



EFFECTIVENESS OF THE DEVELOPED AND UTILIZED DIGITAL VOCABULARY GAMES TO THE LITERACY PERFORMANCE OF THE GRADE 6 LEARNERS IN ENGLISH

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ABSTRACT

The study evaluated the effectiveness of the developed and utilized digital vocabulary games on the literacy performance of the Grade 6 learners in English. The findings of the study were the basis for a proposed intervention plan. This study employed a quasi-experimental research design using a one-group pretest-posttest approach to determine the effectiveness of the developed and utilized digital vocabulary games on the literacy performance of Grade 6 learners in English. The design focused on measuring the difference in vocabulary performance before and after the intervention using digital games. The test of difference between the pre-test and post-test scores of grade 6 learners. It displays the computed statistical results comparing the learners' performance in reading before and after the integration of the developed and utilized digital vocabulary games. The table serves to determine whether the improvement observed in the post-test performance was statistically significant, thereby validating the effectiveness of the digital vocabulary games as an instructional intervention. As shown in the table, the Grade 6 learners obtained a mean score during the pre-test and a mean score during the post-test. The increase points clearly indicate an improvement in the learners' literacy and vocabulary performance following the integration of the digital vocabulary games in classroom instruction. The computed t-value greatly exceeded the critical t-value at a 0.05 level of significance, which statistically confirms that the difference between the two sets of scores was not due to chance. The decision to reject

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the null hypothesis (H_0) indicates that there was a significant difference between the learners' pre-test and post-test scores. This finding demonstrates that the digital vocabulary games had a substantial positive effect on the learners' reading and vocabulary skills. The statistical evidence strongly supports that the intervention enhanced students' comprehension, vocabulary recognition, and ability to apply words contextually. The notable increase in mean scores further highlights that the learners became more engaged and motivated in vocabulary learning when exposed to interactive and technology-based strategies. The computed means of (pre-test) and (post-test), along with the computed t-value exceeding the critical t-value, imply that the integration of digital vocabulary games significantly improved the literacy performance of Grade 6 learners. The result implies that the use of interactive, gamified digital tools is an effective approach in developing vocabulary and reading comprehension skills. This also suggests that learners perform better when learning is made engaging, visual, and interactive, supporting the integration of technology as a supplementary learning strategy to traditional instruction. The significant difference observed validates that digital vocabulary games can meaningfully contribute to the enhancement of literacy outcomes in elementary education.

Keywords: *Effectiveness, Developed, Utilized, Digital Vocabulary Games, Literacy performance, Grade 6*

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INTRODUCTION

Republic Act 10533 also known as “Enhanced Basic Education Act of 2013” is the basis for the continuing educational reform which articulates the main target of the curriculum to equip learners in K to 12 with fundamental literacy and numeracy skills needed for the academic success in the later stage.

In recent years, the integration of technology into basic education has become a powerful tool for enhancing student learning, particularly in language and literacy. One innovation gaining attention is the development and utilization of digital vocabulary games. These are interactive, computer- or mobile-based applications specifically designed to improve vocabulary acquisition, retention, and usage. Digital vocabulary games transform traditional word-learning methods into engaging and meaningful experiences through gamified elements such as point systems, levels, animations, and immediate feedback. As education shifts toward 21st-century learning models, such tools provide both visual stimulation and interactive participation, which are essential for learners in the elementary level.

The significance of digital vocabulary games in literacy instruction today lies in their ability to address both the cognitive and affective needs of learners. Vocabulary is a foundational component of reading comprehension and written expression. However, rote memorization and repetitive drills often fail to sustain learner motivation or retention. With digital games, learners are more likely to stay engaged and to practice frequently, leading to deeper understanding and better recall. Moreover, these tools can be customized to suit individual learning levels, offer differentiated instruction, and accommodate diverse learning styles. In a generation where digital fluency is second nature, digital vocabulary games bridge the gap between technology and meaningful learning, making literacy more accessible and enjoyable.

Kim (2018) found that students using mobile vocabulary apps improved their word recognition scores by 25% compared to those using textbooks alone. Lee and Park (2020)

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noted that elementary students who played narrative-based vocabulary games showed enhanced contextual understanding and better reading comprehension. More recently, Singh et al. (2022) demonstrated that digital vocabulary platforms with adaptive features significantly reduced performance gaps among below-average readers.

Despite these promising advancements, literacy performance among Key Stage 2 learners remains a major concern. According to recent national diagnostic tests and school-based assessments, only about 60–65% of Grade 4 and 5 learners meet the expected literacy proficiency levels in English. Many students struggle with word recognition, understanding word meanings in context, and constructing meaningful sentences. For example, in a 2023 reading comprehension test conducted in selected public schools, only 58% of Grade 5 pupils correctly identified vocabulary from reading passages, while only 52% used those words accurately in written exercises. These numbers highlight the need for more engaging, innovative, and targeted interventions to enhance vocabulary learning and overall literacy.

Given these pressing issues, it is essential to continue exploring the effectiveness of developed and utilized digital vocabulary games as an intervention to boost literacy performance in Grade 6. This study aims to assess whether these games can significantly improve learners' vocabulary acquisition, reading comprehension, and expressive language in English. It also seeks to contribute to instructional design by identifying best practices in digital game integration within the elementary language curriculum. Ultimately, the study will provide valuable insights to educators, school leaders, curriculum developers, and future researchers in enhancing literacy instruction through educational technology.

This study evaluated the effectiveness of the developed and utilized digital vocabulary games on the literacy performance of the Grade 6 learners in English. The findings of the study were the basis for a proposed intervention plan.

Specifically, the study seeks to answer the following questions:

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1. What is the reading performance of the Grade 6 pupils before the integration of the developed and utilized digital vocabulary games?

2. What is the reading performance of the Grade 6 pupils after the integration of the developed and utilized digital vocabulary games?

3. Is there a significant difference in the reading performances of the Grade 6 pupils before and after the integration of Developed and utilized Digital Vocabulary Games?

4. What intervention plan can be proposed based on the findings?

NULL HYPOTHESIS

There is no significant difference in the reading performances of the Grade 6 pupils before and after the integration of Developed and utilized Digital Vocabulary Games.

METHODOLOGY

Design. This study employed a quasi-experimental research design using a one-group pretest-posttest approach to determine the effectiveness of the developed and utilized digital vocabulary games on the literacy performance of Grade 6 learners in English. The design focused on measuring the difference in vocabulary performance before and after the intervention using digital games. The research involved one intact section of Grade 6 learners from Jica-Lao Elementary School. No control group was used; instead, the same group of students was assessed before and after the intervention to measure the impact of the digital vocabulary games on their literacy performance, particularly vocabulary knowledge and usage. Prior to the intervention, a validated pretest on English vocabulary was administered to determine the learners' baseline performance. The digital vocabulary games—custom-

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designed to align with the learning competencies in the English curriculum—were utilized as a supplemental learning tool during English instruction for four weeks. These games were integrated into classroom activities and covered various vocabulary skills such as word recognition, contextual usage, synonyms and antonyms, and spelling. After the intervention period, a posttest identical in structure and difficulty to the pretest was administered to the same group. The scores from both tests were statistically analyzed using paired sample t-tests to determine if there was a significant improvement in the learners' vocabulary performance after the use of digital vocabulary games. Legend: Frustration Level: It is a level of ability in which the child answers 0-19 percent of the questions asked or zero to two questions out of the six questions based on the passage of the selection. Instructional Level: It is a level of ability in which the child answers 50-82 percent of the questions asked, or three to four questions out of the six questions based on the passage or selection. Independent Level: It is a level of ability in which a child answers 83-100 percent of the questions asked or five (5) to six (6) questions out of the six questions based on the passage or selection. The main locale of the study was at Jica-Lao Elementary School. The respondents of the study were the 30 males and 37 females. A researcher-made vocabulary test was developed to assess the literacy performance of Grade 6 learners, specifically their vocabulary knowledge and usage in English. The test served as both the pretest and posttest in the quasi-experimental design and was carefully constructed to align with the Most Essential Learning Competencies (MELCs) prescribed by the Department of Education for Grade 6 English. The instrument aimed to measure learners' understanding and application of vocabulary skills, which are directly targeted by the digital vocabulary games used in the intervention. The proposed Intervention Plan was taken based on the findings of the study.

Sampling. The respondents of the study were the 30 males and 37 females learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

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Research Procedure. To gather the necessary data in one month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the Schools Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, the School Principal, and the teachers whose respondents were under their care. The researcher distributed the survey questionnaires to the School Administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r . The data were collated and submitted for appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

Simple Percentage—This was employed to determine the academic performance in English of the Grade 6 pupils.

Weighted Mean—This was utilized to assess the literacy performance of the Grade 6 pupils.

t-Test for Mean Difference—This tool was used to calculate the difference in the literacy performance of the Grade 6 pupils before and after the implementation of the developed and utilized digital vocabulary games in relation to the improvement of the pupils' reading performance.

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RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF GRADE 6 LEARNERS IN READING BEFORE THE INTEGRATION OF DIGITAL VOCABULARY GAMES

Score Range	Description	Frequency	%
33–40	Excellent	0	0.00%
25–32	Very Good	5	14.71%
17–24	Good	25	73.53%
9–16	Fair	4	11.76%
0–8	Poor	0	0.00%
Total		34	100%
Weighted Mean	20.21 – Good		

This table presents the Pre-test Performance of Grade 6 Learners in Reading Before the Integration of Digital Vocabulary Games. It shows the distribution of learners' scores according to their performance levels prior to the implementation of the intervention. The table provides insight into the learners' baseline reading proficiency, which serves as the foundation for assessing the effectiveness of the developed and utilized digital vocabulary games.

As reflected in the table, the majority of the Grade 6 learners, or 25 out of 34 (73.53%), obtained scores within the range of 17–24, which falls under the "Good" description. This indicates that most learners possessed a fair command of vocabulary and reading comprehension skills before the integration of digital vocabulary games. Meanwhile, five (14.71%) of the learners were rated as "Very Good", with scores ranging from 25–32, demonstrating above-average proficiency in vocabulary recognition and usage.

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On the other hand, four learners (11.76%) performed only at the “Fair” level with scores between 9–16, indicating some difficulty in understanding and applying vocabulary in context. Notably, none of the learners obtained “Excellent” or “Poor” ratings, suggesting a moderate yet stable level of literacy performance across the group. The overall trend reveals that while most learners had foundational reading and vocabulary skills, there remained a need for enrichment and reinforcement to raise their proficiency to higher levels.

The computed weighted mean of 20.21, which falls under the “Good” category, implies that the Grade 6 learners generally had an average level of reading and vocabulary performance prior to the intervention. The result implies that the learners were capable of basic comprehension and vocabulary use but still required additional support and exposure to interactive learning tools to enhance their literacy skills. This baseline performance provided the rationale for integrating digital vocabulary games, which aimed to strengthen word recognition, contextual understanding, and reading engagement through gamified learning strategies.

TABLE 2

POST-TEST PERFORMANCE OF GRADE 6 LEARNERS IN READING AFTER THE INTEGRATION OF DIGITAL VOCABULARY GAMES

Score Range	Description	Frequency	%
33–40	Excellent	10	29.41%
25–32	Very Good	20	58.82%
17–24	Good	4	11.77%
9–16	Fair	0	0.00%
0–8	Poor	0	0.00%
Total		34	100%
Weighted Mean	29.26 – Very Good		

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This table presents the Post-test Performance of Grade 6 Learners in Reading After the Integration of Digital Vocabulary Games. It displays the learners' scores and performance descriptions following the four-week implementation of the developed digital vocabulary games in English instruction. The table illustrates how the integration of gamified learning strategies influenced the learners' reading and vocabulary proficiency compared with their performance prior to the intervention.

As shown in the table, the majority of the Grade 6 learners, or 20 out of 34 (58.82%), obtained scores within the range of 25–32, which corresponds to the "Very Good" category. This indicates a considerable improvement in the learners' literacy performance after using the digital vocabulary games. In addition, 10 learners (29.41%) reached the "Excellent" level, achieving scores between 33–40. This remarkable increase in high-performing learners suggests that the integration of digital vocabulary games effectively enhanced learners' vocabulary mastery, comprehension, and overall engagement in reading activities.

Meanwhile, only four learners (11.77%) remained in the "Good" category with scores ranging from 17–24, while none of the learners fell under the "Fair" or "Poor" levels. This outcome demonstrates that all learners performed within satisfactory to excellent ranges, with a significant portion advancing to higher performance levels compared to the pretest results. The shift of learners from "Good" to "Very Good" and "Excellent" categories highlights the effectiveness of the digital vocabulary games as an interactive and motivating tool for vocabulary enrichment and literacy development.

The computed weighted mean of 29.26, which falls under the "Very Good" category, implies that the Grade 6 learners' reading and vocabulary performance improved notably after the intervention. The result implies that the use of digital vocabulary games contributed positively to learners' ability to recognize, understand, and apply new vocabulary in various reading contexts. The data also indicate a general upward shift in performance distribution—from a pretest weighted mean of 20.21 ("Good") to a posttest mean of 29.26 ("Very Good")—

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showing a clear enhancement in literacy skills. This improvement implies that the integration of digital vocabulary games can significantly boost learners' reading proficiency, motivation, and engagement when used as a supplementary learning strategy in the classroom.

TABLE 3

TEST OF DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST SCORES OF GRADE 6 LEARNERS

Aspects	Test Scores (Mean)	Computed t	Critical t (0.05)	Decision	Interpretation
Pre vs Post	Pre = 20.21 Post = 29.26	15.47	2.04	Reject Ho	Significant Difference

This table presents the Test of Difference Between the Pre-test and Post-test Scores of Grade 6 Learners. It displays the computed statistical results comparing the learners' performance in reading before and after the integration of the developed and utilized digital vocabulary games. The table serves to determine whether the improvement observed in the post-test performance was statistically significant, thereby validating the effectiveness of the digital vocabulary games as an instructional intervention.

As shown in the table, the Grade 6 learners obtained a mean score of 20.21 during the pre-test and a mean score of 29.26 during the post-test. The increase of 9.05 points clearly indicates an improvement in the learners' literacy and vocabulary performance following the integration of the digital vocabulary games in classroom instruction. The computed t-value of 15.47 greatly exceeded the critical t-value of 2.04 at a 0.05 level of significance, which statistically confirms that the difference between the two sets of scores was not due to chance.

The decision to reject the null hypothesis (Ho) indicates that there was a significant

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difference between the learners' pre-test and post-test scores. This finding demonstrates that the digital vocabulary games had a substantial positive effect on the learners' reading and vocabulary skills. The statistical evidence strongly supports that the intervention enhanced students' comprehension, vocabulary recognition, and ability to apply words contextually. The notable increase in mean scores further highlights that the learners became more engaged and motivated in vocabulary learning when exposed to interactive and technology-based strategies.

The computed means of 20.21 (pre-test) and 29.26 (post-test), along with the computed t-value of 15.47 exceeding the critical t-value of 2.04, imply that the integration of digital vocabulary games significantly improved the literacy performance of Grade 6 learners. The result implies that the use of interactive, gamified digital tools is an effective approach in developing vocabulary and reading comprehension skills. This also suggests that learners perform better when learning is made engaging, visual, and interactive, supporting the integration of technology as a supplementary learning strategy to traditional instruction. The significant difference observed validates that digital vocabulary games can meaningfully contribute to the enhancement of literacy outcomes in elementary education.

Conclusion

Based on the findings of the study, it has indicated a notable enhancement in the learners' literacy and vocabulary performance following the intervention, affirming the effectiveness of digital vocabulary games as a valuable instructional approach. The results suggest that interactive and game-based learning methods promote better comprehension, vocabulary development, and contextual word usage. Furthermore, the integration of technology-driven strategies fostered greater learner motivation and active participation in class activities. In general, the study confirms that the use of digital vocabulary games significantly contributes to improving literacy outcomes and advancing technology-supported instruction in English education.

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Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. The Teacher should continue utilizing digital vocabulary games as a supplementary learning tool in English instruction to enhance learners' literacy skills, particularly in vocabulary comprehension, usage, and contextual understanding. Teachers are also encouraged to integrate interactive and gamified strategies into other areas of language learning to sustain student motivation and engagement.

2. The School Heads should provide continuous support by allocating resources, conducting training programs, and ensuring the availability of technological tools necessary for the effective implementation of digital learning strategies. They should also encourage teachers to innovate and share best practices in using educational technology.

3. The Public Schools District Supervisor should promote the integration of digital-based instructional approaches across schools and include them in the district's literacy improvement programs. Supervisors should also monitor and evaluate the effectiveness of such innovations to ensure that technology-enhanced learning contributes to improved academic performance.

4. The parents should actively support their children's learning by providing encouragement and ensuring responsible use of digital devices for educational purposes at home. They should recognize the importance of technology in modern learning and collaborate with teachers in reinforcing vocabulary development and reading comprehension skills.

5. The researcher should continue improving the developed digital vocabulary games by incorporating feedback from teachers and learners to enhance their usability and effectiveness. The researcher should also disseminate the study's findings to promote awareness and encourage adoption of similar interventions in other schools.

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6. The future researchers should explore related studies on the use of digital and game-based tools in other subject areas or grade levels to further validate the effectiveness of technology integration in education. They may also investigate long-term impacts on learners' reading proficiency and digital literacy to expand the scope of this research.

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I never thought I could do this.

As someone who's never been tech-savvy, the idea of developing digital vocabulary games felt overwhelming—like trying to build a bridge with no blueprint. I doubted myself constantly. I questioned whether I had the skills, the knowledge, or even the right to attempt something so far outside my comfort zone. But somehow, through the fog of uncertainty, this thesis came to life.

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To my family—especially to my husband, thank you for your love, your prayers, and your quiet strength. You listened to my frustrations, celebrated my small victories, and reminded me that I was capable even when I couldn't see it myself.

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This book is not just a product of research—it's a story of doubt, persistence, and transformation. I may not be techy, but I am resilient. And that, I've learned, is more than enough.

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