

Enhancing English Vocabulary Skills for Grade 9 Students ‘Using Deal or No Deal’ Game

Nyka G. Galvan., Hermiñia Q. Alburo., Genelyn R. Baluyos

College of Education, Misamis University

DOI: <https://doi.org/10.51584/IJRIAS.2025.100900043>

Received: 30 September 2025; Accepted: 06 October 2025; Published: 12 October 2025

ABSTRACT

Vocabulary is essential for students to comprehend literature and achieve academic success. However, many learners struggle to acquire and remember new words. To help overcome this, teachers have turned to interactive methods such as game-based learning. This research explores using the Deal or No Deal game to improve the English vocabulary of Grade 9 students, particularly in literature lessons that evaluate the validity of reasoning and recognize fallacies. Conducted in the 2024–2025 school year, the study occurred in a public secondary school in Ozamiz City with a purposively chosen sample of 40 Grade 9 English students. Adopting a classroom-based action research approach, the study utilized pre-tests, post-tests, and vocabulary activities connected to literary themes such as the author's reasoning, types of fallacies, and effective presentation. The data were examined through descriptive statistics such as mean, frequency, and percentage, while a t-test was applied to assess the significance of students' vocabulary improvement. Findings revealed that many students had difficulty understanding vocabulary in literature lessons before the intervention, which hindered their performance. Students markedly improved their vocabulary scores after introducing the Deal or No Deal game.

Keywords: vocabulary improvement, grade 9 students, English vocabulary, game-based learning, Ozamiz City

INTRODUCTION

Acquiring a strong English vocabulary is essential for Grade 9 students as it directly impacts their academic success and communication skills. Vocabulary is the foundation for developing listening, speaking, reading, and writing skills. Gamification has been introduced as an innovative approach to overcome vocabulary difficulties by offering interactive and engaging learning experiences (Panmei & Waluyo, 2023). Research further highlights the critical role of vocabulary in language mastery and its broader impact on academic achievement and future career opportunities.

Traditional vocabulary instruction often fails to meet students' needs due to its reliance on repetitive memorization methods. This approach can lead to disengagement and low retention rates. Such approaches are inadequate for accommodating a range of learning preferences highlighting the need for creative solutions like gamified learning, which incorporates interactive and motivating components. Gamification tools like Quizizz, Kahoot, and classroom-based activities have shown promise in addressing the limitations of traditional teaching. For example, studies by (Hwang et al. 2017) and (Almusharraf, 2023) demonstrate that gamified methods improve learner motivation, foster collaboration, and significantly enhance vocabulary retention.

While gamified tools have been widely researched, classroom-specific games like "Deal or No Deal" remain underexplored. Research suggests that incorporating such games into traditional learning environments may bridge the gap between engagement and practical vocabulary application, especially for Grade 9 students who benefit from context-rich, interactive experiences (Chen et al., 2019). These games provide immediate feedback, promote risk-taking in language use, and create a low-pressure environment for learning. The structured format of Deal or No Deal also encourages strategic thinking and reinforces vocabulary through repetition and application. As students interact with game elements, they become more motivated to participate and retain new words in meaningful ways.

Educational research has widely supported gamification as an effective tool for vocabulary acquisition.

Gamification tools like Kahoot have effectively increased student engagement and enhanced classroom knowledge retention (Almusharraf, 2023). Additionally, gamified learning has been found to foster learner autonomy and reduce anxiety in vocabulary instruction. Furthermore, gamification introduces instant feedback mechanisms, which play a critical role in reinforcing learning. In platforms like Kahoot, learners immediately see whether their answers are correct, allowing them to adjust and reflect on their understanding in real time. This feedback loop promotes better retention and helps students track their own learning. It also gives teachers real-time insights into student performance, enabling more targeted interventions and differentiated instruction.

Despite the extensive focus on digital gamification, limited research explores non-digital, classroom-specific games like "Deal or No Deal." This gap presents an opportunity to examine how such games might foster vocabulary development and engagement in traditional settings. This study explores the effectiveness of the "Deal or No Deal" game in improving vocabulary acquisition among Grade 9 students. By examining its impact on motivation, retention, and engagement, the research seeks to contribute practical insights into gamification's role in EFL education.

However, the success of game-based instruction depends on several critical factors. Teachers must ensure that the games used are aligned with curriculum goals and are appropriate for students' proficiency levels. In addition, teachers need adequate training and support to integrate game-based strategies into their instruction effectively. Ongoing professional development is essential to help educators design inclusive activities and offer differentiated support to diverse learners (Vnucko & Klimova, 2023).

This action research is valuable for English teachers as it can be a foundation for creating innovative and engaging strategies, methods, and approaches in vocabulary instruction. The Deal or No Deal game provides an alternative to traditional teaching by integrating interactive, game-based elements that foster student motivation and participation. The study further assists educators in developing learner-centered lessons that address diverse learning styles while promoting active vocabulary acquisition. Additionally, it supports the Department of Education's objectives of enhancing literacy and language proficiency among learners. The study is equally significant for students, as it seeks to strengthen their English vocabulary skills through an enjoyable, interactive, and meaningful learning experience, ultimately leading to improved comprehension and communication abilities.

Proposed Strategy

The strategy implemented in this study uses the Deal or No Deal game to enhance vocabulary development among Grade 9 students. This strategy transforms vocabulary learning into an engaging, interactive experience by incorporating decision-making and competition. Students answer vocabulary-based questions to accumulate points or rewards, simulating the suspense and excitement of the original game.

By integrating interactive games, educators can establish a more active and engaging learning environment that enhances student motivation and vocabulary retention, offering an alternative to traditional methods (Halim et al., 2020). The strategy focuses on building vocabulary retention and engagement specifically for Grade 9 students. While it offers significant benefits, such as fostering critical thinking and collaboration, its effectiveness depends on several factors, including teacher facilitation, classroom size, and student readiness.

Gamification as a teaching method has shown promise in promoting long-term retention and active participation (Aljohani, 2019; Jado & Manasrah, 2022). However, its scope is limited to vocabulary acquisition and does not directly address grammar or other linguistic skills. Additionally, preparing materials, such as tailored question sets and game-related props, might require significant effort, which poses a logistical challenge for some educators.

Integrating the Deal or No Deal game into vocabulary instruction offers a dynamic approach that enhances student engagement and motivation. This game-based strategy transforms traditional learning into an interactive experience, encouraging students to actively participate and make strategic decisions. Gamified instruction can significantly improve vocabulary acquisition by fostering a more enjoyable and immersive learning environment (Ismail et al., 2025). Digital and interactive games have also been shown to increase students' interest and lead to better retention of new vocabulary among secondary learners (Razali et al., 2025).

The Deal or No Deal game strategy not only supports vocabulary learning but also promotes critical thinking and decision-making, as students are required to weigh risks and rewards in their choices. Game-based activities encourage the development of higher-order thinking skills alongside vocabulary acquisition (Hidayah et al., 2023). Furthermore, learners who participate in vocabulary games exhibit greater focus and a deeper grasp of word usage in context than those taught through conventional approaches (Fauzan Ismail et al., 2025). Implementing the Deal or No Deal strategy requires thoughtful planning to ensure alignment with curriculum goals and student proficiency levels. Effective gamification should be directly connected to learning objectives to maintain instructional value and coherence (Buljan, 2025). In addition, successful outcomes in ESL vocabulary instruction depend on well-designed game mechanics and active teacher facilitation (McClanahan, 2025).

Action Research Questions

This action research aimed to enhance students' vocabulary in the English language in one of the public schools in Ozamiz City. Specifically, this study seeks to answer the following questions:

1. What is the level of students' vocabulary in the English language before implementing the 'Deal or No Deal' game strategy?
2. What is the students' English vocabulary level after implementing the 'Deal or No Deal' game strategy?
3. Is there a significant difference in students' vocabulary in the English language before and after implementing the 'Deal or No Deal' game strategy?

Action Research Method

Research Design

This action research used a single-group pre-test and post-test design to evaluate the effectiveness of the Deal or No Deal game in enhancing the vocabulary skills of Grade 9 students. A pre-test measured their initial vocabulary proficiency, followed by the game-based intervention, and then a post-test was administered to assess improvements. This design allows for observing changes within the same group, making it practical for classroom use. To strengthen the study, a reliable assessment and student feedback will be utilized (Creswell & Creswell, 2023).

Site

This research occurred at a public institution in Ozamiz City, specifically Ozamiz City National High School. This institution, located in Misamis Occidental, serves Grades 7 to 12 and is known for its inclusive, heterogeneous classrooms, where students of varying academic abilities and backgrounds learn together. It offers a K to 12 curriculum under the Division of Ozamiz City, providing quality education to students. It offers subjects prescribed by the Department of Education, and one of these is English.

Participants

There are 40 grade 9 students participating in this study. They will be selected using purposive sampling. The researcher will use purposive sampling to identify and select students with specific inclusion criteria. These criteria include active enrollment in Grade 9 English classes, participation as indicated through signed consent forms, and accessibility to the required resources for the intervention.

Instrument

The following instruments will be used in the study:

- a. **Unlock Your English Vocabulary.** The study utilized a 40-item researcher-developed test to measure students' English vocabulary, focusing on topics such as the soundness of the author's reasoning, types of fallacies, and presentation effectiveness for Grade 9 English during the fourth grading period. This test was

administered as both the pre-test and post-test. To ensure its validity, five English department experts reviewed the test items. A pilot test was conducted with participants who were not part of the main study. The instrument was required to achieve a Cronbach's alpha between 0.7 and 1.0 to confirm reliability. The following scale will be used to determine the students' vocabulary.

Score	Level of Comprehension Skills	Remarks
37-40	90-100	Outstanding
34-36	85-89	Very Satisfactory
31-33	80-84	Satisfactory
28-30	75-79	Fairly Satisfactory
Below 28	Below 75	Did Not Meet Expectation

b. Lesson Plan. The researcher developed a lesson plan covering Grade 9 English topics from the fourth grading period, incorporating the Deal or No Deal game strategy to enhance vocabulary. Prior to implementation, the lesson plan was reviewed by the cooperating teacher and revised by the researcher. The lessons were conducted with Grade 9 students at a secondary school in Misamis Occidental during the 2024–2025 school year.

Data Gathering Methods

A. Pre-Implementation Phase. The researcher first sought permission from the dean of the College of Education, the Schools Division Superintendent, the school principal, the participating teacher, and the students' parents to conduct the study. After receiving approval, consent forms were distributed to the parents, and assent forms were collected from the students. Once all necessary permissions and forms were secured, a pre-test was administered to determine the students' baseline knowledge of the targeted English vocabulary and concepts. During this phase, the researcher also prepared lesson plans and instructional materials integrating game-based learning strategies, assessments, and activities aligned with the teacher's lesson plans and PowerPoint presentations.

B. Implementation Phase. The researcher presented and discussed the lessons in class using the Deal or No Deal game strategy. Students were given detailed instructions on how to play the game and complete the associated assessments. After a month of implementing the intervention, an evaluation was conducted to measure the improvement in students' vocabulary skills. To ensure the credibility of the data, observations and interviews were also carried out alongside the assessments. Data were recorded through video recordings of lessons, photographs, screenshots, and field notes. Additionally, semi-structured interviews were conducted to gather specific information about students' and teachers' perceptions and experiences with game-based learning.

C. Post-Implementation Phase. The post-implementation stage involves compiling and analyzing the collected data, interpreting the results, and reporting the findings to conclude. The research study will also include providing recommendations, proofreading, editing, and finalizing the report. Additionally, this stage encompasses properly disseminating the research findings to the relevant audience.

Ethical Consideration

This study strictly followed ethical guidelines to ensure the voluntariness and privacy of all participants. The researcher adhered to the school's ethical protocols and obtained formal approval from the principal before data collection. The ethics board also reviewed and approved the study to ensure compliance with established research ethics standards.

Before participation, the researcher explained the study's objectives and allowed respondents sufficient time to decide whether to participate. Participants were informed of their right to withdraw at any point without penalty and were assured that their involvement was entirely voluntary. The researcher addressed any questions or

concerns to clarify the nature and purpose of the study. Moreover, the research complied with Republic Act No. 10173, the Data Privacy Act of 2012, to safeguard participants' personal data. All collected information was kept confidential and used solely for research purposes, ensuring the ethical treatment of all respondents.

Data Analysis

The researcher used MiniTab software, and employed the following statistical tools:

Frequency and Percentage. These were used to identify the level of performance of students before and after the use of the lottery-based name selection.

Mean and Standard Deviation. These will assess students' performance before and after implementing the Deal or No Deal game strategy.

Paired T-test. It will be used to examine whether there is a significant difference in students' performance before and after using the Deal or No Deal game to improve the vocabulary skills of Grade 9 English students.

RESULTS AND DISCUSSION

Level of Students' Vocabulary in the English Language Before Implementing the 'Deal or No Deal' Game Strategy

Table 1 presents the overall results show that the students ($n = 40$) did not meet expectations in vocabulary comprehension, with a mean score of 15.15 ($SD = 3.42$). This score falls within the 1–23 range, which is categorized as "Did Not Meet Expectation" according to the established scale. All students (100%) were classified in this category, with none achieving "Fairly Satisfactory" or higher levels of vocabulary performance. The entire group ($n = 40$, 100%) thus represents the highest count within the "Did Not Meet Expectation" category. These results indicate a substantial vocabulary acquisition gap among the students before the intervention.

The data suggest students struggled with English vocabulary comprehension before implementing the game-based strategy. The lack of variation in performance highlights potential shortcomings in traditional teaching methods, which may not have effectively addressed the diverse learning needs of students. Teachers should carefully select and adapt games to align with learning objectives in the classroom, providing guidance and support to ensure engagement and learning. Teachers act as facilitators, offering feedback, encouraging collaboration, and guiding students through the activities. According to (Vnucko and Klimova 2023), thoughtfully integrating digital games into the curriculum enhances both vocabulary retention and student motivation, as the games offer instant feedback and rewards, serving as key tools for positive reinforcement.

For teachers, this highlights that students may struggle to develop a deep understanding or retain vocabulary long-term without adapting instruction to accommodate different learning styles. As (Ibrahim et al., 2022) noted, vocabulary acquisition can be enhanced through game-based learning techniques, such as word-search puzzles or digital flashcards, making learning more engaging and interactive. Additionally, games encourage students to learn from their mistakes by providing immediate feedback, allowing them to adjust their understanding and gradually improve their vocabulary.

For students, game-based learning offers opportunities to actively engage with material in ways that traditional methods often do not. Elements like challenge, competition, and rewards motivate students to participate more fully in their learning found that students using game-based apps for vocabulary learning experienced increased achievement, motivation, and self-confidence (Li, 2021). Students can internalize new vocabulary more effectively by interacting with words in varied contexts, making learning enjoyable rather than a chore.

Traditional methods often fail to engage students or meet their diverse learning needs, resulting in weak vocabulary comprehension. Integrating game-based strategies, however, enables teachers to create a more dynamic, motivating environment where students are empowered to practice and master vocabulary in context. Game-based learning enhances engagement and provides opportunities for differentiated instruction, allowing

teachers to cater to their students' varying needs and learning styles. This shift in instructional strategies can bridge the gap and promote more effective vocabulary acquisition.

The findings highlight an urgent need for intervention from school administrators, English coordinators, and teachers. Since not all students met expectations in the pre-assessment, engaging and student-centered strategies—such as educational games, interactive vocabulary drills, and contextualized reading activities—are strongly recommended to be consistently integrated into English instruction.

In particular, interactive and game-based learning tools like Deal or No Deal offer promising motivational benefits, helping students retain and apply vocabulary through active participation (Prastyawan & Yusuf, 2023). To monitor learning outcomes and inform instructional decisions, administering vocabulary pre-tests and post-tests is essential. These assessments help educators tailor instruction to individual needs and track progress over time (Mekheimer, 2022).

Additionally, collaborative efforts among teachers to design creative vocabulary enrichment activities can help bridge existing learning gaps. Strategies such as dictogloss, where learners reconstruct short texts in groups, have been shown to enhance vocabulary use and collaborative communication skills (Puspitasari, 2021). Equipping teachers with these skills enhances instructional quality and fosters a classroom environment where all learners can succeed.

Table 1. Level of Students' Vocabulary in the English Language Before Implementing the 'Deal or No Deal' Game Strategy

Comprehension	Frequency	Percentage	M	SD
Did Not Meet Expectation (DNME)	40	100	15.150	3.416
Overall	40	100	15.150	3.416

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

Level of Students' Vocabulary in English Language After Implementing the 'Deal or No Deal' Game Strategy

Table 2 presents the overall results indicate a marked improvement in performance, with all students ($n = 40$) now meeting or exceeding expectations. The class's mean score of 34.375 ($SD = 2.467$) falls within the "Outstanding" range (34–40), showing that the majority of students benefited significantly from the vocabulary game strategy. The largest group of students ($n = 30$, 82.14%) reached the "Outstanding" level, with a mean score of 35.600 ($SD = 1.102$). This considerable increase from the earlier "Did Not Meet Expectation" level demonstrates the effectiveness of the game-based strategy in enhancing students' vocabulary mastery.

A smaller group of students ($n = 4$, 10.71%) attained a "Very Satisfactory" level, scoring within the range of 31–33 ($M = 32.250$, $SD = 0.957$). Meanwhile, the remaining few ($n = 6$, 7.14%) fell under the "Satisfactory" category, with scores between 28 and 30 ($M = 29.667$, $SD = 0.816$). Although these students did not reach the "Outstanding" level, they still demonstrated clear improvement, as no participant remained in the "Did Not Meet Expectation" category.

The results indicate that using the "Deal or No Deal" game strategy enhanced students' understanding of vocabulary. Game-based learning (GBL) approaches boost learners' motivation and participation, supporting stronger vocabulary retention (Morales, Castillo, & Cuarte, 2024). Integrating familiar gameplay mechanics with educational content makes students more likely to participate actively and apply learned vocabulary in context (Jia et al., 2024).

While most students benefit from GBL approaches, some may require additional support to achieve proficiency. Teachers should continuously assess student progress and provide targeted interventions as needed. The impact

of GBL is primarily determined by the quality of game design and its suitability for students' skill levels. Utilizing intuitive games incorporating multiple learning features can effectively support learners' varied goals and requirements (Vnucko & Klimova, 2023). When thoughtfully implemented, game-based vocabulary instruction can effectively transform traditional learning and address varying student needs.

Given the positive outcomes observed, school administrators, English department heads, and classroom teachers are encouraged to adopt game-based learning strategies like Deal or No Deal as part of their regular instructional approach for vocabulary development. Game-based learning has consistently increased learner engagement, motivation, and vocabulary retention, especially when it incorporates principles such as the ARCS model (Wu, 2018). To further support students who reached only the "Satisfactory" or "Very Satisfactory" levels, teachers should consider implementing follow-up activities such as peer tutoring, vocabulary journals, word maps, and small group remediation. These strategies provide repeated exposure and help learners process words in deeper, more meaningful contexts. Consistent formative assessments are essential as they help educators observe students' progress and adapt their teaching to meet individual learning needs. In addition, self-regulated learning strategies can be embedded into game-based instruction to help lower-proficiency students become more independent and strategic in vocabulary learning (Yang & Lee, 2024).

To ensure sustainability and effectiveness, schools should offer professional development programs focusing on gamification and active learning techniques. Empowering teachers through training is vital for the successful integration of such strategies and for maintaining high levels of student engagement and achievement (Panmei & Waluyo, 2023). Overall, this evidence-informed change in teaching practices promotes an engaging and inclusive classroom setting that supports the success of all learners.

Table 2. Level of Students' Vocabulary in English Language After Implementing the 'Deal or No Deal' Game Strategy

Comprehension	Frequency	Percentage	M	SD
Outstanding (O)	30	82.14	35.600	1.102
Very Satisfactory (VS)	4	10.71	32.250	0.957
Satisfactory (S)	6	7.14	29.667	0.816
Overall	40	100	34.375	2.467

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

Difference in Students' Vocabulary in English Language Before and After Implementing the 'Deal or No Deal' Game Strategy

Table 3 presents the statistical comparison of students' vocabulary performance before and after applying the Deal or No Deal game strategy. It includes the mean scores, standard deviations, and t-test results to evaluate whether the strategy significantly improved vocabulary comprehension. Findings reveal a marked difference in students' vocabulary performance following the intervention. After using the Deal or No Deal game strategy ($M = 34.375$, $SD = 2.467$), students achieved significantly higher scores compared to their performance beforehand ($M = 15.150$, $SD = 3.416$), with a highly significant t-value and p-value ($t = -25.88$, $p = 0.000$). Because the p-value is below 0.01, the result is considered highly significant, thereby rejecting the null hypothesis (H_0), which predicted no significant difference.

This significant finding suggests that the Deal or No Deal game strategy had a substantial and measurable impact on students' vocabulary comprehension. The sharp contrast in mean scores, combined with the statistical evidence, shows that the intervention was effective and transformative for learners who previously did not meet expectations. Game-based learning approaches have been widely recognized for boosting student engagement and vocabulary retention, particularly when integrated into interactive classroom environments (Li, 2021).

The active participation required in the game likely encouraged learners to pay closer attention to word meanings and contexts, reinforcing their understanding through repetition and competition (Gavharoy, 2023). Moreover, teachers play a crucial role in implementing these strategies, as those who embrace innovative approaches can foster more inclusive and adaptive learning environments (Al-Sofi, 2024). These findings align with research asserting that game-based interventions improve cognitive outcomes and support motivation and learner autonomy (Ibrahim, Sheng, & Yan, 2024).

In addition, a systematic review highlighted that both digital and classroom-based games offer engaging and context-rich learning experiences, which enhance the meaningfulness and retention of vocabulary acquisition (Vnucko & Klimova, 2023). There are no variables in the table with a p-value greater than 0.05, so there are no non-significant findings to report or interpret in this analysis. The comparative results consistently show statistically significant gains, confirming the effectiveness of the game-based method in enhancing vocabulary instruction.

Table 3. Difference in Students' Vocabulary in English Language Before and After Implementing the 'Deal or No Deal' Game Strategy

Variables	M	SD	t-value	p-value	Decision
Before Deal or No Deal Game	15.150	3.416	-25.88	0.000	Reject Ho
After Deal or No Deal Game	34.375	2.467			

Ho: There is no significant difference in students' vocabulary in English Discussions Before and After the Implementation of the Lottery-based Name Selection

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); * $p > 0.05$ (Significant); $p > 0.05$ (Not Significant)

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study addressed the need to improve students' English vocabulary, particularly in the context of literature-based lessons that require the evaluation of the soundness of reasoning and identifying fallacies. Many Grade 9 students struggle to understand literary texts due to limited vocabulary, which affects their comprehension and academic performance. The main objective of this study was to examine the effectiveness of the Deal or No Deal game in enhancing the vocabulary skills of Grade 9 students. While previous research highlights the value of educational games in boosting motivation, retention, and engagement, there remains limited exploration of classroom-based games like Deal or No Deal in vocabulary instruction, particularly within literature-focused lessons.

This study was conducted during the 2024–2025 school year with 40 Grade 9 students from a public secondary school in Ozamiz City. The participants were purposively chosen based on their enrollment in English classes and willingness to participate. To assess vocabulary improvement following the game-based strategy, pre-tests and post-tests were administered, focusing on terms related to evaluating the soundness of an author's reasoning, identifying types of fallacies, and assessing presentation effectiveness.

Findings

The following were the study's key findings:

1. Students had low English vocabulary comprehension before using the Deal or No Deal game strategy, with 100% classified under the "Did Not Meet Expectation" category, demonstrating the need for an intervention.
2. After the intervention, students' performance improved significantly, with most achieving scores in the

“Outstanding” range, emphasizing the effectiveness of the Deal or No Deal game strategy in enhancing vocabulary comprehension.

3. Statistical analysis revealed a highly significant difference in vocabulary performance before and after applying the Deal or No Deal game, confirming that the improvement was not due to chance.

Conclusions

The study's results lead to the formulation of the following conclusions:

1. Students exhibited poor vocabulary comprehension, indicating that traditional methods were ineffective and that an instructional intervention was necessary.

2. Students significantly improve vocabulary performance, most achieving an “Outstanding” level. It confirms the effectiveness of the Deal or No Deal game in enhancing vocabulary comprehension.

3. The improvement in students’ vocabulary skills was statistically significant, confirming that the Deal or No Deal game strategy was a meaningful factor in enhancing their academic outcomes.

Recommendations

1. Teachers are encouraged to implement engaging, game-based activities such as the Deal or No Deal strategy, regular vocabulary assessments, and collaborative enrichment tasks to enhance students' vocabulary skills and address learning gaps effectively.

2. Schools are encouraged to adopt game-based learning strategies like Deal or No Deal, provide follow-up support for all learners, conduct regular assessments, and offer professional development to equip teachers in creating engaging and effective vocabulary learning.

3. School administrators are encouraged to promote the integration of game-based learning by offering adequate resources, training opportunities, and time for lesson preparation. English teachers, in turn, should persist in applying and enhancing these strategies, ensuring their alignment with learning competencies and the diverse needs of students.

4. Diagnostic and formative assessments to monitor vocabulary growth over time and adjust instruction accordingly.

5. Future researchers are encouraged to explore using the Deal or No Deal game-based strategy in enhancing vocabulary skills in English, particularly by examining its effectiveness across different grade levels, learning contexts, and language proficiency groups.

REFERENCES

1. Al-Sofi, B. A. (2024). Empowering English language learners through game-based instruction: A classroom-based intervention study. *Journal of Language Teaching and Research*, 15(2), 123–134. <https://doi.org/10.17507/jltr.1502.01>
2. B. M. A. (2024). The efficacy of game-based learning activities in enhancing L2 vocabulary acquisition among Saudi non-English majoring students. *Stellenbosch Papers in Linguistics Plus*, 68, 85–102. <https://journals.co.za/doi/10.5842/68-1-992>
3. Bahari, A. (2020). Game-based collaborative vocabulary learning in blended and distance L2 learning. *Open Learning: The Journal of Open, Distance and e-Learning*, 37(4), 348-369
4. Baker, S., Santoro, L. E., Chard, D. J., & Kame'enui, E. J. (2020). Vocabulary development for English learners: Planning instruction. *Intervention in School and Clinic*, 56(1), 18–26. <https://doi.org/10.1177/1053451220910744>
5. Buljan, M. (2025). Gamification for learning: Strategies and examples. *eLearning Industry*. Retrieved from <https://elearningindustry.com/gamification-for-learning-strategies-and-examples> Learning Industry

6. Cabrejas, P. E., & Lirola, M. M. (2020). Implementing contextualized reading tasks to enhance vocabulary learning in EFL secondary students. *Journal of Language Teaching and Research*, 11(3), 412–419. <https://doi.org/10.17507/jltr.1103.06>
7. 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.
8. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
9. Ebadi, S., Rezvan Rasouli, & Mohamadi, M. (2021). Exploring EFL learners' perspectives on using Kahoot as a game-based student respons system. *Interactive Learning Environments*, 31(4), 2338–2350
10. Fauzan Ismail, M. R., Ruswandi, R., & Hidayat, H. (2025). Students' perceptions about game-based learning in vocabulary learning. *Journal of Research in Instructional*, 5(1), 360-371. *Research in Instructional*, 5(1), 360-371
11. Fraenkel, J., Wallen, N., & Hyun, H. (1993). *How to Design and Evaluate Research in Education* 10th ed. McGraw-Hill Education.
12. Gavharoy, S. (2023). The effects of game-based learning on vocabulary acquisition in B1 level learners. *Western European Journal of Linguistics and Education*, 5(2), 45–52. <https://westerneuropianstudies.com/index.php/2/article/view/1032>
13. Hidayah, N., Sabarun, S., & Widiastuty, H. (2023). The implementation of game-based learning method to improve EFL students' vocabulary mastery. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 11(2), 557–569. <https://doi.org/10.47668/edusaintek.v11i2.1078ResearchGate>
14. Ibrahim, N., Chan, C. S., & Low, K. Y. (2022). The potential of digital game-based learning for English vocabulary acquisition among Malaysian adolescents. *Journal of Information and Technology Management*, 7(29). <https://gaexcellence.com/jistm/article/view/2688>
15. Ibrahim, N., Sheng, C. C., & Yan, L. K. (2024). The potential of digital game-based learning for English vocabulary acquisition among Malaysian adolescents. *Journal Information and Technology Management (JISTM)*, 7(29). <https://gaexcellence.com/jistm/article/view/2688>
16. Ismail, M. R. F., Ruswandi, R., & Hidayat, H. (2025). Students' perceptions about game-based learning in vocabulary learning. *Journal of Research in Instructional*, 5(1), 360-371. *ResearchGate*
17. Jia, W., Zhang, L., Pack, A., Guan, Y., & Zou, B. (2024). Digital game-based learning's effectiveness on EFL learners' receptive and productive vocabulary knowledge. *Language Learning & Technology*, 28(1), 1–21. <https://hdl.handle.net/10125/73554>
18. Kovanič, L., Topitzer, B., Peťovský, P., Blišťan, P., Gergel'ová, M. B., & Blišťanová, M. (2023). Review of photogrammetric and lidar applications of UAV. *Applied Sciences*, 13(11), 6732.
19. Li, R. (2021). Does game-based vocabulary learning APP influence Chinese EFL learners' vocabulary achievement, motivation, and self-confidence? *SAGE Open*, 11(1), 21582440211003092. <https://doi.org/10.1177/21582440211003092>
20. McClanahan, L. (2025). Game-based learning in ESL classrooms: A focus on Gimkit and other online vocabulary-learning games. *International Journal of Higher Education*, 12(1), 45-58. <https://doi.org/10.5430/ijhe.v12n1p45SciEdUpress>
21. Mekheimer, M. A. (2022). Using vocabulary self-collection strategy for developing vocabulary knowledge and reading comprehension. *Arab World English Journal*, 13(1), 320–334. <https://doi.org/10.24093/awej/vol13no1.21>
22. Morales, L. M., Castillo, J. R., & Cuarte, R. (2024). A systematic review on the effectiveness of digital game-based learning in the development of vocabulary skills. *International Journal of Multidisciplinary Studies in Higher Education*, 1(1), 58–66. <https://doi.org/10.70847/586368>
23. Panmei, A., & Waluyo, B. (2023). Teacher training in game-based learning for English instruction: A professional development model. *Journal of Language and Linguistic Studies*, 19(2), 345–361. <https://doi.org/10.17263/jlls.2023.219>
24. Panmei, B., & Waluyo, B. (2023). The pedagogical use of gamification in English vocabulary training and learning in higher education. *Education Sciences*, 13(1), 24. <https://doi.org/10.3390/educsci13010024>
25. Pham, Q. (2022). MAXIMIZING VOCABULARY RETENTION WITH GAMIFICATION TOOLS. *SCIENTIFIC JOURNAL OF TAN TRAO UNIVERSITY*, 8(4).
26. Prastyawan, A., & Yusuf, M. (2023). Gamification in vocabulary instruction: The impact of “Deal or No Deal” on student motivation and retention. *Journal of English Language Education and Linguistics*, 5(2), 145–

159. <https://doi.org/10.31227/osf.io/f8kcu>
27. Puspitasari, D. (2021). The effectiveness of dictogloss technique in teaching vocabulary mastery. Indonesian EFL Journal, 7(1), 12–20. <https://doi.org/10.25134/ieflj.v7i1.3840>
28. Razali, N. H., Ahmad, N. A., Nordin, A. S., & Abd. Rahman, S. F. (2025). Exploring the potential of digital game-based vocabulary learning among high school students in Selangor. International Journal of Research and Innovation in Social Science, 9(3), 1027-1035. <https://doi.org/10.47772/IJRISS.2025.903SEDU0075>
29. Vnucko, G., & Klimova, B. (2023). Exploring the potential of digital game-based vocabulary learning: A systematic review. Systems, 11(2), 57. <https://doi.org/10.3390/systems11020057>
30. Wang, F. L., Zhang, R., Zou, D., Au, O. T. S., Xie, H., & Wong, L. P. (2021). A review of vocabulary learning applications: From the aspects of cognitive approaches, multimedia input, learning materials, and game elements. Knowledge Management & E-Learning, 13(3), 250-272.
31. Wong, K. M., Flynn, R. M., & Neuman, S. B. (2021). L2 vocabulary learning from educational media: The influence of screen-based scaffolds on the incidental–intentional continuum. TESOL Journal, 12(4), e641.
32. Wu, T.-T. (2018). Improving the effectiveness of English vocabulary review by integrating ARCS with mobile game-based learning. Journal of Computer Assisted Learning, 34(3), 315–323. <https://doi.org/10.1111/jcal.12244>
33. Yang, Y.-F., & Lee, I.-C. (2024). Developing students' self-regulated learning strategies to facilitate vocabulary development in a digital game-based learning environment. Journal of Research on Technology in Education. Advance online publication. <https://doi.org/10.1080/15391523.2024.2338092>