

EXPLORING AND CRITICIZING STUDENTS' ARTWORK AS A LEARNING MEDIA IN GENERAL ENGLISH INSTRUCTION

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Article Info	Abstract
Article History Received: March 2024 Revised: August 2024 Published: October 2024	<i>The use of students' artwork as learning media in General English courses is becoming more widely acknowledged for its many advantages. In order to clarify the significant and the implication of students' artwork as learning media, this research was conducted. The research questions, namely: 1) what type of students' artwork is chosen as learning media in General English courses? 2) How is the process of teaching using student artwork as a learning media? 3) what are the advantages of using student' artwork as a learning media? This research employed a qualitative case study approach. Data were taken from the result of interview to the five students of Fine Arts study program as the respondents then analyzed in percentage and NVivo 12 analysis. It is concluded that student's artwork as a learning media should be chosen based on students' preference. In relation to students' preference, paintings and sculptures are chosen as learning media in General English courses. The choice of artwork as learning media can increase motivation which helps students learn vocabulary, grammar, writing and speaking more quickly and eventually enables them to communicate in English. Accordingly, when students used artwork as learning media for learning English, they simultaneously advance their understanding of the arts and acquire practice speaking English as a foreign language. Therefore, further investigation is recommended to provide an understanding the implication of students' artwork as learning media. The research has limitation because it focused only on the English instruction. but did not address assessment using artwork. Therefore, further investigation is recommended to provide an understanding the implication of students' artwork as learning media.</i>
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INTRODUCTION

English Language Teaching (ELT) in Indonesian higher education institutions can be divided into two classifications, that is as expertise subject (core subject) and as general-supporting subject. ELT as core subject can be found in English department, while as supporting subject for non-English study program (Bahar & Husain, 2021). Its goal is to get students ready to read and comprehend English learning material (Dunifa, 2023). English Language Teaching as general courses is offered in various number of credits units based on the needs of each university (Putra & Suparni, 2023). The amount of credit for ELT as General Courses should be accompanied by the growing quality of student's achievement in learning English (Juliana & Juliani, 2020). The role of teacher is to create learning environment to develop students' communication ability in English since not all of the students in class active in learning English (Talok et al., 2023; Wempe & Collins, 2024). One of the ways to improve the quality of learning is maximizing the role of learning media in ELT (Sukavatee & Khlaisang, 2023).

Abstract information is frequently encountered in the teaching and learning process, and occasionally it is beyond the daily experiences of the students (Munna & Kalam, 2021). It makes teaching material difficult to be understood (Singer, 2022). In order to accomplish the learning objectives that have been specified effectively, learning media can transmit messages during the teaching and learning process, from the teacher to the students (Faishol & Mashuri, 2022).

Learning media has a strategic and functional role in the learning process that cannot be separated from the world of education. (Kandia et al., 2023). The usage of media of learning in classroom is crucial for teachers to present content of learning and design engaging activities in the classroom. Teaching media have many uses and advantages, such as in the leaning process, the media can be generating interest and motivation for students to learn (Puspitarini & Hanif, 2019). Compared to traditionally oriented teaching approach, which focus around the teacher, teaching aids are helpful in the learning process, making it a learner-centered one that considers the particular needs the pupils (Ezeh et al., 2021). Therefore, in selecting or using media, teachers are not only use media that have been provided traditional learning media but they also apply the new one that can be obtained around students or media which is a product of student's learning in their subjects (Topano et al., 2023). Learning media are an essential component of education, acting as a valuable instrument that improves quality, speeds up understanding, and establishes a strong basis for learning (Payadnya et al., 2023).

The utilization of instructional media is one of the several strategies and tactics that educators can employ to meet the goals of their lessons (Wulandari et al., 2023). Learning media can be employed in educational context that contributed to the learning process (Coşkun, 2021). When learning media are used, the teacher's function shifts from being the exclusive provider of knowledge to that of an organizer of learning activities (Ezeh et al., 2021). Learning media increases students learning outcomes, resulting in students who are highly motivated, active, independent, passionate, and competitive in solving learning problems (Litualy et al., 2022).

Related to English instruction, the method of learning English through art is the most effective and clear technique (Shomurodovich, 2020). In teaching and learning English, the attractiveness of learning media influences learning outcome (Buditjahjanto, 2022). Therefore, various visualization are available for learning English, because most of them have a vivid effect on students (Al Arif et al., 2023). Albaqami (2020) argued that the competency of English Foreign Language learners was greatly improved by input that combined art. There were four strategies of using art as a medium for learning English, namely using art to learn vocabulary, grammar, writing and speaking (Abduh et al., 2022). It means that using art as media in learning English, students get two advantages at once: developing their knowledge of art and they practiced English as their foreign language (Putri Cahyani, 2022). Thus, it appears that as a result of all these activities, their proficiency in English is progressively improving (Rahmatullah, 2020). Integrating arts into English language learning and teaching, students will develop their understanding of art to English. Integrating fine arts can serve as a bridge between ordinary learning and the field of fine arts studies (Thulasivanthana, 2020). Integrating art in English teaching through storybooks offers a captivating method for EFL classroom (Douglas, 2023). Furthermore, art-based assessment is an objective tool that allows for the collection of distinctive student's responses by integrating artistic experience or resources into the assessment process (Kantor & Lei, 2020).

The result of the studies above described about the integration of art into English language teaching. The research has not explained the using of students' artwork as media for English language teaching in non-English study program. Therefore, this research wanted to explore students' artwork as learning media in General English instruction for non-English

study program students through several research questions. The research questions were 1) what type of students' artwork is chosen as learning media in General English courses? 2) How does the process of teaching General English courses use artwork as a learning media? 3) what are the advantages of using students' artwork as a learning media in General English courses in non-English language study program?

RESEARCH METHOD

Research Design

This research was conducted at Fine Arts Study Program of Faculty of Culture, Management, and Business (FBMB) *Mandalika* University of Education. This research aimed to 1) explore the types of student's artwork chosen as learning media in general English courses, 2) describe the process of teaching General English courses using student's artwork as a learning media, and 3) describe the advantages of using student's artwork as a learning media in General English courses. In order to achieve the purposes of the study, a case study was employed as its research design. This research design is used to get an in-depth understanding of how student's artwork was utilized in teaching General English course to Fine Arts students, and to reveal their responses towards the use of student's artwork in the process of teaching and learning General English courses as well.

Research Participant

The participants of the research were all students of Fine Arts study program at FBMB UNDIKMA in the 2023/2024 academic year. There were five students as respondents. The participants consisted of two female students and other three are male students. They were selected based on the criteria that they joined General English courses, and they already have had artwork during two semesters. The students' artwork can be in the form of painting, picture, sculpture, graphics, photography, and other craft arts.

Instruments

The use of research instrument in collecting data played important role in research, because the success of research was determined by the accuracy from the researcher in determining the instrument of the study to collect the data. In this research, to collect the data, the researchers used interview developed from research questions. There are ten questions asked to the students, namely: How many types of artworks have you produced during this semester?; Do you like the way of leaning English that use learning media? Why?; Can you respond to the exercises/assignments given in English learning that use your work of art?; If your English teacher asks you to explain your artwork in English, which type of your artwork will you explain?; Which way do you prefer to explain your artwork whether by speaking or writing? Why?; Is learning English using learning media created by students more quickly understood than without using learning media?; Why do you prefer using student's artwork learning media rather than other media?; Do you need preparation before applying your artwork as a learning media? What is your preparation?; Are there any new things you learned during the learning process using your art work?; What are the benefits of learning English by using student's work as medium for learning English? All of the questions answered by the participants and their answers as data in this research. The figure below is the description of interview.

Data Collection Technique

In collecting the data, researchers used interview. The researchers interviewed the participants directly through semi-structured interview. Using semi-structured interview applied in this research because participants feel more engaged and comfortable in semi-structured interviews compared to highly structured formats. The conversational style encourages participants to express their thoughts, feelings, and experiences more freely. Semi-

structured interviews facilitate a deeper understanding of the context surrounding the topics being discussed. This context is crucial for interpreting and analyzing the data effectively. Based on the considerations semi-structured interview used for gathering qualitative data in this research.

Data Analysis

The data were collected through interview then followed by data analysis by the researchers. The steps of data analysis as follows: 1) preparing the data analysis: this involves transcribing interviews that aims to get a sense of the whole database; 2) reading and understanding all data: getting a general sense of the material and considering its overall meaning are the goals of this step; 3) coding: coding in qualitative research is an identification process towards research data sources for connected to a particular theme (Bandur, 2019). The process of classifying the data and labelling individual text segments or chunks is known as coding (Creswell, 2018; Maharini;Ambarwati, 2022). In this stage, the NVivo 12 program assisted the researchers by classifying and coding the data. The NVivo 12 menu rendered the encoded data's outcome visually; 4) interrelating themes and making description: after coding and creating charts based on analyzing result in NVivo then describe the result in the form of sentence. In this step the researchers had grouped the data in detail based on the topic obtained by analyzing the research findings. In the process of interrelated themes, the researchers described participants' point of view through NVivo analysis to support and substantiate their multiple perspectives; 5) drawing conclusions: the final data and research findings were presented into descriptive form. The following are the steps for data analysis by NVivo12: a) read the data carefully to obtain repeated word or sentences then grouped the data based on similarities into the themes that have been decided; b) input the interview transcribe into NVivo; c) make code in the NVivo based on the themes; then d) researchers generate the data into chart and make percentage toward the data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The research findings were derived from the analysis result of interview to the participants of the research. Based on the result of analysis that have been carried out, research findings can be described in the following figures. This research focuses to explore students' artwork as media of learning General English courses. Therefore, as in the interview description, the first things which is needed to know is the type of artwork produced by the students in this semester.

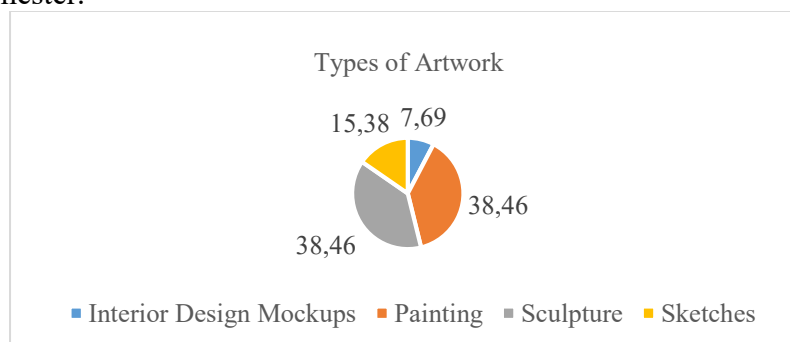


Figure 1. Types of Artworks

In Figure 1, it can be seen that types of artworks in the form of paintings and sculpture dominate the type of artwork produced by the students for two semesters, each of them got 38.46%, then followed by sketches (15.38%) and the last was interior design mockups (7.69%). Based on the findings, paintings and sculpture more number than other artworks since students prefer to make these two artworks than others. Based on the students

preference the artworks often used as learning media in teaching General English courses at Fine Arts study program.

Figure 2 describes the students' answer toward the question "Do you like learning English using learning media? Why? All of the students answered they enjoy learning English using learning media with various reasons. They assumed that learning English using learning media was for doing English exercise (37.50%), good (12.50%), important (12.50%), interest (12.50%), need (12.50%), express their own artworks (12.50%). The students' answer emphasized that learning through exercise and artistic expression can be fun and enjoyable. Moreover, learning media based on exercise, creativity and personal artwork can transform learning experience, making it more engaging, memorable, and meaningful for students (Rina et al., 2020).

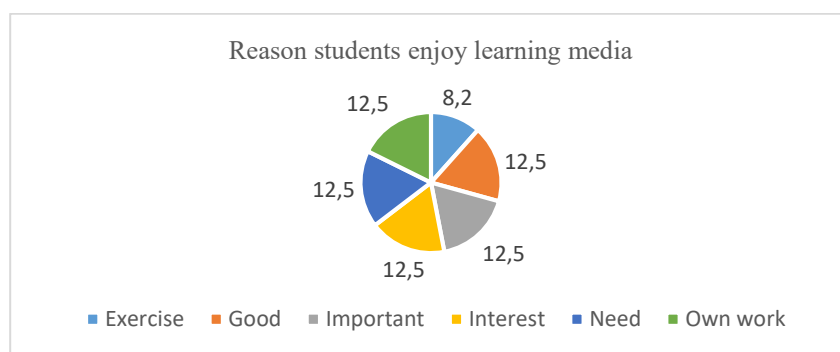


Figure 3. Reason students enjoy learning media

Figure 3 described the students' responses toward the exercise/assignment given in English using their artwork. Their answers were grouped into three categories, namely: 1) ability. There were 37.5% answered that they can do the exercise and explain the artwork. 2) process. There were 25% answered they did the assignment as a process of learning English. 3) value. There were 37.5% stated that their artworks had value because other people understand their artworks. These findings emphasized that students' response to exercise/assignment using students' artworks as leaning media can be influence their ability in learning English, learning process, and the perceived value of using the media. By considering these factors and meaningful learning experience, English teacher can create learning environment using students' artwork.

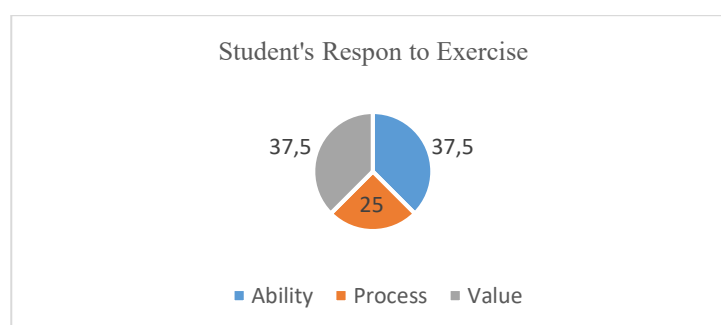


Figure 3. Student's response to exercise

Figure 4 explained about type of artwork described. It is found that 16.67% explained about abstract face; 33.33% explained about painting, 16.67% explained about sculpture, self-artwork, and very good artwork. These types of artworks described can show students' preference on type of artwork described. Student preferences for a particular type of artwork because they resonate with the style, themes, or emotion expressed. For example, a student might prefer abstract art because it allows for personal interpretation and expression. By

incorporating students' preferred artwork into learning material, English teacher can create learning experience with students (Waluyo, 2020).

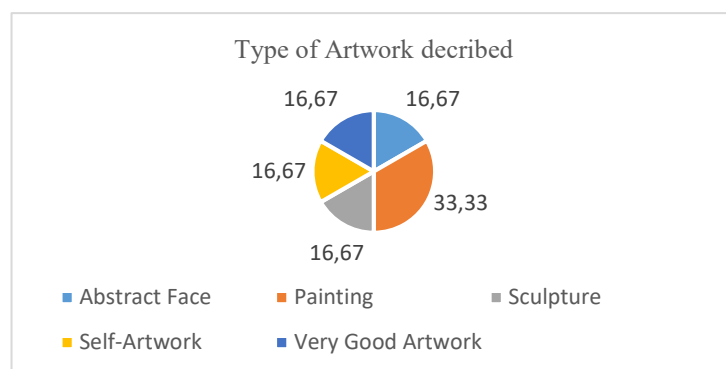


Figure 4. Type of Artwork described

Figure 5 referred to language skill preference when the students explained their artwork whether by speaking or by writing. The research findings showed that there were 57.14% chose speaking to explain their artwork while 42.86% used writing skill. The students prefer speaking to writing when explaining their artwork for several reasons: 1) it was easier to communicate their thoughts verbally rather than in writing since they may find difficulties to put the idea into written words but speaking allows them to express the idea spontaneously; 2) the students can receive feedback immediately from listeners' reaction on their explanations.

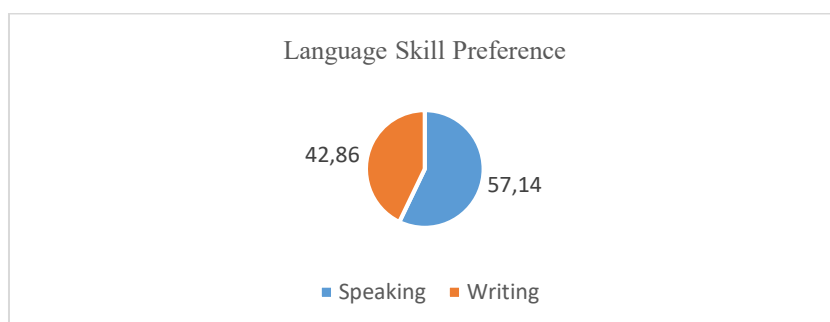


Figure 5. Language Skill Preference

Figure 6 explained the comparison of using students' artwork as learning media rather than other learning media. For this question, students answered that using students' artwork as learning media made their understanding in learning English easier (71.43%) and more quickly (28.57%). Through the use of visual aids like artwork, students can understand teaching material easily (Abbas et al., 2021).

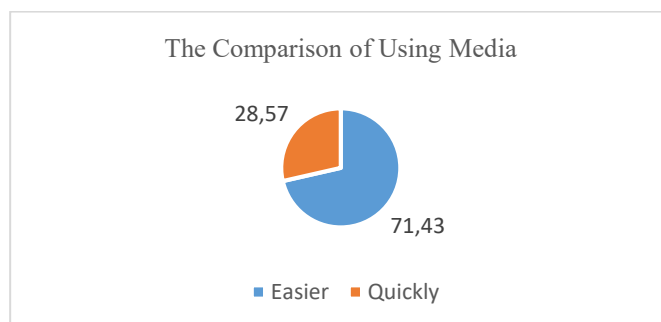


Figure 6. Comparison of using artwork and other learning media

Figure 7 described about the reasons of using students' artwork. For these questions, the answer of the students was varied, namely easy to apply English (42.86%), more understand, interesting way, a new way in learning English, and relation to one's life, each of them has similar percentage that is 14.29%. The students said that using artwork easier to easier to describe and meaningful. Interesting way in the finding research meant when artworks are used, students are frequently more engaged in discussion. It is a new way of learning in the finding referred to this method of teaching general English using students' artworks is a new method because using students' artwork as a learning media has never been implemented in General English courses. Relation to one's life in the figure referred to that artwork provide a context for language learning. Students can relate language skill to real life situations depicted in the artwork, making language use more authentic and practical.

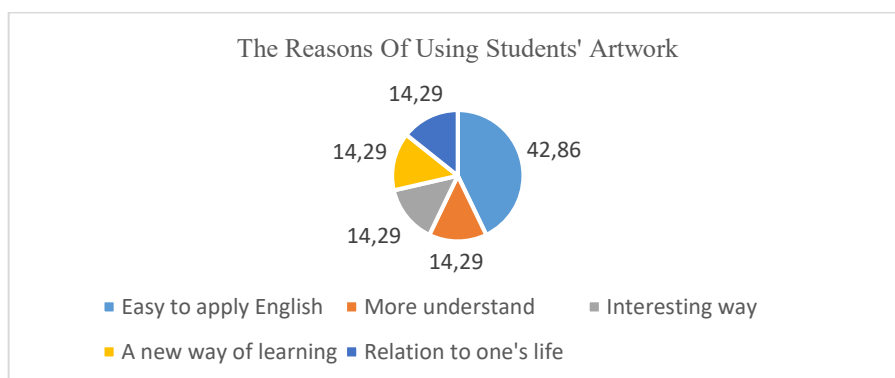


Figure 7. The reasons of using artwork

Figure 8 illustrates the students' behavior and emotional responses before applying artwork as a learning medium. The data reveals that 80% of the students prepared themselves for the activity by actively searching for new vocabulary related to the task, indicating a high level of engagement and readiness. However, 20% of the students, represented by one individual in the study, exhibited signs of anxiety, feeling nervous about the activity. This particular student expressed concerns about their ability to comprehend the learning material and their performance on the upcoming assignment. To address this anxiety, the teacher implemented a supportive approach by asking the student questions directly related to their artwork. This method aimed to ease the student's tension by connecting the questioning to a familiar and personal aspect of the learning experience, thus creating a more comfortable environment. Research supports the effectiveness of this approach. According to Damayanti and Listyani (2020), student anxiety can be alleviated through supportive questioning strategies that are aligned with the learning context. By focusing on the student's own work, the teacher fosters a sense of security and reduces the fear of failure, ultimately enhancing the student's confidence and engagement in the learning process.

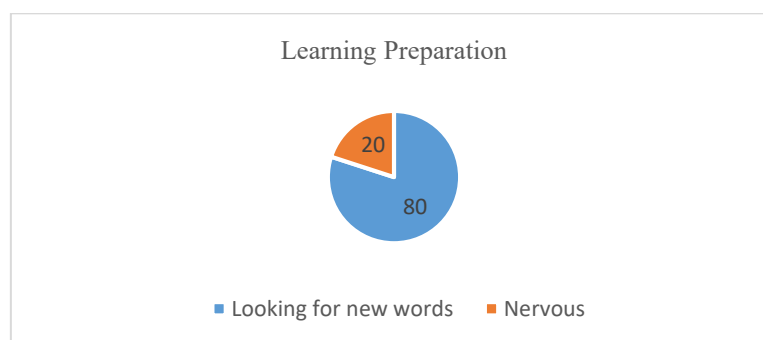


Figure 8. Learning Preparation

Figure 9 described about the advantages of learning using artwork. The result of interview showed that there were 60% answered to enhanced communication ability in English and other 40% students answered they have motivation to study English using artwork.

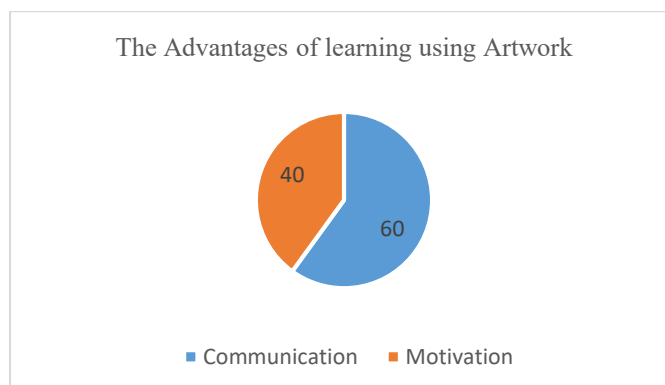


Figure 9. The advantages of learning using Artwork

Figure 10 described about the advantages of learning General English course using artwork. There are three answers, namely communicative (20%), meaning (20), vocabulary gain (60%). Communicative can be seen through how the student analyzing a painting or a sculpture can spark conversation about tool, material, and how to make it, fostering an environment where the students can practice speaking. Communication ability is shown by describing own artwork, student can explain the theme of artwork, so that the student and listeners can get the meaning of the artwork. When students analyzed and discussed their artwork, they found words in its context. This process reinforces their understanding and retention about the artwork (Pavlovich Roshchin & Sergeevna Filippova, 2020).

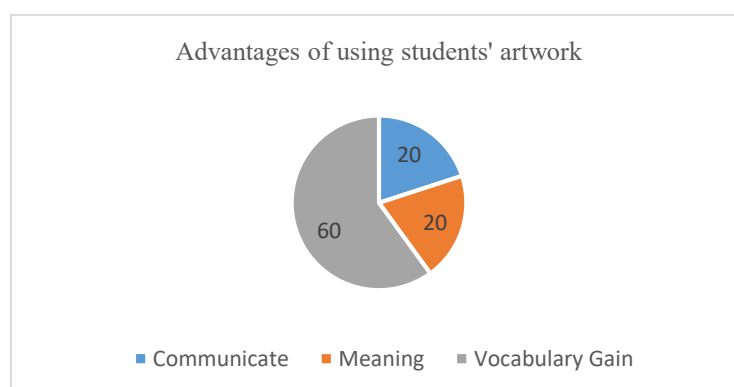


Figure 10. The advantages of learning using Students' Artwork

The figure 2 up to the figure 10 can be represented in a word cloud in figure 12. Word cloud which was processed using NVivo12 from all contents of interview in figure 12 showed that the words “English,” “learning,” “using,” “student’s artwork”, “media” have high number of references. The words showed the dominance of frequent words submitted by the respondents. The words can be described as follows: 1) English: the frequent mention of “English” indicated that discussion, activities or content related to the English language are central to the dataset. This may include English language learning or General English courses in Fine Arts study program 2) learning: the prevalence of “learning” suggest a focus on learning process, and strategies of learning General English courses in Fine Arts study program. This can include effective learning technique and learning outcome of English language instruction. 3) The term “using” relates to the utilization of certain tools, method or

approach in General English language teaching and learning. 4) Student's artwork: the presence of art and artwork indicated a connection between students' artwork and English language learning. This may include the integration of artistic expression into language instruction, the use of artwork to enhance comprehension, or the role of creativity in General English language learning. 5) media refers to tool or media in English language learning in Fine Arts study program. Based on the result of word clouds analysis showed that there is a connection between the dominant words that appear namely "English," "learning," "using," "student's artwork", and "media". This showed the relationship between the dominant words that appear regarding students' artwork chosen as learning media courses in Fine Arts study program, its advantages, and its learning proses. Therefore, every English teacher needs to learn how to choose and determine learning media so that the achievement of learning objective in the teaching and learning process is optimal.

Discussions

Students' artwork is Chosen as Learning Media

In achieving certain goals in learning, environment for learning is needed to create. Teachers cultivate a learning atmosphere, that is supportive and inspires students in classroom (Kara et al., 2020). Using learning media can help simplify complex concepts and improve students' understanding (Lo & Ku, 2021). It implies that using students' artwork as a learning medium in General English Courses can be an innovative and effective approach to encourage students understanding.

As mention on the research finding, there were four types of artworks produced by the students namely interior design mockups, painting, sculpture, and sketching. These types of artworks are the student's imaginative activity. Among those four types of artworks, painting and sculpture more produce than other two of the students' artwork. It can be said that the two types of the students' artworks are the students' preference since there are more of them. In relation to students' preferences, interest, skill areas, and life experiences play a significant role in students' preference (Bağrıaçık & Emir, 2023). Based on the number and preference on certain artwork, painting and sculpture are chosen as learning media. The consideration is when students saw their own artwork utilized as instructional material, they develop a deeper connection to English learning. Students discuss and explain their own artwork in English language naturally. Furthermore, students' artwork improves their confidence in analyzing the artworks and deepens their understanding of artistic elements by using their own artwork (Gumulya, 2024). Hence, by using selected students' artwork as learning media, teacher can harness the power of creativity, to enhance English language learning outcomes in General English courses.

Teaching and Learning Process to Achieve English Learning Objectives

In teaching process, teacher gives instruction to students and makes students actively explore various sources to increase their knowledge and achieve General English objective. After selecting the types of artworks as learning media, the teacher task is to foster creativity and design learning so that students can express their artwork (Masfufah & Nurdyansyah, 2023). The process of the teaching and learning carried out included several processes, namely: 1) both teacher and students understand the objective. Learning objectives can be useful for teachers and students because they define the knowledge and skill that students are expected to have obtained after completing educational activity (Li et al., 2022). Learning objectives, for example, can guide course design since they frequently indicate how course contents should be arranged to guarantee a proper sequence of instruction and optimize learning activities throughout the semester. In line with the process number one, the learning objectives explain to the students through study contract in the first meeting of learning activity. 2) language activities: design language activities that integrate the artwork. Language

learning activities can overcome problems related to communication in language classroom (Omar et al., 2020). Some of the communication activities that have been carried out in this research are: a) descriptive writing: ask student to describe the artwork use correct English language structure; b) storytelling: have students create story based on the characters or scenes depicted in the artwork, and ask students to describe about tools and materials, the process of making the artwork, and the meaning of artwork as well.

The Advantages of Students' Artwork as Learning Media

In the research findings based on data analysis, students stated the advantages of using Students' Artwork as learning media in General English courses. Students' answers are listed orderly, namely: communication, get meaning from the context, vocabulary gain, motivation in learning English, learning English easier.

When students' artwork is used as a medium of learning English, it significantly improves their communication skills. Analyzing artwork as a medium can improve students' English-speaking skill because improve their understanding of vocabulary and pronunciation (Putri et al., 2023). Besides that, students naturally engage in verbal and written communication, expressing ideas, thoughts, and feelings in English while they produce and discuss their artworks (Uduak & Akpan, 2020). In this research, students explain their artwork both in written and speaking in the front of the class. After explaining the results of his artwork in the front of class, it was continued with discussion between students. Through this interactive method, students' language skills are strengthened and they are also encouraged to participate activity and collaborate with others.

Students' artwork help contextualize language in meaningful ways. For example, a painting depicting a busy market scene can be used to teach vocabulary related fruits, vegetables, and interactions between buyers and sellers. This contextualization makes language learning more relevant and easier to understand.

Using students' artwork as an English language learning media, it can increase vocabulary acquisition. Students get the chance to experiment with and use new words and phrases in their works as they express themselves artistically. When students evaluate visual features, describe their artworks, or talk about procedure, they are naturally exposed to and acquire terminology in meaningful situations. This interactive method increases their vocabulary while also strengthening recall by actively using words and associating them with visual cues. Through the integration of vocabulary acquisition with artistic expression, students strengthen their overall competency in English by developing a wide a diversified language repertoire and artistic appreciation expand students' cognitive understanding (Mosako & Ngoepe, 2020). By integrating their artwork in English instruction improving their understanding and encouraging active engagement in learning process.

Moreover, in terms of motivation, the result from the semi structured interviews confirmed that using students' artwork in learning English were able to promote students' motivation. As shown in figure 10, students are more likely to be motivated when implementing students' artwork as learning media. If students are more motivated to learn, they are more likely to be involved. They will achieve their learning objectives. Learning outcomes are directly impacted by student achievement motivation (Lao et al., 2021). Thus, a student will learn well if there is a driving factor, namely learning motivation.

CONCLUSION

Based on the research findings and data analysis, it can be concluded that using students' artwork as a learning medium should be carefully selected based on the students' preferences toward their own artistic creations. The research indicates that when students are allowed to incorporate their preferred forms of artwork, such as paintings and sculptures, into their learning process, they become more engaged and motivated. This approach is

particularly effective for fine arts students who are studying General English courses, as it aligns with their interests and strengths in visual arts. By integrating artwork into the language-learning process, students can enhance their motivation to learn English, which in turn accelerates their comprehension of vocabulary, grammar, writing, and speaking skills. Ultimately, this method enables students to improve their ability to communicate effectively in English. Moreover, the research highlights that when students use their artwork as a medium for learning English, they simultaneously deepen their understanding of the arts and gain valuable practice in speaking English as a foreign language. This dual benefit occurs because the process of creating and discussing artwork naturally involves communication, both verbal and written. As students express their ideas, thoughts, and emotions through their artwork, they are required to use English to explain their creative choices, thus fostering a more immersive language-learning experience.

The implications of this research are significant for educators, particularly in General English courses for fine arts students. By utilizing students' artwork as a medium for language instruction, teachers can create an interactive learning environment that enhances students' communication skills. As students engage in discussions about their artwork, they are given opportunities to practice spoken and written English in a meaningful context. This interactive approach not only improves students' language proficiency but also boosts their confidence and motivation to actively participate in classroom activities. Additionally, the collaborative nature of sharing and discussing artwork encourages peer interaction, which further enhances language learning through social engagement. In conclusion, the integration of students' artwork into language instruction not only supports the development of their English language skills but also provides a valuable bridge between their artistic abilities and linguistic proficiency. This innovative approach allows students to simultaneously grow in their understanding of both the arts and the English language, making the learning process more relevant, engaging, and effective.

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