

## The Effectiveness of Free Drawing Activities to Improve Vocabulary and Creativity of Early Childhood

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### Abstract

Vocabulary and creativity are very important to be developed, one of which is through free drawing so that children can express themselves. The design of this study was quasi-experimental, with a form of non-equivalent control group design. The population were all children aged 5-6 years old, Dharma Wanita Kindergarten in Batangan District, Pati Regency. Data sample were Dharma Wanita Bulumulyo Kindergarten amounting to 46 students and Dharma Wanita Ngening Kindergarten totalling 51 students. Simple random sampling technique was used to obtain the samples. Data collection used was non-test techniques, namely observation and documentation. Observations were made to observe the vocabulary and creativity of early childhood before and after treatment. Data analysis used a paired t-test. The results showed that free drawing activities were effective in increasing vocabulary and early childhood creativity. Free drawing can encourage children to describe the pictures that have been made and increase student creativity through exploration of various drawing materials, colors, and imagination

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## INTRODUCTION

Language is one aspect of development in early childhood. The language aspect has an essential role in children's lives. Language is used by children to communicate and adapt to the surrounding environment to exchange ideas, ideas, and emotions (Kurniati, 2017). According to Hasiana and Wirastania (2017) language development in early childhood is closely related to children's cognitive development. Therefore, stimulation on aspects of children's language development is essential, considering human life can not be separated from the use and mastery of language (Diah, Sarwi, and Yusuf, 2020).

Language development in early childhood is inseparable from the mastery of vocabulary. Vocabulary mastery is a requirement that someone is said to be skilled in the language (Munirah and Hardian, 2016). Vocabulary is all words that have meaning so that they can be understood and used to compile new sentences to be conveyed to others (Rahmawati, 2013). Brodin and Renblad (2019) stated that a person's more vocabulary would influence the development of the language. Language development will increase if the quantity and quality of vocabulary (Fauziyah and Sofyan, 2018; Ilhami, Fitri, and Ramdhani, 2019). Therefore, to improve language development in early childhood, it is also necessary to increase vocabulary in early childhood.

Vocabulary mastery will affect one's way of thinking and creativity. The development vocabulary and creativity of young children are critical. Children's creativity tends to be influenced by the mastery of their vocabulary, which includes the ability of the language performer expressed through the results of images that children have made.

Creativity is the ability to create new works based on ideas and the ideas combined from previous findings (Priyanto, 2014). Creativity in early childhood can be seen from the great curiosity and innate since they were born (Budiartati, 2016). Creativity is essential to develop in early childhood because children's creativity can express themselves in unique and

different from each other (Dere, 2019). Creativity in early childhood is often understood as a natural part of their lives, and children often showed their creativity in daily life without being taught creative skills (Kukkonen, Chang-Kredl, and Bolden, 2019).

The results of observations at Dharmawanita Kindergarten, Batangan Subdistrict, Pati Regency, showed that children often had difficulty recalling (retelling) activities that had been carried out. The difficulty of children for recalling, due to the lack of vocabulary that is owned by children. Children's creativity is also low because when recalling or making children's work, they often mimic the teacher and his friends.

Considering the development of vocabulary and creativity in early childhood is very important and interrelated, parents and teachers' role is vital. Parents and teachers need to provide stimulation to improve children's vocabulary and creativity. One of them is through free drawing activities. Free drawing activities for children are activities of expression and communication, to create an atmosphere that is active and fun for children (Indriwati, 2017; Loita, 2017). The learning process in early childhood will be useful if children do fun activities, and they are in a light condition (Saniy, Hartono, and Sarwi, 2020).

Utariningsih and Handayani (2016) stated that free drawing allows children to draw according to their wishes, and the story is presented freely and is more expressive. Drawing activities are fun activities for children, but drawing activities also has function as remembering and expressing previous experiences and knowledge, even children elaborating on new information (Papandreou, 2014). Also, drawing is a significant activity for children to express joy and worry as valuable and important aspects of their lives (Lesinskiene, Lesinskaite, Sambaras, and Karaliene, 2018).

Previous research suggests that drawing can enhance a child's ability to speak (Kemalasari, Widaningsih, and Ananthia, 2016; Pahrul and Amalia, 2019). Also, research shows that free drawing can increase early childhood

(Endriani and Pransiska, 2020; Tirtayati, Suarni, and Magta, 2013).

Based on the description of the need for stimulation of drawing activities in improving vocabulary and creativity of young children. This study aims to determine and analyze the effectiveness of free drawing activities on early childhood vocabulary, as well as knowing and analyzing the effectiveness of free drawing activities on early childhood creativity.

## METHOD

This research was an experimental study. The design used was quasi-experimental with non-equivalent control group design. There are two classes compared in this study, namely the experimental class that is given the treatment in the form of drawing freely and the control class that runs following the habits used at school that is drawing by topic.

The population of this research is the study of children aged 5-6 years old TK Dharma Wanita in Batangan District, Pati Regency. The samples used in the study were 5-6 years old children at Dharma Wanita Bulumulyo Kindergarten, who accepted 46 students and Ngening Wanita Ngening Wanita kindergarten, who received 51 students. The sample were determined using a simple random sampling technique.

Data collection in this study used non-test techniques of observation and documentation. Measurements were made before and after the intervention was given. Analysis of the increase in vocabulary for young children used observation sheets of vocabulary improvement

consisting of six aspects of observation, namely mentioning nouns, mentioning verbs, mentioning colors, expressing emotions, mentioning groups of pictures, and speaking ability using adverbs Andriyani et al. (2018: 21). Cronbach's Alpha value for the vocabulary variable is 0.780.

Measurement of early childhood creativity used a sheet of early childhood creativity consisting of 4 aspects of observation. Cronbach's Alpha value for the creativity variable is 0.823.

The research data is tabulated and then analyzed to answer the problem formulation. Hypothesis testing used paired sample t-test and one-way ANOVA with the help of SPSS software. Before conducting the hypothesis test, the researcher conducted an analysis prerequisite test, which included a normality test and a homogeneity test.

## RESULTS AND DISCUSSION

Increased of Early Childhood Vocabulary in Dharma Wanita Kindergarten in Batangan District, Pati Regency, can be seen from observations on aspects of increasing children's vocabulary. Data were obtained from observational activities conducted at TK Dharma Wanita Bulumulyo and TK Dharma Wanita Ngening. Based on the average value of early childhood vocabulary, it can be seen an increase in the vocabulary of early childhood before and after the intervention. Vocabulary enhancement before and after treatment which are summarized in Table 1.

**Table 1.** Increased Children's Vocabulary Before and After Treatment

Information	Mean	Std. deviation
Pre-test control	11.89	2.32
Post-test control	12.56	2.51
Pre-test free drawing	12.13	2.33
Post-test free drawing	14.47	2.08

Table 1 shows that there were differences in the average value of the increase in children's vocabulary before and after treatment. Also, it

can be seen that the average value of early childhood vocabulary in the experimental group increased higher when compared to the increase

in the average scores of vocabulary in the control group. In the experimental group, children showed good ability to pronounce nouns and names of body parts such as table, door, eyes, hands, and head; able to use verbs such as standing, sitting and dancing; able to say color; able to express feelings or emotions; mentioning groups of pictures that have the same sound or

sound; and able to speak using adverbs of place and time. This ability appears when children tell the pictures they have made. The vocabulary improvement rubric is used as a guide in identifying vocabulary improvement in early childhood. The average scores of early childhood creativity before and after treatment are presented in Table 2.

**Table 2.** Increased Children's Creativity Before and After Treatment

Information	Mean	Std. deviation
Pre-test control	7.94	1.66
Post-test control	8.15	1.87
Pre-test free drawing	8.04	1.68
Post-test free drawing	8.96	1.78

Based on Table 2, it can be seen that there were differences in the average value of creativity of early childhood before and after treatment. Also, it can be seen that the increase in average creativity in the experimental group is higher than that in the control group. Next, an

analysis prerequisite test is carried out before testing the hypothesis. The prerequisite tests included a normality test and a homogeneity test. The results of the analysis prerequisite tests are displayed in table 3.

**Table 3.** Normality Test Results

Information	Kolmogorov-Smirnov	
	Statistic	Sig
Pre-test control (Y <sub>1</sub> )	.118	.109
Post-test control (Y <sub>1</sub> )	.111	.200*
Pre-test free drawing (Y <sub>1</sub> )	.127	.061
Post-test free drawing (Y <sub>1</sub> )	.121	.087
Pre-test control (Y <sub>2</sub> )	.126	.066
Post-test control (Y <sub>2</sub> )	.122	.084
Pre-test free drawing (Y <sub>2</sub> )	.136	.073
Post-test free drawing (Y <sub>2</sub> )	.139	.065

Description:

Y<sub>1</sub> : Vocabulary variables

Y<sub>2</sub> : Creativity variables

Table 3 shows that the pre-test and post-test significance values of vocabulary and early childhood creativity variables in both classes are greater than  $\alpha$  values. The  $\alpha_{\text{value}}$  used is 0.05. Based on the significance value, it can be concluded that the data distribution of

vocabulary and creativity variables is normal. Then the homogeneity of the pre-test and post-test data was carried out on the vocabulary and creativity variables. The homogeneity test results of the two variables are summarized in Table 4.

**Table 4.** Homogeneity Test Results

Information	Levene Statistic	Sig.
Pre-test (Y1)	.003	.960
Post-test (Y1)	1.209	.274
Pre-test (Y2)	.029	.866
Post-test (Y2)	.461	.499

Based on Table 4, it can be seen that the significance value of pre-test and post-test on the vocabulary and creativity variables is greater than  $\alpha$ . The  $\alpha_{value}$  used is 0.05, so it can be concluded that the pre-test and post-test values on both variables have homogeneous variants. After testing the analysis prerequisites, the hypothesis test is then performed.

The first hypothesis tested is about the effects of free drawing activities on vocabulary improvement in early childhood. The data verified is the average value of early childhood vocabulary before and after treatment. Data were tested using the t-test technique with paired samples. The results of the first hypothesis test are presented in Table 5.

**Table 5.** Average Improvement in Early Childhood Vocabulary before and After Free Drawing Activities

Information	Mean	Sig.
pre-test average	12.01	.996
post-test average	13.56	.274
t-test result	t = -4.076	.000

Table 5 shows that the average value of the increase in the vocabulary of early childhood before and after free drawing activities is 1.55.  $t_{value}$  is 4.076, with a probability value of 0.000. The probability value is smaller than  $\alpha$  (0.05), so it can be concluded that the hypothesis in this study is accepted. That is, free drawing activities are effective in increasing the vocabulary of early childhood. The percentage increase in the vocabulary of early childhood before and after the free drawing is 12.9%.

activities, children can improve their vocabulary by telling pictures that have been made by children. Other research shows that drawing can improve storytelling abilities (Jaya, 2017; Punamasari, Mering, and Radiana, 2020). Increased ability in story telling shows the children expanded vocabulary.

The findings in this study are in line with previous research findings that drawing can be used as learning to improve speaking skills (Kemalasari, Widaningsih, and Ananthia, 2016; Pahrul and Amalia, 2019). Through drawing

The second hypothesis tested in this study is about the effects of free drawing activities on early childhood creativity. The data tested are the average value of early childhood creativity before and after free drawing activities. The second hypothesis testing also uses t-test techniques with paired samples. The results of the second hypothesis test are presented in Table 5.

**Table 6.** Average Early Childhood Creativity Before and After Free Drawing Activities

Information	Mean	Sig.
Pre-test Average	7.98	.866
Post-test Average	8.56	.499
t-test Result	t = -2.195	.031

Based on table 6, it can be seen that the difference in the average value of the increase in

the creativity of early childhood before and after free drawing activities is 0.58,  $t_{value}$  is 2.195,

with a probability value of 0.031. The probability value is smaller than the value of  $\alpha(0.05)$ , so it can be concluded that the second hypothesis in this study was accepted. That is, free drawing activities are effective in increasing the creativity of young children. The percentage increase in early childhood creativity before and after the free drawing is 7.2%.

The results in this study are relevant to some previous studies that free drawing is effective in increasing early childhood creativity (Michalopoulou, 2014; Nurheti and Ningrum, 2019; Sundari, Eliyati, and Hasmalena, 2018). Besides, Laili and Yuniarti's (2015) research findings show that when children draw, there is free crossing and coloring. These activities can bring ideas to children and provide satisfaction for children. The ideas that arise during drawing activities are the result of children's creative thinking.

Previous studies have shown that free drawing activities can improve the children story telling's ability. Through storytelling activities using images that have been made, the child's

vocabulary can be increased. Whereas in this study examines the effects of free drawing activities on the increase in the vocabulary of early childhood. Drawing Activities that they do, can stimulate the emergence of the child's ability to mention nouns, verbs, colors, and speak using adverbs of place and time. This study also discusses the effects of free drawing activities on early childhood creativity. Given the mastery of vocabulary will also affect the way of thinking and creativity in someone. Activities carried out by children when they are drawing, it is able to stimulate the emergence of new ideas or works of children, which are the result of children's creative thinking.

Examples of the results of children's free drawing and analysis of the results of drawings are presented in Figure 1 and 2. It is known that children's drawings are children's ideas and imaginations that are expressed in the form of scribbles and colors. Children's ideas and imaginations when drawing are the result of children's creative thinking.



**Figure 1.** Children tell the free pictures that they make according to their imagination, with crayons, markers, children draw flower plants, flower baskets, hello kitty, clouds, children draw what the children like and free color in more than 3 colors



**Figure 2.** The child tells the free pictures he made, namely drawing 10 fingers and making children's hats made of used paper.

## CONCLUSION

Based on the results of the study, it can be concluded that free drawing activities are effective in increasing the vocabulary of early childhood. The better of free drawing activities in early childhood, the vocabulary improvement will be better also. Free drawing activities are also useful in increasing the creativity of early childhood. The better of free drawing activities in early childhood, so the child's creativity will be better also. Therefore, to be able to improve vocabulary, and creativity of early childhood, parents, and teachers can work together to provide stimulus in the form of free drawing activities.

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