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IMPLEMENTING GAMIFICATION AS A STRATEGY FOR IMPROVING LIMITED VOCABULARY DEVELOPMENT AMONG GRADE 6 LEARNERS

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ABSTRACT

This study, conducted at Magatos Integrated School in Magatos, Asuncion, Davao del Norte, explored the effectiveness of a gamification-based intervention in enhancing the vocabulary proficiency of 30 Grade 6-Zamora students. The intervention integrated pattern recognition strategies and engaging gamified activities aimed at improving student learning outcomes. Employing a quantitative one-group pretest-posttest research design, the study assessed learners' vocabulary performance before and after the intervention. Data were analyzed using descriptive statistics and paired sample t-tests. Findings revealed a significant improvement in vocabulary scores, with the mean increasing from 29.5% to 83.5%. This change was statistically significant, $t(29) = 35.0$, $p < .001$, with a large effect size (Cohen's $d = 6.35$), demonstrating the intervention's strong impact. Furthermore, interviews with seven selected students revealed five emerging themes: enhanced vocabulary acquisition and communication skills; increased motivation in learning vocabulary; gamification as a catalyst for enjoyable and self-directed learning; the importance of variety and personalization in gamified strategies; and overcoming learning barriers through structured and motivational approaches. In conclusion, the study underscores the positive influence of gamification in addressing limited vocabulary skills among Grade 6 learners, offering promising insights for educators seeking innovative, student-centered instructional methods.

KEYWORDS: *Descriptive Design, Gamification Intervention, Limited Vocabulary, Word Thread, Philippines*

INTRODUCTION

Limited vocabulary among elementary students continues to hinder their academic development, particularly in reading comprehension, oral communication, and written expression. This deficiency often stems from inadequate exposure to rich linguistic environments and ineffective instructional strategies in early education. Without a strong vocabulary foundation, students struggle to grasp grade-level texts and engage in meaningful learning experiences. As a result, Banuag & Abrea (2021) addressing vocabulary limitations in the formative years is crucial for fostering literacy and long-term academic success. This challenge remains evident in recent studies that emphasize the importance of integrating innovative and engaging strategies in vocabulary instruction. According to Nation (2020), insufficient vocabulary knowledge restricts learners' reading and listening comprehension, and it becomes a significant barrier to language acquisition and academic achievement. This vocabulary gap can be especially pronounced in students from linguistically diverse or socioeconomically disadvantaged backgrounds, who may lack access to rich language environments both inside and outside the classroom Hiebert & Kamil (2020). Without intentional

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instructional strategies to build vocabulary, students risk falling behind in both literacy and content learning, reinforcing cycles of underachievement and disengagement.

In Indonesia, founded those learners across different academic levels possessed a limited vocabulary size, averaging only about 1,366 words families. This limitation was identified as a significant barrier to language proficiency (Kiram & Bathomi, 2020). In China, limited vocabulary development refers to students' difficulties in learning and retaining enough English words to support their academic progress, communication abilities, and literacy skills. This challenge is often linked to the complexities of learning English as a foreign language, particularly due to the significant differences between the phonetic and writing systems of Chinese and English. Additionally, the absence of cognates and limited exposure to authentic English-speaking environments are frequently identified as major obstacles (Chen et al., 2020). In Malaysia, a study by Zaide (2020) conducted and found that ESL learners with lower proficiency levels tended to rely less on effective vocabulary learning strategies leading to a more limited vocabulary.

In the Philippines, limited vocabulary development in elementary students is a significant challenge where English is taught as a second language. This issue impacts reading comprehension and overall language proficiency. Students with limited vocabulary face difficulties in understanding texts and expressing ideas, which can affect their academic performance. It proposed innovative tools like educational games to enhance vocabulary acquisition, fostering engagement and retention among students (Banuag, 2023). In Eastern Samar, a study of involving grade 5 pupils in the year 2021-2022 revealed that while student performed well with basic segmental sounds, they struggled more complex supra-segmental aspects of the language, where this difficulty was attributed to the lack of Vocabulary among grade 5 learners, where they cannot express themselves and share ideas using English as a medium because of having limited vocabulary skills (Dela Cruz, 2022). In Zamboanga Peninsula (Region XI), a study conducted by Saavedra & Barredo (2020) identified factors contributing to poor writing skills in English and Filipino among Grade 6 pupils. Key factors included a lack of vocabulary in the target language, difficulty in conveying and organizing ideas and challenges in grammar.

This study holds substantial societal relevance as it investigates the pressing issue of limited vocabulary development among elementary students, with a specific focus on Grade 6 learners at Magatos Integrated School. The problem has become increasingly evident through observed challenges in learners' ability to comprehend texts, express ideas clearly, and retain vocabulary from previous lessons. Contributing factors include low memory retention, lack of interest in academic tasks, low self-confidence, minimal exposure to proficient language models such as native speakers, and limited motivation. Additionally, conventional teaching methods often characterized by rote memorization and passive learning fail to provide engaging, interactive instruction that supports active vocabulary acquisition and long-term retention. Preliminary classroom observations and assessment results from Magatos Integrated School further reveal a consistent pattern of poor performance in vocabulary-related activities, highlighting the need for immediate intervention. Despite the increasing recognition of vocabulary as a critical component of language proficiency, there remains a lack of localized, evidence-based studies focusing on innovative instructional strategies specifically tailored for young learners in rural public schools. This creates a clear gap in both research and practice, as most available solutions are either generalized or designed for older or urban learners. Consequently, there is limited guidance for teachers in similar contexts on how to effectively improve vocabulary instruction using student-centered, engaging approaches. This study seeks to address that gap by exploring the use of gamification as a strategic intervention to enhance vocabulary learning, increase student motivation, and support active engagement in the learning process.

Additionally, the researchers have come across relevant studies such as the study of Romatillah (2014) " A study On students' Difficulties in learning Vocabulary" and that of Marpaungi & Situmeang (2022) " Enhancing Students' Vocabulary through Authentic Materials and Multimedia", primarily addresses the factors of having difficulties in learning vocabulary among college students of the first semester of English Education department such as almost of the students have difficulties in pronouncing the words, how to write and spell and difficulties in choosing the appropriate meaning of the words. And also, addresses a strategy to improve the vocabulary of the college students through the authentic and multimedia materials. This study stands out due to its unique focus on utilizing gamification as a strategy to improve the limited vocabulary development of elementary grade level specifically the grade six learners. And the copies of the study will be disseminated to the various research conference and concerned agency to facilitate scholarly exchanged utilization of research-based discovery.

RESEARCH QUESTIONS

This study primary purpose was to determined the level of vocabulary before and after the implementation of gamification and its impact on grade six learners. Specifically, this study sought to answer the following questions:

1. What is the level of grade 6 learners' vocabulary before the gamification intervention?
2. What is the level of grade 6 learners' vocabulary after the gamification intervention?
3. Is there a significance differences before and after the gamification intervention on the limited vocabulary development of grade 6 learners?
4. What are the insights of the Grade 6 students on the gamification intervention on the limited vocabulary development?

PROPOSED INTERVENTION

The proposed intervention in this action research was being called "Gamification" in which it is a form of gamification that will help students to improve their vocabulary. The said

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intervention was implemented within four (4) weeks of the month of March 2025. The gamification as an intervention helped learners to develop their vocabulary skills through four different games.

In Week 1, the game called "Forehead Sticky Notes" in which the focus of this is that able learners to retrieve of known words and oral fluency, confidence and peer interaction. Through this engaging game, learners are trained to gather information about the words that was given and promote inferencing and reasoning to the learners throughout the activity.

In Week 2, as the learner's able gathered information, the next game called "Word Charades" where the main focus of this, was that students developed word comprehension, recall and expressive communication skills through non-verbal cues and contextual guessing. With that, it promotes active vocabulary learning by connecting words with actions, gestures, and situations.

As students become more comfortable and improve vocabulary learning, week 3 introduced more complex words through the game called "Word Thread". This stage was designed to improve learner's vocabulary where they need to identify the related words or the synonyms of the given words. Through this interactive and engaging game, learners build connections between words, which is an essential skill for vocabulary expansion and comprehension.

Finally, in Week 4, the students are guided to apply all previously learned words skills through a "Word Hunting" as a game. This final phase of the intervention, has three processes, look for a word, say the meaning and get a reward. This game not just developed learner's vocabulary skills but it also makes them motivated to learn deeply about the world of vocabulary. Overall, the Gamification intervention is a meaningful and engaging strategy which it is a promising and practical intervention for addressing limited vocabulary, particularly when designed thoughtfully and combined with traditional and authentic methods.

Week 1	Week 2	Week 3	Week 4
Focus: Retrieve known words, oral fluency, confidence and peer interaction. • Students learn to gather information about the words through peer interaction. • Improved learners inferencing and reasoning skills about the word vocabulary.	Focus: Students developed word comprehension, recall and expressive communication skills. • Students guess and give the meaning of the given words in the game. • Reinforcing vocabulary understanding through movement and context clues. • Turns vocabulary review into dynamic, game-based activity.	Focus: Identifying related or synonyms of a given words and expand their working vocabulary. • Students learn to associate words and improve critical thinking. • Students learn to identify the synonyms of the words. • More on exposure to new vocabulary and meaning.	Focus: Vocabulary recognition and orally know the meaning of a words. • Students deepen their understanding of a words through saying the meaning of it. • Integrates all learned words to more words and more information exposure. • Positive reinforcement like giving of rewards to motivates learners to learn and improve vocabulary.

RESEARCH METHODOLOGY

This study uses quantitative-descriptive research design. According to Clark et al., (2020) this method is frequently used by professionals and educators to assess and enhance a teacher's pedagogy and practice. Action research is a continuation of the critical introspection and contemplation that they use in their daily work as educators, through transformation and reflection in a challenging circumstance within a mutually agreed ethical framework, action research blends theory and practices.

In the context of this study, Action Research design is used in this research to determine if there is a development in the vocabulary, after implementing the intervention which is the gamification, wherein it includes assisting or giving scaffolds to the selected grade 6 students which had difficulty in the vocabulary within four (4) weeks in the month of March, 2025.

PARTICIPANTS

The respondents of this study were Grade 6 learners from Magatos Integrated School who have limited vocabulary development. They were chosen because Grade 6 is a crucial stage where students are expected to have strong vocabulary

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skills in preparation for higher education. However, many at this level still struggle, making them ideal for investigating effective vocabulary interventions. Thirty students were purposively selected as participants based on their pre-test scores. These 11-12-year-old students were chosen for Gamification, an intervention designed to address their specific needs in vocabulary development. The goal of Gamification is to improve the limited vocabulary development of these students and provide them with the necessary foundation for future educational learning.

STATISTICAL TOOLS

In conducting the analysis of the pre-test and post-test score, data collection and tabulation were pivotal. The collected scores underwent scrutiny using various statistical tools. Firstly, mean and standard deviation calculations were employed to gauge the students' comprehension levels during both tests and assess the dispersion of scores. Additionally, the paired sample t-test served as a critical tool in evaluating the significance of the disparities between the pre-test and post-test scores, providing valuable insights into the effectiveness of the instructional intervention.

DATA ANALYSIS

Quantitative data analysis is the process of making sense of numerical data through mathematical calculations and statistical tests. It helps to identify patterns, relationships, and trends to make better decisions. (Hotjar, 2018). The significant difference in this context refers to the measurable change in participants' performance from the pre-test to the post-test, assessed through statistical analysis to ensure that the improvement due to the Gamification Intervention is not random but a result of the intervention itself. In analyzing, the researchers employ observation before and after the Gamification Intervention has been implemented. The researchers identify the concept and finding the significance difference between the observed performance of the participants during the pre-test and post-test.

Alongside the quantitative findings, qualitative data were collected through in-depth interviews to examine students' perspectives and experiences. The interview transcripts were carefully analyzed using a structured qualitative approach, which involved coding to uncover common patterns, narrowing the data to highlight key points, and conducting thematic analysis to identify significant themes. This process enabled the researchers to gain deeper insights into the effectiveness of the intervention, the benefits perceived by the learners, and their recommendations for improvement. By combining both quantitative and qualitative methods, the study offered a well-rounded evaluation of the Gamification Intervention's overall impact.

INSTRUMENTS OF THE STUDY

The researchers adapted downloadable questionnaires from the web sources to measure the variables. The instrument is adapted from the study of Escal, J., et al (2023), entitled "The Use of Learning Strategy to Improve the Vocabulary Skills among Grade 5 Learners of Cateel Central Elementary School". The content of the questionnaires was based on a specific vocabulary lesson, focuses on contextual understanding and word usage. The questions assess the ability to choose the correct word based on the given context, ensuring that the selected word makes logical and grammatical sense within the sentence. It is a multiple-choice test consisting of twenty (20) items.

PROCEDURE

The researchers utilized questionnaires before and after the implementation of the intervention and innovation. The pre-test questionnaire will measure the initial vocabulary of the students who are having difficulty in terms of vocabulary development. The post-test measured the knowledge and development of the learners through giving them the same set of questions in pre-test.

To gather the necessary data for this research, the following steps were taken by the researchers. First and foremost, the researchers sent a request to the principal's office of the school where the participants were enrolled and also ensured the letter permission to her office to formally inform the school and shows respect to their authority by seeking approval before proceeding. Then, the researchers administered a pretest to determine the participants' initial vocabulary. Following the pretest, Gamification was introduced, followed by an eight-weeks intervention period, every two weeks there are different activities will be integrated to improve the limited vocabulary development. At the end of the research process, a posttest was conducted using the same tool to evaluate any improvements in the participants' having limited vocabulary development after the intervention. The data from the pretest and posttest were then collected and tabulated.

ETHICAL CONSIDERATIONS

Ethical standards are essential in research involving human participants to ensure academic integrity, protect participants' rights, and enhance the validity of findings. This study upholds these principles by providing participants with clear, accurate information about the research through an informed consent process. Participation is entirely voluntary, and participants are free to withdraw or refuse to answer sensitive questions at any time. The researchers respect participants' autonomy, beliefs, and cultural values while ensuring that all interviews are conducted with care, confidentiality, and mutual trust (Bhandari, 2022).

To further protect participants, data privacy is strictly maintained through the use of coded identities and secure handling of all materials. No names are recorded, and all information is destroyed after analysis. The study follows the Data Privacy Act of 2012 to prevent any risk to participant identity or well-being. Fair treatment is ensured through purposive sampling, and no financial burden is placed on participants. Their contributions are acknowledged with appreciation and small tokens of gratitude, reinforcing the principles of beneficence and justice throughout the research process.

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RESULTS AND DISCUSSIONS

This chapter presents the summary of the findings about the results of Gamification as a strategy for the limited vocabulary development among grade 6 learners of Magatos Integrated School. Analysis and interpretations of data were done parallel to research objectives.

Research Question No. 1: What is the level of grade 6 learners' vocabulary before the gamification intervention?

Table 1. Frequency of the Pre-test Scores

Score	Frequency	Percentage
1	1	3.3%
2	2	6.7%
3	1	3.3%
4	5	16.7%
5	6	20.0%
6	3	10.0%
7	6	20.0%
9	3	10.0%
10	2	6.7%
12	1	3.3%
Total	30	100.00%
Average Percentage Score		**29.5%**
Description		**Very Low**

Presented in Table 1 are the result of the pretest, indicating the performance level of 30 students in experimental group in limited vocabulary. The highest score (12) was achieved by one student, representing 3.3% of the total. In contrast, the lowest score (1) was recorded by one student, making up 3.3% of the total. The most frequently occurring scores was obtained by 6 students, accounting for 20.0% of the total. The standard deviation was 2.58 and the average percentage score shown in the table above, is 29.59%, which indicates very low performance by the students in the pre-test. These measures described that the vocabulary skills of the students are fairly satisfactory.

In the study of Graves (2021) many vocabulary programs focus on rote memorization and isolated word list, which do not support deep word knowledge and unable learners to understand, retrieve and give meaning of the word, and not able to develop word consciousness of the learners that help them to improve their vocabulary performance. Similarly, in the study of Siregar and Manurung (2021), inadequate vocabulary development is often rooted in the minimal use of authentic materials and lack of contextual learning, which restricts learner's ability to grasp and retain new words. Furthermore, psychological factors such as low motivation and anxiety also pay a crucial role in vocabulary limitations, as highlighted by Ubaidillah (2020) who found that learners with anxiety level tend to avoid language-use situation, thereby missing opportunities for vocabulary expansions. These studies consistently highlight the importance of providing clear, structured vocabulary instruction and focused support to help tackle the common challenges many learners face with especially across different student groups.

Before the implementation of intervention, as shown in the Table 1 of chapter 3, the pretest average score 29.5% which the description is very low. This indicates that the student's vocabulary skills were below expectations.

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Research Question No. 2: What is the level of grade 6 learners' vocabulary after the gamification intervention?

Table 2. Frequency of the Post-test Scores

Score	Frequency	Percentage
14	2	6.7%
15	5	16.7%
16	6	20.0%
17	8	26.7%
18	6	20.0%
19	2	6.7%
20	1	3.3%
Total	30	100.00%
Average Percentage Score		**83.5%**
Description		**High**

Table 2 presents the post-test results, showing the performance of 30 students in the experimental group on vocabulary tasks. There were one student who obtained the highest score of 20 which 3.3% of the total and two students (6.7%) obtaining the lowest score of 14. The most frequent score achieved by eight students (26.7%) was 17. These results highlight the range of performance levels of the students after the intervention was implemented.

The standard deviation was 1.49 and the average percentage score of 83.5% in the post-test indicates a substantial improvement compared to the pre-test results, indicates that the Gamification as a strategy essentially enhanced the limited vocabulary skill of the student. And also, the intervention really helped student to improve their skills especially in the vocabulary where they demonstrated increase ability to give the meaning and understand words which help them to use and apply in real-world context.

Gamification can increase motivation and engagement in vocabulary learning by turning learning tasks into interactive and enjoyable experiences Lee & Hammer (2020). Gamification has been shown to be an effective intervention in action research, as it actively engages learners, boosts motivation, and enhances academic performance through game-like elements integrated into the learning process. As emphasized by Tarqui-Mamani (2021), incorporating gamified activities in educational settings not only increases student participation but also improves learning outcomes such as improve and develop learners' vocabulary skills, boost students' engagement in academic performance in an interactive and enjoyable way. In the separate study of Lo and Hew (2020) conducted an action research study in a blended learning environment and reported that gamification significantly improved student motivation, vocabulary development and skills and academic performance such as learners learn to understand complex words, sentence and situations, where students expressed themselves without hesitation to use English as medium of instruction. These studies concluded that gamification as intervention significantly improves learners' ability to comprehend complex words and expand their vocabulary. Collectively, these studies underscore the essential need for explicit, systematic instruction that is thoughtfully tailored to learners' vocabulary backgrounds in order to address the widespread issue of limited vocabulary knowledge.

Research Question No. 3: Is there a significance differences before and after the gamification intervention on the limited vocabulary development of grade 6 learners?

Table 3. Significant Difference between the Pre-test and Post-test Scores

Paired Samples T-Test

		Student's t	df	p	Mean difference	SE difference		Effect Size
Pre-test	**Post-test**	35.0	29.0	<.001	10.8	0.309	Cohen's d	6.39

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Presented in Table 3 was the result of the significant difference between the pretest and post-test scores, t (29) = 35.0, p <.001. Since the probability value (<.001) is less than level of significance (a=0.05), the null hypothesis is being rejected and the Cohen's d result of this study after gamification intervention was being implemented is 6.39. Therefore, there is a significant difference between the pre-test and post-test. In which, after the gamification was being implemented the performance level of the students in vocabulary skills really increased and developed, descripted as high performance after the implementation of the said intervention.

The results indicate a significant improvement in student's vocabulary skills after the participating in the Gamification intervention. The notable rise in average scores, combined with the high –value and low p-value, strongly supports the effectiveness of the intervention. Overall, the Gamification intervention has a clear and positive influence on students' vocabulary performance. Given these findings, educators are encouraged to incorporate the gamification method into their teaching strategies to help improve vocabulary outcomes in the classroom. Many studies Sadeghi et al., (2022) report increased learner engagement and motivation, the impact on vocabulary acquisition itself varies. Some studies show significant vocabulary improvements following gamified interventions, while others find no significant difference compared to traditional methods. The success of gamification according to Thiagarajah et al, (2022) appears highly dependent on factors such as the quality of game design, its integration within the curriculum, and learner characteristics. Therefore, action research using gamification should carefully consider these factors and employ robust methodologies to accurately assess vocabulary gains. Further research is needed to establish clear guidelines for effective implementation. Panmei & Waluyo (2023) demonstrates statistically significant improvements in vocabulary scores following gamified interventions, while others find no significant difference compared to traditional methods. This variability underscores the need for well-designed studies that control for confounding factors.

Furthermore, the clustering of post-test scores around the higher range suggests a uniform grasp of the content among students, implying the Gamification method used not only improved scores but also reduced performance disparity.

Research Question No. 4: What are the insight of the Grade 6 students on the gamification intervention on the limited vocabulary development?

To answer this research question, in-depth interviews were conducted with the participants. Probing questions were asked to elicit their responses regarding their insights about the gamification as an intervention in enhancing their limited vocabulary. The major themes and supporting statements are presented in Table 4. Participants shared their responses about their own experiences and observation of the intervention. From the answers of the participants, four major themes emerged: *(1) enhanced vocabulary learning and communication skills; (2) motivational factor in vocabulary learning (3) catalyst for enjoyable and self-motivated vocabulary development; (4) refining gamified learning through variety and personalization; and (5) overcome learning barriers through structure and motivation.*

Table 4. Themes and Supporting Statements on the insights of the students about Gamification as an intervention in enhancing their limited vocabulary

Emerging Themes	Supporting Statements
Enhanced Vocabulary Learning and Communication Skills	• Gamification Intervention gave me a great influence in my perception of the importance of vocabulary, and it has given me a huge improvement in my vocabulary skills "IDI,1" • The way gamification intervention influence my perception of the importance of vocabulary is by knowing the meaning and purpose of words, it contributed many improvements into my understanding of words, grammar, balance speaking and many more "IDI, 2" • The gamification intervention made me realize the significance of vocabulary in effective communication. By making learning vocabulary fun and competitive, it contributed to a noticeable improvement in my ability to recall and use new words. The intervention's engaging nature helped solidify my understanding of word meanings and contexts. "IDI, 3" • The gamification intervention help me that vocabulary is not just list word to understand but important and powerful tool for communication and comprehension. "IDI, 4" • The gamification intervention made learning vocabulary more engaging and fun. It increased my understanding of how important vocabulary is for communication and success in different areas of life. "IDI,7"
	• In a way that made me realized how important words are into our daily life, such thing gave me the motivation to learn more about vocabulary. "IDI, 2" • The gamification intervention significantly boosted my engagement and motivation to learn vocabulary. The use of rewards, challenges, and leaderboards created a sense of excitement and friendly competition. "IDI,3"

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Motivational Factor in Vocabulary Learning	• The gamification intervention increased my engagement and motivation through reward and earning points and completing level with classmates that focus on words and really motivates me to learn deeply the vocabulary. "IDI, 6"
Catalyst for Enjoyable and Self-Motivated Vocabulary Development	• Learning words is more fun and easier now because gamification intervention is way more interesting way to learn. It has given me a lot of help to enhance my vocabulary skills. "IDI, 1" • I now look for opportunities to learn new words through games and quizzes, applying the same enthusiasm and competitiveness I developed during the intervention. This shift has made vocabulary learning a more integral and enjoyable part of my routine. "IDI, 3" • The gamification intervention made my vocabulary learning feel enjoy and started happy of the challenge than the memorization and learning outside intervention session did me felt better because of the intervention, and even games to keep me practice. "IDI, 4"
Refining Gamified Learning Through Variety and Personalization	• To refine the gamification intervention, I suggest incorporating more varied game mechanics, such as team-based challenges or narrative-driven quests, to keep the experience fresh and engaging. "IDI,3" • I would suggest incorporating more personalized learning paths that adapt to individual student needs and learning styles. A wider variety of game mechanics and interactive collaboration learning could foster a supportive learning environment. "IDI,5" • To refine vocabulary skills development, it is important to adapt more different games mechanics that could really help us as a learners to learn and collaborate with other individuals to improve such vocabulary. "IDI,7"
Overcome Learning Barriers Through Structure and Motivation	• The gamification intervention helped me overcome challenges such as memorizing new words and using them correctly. The structured and engaging nature of the intervention built my confidence in vocabulary tasks. I feel more capable of tackling complex texts and expressing myself more precisely, thanks to the expanded vocabulary and practice I gained "IDI,3" • Before gamification intervention I fell frustrated and hard when I couldn't remember the word but the gamification help me easily on learning vocabulary and gave me more confidence "IDI,4" • The gamification intervention helped me overcome challenges by breaking down the learning process into smaller, more manageable steps. The immediate feedback and rewards helped me stay motivated and persistent, even when I encountered difficult words "IDI,5"

Enhanced Vocabulary Learning and Communication Skills
Improving vocabulary and communication skills is crucial for grade 6 students' academic success and overall development. This area of focus will explore effective strategies to help these learners build their word power and express themselves clearly and confidently.

The integration of gamification into elementary education has shown significant promise in enhancing vocabulary acquisition and communication skills. Simatupang and Derin (2020) conducted a study investigating the use of word search games among fourth-grade students and found that gamification fostered a more engaging learning environment that promoted active participation and improved language skills. Similarly, Solano (2022) reported that game-based learning approaches positively impacted English as a Foreign Language (EFL) instruction, highlighting how the incorporation of gamified elements into vocabulary instruction enhanced learner motivation and educational outcomes.

Motivational Factor in Vocabulary Learning
Understanding what motivates students to learn new words id key to successful vocabulary development. This exploration will delve into the factors that influence a student's desire and ability to expand their vocabular.

Additional support for the effectiveness of gamification in language learning comes from Reinders (2020), who conducted a literature review revealing that well-designed digital games can significantly boost learner engagement and motivation, particularly when aligned with educational goals. Schuster (2021) provided empirical evidence reinforcing these findings, showing that digital games are effective in increasing

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motivation and engagement in language learning contexts, ultimately leading to improved vocabulary acquisition.

Catalyst for Enjoyable and Self-Motivated Vocabulary Development

Making vocabulary learning fun and engaging is crucial for fostering self-motivated learning in students. This discussion will explore strategies and techniques to create a positive and effective learning environment for vocabulary acquisition.

Gamification not only enhances learning outcomes but also fosters enjoyment and self-motivation among elementary learners. Studies have shown that game elements such as points, levels, and challenges can significantly increase student engagement. Reinders (2020) emphasized that digital games aligned with curriculum goals improve motivation, while Peterson (2020), through a systematic review, confirmed that gamified language learning tools are effective in enhancing both vocabulary and reading comprehension. These findings underscore the potential of gamification to create a self-driven and enjoyable learning environment for young students.

Refining Gamified Learning Through Variety and Personalization

Gamified learning offers a powerful approach to vocabulary development, but its effectiveness can be enhanced. This exploration will examine how to refine gamified learning experiences through increased variety and personalization to maximize student engagement and learning outcomes.

Moreover, the role of personalization and variety in gamified learning has gained increasing attention. Oliveira et al. (2020) investigated how personalized gamification, based on students' gamer profiles, influenced motivation and engagement. Their findings revealed that personalization enhanced students' flow experiences and overall enjoyment, leading to more effective learning. In support of this, Awang Batu and Hashim (2022) conducted a systematic review which found that varying game types and elements to meet diverse learner needs significantly improved vocabulary mastery and retention.

Overcome Learning Barriers Through Structure and Motivation

Many students face obstacles in vocabulary acquisition, hindering their progress. This discussion will explore how structured learning environments and motivational strategies can help students overcome these barriers and achieve vocabulary mastery.

Learning barriers such as lack of resources, low self-efficacy, poor time management, and socio-emotional challenges can significantly impede student success. However, Putwain and Symes (2021) research increasingly points to the effectiveness of structured learning environments and motivational strategies in mitigating these obstacles. Structure provides learners with clear goals, consistent feedback, and organized content, which helps reduce cognitive overload and anxiety. Well-structured academic settings according to Hammond et al., (2020) it promotes a sense of competence and reduce ambiguity, particularly for students struggling with self-regulation. Learning platforms that employ scaffolding techniques also support students in building complex skills incrementally, thereby reducing the intimidation of mastering difficult content.

CONCLUSION

Based on the data, it can be concluded that the gamification intervention significantly improved students' academic performance. The results indicate that well-structured gamification strategies can produce substantial learning gains, as demonstrated by the progression from a "Very Low" to a "High" performance level. This marked improvement underscores the effectiveness of integrating game-based elements into instructional design to foster engagement, motivation, and achievement. Moreover, the findings emphasize the critical role of targeted, innovative teaching approaches in addressing foundational learning gaps and enhancing overall educational outcomes.

RECOMMENDATION

The educators incorporate gamification-based vocabulary instruction as an effective intervention to address limited vocabulary acquisition among elementary grade students. This action research should emphasize the integration of dynamic game elements such as points, badges, leaderboards, levels, and interactive digital tools to cultivate a highly engaging, learner-centered environment that motivates active participation. The intervention may include the use of word games, vocabulary missions, and gamified digital platforms that offer personalized learning paths and instant feedback, catering to diverse learner needs and preferences. These tools not only enhance vocabulary retention but also promote autonomous learning and sustained interest in language development. To assess the impact of the intervention, a combination of pre- and post-tests, observational checklists, and student self-reflections should be employed. These evaluation methods will provide comprehensive insights into both vocabulary growth and the learners' behavioral engagement. Overall, gamified vocabulary instruction serves as a powerful catalyst for improving language proficiency, fostering intrinsic motivation, and transforming the learning experience into one that is both effective and enjoyable for young learners.

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