BATHROOM THEME VOCABULARY TEACHING USING WORDWALL.NET AS MEDIA TO STUDENTS OF *EHCA (ENGLISH HOUSE FOR CHILDREN AND ADULTS)* KRIAN SIDOARJO

PUTRI AYU MILENIA
putriayumillenia@gmail.com
RINDRAH
KARTININGSIH
rindrah.kartiningsih@unitomo.ac.id

Abstract

Vocabulary is a crucial aspect of language acquisition. Because knowledge of vocabulary is the prerequisite for being able to speak a language. This journal article covers teaching media that can be utilized to teach vocabulary, specifically the restroom theme, using Wordwall.net. Using quantitative research methods with 8 EHCA English course students as respondents. The writer divided respondents into two groups: the control class, which did not receive therapy through wordwall.net, and the treatment class, which did. In this study, the author hopes to find significant differences between courses that use Wordwall.net and those that do not. Mann Whitney is used to process statistical data, with a critical value of 0.05. As a result, the treatment class achieved greater outcomes (6.50) than the control class (2.50), with a p-value difference of 0.018, which is less than 0.05 as the critical value.

Keywords: Vocabulary, wordwall.net, bathroom theme

A. INTRODUCTION

Language acquisition study is critical to our understanding of man in general, and the intellectual development of children in particular (Jill & Peter, 1978). Humans utilize language in everyday situations. Humans are unable to communicate without using language. Humans will have difficulty socializing with other humans. That is the value of learning a language. Since childhood, humans have learned the mother tongue, which is the language taught by their mothers. Humans understand that youngsters learn to speak from their role models and caregivers (Pinker, 1944).

Many factors influence children's language acquisition, in addition to their mother tongue. Children develop a sign system as they learn to speak, which has a significant impact on both their cognitive and social life (Flecher & Garman, 1986). A variety of factors influence children's capacity to acquire languages. Children's cognitive and social abilities. Children's social skills refer to their capacity to socialize with others in the city, as well as with their families and parents. Parents play an important impact in their children's language development. Then comes cognitive. Cognitive development in children include thought processes, language, creativity, memory, and problem-solving. As a result, the higher a child's

Putri, Rindrah

BATHROOM THEME VOCABULARY TEACHING USING
WORDWALL.NET AS MEDIA TO STUDENTS OF EHCA (ENGLISH
HOUSE FOR CHILDREN AND ADULTS) KRIAN SIDOARJO

cognitive ability, the faster he or she will learn to speak. Particularly if the family or parents have an active role in the child's linguistic development.

First language acquisition happens when a learner, typically a kid, acquires a language for the first time (Klein, 1986). The child's process of developing language is gradual. The simplest stage that children can complete is when they can create sounds, specifically crying. Continue to show how the youngster can name vowels as the first word spoken. Then it was mixed with consonants, yielding no meaning. Then, he began to understand one word of what he had learned from his parents based on his needs. Until the toddler can articulate phrases and sentences. The process is influenced by the child's cognitive and social skills, particularly those with parents. The procedure is the first time the child learns the language in his or her mother tongue. First language acquisition is usually assumed to proceed both swiftly and effortlessly (Klein, 1986).

The topic of this thesis is on how children learn vocabulary in English as a foreign language. Language acquisition is separated into various steps. Troike and Barto wrote this in their book, Introducing Second Language Acquisition, which was published in 2016. His work discusses the many methods of language acquisition. They include second language, foreign language, library language, and auxiliary language. A second language is one that is taught to be used in social situations, such as at work, school, or elsewhere. Foreign languages, too, are rarely employed in social circumstances. For example, studying a language while traveling overseas or engaging in other cross-cultural activities. Library language is the language used for scholarly purposes, such as journals. Auxiliary languages are languages that are taught to meet a specific requirement, such as politics. Or for a greater purpose, even if the original language is more commonly used.

Through numerous methods of language acquisition. The writer's thesis is on the acquisition of vocabulary in a foreign language. Keep in mind that the respondents are from Indonesia and utilize Indonesian in their daily lives. And is learning English. So the English studied can be considered a foreign language. Foreign language learning and teaching are the teaching or learning of a nonnative language outside of the environment where it is usually spoken (Moeller & Catalano, 2015).

With several studies on language and vocabulary acquisition, writers conducted trials to use Wordwall.net media as a tool for vocabulary acquisition in children in grades 2–6 of elementary school. This study focuses on children enrolled in the EHCA English language

course. Writers want to see how Wordwall.net may help children enhance their bathroom theme vocabulary in *EHCA (English House for children and Adults)* classes. The author focuses on the bathroom theme because bathroom is a theme that has not been studied by students at Krian according to the *EHCA (English House for Children and Adults)* curriculum. So bathroom is a new theme for *EHCA* students at Krian, to see the effectiveness of wordwall.net.

Based on information from the Wordwall.net website. *Wordwall* is a learning tool that focuses on vocabulary. *Wordwall* is available in 43 languages and includes 33 word game templates that teachers can use to teach vocabulary. *Wordwall* offers unique and interactive games. With a theme that can pique pupils' learning interests. Each game on the *wordwall* is simple for teachers to alter and may be shared with other teachers who require it.

B. RESERACH METHOD

In this research, the writer used quantitative research methods. According to Creswell (2008), one approach that can be used in experimental quantitative research is postpositivis, which measures the subject's initial knowledge. Then comes the experimental investigation technique; in this study, the author intends to employ Wordwall.net as a medium for teaching bathroom theme vocabulary. The technique that will be used is to divide the participants into two groups: the experimental group and the control group. The control group received standard teaching methods, while the experimental group received Wordwall.net based instruction. The third stage is to analyze the data collected using statistical methods and hypothesis testing.

The following are primary and secondary data sources for this study. Wahidmurni (2017) distinguishes between two types of data sources: primary and secondary. Primary data sources are those derived from sources/main sources. Meanwhile, secondary data sources are those collected from other parties' presentations. The pretest and post-test findings from *EHCA* students serve as the major data source for this study. Writers administered a pre-test to *EHCA* basic class students to measure their vocabulary knowledge. After doing research via teaching vocabulary with *Wordwall*, the writer will administer a post-test to assess students' bathroom theme vocabulary understanding. Writers will also ask students about their experiences with *Wordwall* as a learning tool. The findings of the pre-test, post-test, and interviews serve as the key data sources for this study. Secondary data sources for this study include library collections such as journals or theses (both in print and electronic format) and recordings of writer

activities.

C. FINDINGS AND DISCUSSIONS

In this study, the writer grouped two groups of EHCA students from Krian into two. The first group is the control group, and they will be given instructions without utilizing a wordwall. The second group is the treatment group, and they will be instructed utilizing wordwall.net, the media being studied. The control class posttest was conducted on January 17, 2024, at 7:00 a.m.

In this study, the author first conducted an initial test or pretest. This is a test to assess the subject's ability prior to obtaining therapy. The test questions were adapted from a special program for children's vocabulary called *4 Step Phonics*. In this application, they present a test in the form of pictures, which children can select based on the words stated by the speaker being tested. So, in this test, the writer delivers a test with the same premise, using a bathroom topic from the EHCA course lesson plan in the basic class that they have not yet learned.

This study included 8 participants who were divided into two groups. As a result, one group has four respondents. The writer referred to the four pupils in the control group as students 1-4. Each topic who joins is of a distinct age and educational level. In accordance with the purpose of this study, which is to see major disparities in the use of wordwall.net in heterogeneous classes

The posttest class control table completed by students 1-4 shows an improvement following therapy, despite the fact that they did not use wordwall.net. There is progress since kids are taught about animals, restrooms, and kitchens during the treatment period. Student 1's posttest score is 12, student 2's is 13, student 3's is 10, and student 4's is 9.

Table 1. The result of the posttest of control and treatment class

Table 1.1 The posttest result of the control class

	correct	false	empty
Student 1	12	1	2
Student 2	13	1	1
student 3	10	5	0

Student 4	9	4	2

The next day, the writer conducted a posttest for the treatment class. Previously, the treatment class had been taught about animals, bathrooms, and kitchens utilizing the media being researched, specifically wordwall.net. So, on January 18th, 2024, the writer conducted a post-test to assess the ability of students 5-8 after instruction. The table shows that the treatment class experienced an increase after learning to use wordwall.net. Students 5-7 had perfect scores, which totaled 15. This indicates there were no errors in the bathroom themes. Student 8 had one inaccuracy in the bathroom, so he received a score of 14.

Table 1.2 Posttest result of the treatment class

Name	Bathroom		
	correct	false	Empty
Student 5	15	0	0
Student 6	15	0	0
Student 7	15	0	0
Student 8	14	1	0

On the posttest of the treatment and control classes, the results of the computation by control class revealed that the maximum and minimum scores of respondents were 9 and 13. On the other hand, the results of the computation utilizing treatment class revealed that the maximum and minimum score responents are 14 and 15, respectively.

Table 2. Statistics calculation on posttest of control and treatment class

Table 2.1 Descriptive statistic of treatment and control class

Group	N	Mean	SE Mean	StDev	Min	Q1	Median	Q3	Max
Control	4	11,00	0,912	1,825	9,00	9,25	11,00	12,75	13
Treatment	4	14,75	0,250	0,500	14,00	14,25	15,00	15,00	15

The normality test found that the p-value of the control class is 0,714, which is higher than 0,05, and the p-value of the treatment class is 0,001, which is less than 0,05. As a result, it is possible to conclude that the control class's data was normally distributed while the

treatment class's data was not normally distributed. The Mann-Whitney test was used to determine whether the control class and the treatment class differed significantly.

Table 2.2 Test of normality on treatment and control class

Score	Method	N	SW	P-Value	Distribution
Total	Control	4	0,950	0,714	Normal
	Treatment	4	0,630	0,001	Not Normal

The writer used the Mann-Whitney test to compare the effects of the control and treatment groups. The computation resulted in a p-value of 0.018, which is less than 0.05, indicating that there is a significant difference between the control and treatment classes, with the treatment class having a higher mean rank score (6.50) than the control class (2.50). This also demonstrates that the responders provided by wordwall.net as instructional media (treatment class) perform better on vocabulary tests than the control class.

Table 2.3 Mann Whitney test result of treatment and control class

Method	N	Mean Rank
Control	4	2,50
Tratment	4	6,50

W   = 10.000

P-Value = 0,018

The data show a significant difference between the treatment and control classes. The Mann Whitney table shows that the treatment class (6,50) has a higher score than the control class (2,50) which does not use wordwall.net as a learning medium. This demonstrates that wordwall.net may be utilized as a learning tool by including bathroom themes into the *EHCA* English course lesson plan.

D. CONCLUSION

By calculating the posttest data results for both the control and treatment classes, the data from the normality test produced differs; the control class receives normal results, whilst the treatment class receives aberrant findings. The Mann-Whitney test was utilized in the statistical analysis. The test findings showed significant differences between the two classes, with a lower critical value (0.018 < 0.05). The treatment class achieved greater outcomes (6.50) than the control class (2.50). These findings suggest that treatment classes and lessons using wordwall.net are more helpful for vocabulary learning. Especially using EHCA's curriculum bathroom, themes.

REFERENCES

[1] Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative

[2] G., D. V. J., & A., D. V. P. (1978). *Language acquisition*. Harvard University.

[3] Klein, W. (1986) Second Language Acquisition. Cambridge Textbooks in Linguistics

[4] Moeller, Aleidine Kramer and Theresa Catalano. "Foreign Language Teaching and Learning." (2015).

[5] Pinker's (1994) The Language Instinct. In: Shackelford, T.K., Weekes-Shackelford, V.A. (eds) Encyclopedia of Evolutionary Psychological Science. Springer, Cham. https://doi.org/10.1007/978-3-319-19650-3_633

[6] Reich, P. (1988). Fletcher P. & Garman M. (eds), Language acquisition: Studies in first language development. Second edition. Cambridge: C.U.P., 1986. Pp. xii 613. *Journal of Child Language, 15*(1), 201-206. doi:10.1017/S0305000900012150

[7] Saville-Troike, M., & Barto, K. (2016). *Introducing Second Language Acquisition* (3rd ed., Cambridge Introductions to Language and Linguistics). Cambridge: Cambridge University Press. doi:10.1017/9781316569832

[8] Wahidmurni, W. (2017). Pemaparan metode penelitian kuantitatif. *UIN Maulana Malik Ibrahim Malang*. http://repository.uin-malang.ac.id/1984/