

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT
THROUGH WEB-BASED VOCAB GAME ON
GAMESTOLEARNENGLISH.COM TO 7TH GRADE
STUDENTS AT SMPN 1 PUDING BESAR**



A THESIS

**Submitted to the Undergraduate School in Partial of the Fulfilment
of the Requirements for the Degree of *Sarjana Pendidikan* (S.Pd.) in English
Education Study Program**

By:

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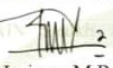
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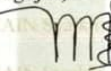
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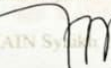
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MOTTO

“No matter how bad things actually are, your next step is still the future. Your job is simply to be good, not to be perfect”

“You just need to be better than you were yesterday not better than anyone else”

-Martin Edwards

“Just because one day out of 365 feels like a mess doesn’t mean your whole life is ruined”

-Ahn Keonho

“A bruise is a lesson, and each lesson makes us better”

-Arya Stark

DEDICATION

Bismillahirrahmanirrahim

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Abstract

This study was aimed to investigate the implementation of a web-based vocab game in improving students' vocabulary achievement and to determine whether there was a significant difference in vocabulary achievement between students taught using the game and those taught through conventional learning activities. This study employed a quantitative quasi-experimental design involving 48 seventh-grade students at SMPN 1 Puding Besar, consisting of 24 students in the experimental class and 24 students in the control class. The data were collected through observation sheets, pre-test, post-test, and documentation. The pre-test and post-test data were analyzed using SPSS. The observation sheet results showed that the percentage of students demonstrating a very good understanding of noun vocabulary increased from 8% to 87%, while adjective vocabulary increased from 8% to 83%. The experimental class mean score increased from 56.87 in the pre-test to 75.62 in the post-test, while the control class mean score increased from 57.08 to 63.54. The Independent Samples T-Test showed that the absolute value of the t-obtained (2.282) was higher than the t-table (2.013), and the significance value was $0.027 < 0.05$. Therefore, the null hypothesis was rejected. The findings indicate that the web-based vocabulary game effectively improved students' vocabulary achievement and resulted in a statistically significant difference compared with conventional learning activities. These findings highlight the potential of web-based vocabulary games to support vocabulary learning among seventh-grade students.

Keywords: Vocabulary Achievement, Web-Based Vocabulary Game

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Petaling, 26th August 2026

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