

Using Word Treasure Game (WTG) in Enhancing Students' Vocabulary in Filipino Literature

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ABSTRACT

Students' vocabulary is essential to their overall language development, as it directly influences their reading comprehension, writing clarity, oral communication, and ability to engage deeply with academic content, especially in Filipino literature. This study sought to improve vocabulary skills among Filipino 10th-grade students by utilizing the Word Treasure Game (WTG) through a classroom-based research methodology. For the 2024–2025 school year, a total of 44 pupils from an Ozamiz City public school were selected using purposive sampling. A quantitative research design was used, with data collected through a test developed explicitly by the researcher. The results were analyzed using Minitab software, applying statistical methods including the mean, standard deviation, and t-test. Findings showed that before the Word Treasure Game (WTG) strategy was introduced, students' vocabulary performance in Filipino literature fell under the Did Not Meet Expectations category. After the strategy was implemented, students demonstrated a notable improvement in their Filipino vocabulary, achieving an Outstanding level. Findings revealed a substantial increase in students' Filipino vocabulary between the period before and after the implementation of the WTG strategy. The Word Treasure Game improves students' vocabulary in Filipino literature by addressing their vocabulary limitations, fostering meaningful learning, enhancing literary comprehension, and boosting motivation. To help students improve their vocabulary and better appreciate Filipino literature, teachers, students, administrators, and program heads should come together to support creative and engaging strategies—like game-based learning—that make lessons more enjoyable and effective.

Index Terms: Filipino Literature, language, student, vocabulary, word treasure

INTRODUCTION

Vocabulary functions as a foundation in language and plays a vital role in empowering students to express themselves, understand, and derive meaning. While some students actively participate, answer questions, and share their ideas, many others remain silent and disengaged. Research shows that limited vocabulary can lead to lower student engagement, which negatively affects academic performance, persistence, and retention (Buntins et al., 2020). When students struggle with unfamiliar words, it often leads to further disengagement. By using strategies that involve students and address vocabulary gaps, teachers can bridge the gap between engaged and disengaged students, helping all learners succeed.

Student involvement is essential for achieving academic success since it results in better performance and promotes greater cognitive growth, because without it, meaningful learning is unlikely to happen (Al-Hoorie & Mercer, 2020). Active student engagement in lessons increases the likelihood of better understanding and

long-term retention of learning. However, disengagement occurs when students struggle with insufficient vocabulary. Without a solid vocabulary foundation, learners might struggle to fully comprehend, participate in conversations, or articulate their ideas, resulting in inactive learning. Students often struggle to understand how words are used in context when they are presented in isolation. This can make it difficult for them to grasp the whole meaning of a word, leading to confusion and incorrect usage (Dew, 2024).

Research has shown that when students come across unfamiliar words, they often struggle to understand lessons, which can lead to them losing interest (Alfiah et al., 2024). This lack of understanding makes it harder for students to participate, as they may feel confused or frustrated. This issue is especially noticeable in Filipino literature, where students encounter words that are deeply connected to cultural and historical contexts, such as in *El Filibusterismo*. Complex vocabulary can hinder students from grasping the themes, messages, and deeper meanings within a text. Many students struggle to stay engaged when encountering unfamiliar words, which can negatively impact their overall comprehension (Decena, 2021). This cycle of confusion and disengagement can hinder their progress in developing a strong vocabulary and limit their ability to engage with the content. A large number of students continue to struggle with mastering the Filipino subject, which remains a common challenge (Gualter, 2019). Due to this, numerous students struggle to comprehend intricate words or expressions in Filipino literature, particularly in *El Filibusterismo*. These language barriers often lead to confusion, frustration, and disengagement. To address this, educators need to implement practical approaches that address the varied needs of their students. Instead of relying solely on lectures or traditional methods, teachers can explore different approaches to make learning more interactive and engaging.

Several strategies have already been explored to address the problem of vocabulary acquisition in language learning. This highlights the importance of educators using effective techniques to help students develop advanced vocabulary skills, emphasizing that a strong vocabulary is essential for language mastery (Kovalenko, 2024). One powerful way to make learning more fun and meaningful is through gamification. It gets students actively involved by using interactive activities that help them build their vocabulary, practice grammar, and express themselves more confidently in the language (Wulantari, 2023). Research has shown that word games can significantly enhance students' vocabulary skills (Nuraeni and Lube 2020). These kinds of interactive activities don't just make learning more fun—they also help students remember and use new words more easily. When students enjoy the process, they tend to be more attentive and better able to use what they've learned. After all, vocabulary is at the heart of learning any language, and using creative strategies to build it can genuinely help students grow and reach their full potential.

Moreover, increasing student involvement in educational experiences is essential for improving academic success. Studies show that playing word games can be a helpful way to boost students' vocabulary and make them more excited about learning (Rachmawati, 2019). Active participation in lessons encourages students to interact with the material in meaningful ways, fostering more profound understanding, better retention, and more effective application of what they learn. Studies have indicated that incorporating gamification can enhance student performance, boost information retention, and foster greater enthusiasm for learning (Kanvaria, 2024). Word games encourage students to think critically, make connections between words and their meanings, and use vocabulary in context, all while having fun. In Filipino literature, word treasure games can engage students by allowing them to discover and understand challenging words within the context of texts. The rewards tied to unlocking words enhance the sense of accomplishment, making learning both enjoyable and effective.

There appears to be a practical-knowledge gap in prior research. There is a deficiency of thorough research in previous literature. Several of these unaddressed areas are absent in the practice of Filipino language education. The field of teaching Filipino literature is well-suited for practical research exploring game-based strategies to enhance vocabulary. Most current studies have primarily focused on the theoretical aspects of language learning. However, there is a lack of research or action-based studies within the realm of Filipino language

pedagogy. This is significant and merits exploration, particularly concerning the enhancement of student engagement and vocabulary acquisition in Filipino literature. Examining these matters is crucial, as game-based learning has demonstrated its effectiveness in boosting student engagement and learning results, yet very little practical research has been conducted on game-based vocabulary enhancement methods in Filipino literature instruction. (Miles, 2017).

This action research intends to support students in expanding their Filipino literature vocabulary through a playful and engaging strategy called the Word Treasure Game. Through this game-based learning strategy, students will actively explore and discover new words in context, enhancing their language skills while fostering a deeper appreciation for Filipino literary works. The scope of this study is to explore the application of word treasure games as a method for improving vocabulary development and increasing student involvement in Filipino literature. It focuses on addressing the challenges students face when encountering unfamiliar words, particularly those deeply rooted in cultural and historical contexts. This study was limited to a particular group of students, which means the findings might have limited applicability to other subjects or educational settings. This study is significant as it explores the use of gamified strategies, such as word treasure games, to enhance vocabulary acquisition and student engagement in Filipino literature.

Word treasure games are educational activities designed to enhance vocabulary by having students analyze contextual clues to figure out the meanings of unfamiliar words. As they work through sentences and unlock points, they participate actively in their educational journey. This approach, which incorporates game-based learning, enhances vocabulary while promoting analytical thinking and the ability to solve problems. The competitive and reward-based structure of the game taps into students' intrinsic motivation, making learning more enjoyable and less intimidating.

Game-based learning significantly improves student engagement and learning outcomes (Wahyuningsih & Maretha, 2024). Word treasure games align with this approach, showing that learning through play can boost both vocabulary development and academic performance. The study found that playing word games can enhance vocabulary proficiency. Additionally, word games can captivate students' interest and boost their motivation (Arwandi et al., 2020). As learners broaden their understanding, they simultaneously improve both the richness and the amount of their vocabulary, resulting in more efficient use of language (Ni'mah & Shofi, 2024). This interactive approach fosters a deeper understanding of word usage in context, further motivating students to engage in learning and practice new vocabulary regularly. In addition, this research shows that teachers use strategies like motivation techniques and games to boost student engagement, creating a positive, participatory learning environment (Upadhyay, 2024).

Using game-based activities, such as word games, has been demonstrated to be a successful approach for improving students' vocabulary abilities and involvement, as it can attract their interest and motivation (Arwandi et al., 2020). However, while game-based learning can foster collaboration, it may not be inclusive for all students, particularly those with learning disabilities or who struggle with learning. It's important to understand that students learn at different speeds, which is why educators must implement effective and tailored approaches to address the diverse needs of their students and support every learner's academic growth (Hidayah & Utami, 2024). Lack of engagement also limits students' capacity to actively take part in lessons, making it challenging for them to relate to the content and negatively impacting their overall learning experience.

The steps or procedure for conducting the Word Treasure game in Filipino literature are as follows: a.) The teacher will select challenging words from the text being studied, which may include culturally significant or challenging vocabulary that the students might not be familiar with. These words will be crucial to understanding the text's meaning and themes. b.) The teacher will present the students with the words and ask them to guess their meanings, either individually or in groups, based on the context in which the words are

used within the text. c.) Students will share their guesses, and the teacher will evaluate whether they are correct. If the guess is correct, the teacher will "unlock" a treasure, which can be represented by points or rewards for the students.) The teacher will provide the correct meaning of the word, explain its usage in the text, and discuss its importance to the overall meaning of the story or passage. The teacher may also encourage students to use the word in their sentences to deepen their understanding. This process continues with each new word, allowing students to gradually build their vocabulary and comprehension of Filipino literature, while simultaneously cultivating a dynamic and participatory classroom atmosphere.

This action research aimed to enhance students' vocabulary in Filipino literature at one of the secondary schools in Misamis

Occidental during the 2024-2025 school year. Specifically, it sought to answer the following questions:

What is the level of students' vocabulary in Filipino literature before the implementation of the Word Treasure Game?

What is the level of students' vocabulary in Filipino literature after the implementation of the Word Treasure Game?

Is there a significant difference in students' vocabulary in Filipino literature before and after the implementation of the Word Treasure Game?

METHOD

Research Design

This action research employed a single-group pretest-posttest design to improve students' vocabulary in Filipino literature. Action Design Research (ADR) has become widely acknowledged as a key research method within the field of information systems. (Cronholm & Göbel, 2022). This design is considered suitable as it aims to improve vocabulary in Filipino literature at a secondary school by incorporating the Word Treasure Game.

Research Setting

The research took place at the Junior High School level, with a focus on Grade 10 students from a public secondary school in Ozamiz City. As one of the leading institutions in the implementation of the K to 12 basic education program mandated by the Department of Education (DepEd), the school accommodates a wide range of learners from both Junior and Senior High School. In line with DepEd's structure, the Junior High School program includes Grades 7 to 10, highlighting the school's dedication to offering a well-rounded and up-to-date education.

Respondents of the Study

The participants in the study were Grade 10 students, selected through purposive sampling. The selection criteria included: 1.) Students enrolled in the Junior High School Department at a specific public secondary school as Grade 10 students for the academic year 2024-2025; 2.) Students belonging to a designated section or group within the Grade 10 level; 3.) Students who are taking a Filipino subject; 4.) Students who voluntarily agreed to participate as respondents in the study. However, only one particular section or group of Grade 10 students was chosen, with all other sections excluded. The researcher ensured that all selection criteria were met before administering the survey.

Research Instrument.

The researchers will use the following research instruments as data gathering tools:

Filipino Vocabulary Enhancer Test (Pagsusulit sa Pagpapalawak ng Bokabularyong Filipino). This 40-item assessment tool was developed by the researcher to measure students' vocabulary in Filipino, specifically focusing on content from *El Filibusterismo* as discussed in Filipino 10 during the fourth grading period. The same set of questions will be administered for both the pre-test and post-test. To ensure its validity, the researcher will seek feedback from five Filipino subject experts who will evaluate the questionnaire. A pilot test will also be conducted with a separate group of students not included in the main study. The assessment tool is expected to yield a Cronbach's Alpha between 0.7 and 1.0, indicating acceptable reliability. This instrument will be used to assess vocabulary performance in both the pre- and post-test phases.

In determining the students' vocabulary, the following scale will be used.

Score	Grade Equivalence	Interpretation
34-40	90-100	Outstanding
31-33	85-89	Very Satisfactory
28-30	80-84	Satisfactory
24-27	75-79	Fairly Satisfactory
1-23	74 Below	Did not meet expectations

Lesson Plan in Filipino. The researchers designed a lesson plan aimed at enriching students' vocabulary while exploring Filipino literature. Before it was used in class, the plan underwent a thorough review by its cooperating teacher and was revised based on the feedback. The lesson was then carried out in February 2025 with Grade 10 students at a Junior High School in Ozamiz City.

Word Game Treasure Strategy. The researchers tend to utilize this approach to enhance students' vocabulary in Filipino literature during the learning process.

Data Collection & Procedure

A. Pre-implementation Phase. The researcher will begin by obtaining approval from key authorities, including the dean of the College of Education, the Schools Division Superintendent, the school principal, the participating teacher, and the students' parents. After receiving the necessary approvals, consent forms will be distributed to parents, while assent forms will be collected from the students. Once all required permissions and documentation are secured, a pre-test will be conducted to evaluate the students' initial understanding of Filipino vocabulary and related concepts addressed in the study. During this stage, the researcher will also develop lesson plans and instructional materials incorporating game-based learning strategies. In addition, assessments and classroom activities will be prepared in alignment with the teacher's lesson plans and PowerPoint presentations.

B. Implementation Phase. The researchers will deliver and guide the lessons using the Word Treasure Game strategy to create a more engaging and interactive learning experience. Students will receive clear and comprehensive instructions to ensure they understand how the game operates, including its rules and how it will be integrated into different class activities, discussions, and assessments. After one month of implementing the strategy, an evaluation will be conducted to measure the students' progress in their knowledge and comprehension of Filipino literature.

C. Post-Implementation Phase. The post-implementation phase involves organizing and analyzing the collected data, interpreting the results systematically, and presenting the findings to conclude. This stage also

includes offering recommendations, as well as proofreading, revising, and finalizing the research paper. Additionally, the research outcomes will be appropriately shared with a specific target audience.

Ethical Considerations. In line with ethical standards, the participants' informed consent was secured before conducting the survey. As part of ethical procedures, the researchers provided a thorough explanation of the Data Privacy Act of 2012 to emphasize their responsibility in safeguarding personal information and ensuring proper handling of sensitive data.

Participants were fully informed about the study's objectives, the potential benefits of their participation, and the importance of their contribution. The researchers also stressed that all information gathered would remain confidential and that participants' identities would be kept anonymous throughout the duration of the study.

Data Analysis

The researcher, with the use of Jamovi software, will use the following statistical tools will be used:

Frequency and Percentage. This will be used in identifying the level of performance of students before and after the use of the Word Treasure game.

Paired T-test. This tool will be used to explore the significant difference in students' performance before and after the use of the word treasure game.

RESULTS AND DISCUSSION

Students' Vocabulary in Filipino Literature Before the Implementation of the Word Treasure Game

Table 1 illustrates the vocabulary levels of students in Filipino literature before the implementation of the Word Treasure Game. The data reveals how students performed across five different levels. Almost half of them (45.46%) were in the "Did Not Meet Expectation" group, showing that many had difficulty with vocabulary. About 29.56% of the students reached the "Fairly Satisfactory" level, while 13.64% were at the "Satisfactory" level. Only 11.37% managed to earn a "Very Satisfactory" rating. Notably, no students reached the "Outstanding" level (scores 34–40), highlighting the absence of high achievers in vocabulary proficiency before the strategy was implemented.

The average performance score was 22.96, placing it at the 'Did Not Meet Expectation' level. This average reinforces the concern that most learners were underprepared in terms of vocabulary mastery before the implementation of the intervention. It implies that vocabulary development should be prioritized in the instruction of Filipino literature. Teachers may consider integrating contextualized vocabulary activities, using games and collaborative learning strategies to motivate learners. Addressing these vocabulary deficits early on is crucial in enabling students to comprehend literary texts more effectively and succeed in Filipino subject areas.

This outcome highlights the importance of implementing engaging and practical strategies to address vocabulary deficiencies. It calls for innovative approaches that motivate students to develop their language skills in a meaningful way. Strengthening vocabulary is not only essential for understanding literature but also for fostering confidence and critical thinking in language learning. Therefore, this result serves as a strong basis for introducing targeted interventions aimed at improving students' vocabulary development. Effective vocabulary instruction enhances both academic performance and cognitive engagement in language learning (Agtarap et al., 2023).

The findings emphasize the urgent need to strengthen students' vocabulary skills in Filipino literature. The overall results indicate that a significant number of learners did not reach the anticipated level of proficiency.

This suggests a lack of foundational vocabulary knowledge that could hinder their ability to comprehend, interpret, and appreciate literary texts. To bridge this gap, incorporating creative and interactive approaches, like game-based learning, can be highly beneficial. Research has shown that game-based learning effectively improves vocabulary retention and boosts engagement among Filipino students (De Guzman & Pascual, 2021).

The significance of these results is vital for those involved in education, specifically administrators, educators, and program leaders. The high proportion of participants who did not meet expectations indicates an immediate need for intervention. School leaders and academic supervisors should consider conducting performance audits, professional development training, or mentoring programs tailored to address the specific weaknesses identified.

Table1. Students' Awareness of Economic Sectors Before the Implementation of the Collaborative Judgement Session Strategy

Performance	Frequency	Percentage
Satisfactory	4	16.00
Fairly Satisfactory	17	68.00
Did not meet the Expectation	4	16.00
Overall Performance	25.24 – Fairly Satisfactory	

Note: Performance Scale: 36-40(Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27(Fairly Satisfactory); 1-23 (Did not Meet Expectation)

Students' Vocabulary in Filipino Literature After the Implementation of the Word Treasure Game

Table 2 displays the results of students' performance in Filipino vocabulary after the implementation of the Word Treasure Game. The findings indicate a very encouraging outcome, with 35 students (79.54%) reaching an Outstanding level, while 6 students (13.64%) achieved a Very Satisfactory level, and three students (6.8%) received a Satisfactory rating. It is noteworthy that no students were categorized as Fairly Satisfactory or Did Not Meet Expectations. The overall calculated performance score was 36.545, which aligns with an Outstanding level.

The significant result emphasizes the efficacy of the Word Treasure Game as a teaching resource. The large proportion of students achieving Outstanding and Very Satisfactory levels indicates that the game-based approach effectively engaged learners, enabling them to grasp and remember new vocabulary more efficiently. This method encouraged a more pleasant and less daunting atmosphere for learning, which in turn boosted student enthusiasm and engagement. The interactive nature of the game may also have catered to diverse learning styles, which contributed to the overall improvement in performance.

Additionally, no students scored in the lowest categories, suggesting that the intervention had a universally positive effect. While this is encouraging, it also raises the possibility of further examining the tool's effectiveness across diverse learner profiles to ensure equity in learning outcomes. By emphasizing motivation techniques and games, it highlights methods that are proven to enhance student engagement, a crucial factor in learning outcomes. (Upadhyay, 2024). Word games, especially, have been shown to be valuable instruments for improving students' vocabulary abilities, as they promote active participation, stimulate interest, and make learning more enjoyable and memorable (Nuraeni and Lube 2020). The integration of such games in the classroom motivates learners to engage with unfamiliar words within context, resulting in improved memory and usage of vocabulary, thus demonstrating their effectiveness as a strategy for language learning.

These findings carry valuable implications for Filipino language educators and school administrators. The success of the Word Treasure Game suggests the need to incorporate more gamified and student-centered

learning strategies into language instruction. Teachers may be encouraged to attend training workshops on game-based pedagogy and vocabulary-building activities. By fostering a learning environment that values both engagement and academic rigor, educators can enhance students' mastery of Filipino vocabulary and contribute to their overall language development.

Table 2: Students' Vocabulary in Filipino Literature After the Implementation of the Word Treasure Game

Performance	Frequency	Percentage
Outstanding	35	79.54
Very Satisfactory	6	13.64
Satisfactory	3	6.8
Overall Performance	36.545 Outstanding	

Note: 34-40 (Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27 (Fairly Satisfactory; 1-23 (Did Not Meet Expectations)

Significant Difference in Students' Vocabulary in Filipino Literature Before and After the Implementation of the Word Treasure Game

Table 3 illustrates the comparison of students' vocabulary in Filipino literature before and after the implementation of the Word Treasure Game. The findings indicate a notable improvement in students' vocabulary performance after the intervention. The average score prior to the game's implementation was 22.955 (SD = 5.296), whereas the average score post-intervention rose to 36.545 (SD = 3.121). The statistical evaluation produced a t-value of 18.29 and a p-value of 0.000, signifying a highly significant difference in the vocabulary scores of the students. This outcome implies that the Word Treasure Game had a substantial and beneficial effect on the vocabulary development of students in Filipino literature

The increase in students' vocabulary scores is statistically significant, as shown by a t-value of 18.29 and a p-value of 0.000. This substantial improvement in the mean score highlights the effectiveness of the game-based learning intervention in enhancing students' vocabulary skills. The Word Treasure Game provides an engaging and efficient way for students to learn and retain new vocabulary, thereby enhancing their understanding of Filipino literature. This outcome supports the notion that interactive, game-based approaches can be highly beneficial in language acquisition, particularly in terms of vocabulary building.

The findings of the analysis are highly significant, as evidenced by the p-value of 0.000, which is well below the 0.05 level of significance. This finding verifies that students showed considerable enhancement in their vocabulary skills after the introduction of the Word Treasure Game. The absence of any non-significant outcomes further highlights the consistent impact of the intervention across all participants, illustrating that the game is a dependable and impactful method for improving vocabulary acquisition in Filipino literature.

Word games are highly significant in educational settings, especially for enhancing language skills. This underscores the importance of educators utilizing effective strategies to support students' vocabulary development, as a strong vocabulary is crucial for mastering a language (Kovalenko, 2024). Utilizing word games as an interactive educational resource allows teachers to create an exciting and lively atmosphere that motivates students to engage actively while enhancing their vocabulary skills. Integrating word games into classroom activities is a powerful approach to strengthen students' vocabulary skills and boost their motivation to learn. (Rachmawati, 2019). It offers a fun and interactive approach for students to broaden their vocabulary, enhance their comprehension of vocabulary, and cultivate analytical thinking abilities.

The results carry significant implications for teachers, particularly those involved in Filipino language and literature instruction. The significant increase in vocabulary scores suggests that game-based learning methods,

like the Word Treasure Game, can be an effective strategy for engaging students and enhancing their vocabulary growth. Filipino language instructors are encouraged to incorporate similar game-based activities into their teaching strategies to improve student engagement and promote vocabulary growth. The positive results demonstrate that interactive methods can provide a dynamic and enjoyable way to learn language skills, making it an essential part of contemporary teaching practices.

To maximize the impact of these findings, educators can incorporate the Word Treasure Game to foster an engaging and interactive setting that supports language development. Activities such as word challenges, vocabulary competitions, and periodic assessments may also be introduced to further enhance students' ongoing vocabulary growth. By embracing these strategies, educators can cultivate a more interactive and nurturing classroom environment that enhances both language learning and student motivation.

Table 3: Significant Difference in Students' Vocabulary in Filipino Literature Before and After the Implementation of the Word Treasure Game

Variables	M	SD	T-value	P -value
Students' Vocabulary in Filipino Literature Before the Implementation of the Word Treasure Game	22.955	5.296	18.29	0.000
Students' Vocabulary in Filipino Literature After the Implementation of the Word Treasure Game	36.545	3.121		

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

SUMMARY AND FINDINGS

Summary

This study sought to enhance the vocabulary of Grade 10 students in Filipino literature by utilizing the Word Treasure Game during the 2024–2025 academic year at a public secondary school in Ozamiz City. Employing a classroom-based action research design, the study involved 44 participants chosen through purposive sampling. Data collection was carried out using a test created by the researcher, with analysis involving the calculation of the mean and standard deviation and conducting a t-test. Specifically, the objectives of the study were to: (1) determine the students' vocabulary in Filipino literature before the implementation of the Word Treasure Game (2) determine the students' vocabulary in Filipino literature after the implementation of the Word Treasure Game; and (3) identify a significant difference in students' vocabulary in Filipino literature before and after the implementation of the Word Treasure Game.

Findings

The following were the key findings of the study:

Before the implementation of the Word Treasure Game, twenty-five students were categorized under the 'Did Not Meet Expectations' level, eight students demonstrated a reasonably satisfactory level, six students achieved a satisfactory level, and five students reached a very satisfactory level.

After applying the Word Treasure Game, students exhibited notable progress in their vocabulary development. Thirty-five students achieved an outstanding level, six reached a very satisfactory level, and three performed at a satisfactory level. Overall, the class's vocabulary performance was rated as outstanding.

The study indicated that the change in students' awareness before and after the use of the Word Treasure Game demonstrated strong significance.

CONCLUSIONS AND RECOMMENDATION

Conclusions

Based on the findings, the following conclusions are drawn:

Before the intervention, students demonstrated a limited vocabulary in Filipino literature, indicating deficiencies in their basic language skills. This underscores the necessity for creative methods like using game-based learning to improve vocabulary skills development and foster a greater connection with literary works.

Integrating interactive techniques such as the Word Treasure Game can significantly improve students' vocabulary growth and inspire them to engage in learning. These engaging activities support a dynamic classroom environment that promotes meaningful language learning and sustains academic growth.

The Word Treasure Game enriches vocabulary development in Filipino literature, offering an interactive and efficient method for language learning. By integrating this game into teaching, teachers can promote a greater comprehension of Filipino literature while inspiring students to enhance essential language skills.

Recommendation

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

Filipino teachers incorporate innovative approaches like game-based learning to address vocabulary gaps and improve student performance in Filipino literature.

Students actively engage with vocabulary-building tools and strategies to improve their language proficiency and comprehension of Filipino literature.

Teachers continuously evaluate and modify teaching strategies to guarantee they address the changing requirements of students in vocabulary development.

School administrators support and provide resources for teachers to implement engaging and effective vocabulary-enhancing activities.

Future researchers can explore various game-based learning strategies that improve students' vocabulary in Filipino literature to identify the most effective approaches.

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