

BUILDING THE FLUENCY OF YOUNG LEARNERS AGE 6-12 YEARS IN LEXICAL RESOURCES BY USING THE DICE GAME

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Abstrack: 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 and used in order to move the player to a place, where he or she needs to use his or her language skills. By using the dice games, the researcher interested to make students more active in the class activities, enjoy in learning english especially to help students to increase their lexical resources to mastery in vocabulary as a purpose of this study. In this research, the writer used quasi experimental research (pre-test and post-test design) with the population was 111 from 4 classes and sample of this study was 58 students by using cluster sampling. The writer took two classes as sample, they are Malik class as an experimental and Khuzaifah class as a control group. To collect the data, the writer used multiple choices items with 20 numbers items from the students sheets. 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 the second hypothesis (H2) which is read that the use of Loaded Dice game can increase the vocabulary mastery of young learners age 6-12 years is accepted.

Keywords: *Dice game, Vocabulary, Young learners.*

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.

Based on the researcher observation at Integrated Islamic Elementary School (henceforth : SDIT) Anak Sholeh Mataram, the are many problems in learning vocabulary such as the students have lack of the words, students, have difficulties in understanding the meaning of word, students cannot speak well and write a sentence well. Dellar and Hocking in Thornbury (2002:13) say “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word.” The students may get some difficulties in learning a language if they have limited number of vocabulary.

In order on the phenomenon above, Dice game 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 and used in order to move the player to a place, where he or she needs to use his or her language skills. Used dice games to make students more active in the class and enjoy in learning and students also easy to understand about all material that the teacher material. Therefore, the writer an interesting to teach to students by using loaded dice game as a teaching model to help students to increase their vocabulary. So, in this research, the writer use of dice game in teaching vocabulary to young learners. According to Kasihani, 2008:15: “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.

Research Question

Based on the analysis above, the researcher formulate a research question as follow: is the use of Loaded Dice Game can increase the lexical resources of young learners age 6-12 years in to mastery in vocabulary vocabulary mastery?

Purpose of the Study

The purpose of this study is to use the Loaded dice games can make students more active in the class activities, enjoy in learning especially to help students to increase their lexical resources to mastery in vocabulary “about lexical resources in vocabulary mastery”.

Hypotheses of the Study

Hypothesis is the tentative answers of the research question that is needed to be proved through the data analysis (Arikunto, 2013). The researcher formulates the tentative answers of this research into two kinds of hypothesis namely:

1. The first hypothesis (H1): The use of Loaded Dice Game cannot increase the students' vocabulary mastery at the young learners age 6-12 years at fourth grade students of SDIT Anak Sholeh Mataram in the school year 2016/2017.
2. The second hypothesis (H2): The use of Loaded Dice game can increase the students' vocabulary mastery at the young learners age 6-12 at fourth grade students of SDIT Anak Sholeh Mataram in the school year 2016/2017.

Definition of Key Terms

Based on the related literature, the researcher states the following operational definition to ease the reader to understand some terms in this thesis, such as:

1. Dice Game

Björnfot and Lattu 2010 (in Blomberg Sallamari,2014:39), The dice game is used in order to move the player to a place, where he or she needs to use his or her language skills. Dice Game is divided into loaded dice, dice notation and polyhedral dice, in this case the writer focus in conducting research by Loaded Dice Game.

2. Vocabulary

Vocabulary is the meaning and pronunciation of words that we use in communication (Tankersley, 2003).

3. Young Learners

According to Etty Maryati Hoesein “Young Learners are the students of Elementary School who are at grade four up to grade six. Their ages range from ten to twelve years of age. In other words, we may say that Young Learners are English foreign language learners, aging 6-12 (<http://www.goliat.ecnext.com>).

REVIEW OF RELATED LITERATURE

Theoretical Framework

In order to make this research valid, the research elaborate some other researches in this theses. The first study was conducted by Rondiyani 2012, Postgraduate program Tarbiyah Fakultas Walisongo state institute for islamic studies Semarang with the title : *The Use of Dice Game to improve students' interest in simple past tense*. A classroom Action Research to the 8th Grade Students in MTs Negeri 02 Semarang in the Academic Year of 2011/2012. This research method used was classroom action research using qualitative and quantitative approach. The qualitative data were collected by using observation, questionnaire, and interview while the quantitative data were collected by using a test. The result of this research was the use of dice game can improve the students interest in simple past tense to the 8th grade students.

Second, The study was conducted by Hidayatul Ummah (2014) entitled “The use of dice game to Improve the Students' Writing Skill of descriptive text”: A Classroom Action. The research method used was classroom action research using qualitative and quantitative approach. The qualitative data were collected using observation, questionnaire, and interview while the quantitative data were collected using test (pre-test and post-test). This research was done in 2 cycles. In addition, the writer uses two instruments in this research; they are observation sheet and written test. Observation sheet that is used to know the teachers and the students' activity during the

teaching and learning process, while written test to measure the students’ writing skill. The first and the second of these researches have a similarity at the research design is classroom action with the aims of the study was to improve the students ability by using A Dice game but in this research, the researcher use the experimental research design to increase the young learners vocabulary mastery to make their active in class activity, enjoy and understand about all teacher materials by using the dice game.

The Third study was conducted by Mardiana Sari . 2012. Entitled “*The Use of Dice Game to Improve Students’ Mastery in Simple Present Tense*”: A Classroom Action Research. *of the Seventh Grade Students of MTs. Ma’ahid Kudus in the Academic Year 2011/2012*. The research method used was classroom action research research using qualitative and quantitative approach. The classroom action research is used to design this research and followed by three cycles. Each cycle is conducted through four steps; they are: planning, action, observation and reflection. This research is conducted at the seventh grade students of MTs. Ma’ahid Kudus in academic year 2011/2012. The class consists of three classes; they are class A, B and C. In this research, the writer chooses class VII-A that consists of 38 students to conduct the research. In the result, the students’ mastery in Simple Present Tense improves from cycle I until cycle III. In cycle I, the average score is 65.76, in cycle II the average score is 69.76 and in cycle III the average score is 73.34. Besides, the students feel more enjoy and fun in playing dice game. Therefore, the writer can conclude that the use of dice game can improve students’ mastery in Simple Present Tense at the Seventh Grade Students of MTs. Ma’ahid Kudus in academic year 2011/2012. In this research, the researcher investigate about how the students mastery in Simple Present tense but in this research was focussed in young learners aged 6-12 years in lexical resources to mastery in vocabulary vocabulary mastery.

The Conceptual Review

Dice Game

Definition of 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. A traditional dice 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. All of these pips have the same appearance within a set of dice, and are sized for ease of recognizing the pattern formed by the pips on a face. The design as a whole is aimed at each die providing one randomly Determined integer, in the range from one to six, with each of those values (in Rondiyana, 2011, p. 20).

Dice Games singular die or dice; from old French *dé*; from latin *datum* "something which is given or played"; are small throw able objects with multiple resting positions has many variants or genre in application. Augarde (1994) states genres or Dice Games, i.e., dice notation, Loaded dice, Polyhedral dice. Case are done alternately with children have a chance of 1 (one) time to toss the dice. This game done repeatedly so active children in learning and being able remember or memorize Animals name vowels and consonants.

Type of dice game

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.

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.

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.

In this case, the researcher is focussed to use the Loaded dice game because the students has already familiar with this form of the dice and there are several methods for creating loaded dice, including round faces, off-square faces and weights.

Teaching procedure using dice game

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

Steps for implementing this game in the learning :

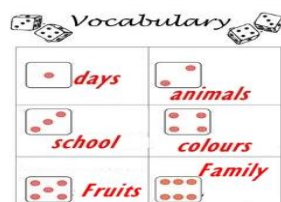
1. Pre-Activity

- a. Learners are conditioned to sit in a circle on chairs.
- b. Learners were divided into 3-5 groups
- c. Learners are given explanations and rules of the game at the start

2. Whilst activity.

- a. Each group is represented by one person to play dice then Learners roll the dice, and mentions mention the names of days, animals, fruits, colours, a family and school. and the numbers on the dice.
- b. Learners look at the numbers and mention the names of animals, fruits etc. The next similar display on the board, then mention the names of days, animals, fruits, colours, a family and school. are obtained along with members of his group.
- c. Teachers give a 3-minute time limit

Sample images:



- d. Groups may mention the names of days, animals, fruits, colours, a family and school facilities. The group says more vocabulary, they was the winner and each of the representatives of the group asked to write the answer on the blackboard and then spell it.
 - e. The losing team was given a penalty.
3. The last activity
- a. Together learners make a summary/conclusion.
 - b. Students were asked about whether or not difficult to understand learning vocabulary.
 - c. Students are welcome to ask if it finds it difficult to understand (Yuvitasari, 2015: 10).

d. The use of dice game 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.

The importance of vocabulary

The important of vocabulary was very crucial in learning language. It caused learn vocabulary mean learn the words. Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new idea and concepts more quickly than students with limited vocabularies (Soedita, 2005). Moreover, Thornbury (2000) said “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”

Therefore, language can't be separated from vocabulary in teaching language. Vocabulary is very important for student junior high school, in which having much vocabulary can help them in mastering four language skills such as, listening, speaking, reading dan writing. By mastering in vocabulary, it is possible for students to have good speaking performance for expressing their aim or such of idea. “Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate” (Soedita, 2005).

In addition have a lot vocabulary will contribute to the great deal of classroom success for the student. Pikulski & Templeton (2004) in (Rajabhat : 2007) pointed out “Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words”.

As we know too, the importance vocabulary in daily life and while process of learning language. If the people do not understand with the word, phrases or utterance spoken, it is impossible for them to communication well. So, English learners must memorize lot of vocabulary in their mind. It caused the number of word that students need to learn is exceedingly large; on average students should add 2,000 to 3,000 new word a year to their reading vocabularies (Beck, McKeown & Kucan, 2002 in Bauman, 2004). A number of words that students must learn and memorize in a day average six or eight even more to make their vocabulary mastery increase. Percentage the students learns perhaps 1000 words per year it is meaning the students has increase 30 percents (Sthal, 1999).

Issue of learning and teaching vocabulary

There are several general issues to consider in teaching .According Hiebert and Michael (2015), the issues in learning vocabulary are:

1. The number of word that should be taught.

Whether researchers has estimates of the size of vocabularies of individuals at the same age level, such as third grade of college, very by as much as an order of magnitude.

2. The particular word that should be taught

In here teacher predict or give material based on age, level of knowledge etc. For example, when teacher taught children in elementary school of informal institute when English language as foreign language, they cannot talk about grammatical knowledge or linguistic field. But is it efficient way in learning process as especially teaching vocabulary.

3. The role of independent reading in vocabulary learning

There are a lot of research stated that strong connections have between reading. Reading achievement and vocabulary acquisition. Anderson et al. (1988) found that student at the 98th percentile rank reported 65 minutes daily. Over year-long period, a student reading for this amount

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Similar to Hiebert and Michael (2005) are issues in teaching vocabulary, Campille (2002) says when making decision about content, the first we have to do is think what vocabulary to teach. There are some criteria teacher can used to select what material will deliver. One of them is specific need/interest on the learners’ part where teachers have challenge to combine the collective and the individual student needs. And how many items of vocabulary to teach is one of issue in her article. In this part she said teacher must be aware about some think like the optimum vocabulary load for a lessons and the number of items that should be covered over the duration of course.

The last issue how to teach vocabulary, in this part she stated there are visual technique, verbal technique and translation as ways to teach vocabulary. The visual technique is where realia or picture as media to teach vocabulary especially for elementary school. Verbal technique is teacher give explanation through speech. Giving example, give illustration, give definition are ways in verbal technique. And translation is where teacher translates vocabulary into the mother tongue (Compile, 2002).

There are many of thesis about improving vocabulary, such as using picture in teaching vocabulary (Joclova, 2009), and the effect of using animation in teaching English vocabulary for 3rd graders by Award (2013) and another research said there was effect positive if teaching English vocabulary is learning process using media like games, picture or realia by sukrina’s thesis , etc.

Vocabulary Learning Strategies

Traditionally, vocabulary that has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. Vocabulary learning strategies is an important approach that facilitates vocabulary learning. Schmitt (2000), in (Rajabhat : 2007) states that learners use different strategies for learning vocabulary. Such as memorization, repetition, and taking notes on vocabulary. Use a variety of strategies in learning is more useful that using only one strategy. Duke and Moses (2003) in Hackman (2008) say that the effectiveness of raising word consciousness by playing with word thought games, songs and humor, can be encouraging for children to recognize when they have encountered new words and notice special characteristics of words. He discussed a lot strategies of teacher to teach vocabulary and what support aspect the teacher must concern in learning process. Hakcman (2008) says there are some ways to help student extend vocabulary through whole class and guide group work. They are:

- a. Planning for introduction of new vocabulary. You could indicate on short terms plans where and how new vocabulary will be introduced.
- b. Encouraging “word of the day. You and the pupils identify a new word each day and attempt to use it in context as many times as possible.
- c. Modeling specific reading strategies to develop vocabulary., for example drawing on analogies (rain snow, sleet)
- d. Exploring prediction of story and dialogue through either the use of text less picture books or the masking/ covering of a specific piece of dialogue or text.
- e. Pre-teaching vocabulary before meeting it in a text, for example key words such as technical terms, or words in unfamiliar context.
- f. Checking understanding of vocabulary meaning through targeted questioning particularly in guided reading and writing sessions.
- g. Providing clear objectives for developing vocabulary, for example giving students four words and asking them to use them during the lesson.

Idea or suggestion for students to improve vocabulary is considerable. It is option for student, but passion of student if takeover here, they want it to change or not.

Young Learners

Definition of Young Learners

According to kasihani 2008:5 (In Fatmawati 2014:20) : young learners are students in the primary school aging 6-12 years. They can be divided become 2 groups, they are younger group (6-8) years) and older group (9-12 years). The classification of young learners is based on the level of

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classes. First grade-third grade is called lower class and fourth grade-sixth grade is called upper class.”

According to Pinter (2006:1) young learners are learners in elementary school aging 5-11 years old, while in other hand children start to school at age of six or seven. Children may start learning English at deferent stages of their primary education or even before they are at school.

According to Piaget (2001:2) young learner are active students because they can solve the problems that are presented by the environment. For example, a very young child might encounter the problem how to get food from her bowl into her mouth. In solving the problem, with a spoon or with fingers, the child learners the muscle control and direction finding needed to feed her. The knowledge that result from such action is not imitated or in born, but is actively constructed by the child.

Learning Activities for Young Learners

The activities of the students in learning English include all of the skills in English: they are listening, speaking, reading, and writing. Here is the explanation of the skills in learning English for young learners.

a. Listening

Studying of listening for young learners is a difficult activity because they do not have enough vocabulary to express their mind or idea. The difficulties can be helped by the teacher in extending the material by using expressions, body language and pictures.

The Examples of listening activities are:

- Listen and imitate
- Listen and repeat
- Listen and follow the instructions
- Listen and match

b. Speaking

The interaction and speaking are very important activities for young learners in learning English. The students often using the language that they are learnt to interact with other people. In speaking activity the teacher must pay attention the purpose of the activity.

Speaking activities are:

- Short dialogue
- Questions and answer
- Games
- Role Play
- Retelling story

c. Reading

In implementing if reading activity the students should understand the purpose of the activity. The teacher has to give the students good strategy in reading a text in order to make the students understand the context of the next without translating the meaning of the next word by word. There are some ways to help to students, to interest them in reading activity, the ways are:

- Using picture
- Giving questions
- Give the topic and then the students have to guess it.
- The teacher has to give the students short next.

d. Writing

Writing is the complex skill because it needs skill in spelling, structure and using vocabulary. Writing can be differentiated into 2 categories, they are:

- Change a word, sentence and short texts. It is aim to train to the students in writing with correct spelling and get new vocabularies, for examples: making the list of animals name, fill up the puzzle and arrange the word based on the topic.
- Writing to demand the creativity of the students, it is the best for students in junior or senior high school. It is suppose to train the students in writing, spelling, and using punctuation mark,

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Characteristics of Young Learners

According to Pinter (2006:2) there are some characteristics of young Learners and older learners are:

Young Learners	Older Learners
Children are at pre-school or in the first couple of years of schooling. Generally they have holistic approach to language, which means that they understand meaningful message but cannot analyze language yet. They have lower levels of awareness about themselves as language learners as well as about process of learning. Hey have limited reading and writings skills even in their first language. Generally, they are more concerned about themselves then others. They have limited knowledge about the world. They enjoy fantasy, imagination, and movement.	These children are well established at school and comfortable with school routines. They more a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system. They shown a growing level of awareness about themselves as language learners and their learning. They have well developed skills as readers and writers. They have a growing awareness of other and their viewpoints. They have a growing awareness about the world around as. The begin to show interest in real live issues.

Research Methodology

Research Design

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). This quasi experimental method dealt with two group; experimental and control group. The experimental class was the classes which are given the treatment by used dice game and the control group without using dice game to increase their lexical resources to mastery in vocabulary vocabulary mastery. The formula of quasi experimental design can be seen in the table bellow:

Table 3.1 Table formula of Research Design.

E	=	O₁	X	O₂
P	=	O₁	-	O₂

Where:

E : Symbol for experimental group

P : Symbol for control group

O₁ : Pre-test

X : Treatment

O₂ : Post-test (Arikunto, 2013: 71)

Population and Sample

Population

According to Sugiyono (2014: 215), population is the general area which consists of object/subject which has particular quality and characteristic which is choose by the researcher to be studied and then taked a conclusion. The population of this study was the young learners age 6-12 years 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. There were 111 students in the fourth grade in the school year 2016/2017 of SDIT Anak Sholeh Mataram.

Table 3.2 Population of Students in SDIT Anak Sholeh Mataram

No	Class	The amount of the students
1	AMMAR	27
2	KHUBAB	26
3	KHUZAIFAH	29
4	MALIK	29
Total students		111

Sampling Technique

Sample is part of a population (Sugiyono, 2014; 215). It means that, we can take the sample from the population. If the population is less than 100, the whole number of population must be taken. The researcher took only two classes, they are Khuzafah and Malik class as the sample of the research. The Khuzafah class became control group and Malik class as an experimental group. The research was taken sample by using a cluster sampling procedure, so, the sample of this research was 56 students.

Instrument of the Research

The instrument of research is a test which is called a reading test. Reading test is a test with the purpose of it was known the achievement in reading comprehension before treatment. 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, and each of one question given score 5, so, the total score was 100 as a maximum score.

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 the students papersheet at English for the young learners in SDIT. This test is divided into two parts namely pre-test and post-test.

1. Pre-test

The research gave pre-test in the both experiment (experimental group and control group), the researcher gave test by using vocabulary in the test with 20 multiple choice. The researcher gave the test before treatment in order to know the students in ability in vocabulary mastery.

2. Treatment

The researcher next gave diverse treatment to both groups. In this treatment the teacher comes to the class, the researcher did eight meetings, one month. The research taught English vocabulary by using the loaded dice at dice game to the student in an experimental group, while in control group the teacher did not use the dice game to increase their lexical resources to mastery their vocabulary.

3. Post-test

After gave the treatment to experimental group, the researcher gave post-test to both experimental and control group. The question consists of 20 questions with multiple choice. The score for multiple choice for each of one which is get the correct answer 5 and 0 for incorrect answer and the total of score was 100. In the pre-test and post test the writer used different test such as in the pre-test entitled school facilities, part of body and member of families and in the test post-test, the researcher use another title or topic, they are kinds of animals, profession and food.

Procedures of Data Analysis

To analyse the data obtain, the writer analyzed the result of the pre-test and post-test by using the *Dice Game* in teaching English vocabulary. Some steps then the researcher done to find out the result of it:

1. Finding the mean scores of two groups.

a. Mean scores of experimental group:

$$M_x = \frac{\sum x}{N}$$

Where =

- M_x : Is the mean score experimental group
 X : Is he students final score of experimental group
 N : Is the number of sample
 Σ : Is the sum of . . .

b. Mean score of control group:

$$M_y = \frac{\Sigma y}{N}$$

Where =

- M_y : is the mean score control group
 Y : is the students final score for control group
 N : is the number of sample
 Σ : the sum of . . .

b. Finding standar deviation of the two groups, the formula of camputing standard deviation as follow:

1. Standar deviation of experimental group computing

$$\Sigma X = \Sigma x^2 = \frac{(X)^2}{N_x}$$

Where =

- ΣX^2 : is the standar deviation of experimental group
 N : is the number of sample
 N_x : is the sample of experimental group

2. Standar deviation of control group:

$$\Sigma Y = \Sigma y^2 - \frac{(Y)^2}{N_y}$$

Where =

- Σy^2 : is standar deviation of control group
 N : is the number of sample
 N_y : is the sample of the control group

3. Finally, to know the significance of the investigate by compare the two mean score and each other by using the following formula:

$$t\text{-test} = \frac{M_x - M_y}{\sqrt{\left[\frac{(\Sigma x^2 + \Sigma y^2)}{N_x + N_y - 2} \right] \left[\frac{1 + 1}{N_x + N_y} \right]}}$$

Where =

- M_x : Mean score of control group
 M_y : Mean score of experimental group
 N : Total number of the subject
 X : The deviation of control group
 Y : The deviation of Experimental group

– If t-test < t-table in the signifacance of 0,05 (p=0,01), H1 is rejected. It means that the experimental group have higher skill in vocabulary than control group.

– If t-test > t-table in the significance level of 0,05 (p=0,01), H2 is accepted. It means that the control groups have lower skill in vocabulary than experimental (Arikunto, 2013:152).

FINDING AND DISCUSSION

In this chapter, the writer present the statistical computation of the obtain data, which is intended to lead the findings and discussion. To analyzed and interpretation the data, the writer used statistical computation cover the caculation of means scores of both experimental group and control group.

Research Finding

After gaining the data from pre-test and post-test score through loaded dice game, the writer analyzed the data of the research. Firstly, the writer processed those scores through the following stages: the computation and analysis of the mean score, the computation and analysis of deviation score for two groups and discussion of finding.

Table 4.1 Table Score of Pre-test and Post-test in the Experimental Group

No	Participant	Score		Deviation Score of Pre-test & Post-test (Y2-Y1)	Square Deviation Score ($\sum dx^2$)
		Pre-test (X1)	Post-test (Y2)		
1	AAP	60	85	25	625
2	AHH	85	95	10	100
3	AW	65	80	15	225
4	BGR	70	90	20	400
5	BSS	85	85	0	0
6	BWS	65	85	20	400
7	DRR	70	95	25	625
8	DA	65	80	15	225
9	EDY	80	95	15	225
10	HI	55	95	40	1600
11	KYZ	75	90	15	225
12	KA	55	70	15	225
13	LMZ	70	90	20	400
14	MS	65	75	10	100
15	HS	60	70	10	100
16	MAA	80	90	10	100
17	MAF	70	85	15	225
18	MHF	60	95	35	1225
19	MMY	50	95	45	2025
20	MRE	60	95	35	1225
21	MRF	65	75	10	100
22	MRA	70	85	15	225
23	MR	65	95	30	900
24	NSH	55	85	30	900
25	MRF	65	80	15	225
26	RPR	55	80	25	625
27	RAR	70	95	25	625
28	SF	60	75	15	225
29	ZAF	55	95	40	1600
N = 29		1905	2505	600	15700

Table 4.2 Table Score of Pre-test and Post-test in the Control Group

No	Participant	Score		Deviation Score of Pre-Test & PostTest (Y2-X1)	Square Deviation Score ($\sum dy^2$)
		Pre-test (X1)	Post-test (Y2)		
1	AG	60	75	15	225
2	ASA	55	60	5	25
3	AN	60	70	10	100
4	ASN	70	75	5	25

5	DWJ	60	70	10	100
6	FZS	75	85	10	100
7	FAI	70	80	10	100
8	GN	60	70	10	100
9	GK	55	70	15	225
10	INA	65	75	10	100
11	KAP	55	60	5	25
12	KNA	65	70	5	25
13	LDN	70	80	10	100
14	LIM	55	60	5	25
15	MA	55	65	10	100
16	MAS	60	60	0	0
17	FMZ	65	70	5	25
18	MPR	65	75	10	100
19	MNJ	55	75	20	400
20	MRS	60	70	10	100
21	NS	70	85	15	225
22	NZ	55	70	15	225
23	PSA	55	70	15	225
24	RRG	70	80	10	100
25	RQ	60	70	10	100
26	RAM	65	70	5	25
27	RA	80	90	10	100
28	SMS	60	65	15	225
29	SA	55	65	10	100
	N = 29	1805	2080	285	3325

a. The Computation of Mean Score

The researcher used the following formula to look for the mean score of pre-test and post-test:

a. $M_x = \frac{\sum x}{N}$
 b. $M_y = \frac{\sum y}{N}$

Based on the data of pre-test and post-test above, here was the computation of mean score:

1) Mean Score of Experimental Group

$$\begin{aligned}
 M_x &= \frac{\sum x}{N} \\
 &= \frac{600}{29} \\
 &= 20.68
 \end{aligned}$$

2) Standar Deviation Score of Experimental Group

$$\begin{aligned}
 \sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\
 \sum x^2 &= 15700 - \frac{(600)^2}{29} \\
 &= 15700 - \frac{360000}{29} \\
 &= 15700 - 12413.79 \\
 &= 3286.21
 \end{aligned}$$

Based on the calculation, it's showed that the mean score of experimental group is 3286.21

3) Mean score Control Group

$$M_y = \frac{\sum y}{N}$$

$$= \frac{285}{29}$$

$$= 9.82$$

4) Standar Deviation Score of Control Group

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$\sum y^2 = 3325 - \frac{(285)^2}{29}$$

$$= 3325 - \frac{81225}{29}$$

$$= 3325 - 2800.86$$

$$= 524.14$$

Based on the calculation, it's showed that the mean score of experimental group is 524.14

c. 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:

$$t - test = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{(N_x + N_y) - 2} \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

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

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

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

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

$$= 5.01$$

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 $N_x + N_y - 2 = 29 + 29 - 2 = 56$. 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 $t_{0,05}$ (95%) it was 1,67 and $t_{0,01}$ (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.

DISCUSSION

After the writer had done in conducting the research, it applied in both of experimental class and control class. Before the writer gave the treatment, the writer gave pre-test to both of groups. It was used to know the students' ability in lexical resources to mastery their vocabulary. There were some students did not know the meaning of such as: part of body and name of the days, like a question number 7 the students answer “ear” but the correctly answer is *hair*, another question like some of the students answers “nose” but it should be “eye”. In the name of the days question, at number 15 the students answer “Friday” but it should be “Monday”. After the writer gave treatment to experimental class, especially in teaching English vocabulary by using loaded dice game then the writer gave post-test to both of classes i.e experimental and class control which is aims to know the developing of lexical resources of the students' in vocabulary mastery and the result of post-test showed that there we're increasing after giving treatment about the students vocabulary.

Based on the computation result, the t-test is 5,01 the critical value of t-test which 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 second hypothesis (H2) stated that the use of Loaded Dice Game can increase the students' vocabulary mastery is accepted and first hypothesis (H1) that the use 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 in the school year 2016/2017.

Based on the score above, the benefits of students in learning vocabulary by using loaded dice game are as follow: (1) the use of *dice game* can increase the students' talking time, and students could remember the English words faster when they saw it, (2) the use of *dice game* can make the students happy, enjoy and get the new information or knowledge about what the *dice game* and its benefit, and the last most important the students gain some new English words in their vocabulary.

Conclusion

From the finding of the research, the use of loaded dice at the dice game can increase the students' lexical resources to mastery in vocabulary mastery at the young learners age 6-12 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 (H_a) 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.

SUGGESTION

Based on the above conclusion, the writer would like to offer some suggestion to be considered by English teacher, students and the next researcher.

1. For English Teachers

- a. English teacher must be creative in teaching and make the learning more alive situation during the teaching-learning process, so that the students will be interested in learning English.
- b. English teachers should use English in the class, it can help students improve their English.

2. For Students

- a. The students must increase their knowledge and study hard, to increase their vocabulary not only by using loaded dice at dice game.
- b. The students should practice their English in daily activities, so, it can help them to increase English easily.

3. For the next researchers

- a. The researcher can use the result of this study as the starting point for further research in the same field but use another research design.
- b. The researcher can also use it as a reference for other studies in different field.

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