

**IMPROVING VOCABULARY ACHIEVEMENT THROUGH
VOCABULARY DICE GAME TO THE EIGHTH GRADE
STUDENT OF SMP N 1 MENDO BARAT ON ACADEMIC
YEAR 2026/2027**



A THESIS

Submitted to be proceeded as a thesis

by

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**STATE INSTITUTE OF ISLAMIC STUDIES
SYAIKH ABDURRAHMAN SIDDIK
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MOTTO

“It’s not about who is the smartest, but who endures until the end.”(Ronald Pratama)

DEDICATION

This thesis is dedicated to:

First and foremost, I express my boundless gratitude to Allah SWT for His infinite mercy, guidance, and blessings, which have enabled me to complete this thesis. It is through His strength and the ease granted to me that I could navigate every challenge throughout my education.

This work is lovingly dedicated to my beloved parents, Mr. Rudi (Ayah) and Mrs. Zaiti (Emak); thank you for your unceasing prayers, sacrifices, and unconditional love. Your unwavering dedication and encouragement have always been my greatest source of strength. Every piece of advice and every effort you have made for me has given me the courage to face every process and challenge, keeping me motivated in fulfilling my responsibilities, and then to my big family, who always provide support, prayers, and attention, so that I always feel strengthened in every step I take. Although you can sometimes be annoying, your love, care, and support have always been there when I needed them. I am truly grateful to have a family who continues to encourage me and stand by me throughout this journey.

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**IMPROVING VOCABULARY ACHIEVEMENT THROUGH
VOCABULARY DICE GAME TO THE EIGHTH GRADE STUDENT
OF SMPN 1 MENDO BARAT ON ACADEMIC YEAR 2026/2027**

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Abstract

This study was aimed at evaluating the effectiveness of Vocabulary Dice Game in improving vocabulary achievement among the 69 eighth-grade students at SMPN 1 Mendo barat. The samples were divided into an experimental group of 34 students using Vocabulary Dice Game in a quasi-experimental design, and a control group of 35 students using teacher-centered method. The Vocabulary Dice Game was implemented over fourteen session. Utilizing six-sided dice, the method engaged students in multidimensional vocabulary tasks, including word meanings, synonyms, antonyms, spelling, sentence construction, and word-picture matching. Ultimately, this game-based approach effectively reduced learning anxiety and fostered a cooperative classroom environment, enhancing students' confidence, motivation, and independent to mastering English vocabulary. Data were collected through observation sheets and vocabulary tests. Pre-test and post-tests in the form of vocabulary assessments were administered to both groups, and data were analysed using paired sample t-tests and independent sample t-tests. The results showed significant vocabulary progress in both groups during the intervention. The paired sample t-test confirmed a significant increase within each group, with Sig. 2-tailed <.001 less than 0.05 for both Vocabulary Dice Game, and teacher-centered method. However, the independent sample t-test showed Sig. 2-tailed <.001 less than 0.05, t-obtain 7.780 was higher than critical value of t-table 2.045, it could be confirmed that there was a significant difference in students' post-test between experimental and control group accepting the alternative hypothesis and indicating a significant difference between the groups. Therefore. Vocabulary Dice Game, could effectively improve vocabulary achievement and was superior to the teacher-centered method. This

highlighted the potential of game-based learning platforms for adaptiving and engaging teaching in lower secondary school English classes.

Keywords: *Vocabulary Achievement. Vocabulary Dice Game*

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Bangka, 30th August 2026

The Researcher



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