



# Enriching Home Vocabulary Through Diorama [Memperkaya Kosakata Rumah Melalui Diorama]

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**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.

**Keywords** – Diorama; Design; Learning Media

**Abstrak.** Diorama merupakan salah satu media pembelajaran bahasa Inggris yang digunakan untuk siswa sekolah dasar dengan desain tiga dimensi yang menarik. Dengan adanya diorama, dapat membantu guru dalam menunjukkan ilustrasi benda-benda dalam bentuk miniatur yang mana hampir mirip dengan bentuk aslinya. Sehingga memudahkan siswa dalam memahami target kosakata yang ingin dicapai. Diorama ini berisi materi tentang kosakata rumah dengan menggunakan bahasa Inggris. Dengan desain yang unik pada bangunan diorama ini, dapat memberikan inovasi media pembelajaran kepada siswa untuk lebih interaktif saat pembelajaran dan melatih pemahaman mereka terhadap target kosakata rumah. Media diorama ini dibuat menarik agar dapat memunculkan motivasi siswa dalam belajar bahasa Inggris. Selain itu diorama ini dilengkapi dengan angka-angka yang menjadi target kosakata. Adanya velcro atau perekat kain dapat memudahkan siswa dalam melepas dan memasang kosakata yang ada. Hal itu dapat membuat siswa lebih mudah memahami materi karena mereka bisa mencocokkan kosakata yang sesuai dengan angka-angka pada bagian rumah yang menjadi target kosakata tersebut. Implementasi media diorama kepada siswa, dapat digunakan melalui materi pembelajaran tentang membaca dan berbicara.

**Kata Kunci** – Diorama; Desain; Media Pembelajaran

## I. PRODUCT DESCRIPTION

English is seen as a foreign language in many Asian cultures, including China, Indonesia, Korea, Saudi Arabia and Japan. Therefore, as the use of English as an international language becomes more widespread, so does the interest in learning the language [1]. English has been taught as a local content subject in primary schools in Indonesia since 1994, although this fact is still up for debate [2]. Nevertheless, English is still taught as a local content subject in many Indonesian primary schools, both public and private [3]. A school subject lacking nationally legislated or authorized curriculum rules is English as a local content or elective. In this situation, elementary school English teachers are able to create, implement, and evaluate their own curricula, classroom rules, instruction, and evaluation methods in accordance with the requirements of the school and the pupil [4].

In teaching English to primary school children, teachers should be aware of the nature and emotional characteristics of children, as they are very different from adult learners. Children can only pay attention to a lesson for about twenty minutes, unlike adult learners who can concentrate for longer [5]. This is because children have a short attention span. A condition of intense attention in engaging and enjoyable learning is indicative of a student's involvement in the learning process [6]. This means that in order to keep pupils from becoming bored in class, teachers need to use a variety of teaching media. Children now tend to be bored, especially when learning tasks involve vocabulary recognition in English. Therefore, primary school teachers need to have a wide variety of teaching methodologies supported by relevant learning media resources, especially when it comes to English lessons [7].

It is common knowledge that the media serves as a teaching aid, helping teachers communicate with students to maximize learning. In order to accomplish learning objectives, learning media is employed to help the learning process [8]. To facilitate learning in the classroom, educators must employ appropriate learning resources during the teaching and learning process. As a leader for the pupils in the classroom or at school, the teacher needs to be able to influence positive change [9]. There are numerous ways to maximize learning, but one that works well is to use educational materials to inspire students to think creatively and to pay attention while they are studying [10]. 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. The belief that a diorama is a miniature three-dimensional scenery meant to depict the actual situation lends credence to the statement [11]. 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 [12]. Students can pique their curiosity about the application of 3-dimensional diorama media and diorama media can help to pique students' interest in the direct observation learning method [13]. Students learn in a more engaging and meaningful way when using dioramas. Students must participate actively and creatively in order for learning to be engaging and meaningful [14]. 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. Diorama educational materials can inspire students to write with greater creativity and can also stimulate their own thoughts [15]. 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.

If the teacher has done the teaching procedure by using diorama media. The next step is an exercise which is a form of deepening students' understanding of the material. The teacher gives the vocabulary sheet randomly to the students, then the teacher instructs the students to placing the vocabulary in accordance with the number listed on the parts of the house in the diorama, then the last step is the teacher invites students to correct the vocabulary whether it is in accordance with the number listed on the parts of the house or not. In this evaluation stage, the teacher should also provide opportunities for students to ask about the material that has not been understood. With this diorama media, it is expected that elementary school students can enjoy learning English.

## II. 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.

This diorama media building uses what is at home or very easy to find, namely ice cream sticks, as the main material. The color of the ice cream stick itself is also good, the brown color gives a classic minimalist impression for the house. In illustrating the glass wall, we use white mica plastic so that the depiction is closer to the original form. The presence of lights at various points is intended to add to the beauty of the building. The electrical circuit used is a series circuit type. The use of electricity in the building uses power assistance from a box-type battery with a voltage of 9 Volts. In addition, we also added miniature plants to make it look fresh.

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.

Explanation of the materials used during the process of making diorama media are as follows:

1. The main material of the house using ice cream sticks.
2. For the adhesive between ice cream sticks using hot glue which has a stronger adhesive quality and durable.
3. Candle for glue heating.
4. Scissors are used to cut the ice cream sticks.
5. The ground floor of the house uses flannel fabric to illustrate grass.
6. On the inside of the bedroom, there are pillows and bolsters in which there is *dacron* to give the effect of expanding like the original shape.
7. The glass wall uses white mica plastic.
8. The lights in the diorama building use LED lights with a voltage of 3 Volts.
9. The power used for electricity uses a box-type battery with a voltage of 9 Volts.
10. To give a neat impression on the electric cable, we put the cable into a white straw.
11. Small rectangular vocabulary sheets made of paper and laminated so that the writing does not fade easily.
12. For vocabulary sheets that have been written as target vocabulary as listed in Table 1, we use *velcro* or commonly called fabric adhesive. The aim is to make the vocabulary easy to attach and remove.

**Table 1.** The List of Target Vocabulary In The Vocabulary Sheets

No	Vocabulary List
1	Wooden House
2	First Floor
3	Second Floor
4	Rooftop
5	Garage
6	Car
7	Stairs
8	Doormat
9	Garden
10	Tree
11	Grass
12	Fence
13	Balcony
14	Bedroom
15	Sliding Door
16	Window
17	Glass Wall
18	Flower Vase
19	Gazebo
20	Carpet
21	Roof
22	Light/Lamp
23	Outdoor AC Unit
24	Air Conditioner
25	Television
26	Table
27	Wall
28	Curtain
29	Mattress
30	Bolster
31	Pillow

The diorama media design in the form of a house building can be seen as follows:



**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

The process of making diorama media in the form of house building can be seen as follows:



**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



**Figure 10.** Installation process of picture pigora for 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



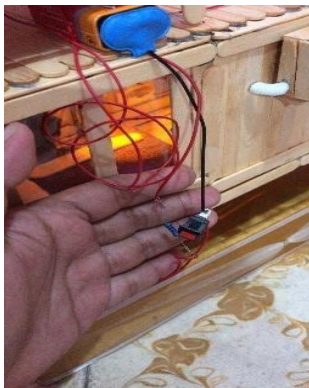
**Figure 15.** Display of mattress, pillow, bolster, walls, and glass window



**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 bedroom



**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 bedroom from the backside



**Figure 24.** The process of making the doormat



**Figure 25.** Display of almost finished diorama building



**Figure 26.** Diorama building display that has been given numbers as vocabulary targets



**Figure 27.** The vocabulary sheet making process



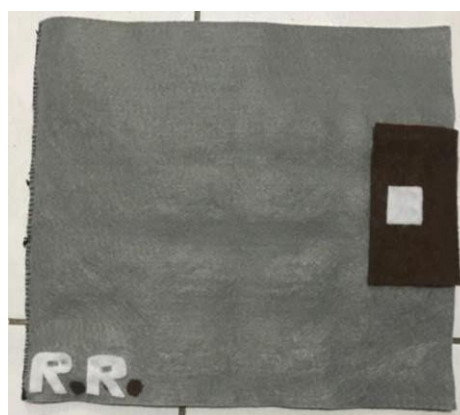
**Figure 28.** The bookmaking process for vocabulary



**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

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**Conflict of Interest Statement:**

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.