

Using Drawing and Sketch to Teach Speaking Ability for Young Learners

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<https://doi.org/10.31004/jerkin.v4i1.1868>

ARTICLE INFO

Article history

Received: 09 July 2025

Revised: 15 July 2025

Accepted: 21 July 2025

Kata Kunci:

Mengajar, Berbicara,
Menggambar, Membuat
sketsa.

Keywords:

Teaching, Speaking,
Drawing, Sketching.

ABSTRACT

Mengajar dan belajar bahasa Inggris bukanlah hal yang mudah, terutama bagi siswa muda. Dalam beberapa tahun terakhir, guru telah berfokus pada pendekatan inovatif untuk meningkatkan pemahaman bahasa, termasuk teknik menggambar dan membuat sketsa yang telah terbukti berhasil, terutama dalam meningkatkan keterampilan berbicara. Metode ini memanfaatkan kemampuan visual dan kreatif anak-anak, sehingga menghasilkan platform pembelajaran bahasa yang dinamis yang melibatkan keterampilan kognitif dan artistik. Penelitian ini menyelidiki sepuluh siswa di kelas empat SD Negeri Klitik. Mereka menunjukkan peningkatan yang signifikan dalam kemampuan berbicara bahasa Inggris mereka ketika mereka menggunakan alat bantu visual seperti gambar yang terkait dengan pekerjaan mereka dan kegiatan interaktif seperti menggambar dan membuat sketsa papan permainan. Hasilnya, siswa memiliki kemampuan yang lebih baik untuk menyampaikan ide-ide mereka, kosakata yang lebih luas, dan kepercayaan diri yang lebih besar dalam berkomunikasi secara verbal. Teori Lev Vygotsky dan Howard Gardner tentang pendidikan dan psikologi perkembangan sejalan dengan pendekatan ini. Teori-teori ini menekankan pentingnya menggunakan berbagai saluran sensorik selama proses pembelajaran. Oleh karena itu, menggabungkan kegiatan menggambar dan membuat sketsa dalam pendidikan bahasa dapat membuat pembelajaran bahasa lebih menarik, menyenangkan, dan efektif bagi anak-anak.

Teaching and learning English is not easy, especially for young students. In recent years, teachers have been focusing on innovative approaches to improve language comprehension, including drawing and sketching techniques that have proven successful, especially in improving speaking skills. These methods capitalise on children's visual and creative abilities, resulting in a dynamic language learning platform that involves both cognitive and artistic skills. This study investigated ten students in grade four at SD Negeri Klitik. They showed significant improvement in their English speaking ability when they used visual aids such as pictures related to their work and interactive activities such as drawing and sketching game boards. As a result, students had a better ability to convey their ideas, a wider vocabulary, and greater confidence in communicating verbally. Lev Vygotsky and Howard Gardner's theories on education and developmental psychology are in line with this approach. These theories emphasise the importance of using multiple sensory channels during the learning process. Therefore, incorporating drawing and sketching activities in language education can make language learning more interesting, fun and effective for children.



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How to Cite: Puput Jiinggimahastu, et al (2025) Using Drawing and Sketch to Teach Speaking Ability for Young Learners, 4(1). <https://doi.org/10.31004/jerkin.v4i1.1868>

INTRODUCTION

Learning and teaching English is not easy. Teachers have been investigating more creative ways to improve language acquisition in young students in the past few years. Including sketching and drawing into language education methods is one such effective strategy, especially for speaking skill development. This approach capitalizes on the innate creativity and visual acuity of children, providing a dynamic platform for language learning that engages both cognitive and artistic faculties.

Drawing and sketching in education not only enhances artistic expression, but also represents a major shift in the use of visual and kinesthetic learning to improve language proficiency. This method is based on educational and developmental psychology theories, especially those of Lev Vygotsky and Howard Gardner, which state that incorporating cognitive processes through various sensory channels enhances children's learning experience. Art is a way of organising experience and cognition (Vygotsky, 1978), underscores the idea that creative activities can help students learn language because they help them understand concepts better and make it easier to communicate complex ideas.

Drawing and sketching is a way of learning that combines various sensations, including auditory, kinesthetic and visual. This makes the learning process more dynamic and fun. By translating ideas and thoughts into visual representations, children can better articulate their thoughts, expand their vocabulary, and overall improve their speaking skills. In addition, this method fosters creativity, encourages active participation, and fosters confidence in verbal expression. Nur (2018), argued that by using describing and drawing picture technique activity in the classroom, all students can have opportunity to practice speaking English in class.

In this article, we examine the theoretical basis of this method for teaching speaking skills to young students using drawings and sketches. We also discuss how to use it in the real world, and we present evidence from recent research and classroom experiences. We want to show through this exploration how drawing and sketching can be a more fun, engaging and rewarding language learning for children.

METHOD

Participant

The participants in this study were grade 4 students of SD Negeri Klitik. The number of grade 4 students is about 10 people, they are the main target of this teaching.

Instrument

1. Picture

This instrument is in the form of pictures relevant to the topic which is about professions, the use of this picture can stimulate learners to respond orally. For example, they can be asked to explain they see. This picture also serves as a medium of familiarisation to them about the topic to be learnt.

2. Game Board Drawing and Sketch

This research uses an instrument in the form of a drawing and sketch game board. This board contains 3 clues in the form of places, things, and clothes work. Each clue contained 6 envelopes containing sentences that the participants had to guess. This is a fun way for participants because they have to read the clues one by one and have to arrange 3 of the clues to get the answer. This game board is very relevant to the purpose of this study which is to develop participants' speaking skills.

3. Creative Portfolio

The creative portfolio is a place to compile their own creative portfolio that contains drawings or sketches, along with a recording or short writing of the name of the profession that is the answer they got from the drawing and sketch game board. This can be a powerful formative evaluation tool to monitor their progress.

Data Collection

The introduction of drawing is a stimulus to find out the extent of their speaking skills, then the use of drawing and sketch game board to improve their speaking. Creative portfolio to evaluate the effectiveness of using drawing and sketching in improving speaking skill. The instrument of this study is a test which aims to measure students' achievement in speaking.

RESULTS AND DISCUSSION

A study conducted on 10 fourth grade students of SD Negeri Klitik showed significant improvement in their English language skills through the incorporation of drawing and sketching techniques. The use of visual aids such as profession-related pictures effectively stimulated students to respond verbally, thus fostering a deeper engagement with language. The drawing and sketching activity on the game board, which involved guessing sentences from clues, proved to be an interactive and fun method that encouraged students to practice speaking in English. This activity not only increased their vocabulary, but also improved their ability to form coherent sentences and communicate ideas more confidently. In addition, creative portfolios, where students submit their drawings or sketches along with recordings or short pieces of writing about professions, serve as an effective formative assessment tool. This method made it possible to monitor each student's progress continuously and provided insight into the comprehension and use of new vocabulary. The results showed that students were more motivated to participate in speaking activities when they could represent their thoughts visually, which in turn led to an improvement in their overall language proficiency.

This research is in line with the theoretical framework that emphasises the importance of using multiple sensory channels in the learning process, as advocated by educational theorists such as Lev Vygotsky and Howard Gardner. The combination of auditory, kinesthetic and visual learning modalities creates a dynamic and engaging environment for students. By translating their ideas into visual representations, students can better articulate their thoughts and expand their vocabulary. This approach not only makes learning more enjoyable, but also helps build their confidence in verbal expression. In addition, the integration of drawing and sketching into language learning can cater to the unique needs of young learners, as highlighted by Cameron (2001).

The use of interactive and fun activities, such as drawing and sketching board games, directly relate to children's daily lives and interests, making the learning experience more understandable and effective. This method is also in line with Nur's (2018) opinion that describing and drawing activities provide many opportunities for students to practice speaking English in a supportive and stimulating classroom environment.

CONCLUSION

Incorporating drawing and sketching into English education for young learners significantly improves their speaking skills by tapping into their creativity and visual acuity. This method, rooted in educational and developmental psychology theories, engages multiple sensory channels, making learning more dynamic and fun. A study conducted with fourth grade students at SD Negeri Klitik showed that the use of visual aids and interactive activities such as game boards and creative portfolios not only improved vocabulary and sentence formation, but also increased students' confidence in verbal expression. Overall, this approach provides a more engaging, effective and fun way for children to learn and practice English.

THANK-YOU NOTE

Penulis mengucapkan terimakasih kepada pihak-pihak yang terlibat dalam penulisan sekaligus penyusunan artikel ini, terutama kepada pihak institusi, dosen pembimbing, tempat penelitian dan kedua orang tua serta teman-teman yang telah membantu dalam proses penelitian ataupun pembuatan artikel ini.

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