



Enhancing vocabulary proficiency through Project Verb among grade 7 students of Manat National High School

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Abstract

This study determined the effectiveness of Project VERB (Vocabulary Enrichment through Responsive-Based Games) in enhancing the vocabulary proficiency of Grade 7 students of Manat National High School. A quantitative approach using a one-group pretest-posttest design was employed involving 41 Grade 7 students during Academic Year 2025–2026. Data were gathered through a researcher-made 40-item multiple-choice vocabulary proficiency test validated by experts and found reliable with a Cronbach's alpha coefficient of 0.90. Results revealed that students initially obtained a proficiency level categorized as "Did Not Meet Expectations." After exposure to Project VERB, their vocabulary proficiency improved to the "Satisfactory" level. Statistical analysis using the paired samples t-test showed a significant difference between the pretest and posttest scores, indicating that Project VERB contributed to substantial improvement in students' vocabulary proficiency. The findings suggest that game-based learning interventions can effectively enhance vocabulary acquisition and learner engagement among junior high school students.

Keywords: Vocabulary proficiency, Project VERB, game-based learning, responsive-based games, English language teaching

Introduction

Vocabulary proficiency plays a crucial role in learners' reading comprehension, writing ability, and overall communicative competence. However, many English language learners continue to experience difficulties in acquiring and retaining vocabulary due to limited exposure and the use of conventional instructional approaches. Studies have shown that traditional teacher-centered methods often fail to sustain learners' motivation and engagement, resulting in poor vocabulary retention and low academic performance.

In the Philippine context, students encounter similar challenges in vocabulary acquisition, affecting their comprehension and classroom participation. Initial observations at Manat National High School revealed that Grade 7 students experienced difficulties understanding lesson instructions, participating in discussions, and expressing ideas due to limited vocabulary knowledge. These challenges highlighted the need for innovative instructional strategies to facilitate active learning and vocabulary development.

Game-based learning has emerged as an effective approach for improving vocabulary acquisition and learner engagement. Hence, this study introduced Project VERB (Vocabulary Enrichment through Responsive-Based Games) and examined its effectiveness in enhancing the vocabulary proficiency of Grade 7 students.

Methodology

This study employed a quantitative research approach using a one-group pretest-posttest design. The participants consisted of 41 Grade 7 students from one intact section of Manat National High School during Academic Year 2025^[23]–2026.

A researcher-made 40-item multiple-choice vocabulary proficiency test aligned with competency EN7INF-IV-6 served as the research instrument. The instrument

underwent content validation by five experts and obtained a Cronbach's alpha coefficient of 0.90, indicating excellent reliability.

Students were given a pretest before the implementation of Project VERB and a posttest after completing the intervention. The paired samples t-test was used to determine whether significant differences existed between the pretest and posttest scores.

Results and Discussion

Prior to the implementation of Project VERB, students' vocabulary proficiency was classified as "Did Not Meet Expectations." Following exposure to the intervention, students attained a "Satisfactory" level of proficiency. This improvement indicated that learners benefited from the game-based activities integrated into Project VERB.

The paired samples t-test revealed a statistically significant difference between the pretest and posttest scores, demonstrating that Project VERB significantly enhanced the vocabulary proficiency of Grade 7 students. The findings support previous studies emphasizing the effectiveness of game-based learning in increasing motivation, engagement, and vocabulary retention.

The results suggest that interactive and responsive game-based activities provide meaningful learning experiences that promote vocabulary acquisition and contextual understanding among learners.

Conclusion

The study concluded that Project VERB effectively enhanced the vocabulary proficiency of Grade 7 students at Manat National High School. Students improved from the "Did Not Meet Expectations" category to the "Satisfactory" level after participating in the intervention. The significant difference between the pretest and posttest scores confirmed the effectiveness of Project VERB in promoting vocabulary acquisition. Therefore, integrating game-based vocabulary

activities into English instruction is recommended to improve learners' engagement and language proficiency.

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