

The Implementation of Local Wisdom-Based Diorama Media to Improve Students' English Vocabulary at SDN 7 Sesean

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Abstract

This study used quantitative approach and aims to assess the effectiveness of Local Wisdom-Based Diorama picture as a media in enhancing English vocabulary among students at SDN 7 Sesean. The study's population consists of 36 fifth-grade students, from which a sample was selected using the cluster sampling technique, involving two classes. Given that a quasi-experimental design was employed, participants were divided into a control group and an experimental group, with Class V.A serving as the experimental group and Class V.B as the control group, each containing 18 students. Data collection was conducted through a written test, specifically a multiple-choice format. The findings indicate that the use of local wisdom-based diorama media effectively improves English vocabulary for students at SDN 7 Sesean, with a significance value of $\text{Sig. } 0.000 < 0.05$, demonstrating a very significant difference between the two groups' means. The mean difference calculated was 20.278.

Keywords: *diorama, media, picture, local wisdom, vocabulary*

Introduction

In the context of current globalization, mastery of the English language has become an essential skill for students. English has become a lingua franca used in various fields, including education, technology, and business (Noor, Harahap, and Dewi 2023), (Wulandari, Ratminingsih, and Ramendra 2020). However, in many primary schools, students still face challenges in understanding and mastering English vocabulary. This is often due to teaching methods that are uninspiring and lacking context, causing students to lose interest in learning.

One approach that can enhance student engagement is through the use of creative learning media, such as dioramas (Choiroh, Renaningtyas, and Wuryaningrum 2024), (Salsabila et al. 2024), (Manalu 2022). The use of visual media can significantly enhance students' understanding of concepts, as it provides a tangible representation of the material being studied. This visual engagement allows them to grasp complex ideas more readily than through text alone. Furthermore, by incorporating local wisdom into the creation of dioramas, students not only expand their vocabulary but also connect their learning to their own cultural and environmental contexts. This approach makes the educational experience more relevant and meaningful, fostering a deeper appreciation for both their heritage and the subject matter. (Bali and Zahroh 2023), (Dewi, As'ari, and Intan Zuhra 2023), (Mafulah 2025). The implementation of dioramas

picture in English language learning at schools has proven effective due to its combination of visual elements, creativity, and collaboration. By creating these dioramas, students can visualize the stories or concepts they have learned, enhancing their comprehension and retention of information. This engaging method not only reinforces their understanding but also encourages teamwork and creative expression among peers. (Putri and Nofrion 2025), (Fajriyah et al. 2024).

Based on the pre-observation conducted by the researcher, it was found that the English language proficiency of students at SDN 7 Sesean is still very lacking. This is due to the students' insufficient vocabulary mastery, making it difficult for them to communicate in English. The teacher has tried various methods for teaching English, such as group discussions, role plays, and others, but none have succeeded in improving the students' English proficiency.

Based on the phenomena above, this study will attempt to implement an English teaching approach, particularly in enhancing the vocabulary of students at SDN 7 Sesean, using a local wisdom-based learning approach. Local wisdom plays a crucial role in education, particularly in the realm of language learning. By incorporating local values into the educational framework, we can not only bolster students' cultural identity but also significantly boost their motivation to learn. Furthermore, as Ramadhani points out, this integration fosters a deeper connection between students and their heritage, promoting a more engaging and relevant learning experience (Tandikombong, Tandi arrang, and Tulaktondok 2024), (M. Tandikombong, Rante Kinda, and Siumarlata 2024), (Husain and Balqis 2013). The use of media that reflects local wisdom can make learning more engaging, capturing students' attention and interest. By incorporating familiar cultural elements, educators can create a more relatable and stimulating learning environment. This approach not only enhances students' enthusiasm for the subject matter but also fosters a deeper connection to their own cultural heritage. (Naryatmojo 2019), (Banaruee, Farsani, and Khatin-Zadeh 2023). This indicates that local wisdom-based dioramas can be used to enhance students' understanding of English vocabulary (Mafulah 2025), (Azhar 2024).

Previous study also indicates that creative learning media can enhance students' motivation and performance in learning English. (Ismiyani 2021), (Nambiar et al. 2020), (Adlis 2022). The use of various types of media, such as visual media, can actively engage students, making the learning experience more dynamic and interactive. Integrating multimedia tools allows students to process information in diverse ways, catering to different learning styles and preferences. As a result, this approach not only boosts students' interest but also leads to improved learning outcomes and retention of the material. (Darmayanti 2023), (Suryanida and Suryatiningsih. 2022), (Anggaraini, and Kusniarti 2015). In addition, using visual media has been shown to lead to significant improvements in vocabulary mastery compared to students who engage in conventional learning methods. This innovative approach provides students with concrete examples and visual contexts that facilitate better understanding and retention of new words. Consequently, students who utilize visual media are more likely to demonstrate higher levels of engagement and proficiency in their vocabulary skills. (Halwani 2017), (Sultan, Tirtayasa, and Maulana 2023), (Meilani, Suyadi, and Nurdianyah 2022).

Method

Study Design

This study is a quantitative study. This study aims to implement a diorama-based media approach of local wisdom to enhance English vocabulary acquisition among students at SDN 7 Sesean. The study employed a quasi-experimental design, dividing participants into a control group and an experimental group. The experimental group engaged with diorama activities that reflected local wisdom and traditions, integrated with English vocabulary lessons, while the control group received conventional instruction. Data collected through pre-tests and post-tests to measure vocabulary improvement, alongside observations and student feedback to evaluate engagement and understanding.

Sample Population

The population of this study was the fifth-grade students at SDN 7 Sesean, totaling 36 participants. These students were divided into two classes: Class V.A, which consisted of 18 students, and Class V.B, which included 18 students. The population chosen by using cluster sampling technique. Class V.A as Experiment group while class V.B as control group. This distribution allows for a comprehensive assessment of the effectiveness of diorama-based media rooted in local wisdom on English vocabulary acquisition, as it provides a manageable yet diverse group for analysis. By focusing on this specific cohort, the study aims to draw meaningful conclusions about the impact of culturally contextualized learning approaches on vocabulary enhancement among elementary school students.

Data Collection Techniques and Instruments

The instrument used was written test namely multiple choice to assess the effectiveness of local wisdom-based diorama media in enhancing English vocabulary among fifth-grade students at SDN 7 Sesean. Proses of collecting data imploded: a) Pre-tests; which aim to measure participants' baseline knowledge before the intervention is conducted. b) Treatment; which aim to implement the intervention designed to influence the studied variable and measure its impact on the desired outcomes it. C) Post-tests; which aim to measure the changes or effectiveness of the intervention provided after the implementation of the treatment.

Data Analysis Techniques

Data analysis for the pre-test and post-test in the study "Implementation of Local Wisdom-Based Diorama Media to Improve English Vocabulary for Students at SDN 7 Sesean" will involve several key steps. First, scores from both the pre-test and post-test will be collected and organized for each participant. Descriptive statistics, including Test of Homogeneity of Variance, means and standard deviations, will be calculated to summarize the overall performance and variability in scores and the last is Independent Samples Test.

Results

The results of the study on the application of local wisdom-based diorama media to enhance the English vocabulary of students at State Elementary School 7 Sesean, processed using SPSS with an Independent Samples Test, can be presented as follows.

Normality Test

Hasil	Kelas	Table 1. Normality test					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Pretest A (eksperimen)	.167	18	.200*	.924	18	.155
	Posttest A (eksperimen)	.137	18	.200*	.909	18	.082
	Pretest B (kontrol)	.150	18	.200*	.942	18	.309
	Posttest B (Kontrol)	.162	18	.200*	.968	18	.759

The results of the normality testing show that both the experimental and control groups have significance values above 0.05. This indicates that the data from both groups are normally distributed, satisfying the assumptions necessary for further statistical analyses.

Homogeneity of Variance

Nilai	Test of Homogeneity of Variance	Table 2. Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
	Based on Mean	3.546	1	34	.068
	Based on Median	3.151	1	34	.085
	Based on Median and with adjusted df	3.151	1	25.847	.088
	Based on trimmed mean	3.464	1	34	.071

The Levene's test for homogeneity of variance produced significance values of 0.068 based on the mean and 0.071 based on the trimmed mean. Additionally, the test results show significance values of 0.085 and 0.088 based on the median and adjusted degrees of freedom, respectively, indicating that the variances between the groups are equal since all values are above the 0.05 threshold.

Statistics

Nilai	Kelas	Table 3. Statistic Groups			
		N	Mean	Std. Deviation	Std. Error Mean
	PosTest Kelas Kontorol	18	53.06	18.161	4.281
	PosTest Eksperiment	18	73.33	10.000	2.357

The table above shows that the mean score in the control class is 53.06, while in the experimental class, the mean score is 73.33. This data indicates that the mean score in the experimental class is higher compared to the mean score in the control class.

Independent Test

Nilai		Table 4. Independent Samples Test							
		Levene's Test for Equality of Variances				t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
	Equal variances assumed	3.546	.068	-5.641	34	.000	-27.778	4.924	-37.785 -17.771
	Equal variances not assumed			-5.641	26.951	.000	-27.778	4.924	-37.882 -17.674

The data above presents the results of a t-test analysis for independent samples, including the output from Levene's Test for Equality of Variances. Based the result in Levene's Test for Equality of Variances, an F value of 3.546 was obtained with a significance (Sig.) of 0.068, indicating that the variances between the two groups are equal. In the t-test for Equality of Means, assuming equal variances, the obtained t value is -5.641 with degrees of freedom (df) 34, and the two-tailed significance (Sig. (2-tailed)) is 0.000<0.05. This indicates a significant difference between the two groups, with a mean difference of 27.778 and a standard error of the difference of 4.924.

Discussion

One approach that can enhance student engagement is through the use of creative learning media, such as dioramas. (Choiroh et al. 2024),(Salsabila et al. 2024), (Manalu 2022). The use of visual media can help students better understand concepts, as they can see a tangible representation of the material being studied. By integrating local wisdom in the creation of dioramas, students not only learn new vocabulary but also relate it to their own culture and environment, making the learning process more relevant and meaningful(Bali and Zahroh 2023), (Dewi et al. 2023), (Mafulah 2025). The implementation of dioramas in English language learning at primary schools has proven effective because it combines visual elements, creativity, and collaboration. Through the creation of dioramas, students can visualize the stories or concepts they have learned, helping them understand and retain information more effectively(Putri and Nofrion2 2025),(Fajriyah et al. 2024).

Local wisdom plays an important role in education, especially in the context of language learning. It emphasizes that integrating local values into education can strengthen students' cultural identity and enhance their learning motivation. Furthermore, according to Ramadhani., Tandikombong et al. 2024),(M. Tandikombong et al. 2024),(Husain and Balqis 2013). The use of media that reflects local wisdom can make learning more engaging and reduce students' boredom. By incorporating familiar cultural elements, students are more likely to feel a connection to the material, which enhances their interest and motivation in the learning process. (Naryatmojo 2019)(Banaruee et al. 2023). This indicates that local wisdom-based dioramas can be used to enhance students' understanding of English vocabulary. By integrating culturally relevant themes and contexts, these dioramas not only make learning more relatable but also foster deeper connections between new vocabulary and students' everyday experiences (Mafulah 2025)(Azhar 2024)

The results of the normality testing show that both the experimental and control groups have significance values above 0.05. This indicates that the data from both groups are normally distributed, satisfying the assumptions necessary for further statistical analyses.

The results of the test for homogeneity of variance produced significance values of 0.068 based on the mean and 0.071 based on the trimmed mean. Additionally, the test results show significance values of 0.085 and 0.088 based on the median and adjusted degrees of freedom, respectively, indicating that the variances between the groups are equal since all values are above the 0.05 threshold.

The data above presents the results of a t-test analysis for independent samples, including the output from Levene's Test for Equality of Variances. Based the result in Levene's Test for Equality of Variances, an F value of 3.546 was obtained with a significance (Sig.) of 0.068, indicating that the variances between the two groups are

equal. In the t-test for Equality of Means, assuming equal variances, the obtained t value is -5.641 with degrees of freedom (df) 34, and the two-tailed significance (Sig. (2-tailed)) is 0.000<0,05. This indicates a significant difference between the two groups, with a mean difference of 27.778 and a standard error of the difference of 4.924.

Conclusion

Based on the data analysis results through the independent samples test, it can be concluded that the implementation of local wisdom-based diorama media is effective for improving English vocabulary among students at SDN 7 Sesean. The findings reveal that the two-tailed significance (Sig. (2-tailed)) value is 0.000, which is less than 0.05 (000<0,05). It means that there was a significant difference between the two groups being studied. Specifically, there was a mean difference of 27.778, suggesting that the students exposed to the implementation of local wisdom-based diorama media showed considerable improvement in their vocabulary. Furthermore, the standard error of the difference is 4.924, which supports the reliability of these results.

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Suggestions

For future study, it is recommended to explore the integration of local wisdom-based diorama media with varied teaching methodologies to assess its impact on different aspects of language acquisition, such as speaking and listening skills, in addition to vocabulary enhancement. Investigating the long-term retention of vocabulary learned through this medium could provide valuable insights into the effectiveness of using culturally relevant contexts in language learning. Moreover, conducting a comparative study involving diverse cultural backgrounds may reveal the broader applicability of local wisdom in language education, thereby enriching the pedagogical approaches in diverse classroom settings.

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