THE IMPLEMENTATION OF DIORAMA MEDIA TO IMPROVE STUDENTS' SPEAKING ABILITIES

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ABSTRACT

The purpose of this study is to examine the impact of diorama media on students' speaking abilities at SMP Negeri 35 Takengon and assess their response to the use of diorama media for improving speaking abilities. Collaborative Classroom Action Research was employed as the research method, with the researcher working in collaboration with the teacher at SMP Negeri 35 Takengon. The research utilized tests, observation checklists, and questionnaires as the data collection instruments. Analysis of the data revealed that the mean score for students' speaking ability tests was 43.65 in the first cycle and 72.04 in the second cycle. The students' response to the implementation of diorama media yielded a mean score of 3.7, indicating a "Strongly Agree" response. These findings demonstrate that the utilization of diorama media has led to positive results in improving students' speaking abilities and has garnered a satisfactory response. As a result, this research can be considered successful.

Key Word : *Speaking Ability, Diorama, Collaborative Classroom Action Research*

INTRODUCTION

In English, there are four skills that need to be mastered: listening, speaking, reading, and writing. Speaking is one of the four language skills that is highly

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Important to learn [1]. Speaking involves an interactive process of constructing meaning that includes producing, receiving, and processing information. Every student wants to be able to speak English fluently, so all students must master these four skills. Speaking is the best way to communicate [2]. Speaking is a fundamental element in human interaction and communication. As part of language skills, speaking allows individuals to express their thoughts, feelings, and ideas to others. Good speaking skills enable someone to interact effectively in various situations, whether in daily conversations, public presentations, or group discussions [3] .

Speaking is a productive skill that involves using spoken language to engage in two-way or multi-party conversations with language users, utilizing a variety of connected and expanding vocabulary structures [4]. The essence of speaking is to convey a message to another person. This message can be thoughts, ideas, feelings, attitudes, responses, and judgments [5]. Therefore, the students need to be trained in speaking skills to effectively share information, ideas, thoughts, feelings, and desires that can be readily accepted and understood by the listener. Furthermore, a speaker should also be capable of communicating their ideas effectively. Speaking is an activity that involves describing and explaining something to ensure that the listener comprehends the intended meaning. Thus, speaking has an impact on a person's daily life as it involves using everyday language for oral or signed communication.

The 2013 curriculum at SMP Negeri 35 Takengon encourages students to be creative, independent, and possess attitudes of cooperation, solidarity, and leadership. However, there are issues in speaking learning, such as limitations in students' vocabulary and pronunciation. Students also need assistance in developing their thoughts and lack encouragement, which hampers the formation of a positive learning environment. Teachers also contribute to these problems with ineffective teaching methods. Curriculum changes are necessary to adapt to the changing times, and the revision of the 2013 curriculum in 2017 aims to

Improve human resources, particularly through teacher education and training programs [6].

In the speaking learning process at SMP 35 Takengon, there are several problems faced by students and teachers. One of them is the limited vocabulary that makes students struggle to speak fluently. In addition, inaccurate pronunciation also hinders clear understanding. Students also need assistance in developing their thoughts when expressing opinions or ideas. The lack of encouragement and motivation from teachers also affects students' participation in speaking. A less positive learning environment and ineffective teaching methods also contribute to the problems in speaking learning. To address these issues, an interactive learning approach, the use of methods that encourage active student participation, effective learning media, and appropriate teacher training are needed.

Therefore, second-grade students at SMP 35 Takengon lack the necessary skills in this area as they are unable to speak clearly and effectively. Thus, to enhance language learning skills, we need quality strategies and learning resources. One strategy that teachers can use to create a creative and innovative learning space to improve students' speaking abilities is by utilizing diorama as a learning medium. Diorama is a three-dimensional display that depicts specific scenes or situations. In speaking learning, diorama can be used as a tool for introducing the material and simulating conversations [2].

In speaking learning, teachers can prepare dioramas relevant to the topic to be discussed, such as a diorama depicting the school environment or daily life. During the material introduction, teachers can explain the elements in the diorama and connect them to related vocabulary or phrases. Subsequently, students can engage in conversation simulations by role-playing as characters in the diorama. They will interact using English to engage in dialogue, seek information, or express opinions.

The utilization of diorama in speaking learning also fosters students' creativity [7]. They can use their imagination to create their own dialogues, add new details, or develop short stories involving characters in the diorama. Throughout the learning process, teachers provide constructive feedback on students' pronunciation, vocabulary, or grammar usage. Students can also provide feedback to each other to learn from one another and improve their speaking skills.

By utilizing diorama as a learning medium, students will actively engage in speaking learning [8]. They can enhance their English language skills while having a fun and memorable learning experience. In this creative and innovative learning space, students can feel more motivated to speak in English and develop their confidence in oral communication.

Furthermore, the use of diorama as a learning medium can also enrich students' visual learning experience. Diorama provides a vivid and clear depiction of the situation or environment being studied, allowing students to visualize and better understand the context [9]. This helps improve their understanding of the material being learned and broaden their perspectives on various situations they may encounter in everyday life.

The use of diorama can also enhance interaction and collaboration among students [9]. By conducting conversation simulations using diorama, students will interact and collaborate with each other to create dialogues that fit the context of the diorama. This encourages students to work together, listen attentively, and respond effectively to their peers. As a result, students not only improve their speaking skills but also develop listening skills and teamwork abilities.

The utilization of diorama as a learning medium can also increase the diversity of teaching methods in the classroom [10]. By combining the use of diorama with other teaching methods such as role-playing, dialogues, or group discussions, teachers can create interesting and challenging variations in speaking lessons. This helps maintain students' interest and engagement in the learning

process. Overall, the use of diorama as a learning medium for speaking is an effective strategy to create a creative and innovative learning environment. Diorama provides a fun, visual, and interactive learning experience for students. By actively involving students in conversation simulations and fostering creativity, as well as providing constructive feedback, diorama can significantly improve students' speaking abilities.

Based on the aforementioned problems, the solution is to implement diorama as a medium for teaching speaking. Diorama media is a learning tool that utilizes three-dimensional models, such as farm scenes, houses, animals, and others, in small-scale forms to depict specific activities. Therefore, this research will be conducted under the title "Implementation of Diorama Media to Improve Students' Speaking Abilities (A Collaborative Classroom Action Research for Second Grade Students at SMP Negeri 35 Takengon)"

Research Methodology

The chosen research methodology is Classroom Action Research (CAR). CAR is a methodology utilized to address and resolve issues that arise within the classroom, particularly in the context of learning. By employing CAR, teachers can investigate and find solutions to classroom problems by following specific stages of the research process. CAR is highly valuable as it allows teachers to gain a

deeper understanding of their educational field, enhance their skills and knowledge, and take proactive measures to improve student learning outcomes [11] . This type of research conducted within the classroom setting aims to address teaching and learning difficulties, enhance the overall quality and outcomes of education, and introduce innovative approaches to improve the learning experience and outcomes. The implementation of the classroom action research method is intended to resolve teaching and learning problems and enhance the quality of education [12].

This study was conducted at SMP Negeri 35 Takengon. The researcher focused on the research population, which consisted of second-year students. A single class out of the eight available classes was selected as the specific sample, comprising students with varying levels of intelligence and English proficiency. Each student participated in the discussion during each cycle, and their speaking abilities were assessed by the researcher. The aim was to determine if there was a significant improvement in their speaking skills, as they faced difficulties in expressing themselves during English class due to a lack of understanding.

Considering the above, the researcher adopted a collaborative approach, involving cooperation with the school's English teachers in this study. Each participant had specific roles and responsibilities that complemented each other to achieve the research goal. Collaborative classroom action research was chosenas the research design because it allowed the researcher to enhance the students' speaking skills using the Diorama as a media specifically for second-year studentsat SMP Negeri 35 Takengon.

Based on the analysis of existing problems, this implementation plan by conducted in two cycles. The activities are done in each cycle step based on Kemmis and McTaggart [13] . The stages are (1) Preliminary study, (2) Finding the problems, (3) Planning the action, (4) Implementing the action, (5) Observation, and (6) Data Analysis and Reflection [14]. The success criteria reflected the areas of concern emphasized in the study. The criteria would be set up to judge whether

the implementation of the action is effective or not. In this research, the criteria of success used as follows:

1. The students should achieve a post-test score of at least 65% in speaking ability, indicating a good level of proficiency.

2. The researchers should demonstrate exemplary achievements in the teaching and learning process, with a performance percentage of approximately 70%.

3. Students' responses to applying diorama media to improve their speaking ability should be positive. The average score in the questionnaire should fall within the range of 2.0 – 2.5 (agree) or 3.0 – 3.5 (strongly agree).

During the research process, it is essential for the researcher to carefully select appropriate research instruments to gather the necessary data related to the specified success criteria. In this study, the researcher utilized three instruments: a test, an observation checklist for both the teacher and students, and a questionnaire for the students. The planned learning activities were implemented in two cycles: Cycle 1 and Cycle 2.

To collect and analyze the data, the researcher employed various methods such as tests, questionnaires, and observations. Both qualitative and quantitative data were collected and analyzed in this classroom action research. The researcher assigned grades to the students based on the research results obtained from Cycle 1 to Cycle 2. The qualitative data was analyzed using descriptive statistics to calculate the average scores of the students, which were then used to determine the improvement in their skills.

$$\tilde{\chi} = \frac{\Sigma f x}{n}$$

Where:

$\tilde{\chi}$ = Mean score

Σfx = Total score of all students

n = Number of students

The researcher created a grading scale for the students' test scores, which can be categorized as follows:

1. If the mean score of the students' test falls between 76 and 100, it is considered excellent.

2. If the mean score of the students' test falls between 50 and 75, it isconsidered good.

3. If the mean score of the students' test falls between 26 and 45, it isconsidered fair.

4. If the mean score of the students' test falls between 0 and 25, it is consideredpoor.

Assuming that the average score of the students is 75 or higher, in this research, it indicates that the students' performance is categorized as successful. The percentage of questionnaires related to that score can be observed as follows[15].

Level 4: 3,0 – 3,5   = Strongly agree

Level 3: 2,5 – 2,0   = Agree

Level 2: 2,0 – 2,5   = Disagree

Level 1: 0 – 2,0   = Strongly disagree

To calculate the result of students' activeness observation, the researcher used the class percentage. The formula is as follow:

$$P = \frac{F}{N} \times 100\%$$

P   : the percentage of observation score

F   : Number of student's activeness score in each indicatorN :
Number of all students in class

Research Findings and Discussion

Based on the implementation of two cycles of actions conducted in four meetings, it was found that students' speaking ability has improved. The

Improvement in learning engagement was observed through the use of Diorama as a learning media for speaking.

In the first cycle, the observation of students' speaking ability using the Diorama as a learning media showed a 65% proficiency level, categorized as suitable. In the second cycle, the proficiency level reached 95%, categorized as outstanding. There was a 30% increase in students' speaking ability from the first cycle to the second cycle when using diorama as a learning media.

However, the observation of teacher skills in the first cycle showed a percentage of 88% with suitable criteria. In the second cycle, the percentage increased to 97.2% with perfect criteria. The teacher skills exhibited an improvement in percentage between the first and second cycles, as the teacher achieved completeness in all descriptors when closing the lesson.

Based on the conducted study, it was observed that the utilization of Diorama as a learning medium has led to an improvement in students' English speaking skills. The average score of students increased from 43.65 in the first cycle to 72.04 in the second cycle. The data also indicated that in the first cycle, 23out of the total number of students did not meet the Minimum Completeness Criteria (KKM). However, in the second cycle, this number decreased to 19 students who successfully met the KKM. The achievement of classical learning outcomes in the second cycle signifies success, as students achieved an individuallearning completeness of ≥ 70%, which represents 70%.

Subsequently, the researchers analyzed the students' perceptions regarding the application of diorama as a recognized medium for enhancing theirspeaking abilities.

Table 1. the percentage of the Students' Response to the implementation of diorama

No	Variable Meansured	Questionaires Number	Total Score	Mean Score
1	The students' felt happy and increase their speaking ability	2,7,9	209	3.3
2	The students to be able understand in speaking ability	4	69	3.1
3	The students felt interested, active and had motivated in learning speaking ability	1,3,6,8,10	348	2.9
4	The students are happy in groups in learning speaking ability	5	79	3.0
Total Score			705	12.3
Average			176	3.7

The students' responses to the implementation of diorama as a medium to enhance speaking achievement were highly positive. The aforementioned data indicates that students showed a favorable response to learning with diorama. The questionnaire data obtained is presented in the table above.

Based on the analysis of the second cycle, the researchers made some new findings regarding the achieved learning outcomes. The observation checklist for teacher performance in teaching students to speak using diorama as a learning

medium yielded excellent results. Furthermore, the observation results for students' performance indicated that students were actively improving their speaking skills. The results from the two questionnaires distributed to students revealed that many students felt happy and satisfied with the use of diorama, expressing their contentment with this medium. The crucial point to highlight from this cycle is that the students' scores in speaking skills have increased, meeting the criteria for excellence. Consequently, the researchers concluded that the second cycle of the study was successful.

CONCLUSION

The Classroom Action Research (CAR) was conducted in two cycles with the second-grade students of SMP Negeri 35 Takengon for the academic year 2022/2023. Each cycle involved four stages: planning, implementing the action, observation, and reflection. After analyzing the research results, it was found that the utilization of dioramas as a learning medium in the second grade of SMP Negeri 35 Takengon has significantly improved students' speaking abilities. This improvement is evident from the increase in mean scores from 43.65% in the first cycle to 72.04% in the second cycle, indicating the effectiveness of dioramas in facilitating the development of speaking skills among students.

Additionally, the students responded positively and satisfactorily to the use of dioramas as a learning medium to enhance their speaking abilities. This positive response is reflected in the average score of 3.7, representing a "very good" rating, obtained from the questionnaires distributed to the students. The students found the diorama-based learning experience engaging and beneficial in improving their speaking skills.

In conclusion, the integration of dioramas as a learning medium has proven to be effective in enhancing students' speaking abilities. The research findings

Demonstrate significant improvements in students' speaking scores and positive student responses to the diorama-based approach. These results highlight the potential of dioramas as an innovative tool for creating an interactive and engaging learning environment that fosters the development of speaking skills among second-grade students at SMP Negeri 35 Takengon.

Suggestion

Based on the conclusions mentioned above, the researcher provides several recommendations for the application of dioramas as a medium to enhance students' speaking abilities. Firstly, teachers are advised to further develop diorama learning media in their future lessons to facilitate students' understanding of the learning process. This can involve integrating dioramas into various subjects to create a more interactive and engaging learning environment. Secondly, students should be encouraged to explore their potential through dioramas, fostering greater activity, creativity, and critical thinking skills. By actively engaging with dioramas, students can enhance their speaking abilities and develop a deeper understanding of the subject matter.

Thirdly, the researcher envisions a future where students can create their own diorama media based on their individual creativity and interests. This would not only improve their speaking skills but also promote autonomy and a sense of ownership in their learning journey. Lastly, the researcher hopes that this study can serve as a valuable reference for other researchers seeking to innovate and develop studies using diorama media. By expanding research in this area, educators can continue to enhance teaching practices and create dynamic and engaging learning experiences for students.

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