



---

**TEACHING ANIMAL AND FOOD MATERIAL IN ENGLISH USING DRAMA  
TECHNIQUES AT SD 09 ANGGUT BENGKULU CITY**

**Desliana<sup>1</sup>, Muhammad Dwiki Saddam Hafiz<sup>2</sup>, Agung Suhadi<sup>3</sup>**  
*English Language Education, Muhammadiyah University Of Bengkulu*  
**Email:** [deslianascell@gmail.com](mailto:deslianascell@gmail.com)

**Abstract (English)**

*Through drama subjects, students are taught to use drama techniques and make it more fun for children. Student teaching at SD 09 Anggut Bengkulu City. Teaching English drama to elementary school students is real communication that involves ideas, emotions, feelings and adaptation. Drama in young learners (YL) classrooms allows shy students to “hide behind” characters when they speak English. There are several reasons underlying the use of drama for teaching English to young learners: (a) Drama helps children activate language and have fun. Encourage children to speak and enable them to communicate, even with limited language, using nonverbal communication, such as body movements and facial expressions; (b) Drama is no longer foreign to children. Dramatization has become a part of children's lives from an early age. They pretend to be adults in situations that are close to reality. They also behave maturely when playing their roles; (c) Drama helps children build self-confidence. This means that by taking on a role, children can escape from their everyday identity. This is useful for children who are reluctant to use English or don't like working in groups; (d) Drama dynamically fosters children's cooperative abilities in groups. drama, teaching media, young learners*

**Abstrak (Indonesia)**

Melalui mata pelajaran drama, siswa diajarkan untuk menggunakan teknik drama dan menjadikannya lebih menyenangkan bagi anak. Siswa mengajar di SD 09 Anggut Kota Bengkulu. Pengajaran drama bahasa Inggris kepada siswa sekolah dasar merupakan komunikasi nyata yang melibatkan ide, emosi, perasaan dan adaptasi. Drama di kelas pembelajar muda (YL) memungkinkan siswa pemalu untuk “bersembunyi di balik” karakter ketika mereka berbicara bahasa Inggris. Ada beberapa alasan yang mendasari penggunaan drama untuk pengajaran bahasa Inggris kepada pelajar muda: (a) Drama membantu anak-anak mengaktifkan bahasa dan bersenang-senang. Mendorong anak untuk berbicara dan memungkinkan mereka berkomunikasi, meski dengan bahasa terbatas, menggunakan komunikasi nonverbal, seperti gerakan tubuh dan ekspresi wajah; (b) Drama sudah tidak asing lagi bagi anak-anak. Dramatisasi sudah menjadi bagian kehidupan anak sejak usia dini. Mereka berpura-pura menjadi dewasa dalam situasi yang mendekati kenyataan. Mereka juga berperilaku dewasa saat memainkan perannya; (c) Drama membantu anak membangun rasa percaya diri. Artinya dengan mengambil peran, anak bisa lepas dari jati dirinya sehari-hari. Hal ini berguna bagi anak-anak yang enggan menggunakan bahasa Inggris atau tidak suka bekerja dalam kelompok; (d) Drama secara dinamis menumbuhkan kemampuan kerjasama anak dalam kelompok. drama, media pengajaran, pembelajar muda.

**Article History**

*Submitted: 27 Januari 2024*

*Accepted: 30 Januari 2024*

*Published: 6 Februari 2024*

**Key Words**

*Drama, Teaching, Young Learners..*

**Sejarah Artikel**

*Submitted: 27 Januari 2024*

*Accepted: 30 Januari 2024*

*Published: 6 Februari 2024*

**Kata Kunci**

*Drama, Pengajaran, Peserta didik.*

**INTRODUCTION**



English is an international language used when two or more people from different countries meet. There are 1.5 billion English speakers worldwide. 337 billion of them are active users of English, another 1.2 billion are inactive users for certain reasons (Crystal, 1997). English as a global language has an important role in foreign language education in Indonesia today. In this regard, it is very important to focus on teaching English in the current era of globalization. English is the first foreign language that we teach to children in the early stages of school. The main aim of teaching English in the early years of school is to motivate young students to be ready and confident in learning English at higher levels of education. Some children are born to polyglottic parents, so they must master two or three different languages. Others learn a second or third language because they have to immigrate to a new country. Others learn English as a foreign language because English is not their native language in their country. Teaching English to young learners can then either benefit or harm the learner.

Basic learning of a foreign language, especially English, is a necessity at all levels and levels of education. The level of education at an early age and elementary school also does not escape the need for English language learning and training. Elementary school students are more likely to be active in learning based on social interaction in the classroom (Olds et al., 2021). One of the readiness aspects of elementary school level students in facing curriculum changes is psychological readiness (Angraeni & Yusuf, 2022). This is regardless of how much learning load the early age students have to fulfill. Mastery of English language knowledge and skills is a global demand that has actually been going on for decades.

In reality, various things still become obstacles in learning English at an early and elementary age. One main cause that cannot be avoided is the status of English which is still positioned as a foreign language. This position is a paradigm that provides an obstacle. This paradigm gives rise to various perspectives and also shortcomings in paying attention and maximizing material development. Effective English learning influences students' English language competence and literacy (Armea et al., 2022). The position of English as a foreign language needs to be addressed by improving the quality of teaching and stimulus or learning materials for students, especially at early childhood and elementary school levels. Based on the author's field experience, one of the obstacles in the development of improving English language skills for early childhood and elementary school children is the human resource factor of teaching teachers. The author found from various sources of information that English language lessons at the early childhood and elementary school levels were taught by class teachers or not English teachers or not English language scholars. The English knowledge and skills possessed by non-English teachers rely on the English language skills they learned when they were at high school level or took MKU English courses while they were still in college. Lai-Reeve et al., (2018) Finding facts about oral speech that need to be paid attention to by kindergarten level English teachers are the input conditions and the effect of the input on English learning conditions. The tendency of non-English teachers is that they have not yet reached the stage of a communication skills-based approach. The mentoring model in teaching English carried out by teachers is able to overcome students' problems in communication strategies, motivation, talent for learning foreign languages, and basic problems in learning (Vallelet al., 2022). On the other hand, some of these teachers have actually tried to improve their English level by attending various courses at tutoring institutions. In this case, the author does not justify the results of the quality of training obtained from courses at educational institutions, but the author forms an assumption that the quality of language teachers Englishvate Window: an English graduate still has more value. On the other hand, the



unavailability of English teachers in early childhood education and elementary schools could be due to obstacles due to regulations or deficiencies in terms of other factors.

According to John Haycraft, as quoted by Galina Zalta (Forum Volume 44, ou Number 2:24), teaching English through drama makes students realize that English is not only about words, grammar and idioms, but more about things. lively, dramatic, and as a means of communication in various fields. Drama provides another opportunity It's great for students to develop teaching using drama techniques their proficiency in English. The product (performance) and the process of learning a language (the process of learning a language) are related to drama.

Therefore, texts created in drama form are more motivating and more enjoyable for children. kh drama is already known to children. Since your children are small, they often play roles like adults. For example, children play "house". There are those who play the role of father, mother and child. m Sometimes children also play te "school-school". There are those who act as teachers, diligent students, naughty students, and so on. Often they wear adult clothes to guarantee the role they are playing. The things above encourage the author to raise a problem, namely: how drama is used as a medium in teaching English for YL (Young Learners).

Through drama subject, students are taught using drama techniques and it is more fun for the children. Students teach at SD 09 Anggut, Bengkulu City. Students teach animals and food using drama techniques. Drama helps children to be active in language and drama is also a fun activity that has clear advantages for language learning. Zalta stated several of the advantages of using drama, (Forumftings Volume 44, Number 2:24), including: drama helps children to speak and gives them the opportunity to communicate, even using limited language or using language nonverbal such as body movements and facial expressions, the use of drama can reduce students' feelings of stress so that they become ready to speak more quickly; and Reading aloud the dialogue from a textbook will be different from acting out the dialogue through movements or facial expressions, so it feels more fun than just reading the book.

## **IDENTIFICATION OF PROBLEMS**

The importance of knowledge of English in the world of education, such as in elementary school, is a necessity or obligation to learn it. These students need "English" to help them study and work. Learning English from an early age is self-development for a better future. English is taught from elementary school to university. The students have been studying English for several years, but they still have difficulty speaking English. They lake confidence to speak English. In learning English there are many techniques, one of which is drama technique.

Using drama to teach English to elementary school age children produces real communication, involving ideas, emotions, feelings, matches, and adaptations. Activities like this give teachers a broader view of learner-centered activities for classroom teaching, and are very efficient in English language teaching. Like 1. k 2. t vocabulary quoted from , drama is an attractive language teaching alternative because drama provides a context for listening and producing meaningful language, forces students to use their language resources, and enriches students' linguistic abilities. Drama provides conditions for reading and writing. Drama is also very useful in teaching literature because it helps students to analyze story line (plot), characters, and language style. So drama engages students actively and positively in a text.

## **METHODOLOGY**



Application of drama techniques in learning about animals and food. The teaching method used in teaching activities is the demonstration method. According to Bhidju (2020), the demonstration method involves showing students examples of certain procedures, situations or objects being examined, either in their original form or through the use of replicas or imitations, such as imitating the sounds of lions, chickens and other animals. Teaching activities are held from 08.00 to 09.00. The first activity carried out was to open the class by saying hello and then greeting the students to get to know their group friends who were helping in teaching. The class opened by praying together then we started calling the children's names to check attendance. Before starting the lesson, lead the icebreaker with a round of applause to find out how enthusiastic they are about being ready to learn..

## **RESULT AND DISCCUSION**

Results and discussion are presented in two sub-sections. The first part is an explanation of the series of implementation of community service activities. The second part is a study of the benefits of the activity. Drama helps children to be active in language and drama is also a fun activity that has clear advantages for language learning. Zalta stated several Wir nosi, the advantages of using drama, (Forumftings 44th Volume, Number 2:24) including:

1. drama helps children to speak and gives them the opportunity to communicate, even by using limited I language or using nonverbal language such as gestures and facial expressions;
2. the use of drama can reduce students' feelings of stress so that they become ready to speak more quickly; And
3. Reading aloud the dialogue from a textbook will be different from acting out the dialogue through movements or facial expressions, so it feels more fun than just reading the book.

### **A. Animals**

#### **1. . Activities**

Teaching students of SDN 09 class 2 SD Anggut on Thursday, 7 December 2023 with material about animals. Teaching activities are held from 08.00 to 09.00. teaches 2nd grade with 19 students. The first activity to do is open the class by saying hello and then greeting the students to get to know their group friends who are helping in teaching. The class opened by praying together then we started calling the names of the children to check absences. Before starting the lesson, lead the icebreaker with enthusiastic applause to find out how enthusiastic they are to be ready to learn. After that, it starts to explain what will be learned in today's lesson. There it teaches grade 2 elementary school children to recognize animals and recognize the sounds of these animals, after that it gives them practice questions to work on. give questions related to pictures of animals, with the aim that students can answer and understand animal vocabulary then the lesson closes with an ice breaker and reflection on the activities that have been carried out today by asking what we have learned. Then pray together to end the learning activity.

#### **2. Learning process**

Class 2 C female students consist of 19 students, and these students are able to work on 16 questions by filling in the missing letters and students tend to be active in these learning activities, and students are able to solve the questions that have been given to these students and they can carry out the teaching process took place even though the classroom conditions



were a little less conducive. They tend to be busy during the learning process but can complete the questions on time

learning process

1. Guess Animal Pictures Using English
2. Guess the animal sound carefully
3. Differentiate between animals that live in water and on land
4. Introduce Vocabulary about Nawa and Types of Animals

Learning indicators include: Guessing Animal Names Through Sounds, Singing Animal-Themed Yels, Demonstrating Animal Types, Differentiating Animal Types, Guessing Animal Sounds Through Speakers

1. Students are invited to look at pictures of animals and are asked to name them in Indonesian and then name them in English

2. Students are asked to name animals in English.

1. Students sing Yel Yel About Animals

2. Students guess the animal picture on the paper printed by the teacher.

3. Students guess the sound from the picture given using English

4. Students say the name of the animal and they guess the animal according to the given alphabet using B.English

5. The teacher tells students to provide feedback on the material they have studied.



*Figure 1. Animal teaching process*

### 3. . Challenge

The challenge of teaching elementary school children is to be patient with these children, because according to grade 2 elementary school children they are still unstable or tend to want to be noticed and understood. find it difficult to keep them obediently sitting and listening to the material being delivered calmly. Children tend to be busy and move around when they start explaining the material. Another difficulty is. Get their attention so they want to listen to orders that must be carried out. Given the challenges they face, it is necessary to do several things to make them able to pay attention again when explaining the material, namely, to be as creative as possible to steal their attention, approach the children to ask them to calm



down again, make a slightly loud voice to attract their attention. Give gestures and facial expressions that can invite them to pay attention again to the front.

## **B. Food**

There were 26 students and students present. Of the 26 people, they were able to master the material and solve the questions given quickly. By getting to know the topic of food and drink in English, students can expand their knowledge and improve their English speaking skills. Lesson plans are again very important for teachers to ensure that learning is effective and students can achieve their learning goals well.

The agenda that was carried out at SDN 09 on Tuesday, December 12 2023 was to teach learning material about food to grade 2 elementary school students & girls.

The challenge that can be faced when teaching Grade 2 students is that they tend to focus on their own activities.

learning process

1. Guess the food pictures using English
2. Differentiate between animals that live in water and on land
3. Introducing Vocabulary about food

Learning indicators include: Guessing Animal Names by Sound, Singing Food-themed Yel, Differentiating between foods, Guessing the sound the food comes from

1. Students are invited to look at pictures of food and are asked to name them in Indonesian and then say them in English
2. Students are asked to say the names of foods in English.
1. Students sing Yel Yel About food
2. Students guess the picture of food on the paper printed by the teacher.
3. Students who provide food use English
4. Students say the name of the food and they guess the food according to the alphabet given using B.English
5. The teacher tells students to provide feedback on the material they have studied.



*Figure 2. food teaching process*



### 3. . Challenge

The challenge of teaching elementary school children is to be patient with these children, because according to grade 2 elementary school children they are still unstable or tend to want to be noticed and understood. find it difficult to keep them obediently sitting and listening to the material being delivered calmly. Children tend to be busy and move around when they start explaining the material. Another difficulty is. Get their attention so they want to listen to orders that must be carried out. Given the challenges they face, it is necessary to do several things to make them able to pay attention again when explaining the material, namely, to be as creative as possible to steal their attention, approach the children to ask them to calm down again, make a slightly loud voice to attract their attention. Give gestures and facial expressions that can invite them to pay attention again to the front.

### CONCLUSION

Drama is an interesting and effective teaching medium for teaching English to children (Young Learners). The use of drama in the classroom is very fun for children because they have been exposed to drama since they were little. Through drama, children can speak even limited language, for example by using non-verbal communication such as body movements and facial expressions. Through drama, children can improve their ability to speak playing a character through dialogue. Therefore, the use of drama can develop their intelligence in imagination and creativity. The more drama is used, the better the language will be achieved by children. Drama provides an excellent opportunity for students to develop their teaching skills using drama techniques in English. The product (the performance) and the process of learning a language (process of language learning) are related to drama.

Through drama subjects, students teach using drama techniques and make it more fun for children. Students teach at SD 09 Anggut Bengkulu City. Students teach animals and food using drama techniques. Drama helps children to be active in language and drama is also a fun activity that has clear advantages for language learning

### REFERENSI

- Bland, Janice .*Teaching English to Young Learners: More Teacher Education and More Children's Literature* . 2019. CLELEjournal.
- Depdiknas. 2002. Pendekatan Kontekstual (Contextual Teaching and Learning). Jakarta: Depdiknas Dirjen Dikdasmen.
- Harmer, Jeremy. 2007. How to Teach English. Malaysia: Pearson Education Limited.
- Helaly, Z. 1987. Teaching English to Children. New York: English Teaching Forum.
- Rich. Hornby, A.S. 1995. Oxford Advanced Learner's Dictionary. New York: Oxford University Press.
- Linse, T. Caroline.2006. Practical English Language Teaching Young Learners. McGraw Hill Companies.
- Mikulecky, B. S. 2004. More Reading Power: Reading for Pleasure, Comprehension, Skills, Thinking Skills, Reading Faster (2nd edition). New York: Longman.
- Nuttall, C. 1988. Teaching Reading Skills in a Foreign Language (Practical Language Teaching: no.9). Oxford: Heineman.
- Paul, David. 2003. Teaching English to Children in Asia. Hongkong: Pearson Education Limited.
- Phillips, Sarah. 2003. Young Learners. New York: Oxford Press.



## MUSYAWARAH:

Jurnal Pengabdian Masyarakat

<http://jurnal.anfa.co.id/index.php/musyawah/>

(2024), 2 (1): 270-277

- 
- Puskur Depdiknas. 2002. Kurikulum Berbasis Kompetensi. Jakarta: Puskur Balitbang Depdiknas.
- Puskur Depdiknas. 2002. Pengembangan Silabus Kurikulum Berbasis Kompetensi. Jakarta: Puskur Balitbang Depdiknas.
- Puskur Depdiknas. 2002. Pelaksanaan Kurikulum Berbasis Kompetensi. Jakarta: Puskur Balitbang Depdiknas.
- Pereira, S., Fillol, J. and Moura, P. (2019) '*Young people learning from digital media outside of school : The informal meets the formal*', pp. 41–50.
- Reilly, Vanessa and Ward, M. Sheila. 2003. *Very Young Learners*. New York: Oxford Press.
- Richards, Jack and Rodgers, Theodore's. 1986. *Approaches and Methods in*