

Students' Emotional Engagement in Learning English Vocabulary through Multimodality of Graffiti Art in ESP Class

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Abstract. A key to enhance students' engagement in learning English Vocabulary (LEV) is applying efficient ways to use in teaching process. By using graffiti arts that created by government as the art wall in Sorong are media to engaged students in learning English Vocabulary. The language used in graffiti art is two languages, Indonesia and English and also the contents are about the social issues of health environment occasioning in Sorong City that is suitable used in teaching English vocabulary for students in public health study program. There are 33 students of public health study program in second semester. This research used more than 20 graffiti arts to engage students in LEV. This research used descriptive case study to answer the research question through observation. Observation checklist, Class-related Emotions Questionnaire (CEQ, and *Manipulation Check Questions* are used as research instrument for data collection. The students of public health program are enjoyable learning English by using graffiti. The students' emotional engagement are found such as interact with other students and lecturer by vocabulary boosting, asking and answering the questions, giving opinion, explaining, spelling the word, writing the complete sentence, argument to give solution relating to the content social of graffiti.

Keywords: Students' emotional engagement; learning English vocabulary; multimodal literacy; graffiti art

INTRODUCTION

The students learning new language strive to engage with new condition to acquire the new words. The teacher must provide the media, strategy and method to engage the students in English learning. Besides that, the teacher must know how to create the interesting class so that it can attract students' engagement in lesson. Student engagement in classrooms is now a significant focus of educators and students. A key to enhance students' engagement in English learning is applying efficient ways to use in teaching process. Ruslan (2018) affirmed that creating the interesting English classroom, it needs some references such as the using of teaching method, media, strategy, technique and the material so that those are able to support students' motivation in learning English. By using media such as picture, graphic, video, and card is one of the solution to teach English effectiveness.

Students' engagement in learning language will impact on how they active in the class to use the new words, response and interact with the teacher and other students. The active teacher knows how to keep students' attention in learning process. Wardlow (2017) explained that the characteristics students' engagement in learning are they active to follow

the learning rules as formulating the answer, opinion, observing the problem, sharing ideas, cooperating with others in learning, and discussion in the classroom. Learning engagement divides into several types such as academic, cognitive, intellectual, institutional, emotional, behavioral, social and psychological. (Taylor and Parsons, 2011).

In this research, the researcher tries to examine students' emotional engagement of public health program in learning English by using graffiti art as the media. The reason to choose emotional engagement as the issue in this research is the students of Public Health program have lack interesting and motivation in learning English. They learn English in the classroom only one semester. It is aimed to get the minimum score as the requirement to pass in English course. Whereas, the aim of English course in syllabus is oriented to the general English that includes four skills such as listening, speaking, reading and writing, even sub skills are pronunciation and vocabulary. Therefore, the students have a lot of chances to use English in the classroom such as explaining the material, discussing the topic, practice, assignment and presentation. Those activities aimed to engage the students in learning English. A few students in the classroom are the active students to interact in learning process but most students cannot enjoy English class

because some factors influence the students in English learning such as hard to understand the material, less of vocabulary, unclear pronunciation, hard to read the words and sentences, hard to write a word in English, low self-confidence, low experience in spelling and recognizing the letters, and lack of motivation and interesting. It influences on their activity in learning English. They prefer to be silent, cheerless, no confidence, and slow response because they are confused how to engage in English learning. Whereas, about 30% which 8 or 9 non-Papuan students can engage in English learning well by explaining, responding the lecturer's questions, describe the picture, opinion, perform writing skill in front of the class and really excited to learning English.

By using graffiti art that is a part of multimodal literacy to make the English learning to be meaningful because the graffiti arts describe about the environment problem that is balance with their major. The government of Sorong City creates the graffiti at some places. It has aim to inform for the society about the environment problem that happens in Sorong City. By using graffiti, the way to communicate with the people and it will invite people to aware with literacy practices. Harjanto (2014) stated that graffiti art is a media to help individual in learning critically by creating the ideas to share information to the society, attract the people around to learn socially, the way to share problem solution by conveying freely the thought through prose or written wall. Therefore, the researcher intends to do the research to explain how do students' emotional engagements of public health in learning English through multimodal graffiti art?

Multimodal Literacy

Literacy and learning practices are used to communicate, share information by using the speech or discourses, communicating, reading and writing. It is about the ability to speak or interact. Literacy is not found on a book, paper and teaching learning process but it can exists on the general place, environment, picture on streets, and community (Pahl and Rowsell, 2005). Multimodal literacy has strong relation with visible art. It is shaped the meaning ability to interact or convey the meaning with various ways as visual, audio, touching, special, and linguistic. It is really crucial to be used in learning process for students. It can support the students to develop their writing, reading,

speaking and listening skills even the fluency of observing the movie, creating the graphic, interpreting the source of data from application. (Maniaci, 2020).

The multimodality is the theory from Kress (2010) explained that this theory is focused on formulating a meaning which is sourced from various media such as scripts, pictures, movies, graphics, animations, sounds, music, gestures, and facial expression (Jamil and Aziz, 2021). The people construct the meaning in various ways. They read some text or messages aimed to interpret the meaning. Moreover, literacy does not happen only in reading and writing but specifically multimodality helps the people to develop their literacy ability through picture, stuff, media, internet and movie.

Bezemer (2012) found that an interdisciplinary approach relates with the using of meaning and the ability in using the language. It concerns on the observing and portraying various media that have the meaning to be interpreted. An individual who uses multimodal describes his ability in formulating the language meaning. Multimodality provides various modes to understand the meaning of language although the redundant of the way of interaction such as the using of body movement, language, picture, text on picture, etc, by using multimodality can be interpreted as the meaning to be used in communication. (Vasudevan, 2014; Kress and Leeuwen; 1996; Paudel and Neupane, 2019).

Graffiti Art

Graffiti is a part of multi-modality which representing by symbolizes meaning in different semiotic information. Graffiti is the scribble writing found on the wall of public places and buildings. Graffiti is a kind of picture that found in public place, building and wall of city, written art in wall of station transportation that explained of message reflecting to life issues, healthy, and some of expressions. The language reflects on the written language that meaningful. It presents the advice directly to inform for all people. (Paudel and Neupane, 2019; Suliman, 2004; Chilwa, 2008; Gorter, 2006; Britney, 2021). The particular language used includes the part of speech and it has purpose to convey and emphasize the meaning so that the existence of graffiti can give the impact positive or negative to the public read. Moreover it has advantages if it is applied in teaching learning

process. The students are trained to develop their mind how to provide the problem solution through graffiti. The students are asked to deliver the meaning of problem in art's way. It enhances students' cognition in practicing the critical thinking. The students are free to put their ideas on the wall, paper, and public place and the creativity in learning. Graffiti art presents the issue of culture, politics, and environment, religious, social, etc. (MacDonald, 2001; Sad and Kutlu, 2009).

Emotional Engagement

Engagement is extremely crucial in English learning. It can influence on students' psychology in the classroom. The students are enjoyable to learn, to do an assignment, to follow the learning rules, interesting in learning, self-confidence and self-esteem. Getting the students engage when they focus on learning process for instance they are able to respond the question, opinion, interact, brave. Thus, it gives impact on students' motivation and learning achievement. (Batan, 2017; Chen, Gonyea, and Kuh, 2008).

This research is focused on emotional as the aspect of students' engagement. Indicators of

emotional engagement are students' enthusiastic, students' interested and students' performance on positive feedback in the class. Emotional engagement influences the students' learning achievement relating to students' understanding and comprehension on the material. It shows of students' ability in using communicative approach for learning activity. The positive predictors of students' engagement in learning process indicate in enjoyable the learning, excited, brave, enthusiasm, interest, and active while the negative predictors are afraid, disgusting, frustration, uneasiness, connection or disconnection with their peers in the class and liking and disliking school. Emotional component of engagement related to students' feeling that reflected by their attitude, belongingness and their opinion towards the school. The good of emotional engagement is created by social engagement, cognitive engagement, and behavioral engagement (Van, Ritzen and Pieters, 2014; Kunchiski, 2018; Philp, 2016). The detailed explanation will be described on the table 1.

Tabel 1. Dimensions of Emotional Engagement

Dimension of engagement	Mediating effect on other dimension	Activating or strengthening engagement	Deactivating or inhibiting engagement
Emotional	Cognitive	High interest in topic or task Prompts concentrated thinking	She or he can't focus or so anxious that she or he can't think
	Behavioral	Interest and excitement, prompt student to keep working on the task in spite of difficulties.	Boredom or frustration, leads to no work on task.
	Social	One peer's excitement about or interest in a task draws others in.	Mismatch of emotional engagement leads to lack of social connection between peers on a task.

The table above shows that theory of emotional engagement divides into three dimensions. They are cognitive, behavioral, and social. Cognitive engagement of emotional refers to students' concentration to develop their thinking skill. Students show their high interesting in learning. Behavioral engagement of emotional shows students' attitude in learning process like excited to work and

discuss. The last is social engagement of emotional telling of the relationship between student and others in the classroom when they are learning together, discussing and correcting each other.

METHOD

This research uses descriptive case study to answer the research question through

observation. Susanti (2020) stated that a case study provides in-depth description of an individual, group, class, site, program, process, institution, or community. It can answer descriptive questions (what happened) or attempt to explain why something happened by looking at a process. Zainal (2007) explained that descriptive case studies set to describe the natural phenomena which occur within the data in question, for instance, what different strategies are used by a reader and how the reader use them. The goal set by the researcher is to describe the data as they occur. McDonough and McDonough (1997) suggest that descriptive case studies may be in a narrative form. This research will observe the engaged students in learning English by using graffiti art that the lecturer shows to them. Therefore, the researcher uses case study to describe all activities that relate to students engagement in the classroom. By observing, the researcher will answer the research question following the theory of multimodality, graffiti

art, literacy practices, and students' emotional engagement. The participant is 33 students of public health study program in second semester. There are more than 20 pictures of graffiti that will be used. Observation checklist and students' engagement checklist from Jones (2009) will be used as research instrument for data collection. In addition, the researcher will use some questionnaires from Sagayadevan and Jeyaraj (2012) such as the Class-related Emotions Questionnaire (CEQ) consisting before and after teaching learning English, and *Manipulation Check Questions*. To proof the correctness of students' response on Class-related Emotions Questionnaire (CEQ), the researcher provides *Manipulation Check Questions* by giving two items questions. The Class-related Emotions Questionnaire (CEQ) of before teaching learning English can be looked the questionnaire in Google Platform link <https://forms.gle/xAFvV9AkePiFU5Uy8> and CEQ after teaching can be checked in this link <https://forms.gle/o4tXMUMMSUhTJu7r7>.

Student Engagement Walkthrough Checklist

OBSERVATIONS	Very High	High	Medium	Low	Very Low
Positive Body Language Students exhibit body postures that indicate they are paying attention to the teacher and/or other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent Focus All students are focused on the learning activity with minimum disruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Participation Students express thoughtful ideas, reflective answers, and questions relevant or appropriate to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Confidence Students exhibit confidence and can initiate and complete a task with limited coaching and can work in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fun and Excitement Students exhibit interest and enthusiasm and use positive humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 1. Observation Checklist (Jones, 2009)

The figure above is used as research instrument to observe the event of learning process happening. How the students – teacher, students and students interact each other in learning English. The observation indicators cover three dimensions of emotional

engagement which are cognitive, behavioral and social engagement of emotional. The indicators of observation sheet include positive body language, consistent focus, verbal participation, students' confidence, and fun and excitement in learning process.

1. How do you usually *feel* when you attend this lecturer's lesson? (Tick all that are applicable)

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Interested | <input type="checkbox"/> Bored |
| <input type="checkbox"/> Attentive | <input type="checkbox"/> Irritable |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Nervous |
| <input type="checkbox"/> Inspired | <input type="checkbox"/> Others (Please state): |
| <input type="checkbox"/> Upset | _____ |

2. What are some of the characteristics that you would associate with this lecturer? (Tick all that are applicable)

- | | |
|--|---|
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Demanding |
| <input type="checkbox"/> Boring | <input type="checkbox"/> Interesting |
| <input type="checkbox"/> Strict | <input type="checkbox"/> Others (Please state): |
| <input type="checkbox"/> Approachable | _____ |

Figure 2. Manipulation Check Questions (Sagayadevan and Jeyaraj, 2012)

The figure above is used as questionnaire to make sure the students' response on emotional engagement questionnaire. This questionnaire helps the researcher to draw the situation of classroom that taken from observation sheet. The researcher would know the students' response on learning process relating to teaching instrument, the material and the lecture's characteristics. Those are the factors that influence on students' engagement

in learning process.

RESULT AND DISCUSSION

The result of this research divided into three part interpretation of data. They were Classroom observation, class-related emotions questionnaire (CEQ) consisting before and after teaching learning English, and manipulation check questions.

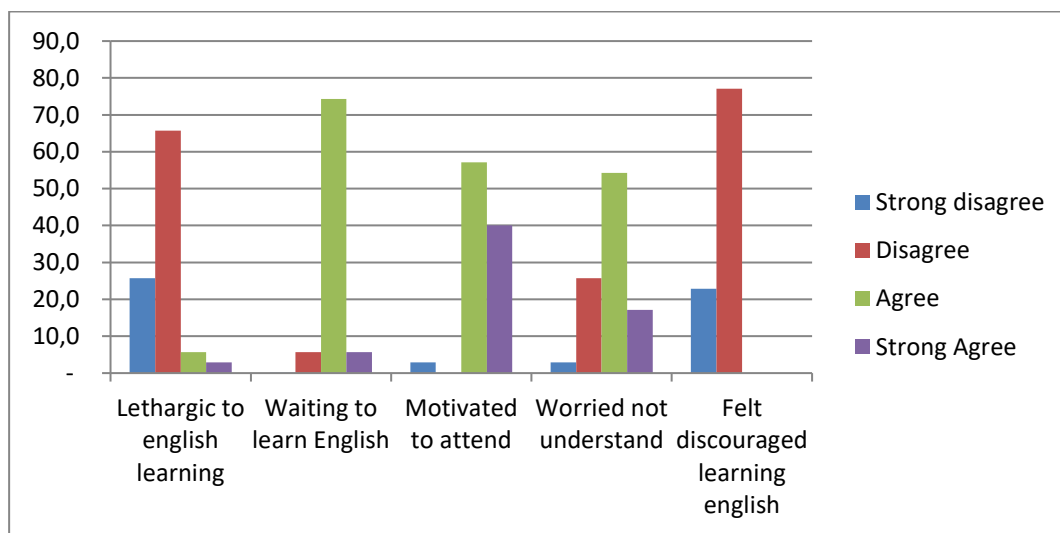


Figure 3. Class-related emotions students before English learning

The data interpretation of 33 students' answer about students' emotional engagement before English class are started that most of them disagree to feel weary or lethargic to learn English but rather than they feel excited to learn English appeared from their responding. The students were waiting to learn English. They

had attended before the lecturer. Moreover, they showed their emotional engagement before learning English through their attending to learn English. The data interpreted that a half of the students had high motivation to attend in English learning because they feel anxiety if they did not attend they did not understand of

the material. The data explained that some of students agree that they feel anxiety if they cannot understand English well so that they preferred to attend in the class hopefully they would understand later. Therefore, the students

had high motivation to learn English. It shown from the graphic that most of them did not feel discouraged to learn English. They attended and waited the English lecturer with aim that they can be enjoyable learning English.

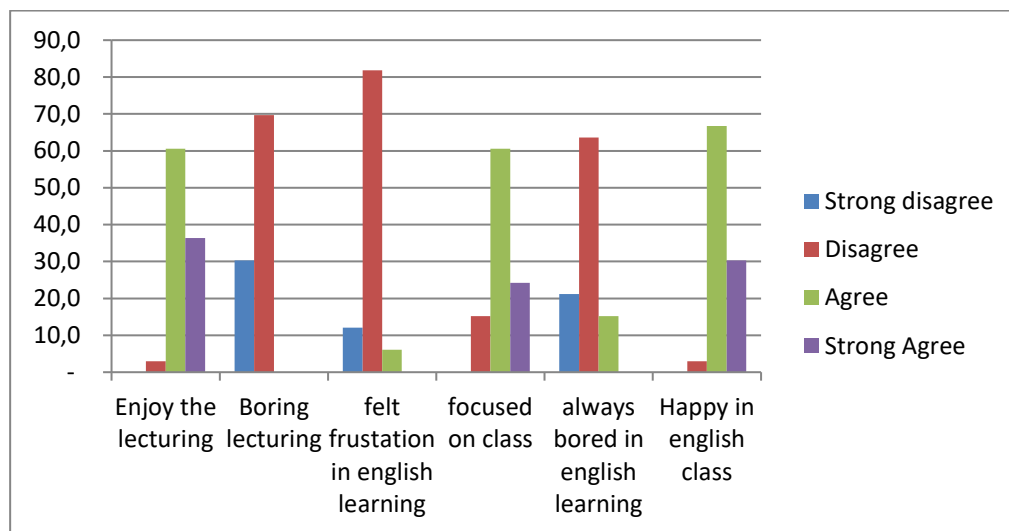


Figure 4. Class-related emotions students after English learning

The data interpreted that there were 35 students who given responding on the questionnaire of students' emotional engagement after English learning. During English class, some students strongly agree and agree that they are enjoyable with lecturing. It proven that they were not felt bored with English class. They were interesting on English

class like their previous responding on questionnaire before English learning. In addition, the students focused of lecturer's instruction to get the understanding of English lesson. Not only focused on English learning, they have good feeling like happy learning in English class.

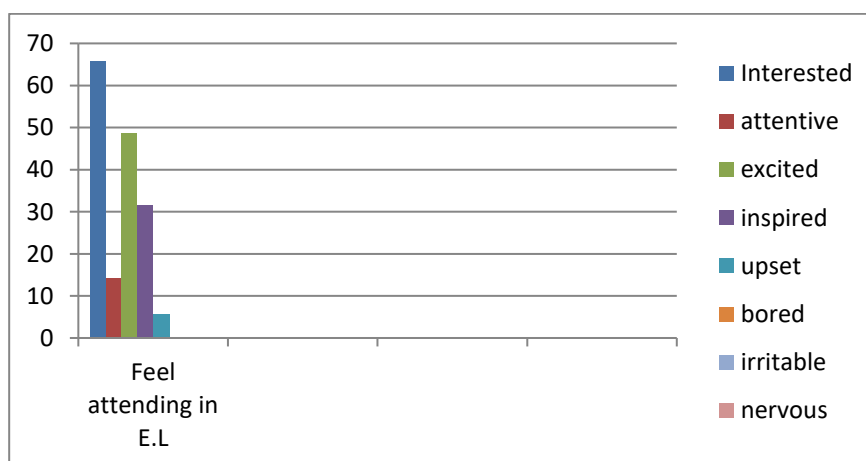


Figure 5. Manipulation check questionnaire

This questionnaire shows that the students' feeling to attend in this class is interested, excited, inspired, and attentive. It is the positive feeling to join in English class. This questionnaire has aim to ensure that the true statement of student in the previous

questionnaire (class-related emotions students before and after learning English). A few of them has felt upset and it was suitable with the previous questionnaire which the some of them felt difficult or frustration in learning English.

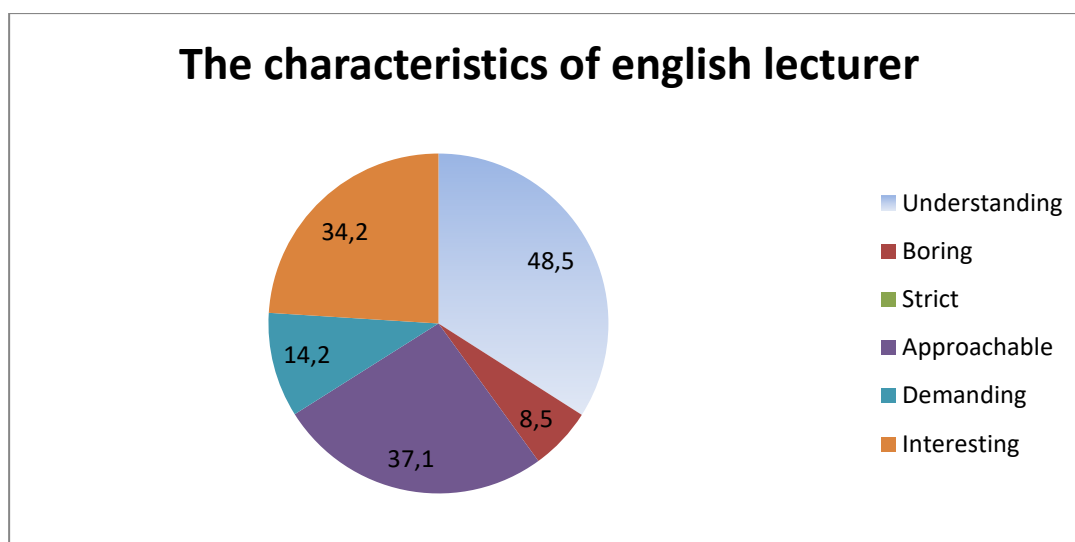


Figure 6. The characteristics of English lecturer

This data shows that most students given the feedback of the lecturer's characteristics by observing and feeling that the lecturer taught understandable, approachable, and interesting. The students' responding of the lecturer's characteristics is balance with what they stated on the previous questionnaire. The students stated that before and after learning English, the students felt motivating, enjoyable and focusing on English class. A few students give the respond that the lecturer was demanding. Thus, they felt bored.

Based on the finding of this research, the students' emotional engagement in learning English by using graffiti are interested, motivated, enjoyable and understandable. It has proven when the researcher records by using classroom observation. The students are interested when they explain the contents on graffiti. Some students give argumentation to complete the problem appeared on graffiti. It means that the students have did the consistent focus which are they can explain, argue and giving solution of the problem existing on the graffiti. Creating the interesting English classroom; it needs some references such as the using of teaching method, media, strategy, technique and the material so that those are able to support students' motivation in learning English. By using media such as picture, graphic, video, and card is one of the solution to teach English effectiveness. Graffiti art is a media to help individual in learning critically by creating the ideas to share information to the society. (Ruslan, 2018; Harjanto, 2014).

In addition, some indicators have indicated of students feel fun and excitement and use

verbal participation in learning process. It appears on the result of observation checklist that the students translated the words from Indonesia to English; spelled the words on the graffiti content, giving example the problem contextually. It means that the students do not feel boring because they are enjoyable the learning process. They are enthusiasm and interested to learn English because the content of graffiti relates to their faculty. Thus, they can express their some vocabularies, ideas, opinion relating to the contents. It is supported by the research from Wardlow (2017) stated that the characteristics students' engagement in learning are they active to follow the learning rules as formulating the answer, opinion, observing the problem, sharing ideas, cooperating with others in learning, and discussion in the classroom.

By using graffiti as a part of multimodal literacy practice the students to think critical which is in this research found that the students learnt independently to convey his solution relating to graffiti instruction. The students feel self-confidence to speak up and interact with the lecturer by explaining, describing, and writing the complete sentence on the white board relating to the content of graffiti. MacDonald (2001) stated that graffiti has advantages if it is applied in teaching learning process. The students are trained to develop their mind how to provide the problem solution through graffiti. The students are asked to deliver the meaning of problem in art's way. It enhances students' cognition in practicing the critical thinking. It means that graffiti has been effectiveness to attract students' emotional engagement in learning English. The students focus on the

lecturer's explanation. It has proven from the class-related emotions questionnaire and manipulating check questionnaire that almost students in the classroom have very high emotional engagement. They have turn to explain what the lecturer asked. It can influence students' psychology in the classroom. The students are enjoyable to learn, to do an assignment, to follow the learning rules, interesting in learning, self-confidence and self-esteem. Getting the students engage when they focus on learning process for instance they are able to respond the question, opinion, interact, brave. Thus, it gives impact on students' motivation and learning achievement. (Batan, 2017; Chen, Gonyea, and Kuh, 2008).

CONCLUSION

Graffiti is a part of multimodal literacy that is function as tool or media to attract students' emotional engagement in English learning. The students of public health program are enjoyable learning English vocabulary by using graffiti. They can interact with other students and lecturer by giving opinion, explaining, spelling the word, writing the complete sentence, argument to giving solution relating to the content social of graffiti. Moreover, before learning English the students feel anxiety in learning English because they think that English is hard lesson but after the lecturer teach English by using graffiti, the students are happy and enjoyable in English learning. They can understand the lecturer's instruction by responding the lecturer's questions. They motivate to drill their ability in productive vocabulary by discussion with lecturer and other students.

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