THE USE OF DICE GAME IN TEACHING VOCABULARY FOR YOUNG LEARNERS: AT THE FOURTH GRADE STUDENTS OF SDIT ANAK SHOLEH MATARAM IN THE SCHOOL YEAR 2016-2017

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Absract

Dice games is a cube (often with corners slightly rounded), Marked on each of its six faces with a different number of circular patches or Pits called pips. Based on the purpose of this research to find out whether the use of Loaded Dice Game can increase or not the students' Vocabulary mastery at the fourth grade students of SDIT Anak Sholeh Mataram in the school year 2016/2017. In this research, the writer used quasi experimental research (pre-test and post-test design) with the population was 111 of 4 classes, and sample was 58 students by using cluster sampling. The writer took two classes as sample, they are Malik class as a experimental and Khuzaifah class as a control group. To collect the data, the writer used multiple choices items with 20 numbers items. The finding of this research from value of t-test was 5.01 than value of t-table in the significance level 95% (1.67) and at the confidence level 99% (2.39). The value of t-test is higher than t-table, it means that hypothesis alternative (Ha) is accepted. So, the writer can concluded that the use of Loaded Dice game can increase the students' vocabulary mastery at the fourth grade students of SDIT Anak Sholeh Mataram in the school year 2016/2017.

Keywords: Dice game, Vocabulary, Young learners.

A. Introduction

Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student sounds out a word, her or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits. Vocabulary development is also a primary determine of reading comprehension.

According to Kasihani, 2008:15 (in Fatmawati 2014:20): "Young learners are students in the primary school aging 6-12 years. Learning of English language for the young learners is very important for their future in the next level or lower secondary school, especially based on the fourth skills in English like speaking, writing, reading, and listening .They will be difficult to understand of four skills of English if they do not have enough of vocabulary as an element in language. The purpose of this study is to find out whether the use of Loaded Dice Game can increase or not the students' Vocabulary mastery at the fourth grade students of SDIT Anak Sholeh Mataram in the school year 2016/2017.

B. REVIEW OF THE RELATED LITERATURE
1. Dice Game
　　　A dice, from Old French *dé*, from Latin *datum* "something given or played"[1]) is a small throw able object with multiple resting attitudes, used for generating random numbers or other symbols. This makes dice suitable as gambling devices, especially for craps or sic bow, or for use in Non-gambling tabletop games.
2. Type of Dice Game
　　1. Dice notation
　　　　　In many gaming contexts, especially tabletop role-playing games it is common to see shorthand notations representing different dice rolls. A "d" or "D" is used to indicate a die with a specific number of sides; for example, d4 denotes a four-sided die. If several dice of the same type are to be rolled, this is indicated by a leading number specifying the number of dice. Hence, 6d8 means the player should roll six eight-sided dice and add the results. Modifiers to a die roll can also be indicated as desired. For example, 3d6+4 instructs the player to roll three six-sided dice, calculate the total, and add four to it.
　　2. Loaded dice
　　　　　A loaded, weighted or crooked die is one that has been tampered with so that it will land with a specific side facing upwards more or less often than a fair die would. There are several methods for creating loaded dice, including round faces, off-square faces and weights. "Tappers" have a mercury drop in a reservoir at the center, with a capillary tube leading to another reservoir at a side; the load is activated by tapping the die so that the mercury travels to the side.
　　3. Polyhedral dice
　　　　　A typical set of role playing dice in various colors. They consist of the five Platonic solids, along with a ten-sided die that is also used for generating percentages. Around the end of the 1960s, non-cubical dice became popular among players of war-game. And since have been employed extensively in role-playing games and trading card games. The numerals 6 and 9, which are reciprocally symmetric through rotation, are distinguished with a dot or underline.

3. The Use of Dice Games in Teaching Vocabulary
　　　Beyond the fact that the dice games are fun and a welcome change of pace, they are also useful. They can serve as a painless review or previously studied material as the competitive aspect of the game is not taken too seriously. In several of the games, group of students have to work together toward a common goal, whether it be solving problem, or building up points or trying to win. in the process of working together, the students necessarily have to interact with each other to help, support, suggest, encourage, share, and event correct and challenge each other. Inevitably, some teasing, joking, cheering, and play pervade the classroom in short, the games give every one, teacher included a chance to play and be playful. In the language classroom, play is useful. Mainly in vocabulary class specifically, this is a language area that often make students or event the teacher feels hard to endure. But it will be no problem if we use game. We can use many variations of games to make our

students enjoy the vocabulary class, or they will wait for a next lesson. Why? Because in vocabulary class we will find too much challenges. And with a game we will make those challenges and difficulties more funny and interesting. For example in past tense material the students will feel hard to mastering the material, such us memorizing the irregular verbs with the conservative way. But with many variations of games, the material can be enjoyable to be followed. because we find some points in the dice game that make people interested, such as, competition, challenge, willing to be a winner or the champion, etc.

4. The Advantages of Using Dice Games

Using games in language teaching can help students develop their structure and produce the same grammar and structure repeatedly. We can also use game as vehicles of the language teaching learning. The followings are some opinions of game advantages proposed by some others experts: State four major advantages of using games in language learning.

a. Dice games help and encourage many students or learners to sustain their interest and work on learning a language.
b. Dice games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the teaching of patterns. This pattern can be taught meaningfully through games.
c. Dice Games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.
d. Dice games can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.

5. Teaching Procedure Using Dice Game

This game can be played by any number character of players. Played by writing, speaking, played with dice,

C. RESEARCH METHOD

This research conducted based on the quasi experimental method. It applied to the two group of pre-test-Post-test design that is modified from the idea which suggested by Arikunto (2013

a. Population and sample

The population of this study at the fourth grade students of SDIT Anak Sholeh Mataram in the school year 2016/2017. They were divided into 4 classes with 27-30 students in each class. In addition, the writer got a conclusion, there were 111 students in class IV in the school year 2016/2017 of SDIT Anak Sholeh Mataram. The researcher took only two class (Khuzaifah and Malik) as the sample of the research. The class Khuzaifah became control group and class Malik became experimental group. The research taken samples by using a cluster sampling. So, the sample 56 Students of the research.

2. Instrument of the Research

Based on the statement above, the instrument that used in this study is a set of test which consists of 20 items questions by using multiple choice, each one question given 5 score for multiple choice. So, the total score was 100.

3. Procedures of Collecting Data

To obtain the data needed for the present study, the writer employs an achievement test. The materials of the test were taken from English for the SDIT. This test is divided into two parts namely pre-test and post-test and treament.

4. Procedures of Data Analysis

To analysis, the data obtain, the writer analysis the result of the pretest and post-test of the use of *Dice Game* in teaching English vocabulary.

D. FINDING AND DISCUSSION

1. Research Finding
2. The Computation of Mean Score

1) Mean Score Experimental Group

$$Mx = \frac{\Sigma x}{N}$$
$$= \frac{600}{29}$$
$$= 20.6$$

Standar Deviation Score of Experimental Group

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N_x}$$
$$\Sigma x^2 = 15700 - \frac{(600)^2}{29}$$
$$= 1570 - \frac{360000}{29}$$
$$= 15700 - 12413.79$$
$$= 3286.21$$

2) Mean score Control Group

$$My = \frac{\Sigma y}{N}$$
$$= \frac{285}{29}$$
$$= 9.82$$

Standar Deviation Score of Control Group

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N_y}$$
$$\Sigma y^2 = 3325 - \frac{(285)^2}{29}$$
$$= 3325 - \frac{81225}{29}$$
$$= 3325 - 2800.86$$

$$= 524.14$$

3. Computation of T-test

The most important process in determining whether the experimental treatment was significant or not, the means score and testing the deviation score from two groups were not compared. Regarding this process as stated previously,the following is applied:

$$t-test = \frac{Mx - My}{\sqrt{\frac{\sum x^2 + \sum y^2}{(Nx + Ny) - 2}\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{20.68 - 9.82}{\sqrt{\frac{3286.21 + 524.14}{(29 + 29) - 2}\left[\frac{1}{29} + \frac{1}{29}\right]}}$$

$$t = \frac{10.86}{\sqrt{\frac{3810.35}{56}\left(\frac{2}{29}\right)}}$$

$$t = \frac{10.86}{\sqrt{4.6925}}$$

$$\Box = \frac{10.86}{2.1662}$$

$$= 5.01$$

After the writer conducted the analysis of data and until the writer got the value of t-test. The writer got the result of t-test was 5.01 but before it was consulted to the table of distribution. Firstly, the writer determined the degree of freedom (*df*) that NX+NY-2 = 29+29-2 = 56. Based on the table of the level of significance have been pointed out, the coefficient of t-test was directly checked on the table of t distribution. Based on the table, the critical value of t-table on the level significance of $\Box_{,0,05}$ (95%) it was 1,67 and $\Box_{0,01}$ (99%) it was 2,39. So, it was found that t-test was (5.01) is higher than t-table (1,67 dan 2,39) it means that, there was a significant difference between experimental group and control group.

4. Discussion

After the writer had done in conducting the research. It applied in both of class experimental and class control. Before the writer gave the treatment, the writer gave pre-test to both groups. It was used to know the students' ability in vocabulary. There were some students did not know the meaning of such as: part of body and days : in question multiple choice number 7 students answer "ear". Correctly, they have to answer (*hair*), students answer "nose" should be students answer "eye" , in number 15 students answer "Friday" should be "Monday". After the writer gave treatment to class experiment, especially in teaching English vocabulary by using loadaed dice game as media then the writer gave post-test to both class experiment and

class control to know the students' development in vocabulary mastering and the result of post-test showed that there we're improvement after giving treatment.

Based on the result, the t-test is 5,01 the critical value of t-test is compared to the t-table with the degree of freedom (*df*) 56 at the confidence interval of 95% it was 1.67 and at the confidence intervals of 99% it was 2.39. It can be concluded that the alternative hypothesis (Ha) stated that the uses of Loaded Dice Game can increase the students' vocabulary mastery is accepted and null hypothesis (Ho) the used of Loaded Dice Game cannot increase the students' vocabulary mastery is rejected. So that , the treatment of this research is significant, it indicated that the use of dice game in teaching vocabulary for young learners can increase the students vocabulary mastery at the fourth grade students at SDIT Anak Sholeh Mataram.

E. Conclusion

From the finding of the research, the use of Loaded Dice game can increase the students' vocabulary mastery at the fourth grade students at SDIT Anak Sholeh Mataram. Based on the result of the value of t-test is 5.01, meanwhile the degree of freedom (*df*) 58-2 = 56 at the table 1.67 confidence levels of (95%) and t-table 2.39 confidence levels (99%). This critical value of t-test is higher than t-table. In fact, the t-critical value is significant for both of confident levels. It is clearly that alternative hypothesis (Ha) namely the use of Loaded Dice game can increase the students' vocabulary mastery is accepted. The Uses of Loaded Dice Game can Increase the Students' Vocabulary Mastery for Young Learners' at the Fourth Grade Students of SDIT Anak Sholeh Mataram in the School Year 2016-2017.

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