

Enriching Home Vocabulary Through Diorama

Oleh:

Adinda Roro Nayoan

Dr. Vidya Mandarani, S.S., M.Hum.

Progam Studi Pendidikan Bahasa Inggris

Universitas Muhammadiyah Sidoarjo

Juni, 2024



Abstract

Diorama is one of English learning media used for elementary school students with attractive three-dimensional design. With the diorama, it can help teachers in showing illustrations of objects in miniature which is almost similar to the original form. So that it makes it easier for students to understand the target vocabulary to be achieved. This diorama contains material about the vocabulary of the house using English. With the unique design of this diorama, it can provide learning media innovation for students to be more interactive during learning and train their understanding of the target vocabulary of the house. This diorama media is made interesting in order to bring up students' motivation in learning English. In addition, this diorama is equipped with numbers that become vocabulary targets. The existence of *velcro* or fabric adhesive can facilitate students in removing and placing the existing vocabulary. It can make students easier to understand the material because they can match the vocabulary with the numbers on the part of the house that becomes the target vocabulary. Implementation of diorama media to students, can be used through learning materials about reading and speaking.

Product Description

It is common knowledge that the media serves as a teaching aid, helping teachers communicate with students to maximize learning. Therefore, the author will introduce a learning media called diorama. A diorama media is a piece of art that imitates a genuine form by presenting a miniature, three-dimensional scene. In accordance with Imelda and Zulfan's perspective, a diorama is a media without projections that presents images in three dimensions as imitations of the original structure or state.

The advantage of using diorama media in learning English vocabulary makes students happy and enthusiastic in learning because it helps them visualize the picture that is being explained by the teacher by showing illustrations of actual events. Therefore, in the application of learning English home vocabulary by using diorama media is expected to provide convenience for teachers in delivering learning materials to achieve the desired learning objectives.

The application that is done in the process of learning English vocabulary with diorama media, namely the teacher must show the diorama in the form of a house in the classroom; the teacher must explain the purpose of making the diorama; the teacher must explain the parts of the house in detail based on the existing diorama; then when mentioning the target vocabulary related to the house, students are asked to imitate what has been said by the teacher; then the last is repetition, which means the teacher must retell the contents of the diorama, but the teacher must also provide stimulus to students by asking the target vocabulary of the parts of the house that have been studied. By giving stimulus in the form of questions, students are directed to the stage of mentioning the target vocabulary.

Product Content

This diorama media display is in the form of a multi-story wooden house with a minimalist villa theme where on the first floor is a land for the garden and there is also a garage for the car. To connect the ground floor with the second floor, we use stairs on the front side of the house. On the second floor, there is one bedroom which contains one bed, one pillow, one bolster, one table and flower vase, one picture frame, one lamp, one television, and one air conditioner. The bedroom is also equipped with a glass wall so you can see the side of the bedroom. In addition, there are two windows that look at the front and back of the house. The windows are also fitted with brown curtains. Right next to the bedroom is a staircase that leads to the roof of the house. On the upper roof of the house there is a small garden overgrown with trees and grass. There is also a gazebo for relaxing.

In the implementation with the English lesson, we also wrote numbers on the parts of the house, which are the target vocabulary to be achieved in the lesson. In addition, we also provide small sheets of vocabulary that match the numbers on the parts of the house that are the target vocabulary. These vocabulary sheets can be removed and installed so that it can facilitate students in learning to guess the appropriate and correct vocabulary.

Product Content

Target vocabulary as follows:

- | | | | |
|------------------|-------------------|----------------------|-----------------|
| 1. Wooden House. | 9. Garden. | 17. Glass Wall. | 25. Television. |
| 2. First Floor. | 10. Tree. | 18. Flower Vase. | 26. Table. |
| 3. Second Floor. | 11. Grass. | 19. Gazebo. | 27. Wall. |
| 4. Rooftop. | 12. Fence. | 20. Carpet. | 28. Curtain. |
| 5. Garage. | 13. Balcony. | 21. Roof. | 29. Mattress. |
| 6. Car. | 14. Bedroom. | 22. Light/Lamp. | 30. Bolster. |
| 7. Stairs. | 15. Sliding Door. | 23. Outdoor AC Unit. | 31. Pillow. |
| 8. Doormat. | 16. Window. | 24. Air Conditioner. | |

Product Content



Figure 1. Front Side View of Diorama



Figure 2. Back Side View of Diorama



Figure 3. Right Side View of Diorama



Figure 4. Left Side View of Diorama



Figure 5. Diorama Building Materials



Figure 6. Materials for Diorama Building Electricity



Figure 7. Diorama Foundation Making Process



Figure 8. Diorama Wall Making Process



Figure 9. Display of Picture Pigora and Flower Vase for Bedroom

Product Content



Figure 10. Installation Process of Picture Pigora on One of the Bedroom Walls



Figure 11. Manufacturing Process of Sliding Door, Windows, Glass Wall, and Curtains



Figure 12. Wall Laying Display, Sliding Door, Curtains, Glass Wall, Carpets, Table and Flower Vase



Figure 13. Room Wall View



Figure 14. View of the Bedroom from the Front Side



Figure 15. Display of Mattress, Pillow, Bolster, Walls, and Glass Window



Figure 16. The Process of Making the Roof of The Bedroom and Placing the Room Light



Figure 17. Display of the Bedroom After Installing Light and the Process of Installing the Roof of the Bedroom

Product Content



Figure 18. Display of Electricity Resources in the Diorama Building



Figure 19. Gazebo Making Process for the Rooftop of the Diorama



Figure 20. Display of the Finished Gazebo



Figure 21. The Process of Installing Grass, Trees, Fences, and Stairs Leading to the Rooftop of the Diorama



Figure 22. Display of the Stairs Leading to the Rooftop of the Diorama



Figure 23. View of Sleeping Room from the Back Side



Figure 24. The Process of Making the Doormat



Figure 25. Display of Almost Finished Diorama Building

Product Content



Figure 26. Diorama Bilding Display That Has Been Given Numbers as Vocabulary Targets

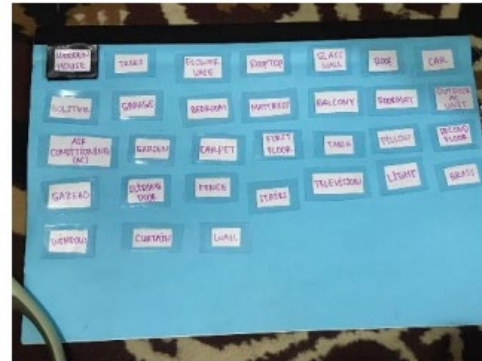


Figure 27. Vocabulary Sheet Making Process



Figure 28. Bookmaking Process for Vocabulary



Figure 29. Display When Vocabulary Has Not Been Pasted



Figure 30. Display When Vocabulary Has Been Pasted

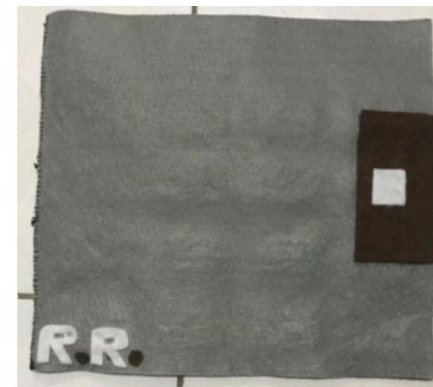


Figure 31. Cover View of House Vocabulary Book

References

- [1] R. P. D. Lestariyana and H. P. Widodo, “Engaging young learners of English with digital stories: Learning to mean,” *Indones. J. Appl. Linguist.*, vol. 8, no. 2, pp. 489–495, 2018, doi: 10.17509/ijal.v8i2.13314.
- [2] S. Zein, D. Sukyadi, F. A. Hamied, and N. S. Lengkanawati, “English Language Education in Indonesia: A Review of Research (2011-2019),” *Lang. Teach.*, vol. 53, no. 4, pp. 491–523, 2020, doi: 10.1017/S0261444820000208.
- [3] H. P. Widodo, “Engaging young learners of English in a genre-based digital storytelling project,” *An Unpubl. Res. Rep.*, no. March, 2016, [Online]. Available: https://www.englishprofile.org/images/pdf/2015-16_Widodo_CUP_TRP_final_report.pdf
- [4] U. Sulistiyo, E. Haryanto, H. P. Widodo, and T. Elyas, “The portrait of primary school English in Indonesia: policy recommendations,” *Educ. 3-13*, vol. 48, no. 8, pp. 945–959, 2020, doi: 10.1080/03004279.2019.1680721.
- [5] P. M. Lightbown and N. Spada, “Teaching and learning L2 in the classroom: It’s about time,” *Lang. Teach.*, vol. 53, no. 4, pp. 422–432, 2020, doi: 10.1017/S0261444819000454.
- [6] S. D. Mutiah, M. Nakhriyah, N. H. HR, D. N. Hidayat, and F. Hamid, “The Readiness of Teaching English to Young Learners in Indonesia,” *J. Basicedu*, vol. 4, no. 4, pp. 1370–1387, 2020, doi: 10.31004/basicedu.v4i4.541.
- [7] I. S. Fitri, Z. Zulfan, and D. Rosita, “The Use of Diorama Learning Media Towards Learning Motivation of Students in Class X IPS 2,” *Riwayat Educ. J. Hist. Humanit.*, vol. 5, no. 1, pp. 88–105, 2022, doi: 10.24815/jr.v5i1.24547.

References

- [8] Y. D. Puspitarini and M. Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatol. J. Educ.*, vol. 4, no. 2, pp. 53–60, 2019, doi: 10.29333/aje.2019.426a.
- [9] Eliyanto, S. H. Mujiati, and Darsono, "The Effect of Learning Media on Students' Academic Achievement at Elementary School," *Int. Conf. Educ. 2022*, pp. 20–27, 2022.
- [10] W. Melinda and Y. D. Ariyani, "Development of diorama based learning media to improve Eeementary school students' creative thinking ability," *Indones. J. Classr. Action Res.*, vol. 2, no. 20, pp. 5–9, 2024.
- [11] L. Sidyawati, R. Masruroh, and I. E. Siregar, "Development of Diorama Learning Media for Fourth Grade Elementary School," *J. Teach. Learn. Elem. Educ.*, vol. 4, no. 2, p. 211, 2021, doi: 10.33578/jtlee.v4i2.7897.
- [12] I. S. Fitri, Z. Zulfan, and D. Rosita, "The Use of Diorama Learning Media Towards Learning Motivation of Students in Class X IPS 2," *Riwayat Educ. J. Hist. Humanit.*, vol. 5, no. 1, pp. 88–105, 2022, doi: 10.24815/jr.v5i1.24547.
- [13] C. S. Hanifah and N. Setyasto, "3D Diorama Learning Media on the History of the Independence of Indonesia to Improve Learning Outcomes in Social Studies Learning," *Mimb. PGSD Undiksha*, vol. 12, no. 1, pp. 47–56, 2024, doi: 10.23887/jjpgsd.v12i1.72828.
- [14] R. I. Prasetya and S. Maisaroh, *Use of Diorama Media: As an Innovation in Science Learning in Elementary Schools*, no. UpinCESS. Atlantis Press SARL, 2023. doi: 10.2991/978-2-38476-176-0.
- [15] S. L. Dewi, C. As'ari, and I. Zuhra, "The Effect of Using Digital Diorama on Student'S Speaking Skill Performance," *J. Ilm. Glob. Educ.*, vol. 4, no. 1, pp. 78–87, 2023, doi: 10.55681/jige.v4i1.545.

