A Thematic Analysis Of Textbook Graffiti By UNRWA Preparatory School Students In Jordan From The View Of Sociolinguistics As An Act Of Vandalism

Abdullah Hussein[1*], **Ilangko Subramaniam[2], ***Mo'ath Sweidan[3]

[1*]School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang, Malaysia, husseinabed83@student.usm.my, https://orcid.org/0009-0000-8174-3962
[2]School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang, Malaysia, ilangko@usm.my,
[3]School of Arts, Language and Literature, University of Jordan, Amman, Jordan, Muath_riyad@yahoo.com, http://orcid.org/0000-0002-4873-2070

*Corresponding author: Abdullah Hussein ** Co-author: Ilangko Subramaniam *** Co-author: Mo'ath Sweidan

ARTICLE INFO	ABSTRACT
	Though graffiti has become a significant cultural and linguistic phenomenon that has been studied throughout history, there is still room for further investigation into how graffiti in various contexts, particularly in a primary education institution, serves to voice students' thoughts and feelings. As a result, this study investigated the common themes as well as the lexical and syntactic elements of graffiti written on students' textbooks at four UNRWA preparatory schools in Amman, Jordan. This study found that students' graffiti covered a wide range of themes, including love and hate as the most dominant themes and faith and religion as the least prevalent themes. The data analysis also found examples of lexical features such as autonomies and repetitions. The most common lexical feature observed in students' graffiti was antonymy, while swear words were the least common feature. The findings provided great value to those interested in studying social, sociological, sociolinguistic and psychological issues as they explained some of the themes that help reveal the values and cultural norms of students' society. The findings also offered a valuable source of data for those in education, especially teachers, school principals, school counsellors and education stakeholders to understand students' community in an attempt to construct a conducive, supporting and peaceful learning environment and ultimately improve students' achievements and performance.

Keywords: Graffiti, themes, language structures, lexical features, syntactic features, UNRWA (United Nations Relief and Works Agency) |

Introduction

The origin of the term 'graffiti' comes from the Italian word graffito, which is concerned with the writings or images on many surfaces (Chiluwa, 2008). The origin of graffiti dates back to ancient times, having examples dating traced back to the ancient Greek and Roman empires. (Othen-Price, 2006, p. 6) asserts that the origin of graffiti as a social act is traced back "as early as human societal living". Furthermore, (Teixeira, et al., 2003) similarly argue that writing on surfaces is indeed an ancient behaviour.

Nowadays, one may wonder what inspires students to do graffiti on objects they pass by, as well as what motivates them to write things on their textbooks that they are asked to return them to school by the end of every year. Graffiti that students leave behind on their textbooks causes damage and make them subject to destruction. In this regard, (Stower, 1997, p. 1) views graffiti as "any unsolicited marking on a private or public property that is usually considered to be vandalism". Similarly, (Castleman, 1982, p. 1) refers to graffiti as all markings that "deface public or private property". Moreover, (Hermer & Hunt, 1996, p. 456) state that "the term graffiti has generally been reserved for the transgressive adornment or defacement, depending on your

point of view, of public sites". This is to say that the term graffiti is also viewed as a defacement of public or private objects.

Statement of the Problem

Graffiti, whose creator is frequently nameless and is typically constrained by personal inhibitions and social standards to express themselves freely, could be seen as "freedom of expression" (Tracy, 2005, p. 22) and (Abel & Buckley, 1977). It might be seen as a free tool that people use to express their thoughts, love, political statements, etc. (Raymonda, 2008). Because of this, "the analysis of graffiti could provide vital information for investigations of the breakdown of discipline and order, or into the workings of the moronic or ego-starved or bored mind" (Reisner, 1974, p. 8). Despite the fact that graffiti has long been a significant cultural phenomenon and has been the subject of several studies, more research still needs to be done on the ways in which it expresses the thoughts of its creators in various circumstances. The graffiti found on the textbooks of UNRWA students in Jordan is the subject of the current work, which conducts a theme qualitative analytical study. The purpose of the study is to investigate how students in UNRWA schools use graffiti on their textbooks to express themselves.

(Farnia, 2014) states that graffiti is a source of data, that includes linguistic studies of discourse patterns and grammar, examining cultural production in different fields. It is a good source of significant information and an indicator to future actions and intentions (Zakareviciute, 2014). In addition, (Hanauer, 2004) suggests that graffiti is a form of linguistic communication that aids in the comprehension of local discourse resources. Nonetheless, it is commonplace to take graffiti concerning important issues that have a direct impact on students for granted. Moreover, Students' graffiti on textbooks are considered vandalism, and those caught doing graffiti on their textbooks are often punished. Although many studies on students' graffiti have been conducted in various contexts, this research fills a gap in the context of UNRWA students and more specifically on their textbook graffiti. Thus, this study addresses this gap by investigating UNRWA students' graffiti found in their reobtained textbooks. Specifically, this study is guided by the following questions:

1. What are the common themes conveyed by UNRWA students' graffiti?
2. How is UNRWA students' graffiti structured according to lexical and syntactic features?

Significance of the Study

The study hopes to provide a great value to those interested in studying social, sociological, sociolinguistic and psychological issues. Additionally, it is an investigation of some of the themes that help reveal the values and cultural norms of students society, since through these writings, graffitists (students) produce and reproduce ideologies and beliefs (van Dijk, 1999). In this regard, (Al-Haj Eid, 2008, p. 6) claims that students' graffiti could be viewed as "a worthy index of their socio-economic background as well as a very influential mode of expression in a wide range of topics" particularly for those who feel disenfranchised by the society (Farnia, 2014). With respect to the scope of the study, (Al-Khawaldeh, et al., 2017) assert that any linguistic feature in a social group provides variation that differs in frequency from one group to another in a patterned and expectable way, it is hoped that this study would offer a valuable source of data for those in education to consider students' needs as well as it would help in discovering students' feelings, opinions, and attitudes. The findings of this study help teachers, school principals and education stakeholders understand students' community in an attempt to construct a conducive, supporting and peaceful learning environment and ultimately improve students' achievements and performance.

Literature Review

Graffiti receives a different perspective in the modern era, and is primarily viewed as an illegal act that damages public or private property rather than being an artistic method. It is viewed as a source of information for research on gender differences, cultural creation in various regions, and linguistic studies of discourse patterns. Research on graffiti in various locations has revealed that the purposes and types of messages graffiti conveys vary cross-culturally. For example, (Hanauer, 2004) looks at graffiti as a particular kind of communication used by a number of subcultures to express their unique viewpoints in the public domain. Accordingly, graffiti fulfills three functions of (a) allowing the entry within public discourse of messages regarded as marginal by other media; (b) providing the individual with the opportunity to express controversial contents publicly; and finally (c) it offers marginal groups the possibility of expressing themselves publicly (p.29).

Graffiti plays a significant impact because it gives people who feel marginalized by society a very effective means of expression. According to (Pietrosanti, 2010, p. 2), political groups use graffiti as a communication tool. Major themes for political graffiti are associated with labor conditions, freedom, political power, unemployment, religious thought, and civil rights". So, it is not surprising that graffiti research utilized to reflect political instability, civil rights movements, and anti-war rebellions from the 1960s onward. For example, (Farnia, 2014) states that before the 1979 revolution, there has been challenging the authority through graffiti in Iran, where it took the form of political commentary and served as a means of expressing the populace's rage and opposition to the regime. therefore, the graffiti writers have been prosecuted. In some places, nevertheless, a closer look at the wall art shows that it serves as a platform for "a minority group, denying other legitimate media, articulate pent up social and political concerns". It can be argued that graffiti provides a voice to the voiceless; it can be seen as a way of historicising the text or textualising the history. (Nwoye, 1993, p. 423). For example,

according to (Kan, 2006), students in Kenya use graffiti as an alternative medium of communication to express themselves in situations when they are unable to participate in the decisions that are made.

Graffiti is a language phenomenon that combines "form and content," thus it is important to understand its significance as a byproduct of human linguistic expression as well as the type and significance of the message being delivered (Gross et al., 1997, p. 275). Girder (as cited in Ta'amneh, 2021) states that graffiti is a means of language communication within a community setting. Moreover, graffiti is a phenomenon of language that typically takes the form of anonymously written words (Mwangi, 2012).

Scholars from throughout the world study graffiti from a linguistic perspective. According to Hall (as cited in Gasparyan, 2020), graffiti can go through a number of linguistic processes. These include, among others, phonological (alliteration of vowels and consonants), morphemic (alliteration words as to affixes and roots), syntactic (using particular structures at the beginning of sentences), modifications of existing expressions, parallel syntax, questions that have no proper answers, conditional sentences, patterning, and common expressions.

Also, according to (AbuJaber, et al., 2012), graffitists frequently use a variety of tactics, including superfluous capitalization, the use of numerous signs and punctuation marks, vowel lengthening, spelling errors, popular spelling, romanization, and mother tongue inferences.

(Ta'amneh, 2021) finds that kids' graffiti uses straightforward language to transmit entire religious, political, and emotional ideas to other people. According to (Al-Khawaldeh, et al., 2017), the linguistic features of college students' graffiti are simplicity and variation. Students employ these features in their graffiti for satirical, political, social, national, religious, and personal reasons. (El-Nashar & Nayef, 2016) observe the lexical features of Egyptian automobile graffiti, the majority of which contain religious phrases.

Intriguing linguistic features of graffiti is identified by (Sheivandi, et al., 2015), including consonant and proverb alteration, parallel syntax use, conditional patterns, and puns. According to (Abu-Jaber, 2013), graffitists frequently use articles, concords, conjunctions, contractions, nouns, and pronouns in their writing. Because of mother tongue interference, overgeneralization, conformity with native speakers, and ignorance, graffitists make these grammatical mistakes. The language utilized in the students' graffiti, according to (Mwangi, 2012), also contains humor, symbolism, irony, short forms, acronyms, and abbreviations that serve a variety of communicative purposes.

Alliteration and rhyme are noted as noteworthy linguistic features in study conducted by (Al-Haj Eid, 2009) on students' graffiti, which identifies simplicity as an observable linguistic device. Graffiti sentences are frequently brief and of the simple sentence form, according to (Obeng, 2000). Moreover, graffiti as a language possesses interactional traits including indirectness, adjacency pairs, turn-taking, repair, opening and closure. Also, according to (Claramonte & Alonso, 1994), university students who are linguistically quite creative often employ a variety of linguistic devices in their graffiti, including abbreviations, acronyms, clips, puns, rhymes, slang, and derivations.

Methods

In this study, students' graffiti was thoroughly examined and interpreted using the qualitative method, more specifically thematic analysis. Thematic analysis is a flexible qualitative method for analyzing unstructured data, including graffiti, by gathering linked thematic codes to form meaning clusters (Braun & Clarke 2006). Researchers can analyze the theme's frequency in relation to the entire text, which improves their interpretations or meanings and ensures accuracy (Alhojailan 2012). Also, it focuses on identifying and describing both explicit and implicit ideas rather than just counting actual words or phrases. In this regard, Thematic coding, according to Halldorson (as cisted in Al-Khawaldeh et al., 2017), enables researchers to analyze all of the data by determining its most fundamental meaning or the story that the data is attempting to convey.

Data was collected by using a mobile phone camera, a notebook, and a pencil. The cell phone camera was used to capture photos of graffiti from students' textbooks, while the notebook and pencil were utilised to record notes. To verify the accuracy of the information, photographs of the graffiti were taken. Drawings, sketches, caricatures, and other images were included in this study.

Two male and two female preparatory schools were randomly selected from two of the biggest UNRWA school complexes in South Amman Area, Jordan. Yet the data for this study was gathered from different students' textbooks representing the main four topics (Arabic, English, Math and Science). Although it is difficult to determine the minimal size of the corpus necessary for topical analysis results to be meaningful (Dombrowski, 2011), for this study, data was gathered and analaysied using content analysis. According to Weber (as cited in Stemler, 2001, p. 1), content analysis can be used to identify and characterize the focus of particular social groupings as well as draw insightful conclusions about them. Thus, performing content analysis helped the present researchers look at themes conveyed by the students' graffiti. In this regard, (Erlingsson & Brysiewicz, 2017) provides a very simple process for doing qualitative content analysis on textual data that begins with a 'meaning unit' and ends with a 'theme' (see Figure 1).

Figure 1 *The processes of qualitative content analysis*
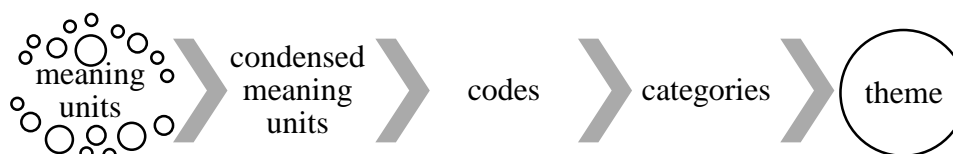
Transcribing texts is a common way to begin a qualitative content study. The main objective of qualitative content analysis, according to (Erlingsson & Brysiewicz, 2017, p. 94), is "to systematically transform a large amount of text into a highly organised and concise summary of key results".

The second level of analysis focuses on the lexical and syntactic features of the language structures used in UNRWA students' graffiti. Regarding syntactic features, the current researchers obtained classifications provided by (Quirk & Greenbaum, 1973), who divide texts into three syntactic classes (see Figure 2).
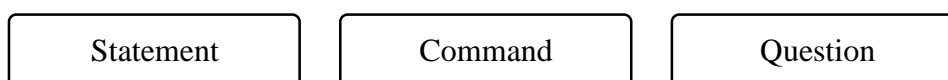
Figure 2 *Lexical Features as provided by (Quirk & Greenbaum, 1973)*

Each of these classes is connected with a particular communication purpose. The data was classified into three primary syntactic classes as provided by the aforementioned scholars. Added to this classification exclamatory sentences. Whereas, linguistic aspects of student's graffiti are referred to as lexical features. Accordingly, these features were summarised and discussed.

Analysis and Discussion

Themes

This section provides a description of the many themes identified through a content analysis of the students' textbooks graffiti. Four preparatory schools yielded a hundred graffiti, most of which were indistinguishable and were therefore excluded from further examination. Finding the common themes students intended to express in their graffiti is the primary goal of this study. According to Table 1, "love and hate" is the theme that is expressed the most frequently, with a frequency of (30), followed by "fanaticism" (20), "leaving memories and egocentrism" (12), "patriotism" (9), "politics" (7), "management" (4) and "faith and religion with a frequency of (2) each. Table 1 shows the themes that are determined by the qualitative analysis of the data.

Table 1 *Frequency and distribution of students' graffiti in terms of the themes conveyed*

Theme	Frequency	Example
Love and hate	30	"I love you/ Love U" "بحبك" and "I hate teacher X" X"يكره الأستاذ"
Fanaticism	20	"Al-Wihdat is the hero of the league" "الوحدات بطل الدوري"
Leaving memories	12	"You're the love" "انت الحب"
Egocentrism	12	"to be with myself, is better for me" "لحالي أحلى لي"
Patriotism	9	"long stay Palestine" "دامت فلسطين"
politics	7	"The damned Balfour Declaration" "وعد بلفور اللعين"
Management	4	"Oh school principal, we need a bigger sports room" "بدنا غرفة رياضة أكبر يا مدير"
Faith and religion	2	"We belong to Allah and to Him we shall return" "انا لله وانا اليه راجعون"
Total	**98**	

Love and hate

School students frequently express their feelings regarding love and hate in their graffiti because they are prominent social issues amongst teenagers. Themes of love were shown in a variety of ways, such as explicit words in Arabic or English, or drawings of hearts with names written on them as a sign of love. The English phrase "I love you/ Love U" or the Arabic phrase "بحبك" were the most prevalent statements on students' textbooks. Among the graffiti, there were also some sentiments of hatred. For example, "I hate teacher X/ X يكره الأستاذ", where X is either a male or female name; nevertheless, in this study, the X was frequently replaced by someone's name. Additionally, it may be argued that the reader, who is referred to as "you" or its abbreviated

version "U," is the most major social actor included in graffiti as shown in the above example written in English. It is undeniable that the most prevalent theme in students' graffiti inscriptions is love, as it is common knowledge that young people today are addicted to romantic comedies and even social media, where it is simpler for them to get to know people online. Teenagers also begin to explore the world and other people at this time, particularly those who are the opposite sex.

Fanaticism

Fanaticism is another theme conveyed by students' graffiti. Fanaticism is behaviour that displays "excessive enthusiasm" for specific religious, political or social beliefs (Schuurman & Taylor, 2018, p. 13). Examples include names of well-known football teams and football players. Students' obsession with sports, particularly football, is evident in their graffiti. For a large segment of students, the phenomenon of graffiti has turned into a
n obsession. These examples include "- What is the value of my life if I am not a Wihdati fan " ما قيمة حياتي ان لم "
" أكن وحداتي and "Al-Wihdat is the hero of the league" "الوحدات بطل الدوري". This is to say that "Al-Wihdat" is a national Jordanian football team.

Leaving memories

(Zuwiyya, 2000:1 states that a memory is a piece of autobiographical writing that is often shorter than a comprehensive autobiography. It attempts to record particular high points or significant moments in one's past, frequently incorporating a consideration on the significance of that event at the time of the memoir's writing. She adds that memoirs may be more emotionally concerned and focused on documenting specific moments or a sequence of events. Students create a variety of memoirs reflecting both their positive and negative school experiences. They try to condense the recollections of their time in school into a single thought or phrase, and occasionally they affix their names and the publication date of their memoir to the graffiti they do. They include either happy or negative memories of significant events during their time in school. Examples of this theme are shown in these graffiti "you're the love" "أنت الحب"and "my beloved, I am nothing without you" "حبيبتي...انا ولا اشي من غيرك"

Egocentrism

One of the major themes in the graffiti written by students is egocentrism or self-identity. Egocentrism manifests as a preoccupation with one's own inner world. Egocentrics think that they are the most significant or legitimate, along with their own thoughts or interests. The first-person singular pronoun " أنا/I and myself" is frequently used in graffiti with this theme. It suggests that the author is the text's most important social actor. They use a positive language to favorably describe themselves in order to develop their identity. This can be seen in the phrases such as "انا وبس" / "only me", "to be with myself, is better for me / حالي أحلى لي" and "Happy birthday to me / ميلاد سعيد لي".

Patriotism

This function ranks first in the table of functions, accounting for 12.4% of the total number of expressions collected for the study. Patriotism is defined as a passionate love and support for one's country. A patriot is someone who feels a strong love to their country. Students are proud of the virtues, values, cultures, traditions, and achievements of their country. Patriotism indicates that pupils prioritize their country's interests over their own. Furthermore, patriotism denotes loyalty and allegiance to the places of their forefathers. It also largely relies on commitment to the wellbeing of the nation and patriotism to its leadership, people, and territory. It is becoming clear that Palestinian schoolchildren believe that graffiti allows them to express their furious outbursts of passion by painting statements about Palestine on various surfaces. The following are some examples of how to exhibit patriotism "Palestine is in the heart" "فلسطين في القلب" , "long stay Palestine" "دامت" and "Oh, hurt Palestine" "يا فلسطين الجريحة".

politics

There were not many pieces of graffiti whose authors wished for the Islamic revolution and the Supreme Leader to have an unwavering and eternal standing. No graffiti with anti-state authority content was discovered within the study's data. For example: "The damned Balfour Declaration" "وعد بلفور اللعين"and "Palestine is the case of all Arabs and Muslims" "فلسطين قضية كل العرب والمسلمين". These two graffiti show how students are aware of some political issues that are usually presented in their textbooks and social media. This result confirms a conclusion by (Whitford, 1992) that graffiti can be a powerful medium for the expression of political disappointment or defiance. The results also support (Chaffee's, 1990) assertion that graffiti is one of the simplest and most powerful ways for individuals and groups to express their political disaffection and social alienation.

Management

Students have also used graffiti as a potent tool for improving school facilities. They make use og graffiti to show their satisfaction and dissatisfaction of school facilities. In this case, the provision of a bigger sports room, providing a table tennis room and providing a bigger computer lab are amongst the ideas that are expressed by

their graffiti. For example: "Oh school principal, we need a bigger sports room" "بدنا غرفة رياضة أكبر يا مدير" and "Provide us with a table tennis room" "جيبوا لنا غرفة تنس"

Faith and religion
Graffiti written by some students convey faith and religion. Examples of graffiti that expresses religious belief and faith include "We belong to Allah and to Him we shall return / انا لله وانا اليه راجعون", which is frequently said when someone receives bad news, especially death news. It also expresses the graffitist's faith in life beyond death.

Lexical Features
The second goal of this study is to determine how students' graffiti is structured in terms of lexical and syntactic features. Table 2 shows the frequency and distribution of lexical features in students' graffiti. According to the Table, antonymy is the most common lexical features of students' graffiti, with a frequency of 18, followed by repetition (14), loan words (11) and swear words which records the least frequency of occurrences (3) (See Table 2).

Table 2 *Frequency and distribution of students' graffiti writings in terms of lexical features*

Lexical Features	Frequency	Example
Antonymy	18	"يا ناجح يا راسب" (passed or failed)
Repetition	14	"ناجح ناجح" (I will pass, I will pass)
Loan words	11	"مدرسة فش فيها انترنت!" (a school without Internet!)
Swear words	3	"صرماية" (a shoe)
Total	**46**	

Antonymy
In the data, antonyms are the most common feature. The researcher investigates the entire corpus to ascertain the frequency of antonyms found in the sample. It is worth noting that students frequently utilize antonyms to emphasize their feelings and points of view in order to attain clarity and dissatisfaction. See the following examples: "يا ناجح يا راسب" (passed or failed), "اطلع برا على الفاضي وعلى المليان" (Go out, being guilty or unguilty) and "دفتر كبير و دفتر صغير" (a big notebook and a small notebook).

Repetition
According to data analysis, repetition records second in frequency. It is another lexical feature that is found in students' graffiti. It refers to the recurrence of words or phrases in language. According to de Beaugrande and Dressler (as cited in Al-Haj Eid 2009), Repetition is used in situations where content stability and exactness might have substantial practical repercussions. As a result, it is possible to deduce that repetitions are employed to achieve clarity, accuracy, and precision. Furthermore, as (Al-Haj Eid, 2009) notes, graffitists employ them to capture readers' attention and provoke the demand for emphasis or out of the intensity of feelings. These functions are exemplified by the phrases "ناجح ناجح" (I will pass, I will pass) and "روح روح طالعة" (Go Go. It's fine") (See Table 2).

Loan words
Loanwords are words borrowed from another language (the source language) by speakers of a target language. A loanword is also known as a borrowing. The process of speakers adopting words from a source language into their native language is referred to as abstract noun borrowing. As indicated in Table 2, there are 11 cases of loanwords in the data. Borrowing foreign words has long influenced Arabic, which has been subjected to borrowing from numerous languages. Because of technical improvements and the dominance of western countries in this century, many English words have been and continue to be employed in Arabic. As a result, stidents have been influenced by such terminology and employ them in both spoken and written language. Consider the following examples to demonstrate the concept of loanwords in students' graffiti. "مدرسة فش فيها انترنت!" (a school without Internet!) and "مخك بده فرمته" (you need to format your mind).

Swear words
The use of swear words records the lowest frequency of the data collected. This is because students are afraid of being punished when their teachers find such phrases on their textbooks. According to (Drößiger, 2017), swear words are offensive, or aggressive words used to express rage and disgust. They also refer to using unpleasant language to insult someone. In this investigation, insulting words detected in students' graffiti included "خرة" (turd), "بنت الكلبة" (a daughter of a bitch), and "صرماية" (a shoe). They are used to show rage toward a specific individual.

Syntactic features

Table 3 shows the data on the syntactic features of students' graffiti. These syntactic features include statement, exclamation, interrogative and imperative following the category of Quirk et al. (1973). Based on Table 3, the students' graffiti is mostly made up of statements with the highest frequency of (62), followed by exclamatory sentences (27), interrogative (19), and imperative with the lowest frequency of (8).

Table 3 *Frequency and distribution of students' graffiti in terms of syntactic features*

Syntactic Features	Frequency	Example
Statement	62	"الفيصلي الزعيم" (al-Faisali is the boss).
Exclamation	27	"أكثر حصة مملة!" (the most boring lesson!)
Interrogative	19	"الجو برا بارد؟" (Is the weather cold outside?)
Imperative	8	"جيبوا لنا غرفة تنس" (provide us with a table tennis room)
Total	**116**	

Statements

Statements or declarative sentences dominate the graffiti of the students. Declarative sentences are those that make declarations or convey information (Nordquist, 2019). Data shows that pupils employ terse or concise statements to express ideas, information, sentiments, or wishful thinking. Terse phrases are a characteristic of students' graffiti since it is believed that brevity helps readers understand the contents included in them. Another reason for the adoption of terse messages could be that writing graffiti on textbooks, particularly those are intended to be returned and reused by other students, is prohibited. As a result, students tend to utilize short or abbreviated statements in order to avoid being caught and punished. Examples that show this feature are "أحب مدرستي" (I like my school) and "الفيصلي الزعيم" (al-Faisali is the boss).

Exclamation

Exclamatory sentences, according to (Nordquist, 2019), are a sort of main or independent phrase that conveys or expresses strong feelings by an exclamation. Exclamatory sentences are frequently used by students in this study to express powerful feelings of love and dissatisfaction. For example, some graffiti shows this feature such as أكثر, "بموت فيها!" (I am fond of her!), "انت القلب وما هوى!" (You are the heart and whom my heart fonds of!), "شو هالقرف!" (How disgusting!). According to Table 3, this feature ranks second. "حصة مملة!" (The most boring lesson!) and

Interrogative

Interrogative sentences are utilized less frequently in the graffiti of the students. These statements are used to evoke a certain response while asking inquiries. In this study, some questions are answered by yes/no, while others demand explicit answers. There are also a few queries about human qualities, such as "شو رأيك بالمس X" (What do you think of teacher X? "مستنا طيّوبة ؟" (Is our teacher so kind?) and "الجو برا بارد؟" (Is the weather cold outside?).

Imperative

Imperative sentences are the least employed in students' graffiti. (Irawati, 2019) defines imperative sentences as those used to convey commands or orders. They can also be used to teach, advise, recommend, warn, or mock. as evidenced by the graffiti "جيبوا لنا غرفة تنس" (provide us with a table tennis room) and "بدنا معلمة عربي" (we need a teacher of Arabic) and "خذ شنتي وهات لك بسطة فراولة" (Take my school bag and give me a strawberry stall).

Conclusion

This study investigates the primary themes conveyed by the language structures used in students' graffiti written on their textbooks at UNRWA schools. An in-depth examination reveals that the majority of graffiti condenses the students' ideas and feelings about love. Other graffiti is lightly laced with students' perspectives on individual and group identities, faith and fanaticism. The minority of the students' graffiti contains swear words conveying insulting. Despite the fact that graffiti has been extensively studied by various scholars, the current study has something to offer in that it helps us understand graffiti not as deviant social behavior but as a powerful weapon that can be used to advance the rights and causes of students. Furthermore, an analysis of the language structures used in students' graffiti can serve as a starting point for language instructors to develop effective language programs and activities aimed at improving students' communicative competence, as graffiti has been observed to reflect students' deficiencies. Given the study's limitations, such as the inadequacy of the data analyzed and the limited study site, it has been suggested that another study be conducted to include graffiti found on other types of surfaces and to broaden the study site by including other educational

institutions. Another study might be undertaken to critically analyze students' graffiti in order to investigate how graffiti can be used as a powerful instrument for self-expression and negotiation.

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