

Enhancing Students' Vocabulary in Filipino Language Using Game-Based Learning Activity

¹Elisha I. Estomata, ²Mary Yields T. Pepito, ³Genelyn R. Baluyos

¹College of Education, Misamis University, Ozamiz City, Philippines

²Ozamiz City National High School, Ozamiz City, Philippines

³Misamis University, Ozamiz City, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.908000300>

Received: 02 August 2025; Accepted: 09 August 2025; Published: 08 September 2025

ABSTRACT

The Philippines scored the lowest and bagged the lowest spot out of all the nations that took part in the 2018 Programme for International Student Assessment (PISA). This study aimed to evaluate the effectiveness of game-based learning activities in enhancing Filipino language vocabulary among Grade 9 students in a secondary school in Misamis Occidental during the 2024–2025 academic year. The study implemented a single-group pretest-posttest design that involved 29 Grade 9 students who were chosen through purposive sampling. Students engaged in vocabulary-enhancing games specifically designed to improve their Filipino vocabulary. Researchers administered pre- and post-tests to assess the students' vocabulary knowledge before and after the intervention. The pre-test aimed to determine the baseline vocabulary levels, while the post-test assessed the improvement in vocabulary after the game-based learning activities. Statistical analysis was conducted using SPSS, applying descriptive statistics and a paired t-test to measure vocabulary improvement and evaluate the impact of the game-based learning intervention. The findings showed that before the conduction of the game-based learning activity, the students' level of vocabulary was generally below the expected level. A significant improvement in the students' vocabulary performance was seen following the game-based learning activities. The analysis revealed a highly significant difference in the students' Filipino vocabulary before and after the game-based learning exercise was implemented. Therefore, game-based learning can be an effective instrument for improving vocabulary retention and fostering student engagement in the Filipino language. The development of vocabulary and general language learning in Filipino can be aided by integrating game-based activities into the curriculum.

Index Terms: Filipino language, game-based learning activity, grade 9 students, Misamis Occidental, students' vocabulary

INTRODUCTION

Students' overall performance in vocabulary development needs to be improved. The Philippines' 2022 Program further demonstrates this problem for International Student Assessment (PISA) reading rankings, which place it 76th out of 81 nations. It is crucial to concentrate on improving the students' vocabulary since the vocabulary knowledge of the students positively affects their reading comprehension. Therefore, to enhance their comprehension of reading, vocabulary enrichment is required (Manihuruk, 2020).

Vocabulary development and building up are key parts of learning a language and improving communication, equally significant as the four fundamental abilities of writing, reading, listening, and speaking. Effective communication is built on a strong and solid vocabulary. The more words a learner acquires, the more extensive their range of concepts and expressions becomes, allowing for flexible and nuanced use of language. Conversely, insufficient vocabulary limits students' ability to fully grasp concepts. A lack of vocabulary impairs both language comprehension and production, hindering learners' overall progress. Since vocabulary knowledge is essential to learning, it plays a vital role in academic success (Remo et al., 2022).

Students struggle to learn new words and expand their vocabulary. They often struggle with vocabulary mastery. Reluctance to explore the dictionary, limited exposure to and practice of remembering new words, and reduced interest in learning are the primary factors affecting this difficulty (Afidah and Machfudi, 2022). Furthermore, aside from intrinsic factors, external factors such as traditional teaching methods like rote memorization and the use of flashcards were seen as less effective, especially in the 21st century (Yuldashevna, 2023).

Research has shown that limited vocabulary knowledge plays a significant part in learners' hesitation to interact with listening and reading resources (Ghalebi et al., 2020). This limited vocabulary of the learners is particularly evident in the Filipino language. Students struggle to understand the meanings of deep words, language, and vocabulary in Filipino. Learners frequently encounter unfamiliar or complex terms, prompting them to consult their teacher, refer to a dictionary, or search for definitions online. Nevertheless, internet resources are not always trustworthy, rendering this tactic less efficient. Although teacher support during in-class reading tasks can be beneficial, it presents difficulties during tests when students are unable to ask questions, which often leads to misconceptions and inadequate understanding (Lescano, 2019). The loss of interest in learning the Filipino language, combined with limited exposure to it, also affects the vocabulary development of the students. Students' limited exposure to the Filipino language and their inclination towards English, particularly in areas like commerce, communication, and social media, obstruct their vocabulary growth and enthusiasm for the language. They view English as more prevalent and commonly used, even within academic subjects. (Abaigar et al., 2024). The lack of interest in learning the Filipino language among peers was also seen as a factor that affects the motivation of an individual to learn (Delos Reyes et al., 2023). Despite the government's efforts to elevate the Philippines' literacy rate, numerous students still seek assistance and guidance with building vocabulary, reading comprehension, and developing skills to think critically (Idulog et al., 2023).

Supplementary and alternative strategies, such as mnemonic devices, were employed to enhance vocabulary mastery; however, their proper implementation requires significant time and effort. Students may also rely on mnemonics, which can limit their ability to understand and use vocabulary in context (Lubis and Syahputri, 2022). Word walls offer a range of creative and engaging vocabulary activities; however, they lack a space to explain students' answers, whether correct or incorrect (Arsini et al., 2022).

Game-Based Learning, also known as GBL, is a new educational approach that has emerged as a key element of contemporary education, shifting the focus from traditional discussions and paper-and-pencil assignments to learning through games. It has become popular today and has been seen to improve learners' vocabulary performance (Remo et al., 2022). It has become an innovative method of instruction that can boost students' enjoyment, motivation, and emotional engagement (Hartt & Mostafapour, 2020). Games teach learners a lot, which makes them both educational and constructive (Chizary et al., 2017). Game-based learning has proven effective in improving the vocabulary level of students, and participants showed a favorable outlook on learning vocabulary using digital vocabulary games (Lozarito & Segumpan, 2022).

Game-based learning in improving vocabulary has become well-known. However, most of the studies focus on using GBL to build up students' vocabulary in the English language. Hence, the researcher identified a perceived knowledge gap in previous studies regarding game-based learning and its potential to enhance students' vocabulary in the Filipino language. In addition, the topic of the Filipino language was not addressed in prior research. This covers a number of topics that scholars in other domains have only lately begun to focus on (Miles, 2017).

The primary objective of this action research was to improve Filipino language vocabulary among students at a secondary school in Misamis Occidental during the 2024-2025 school year, utilizing game-based learning. It limited generalizability to other contexts by focusing on a particular student group. The study focused on vocabulary development, excluding other language contexts. The research focused on how vocabulary building is connected to grammar, speaking, and reading comprehension. It was carried out over a brief period, capturing short-term impacts. Additionally, the study utilized pre-selected games, leaving other instructional tools unexplored. These criteria guarantee a targeted analysis while pointing out directions for further study.

This study addresses the challenge of vocabulary development in Filipino among secondary school students, a critical skill for effective communication and academic success. By incorporating learning through games, the research offers an inventive method of instruction that fosters engagement and enhances language proficiency. The findings benefit students by increasing their performance and knowledge, teachers by offering engaging teaching strategies, school administrators by offering practical curriculum insights, and researchers in the future by adding to the body of information on language education and GBL.

Game-based learning (GBL) is a contemporary method of teaching that includes game mechanics into educational activities, a process often called gamification (Trybus, 2015). Applying learning through games and gamification resulted in a rise in motivation and engagement with learning. Students put extra effort into absorbing the material, resulting in significantly higher learning outcomes (Liu et al., 2020).

Students learn vocabulary from teachers, peers, and learning materials. Teachers play a key role by introducing words, teaching strategies for vocabulary acquisition, and encouraging self-reliance in expanding vocabulary (Remo et al., 2022). Learning and mastering vocabulary can be challenging; specific strategies, such as using digital games, can make the process easier and more engaging (Sagubay-Lozarito and Segumpan, 2022). As games play a notable function in the lives of children and teenagers today, these activities can serve as valuable tools for developing learners' vocabulary skills and increasing cooperation at the same time (Mohamed and Shaaban, 2021). GLA introduces new ideas more successfully than the traditional method. Learners enjoyed vocabulary learning activities in creative techniques (Samortin, 2020). It has been seen as a promising plan for effectively acquiring and retaining knowledge (Chen et al., 2019).

Students' disinterest in the Filipino subject, influenced by various factors, results in limited vocabulary and poor academic performance. Presenting Filipino terminology in a fun and engaging way can help alleviate this lack of interest. Interestingly presenting word definitions increases the likelihood that students will actively participate. Making learning the Filipino language fun and engaging can significantly improve student engagement and retention. It has been demonstrated that this method increases enthusiasm and improves language proficiency. (Cayaban et al., 2023). Pinoy Henyo and Bugtong Bugtong are examples of localized game activities that have made learning Filipino words enjoyable and stimulated critical thinking while simultaneously being interactive and increasing students' vocabulary levels. (Realo et al., 2019).

The GBL activity aims to improve students' vocabulary during the academic year 2024-2025. The proposed strategy integrates elements of games such as scoring, vying, challenges, and rewards into educational content to encourage students and promote learning. Unlike traditional instruction, game-based learning activities immerse students in interactive experiences, encouraging them to apply skills, solve problems, or complete tasks within a structured, game-like format.

The researcher proposed that students enhance and expand their vocabulary in the Filipino language by engaging in activities under game-based learning. The researcher intended to create a cooperative vocabulary-enhancement game for students to play. Groups will be formed from the class for the game. To find and know the definition of the complex or challenging word in the sentence, each group will compete. They will use the word in a sentence once they understand its meaning. The winning group will be the one with the most correct answers. This creative activity is incorporated into the Filipino discussion. The objectives of this innovation were to improve the vocabulary of Grade 9 students, develop their skills to communicate, think critically, comprehend and value literature, and improve their general performance.

This action research aimed to enhance students' vocabulary in the Filipino language at one of the secondary schools in Misamis Occidental during the S.Y. 2024-2025. Specifically, this study seeks to answer the following questions:

What is the level of students' vocabulary in the Filipino language before the implementation of the game-based learning activity?

What is the level of students' vocabulary in the Filipino language after the implementation of the game-based learning activity?

Is there a significant difference in students' vocabulary in the Filipino language before and after the implementation of the game-based learning activity?

METHODS

Research Design

This action research used a single-group pretest-posttest design. It involves taking measures both before and after an intervention to ascertain its impact (Suriah et al, 2022). It is deemed appropriate as it seeks to enhance students' vocabulary on the Filipino language using game-based learning.

Research Setting

The study was conducted at a particular public secondary school in Ozamiz City, focusing on the junior high school level, specifically on the Grade 9. The educational institution functioned as a complete secondary school that welcomed students from Grade 7 through Grade 12. It accepts students from diverse backgrounds and adheres to the Department of Education's prescribed curriculum, which includes Filipino as one of its subjects.

Research Participants

The participants of the study were 29 Grade 9 students from one section that the researcher was teaching. Purposive sampling was utilized to select participants who met the following criteria: students enrolled as Grade 9 students for the academic year 2024–2025; students who were identified to have poor performance; and students who were willing to participate in the study. Prior to conducting the survey, the researcher ensured that these criteria were met. However, other sections of the same grade level in the study are excluded by the researcher.

Research Instrument

The researcher used the following research instruments as the data gathering tool:

A. Filipino Vocabulary Enhancer Test (Pagsusulit sa Pagpapalawak ng Bokabularyong Filipino). A 50 test developed by the researcher was used to measure the students' knowledge of Filipino vocabulary covering topics such as the Noli Me Tangere sa Puso ng mga Asyano from the 4th grading period of Filipino 9. The researcher asked five Filipino department experts to evaluate the test questionnaire in order to guarantee the test's validity. The instrument underwent a pilot test with participants outside the study and resulted in a Cronbach's Alpha score of 0.7. These questions were utilized in the pre-test and post-test phases.

The following scale was used in determining the students' vocabulary.

Score	Grade Equivalence	Interpretation
42-50	90-100	Outstanding
38-41	85-89	Very Satisfactory
34-37	80-84	Satisfactory
30-33	75-79	Fairly Satisfactory
Below 30	Below 75	Did not meet the expectation

B. Lesson Plan. The researchers created a lesson plan focused on the novel Noli Me Tangere, integrating game-based learning (GBL) to enhance vocabulary. The lesson plan was thoroughly examined by the cooperating teacher and edited by the researcher prior to implementation. The implementation occurred

specifically with the Grade 9 students during the academic year 2024 - 2025 in one of the public secondary schools in Misamis Occidental.

Data Gathering Methods

A. Pre-Implementation Phase. The researcher first sought permission from the College of Education dean. After the approval, permission from the Schools Division Superintendent, the principal, the cooperating teacher, and the parents of the student was sought to proceed with the study. Consent forms were distributed to the parents of the students, and assent forms were collected from the students themselves once approval was obtained. Following the completion of all required paperwork and permissions, the study proceeded to pre-testing the students' foundational understanding of the Filipino words and ideas covered in the study. Additionally, the researcher created lesson plans and other crucial teaching resources based on the incorporation of game-based learning into the teaching methodology. At this point, the teachers' lesson plans and PowerPoint presentations were used to create the assessments and activities.

B. Implementation Phase. The researcher explained and explored the lessons through the utilization of the game-based learning task in the class. Students received thorough guidance and instruction on how to use the game for the task. One month following the implementation of the intervention, an assessment was conducted to identify the extent to which the vocabulary of the students had improved.

Since this study employed data triangulation, observations were made in order to gather additional data. Throughout the implementation, the researchers took field notes, photos, screenshots, and video recordings of the class lessons in order to document the data.

C. Post-Implementation Phase. The post-implementation stage involves tallying data, analyzing it, and interpreting the findings to report conclusions. After completing the research study, the work was proofread, edited, and finalized. The research findings needed to be systematically shared with a particular group of people.

Ethical Consideration.

Informed consent from the participants was acquired by the study's ethical norms and obtained prior to the survey. In accordance with ethical standards, the researcher thoroughly briefed participants about the Data Privacy Act of 2012. It is connected to the dedication toward personal information protection through this method of sensitive data management accountability.

The study participants received detailed explanations regarding study goals alongside information about potential advantages and their essential role in the research. The researcher emphasized the confidentiality of collected information to participants while assuring them their identities would remain confidential throughout the study.

Data Analysis

The researcher used Minitab software, and the following statistical tools were used:

Frequency and Percentage. The data analysis used frequency and percentage to determine student achievement levels before and after game-based learning was implemented.

Paired T-Test. This tool was applied to determine whether there was a significant difference between students' academic results prior to and following their engagement in game-based learning activities.

RESULTS AND DISCUSSIONS

Students' Vocabulary in Filipino Language Before the Implementation of the Game-based Learning Activity
Table 1 presents the Filipino language vocabulary results of the students in the Filipino language prior to the

introduction of the game-based learning activity. The data show a troubling pattern in the students' initial performance, which is used to gauge how well the intervention worked.

The data shows that before the use of the game-based learning activity, the students' level of vocabulary was typically lower than the anticipated level. ($M=24.21$). Out of the total respondents, only one student (3.45%) achieved a Fairly Satisfactory level, while the vast majority ($n = 28$, 96.55%), Did Not Meet the Expectation. There were no students noted in the Outstanding, Very Satisfactory or Satisfactory categories. It can be inferred from the given scoring range that the overall mean score is within the Did Not Meet the Expectation bracket which roughly ($M=24.21$).

This finding indicates a fundamental vocabulary gap with regard to the Filipino language. This lack demonstrates a limitation of relevant vocabulary foundation that may impede understanding, expression, or achievement in Filipino subjects. It also serves as a reminder of the need to apply the strategies, particularly the game-based learning activity, in increasing motivation to build up language proficiency.

The learners' low vocabulary is particularly evident regarding the Filipino language. Lack of vocabulary exposure, students frequently struggle to understand complicated Filipino terminology and must rely on teacher advice or inconsistent meanings found online (Lescano, 2019). Students' decreasing interest in the Filipino language and their perception of English as more relevant because of its predominance in academic and media material worsen their limited vocabulary (Abaigar et al., 2024).

Students may continue to struggle with deeper parts of the Filipino topic, such as reading comprehension, writing, and oral communication, if the gaps in vocabulary development are not addressed. The poor baseline performance highlights how urgently learner-centered strategies, such as game-based learning, are needed. These strategies not only increase vocabulary but also develop positive attitudes about the subject. This highlights the significance of educators and administrators of the school in creating an interesting and culturally appropriate activities that promote long-term vocabulary growth and academic achievement in the Filipino language.

Table 1. Students' Vocabulary in Filipino Language Before the Implementation of the Game-based Learning Activity

Performance	Frequency	Percentage
Fairly Satisfactory	1	3.45
Did not Meet the Expectation	28	96.55
Overall Performance	24. 21 – Did not Meet the Expectation	

Note: Performance Scale: 42-50(Outstanding); 38-41 (Very Satisfactory); 34-37(Satisfactory); 30-33 (Fairly Satisfactory); 1-29

(Did not Meet Expectation)

Students' Vocabulary in Filipino Language After the Implementation of the Game-based Learning Activity

Table 2 presents the performance of the learners after the use of the game-based learning activity aimed at improving Filipino vocabulary. The learners' general performance improved significantly, as evidenced by their $M = 46.03$ score, which, according to the performance scale, places them in the Outstanding category.

A total of 25 students (86.21%) achieved Outstanding performance, indicates that the GBL exercise was extremely efficient in enhancing Filipino vocabulary skills and comprehension. Students were better able to remember and use new terminology because of the activity's dynamic, interesting format. Although they were

marginally behind the top tier, three students (10.34%) demonstrated significant improvement by getting to the Very Satisfactory level. Just one student (3.45%) attained the Satisfactory level, indicating a strong vocabulary foundation with potential for improvement. Interestingly, none of the pupils were classified as Fairly Satisfactory or Did Not Meet Expectations, demonstrating the intervention's overall effectiveness.

The overall performance score of (46.03), classified as Outstanding suggests a notable enhancement in students' vocabulary performance following the use of game-based learning. The strategy's capacity to promote greater motivation and engagement is demonstrated by the high concentration of students in the Outstanding category. The absence of learners in the lower categories further demonstrates the activity's efficacy and inclusivity in accommodating different learning styles. Every student's score fell between satisfactory and exceptional indicates that game-based learning not only promotes vocabulary development but also reduces the performance difference between students.

By immersing students in relevant and participatory activities, game-based learning enhances the retention of vocabulary. It facilitates comprehension and long-term word recall by enabling students to investigate language in context (Remo et al. 2022). Compared to conventional approaches, game-based learning methodologies increase motivation, emotional involvement, and participation. These elements assist close the achievement gaps between students of various skill levels by creating a more dynamic classroom setting for learning. The data demonstrates that no student was classified as "Fairly Satisfactory" or "Did Not Meet Expectations," demonstrating inclusivity and efficacy across various learning levels (Hartt and Mostafapour, 2020).

Presenting Filipino vocabulary in engaging formats helps overcome students' disinterest in the subject. Game-based formats transform learning into an enjoyable and interactive experience, which in turn improves academic outcomes (Cayaban et al., 2023). This result matched the conclusion of the study that vocabulary growth and student motivation were greatly enhanced by the game-based activity's captivating elements.

According to the study's findings, game-based learning is an efficient method for expanding one's vocabulary in the Filipino language as well as an effective means to deal with low performance and student disengagement. Teachers and curriculum writers should think about incorporating game-based approaches into regular Filipino instruction to improve language competence and academic advancement, given its effectiveness in encouraging involvement, comprehension, and passion.

Table 2. Students' Vocabulary in Filipino Language After the Implementation of the Game-based Learning Activity

Performance	Frequency	Percentage
Outstanding	25	86.21
Very Satisfactory	3	10.34
Satisfactory	1	3.45
Overall Performance	46.03 – Outstanding	

Note: Performance Scale: 42-50(Outstanding); 38-41 (Very Satisfactory); 34-37(Satisfactory); 30-33 (Fairly Satisfactory); 1-29

(Did not Meet Expectation)

Significant Difference in Students' Vocabulary in Filipino Language Before and After the Implementation of the Game-Based Learning Activity

Table 3 displays the substantial change in the Filipino language vocabulary among the students' initial assessment to their post-game learning evaluation. The findings demonstrated that there was a highly significant difference between the vocabulary levels in Filipino of the students, before and after the game-based learning activity was implemented ($t = 22.27$, $p = 0.00$).

Before the use of the GBL activity, the students' mean score was (24.21). However, after the activity, the mean raised to (46.03). The ($t = 22.27$ and a $p = 0.00$) indicates that the observed mean score differences are statistically significant meaning the probability of observing such change by chance is exceedingly low. These results show that the intervention had a significant favorable effect on students' vocabulary performance. The use of GBL greatly improves students' acquisition of Filipino vocabulary. The rise in mean scores following the intervention suggests that the games' interactive and captivating elements may have enhanced students' motivation, engagement, and language retention. A more engaging learning environment was produced by game-based tactics, which helped students better comprehend and use new words in context. The significant improvement also suggests that learners' language difficulties could not be adequately addressed by traditional teaching methods alone. A creative, student-centered method, game-based learning not only improves academic achievement but also makes the learning environment more interesting and engaging.

After playing digital vocabulary games, students showed increased vocabulary and a more enthusiastic approach to learning (Sagubay-Lozarito and Segumpan 2022). Engaging learning experiences and active engagement, game-based learning improves the critical thinking and language processing abilities of the learners (Chizary et al. 2017).

These findings suggest that teachers and curriculum designers have to think about incorporating game-based methods of learning into Filipino language training. By doing this, they can improve academic results, boost student engagement, and more successfully handle vocabulary issues. Game-based education could potentially be a scalable and sustainable approach for enhancing Filipino language instruction in classrooms of the 21st century, as seen by the notable improvements observed in this study

Table 3. Significant Difference in Students' Vocabulary in Filipino Language Before and After the Implementation of the Game-Based Learning Activity

Variables	M	SD	T value	P value
Students' Vocabulary in Filipino Language Before the Implementation of the Game-based Learning Activity	24.21	4.80	22.27***	0.000
Students' Vocabulary in Filipino Language After the Implementation of the Game-based Learning Activity	46.03	3.48		

Note: *** $p < .001$ (Highly Significant); ** $p \leq 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

SUMMARY AND FINDINGS

Summary

The goal of the study was to improve grade 9 students' vocabulary in the Filipino language using a game-based learning activity during the 2024-2025 academic year at a specific secondary public school in Ozamiz City. Using a classroom-based action research design, 25 students were chosen for the study using purposive sampling. The researcher conducted data collection through tests and used paired t-tests together with frequency and percentage calculations for analysis.. Specifically, the objectives of the study were to: (1) determine the level of students' vocabulary in Filipino language before the implementation of the game-based learning activity (2) determine the the level of students' vocabulary in Filipino language after the

implementation of the game-based learning activity; and (3) identify the significant difference in students' vocabulary in Filipino language before and after the implementation of the game-based learning activity.

Findings

The following were the key findings of the study:

The majority of the learners did not meet the expectation level of vocabulary in the Filipino language, and a few displayed a reasonably satisfactory level of vocabulary in Filipino before the implementation of the game-based learning activity.

The students' level of vocabulary in the Filipino language improved significantly after the implementation of the game-based learning activity; the majority of the students demonstrated an outstanding level, while others reached the very satisfactory and satisfactory level. Resulting in an overall performance that falls under the outstanding category.

The study revealed that there was a highly significant difference between the Filipino language vocabulary of the students before and after the game-based learning activity was implemented.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the findings, the following conclusions are drawn:

Prior to the game-based learning exercise, students' Filipino vocabulary was limited, highlighting the shortcomings of conventional teaching strategies in fostering language development. This indicates that Filipino terms were challenging for students to understand and remember, emphasizing the need for additional interesting, student-centered teaching methods.

The notable enhancement in vocabulary levels following the use of the game-based learning activity demonstrates the effectiveness of interactive and engaging strategies in enhancing language acquisition. This result indicates that game-based learning offers students a nurturing and enjoyable atmosphere that promotes active engagement and memory retention.

The significant improvement in students' academic performance between pre- and post-game-based learning intervention shows the efficacy of this teaching strategy in language instruction. This research reinforces the notion that game-based learning can significantly improve the academic performance of students in the development of their Filipino vocabulary.

Recommendations

Based on the findings and conclusions, it is recommended that:

Filipino language teachers acquire game-based learning approaches that actively involve learners in interactive activities aimed at building vocabulary to enhance

their comprehension and memory of Filipino terms.

Teachers facilitate game-based activities by guiding student participation, encouraging collaboration, and creating a supportive environment that promotes meaningful engagement and deeper vocabulary learning.

School administrators facilitate the introduction of game-based learning by supplying essential instructional resources, technological tools, and training opportunities that encourage innovative and student-centered teaching methodologies.

Students utilize their enhanced vocabulary understanding by employing Filipino words in different real-life situations, engaging actively in language activities, and forming significant links between classroom education and everyday communication.

Researchers in the future could explore the effects of GBL techniques on improving other elements of Filipino language acquisition, including grammar skills, reading comprehension, and oral communication abilities.

ACKNOWLEDGEMENT

The researcher would like to acknowledge the involvement of these people, who fully supported this study.

Dr. Genelyn R. Baluyos, the research instructor, provided the researchers with patient and kind guidance throughout the study.

The research adviser, Mrs. Mary Yields T. Pepito, for her guidance and support in completing this study.

Thank you to their parents, Mr. and Mrs. Fidel D. Estomata Jr., for their encouragement, financial support, and emotional support.

The research participants, for their time and active participation during the research.

The administration of the school, for offering the tools and a suitable environment for carrying out the research.

Their peers, for being there, helping, and being nice.

Most importantly, to the Lord for providing divine direction during the research process. It was through the wisdom and strength that He bestowed upon us.

REFERENCES

1. Abaigar, B. R., Balderian, A. L., & Galit, G. C. (2024). Eksploratoring Pagsusuri Sakakayahan at Salik na Nakaaapekto sa Komprehensiyon sa Pagbasa sa Filipino. *Ignatian International Journal for Multidisciplinary Research*, 2(6), 1788-1813.
2. Arsini, N. N., Santosa, M. H., & Marsakawati, N. P. E. (2022). Hospitality school students' perception on the use of wordwall to enrich students' work-ready vocabulary mastery. *Elsya: Journal of English Language Studies*, 4(2), 124-130.
3. Cayaban, A. K., Lista, Q. N. A., Nacapuy, K. M. C., Pagdilao, D. N. V., Quines, A. S., & Rivera, M. F. C. Name-It-And-Know-It Technique in Maximizing Learners' Participation in Filipino 3. *Education*, 3(5), 829-835.
4. Chen, C. M., Liu, H., & Huang, H. B. (2019). Effects of a mobile game-based English vocabulary learning app on learners' perceptions and learning performance: A case study of Taiwanese EFL learners. *ReCALL*, 31(2), 170-188.
5. Chizary, F., & Farhangi, A. (2017). Efficiency of Educational Games on Mathematics Learning of Students at Second Grade of Primary School. *Journal of History Culture and Art Research*, 6(1), 232-240.
6. Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology*, 7(1), 1824306.
7. Hartt, M., Hosseini, H., & Mostafapour, M. (2020). Game on: Exploring the effectiveness of game-based learning. *Planning Practice & Research*, 35(5), 589-604.
8. Idulog, M. V., Gadiano, R., Toledo, E., Hermosada, M., Casaldon, H., Mariposa, M., ... & Bautista, R. (2023). Filipino students' reading abilities: A note on the challenges and potential areas for improvement.

9. Lescano, R. (2019). View of the Students in Filipino Subject of Grade 7 in Lucsuhin National High School SY 2017-2018. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2K).
10. Liu, Z. Y., Shaikh, Z. A., & Gazizova, F. (2020). Using the Concept of Game-Based Learning in Education. *International Journal of Emerging Technologies in Learning*.
11. Lozarito, K. K. S., & Segumpan, M. V. J. (2022). Effectiveness of Digital Games in Students' Vocabulary. *International Journal of English Language Teaching*, 10(3), 8-14
12. Lubis, B. N. A., & Syahputri, D. (2022). Mnemonic device technique increase students' vocabulary mastery. *Indonesian Journal of Education, Social Sciences and Research (IJESSR)*, 3(1), 28-33
13. Machfudi, M. I. (2022). Students' difficulties in vocabulary mastery. *Critical Review of English-Arabic World Journal*, 1(1), 01-12.
14. Manihuruk, D. H. (2020). The Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension: A Case Study at the English Education Department of Universitas Kristen Indonesia. *Journal of English Teaching*, 6(1), 86-95.
15. Miles, D. (2017), A Taxonomy of Research Gaps: Identifying and Defining the Seven Research Gaps.
16. Mohamed, A. M. A., & Shaaban, T. S. K. (2021). The effects of educational games on efl vocabulary learning of early childhood students with learning disabilities: a systematic review and meta-analysis. *International Journal of Linguistics, Literature and Translation*, 4(3), 159-167.
17. Ngulube, P. (2022). Using simple and complex mixed methods research designs to understand research in information science. In *Handbook of research on mixed methods research in information science* (pp. 20-46). IGI Global.
18. Realo, J., Salvador, A. J., Sonajo, G., Tagata, V. M., Vidad, N. A., & Cristobal, J. A. (2022). Improving the Grade 8 Students' Vocabulary Skill through Localized Game-Based Activities. *American Journal of Arts and Human Science*, 1(2), 40-45.
19. Remo¹, A. A. M., & Velasco, C. Q. (2022, July). Game-Based Learning Strategies and the Vocabulary Performance of Selected Grade Five Pupils. In *Proceedings of the Asia Pacific Conference on Multidisciplinary Research (APCMR)* (Vol. 30, p. 31).
20. Reyes, R. B. D., Tongkoh, A. L., & Chavez, J. V. (2023). Transitional Challenges And Factors Affecting English-Speaking Learners In Learning The Filipino Language. *Journal of Namibian Studies: History Politics Culture*, 33, 1720- 1744.
21. Samortin, M. (2020). Effects of gamified learning activities in enhancing junior high school students' English vocabulary retention. *Asian Journal on Perspectives in Education*, 1, 71-85.
22. Trybus, J. (2015). *Game-Based Learning: What It Is, Why It Works, and Where It's Going*. Miami: New Media Institute.
23. Yuldashevna, A. R. (2023). Innovative Methods of Teaching English Vocabulary for Students. *Academia Repository*, 4(10), 307-311.