelligence and level of education of someone. Hence, learning grammar is quite important.

Specifically, grammar is also important for language output. The output theories occur because of the statement of Krashen who said that

in second language acquisition only need input. Clearly, the research of Swain (1985) cited in (Ojima, 2015) found that:

- a. In the output, we need to make sentences appropriate with grammar.
- b. If we do not pay attention to grammar, our sentence may be not comprehensible at all or may be difficult to understand either in speaking or writing.
- c. To make comprehensible output: Noticing, Hypothesis testing, Metalinguistics reflection.

C. LEARNING MEDIA

1. Definition of learning media

The word media (singular is medium) comes from the Latin word which literally means intermediary or introduction. Asyhar (2011) argued that the learning media can easily be understood as media that are used in the context of learning. In terminologies, according to experts cited in Asyhar (2011), there are various definitions given about the learning media.

- a. Gagne defines that the media are the various components of a learning environment that helps to learn.
- b. Briggs defines media are things that are used to send messages to learners stimulating them to learn.
- c. Schraman defines learning media is a messenger technology that can be utilized for learning purposes.

- d. Gerlach & Ely defines learning media has a very wide coverage. It included human, material or study that constructs a condition, making learners able to gain knowledge, skills or attitude. The learning media includes all the necessary resources to communicate in learning, including hardware such as a computer, television, projector, and also including software such as learning websites and learning application. In the field of education, learning media is one of the strategies to deliver the material concept.

Based on that definitions, learning media is concluded as everything that can convey or distribute messages from a planned material, resulting in a conducive learning environment and making the learning process efficient and effective.

2. Types of learning media

a. Textbooks

Textbooks are known as a source in learning beside the teacher explanation in the classroom. In addition, it can be the media in learning English Lessons, based on the content and instruction provided in the books. Nevertheless, Textbooks also have advantages and disadvantages in the learning English lessons. According to Richard (2015), there some advantages of textbook media.

1) They provide a syllabus

Most textbooks are provided in with the syllabus, which can deliver the planned material in a systematic way. So, the learners can be helpful with the existing of the syllabus.

- 2) They help standardize instruction.

The use of a textbook in learning material can ensure that the students in different classes receive similar content and it can be tested in the same way to compare the score.

- 3) They maintain quality.

A well-developed textbook is exposed to materials that have been tried and tested helped the students get benefited from the lessons in the textbooks.

However, there are also potential negative effects. For examples:

- 1) They may contain inauthentic language:

Textbooks sometimes present inauthentic language. Most of the texts, dialogues and other aspects of content tend to be specially written to inauthentic learning material resulting unrepresentativeness of real language use.

- 2) They may not reflect students' needs.

Since textbooks are often written for global markets, they often do not reflect the interests and needs of students.

- 3) They are expensive

Commercial textbooks are rather bit expensive for the level of the students, causing them cannot buy the books particularly the books that have good quality content.

In addition, Thanasoulas (2014), in his article said that there are some advantages of textbooks. First, it has clear instructions, made the students easy to follow when learning English Lessons. Second, most books clearly presented the topics genre in the four skills area (listening, speaking, reading, and writing). Fourth, In many of the EFL textbooks, students can evaluate their achievement for each unit because the designers of the books have prepared an achievement test at the end of the unit. In contrast, Textbook also has disadvantages. First, Most textbooks often present the material in a classical way, students read the content and followed by answering some questions. As a result, After a few lessons, it made the students feel the “sameness” or “repetitiveness” of the lessons in the learning process. As a result, students tend to feel bored and they may quickly lose their interest and motivation to study. Second, many EFL course books are often used inauthentic language causing fail to understand the material quickly. Finally, although most EFL books are well organized with many different kinds of activities, however, they do not provide enough details in other aspects of language study.

b. Other media

Besides textbooks, According to Arif, et.al (2003) cited in Sari (2017), there are some types of media commonly used in teaching and learning activities as well.

1) Graphics Media

Graphics media, including visual media, is defined as media that represent the message through visual communication symbols. These

symbols need to be understood in the correct meaning to make the process of delivering the message becomes successful and efficient. In addition, it also serves to attract attention, to clarify the presentation of ideas, to illustrate or to decorate facts that may be quickly forgotten or ignored if it is not graphitized. Some types of graphic media include:

a) Images / photos

b) Diagram

c) Chart

d) Graph

2) Audio Media

Unlike the graphics media, audio media is related to the sense of hearing. Messages are delivered by using auditive symbols, either verbal (into words or spoken language) or non-verbal. There are several types of audio media, such as radio, tape recorder, LPs, and language laboratories.

3) Silent Projection Media (SPM)

The silent projection media have similarities with the graphic media in the sense of presenting knowledge in a visual way. However, graphic materials are widely used in silent projection media. Clearly, the differences between SPM and Graphic Media is graphic media can directly interact with the corresponding media message. Otherwise, in the projection media, the message must be projected with the projector tool to make it visible to the target. Sometimes, this kind of media is

complemented by audio recording but sometimes are only presented by visual. For instances, the use of power point, video explainer, and so on.

D. INFOGRAPHIC

1. Definition

The word “infographic” consists of the words “info” and “graphic” and it is shortened from the expression “information graphic.” Generally, the infographic is visual presentations of data, information, and knowledge.

Smiciklas (2012, p.3) defined “an infographic as a type of picture that blends data with design, through which individuals and organizations concisely communicate messages to their audience”.

Newsom and Haynes (2004, p.236) gave a similar definition for infographics, “Infographics are graphic visual representations of information, data and knowledge presenting complex information quickly and clearly, such as in signs, maps, journalism, technical writing, and Education”.

2. The Purposes of the infographic

Lamb and Johnson (2014, p. 56) defined five special purposes of the infographic:

- a. organizing ideas in a useful way
- b. showing complex relationships in a visual way
- c. comparing information in an effective way
- d. making data meaningful with analogies, examples, and themes to transform data into information

- e. telling a story to convey the ideas with visuals and words in an exciting way rather than using only words.

Krum (2013) cited in İslamoğlu (2015) considered the objectives of infographics are similar to the objectives of public speaking. He divided them into three categories, which are to inform, to entertain, or to persuade the audience. Like public speeches, the infographic is started with an introduction to get the readers' attention, then followed the interesting content, end with conclusions and call for action.

3. Types of infographic

Mortensen (2015) stated that infographic can be categorized into four main classes. They are static, dynamic, interactive and physical.

- a. In physical infographics, Information is often presented by the form of three-dimensional volumes such as miniature and maquette.
- b. In interactive infographics, Information is usually shown as an interactive tool between the users' choice.
- c. In dynamic infographics, information is presented as animations. For example infographic video and GIF.
- d. In static infographics, all of the information is presented by a single image. The image can be in a printed format or in digital format.

4. Infographic as a learning tool

İslamoğlu et.al (2015, p. 35) revealed that Infographics can be used as a learning tool to enhance students' learning experiences. He argued that there are benefits of infographics as a learning tool.

- a. Infographics can improve students' comprehension of information, ideas and concepts.
- b. Infographics can enhance students' ability to think critically and develop organized ideas.
- c. Infographics can improve students' retention and recall of information.

In their research, Yildirim et.al (2016) classified six factors of the infographic as a learning tool for educational purposes based on the result and analysis of 23 questionnaire items. The themes or factors are based on the review of two linguists in their study and then followed by analyzing the factors (principal component analysis) on SPSS Software. The factors are:

- a. Informativeness

Yildirim et.al (2016) classified this factor as the result of three items generally stated how informative infographics in facilitating learning. The result of his study, he found that infographics were highly informative. Respondents' opinion clearly revealed that infographics were easy to understand. In addition, The use of visual gave them better understanding than classical learning environment, reading a long text to get an information.

- b. Selection Preference

In this factor, he classified five items of a questionnaire regarding respondents' preference in selecting infographics to read. The result showed that visual was preferred by the students when choosing infographics learning the material to read. So, the use of visual gave a great preference advantage for the

reader to read the material. Otherwise, less visual made the reader did not read the information in infographics.

c. Sharing

Yildirim et.al (2016) also classified the sharing factor based on four questionnaires items. In sharing, the items were focused on how shareable infographics as learning tools. Almost all of the respondent said that infographics were easy to share. They added that they could share it easily to their friends, to social media, and to people around them. Therefore, it can be categorized highly shareable.

d. Basic Presentation Structure

This factor was classified based on four related items focusing on the display of infographics affected the desire to read an infographic. The result showed that they would not read infographics if the infographics took a long time to read. Moreover, they would not read infographics if the infographics did not have references as well as did not provide the update information. So, the basic display affected their preference to read the content.

e. Memorability/Retention

This factor was classified by three items of questionnaire focusing on the function of infographics in remembering information. The result showed that the information presented using infographics was easily memorable as well as easy to retain.

f. Role in Learning Process

This factor was classified by four items explained the use of infographics in the learning process. The opinion of the respondent showed that they preferred to use infographics for learning due to infographics are more effective than plain text explanation.

5. Advantages and Disadvantages of Infographic

Infographic is very popular today. Infographic in various content has been massively posted on many platforms of social media such as facebook, twitter, and also blogs to gain readers' interest. Nevertheless, besides its popularity, the infographic also has two different sides including the positive side and the negative side. Below are the advantages of infographics according to Gaille (2016).

a. Easy to understand.

Infographic can make complicated information to visual graphics that easy to understand. Gaille (2016) said that Approximately, a person on the internet takes less than ten minutes to comprehensively read a text news. In contrast, Infographics can make the reader understand the content of the message quickly without consuming much time to comprehend the information.

b. Easy to retain.

Catching the Infographic also can make the information is easier to retain. The key information can quickly save into visual memories. Gaille (2016) said that infographics can help a person to

remember more than 70% of the data that they have been seen, averagely. Otherwise, other information media can retain the data only 20% or lower.

c. reader's eye.

The title or the headline is necessary for modern content in all information tools including infographic. However, the headline in infographics is also supported by the image that represents the content. As a result, an infographic can create a natural thesis statement which readers can use to determine to continue reading the content or not. As an instance, if the reader has a very short time, they will review the infographic and they got what they needed.

d. Easy to share

This is why infographic is often seen everywhere nowadays, an infographic can be easily seen in every social media such as facebook, twitter, and Pinterest. The websites and blogs are the same. Someone can easily download it, save the infographic, repost it and also share it with different types of social media. Because of it easy to spread, Infographic is very potential media to share information.

e. Many Templates

Infographics can be designed in any types of template. There is no specific template to create a design of infographics but It depends on the creativity of the designer to create an infographic.

f. Boosting brand effectively

Infographic has a great chance to be clicked by the reader. In other words, it is very attractive to attract the reader to read and share the content. As a result, someone who has a brand or product is benefited by the use of an infographic to promote theirs.

Besides their advantages, According to Gaille (2016), Infographics also have some disadvantages.

a. Long preparation.

Creating an infographic can consume a lot of times. Not only just typing up some words, adding some pictures, and posting it but also needing to design a layout that will be easy to read, including story, image or graphic that correspond with the data.

b. Misinterpreted information

Even though there are statistics, facts, and knowledge on an infographic, however, not all of the data may be absorbed by the reader. Some readers might even believe that the designer uses a personal bias to influence the data being presented.

c. Overloading data.

Some infographics may have contained a plenty of information, statistics, and figures in representing the data. As a result, too much information make the readers difficult to understand the data. On one side, it can prove the value of infographics, but on the other side, it causes data overload, causing the confusion among the readers.

d. Difficult to read online.

Some infographics may be difficult to read online. An image and text presented in social media can be so small caused by its length that makes the reader have to zoom in to read the content. For some people, it may be tolerated, but not for other people. If they see the text is too small to read, they may visit somewhere else to get the information that they need.

e. Sources of information/references.

Readers can easily doubt the data presented in infographics if it does not have a reference. Without a reference, the reader will assume that it may be not a valid data or a personal bias.

Specifically, Ozdamli, Kocakoyuna, Sahina, & Akdaga, (2016) explained that infographic has advantages in presenting the content in Anatomy course. Based on the opinion of 140 respondents, which were students in the Physical Education and Sports Teaching Department (PES) at the Near East University (NEU), They classified that 29.3% of participants stated that presentation using infographics gave them better understanding than presentation without using infographics. 16.4 % of the students stated that learning the subjects with infographics were more permanent in mind. 10,7% of students thought that the presentation was more understandable with the use of infographic. While 4.3% of students stated that Infographics made them more comfortable during the course presentation. Interestingly, although the percentages of the students showed several positive aspects of the infographics. However, the other students did not give a clear explanation or have no idea about the advantages of infographics.

Besides its advantages, Ozdamli et.al. (2016) explained that infographic also has disadvantages in presenting the material in Anatomy course. They classified that 48.5% respondent clearly said: "no disadvantage" of infographics. While the proportion of students who said "no idea" about the disadvantages of infographics were 39.3%. Nevertheless, 5 % of the students stated that the presentations by infographics were made very fast that make them difficult to understand the content. The other participants (4.3%) found that the presentations having infographics were confusing. Few participants (2.9%) thought that the lectures including infographics were "wasted time".

Dahmash et.al (2017) show that there are some advantages of infographics as a learning tool for learning linguistics concept. He found that 59.7% of the students suggested that often saving and revisiting linguistics material in infographics format in their leisure time. 76.9% agreed that infographics helped them analyze information, and 68.8% of them believed that infographics helped them summarize the material efficiently.

CHAPTER III

METHODOLOGY

This chapter describes the methodology used in the study. It included Research Design, Population and Sample, Technique of Data Collection, Technique of Data Analysis and Steps in Conducting Research.

A. RESEARCH DESIGN

The approach that had been used in this research was the Descriptive quantitative method. According to Creswell (2009), the descriptive method of research is to gather information about the present existing condition. Specifically, In this study, researcher specifically chose survey design.

B. POPULATION AND SAMPLE

To know the perception about the use of infographics in learning grammar. The population taken was thirty-two students studying at English Department of the State Islamic University of Ar-Raniry who had taken instructional media course.

The sampling technique type used was purposive sampling which is a type of nonprobability sampling. Teddlie & Yu (2007 p. 3) defined “purposive sampling as selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study’s questions”. In addition, Creswell (2009, p. 206) stated that “purposive sampling allows the researcher to easily reach the group that ready for this study procedure. Moreover.

Purposive sampling refers to researchers intentionally select participants who fulfil the required criteria”.

The samples were students who have known about Infographics. Clearly, they have been “in touch” with infographics before. Therefore, the samples that taken were thirty-two students in fourth-grade Ar-Raniry university (unit 3 and unit 7) who had taken Instructional Media Course, which the students have learned Infographics theoretically and Practically. In this class, they also learned to design grammar material in infographics format. In addition, all of the samples were a population in this study.

Their opinion about the use of infographics in learning grammar tends to be helpful to achieve study purpose, which is to know whether the infographic is an effective media for learning grammar or not. Therefore, if the result is effective, the infographics can be used as an alternative media for learning English grammar.

C. TECHNIQUE OF DATA COLLECTION

In collecting data in this research, the technique that researcher did was using questionnaire. The questionnaire is a data collection method that is done by giving a set of questions or written statement to the respondent to get useful information. According to Webster dictionary (2017), “Questionnaire is a set of questions for obtaining statistically useful or personal information from individuals”.

The questionnaire was used to know the perception of the students. This questionnaire instrument in this research was developed by Yildirim et.al (2016)

and modified by the researcher himself. The questionnaire was divided into two big part. First, It was used to determine the demographic information of the respondent. Second, It was used to answer the research question used to determine the perception of the students about the use of infographic in learning English grammar. The method used to collect data in this study was the Likert Scale including four multiple choices (Strongly agree, agree, disagree, strongly disagree).

The questionnaire captured students' perception data about the use of infographics in learning grammar. Aspects of Assessment was based on six elements of infographics as a learning tool proposed by Yildirim et.al (2016). However, only four elements used by the researcher in conducting this research. Aspects of assessment can be seen in the table below.

No	Aspects of Assessment	Number of Questions	Positive questions	Negative questions
1	Informativeness	3	Item 3	Item 1 Item 2
2	Sharing	3	Item 4 Item 5 Item 6	
3	Memorability/Retention	4	Item 7 Item 8	Item 9

			Item 10	
4	Role in the learning process	6	Item 11 Item 12 Item 13 Item 14 Item 15 Item 16	

Table 3.1

D. TECHNIQUE OF DATA ANALYSIS

After the data collected, the researcher did the analysis. The technic of data analysis used by the researcher was statistical descriptive analysis, in other words, the researcher presented the percentages of approval from the respondents. SPSS 25 Software was used to analyze the data. While responding to questions on a Likert scale, respondents determined their level of approval of a statement by selecting one of the available options.

Positive Questions (+)	Negative Questions (-)
Score 1. Very disagree	Score 1. Very agree
Score 2. No agree	Score 2. Agree
Score 3. Agree	Score 3. No agree
Score 4. Very agree	Score 4. Very Disagree

Table 3.2

E. STEPS

To draw conclusions from the data obtained, the steps that the researcher did were:

1. Deciding time and location in collecting the data
2. Collecting the data through a questionnaire to the respondents
3. Analyzing the data that had been obtained through SPSS 25 Software
4. Concluding the result

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the findings and followed by Discussion based on the result in findings. This chapter also includes a brief description of the study, demographic information and also instrument validity and reliability.

A. FINDINGS

1. Brief Description of the Study
 - a. Location and Time of conducting this study

This study would be conducted in the State Islamic University of Ar-Raniry located in St. Ibnu Sina, No. 2, Darussalam, Banda Aceh. English Department students were chosen to be samples of this research. Specifically, the research was done to English Department Students who had taken Instructional Media Courses in the sixth Semester.

However, Based on the situation in the field, the researcher found a serious problem to manage meeting up in spreading the questionnaire in the classroom. It happened because the samples are fourth-grade students which the intensity to attend the classroom is strongly decreased due to the majority of them had finished all of the courses in all semesters except thesis course, which does not need to attend a class. Nevertheless, this research must be conducted. Therefore, the best solution to spread the questionnaire was by using an online questionnaire.

In spreading the questionnaire, the researcher spent five days from June 2th to June 7th, 2018 and followed by analyzing the data in a week later.

b. Purpose

The purpose of the study is used to answer the research question, “What is students’ perception on the use of infographic in learning grammar?”. The research question had an aim to find out the students' perception on the use of infographic in learning grammar based on four aspects, Informativeness, Sharing, Memorability/Retention, and Role in the learning process.

2. Demographic Information

The first part of the questionnaire asked the demographics information of the respondent such as Names, Sex, Unit, Phone Number, Email, and also basic questions including their experience about “have you ever read grammar material through infographics?” and “where do you often read it”.

In demographic information, more than half of respondent is female. Clearly, 68,8% of them are female students. Nevertheless, 31,3% respondent in this study is male students. Moreover, all of them become population as well as samples of this study.

Regarding the unit or class of the students, They are only Unit 3 (n=22) and Unit 7 (n=10) who had taken Instructional Media Class, which one of the material is learning infographics theoretically and practically, designing grammar material in Infographics format. It means, their understanding about the infographics itself especially for learning grammar can be categorized in the high category. In other words, their opinion provides rich information that is related to the study purpose. Therefore, their information is very helpful to answer the research question of this study.

In addition, all of the students (n=32) said that they have read grammar material through infographics. It means, they have already known the use of infographics in learning grammar which their opinion tend to be rich to answer the research question of the study.

Relating to where did they get the grammar material in infographics. 50% of the students (n=16) said that they often read it on social media. The English websites are chosen by 43,8% respondent (n=14), a slightly different from Social Media. However, few students (6,3%) answer Classroom/Lecturer as the place often read by the students.

3. Validity and Reliability of the instrument

a. The validity of the Instrument

No. Item	Pearson Correlation	Sig. (2-tailed)	Conclusion
Item 1	0,230	0,102	No Valid
Item 2	,618**	0,000	Valid
Item 3	,658**	0,000	Valid
Item 4	0,274	0,064	No Valid
Item 5	,442**	0,006	Valid
Item 6	,417**	0,009	Valid
Item 7	,424**	0,008	Valid
Item 8	,501**	0,002	Valid
Item 9	,619**	0,000	Valid
Item 10	0,326	0,034	No Valid
Item	0,126	0,246	No Valid

11			
Item 12	,600**	0,000	Valid
Item 13	,417**	0,009	Valid
Item 14	,492**	0,002	Valid
Item 15	,405*	0,011	Valid
Item 16	,659**	0,000	Valid
*. Correlation is significant at the 0.05 level (1-tailed).			
**. Correlation is significant at the 0.01 level (1-tailed).			

Table 4.1 Items Validity

Table 4.1 shows that there are 16 items that want to be used by the researcher in this study. However, after analyzing the validity of items in SPSS 25, the researcher found that only 12 items that can be categorized as valid items while 4 items were removed because of no valid. This analysis based on Pearson correlation which is *items value* $> 0,349$ (r table) and sig.(2-tailed) which is *Item value* $< 0,05$ %. The table Pearson correlation was taken by the researcher from Hanif & Himawanto (2017) in their books named “*Statistik Pendidikan*”.

b. The Reliability of the Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0,787	12

Table 4.2 Items Reliability

Table 4.2 shows the Cronbach's alpha score analyzed by SPSS software. The alpha score is **0,787** $>$ **0,60**, which means the items are reliable. It means that the reliability of the instrument can be categorized in a high category based

on table interpretation of coefficient internal consistency in Hanif & Himawanto (2017).

4. The result

No. Item	Item Question	Strongly Disagree		Disagree		Agree		Strongly Agree		ΣN
		N	%	N	%	N	%	N	%	
1	I think grammar explanation in infographics that is too short make difficult to understand the material.	0	3,1%	12	59,4%	19	37,5%	1	0,0%	32
2	I think the images help to understand the use of English grammar	0	0,0%	3	9,4%	23	71,9%	6	18,8%	32
3	I think digital infographics is easier to share than printed infographics	0	0,0%	2	6,3%	24	75,0%	6	18,8%	32
4	Compared to regular grammar textbooks, I think it is easier to share grammar materials through printed infographics	0	0,0%	3	9,4%	26	81,3%	3	9,4%	32
5	Compared to regular grammar textbooks, I think it is easier to share grammar materials through digital infographics	0	0,0%	1	3,1%	27	84,4%	4	12,5%	32
6	I think data visualization in the infographic makes it easier to remember the material	0	0,0%	2	6,3%	24	75,0%	8	18,8%	32
7	I think it is easier to remember the grammar materials through infographics than through regular grammar textbooks	0	0,0%	3	9,4%	25	78,1%	4	12,5%	32
8	I think infographics are more effective than grammar books in learning grammar	0	0,0%	12	37,5%	19	59,4%	1	3,1%	32
9	I think infographics can shorten time to learn English grammar	0	0,0%	3	9,4%	28	87,5%	1	3,1%	32
10	I think infographic can give the motivation to learn grammar	0	0,0%	2	6,3%	27	84,4%	3	9,4%	32
11	I think infographic can be used as a learning tool in the classroom	0	0,0%	0	0,0%	25	78,1%	7	21,9%	32
12	I think using infographic in learning grammar is interesting	0	0,0%	0	0,0%	24	75,0%	8	25,0%	32

Table 4.3 Students Perception

In item 1, a negative question, 59,4% of respondent disagree that too short infographics cause difficulty to understand the material. In other words, they agree they can understand the grammar material in infographics even though the explanation is too simple. 3,1% respondent shows that they highly disagree. However, 37,5 % of the respondent agrees with this statement that too short explanation cause difficulties to understand the material.

In item 2, stating about the use of the image in understanding the grammar material. Majority of the respondent agree that the images help to understand the material. While 9.4% believed that they disagree the images can help to understand the material.

In item 3, the tendency to answer digital infographic is easier to share than printed infographics is numbered 75% of the students' response. The students who think very agree with this statement are numbered 18,8 %, while few of them disagree that digital infographics are easier to share than a printed infographic.

In item 4, the 81,3% the respondent believes that printed infographics are easier to share than regular grammar textbooks. 9,4% of this study shows disagreement with this statement.

In item 5, 84,4% of the respondent believes that digital infographics are easier to share than regular grammar textbooks. Only very few percentages show disagreement with this statement in this study.

In item 6, the majority of the students argues that data visualization in infographics makes easier to remember the material. Only a few of the students who stated that it cannot make easier to remember the material.

In item 7, comparing infographic and grammar textbook in remembering the material. 78,1% argues that the material presented in infographics are easier to remember than regular grammar textbook. Almost 13% of the students highly agree with this statement. However, few of the students said that regular grammar textbooks are easier to remember than infographics.

In item 8, 37,5% of the students stated that grammar textbook is effective in learning grammar. However, 59,4% of the students said that the use of infographics in learning grammar is more effective than regular grammar textbook. While 3,1% strongly agree with this statement.

In item 9, focusing on the use of time in learning grammar. 87,5% agree that infographic can shorten time to learn grammar. 3,2 % responses very agree with this statement. However, 3,1% disagree with this statement.

In item 10, Focusing on the motivation to learn grammar, 84,4% of respondent agree that infographic can enhance students' motivation to learn grammar. In addition, others show very agree with this statement. Only 6,3% of respondent disagree with this statement.

In item 11, asking their opinion about the use of infographics in the classroom. All of them agree that it can be used as a learning tool in the classroom.

In item 12, focusing on their feeling in the learning process, 75% agree that infographic is interesting in learning grammar. 25% of respondent highly agrees with this statement.

B. DISCUSSION

This discussion captures an analysis of students' perception on the use of infographics in learning grammar and combined with related studies.

1. Informativeness

Informativeness aspect measures how the infographics are really understandable or not in the case of the infographic as media for learning grammar. This factor contains two items. The first item has a purpose to know their opinion about their understandable regarding short explanation in the infographics. Another item, focusing on the image, has a purpose to know whether it helps them to understand grammar material or not.

As state in finding, in item 2, stating about the too short explanation in an infographic can cause students difficulty to understand the material. In fact, too short explanation in infographics did not make the students think difficult to understand the material. In other words, if they read the material and they understand about the content, it can be assumed that short explanation does not matter for them in learning grammar. In addition, in item 3, images can be said as a big factor to understand the material in infographics agreed by 90,6% of the students.

This finding is similar with the study of Ozdamli et.al., (2016), In their study, they found that the use of infographics in presenting learning material made students more understandable about the content. Moreover, Islamoglu et.al (2015) stated that Infographics can improve students' comprehension of information, ideas and concepts.

Hence, based on the result of the aspect of informativeness of students' opinion, it can be concluded that the grammar material presented by infographics affected their comprehension. In other words, the content is understandable even though it has a short explanation and the images is a key to comprehend the material.

2. Sharing

Sharing aspect measure how shareable infographics regarding to share grammar material for others. As we know, infographics are the first media to share something in the world of internet. Many fields such as business, technology, news and also education also used infographics to present the content. The result indicates, comparing with the regular grammar textbook, the majority of the students highly argues that grammar material in infographics is more shareable than the regular grammar textbook.

Digital infographics can be shared easily to social media, someone can download it, save it or repost it to another social media so that the grammar material can be easily seen by the other people who want to learn grammar. It is related to the opinion of Gailles (2016) in his web article who said that Infographics is easier to share. Moreover, Yildirim et.al (2016) found that Infographics is highly shareable, Social Media was the majority of the respondent's option to share an infographic.

Printed infographics are also the same. Someone can print it and post it on announce-board in order to be seen by the other people. However, based on the opinion of the students, the tendency level of sharing in printed infographics is not

as significant as digital infographics even though the printed infographics are more shareable than grammar textbooks.

3. Memorability/Retention

This aspect measure how grammar material is saved easily in memory. In this study, it includes two items of measurement. The first items are focused on data visualization. The second item is focused on the comparison between infographics and grammar textbook in remembering grammar material.

The use of data visualization shows greatly percentages of the students (93,7%) who said that it can be helpful to remember grammar material. This item has a correlation with the third item, which shows that image can help them to understand the material. As a result, the use of the image, grammar material can be made easier to remember as well as easier to understand.

Compared with regular grammar textbook, the grammar material in infographics is easier to remember. The result shows that almost all of the students (78,1%) claimed that infographics greatly help to remember grammar material. In other words, the use of infographics can affect memory and retention of someone. The result is similar to the opinion of the Islamoglu (2015), Infographics can improve students' retention and recall of information.

This finding is also proved by several related studies. For examples, Al Hosni (2016) in his study stated that infographics are effective in increasing memory retention. The students in the experimental group considerably outperformed their peers in the control group in both quizzes that he was conducted. In addition, Ozdamli et.al (2016) also shared the same opinion. In their

study, 16.4 % of the students stated that learning the subjects with infographics are more permanent in mind.

4. Role in the learning process

The role in learning process measures how the effects of infographics in their learning process. This aspect measured several items that related to the learning process. It includes the feeling of the students such as their motivation and their interest. In addition, it compares the use of the regular textbook in learning grammar. Furthermore, it also measures time efficiency in learning grammar. It also shows their opinion about the use of infographics as a learning tool in the classroom.

Role of infographics related to their feeling, all of the students shows that it is interesting. In addition, 93,8% of them also said that infographic can increase the motivation to read grammar material. This finding is similar to the research of Ozdamli., et.al. (2016) which most of the participant in his study said that presenting material through infographics made them more comfortable during the course.

Role of infographics related to effectiveness in grammar textbook, students show that it is more effective than grammar textbook in learning grammar. This is proven by the study of Yildirim et.al (2016) stated that the use of visual made better understanding than reading a long text to get an information. In addition, It also caused by the disadvantages of the textbook itself. As stated by Richard (2015) and Thanasoulas (2017), textbook may not reflect students' needs. Moreover, most textbooks often present the material in a classical way,

students read the content and followed by answering some questions repetitively. As a result, students tend to feel bored and they may quickly lose their interest and motivation to study.

Role of infographics related to time efficiency, more than 90% of the students agree that it can shorten time to learn English grammar. They just read a single image and easily finish it in a few seconds. This result shared the same opinion with Gaille's who said that Infographics helped someone to get the information quickly without consuming much time to read.

It also shows their opinion about the use of infographics as a learning tool in the classroom. All of them (100%) agree that it can be used as a learning tool in the classroom. This finding is related to the research of Sari (2017), who developed Infographics for learning physics in the classroom. According to teachers' and students' opinion, she found that infographics were effective media that support physics learning. Moreover, it is also related to the research of Nugroho & Maryadi (2016), implemented it in the classroom in SMKN 2 Klaten, giving great impacts to the students in the classroom. Hence, the future research is interesting to do, examining the use of grammar material through infographics in the classroom.

Therefore, it can be assumed that the role of infographics in the learning process is effective due to the analysis of several aspects of the learning process such as feeling, grammar textbook comparison, and time efficiency.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions and suggestions of this study. The conclusions part captured the brief summary of the study result. The suggestions part, otherwise, captured recommendation for students, teacher, and also for future researchers to conduct the research related with Infographics in language learning.

A. CONCLUSIONS

Based on the result and discussion of the study, It can be concluded that the use of infographics in learning grammar is effective in four aspects of measurement such as informativeness, Sharing, Memorability/Retention and Role in the learning process. Therefore, Infographic can be used as an alternative media in learning English grammar. In details, infographics are easy to understand, easier to remember than grammar textbook, shorten time to learn, very shareable, give motivation, and it can be used as a learning tool in the classroom.

B. SUGGESTIONS

1. Based on the results of data analysis, the researcher can advise:
 - a. For students who feel less motivated to learn grammar through the book, can use an infographic as an alternative media to learn grammar
 - b. For a teacher, the teacher can use an infographic when teaching grammar in the classroom.
 - c. For someone who is easy to forget the material, can read grammar material through infographics
2. For further study, suggestions that the researcher provide are:
 - a. To examine the same aspect but with bigger populations focusing on its disadvantages
 - b. To examine other English micro-skills such as learning vocabulary or English skills especially reading skills.
 - c. Developing infographic as a learning tool in the classroom focusing on RnD (Research and Development).

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APPENDICES



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 7065 /Un.08/FTK.I/ TL.00/07/2018

09 Juli 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Ahmad Fadhil
N I M : 140 203 093
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Cot Seunong, Montasik, Aceh Besar

Untuk mengumpulkan data pada:

Pendidikan Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Student's Perception in Learning Grammar Through Infographics

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,



Kode: 8302



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

SURAT KETERANGAN

No: B-217/Un.08/KJ.PBI/TL.00/07/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-7065/Un.08/TU-FTK/TL.00/07/2018 tanggal 9 Juli 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Ahmad Fadhil
NIM : 140 203 093
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Students' Perception in Learning Grammar through Infographics

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 13 Juli 2018
Ketua Prodi Pendidikan Bahasa Inggris


T. Zulfikar

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-1034/UN.08/FTK/KP.07.6/01/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengalihan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Drs. Luthfi Aunie, MA
2. Dr. T. Zulfikar, M.Ed
Untuk membimbing Skripsi :
Nama : Ahmad Fadhil
NIM : 140203093
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception in Learning English Grammar through Infographics
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah atau diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 22 Januari 2018
An. Rektor
Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan

IV. THE QUESTIONNAIRE

QUESTIONNAIRE

Dear respondents

With respect,

Let me, Ahmad Fadhil, Student in English Department of Islamic Ar-Raniry University with Reg. Number 140203093, is currently conducting research in the preparation of thesis entitled "..... **Students' Perception in Learning English Grammar through Infographics...**". I understand that the records or data on this study will be kept confidential. This secrecy is legally guaranteed. All files that include the identity of the research subject are only used for data processing and when the research is completed, they will be destroyed. Therefore, I am looking forward to your help as Research Respondent, to fill out this questionnaire in accordance with the filling guide provided. The answers that you give will greatly help the process of preparing my thesis. Thus, for my willingness and good cooperation, I say many thanks.

Researcher,

Ahmad Fadhil

Reg. No. 140203093

Please fill out the information below!

Name :

Sex : *Male/Female

Entry Year :

Cellphone :

Email :

Note:

* Select one

I. Please read and understand each question in this questionnaire and choose one of the answers that are suitable for your situation. Please give a tick (√) on:

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

No .	Statement	Selection			
		SA	A	D	SD
1	I think learning English grammar using media infographic is not helpful to understand a grammar material				
2	I think grammar explanation in infographics that is too short make difficult to understand the material.				
3	I think the images help to understand the use of English grammar				
4	Infographic is shareable				
5	I think digital infographics is easier to share than printed infographics				
6	Compared to regular grammar textbooks, I think it is easier to share grammar materials through printed infographics				
7	Compared to regular grammar textbooks, I think it is easier to share grammar materials through digital infographics				
8	I think data visualization in the infographic makes it easier to remember the material				
9	I think it is easier to remember the grammar materials through infographics than through regular grammar textbooks				

10	Compared with the explanation of the tutor/teacher, I think it is easier to remember the material through infographics				
11	I think infographics are more effective than teacher's explanation in learning grammar				
12	I think infographics are more effective than grammar books in learning grammar				
13	I think infographics can shorten time to learn English grammar				
14	I think infographic can give the motivation to learn grammar				
15	I think infographic can be used as a learning tool in the classroom				
16	I think using infographic in learning grammar is interesting				

II. Please answer this questions below!

1. Have you ever read the infographic about grammar material?
 - a. yes
 - b. no

2. If yes, where do you usually read it?
 - a. Social Media
 - b. English Website
 - c. Online Group/ Chat
 - d. Books
 - e. _____

V. RESPONDENT'S PERCEPTION SCORE

RESPONDENT SCORE TABULATION

Respondent	No. Item																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	3	3	3	3	2	3	3	3	3	3	2	2	3	3	3	3	45
2	3	3	4	3	4	3	4	4	4	3	3	3	3	3	3	4	54
3	3	3	4	3	3	3	3	4	3	3	2	3	3	4	4	4	52
4	3	3	3	3	3	3	3	3	3	2	2	2	3	3	4	3	46
5	3	2	3	3	3	2	3	2	2	2	3	2	3	3	3	3	42
6	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	45
7	2	2	3	3	3	2	3	3	3	2	3	2	2	3	3	3	42
8	3	3	3	4	3	3	2	3	3	3	3	4	3	3	4	4	51
9	3	3	4	3	4	3	4	3	3	3	3	3	3	3	3	4	52
10	3	3	4	4	4	4	4	3	4	2	2	3	3	4	4	4	55
11	3	3	3	3	2	3	3	4	3	3	3	2	2	3	3	3	46
12	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	3	51
13	3	3	4	3	3	3	3	4	3	3	2	3	4	4	4	4	53
14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
15	3	2	3	3	3	3	3	3	3	3	2	2	3	2	3	3	44
16	3	2	2	3	3	3	3	3	3	2	2	3	3	3	4	4	46
17	3	3	3	4	4	3	3	3	3	3	3	2	3	3	3	3	49
18	3	2	3	4	4	2	3	3	2	3	2	2	3	3	3	3	45
19	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	50
20	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	46
21	3	2	2	3	3	4	3	3	2	2	2	2	3	3	3	3	43
22	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	46
23	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	46
24	3	3	4	4	3	3	3	4	3	2	2	2	3	3	3	3	48
25	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	47
26	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	50
27	3	3	3	4	4	3	3	3	3	3	2	3	3	3	3	3	49
28	3	3	3	3	3	3	3	3	4	2	2	3	3	2	4	4	48
29	4	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	47
30	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	47
31	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3	3	46
32	3	2	3	3	3	3	3	3	3	2	2	3	3	3	3	3	45

VI. INSTRUMENT VALIDITY

		ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 10	ITEM 11	ITEM 12	ITEM 13	ITEM 14	ITEM 15	ITEM 16	TOTAL
ITEM 1	Pearson Correlation	1	,448**	-0,018	-0,049	-0,026	0,237	-0,025	-0,026	-0,007	0,056	-0,096	0,257	,313*	-0,008	-0,054	-0,059	0,230
	Sig. (1-tailed)		0,005	0,460	0,394	0,443	0,096	0,446	0,443	0,485	0,380	0,300	0,078	0,040	0,482	0,384	0,374	0,102
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 2	Pearson Correlation	,448**	1	,450**	0,158	0,045	0,269	0,156	,406*	,417**	0,216	0,018	0,132	0,052	0,199	0,198	0,235	,618**
	Sig. (1-tailed)	0,005		0,005	0,193	0,403	0,068	0,196	0,011	0,009	0,118	0,461	0,235	0,388	0,138	0,139	0,097	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 3	Pearson Correlation	-0,018	,450**	1	0,220	,325*	0,000	,424**	,448**	,373*	0,098	-0,049	0,115	0,204	,442**	0,195	,449**	,658**
	Sig. (1-tailed)	0,460	0,005		0,113	0,035	0,500	0,008	0,005	0,018	0,296	0,396	0,265	0,131	0,006	0,143	0,005	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 4	Pearson Correlation	-0,049	0,158	0,220	1	,537**	0,000	-0,117	0,041	-0,032	-0,049	-0,130	0,009	0,086	0,165	0,133	0,092	0,274
	Sig. (1-tailed)	0,394	0,193	0,113		0,001	0,500	0,261	0,411	0,431	0,396	0,239	0,480	0,319	0,183	0,234	0,307	0,064
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 5	Pearson Correlation	-0,026	0,045	,325*	,537**	1	0,000	,441**	-0,067	0,121	0,016	0,016	0,165	0,232	0,143	0,020	,298*	,442**

	Sig. (1-tailed)	0,443	0,403	0,035	0,001		0,500	0,006	0,358	0,255	0,466	0,465	0,183	0,101	0,217	0,458	0,049	0,006
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 6	Pearson Correlation	0,237	0,269	0,000	0,000	0,000	1	,376 ⁺	0,149	,309 ⁺	0,000	-0,145	0,269	0,207	0,183	0,175	0,167	,417 ^{**}
	Sig. (1-tailed)	0,096	0,068	0,500	0,500	0,500		0,017	0,208	0,042	0,500	0,215	0,068	0,127	0,158	0,170	0,181	0,009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 7	Pearson Correlation	-0,025	0,156	,424 ^{**}	-0,117	,441 ^{**}	,376 ⁺	1	0,105	,332 ⁺	-0,025	0,097	0,005	0,044	0,187	-0,129	0,235	,424 ^{**}
	Sig. (1-tailed)	0,446	0,196	0,008	0,261	0,006	0,017		0,284	0,032	0,447	0,299	0,490	0,406	0,153	0,241	0,098	0,008
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 8	Pearson Correlation	-0,026	,406 ⁺	,448 ^{**}	0,041	-0,067	0,149	0,105	1	,398 ⁺	0,267	-0,113	0,045	0,046	,307 ⁺	0,176	,298 ⁺	,501 ^{**}
	Sig. (1-tailed)	0,443	0,011	0,005	0,411	0,358	0,208	0,284		0,012	0,070	0,269	0,403	0,401	0,044	0,168	0,049	0,002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 9	Pearson Correlation	-0,007	,417 ^{**}	,373 ⁺	-0,032	0,121	,309 ⁺	,332 ⁺	,398 ⁺	1	0,167	0,071	,417 ^{**}	0,012	-0,005	0,289	,425 ^{**}	,619 ^{**}
	Sig. (1-tailed)	0,485	0,009	0,018	0,431	0,255	0,042	0,032	0,012		0,181	0,349	0,009	0,474	0,488	0,055	0,008	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 10	Pearson Correlation	0,056	0,216	0,098	-0,049	0,016	0,000	-0,025	0,267	0,167	1	,392 ⁺	0,216	0,076	0,043	-,298 ⁺	-0,105	,326 ⁺

	Sig. (1-tailed)	0,380	0,118	0,296	0,396	0,466	0,500	0,447	0,070	0,181		0,013	0,118	0,339	0,407	0,049	0,283	0,034
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 11	Pearson Correlation	-0,096	0,018	-0,049	-0,130	0,016	-0,145	0,097	-0,113	0,071	,392 [†]	1	0,252	-0,191	-0,074	-,346 [†]	-0,108	0,126
	Sig. (1-tailed)	0,300	0,461	0,396	0,239	0,465	0,215	0,299	0,269	0,349	0,013		0,082	0,147	0,343	0,026	0,277	0,246
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 12	Pearson Correlation	0,257	0,132	0,115	0,009	0,165	0,269	0,005	0,045	,417 ^{**}	0,216	0,252	1	,387 [†]	0,199	,339 [†]	,504 ^{**}	,600 ^{**}
	Sig. (1-tailed)	0,078	0,235	0,265	0,480	0,183	0,068	0,490	0,403	0,009	0,118	0,082		0,014	0,138	0,029	0,002	0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 13	Pearson Correlation	,313 [†]	0,052	0,204	0,086	0,232	0,207	0,044	0,046	0,012	0,076	-0,191	,387 [†]	1	0,242	,312 [†]	,311 [†]	,417 ^{**}
	Sig. (1-tailed)	0,040	0,388	0,131	0,319	0,101	0,127	0,406	0,401	0,474	0,339	0,147	0,014		0,091	0,041	0,042	0,009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 14	Pearson Correlation	-0,008	0,199	,442 ^{**}	0,165	0,143	0,183	0,187	,307 [†]	-0,005	0,043	-0,074	0,199	0,242	1	,342 [†]	,321 [†]	,492 ^{**}
	Sig. (1-tailed)	0,482	0,138	0,006	0,183	0,217	0,158	0,153	0,044	0,488	0,407	0,343	0,138	0,091		0,028	0,037	0,002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 15	Pearson Correlation	-0,054	0,198	0,195	0,133	0,020	0,175	-0,129	0,176	0,289	-,298 [†]	-,346 [†]	,339 [†]	,312 [†]	,342 [†]	1	,742 ^{**}	,405 [†]

	Sig. (1-tailed)	0,384	0,139	0,143	0,234	0,458	0,170	0,241	0,168	0,055	0,049	0,026	0,029	0,041	0,028		0,000	0,011
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
ITEM 16	Pearson Correlation	-0,059	0,235	,449**	0,092	,298*	0,167	0,235	,298*	,425**	-0,105	-0,108	,504**	,311*	,321*	,742**	1	,659**
	Sig. (1-tailed)	0,374	0,097	0,005	0,307	0,049	0,181	0,098	0,049	0,008	0,283	0,277	0,002	0,042	0,037	0,000		0,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
TOTAL	Pearson Correlation	0,230	,618**	,658**	0,274	,442**	,417**	,424**	,501**	,619**	,326*	0,126	,600**	,417**	,492**	,405*	,659**	1
	Sig. (1-tailed)	0,102	0,000	0,000	0,064	0,006	0,009	0,008	0,002	0,000	0,034	0,246	0,000	0,009	0,002	0,011	0,000	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

VII. INSTRUMENT RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded ^a	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,787	12

VIII. DEMOGRAPHIC INFORMATION

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	22	68,8	68,8	68,8
	Male	10	31,3	31,3	100,0
	Total	32	100,0	100,0	

Unit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unit 3	22	68,8	68,8	68,8
	Unit 7	10	31,3	31,3	100,0
	Total	32	100,0	100,0	

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	100,0	100,0	100,0

Where

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social Media	16	50,0	50,0	50,0
	English Websites	14	43,8	43,8	93,8
	Classroom/Lecturer	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

IX. ITEMS FREQUENCY

ITEM 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	12	37,5	37,5	37,5
	3	19	59,4	59,4	96,9

	4	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

ITEM 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	9,4	9,4	9,4
	3	23	71,9	71,9	81,3
	4	6	18,8	18,8	100,0
	Total	32	100,0	100,0	

ITEM 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6,3	6,3	6,3
	3	24	75,0	75,0	81,3
	4	6	18,8	18,8	100,0
	Total	32	100,0	100,0	

ITEM 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	9,4	9,4	9,4
	3	26	81,3	81,3	90,6
	4	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

ITEM 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3,1	3,1	3,1
	3	27	84,4	84,4	87,5
	4	4	12,5	12,5	100,0
	Total	32	100,0	100,0	

ITEM 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6,3	6,3	6,3
	3	24	75,0	75,0	81,3
	4	6	18,8	18,8	100,0
	Total	32	100,0	100,0	

ITEM 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	9,4	9,4	9,4
	3	25	78,1	78,1	87,5
	4	4	12,5	12,5	100,0
	Total	32	100,0	100,0	

ITEM 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	12	37,5	37,5	37,5
	3	19	59,4	59,4	96,9

XI. TABLE OF PEARSON PRODUCT MOMENT

TABEL 1
Tabel Nilai Kritis Koefisien Korelasi (r) Product Moment

Df (N-2)	Taraf signifikan		Df (N-2)	Taraf signifikan		Df (N-2)	Taraf signifikan	
	5%	1%		5%	1%		5%	1%
1	0,997	0,999	25	0,381	0,487	49	0,275	0,357
2	0,950	0,990	26	0,374	0,478	50	0,273	0,354
3	0,878	0,959	27	0,367	0,470	60	0,250	0,325
4	0,811	0,917	28	0,361	0,463	61	0,248	0,322
5	0,754	0,874	29	0,355	0,456	62	0,246	0,319
6	0,707	0,834	30	0,349	0,449	63	0,244	0,316
7	0,666	0,798	31	0,344	0,442	64	0,242	0,313
8	0,632	0,765	32	0,339	0,436	65	0,240	0,311
9	0,602	0,735	33	0,334	0,430	70	0,232	0,302
10	0,576	0,708	34	0,329	0,424	80	0,217	0,283
11	0,553	0,684	35	0,325	0,418	90	0,205	0,267
12	0,532	0,661	36	0,320	0,413	100	0,195	0,254
13	0,514	0,641	37	0,316	0,408			
14	0,497	0,623	38	0,312	0,403			
15	0,482	0,606	39	0,308	0,398			
16	0,468	0,590	40	0,304	0,393			
17	0,456	0,575	41	0,301	0,389			
18	0,444	0,561	42	0,297	0,384			
19	0,433	0,549	43	0,294	0,380			
20	0,423	0,537	44	0,291	0,376			
21	0,413	0,526	45	0,288	0,372			
22	0,404	0,515	46	0,284	0,368			
23	0,396	0,505	47	0,281	0,364			
24	0,388	0,496	48	0,279	0,361			

XII. TABLE INTERNAL INTERPRETATION (TO KNOW RELIABILITY)

Tabel 8.2 Interpretasi Nilai Koefisien Korelasi (r)

Nilai r	Interpretasi
0,900 s.d. 1.000 (-0,900 s,d, -1,000)	Korelasi (+/-) Sangat Tinggi
0,700 s.d. 0.900 (-0,700 s,d, -0,900)	Korelasi (+/-) Tinggi
0,500 s.d. 0.700 (-0,500 s,d, -0,700)	Korelasi (+/-) Sedang
0,300 s.d. 0.500 (-0,300 s,d, -0,500)	Korelasi (+/-) Rendah
0,000 s.d. 0.300 (-0,000 s,d, -0,300)	Korelasi (+/-) Tidak Berarti

Sumber Data : Adaptasi dari Hinkle, dkk (1988: 118)

XII. AUTOBIOGRAPHY

Personal Identity

Name : Ahmad Fadhil
Place and Date of Birth : Meulaboh, March 26th 1996
Sex : Male
Religion : Islam
Nationality : Indonesian, Acehnese
Marital Status : Single
Occupation : Student
Address : Montasik, Aceh Besar
Email : fadhilahmadie@gmail.com

Parents

Father's Name : Drs. Djakfar Ibr.
Occupation : Teacher
Mother's Name : Karmisah, S.Ag.
Occupation : Teacher
Address : Montasik, Aceh Besar.

Educational Background

Kindergarten : TK Nurul Falah, Meulaboh (2001-2002)
Primary School : MIN Montasik (- 2008)
Junior High School : MTsN Banda Aceh II (2008-2011)
Senior High School : MAN Model Banda Aceh (2011-2014)
University : UIN Ar-Raniry (2014-2018)

Banda Aceh, June 19th, 2018

Ahmad Fadhil