

Utilizing Communicative Grammar and Comic Strip Techniques to Assist Primary Students in Developing their Speaking Skills

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Abstract

Presenting concepts to elementary school pupils is crucial. It is to improve their capacity to exchange ideas with one another. Fifteen elementary school pupils in a public school encountered difficulties in accomplishing this objective. They voluntarily enrolled in a treatment class to deal with these shortcomings. The teacher began by teaching basic bilingual grammar using the book's supplied vocabulary. After finishing the lesson, the instructor invited the class to complete comic strip activities. They completed the assignments in small groups. They used speaking practice and peer teaching based on the discussed content to make the activity meaningful. To get the teacher's opinion, the pupils then displayed their text and audio creations on the screen. A qualitative analysis of the information acquired throughout the teaching and learning process was then conducted. It has been determined that comic strip techniques and communicative grammar aid in the improvement of primary pupils' speaking abilities. Teachers can use it to teach related subjects, which is beneficial. Additionally, it prompts other researchers to conduct more in-depth observations on similar topics.

Keywords: Comic Strips, Communicative Grammar, Primary Students, Speaking, Vocabulary.

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Introduction

One of the most important parts of primary school children's educational journeys is the development of their speaking abilities (Avdiu et al., 2025). Investigating the possibilities of using comic strip techniques and communicative language as cutting-edge approaches to improve these abilities is intriguing. A useful method for teaching language is communicative grammar, which stresses the use of language as a tool for communication. It makes it more accessible and appropriate to students' real-life circumstances by reorienting the emphasis from grammatical accuracy to successful communication. Primary pupils can enhance their conversational skills and build a strong vocabulary by comprehending and using communicative grammar (Azizah et al, 2024).



Strip approaches, on the other hand, offer a captivating and visually appealing method of language learning (Gerini et al., 2025). They make language easier for children to understand and retain by letting them observe it in use. Additionally, drawing comic strips fosters imagination and creativity, both of which can increase students' motivation to learn and use new languages. By combining these two strategies, teachers may establish a dynamic and engaging learning environment that encourages primary children to enjoy language and communicate effectively. Students can practice speaking in an entertaining and interesting way by doing exercises like making comic strips with communicative grammar. Primary pupils' speaking abilities could be greatly improved by combining comic strip techniques with communicative grammar. These techniques can assist students in developing into competent and self-assured communicators by making language acquisition entertaining and meaningful (Azizah et al, 2024).

The foundation established in primary school is the first step in the journey that is education. Students are exposed to the realm of information and the art of expression throughout this phase (Rafiquddin et al., 2025). The challenges that elementary school pupils encounter when expressing their thoughts are numerous and intricate. They are caused by a lack of confidence, language barriers, and teaching strategies that don't always promote original thought. A comprehensive strategy is needed to address these problems, one that includes enhancing language instruction, creating a positive learning atmosphere, and supporting instructional strategies that stimulate creativity and critical thinking (Azizah et al, 2024).

The goal of the research employing the Classroom Action Research (CAR) approach, according to Togatorop (2024), is to assist students in improving their speaking skills through Digital Game-Based Learning (DGBL) with the Word wall game. The poor speaking abilities of primary school pupils, who require creative ways to improve their engagement and speaking abilities, are the driving force behind this study. There are four steps in this CAR method: observation, planning, action, and reflection. The results of this study showed a significant change in the way the Word wall game was used, including a rise in speaking confidence and active participation.

Elementary school pupils' speaking abilities were successfully enhanced by the combination of DGBL and Word wall, which also made the classroom more engaging and enjoyable. This study suggests that this approach be used more often in different educational settings to help students become better speakers. Innovative methods are needed to improve learning outcomes in the primary school educational environment. The application of comic strip techniques and communicative grammar stands out among these strategies as a potent way to help young students improve their speaking abilities (Azizah et al, 2024).

There are two advantages to teaching elementary school pupils using comic strip techniques and communicative grammar. It improves the growth of speaking abilities in an entertaining and instructive way. When these methods are combined, it offers a promising way to help elementary pupils develop a love of language and communication. To get the best findings, this type of approach might have been used in Togatorop's (2024) earlier work.

The study's goal is to determine how the instructor used the comic strip technique and communicative grammar approach to help the students improve their speaking abilities. A research question must be stated in order to achieve this goal. It serves as a sort of guide to ensure that the investigation proceeds as intended. The query "How does the teacher implement the communicative grammar and comic strip strategies to help students develop their speaking skills?" was put forward. The source data was collected while the lesson was being taught. In order to accomplish the study's objective, it was then utilized for qualitative analysis.

Research Method

The EFL elementary pupils require the ability to communicate ideas effectively. The ability to share ideas among language users is fundamental. 15 elementary school pupils were unable to fulfill this goal. They were unable to communicate their thoughts using the language they had learnt. They willingly participated in the treatment class in order to deal with this flaw. In order to strengthen the pupils' core knowledge of syntax and grammar, the teacher began by teaching basic grammar in bilingualism. In order to apply the lesson, the students divided into smaller groups. They discussed the book's assignments. The faster learners help the slower learners grasp the material. Students finished exercises that required them to translate sentences from their native tongue into English using the resources the teacher had discussed. They also complete the comic strip blanks in the exercises. It is the method via which the lesson is applied when speaking. To make the implementation seem realistic, they had discussions among friends in each group based on the materials the teacher had discussed. After then, the group screen displayed the written and voice answers to the exercises. Students find it simpler to receive feedback from teachers when it is put into practice. The teaching and learning process was observed in order to get the source data. This kind of data would be analyzed qualitatively in order to achieve the goal of the study.

Result and Discussion

Using text books

How does the teacher implement the communicative grammar and comic strip strategies to help students develop their speaking skills?" is a research question that suggests the study will be going in the

proper way. The instructor's activities to help the students develop their speaking skills in a deliberate and concise manner are what really matter. As she covered each stage, the teacher was establishing the foundation for learning. Giving the students the books, they would use for study and instruction was the teacher's first task. By using it, students would be more at ease taking part in the process of teaching and learning (Azizah et al, 2024).

Both the teacher and the student must actively participate in the dynamic interplay that is the teaching-learning process. The textbook is one of the most important resources that promotes this interaction (Azizah et al, 2024). Textbooks give pupils an organized overview of the subject matter and act as a thorough guide (Toluzhan et al., 2025). They are intended to simplify difficult ideas so that students may comprehend and interact with the content more easily. Students' cognitive burden is lessened when complex subjects are broken down into smaller texts, which improves information retention and understanding. Furthermore, in order to motivate students to actively engage in their education, textbooks frequently incorporate a variety of interactive components, including tests, exercises, and discussion topics. These components create a self-regulated learning environment by helping students evaluate their comprehension of the subject matter and by making the learning process more interesting (Azizah et al, 2024).

Additionally, textbooks offer a reliable source of knowledge that students can consult at any point during their educational journey. Students will have a strong basis to build upon in their future studies because to this consistency, which helps to reinforce concepts and information. Textbooks are essential for encouraging students to participate in the teaching-learning process. They offer an organized, streamlined, and reliable information source that encourages engagement, understanding, and memory. They are therefore a priceless asset in any learning environment. Children are the focus of the book's cover, as shown in Fig. 1. It is the children's textbook. It shows an example of a comic strip. Nevertheless, it can be used by adult students. It makes it easier for beginners to identify sentence structures that will improve their written and spoken language delivery. The procedure of using the given vocabulary and basic grammar in bilingualism is covered in the book. It aids students in comprehending how to communicate in the language they have studied. Filling in the blanks in the comic strips improves the way such an approach is applied. They benefit from applying the knowledge they have gained to real-world situations. They can improve their delivery talents by practicing it.



Figure 1. The Cover of Book

Implementing Communicative Grammar Approach with Bilingualism

One approach to teaching languages that highlights the value of communication as the means and the end aim of learning is the communicative grammar approach (JN et al., 2025). Because of how well it fosters language acquisition, this method has been widely used in a variety of educational contexts. It provides an even more effective technique for helping elementary pupils improve their speaking abilities when paired with bilingualism (Karimah, 2023). It can boost problem-solving abilities and cognitive flexibility (Avdiu et al., 2025).

Additionally, it gives pupils a rare chance to contrast and analyze two or more languages, which helps them better grasp linguistic concepts and structures. When used properly, this method can greatly improve elementary pupils' speaking abilities. Knowing the fundamentals of communicative grammar is the first step in putting this strategy into practice. This entails realizing that language is a communication instrument whose main function is to transmit meaning. As a result, teaching language should concentrate on assisting pupils in comprehending and efficiently using language. The next step for educators is to include bilingualism into their lessons. Students can do this by being exposed to a second language and being encouraged to utilize it in everyday conversations. To enhance the learning process, educators can also make use of multilingual resources like internet materials, bilingual speakers, and bilingual textbooks (Marliana & Sulhairi, 2024).

Teachers can begin using the communicative grammar approach after completing these stages. This entails establishing an atmosphere in the classroom where students are at ease expressing themselves and having deep discussions. By requiring students to utilize the target language during role-

playing exercises, group discussions, and interactive activities, teachers can help students achieve this (Togatorop, 2024). Teachers must routinely evaluate their pupils' development. Tests, quizzes, and observations that gauge the students' proficiency in the target language can be used to accomplish this. Students should get constructive criticism in order to enhance their speaking abilities (Azizah et al., 2024). Using bilingualism in conjunction with the communicative grammar method can help elementary pupils improve their speaking abilities.

Teachers can assist their students in becoming proficient speakers of a language by implementing the communicative grammar approach, comprehending the fundamentals of communicative grammar, integrating bilingualism into the classroom, and monitoring student development. Figure 2 illustrates how the teacher taught grammatical usage in authentic contexts. It appears that he gave an example of how to explain the locations of the objects in the environment. His delivery encouraged the pupils to concentrate on the lesson. It is the advantage of incorporating bilingualism into the educational process. Students make it easier for them to understand the purpose of the teacher's materials. Putting it into practice also aids the instructor in using the best technique to maintain the students' interest in achieving the study objective.



Figure 2. Delivering the Lesson

The Power of Peer Learning and Teaching in Small Groups

Peer learning and teaching is not a novel idea in the field of education. Students that participate in active learning have been found to learn more efficiently, and small group interactions are one of the best strategies to accomplish this. Small group instruction has been shown to dramatically raise student achievement (Rijal et al., 2025). Students are more inclined to raise questions, participate in conversations, and work through problems when they are in small groups. A greater comprehension of the subject matter is fostered by this active involvement. Peer teaching is also encouraged via small group instruction. Students frequently act as teachers in these situations, elucidating ideas to their peers. This strengthens their comprehension while also advancing their leadership and communication abilities (Azizah et al, 2024).

It's crucial to remember, though, that several variables affect how well small groups learn. To enable interaction between students with varying abilities and shortcomings, the groups must be

diversified. In order to ensure that all students participate in class discussions, the instructor must also facilitate them. Smaller class sizes can significantly enhance peer learning, and education promotes active learning, enhances material comprehension, and aids students in developing important life skills. The two students were practicing their peer teaching techniques, as seen in Figure 3. One of them educated the other. On the left, a student played the role of a teacher. He instructed his companion in his duty. As a student is on the right side. He enjoyed learning from his friend. While teaching and learning, the pupils seem to be enjoying themselves immensely. The higher learner willingly assisted the lower learner in understanding the teacher's content. He clarified the instruction with the aid of his book. Both the teacher and the pupils gain by practicing it. The entire class's understanding of the teacher's lessons was under his control. Additionally, peers could provide the kids with more understandable comprehension teaching. The same-age paradigm of thinking is to blame. Creating small groups in the classroom has the advantage of improving peer teaching and learning.



Figure 3. Peer Teaching

Enhancing Speaking Skills through Comic Strip Strategy

Innovative approaches are essential for improving speaking abilities in the context of language learning. The use of comic strips as a tool for combining sentence translation with filling in the blanks is one such technique that has grown in favor among both instructors and students. This study investigates how conversational proficiency can be greatly enhanced by this novel method.

The comic strip approach contextualizes language acquisition using visual tales (Marhaeni et al., 2025). Students are motivated to interact with the material more deeply when phrases are presented in a graphical way. Compared to standard textbooks, this approach not only facilitates vocabulary acquisition but also fosters a more dynamic and interesting comprehension of grammar and sentence structure. Choosing suitable comic strips that correspond with the learner's present level of language competency is the first step in the process. Teachers then pick out important sentences in these strips that need to be translated or that have gaps that need to be filled in. The learning process is made more

relatable and significant by the selection of these lines, which are based on their applicability to the learner's curriculum or everyday experiences. In order to finish the story, learners must first translate the sentences into their own language and then fill in the blanks. They are forced to process the language more deeply as a result of this dual activity, which improves their expressiveness and comprehension. The comic strips' visual component acts as a memory retention trigger, helping students better remember words and sentence structures (Azizah et al, 2024).

Additionally, the comic strip approach promotes a cooperative learning atmosphere (Sutarti & Ramli, 2025). To finish the assignments, students might collaborate in small groups or couples, debating and compromising on the right answers. Their comprehension is strengthened by this peer engagement, which also increases their self-assurance when speaking the language in social settings. It is well recognized that the comic strip method enhances language learning and enhances students' general speaking abilities. Pupils who use this approach speak more accurately and fluently than those who employ more traditional teaching methods. The comic strip method is a fun and efficient technique to improve your speaking abilities. Learners can connect with the language more fully and interactively when sentence translation and blank filling are combined into an aesthetically pleasing framework. This method is a vital weapon in the language educator's toolbox since it not only helps students learn vocabulary and grammar but also gets them ready for conversational situations in real life. The comic strip approach stands out as an example of the effectiveness of innovation in education as we look for contemporary answers to long-standing problems in education. As seen in Figure 4, there are some blanks that the students need to complete. It is all about the materials instructed by the teacher. Practicing it, the students will be able to adapt the inputs they got into real life. It is seen that there are two people in each conversation discuss the thing they saw. It is about the man with mop and a bucket. He wore a uniform. The two girls talk about the man. Through the comic strip, the students just fill in the blanks with the proper words to make the sentences become meaningful and grammatical correct. It is a method to implement the grammar lesson into speaking practice. Students' speaking abilities are appropriately developed when it is incorporated into the teaching and learning process.

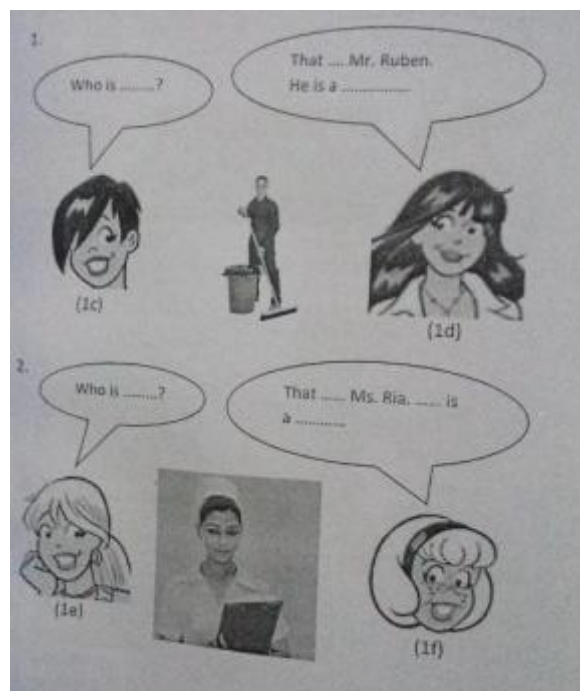


Figure 4. Comic Strip

Enhancing Speaking Skills through Audio-Visual Feedback

Speaking ability development is a crucial aspect of language learning (AlAfnan, 2025) that frequently calls for creative methods. Posting written and audio pieces for teacher feedback is one such technique that improves oral competency and promotes active involvement with the subject matter. A comprehensive method for developing skills is offered by the combination of text and audio in language learning. Students can demonstrate their grasp of language principles in a dynamic way by sharing their works online. In contrast to typical written assessments, this not only demonstrates their knowledge but also enables a more interactive type of assessment. In order to assess speaking proficiency, teachers might offer thorough feedback on pronunciation, fluency, and comprehension (Azizah et al, 2024).

Additionally, this approach supports children' cognitive growth by encouraging speaking and listening abilities at the same time. It creates an atmosphere where students feel free to try out new words and sentence patterns and challenges them to consider how they use language. Since it identifies areas of strength and regions that require more practice, the teacher's rapid feedback serves as a drive for progress. There are numerous advantages to using audio and text postings for feedback. First, it enhances the learning process by appealing to both the visual and auditory senses, accommodating a variety of learning styles. Second, it gives students a forum for receiving helpful criticism, which is essential for their development as language users (Marliana & Sulhairi, 2024).

Finally, as students take a more active role in their own growth, it fosters a sense of accountability and control over their educational journey (Marliana & Sulhairi, 2024). A good way to

improve speaking skills is to provide text and audio samples for teachers to comment on. In addition to offering a unique method of assessment, it improves the learning process by making it more engaging and dynamic. The student submitted his work on the screen, as can be seen in Figure 5. He erred by writing "yes is it" rather than "yes, it is." It was fixed by the instructor. After receiving such criticism, the student made the necessary corrections. The teacher requested him to read the sentences once he finished the correction. He practiced by posting three times. There were two earlier recordings that he erased. He apparently attempted to assess them on his own. He allowed the final attempt to be his last assignment. After that, the teacher approved of the way he pronounced his sentences. This type of activity connected the teacher-student psychological environment. It increases the students' desire to participate in the teaching and learning process. Supporting the instructor and students is crucial to achieving the study's objective.

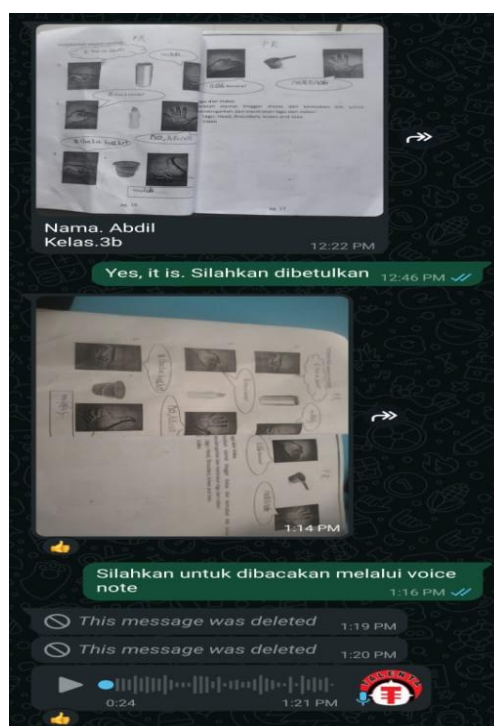


Figure 5. The Teacher's Feedback

Implication

The primary school landscape is always changing as teachers look for new and creative ways to improve their pupils' speaking and language skills (Arif & Kleden, 2025). Comic strip techniques and communicative grammar are two such strategies that have drawn interest. A useful method for teaching grammar through meaningful communication is communicative grammar, which places an emphasis on language use in social situations (Marliana & Sulhairi, 2024). Advocates of this approach contend that by teaching children to use grammar appropriately in everyday contexts, it promotes a more organic

language acquisition process. Additionally, it promotes student collaboration and active engagement, which improves their conversational abilities. Effective communicative grammar implementation, however, necessitates qualified educators who can lead dynamic, entertaining, and instructive classes (Marliana & Sulhairi, 2024). Furthermore, students run the danger of not fully understanding the nuances of grammar without the right supervision, which could result in confusion rather than clarity (Ibrahim & Ferdian, 2023).

Conversely, comic strip methods offer a captivating and visually appealing approach to teaching language skills (Marhaeni et al., 2025). Since visual storytelling tends to engage students more than standard textbooks, these strategies can make learning enjoyable and approachable. Additionally, comic strips can act as a link between spoken and written language, assisting pupils in comprehending the subtleties and context of conversation. This kind of finding could be implemented in Togatorop's (2024) earlier work to optimize the results. However, the caliber and applicability of the material utilized have a significant impact on how effective comic strip approaches are. The comics might not support curricular requirements or encourage critical thinking about the language being learnt if they are not chosen with care. Additionally, there is a chance that visual aids will be used excessively, which could impede the growth of autonomous speaking abilities.

With the growing popularity of incorporating comic strip techniques and communicative language into elementary school, the educational environment has undergone tremendous change. These techniques are praised for improving students' speaking abilities (Pramulia et al., 2025). They do, however, present a unique set of difficulties that must be overcome, just like any other teaching strategy. An atmosphere that encourages students to actively speak and listen has been fostered in large part by communicative grammar, which places an emphasis on the functional use of language (Ibrahim & Ferdian, 2023). It makes language more applicable and useful for students by advancing the notion that it is a tool for communication. Comic strip methods, on the other hand, add a visual component to language learning, increasing its interactivity and engagement. They give pupils a forum to artistically communicate their ideas, which increases their speaking confidence. Notwithstanding these advantages, many approaches have drawbacks. Because communicative grammar is abstract, one of the biggest problems is the possibility of concept misunderstandings. Students may become confused as a result, especially those who learn best visually. Furthermore, although while comic strip methods can make learning enjoyable, they could not offer enough structure for pupils who would rather follow a more conventional, methodical learning process (Karimah, 2023).

Teachers need to take a balanced approach in order to overcome these obstacles (Karimah, 2023). They ought to try to incorporate comic strip methods and communicative grammar in a way that considers the various learning preferences of the pupils. Comic strips, for example, might be used to

provide a visual depiction of communicative grammar concepts, which would facilitate comprehension (Suseno, 2025d). Furthermore, teachers shouldn't undervalue the effectiveness of conventional teaching techniques. Direct instruction and structured classes have their place, even though it's crucial to use contemporary methods. Students' comprehension of language concepts can be developed using these techniques as a basis (Azizah et al, 2024).

Conclusion

Primary school education is a dynamic environment where creative teaching strategies are always being looked for to improve learning results and student engagement. The combination of comic strip techniques and communicative grammar stands out among these strategies as a particularly successful way to help young learners improve their speaking abilities. These techniques foster an interesting and participatory learning environment in addition to promoting a deeper comprehension of language. Combining communicative grammar with comic strip techniques presents a viable way to give young students the fundamental abilities they need to succeed in a communicative environment as educators continue to investigate and apply cutting-edge teaching tactics.

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