

# Development of Alpalit for Improving Language Literacy Skills of Kindergarten Pupils

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## ABSTRACT

This research paper focused on the development, implementation, and evaluation of AlpaLit, an educational board game intended for the betterment of language literacy skills of kindergarten learners. The primary goal of this study is to create a set of interactive and engaging literacy games with a friendly-user manual that supports early reading and language development. To evaluate the effectiveness of the product this study utilized a descriptive-developmental quantitative research design. The participants of the study are 20 kindergarten learners from a selected public elementary school in Malolos, Bulacan. Notably, key findings revealed that all participants achieved outstanding levels, with grades ranging from 90 to 100. Furthermore, evaluators support that the AlpaLit board game can enhance language literacy comprehension, encourage active participation and promote motivation in learning. Generally, in early childhood education the use of AlpaLit proved to be an effective tool for nurturing language literacy skills.

**Keywords:** play-based learning, language literacy, kindergarten, interactive games, early childhood education.

## INTRODUCTION

Reading comprehension remains a persistent challenge in the Philippine education system, with Filipino learners consistently ranking among the lowest globally in international assessments such as the Program for International Student Assessment (PISA), (San Juan, 2019). This issue reflects a broader problem in language literacy, that hinges on both decoding text and understanding its meaning (Oakhill et al., 2015). Despite increased awareness and ongoing assessments, minimal improvement has been observed in students' reading outcomes between 2018 and 2022 (Servalos, 2023). This alarming trend highlights the critical need for more effective and engaging teaching strategies to address literacy gaps. Although various interventions have been explored, many existing approaches fail to fully engage young learners or create lasting improvements. Thus, there is a significant research gap in exploring innovative, child-friendly methods, —such as play-based and game-based learning, that could potentially boost early literacy skills in a more enjoyable and effective manner (Peaslee, 2022; Khadijah et al., 2022).

This study focuses on the use of play-based learning as a strategy to enhance language literacy skills, skills reading, writing, listening, and speaking, -among kindergarten learners. Recognizing that children are more engaged and less anxious when learning through play (Aguilar, 2024), this study aimed to develop interactive, game-based methods to create an enjoyable and effective learning environment. The relevance of this approach is grounded in its potential to build confidence, improve communication, and foster stronger peer relationships among young learners (Peaslee, 2022). Despite its proven benefits, play-based learning is often underutilized because of academic pressure and unclear implementation guidelines (Scrabeck, 2020). This study addresses these gaps by designing and testing games tailored to early literacy development, thereby supporting teachers and learners in creating a more dynamic and supportive educational experience.

The main objective of the study is to develop and implement a product called AlpaLit-a set of interactive games accompanied by a manual-designed to improve the language literacy skills of kindergarten learners. Specifically,

the study aims to assess learners' literacy levels before and after implementation, evaluate the effectiveness of AlpaLit using the Department of Education's Learning Resource Management and Development System (LRMDS), and determine best practices for classroom integration. The significance of the study lies in its potential to offer a practical, engaging solution for addressing literacy challenges at the foundational level. By equipping teachers with effective play-based tools and evidence-based strategies, this research contributes to the enhancement of early childhood education practices and supports national efforts to improve literacy outcomes among Filipino learners.

## METHODOLOGY

### Research Design

This study employed a quantitative research design, specifically a descriptive-developmental method. This approach involves collecting numerical data to systematically describe and analyze a phenomenon, while also focusing on the creation and evaluation of a product—in this case, AlpaLit. The descriptive aspect aimed to gather factual information without manipulating the results, while the developmental component emphasized the structured design and assessment of the educational material. Researchers used learners' progress report cards to compare language literacy levels before and after AlpaLit's implementation, and utilized a rating scale based on the Learning Resource Management and Development System (LRMDS) evaluation form to assess the effectiveness of the material according to the Kindergarten Curriculum Guide.

The study also utilized the ADDIE model as its instructional design framework to guide the systematic development of AlpaLit, a set of classroom games aimed at improving learners' language literacy skills. The ADDIE model—comprising analysis, design, development, implementation, and evaluation structured each phase of the research. In the analysis phase, learners' needs were identified using progress report cards that were aligned with the kindergarten curriculum. During the design phase, a detailed manual was created to outline the game's procedures and objectives. The development phase brought this design to life, producing AlpaLit materials. The implementation involved the practical use of these materials in classrooms, allowing researchers to observe their impact on learners. Finally, the evaluation phase employed standardized tools, including teacher feedback and updated report cards, to assess the effectiveness of the games and to determine whether AlpaLit significantly enhanced language literacy outcomes.

### Participants

The participants of this study included 20 kindergarten pupils from a selected public school in Malolos, Bulacan, chosen through purposive sampling based on their language literacy levels. In addition to the pupils, the study involved kindergarten teachers and evaluators comprising the school's LRMDS coordinator, master's teachers, head teachers, and professors from Bulacan State University. These participants were selected for their relevant expertise and willingness to engage in evaluating a play-based learning intervention designed to enhance early language literacy skills.

### Instruments

The study utilized various instruments aligned with its quantitative, descriptive-developmental research design to assess the effectiveness of AlpaLit in improving learners' language literacy skills. Primary instruments included rating scales and checklists used to measure changes in pupils' literacy levels before and after the implementation of games, as well as to evaluate the effectiveness of the material by selected LRMDS coordinators, master's teachers, head teachers, and professors from Bulacan State University. Observations and learners' progress report cards served as additional primary sources, while secondary sources, such as dictionaries, journals, theses, and related articles, were used to support the study's framework and analysis. The LRMDS evaluation form for manipulatives was employed to determine the suitability and educational value of the AlpaLit product.

### Procedure

The data-gathering procedure of the study involved securing formal permission through a letter of request to the

administration of a selected public school in Malolos, Bulacan. Upon approval, the researchers coordinated with the teachers to collect data during their available time, focusing on learners' language literacy levels. Primary data were obtained directly from the learners' report cards to assess the impact of implementing games and playing in classroom settings. The researchers ensured confidentiality by anonymizing participants and documenting only aggregated results. The collected data were then analyzed using thematic analysis to obtain meaningful insights related to the research questions

## RESULTS AND DISCUSSION

This presents the findings, analysis, and interpretation of the results of the data collected from the kindergarten report cards of the learners, and the learning resource management and development system evaluation tool for manipulatives. The data were systematically organized, analyzed, interpreted, and are presented in tabular form following the sequence and context of the study's statement of the problem.

### Part I. The Learners' Language Literacy Level Before the Implementation of the Games from AlpaLit.

The researchers gathered the grades of kindergarten pupils from the third quarter of the school year 2024-2025 before the implementation of AlpaLit. These data emphasize the students' ability to recognize letter sounds, identify uppercase and lowercase letters, match these letters, and identify the initial sounds of words. These skills are essential in early language literacy development, laying the groundwork for further academic success. These grades served as baseline data for assessing the learners' language literacy levels before the intervention.

#### Table 2 Distribution of Pupils According to Grades: Quarter 3

Can identify sounds of letters in the alphabet. (Natutukoy ang tunog ng mga titik ng alpabeto.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	0	0.00%	Satisfactory
85-89 (3)	20	100.00%	Very Satisfactory
90-100 (4)	0	0.00%	Outstanding
TOTAL	20	100.00%	

Table 2 reveals that most pupils scored in the "Very Satisfactory" range (85-89 grade), demonstrating their ability to recognize the sounds of the letters of the alphabet. This result emphasizes the importance of phonemic awareness, which is crucial for reading and writing development during early childhood. According to Sulistianingsih et al. (2019), interactive play including games significantly enhances vocabulary and language development. Offering opportunities for children to reinforce their phonemic skills. The high performance in this area suggests that previous instruction, through a play-based or different interactive method, effectively supported the development of phonemic awareness in these pupils. Additionally, the role of toys and tools in early language development cannot be overstated as per Dag et al., (2021), who noted that, tools such as toys help children learn language concepts and symbols, aiding their communication skills during interactions.

#### Table 3 Distribution of Pupils According to Grades: Quarter 3

Can identify the uppercase and lowercase of the letters of the alphabet. (Natutukoy ang mga malalaki at maliliit na titik.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory

80-84 (2)	0	0.00%	Satisfactory
85-89 (3)	20	100.00%	Very Satisfactory
90-100 (4)	0	0.00%	Outstanding
TOTAL	20	100.00%	

Table 3 shows that most of the pupils fell within the "Very Satisfactory" grade range of 85-89, indicating their proficiency in recognizing both uppercase and lowercase letters. This skill is essential in early childhood literacy development as it serves as a foundation for further language skills, including reading and writing. Interactive games and play-based learning are particularly effective in fostering letter recognition. For instance, Sulistianingsih et al., (2019) emphasize that play-based learning, including interactive games, supports vocabulary enhancement and strengthens early literacy skills. Additionally, games that involve letter recognition help children connect visual symbols with sounds, a crucial step in language acquisition. Similarly, Dag et al., (2021) argue that using tools such as toys and games in the classroom provides opportunities for children to engage with language concepts, improving their ability to identify letters and sounds. Moreover, both structured and unstructured play environments can significantly enhance language acquisition, as these settings encourage children to actively engage with learning materials. The strong performance observed in the pupils' recognition of both uppercase and lowercase letters aligns with these findings, suggesting the positive impact of integrating play and interactive activities into literacy instruction.

**Table 4 Distribution of Pupils According to Grades: Quarter 3**

Can match the uppercase with the lowercase letters of the alphabet. (Naiuugnay ang maliit na titik sa malaking titik.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	4	20.00%	Satisfactory
85-89 (3)	16	80.00%	Very Satisfactory
90-100 (4)	0	0.00%	Outstanding
TOTAL	20	100.00%	

Table 4 shows that most pupils scored in the "very satisfactory" range (85-89 grade) for matching uppercase with lowercase letters, with a small group scoring in the "satisfactory" range (80-84). This skill is vital as it aids children in understanding the relationship between letter forms, which is crucial for word decoding. Research supports the importance of such skills in early literacy development. As highlighted by Sulistianingsih et al., (2019), games that promote letter matching can improve language literacy skills by helping pupils engage actively in learning. The high performance of most pupils is promising, although the small group in the "satisfactory" range suggests the need for targeted interventions, such as differentiated instruction, to support those who need extra help (Sánchez et al., 2020).

**Table 5 Distribution of Pupils According to Grades: Quarter 3**

Can identify the beginning sound of the given word. (Natutukoy ang unang tunog ng mga salitang napakinggan.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	2	10.00%	Satisfactory

85-89 (3)	18	90.00%	Very Satisfactory
90-100 (4)	0	0.00%	Outstanding
TOTAL	20	100.00%	

In Table 5, the majority of the pupils scored in the "very satisfactory" range (85-89) in identifying the beginning sound of a given word, while two pupils scored in the "satisfactory" range (80-84 grade). Phonemic awareness, particularly the ability to recognize the beginning sound of words, is fundamental to reading and writing (Yuniasih et al., 2023). The fact that most pupils performed well in this area suggests that prior instruction was effective in developing phonemic awareness. However, the two pupils in the "Satisfactory" range highlighted the need for ongoing support.

**Table 6 Distribution of Pupils According to Grades: Quarter 3**

Can identify words with the same sound. (Natutukoy ang mga salitang magkasingtunog.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	4	20.00%	Satisfactory
85-89 (3)	16	80.00%	Very Satisfactory
90-100 (4)	0	0.00%	Outstanding
TOTAL	20	100.00%	

The data presented above reflect the distribution of pupils' grades for the third quarter, specifically on the competency "Natutukoy ang mga salitang magkasingtunog" or identifying words with similar sounds. The table shows that 16 out of 20 pupils attained the level of "Very Satisfactory," which ranges from 85-89 grades. This implies that the majority of the pupils demonstrated a high level of understanding of the words with similar sounds, yet none of the pupils achieved an outstanding score. Notably, none of the learners attained a lower range of the descriptor, which also suggests that the lesson was understood by the whole class. While four pupils attained the "Satisfactory" level, which ranges from eighty -84. This It indicates the need to improve the approaches and materials used by the teachers. According to Safura and Helmanda, (2022), 80% of the pupils have enjoyed learning literacy by playing games, making them engaged and actively participating in the learning process. It also motivates them to learn, and helps improve their vocabulary. It also suggests that teachers need to utilize and develop games that can attract pupils' attention in the teaching and learning processes (Khadijah, 2022).

**Table 7 Distribution of Pupils According to Grades: Quarter 3**

Can count the syllables of the spoken word. (Nabibilang ang pantig ng salitang napakinggan.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	1	5.00%	Satisfactory
85-89 (3)	19	95.00%	Very Satisfactory
90-100 (4)	0	0.00%	Outstanding
TOTAL	20	100.00%	

Table 7 shows that nineteen out of the twenty pupils, which is 95 % of the total number of learners have achieved a "Very Satisfactory" level that is ranging from 85-89. It indicates that most of the pupils can count the number of syllables in each given word. While one of the pupils is labeled as "Satisfactory" with the range of 80-84 grade. The pupils that belong to the descriptor of satisfactory and very satisfactory or the papaunlad can count the syllables of the spoken word.

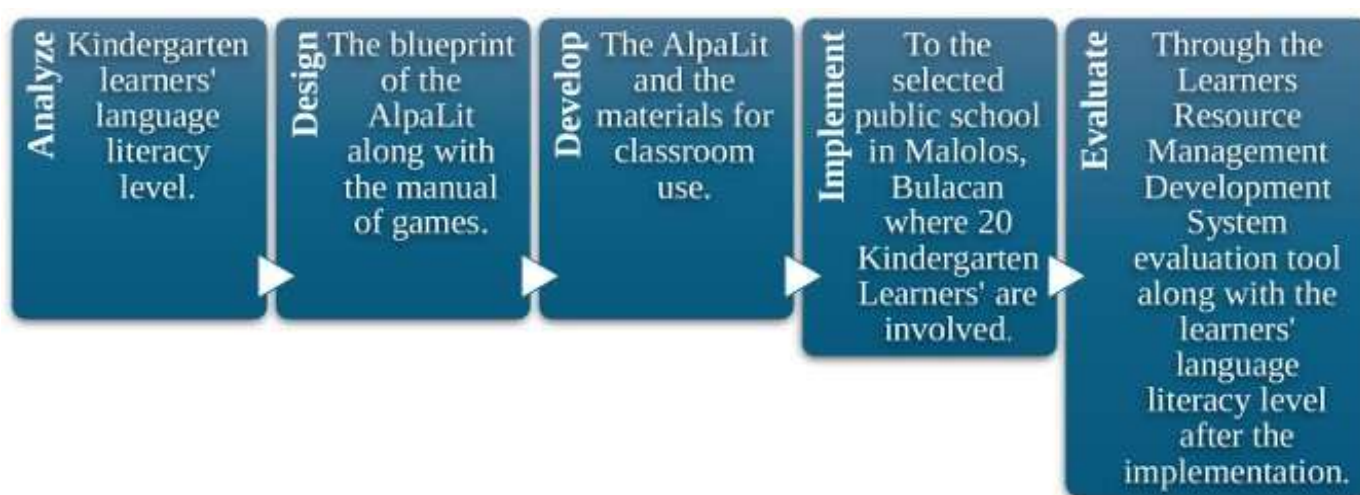
This reveals that the majority of students demonstrated a strong foundation in language literacy skills before the introduction of the games in AlpaLit. Their ability to recognize letter sounds, identify both uppercase and lowercase letters, match letters, and identify the beginning sounds of words shows that their prior instruction was effective in laying the foundation for their literacy development. However, the presence of a small group of pupils who scored in the "satisfactory" range in some areas indicates the need for further support and tailored instruction to ensure that all pupils achieve mastery in these essential skills. These findings underline the importance of interactive and play-based learning approaches in developing foundational literacy skills, as emphasized by Sulistianingsih et al. (2019), and Yuniasih et al. (2023). With the integration of the games of AlpaLit, which provide an engaging platform for reinforcing these skills, further progress can be made in helping all pupils reach their full literacy potential.

To conclude, the analysis of this grading scale and its frequency distribution highlights key insights into learner performance. Identifying areas for improvement and implementing strategic interventions can help to improve learners' language literacy skills. Even though the learners performed well in the third quarter, they may still benefit from the games of AlpaLit to further enhance their literacy skills and increase their grades beyond this range after the implementation of the material. According to Khadijah, et al., (2022), children at this age are still developing their literacy skills, and with that, developing educational material such as the AlpaLit can help children improve their language literacy skills. Continuous assessment and support are essential to ensure that more pupils attain higher levels of academic success in the future.

## Part II. The Development of AlpaLit Using ADDIE Model

This shows the step-by-step process for the development of AlpaLit using the ADDIE model. The researchers used the ADDIE model as a guide in creating AlpaLit, where researchers need to Analyze, Design, Develop, Implement, and Evaluate.

**Figure 2 The Development of AlpaLit Using ADDIE Model**



The development of AlpaLit followed a step-by-step process of the ADDIE model. In the analysis phase, the researchers identified the language literacy levels of kindergarten students after analyzing their language literacy level and, then set the goal of improving their language skills, leading to the creation of AlpaLit. During the design phase, the researchers solidified the blueprint for the program, undergoing and developing three different designs of the board game narrowed and finalized to one, which is the AlpaLit. The development phase involved finalizing the board game, polishing the board, inserting electrical wirings and power batteries, and finishing the manipulatives such as the flashcards, AlpaCaps, AlpaTiles, and number tiles of the board AlpaLit, making it

ready for use by the target participants. In the implementation phase, the researchers conducted a tutorial for the teachers on how to use the board and what games they could play using the board, along with the manual as their guide. The researchers also observed how well AlpaLit improved the language literacy level of the learners' and collected data from kindergarten progress report cards to evaluate its effectiveness. Finally, in the evaluation phase, the researchers distributed evaluation tools to evaluators using learning resources management development system evaluation form for manipulatives allowed them to assess whether AlpaLit was effective in achieving their goals.

To conclude, the researchers used the ADDIE model to develop play based interactive materials to improve kindergartens' literacy skills. Researchers began by analyzing learners' language literacy levels and how they can improve it. Then, researchers work on the design, developing the product's blueprint, and implementing it for the target respondents. After implementation the researchers allowed the evaluators to assess the effectiveness of the product. Additionally, the ADDIE model guides educators into creating efficient learning experiences. According to James (2024), The ADDIE model is a framework for instructional design and training development, representing Analysis, Design, Development, Implementation, and Evaluation. It guides educators and trainers through a systematic process to create effective and efficient learning experiences tailored to the learners' needs. Furthermore, using the ADDIE model is efficient in developing play-based interactive materials to improve language literacy skills. As stated in a study by Zhang et al., (2023) ADDIE model is effective for developing educational games for children. Showing a balance in education and entertainment which leads to enhancing children's learning and development. Additionally, Nuntawisuttiwong and Dejdumrong mentioned that using the ADDIE model can ensure clear learning objectives, tailored game mechanics, and effective assessment, thereby enhancing user engagement and understanding.

### Part III. The Learning Resources Management and Development System Evaluation Tool for Manipulatives.

**Table 8 How can the AlpaLit be evaluated, in terms of: Factor A. Content**

Indicators	Mean	SD	Verbal Description
1. Content reinforces, enriches, and/or leads to the mastery of certain learning competencies for the level and subject it was intended.	4.00	0.00	Very Satisfactory
2. Material has the potential to arouse interest of target users.	4.00	0.00	Very Satisfactory
3. Facts are accurate.	4.00	0.00	Very Satisfactory
4. Information provided is up to date.	4.00	0.00	Very Satisfactory
5. Visuals are relevant to the text.	4.00	0.00	Very Satisfactory
6. Visuals are suitable to the age level and interests of the target user.	4.00	0.00	Very Satisfactory
7. Visuals are clear and adequately convey the message of the subject or topic.	4.00	0.00	Very Satisfactory
8. Typographic layout/design facilitates understanding of concepts	4.00	0.00	Very Satisfactory
9. Size of the material is appropriate for use in school.	4.00	0.00	Very Satisfactory
10. Material is easy to use and durable.	4.00	0.00	Very Satisfactory
OVERALL	4.00	0.00	

Table 8 shows how the AlpaLit is evaluated in terms of the first factor, the content of the game. The evaluation tool used, Likert scale of satisfaction levels. Each factor belongs to the range of four with the descriptor of very satisfactory showing that the evaluated game scores forty out of a maximum of forty points passing the criterion. Shown that all indicators were rated "Very Satisfactory" in verbal interpretation. The indicators had included that the content reinforces, enriches, and/or leads to the mastery of certain learning competencies for the level



and subject it was intended, the material has the potential to arouse interest of the target users, facts are accurate, information provided is up-to-date, visuals are relevant to the text and are suitable to the age level and interests of the target user, visuals are also clear and adequately conveys the message of the subject or topic, typographic layout/design facilitates understanding of concepts presented, size or material is appropriate for use in school, and lastly the material is easy to use and is durable, all of which got the same highest mean of 4.00 . The overall mean of content of the AlpaLit is 4.00 which meant that all the evaluators were all the same to each other's results. The findings reflected in the study of Sulistianingsih et al. (2019) that play-based learning, including interactive games, support vocabulary enhancement and strengthen early literacy skills.

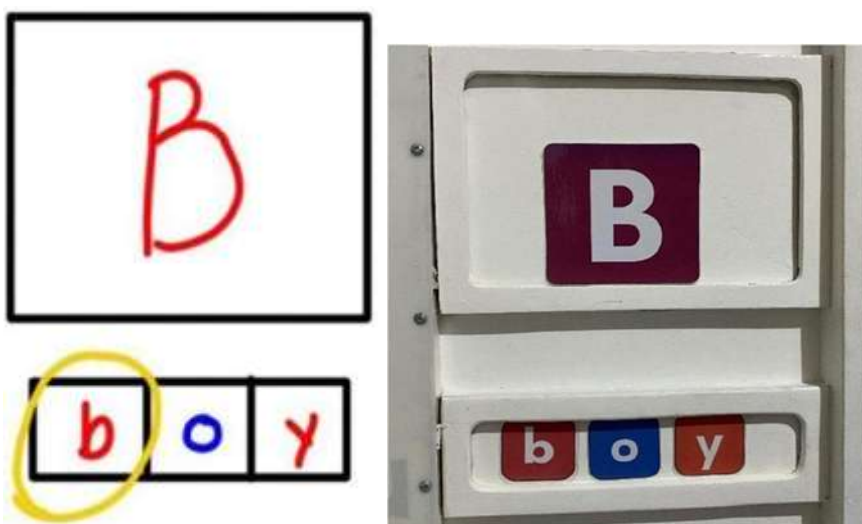
#### Part IV. The Implementation of AlpaLit Inside the Classroom

The manual for teachers to accurately use AlpaLit in their kindergarten pupils' centers to ensure a systematic method for improving language literacy skills. AlpaLit, a board game explicitly designed for the enhancement of reading, writing, speaking, and listening, creates a fully supportive and interactive

educational setting. Teachers are encouraged to use various age- appropriate activities; therefore, a number of games and hands-on exercises to help learners identify the sounds of the letters of the alphabet, the uppercase and lowercase letters, match the uppercase letters with the lowercase letters of the alphabet, identify the beginning sound of the given word, identify words with the same sound, and count the syllables of the spoken word . Consistent practice, along with individualized attention, as well as positive reinforcement are truly the key components to effectively implement the AlpaLit, thereby helping young learners build a strong foundation for literacy.

Using educational games in the classroom through the training and tools available under the LRMSD can enhance both the teaching-learning experience and may also be used to enhance learning objectives. Educational games not only enhance learning but also improve teachers' ability to record and monitor student progress. Additionally, Games that enhance teamwork and problem -solving can improve pupils' social and communication skills. Tangkin, (2023) states that game methods increase student learning activities and motivation. Active participation in learning is improved through game-based methods. According to Nautiyal et al., (2024), positive student experiences are observed in educational board games. Thus, the framework enhances engagement, learning outcomes, and teacher convenience.

**Figure 3 Pagtatambal ng Maliit at Malaking Titik**



#### Pagtatambal ng Maliit at Malaking Titik

Mga Layunin:

Natutukoy ng mag-aaral ang mga titik.

Napapangalanan ng mag-aaral ang mga titik



Natutukoy ng mag-aaral ang mga maliliit na titik.

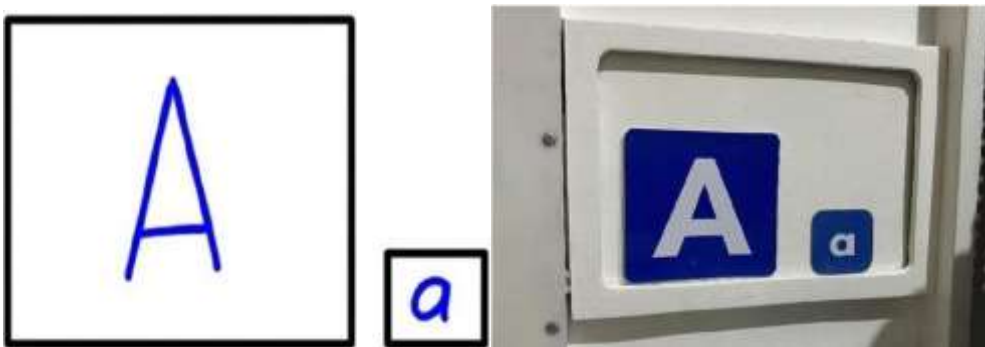
Natutukoy ng mag-aaral ang mga malalaking titik.

Napagtatambal ng mag-aaral ang mga malalaking titik sa malilit na titik.

#### Paraan ng Paglalaro:

1. Ang guro ay maglalagay ng isang malaking titik (alpa flashcards),
2. At hahanapin ng mag-aaral ang katambal nitong malit na titik (alpa tiles).

**Figure 4 Tunog ng Titik**



#### Tunog ng Letra

#### Mga Layunin:

Natutukoy ng mag-aaral ang pangalan ng mga letra.

Naibibigay ng mag-aaral ang tamang tunog ng letra.

#### Paraan ng Paglalaro:

1. Ang pinagtambal na malaking titik (Alpa flashcards) at malit na titik (Alpa tiles)
2. Ibibigay ng mag-aaral ang tamang tunog ng letra.

**Figure 5 Pagtatambal at Paglalagay ng Titik**



#### Pagtambal at Paglalagay ng Titik

#### Mga Layunin:

Natutukoy ng mag-aaral ang mga titik.

Natutukoy ng mag-aaral ang mga maliliit na titik.

Natutukoy ng mag-aaral ang mga malalaking titik.

Napagtatambal ng mag-aaral ang mga malalaking titik sa maliit na titik.

#### **Paraan ng Paglalaro:**

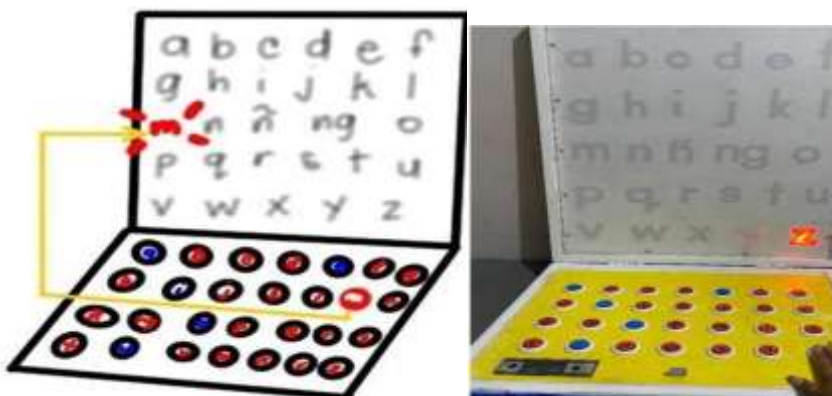
1. Haluin ang mga malalaking titik (alpa caps),
2. Bubunot ng isang malaking titik (alpa caps) ang mag-aaral,
3. Hahanapin ang katambal ng nabunot na malaking titik (alpa caps), sa maliit na titik na nasa pindutan (alpa buttons),
4. Ilagay ang malaking titik (alpa caps) sa katambal nitong maliit na titik na nasa pindutan (alpa buttons), Tityakin ng guro kung tama ang pagtatambal ng malaking titik (alpa caps) na nilagay sa bawat pindutan na may maliit na titik (alpa buttons).

The researchers considered the learning competencies from the Kindergarten Curriculum Guide figures 3, 4, and 5, such as identifying and recognizing the letters and their sounds, and identifying and matching upper and lowercase letters of the alphabet.

The combination of lowercase and uppercase letters is more than just a typographic convention; it is a linguistic device that adds the structure, coherence, and readability of a written language. By capitalizing on certain words and phrases, authors can signify importance, formality, and grammatical purposes. At the same time, lowercase letters, being the less obtrusive and more familiar form, comprise the majority of written communication. Together, these two forms of letters constitute a system in which language can be both functional and expressive, ensuring that meaning is conveyed effectively.

Sounding letters are, also referred to as phonetic letters or graphemes. It has a central function in closing the gap between spoken and written language, allowing for the expression of speech sounds in writing. Every letter or a combination of letters represents a distinct sound, adding to the pronunciation, sense, and intelligibility of words. Knowing the connection between sounding letters and their sounds is essential to becoming proficient in language, reading, writing, and speaking.

#### **Figure 6 Ang Patinig at Ang Katinig**



#### **Ang Patinig at Ang Katinig**

##### **Mga Layunin:**

Natutukoy ang mga letra kung ito ay patinig o katinig.

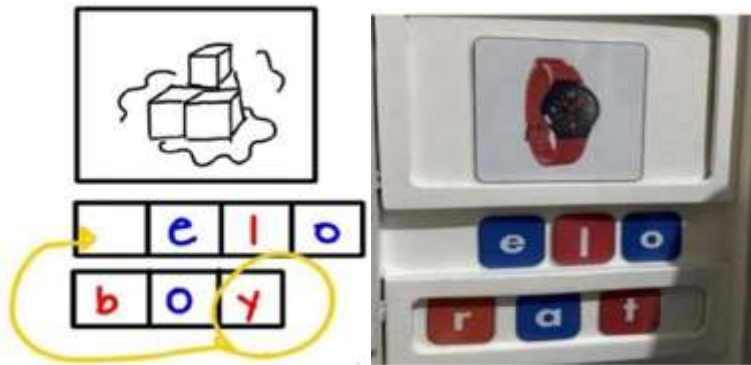
Nababasa ng tama ang bawat letra.

Naibibigay ang tunog ng bawat letra.

### Paraan ng Paglalaro:

1. Ang guro ay pipili ng ituturo na letrang babasahin ng mag-aaral (alpa buttons at lights),
2. Tutukuyin ng mag-aaral kung anong letra ito, at ibibigay ang tamang tunog nito.
3. Tutukuyin ng mag-aaral kung ang letra na binanggit ay isang patinig - katinig.

**Figure 7** Pagtuklas sa Nawawalang Titik



### Pagtuklas sa Nawawalang Titik

#### Mga Layunin:

Natutukoy ang nawawalang titik pangngalan ng larawan

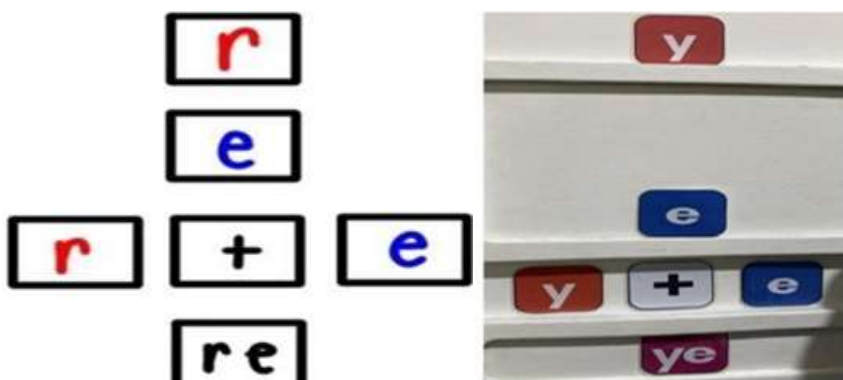
Napupunan ang mga nawawalang titik ng tamang titik

Nabubuo ang pangngalan ng salita gamit ang mga titik

### Paraan ng Paglalaro:

1. Kukuha ang guro ng isang larawan (picture flashcards),
2. Maaring magbigay ang guro ng isa hanggang dalawang supplemental na titik (alpa tiles),
3. Kailangan tukuyin ng mag-aaral ang nawawalang titik ng pangngalan ng larawan
4. Ilalagay ng mag-aaral ang titik (alpa tiles) na nawawala at pagkatapos mabuo ng mag-aaral ang baybay,
5. Tityakin ng guro kung tama ang pagbaybay ng mag-aaral.

**Figure 8** Ang Simula o Huli ng Isang Pantig



## Ang Simula o Huli ng Isang Pantig

### Mga Layunin:

Natutukoy ang nawawalang una o huling pantig ng pangngalan ng bawat larawan.

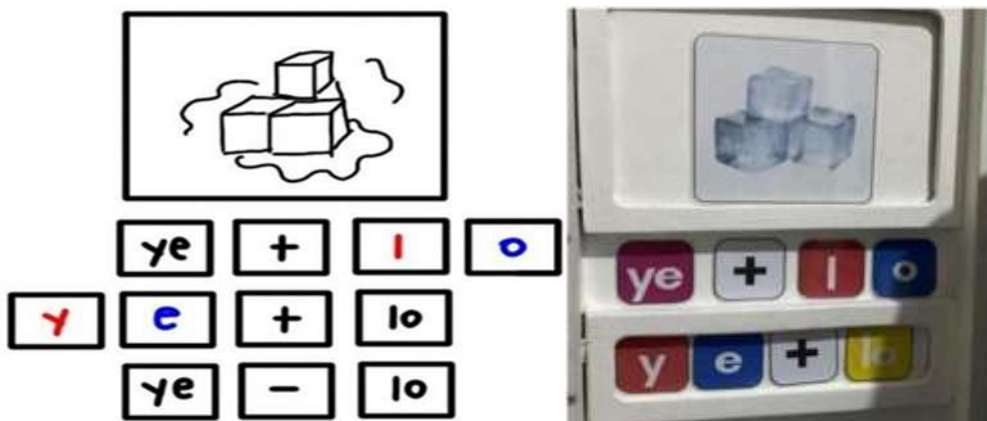
Natutukoy ang tamang pantig na nawawala.

Nababasa at nabibigkas ang nabuong salita.

### Paraan ng Paglalaro:

1. Ang guro ay maglalagay sa itaas ng katinig (alpa tiles),
2. Ang mag-aaral ay ilalagay ang mga patinig (alpa tiles) sa ibaba,
3. Pagkatapos ay pagtatabihin ng mag-aaral ang katinig at patinig sa ibaba ng mga naunang letra. Pagkatapos ay mag b-blend ang mga mag-aaral sa pagbigkas ng katinig at patinig,
4. Pagkatapos mag-blend ay hahanapin ng mag-aaral ang tamang pantig (syllable tiles),
5. Titiyakin ng guro kung tama ang pagtatambal, pagbasa, at pagbigkas ng mag-aaral.

**Figure 9 Ang Nawawalang Pantig**



## Ang Nawawalang Pantig

### Mga Layunin:

Natutukoy ang nawawalang una o huling pantig ng pangngalan ng bawat larawan.

Natutukoy ang tamang pantig na nawawala.

Nababasa at nabibigkas ang nabuong salita.

### Paraan ng Paglalaro:

1. Ang guro ay magpapakita ng mga larawan (picture flashcards),
2. Ibibigay ng guro ang una o huling pantig (syllable tiles),
3. Pipilin ng mag-aaral ang tamang pantig na nawawala, at ilalagay ito sa tabi ng nawawalang pantig (syllable tiles).

#### 4. Ang nabuong salita ay babasahin at bibigkasin ng mag-aaral.

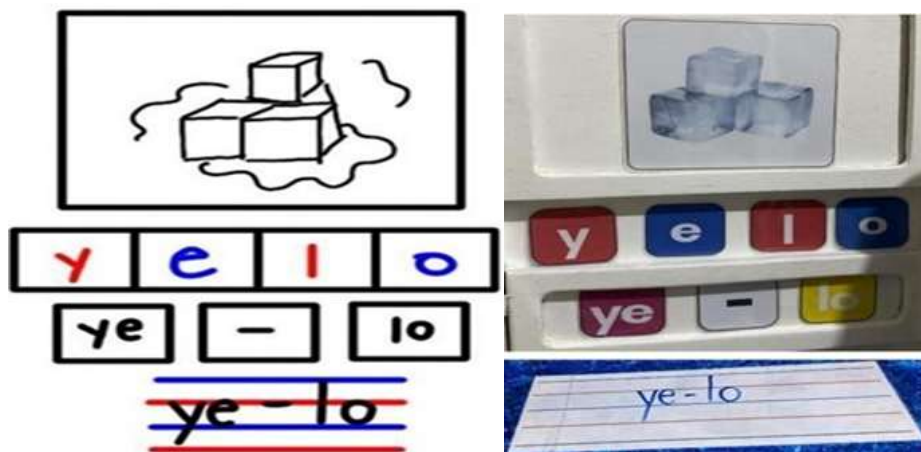
The researchers also considered the learning competencies from the Kindergarten Curriculum Guide with figures to 6-9 such as identifying missing words, blending consonants and vowels, speaking words, and identifying words with the same sound. This engaging activity was designed to improve language skills, specifically focusing on syllable recognition and phonetic awareness. It also enhances the cognitive skills.

The most basic components of communication are sounds, which comprise words. Sounds can be divided into two broad categories: vowels and consonants. Combined, vowels and consonants constitute the composition of speech, creating the range of sounds needed for the richness and complexity of the human language. Being able to distinguish between vowels and consonants is integral to comprehending how words are constructed, how meaning is achieved, and how language functions.

The "Pagtuklas sa Nawawalang Titik" or the Missing Letter Game is a popular interactive learning exercise that presents pupils with the challenge of identifying and remembering letters missing from words. Not only a leisurely activity, but this game is also an effective learning tool, as well as being the most suitable for children, language pupils, and those striving to enhance their reading abilities. The game stimulates players to reflect critically on spelling, phonics, and word recognition, while also reaffirming the relationship between written letters and spoken sounds.

The "Ang Simula o Huli ng Isang Pantig" or the First and Last Syllables game are interactive word games that involve the manipulation and identification of syllables, inviting both language learners to discover the internal structure of words in a fun and interactive manner. This encourages the player to isolate a distinct sound or set of sounds that complete the word. These games are an accessible and engaging way to improve language comprehension, enhance pronunciation, and foster appreciation of the intricacies of words.

**Figure 10 Pagpapantig**



#### **Pagpapantig**

#### **Mga Layunin:**

Natutukoy ang nawawalang pantig.

Nababasa ng tama ang mga pantig.

Nakakasulat ng tamang pantig.

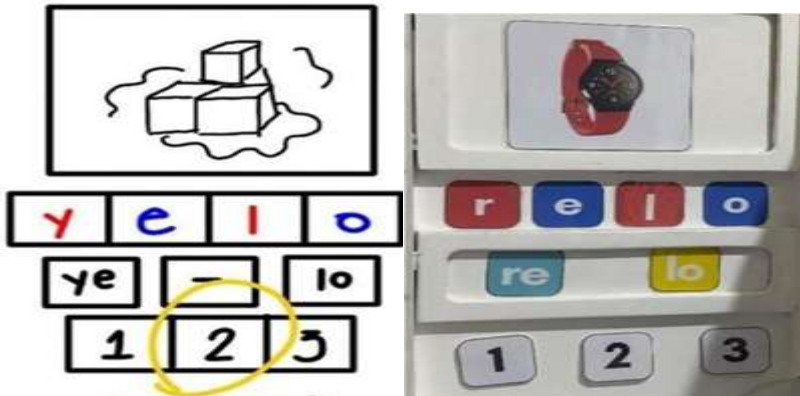
#### **Paraan ng Paglalaro:**

1. Ang guro ay maglalagay ng litrato (picture flashcards) sa itaas.
2. Babanggitin ng guro ang pangngalan ng litrato at ibibigay ang tamang baybay nito (alpa tiles),



3. Pagkatapos ay babasahin ng mag-aaral ang pangngalan nito,
4. Hahanapin ng mag-aaral ang tamang mga pantig (syllable tiles),
5. Pagkatapos ay isusulat ng mag-aaral ang tamang pagkakahati ng pantig sa whiteboard.

**Figure 11 Bilang ng Pantig sa Salita**



### Bilang ng Pantig sa Salita

#### Mga Layunin:

Nakakabasa ng salita ang mag-aaral.

Nakakapagpantig ng salita ang mag-aaral.

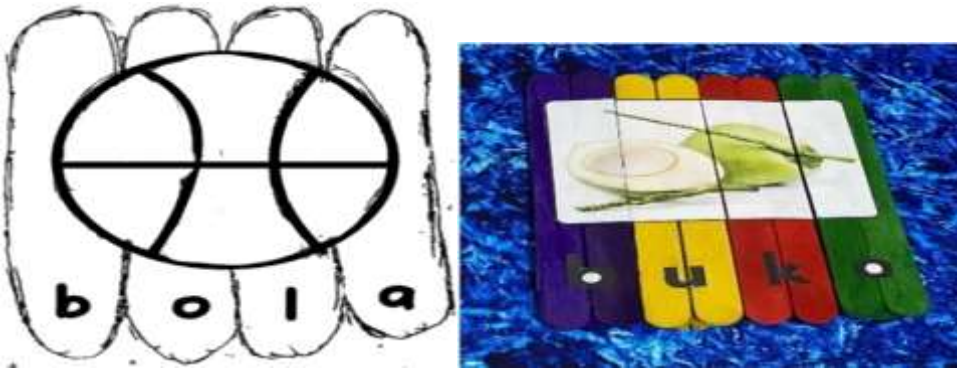
Nakakabilang nang tamang bilang ng pantig ang mag-aaral.

#### Paraan ng Paglalaro:

1. Magbibigay ng mga larawan (picture flashcards) ang guro at babangitin ng guro ang pangngalan nito,
2. Ilalagay ng mag-aaral ang baybay (alpha tiles) ng pangngalan ng larawan.
3. Pagkatapos ay babangitin ng mag-aaral ang salitang nabuo,
4. Pagpapantigin ng mag-aaral ang salitang nabuo,
5. At bibilangin kung ilang pantig ang nabigkas nito.
6. Pagkatapos bilangin ng mag-aaral ang pantig ay ididikit niya ang tamang bilang (number tiles) nito,
7. Maaring ipasulat ng guro ang sa mag-aaral ang numero at pangngalan nito sa whiteboard.
8. Kukumpirmahin ng guro kung tama ang bilang at sukat ng mag-aaral.

The researchers also considered the learning competencies from the Kindergarten Curriculum Guide in Figures 10 and 11, such as identifying and counting the number of syllables of the spoken word. "Pagpapantig" or syllabification is an educational activity designed to help learners understand and practice syllable divisions in words. By engaging in this game, players can enhance their ability to identify syllables, improve their reading and pronunciation skills, and gain a deeper understanding of how words are structured. The "Bilang ng Pantig sa Salita" or Number of Syllables in a Word is focused on promoting phonological awareness, improving pronunciation, and enhancing vocabulary skills in an enjoyable and interactive way that can improve the counting skills of pupils. They form the foundation upon which the rhythm, complexity, and strategy of these games are built.

**Figure 12 PicSicle Stick Puzzle**



### **Picsicle Stick Puzzle**

#### **Mga Layunin:**

Nakababasa ng salita ang mag-aaral.

Nakapagpapantig ng salita ang mag-aaral

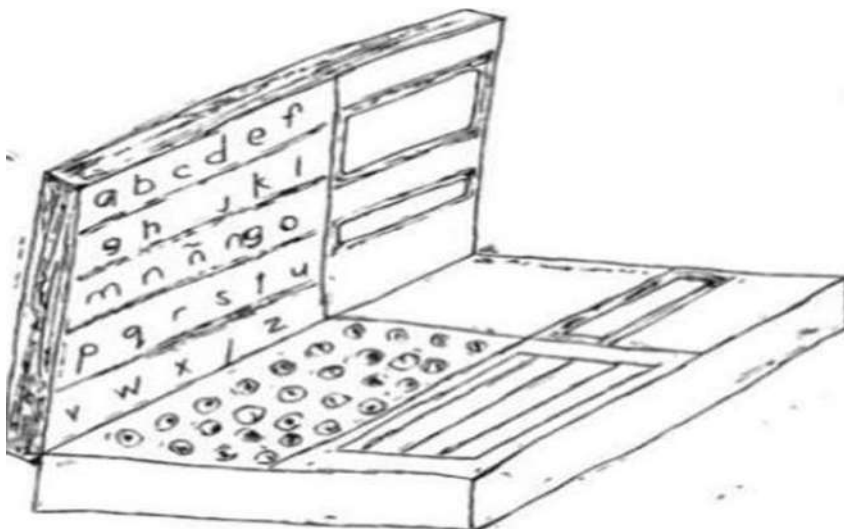
Natutukoy kung ano ang tamang bilang ng bawat pantig sa sal

Nakabibilang nang tamang bilang ng pantig ang mag-aaral.

#### **Paraan ng Paglalaro:**

1. Ipapaliwanag muna ng guro ang gagawin ng mga mag-aaral sa laro na ito,
2. Pagkatapos maipaliwanag ng guro ang gagawin, ibibigay ng guro ang mga PicSicle sticks,
3. Pagkabigay sa mga mag-aaral ng PicSicle sticks sila ay magsisimula ng buuin ang puzzle,
4. Kapag nabuo na ang larawan sa puzzle tatanungin ng guro ang mga mag-aaral kung ano ang nabuo nilang larawan,
5. Ipapabasa ng guro sa mga mag-aaral ang titik sa ibaba ng larawan,
6. Pagkatapos ay ipapabilang ng guro sa mag-aaral kung ilang pantig ang meron sa nabuong salita.

**Figure 13 Pagtukoy, Pagbasa, at Pagsulat**





## Pagtukoy, Pagbasa at Pagsulat

### Mga Layunin:

Natutukoy ng mag-aaral ang mga titik,

Nababasa ng tama ang nabuong salita,

Naisusulat ng tama ang nabuong salita.

### Paraan ng Paglalaro:

1. Ang guro ay maglalagay ng isang larawan (picture flashcards),
2. Babanggitin ng guro ang pangngalan na nasa litrato (picture flashcards),
3. Bibigkasin ng guro isa-isa ang tunog ng titik (alpa tiles),
4. Hahanapin ng mag-aaral ang letra na nabanggit sa mga pindutan at pipindutin ito,
5. Ilalagay ng mag-aaral ang tamang titik na bubuo sa pangngalan nito sa ibaba,
6. Ang mag aaral ay magpapatig ng pangngalan upang mabasa ito,
7. Pagkatapos ay isusulat ang nabuong salita sa writing board,
8. At titiyakin ng guro kung tama ang pagbaybay, pagbasa at pagsulat ng mag-aaral.

The researchers also considered the learning competencies from the Kindergarten Curriculum Guide in Figures 12 and 13, such as identifying and completing words and picture puzzles, along with the overall competencies mentioned in the latter games. The "PicSicle Stick Puzzle" game is an interesting category of puzzle game that integrates visual perception, spatial thinking, and problem-solving abilities. In the game, players are required to fit together a sequence of images or pieces that, when properly arranged, can be seen as a complete picture or pattern. One of the most effective ways to foster these skills is through interactive and engaging games that combine identification, reading, and writing tasks. These games serve as dynamic tools that not only promote literacy, but also enhance problem-solving, creativity, and critical thinking. It serves as an invaluable educational tool that supports literacy development in a fun and interactive manner by engaging players in the active identification of words and reading comprehension.

### Part V. The Learners' Language Literacy Level After the Implementation of the Games from AlpaLit

After the evaluation of the AlpaLit and its manual, the researchers applied it to kindergarten learners and the teacher observed whether the learners improved their level of language literacy. These grades serve as a tool to compare whether their level of language literacy changes or improves in a positive way, or if it maintains the way it was before the intervention.

**Table 11 Distribution of Pupils According to Grades: Quarter 4**

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	0	0.00%	Satisfactory
85-89 (3)	0	0.00%	Very Satisfactory
90-100 (4)	20	100.00%	Outstanding
TOTAL	20	100.00%	

The data above show the results of the implementation of AlpaLit in improving learners' language literacy skills. All 20 learners, which is 100% of the total number of pupils, have achieved the highest level, which is classified as "Outstanding" (90-100), indicating a big improvement in the recognition of letter sounds with the help of AlpaLit. It states that the majority of the class has shown a huge improvement in the level of their language literacy skills, especially in recognizing the letter sounds of the alphabet; therefore, the class has performed well after the implementation of AlpaLit. According to Hui and Yumus, (2021), board games have a huge impact on improving the level of language literacy skills of learners, especially the recognition of letter sounds, and can help children enhance their communication skills among their peers. In addition, developing interactive and creative games can help learners develop their own abilities. In addition, incorporating games into the teaching and learning process could help learners to be motivated and engaged during the lesson, and it will help them improve their literacy skills (Khadijah, et. al., 2022; Safura & Helmanda, 2022).

**Table 12 Distribution of Pupils According to Grades: Quarter 4**

Can identify the uppercase and lowercase of the letters of the alphabet. (Natutukoy ang mga malalaki at maliliit na titik.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	0	0.00%	Satisfactory
85-89 (3)	0	0.00%	Very Satisfactory
90-100 (4)	20	100.00%	Outstanding
TOTAL	20	100.00%	

Table 12 shows that the 100% of the total population of learners attained the highest level which is the "Outstanding" it is ranging from 90-100. It indicates that all the pupils are able to consistently identify the uppercase and lowercase of the letters of the alphabet. Therefore, the majority of the class have shown a huge improvement in terms of identifying the upper and lower-case letters of the alphabet. In using this kind of play-based material it provides engaging learning for pupils, it can help the pupils enjoy learning while they are playing, it can also help the learners to improve their oral language. This concludes that using a play-based approach to teach young learners can effectively affect the way they learn, and it can positively impact the literacy skills of every pupil. We all know that children learn through play, and by doing this kind of activity it can help them to be engaged in the learning process (Peaslee, 2022).

**Table 13 Distribution of Pupils According to Grades: Quarter 4**

Can match the uppercase with the lowercase letters of the alphabet. (Naiuugnay ang maliit na titik sa malaking titik.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	0	0.00%	Satisfactory
85-89 (3)	0	0.00%	Very Satisfactory
90-100 (4)	20	100.00%	Outstanding
TOTAL	20	100.00%	

Table 13 indicates that 100% of the total population of the learners have attained the highest level which is the "Outstanding" ranging from 90 to 100. This implies that all pupils are able to accurately match the uppercase letters with their corresponding lowercase letters. This indicates that using Alpalit improves the recognition of learners in terms of lowercase and uppercase letters. By effectively using the play based approach, the learning style of kindergarten pupils can be improved, and it also serves as a valuable method for developing essential literacy skills, including reading, writing, and speaking skills of the learners (Tekman & Yeniasir, 2023).

#### Table 14 Distribution of Pupils According to Grades: Quarter 4

Can identify the beginning sound of the given word. (Natutukoy ang unang tunog ng mga salitang napakinggan.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	0	0.00%	Satisfactory
85-89 (3)	0	0.00%	Very Satisfactory
90-100 (4)	20	100.00%	Outstanding
TOTAL	20	100.00%	

Table 14 shows that the 100% of the total population of the learners have attained the highest level which is the "Outstanding" ranging from 90 to 100. This implies that all the pupils are able to identify the beginning sounds of each word properly. This indicates that by using the Alpalit the learners improve their literacy skills in terms of recognizing the beginning sounds of the words given by the teacher. It implies that by using this kind of activity it would be a very big help for the pupils to develop their pre-literacy skills, and it also gives them encouragement to learn through the use of a play based approach. It could be very engaging for the pupils to learn while they are playing (Peaslee, 2022).

#### Table 15 Distribution of Pupils According to Grades: Quarter 4

Can identify words with the same sound. (Natutukoy ang mga salitang magkasingtunog.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	0	0.00%	Satisfactory
85-89 (3)	0	0.00%	Very Satisfactory
90-100 (4)	20	100.00%	Outstanding
TOTAL	20	100.00%	

Table 15 indicates that the 100% of the total population of the learners have attained the highest level which is the "Outstanding" ranging from 90 to 100. This means that all pupils are able to properly identify words that have the same beginning or ending sounds. This indicates that, by using Alpalit, learners improve their literacy skills in terms of identifying which word has the same beginning and ending sounds. This practice would help children improve their reading skills and also their critical thinking skills to match the words with the same sounds. These kinds of activities surely helped the pupils to be enthusiastic in terms of learning how to read

words, and they also helped the learners learn new words in their vocabulary (Fahdilla et al., 2023).

**Table 16 Distribution of Pupils According to Grades: Quarter 4**

Can count the syllables of the spoken word. (Nabibilang ang pantig ng salitang napakinggan.)

Grade	Frequency	Percentage	Descriptor
75-79 (1)	0	0.00%	Fairly Satisfactory
80-84 (2)	0	0.00%	Satisfactory
85-89 (3)	0	0.00%	Very Satisfactory
90-100 (4)	20	100.00%	Outstanding
TOTAL	20	100.00%	

Table 16 shows that the twenty pupils which is the 100% of the total population of the learners have attained the highest level which is the "Outstanding" ranging from 90 to 100 . It means that all the pupils are able to count the number of syllables that a given word has. This indicates that by using the AlpaLit the learners have improvement in their literacy skills in terms of counting appropriately the number of syllables in each given word, it also implies that the pupils have the knowledge about the syllabification of words. It indicates that majority of the class have gained improvement in the fourth quarter of the 2024-2025 school year in terms of the different literacy skills given in each table. Using play-based activities in the learning process has a huge impact in improving the literacy skill of each kindergarten pupil, and this also helped them learn new vocabulary with the help of AlpaLit (Rodríguez et al., 2023).

## Part VI. Comparison Between the Language Literacy Skills of the Learners Before and After the Implementation.

This table presents the grades of kindergarten learners before and after the implementation of AlpaLit. The frequency of learners' perception in accordance with the utilization of the AlpaLit in a kindergarten classroom. The comparison of kindergarten learners' grades before and after the implementation of a new educational program or intervention provides valuable insights into the effectiveness of teaching strategies or curriculum changes. By analyzing these grades, educators can assess the impact of the implemented program on student learning outcomes and determine areas for improvement. This evaluation helps to ensure that the educational approaches used are beneficial for children's growth and development in the early stages of their learning journey.

**Table 17 Comparison of Grades Before and After the Implementation**

Grade	d Quarter (f)	Quarter (f)	Descriptor
75 Below	0	0	Did Not Meet Expectation
75-79	0	0	Fairly Satisfactory
80-84	0	0	Satisfactory
85-89	20	0	Very Satisfactory
90-100	0	20	Outstanding
TOTAL	20	20	

The data above, a comparative analysis of pupils' grades from the third to fourth quarter of the school year 2024-

2025, reveals a significant improvement in the overall academic performance of the pupils after the implementation of the AlpaLit. Utilizing the standard grading scale from the Department of Education of the Philippines, the data showed a complete shift in the distribution of grades from the "Very Satisfactory" range to the "Outstanding" category. In the third quarter of the column, all 20 learners were categorized under the "Very Satisfactory" level, ranging from 85 to 89. Notably, none of the pupils fell into the "Outstanding" level which is ranging from 90 to 100, "Satisfactory" (80-84), "Fairly Satisfactory" (75-79), or "Did Not Meet Expectations" (below 75) ranges. This indicates that even though the group was performing well in the third quarter, none of the pupils attained the highest level of academic achievement which is the "Outstanding" level as defined by the grading scale.

In contrast, the fourth quarter of the data indicates that all 20 learners achieved grades within the "Outstanding" category, ranging from 90 to 100. This shift from "Very Satisfactory" to "Outstanding" suggests a significant improvement in pupils' performance. In addition, no learners were recorded in the lower grade categories, reinforcing the consistency of high achievement within kindergarten pupils. The shift of all learners to the highest grading bracket reflects the effectiveness of academic interventions, instructional strategies, or learner motivation during the implementation of AlpaLit inside the classroom in 2024-2025 school year. This significant improvement may be attributed to various factors, such as enhanced teaching methodologies and practices, increased student engagement and participation, focused review sessions, and improved study habits of learners.

In summary, it indicates that having a huge increase with the number of learners who achieved "Outstanding" level clearly demonstrates a positive impact of the performance of each pupil when it comes to literacy skills of the learners. This outstanding development emphasizes the success of educational efforts and pupils' ability to maintain high levels of achievement.

**Table 18** T-test Between the Grades of Kindergarten Pupils Before and After the Implementation

Variables	t	Sig value	Decision	Interpretation
Grades Before and After the Implementation	11.04	0.00008	Reject the null hypothesis (Ho)	There is a significant difference between the level of language literacy skills of the learners before and after the implementation of the AlpaLit inside the classroom.

The table shows that the t -value is 11.04, which indicates a large difference between the grades of the pupils from the third to fourth quarter. Since the p-value was less than 0.05 , we rejected the null hypothesis and concluded that there was a significant difference between the level of language literacy skills of the learners before and after the implementation of AlpaLit. This suggests that the implementation of AlpaLit has a meaningful and positive impact on learners' language literacy skills. In conclusion, after the implementation of AlpaLit, the data demonstrated a significant improvement in the level of language literacy skills among the 20 learners. The shift from "Very Satisfactory" levels in the third quarter to highest level in the grading scale which is "Outstanding" level in the fourth quarter, this suggests that AlpaLit effectively improved literacy development. The complete elimination of students in the "Very Satisfactory" category further reinforces the impact of the program on improving learners' competencies. According to Tubele and Serova, (2020), it is important to select the best method and follow steps in creating material that will be used in teaching young learners like AlpaLit; the researchers follow a step that is the ADDIE model that is appropriate for implementing this material inside the classroom. With the use of this kind of material for teaching and learning processes, and also combined with a play-based approach to improve the reading, writing, speaking, and listening skills of the learners (Tekman & Yeniasir, 2023).

## CONCLUSION

This study set out to address the varying levels of language literacy among early learners, particularly aiming to support those who demonstrated the need for improvement. Through the development and implementation of the AlpaLit-an interactive, game-based learning tool grounded in the ADDIE model, the study successfully enhanced learners' abilities in letter recognition, sound identification, syllable counting, and spelling. This approach not only engaged learners, but also provided an enjoyable and effective learning experience. Despite

some parents' initial skepticism regarding the use of games in education, the results showed clear gains in foundational literacy skills, confirming that game-based learning could be a powerful tool when properly designed and implemented. Furthermore, the high evaluations from educational stakeholders, such as the LRMSD Coordinator and Master Teachers, underscore the credibility and educational value of AlpaLit. These findings reaffirm the importance of integrating thoughtfully crafted interactive materials in early education and meaningfully contribute to the field of literacy development, especially in shaping innovative, child centered learning environments.

The success of AlpaLit in enhancing early language literacy skills highlights the potential of integrating interactive, game-based learning tools into early childhood education. This finding opens valuable avenues for future research exploring how similar innovations can be adapted across different subject areas and learning contexts. Policymakers and curriculum developers should consider the inclusion of well structured educational games in official teaching resources, especially for foundational skill development. Educators should be supported through training and access to tools, such as AlpaLit, to create more engaging and inclusive learning environments. Future studies might expand on this work by investigating the long-term impacts of game-based learning on academic performance and learner motivation, or by exploring its effectiveness across diverse learner groups. The findings advocate for a shift toward more dynamic and learner-centered teaching approaches, reinforcing the importance of designing materials that are both educational and enjoyable.

## RECOMMENDATIONS

This study underscores the critical role of thoughtfully designed interactive learning tools, such as AlpaLit, in strengthening foundational language literacy among early learners. By demonstrating measurable improvements in learners' reading, writing, listening, and speaking skills, this research affirms that educational games, —when developed through systematic frameworks like the ADDIE model, —can serve as effective and engaging teaching strategies in early childhood education. This study's value is further supported by the positive reception of educational stakeholders and its successful alignment with curriculum standards. To sustain and expand this impact, it is recommended that sufficient time and support be allocated for the development of manipulatives, and that curriculum developers and school administrators conduct regular classroom visits to assess the availability, accuracy, and appropriateness of instructional materials. Future educational materials should be individualized, age-appropriate, safe, and inclusive of diverse learning needs. Expanding this approach across various subjects and grade levels through continued research will help ensure that all learners benefit from rich, hands-on, and meaningful educational experience. This study not only contributes to improving literacy outcomes, but also advocates for innovation and intentionality in educational resource development, paving the way for a more responsive and dynamic early learning environment.

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