

# Enhancing Grade 7 Students' Grammar Skills through Subject-Verb Agreement Mastery with Click, Play, Learn (CPL)

Rosemarie P. Rabena<sup>1</sup>, Melvie T. Oro<sup>2</sup>, Genelyn R. Baluyos<sup>3</sup>

<sup>1</sup>Student Intern, Misamis University, Misamis Occidental, Philippines

<sup>2</sup>Faculty, Labo National High School, Misamis Occidental, Philippines

<sup>3</sup>Faculty, Misamis University, Misamis Occidental, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2025.91100653>

Received: 19 December 2025; Accepted: 25 December 2025; Published: 30 December 2025

## ABSTRACT

Grammar is important in developing students' communication skills and ensuring language accuracy. However, despite its significance, many learners perceive grammar as uninteresting or difficult, often leading to poor mastery of key concepts. This study examined the effectiveness of Click, Play, Learn (CPL), a gamified learning approach focused on subject-verb agreement in enhancing the grammar skills of Grade 7 students during the school year 2024–2025 at a public school in Ozamiz City. The study employed a classroom-based action research design and involved 29 students selected through purposive sampling. Data were collected using a researcher-made questionnaire. To interpret and analyze the results, the study used various statistical tools, including the mean, standard deviation, and t-test. The study found that students' grammar skills in subject–verb agreement were below expectations before the use of Click, Play, Learn (CPL). After implementing CPL, their mastery of subject–verb agreement reached a very satisfactory level. Therefore, there was a highly significant improvement in students' grammar skills before and after using the CPL intervention. The significant improvement in students' grammar skills after the use of CPL affirms its impact as a teaching strategy. Teachers may implement interactive, game-based, and student-centered approaches to grammar instruction. These strategies allow learners to practice subject-verb agreement and other grammar concepts in meaningful and enjoyable ways, promoting long-term mastery.

**Keywords:** Click, Play, Learn (CPL), English, gamification, grammar, mastery, subject- verb agreement

## INTRODUCTION

Learning is the process through which students take in new information and connect it with what they already know to create meaningful understanding (Ginting, 2021). Engagement plays a central role in this process. Meaningful learning happens when students are actively involved, and this active participation is a key indicator of student engagement. Without it, deep learning is unlikely to occur. An engaged learner shows genuine involvement and commitment to their own learning. In language learning, this idea of learner action is strongly reflected in communicative approaches such as task-based language teaching (TBLT), which emphasize interaction and real language use as essential for developing proficiency (Hiver et al., 2020). Recently, learning engagement has gained even more attention, as numerous studies have shown that higher levels of engagement are consistently linked to better educational outcomes (Ye, 2024).

English plays a vital role in shaping educational systems across the globe. Grammar, as a core component of the English language, is essential for effective communication; without a solid grasp of grammar, learners struggle to use the language accurately. Students at different levels face numerous difficulties in learning English grammar, largely due to traditional teaching methods, unsuitable curricula, and learners' lack of motivation (Ajaj, 2022). Grammar is a fundamental part of English that many learners find challenging (Aniuranti et al., 2021). Recent research highlights the importance of understanding students' grammatical difficulties to improve English instruction. According to Kumayas & Lengkoan (2023) that addressing these challenges requires teachers to adopt more innovative and engaging teaching strategies. Supporting this, the

Indonesian EFL learners view grammar as difficult yet essential (Komara & Tiarsiwi, 2021). They identified teacher-related factors and textbook limitations as major barriers to understanding grammar, and they expressed a preference for varied instructional methods, especially those involving technology.

As the educational system moves toward 21st-century learning, teachers are exploring a variety of approaches to keep students motivated, one of these is game-based learning. According to Aratea & Pasubillo (2024) showed that English teachers view game-based learning as an effective tool for improving students' grammar skills, particularly among Grade 9 learners. Although grammar is essential for effective communication, many students find it dull and often require strong motivation to learn it. The language games can motivate both young and adult learners alike (Ali et al., 2020). In another investigation, Game-based learning influences motivation, engagement, and academic performance in Arabic grammar classes at Ajman University (Eltahir et al., 2021). Their findings revealed that students exposed to game-based learning demonstrated significantly higher levels of understanding and motivation than those taught through traditional methods.

Game-based learning (GBL) is an emerging instructional approach that continues to gain popularity. Research has shown that using a Baamboozle game-based intervention can significantly improve students' academic performance, particularly in vocabulary and grammar (Rajendran et al., 2025). Gamification, or game-based learning, is an increasingly popular trend in education that incorporates game elements to boost student participation, motivate learning, enhance academic performance, and effectively support language development (Thurairasu, 2022). Found that both students and teachers favor the board race game as a strategy to boost EFL students' engagement in grammar learning (MENNI, 2020). Moreover, the study indicates that this game can effectively improve students' grammatical abilities. Incorporating games effectively enhanced EFL learners' reading and writing skills. Students showed progress in using accurate grammar and vocabulary, organizing their ideas coherently, and understanding essay structure (Castillo-Cuesta, 2022). Additionally, participants expressed a positive perception of game-based activities, which contributed to increased motivation and engagement in learning.

In traditional classroom settings, grammar instruction often relies on passive learning techniques like lectures, worksheets, and memorization. These methods can cause students to become disengaged and unmotivated, which in turn hinders their ability to understand and apply grammar concepts. Consequently, students may struggle with written and oral communication, impacting their overall academic performance. Research highlights the crucial role of engagement in effective learning. Learners tend to thrive in engaging learning environments. Flipped classrooms fostered increased engagement in grammar lessons across behavioral, emotional, and cognitive dimensions (Albahouth, 2024). Moreover, the flipped approach facilitated a flow state among learners, further enhancing engagement. Individual differences and teacher experiences also influenced engagement, regardless of the teaching method. Mousa (2023) found that teaching methods significantly impact English language learning outcomes. Student factors like confidence, proficiency, and gender also play a role, but less so than teaching methods. Additionally, a lack of motivation, reliance on teachers, and limited communication hinder student progress.

Numerous studies indicate that game-based learning effectively increases student engagement and leads to better learning outcomes. Games can make grammar instruction fun and interactive, motivating students to actively practice their skills. As traditional methods often struggle to maintain student interest, interactive and game-based approaches have proven effective in addressing this challenge (Aratea and Pasubillo, 2024). Research highlights the profound impact of gamification on language learning. For instance, studies indicate that educational games like Sampan the Survival Game minimize speaking anxiety, encourage role-playing, and foster dynamic discussions among participants, thus creating an unrestricted, interactive learning environment (Khaidzir & Kamal, 2023). Different game types, such as interactive, role-play, memory, simulation, and strategy games, notably improve vocabulary, grammar comprehension, and overall engagement in English Language Teaching (ELT) (Hafiza and Pratolo, 2024).

Game-based interventions such as Baamboozle have shown significant improvements in grammar mastery, vocabulary retention, and student motivation, underscoring the effectiveness of customized, gamified instruction (Rajendran et al., 2025). These findings align with broader research demonstrating that games enhance linguistic cohesion, semantic coherence, and overall engagement in language learning contexts (Kirginas, 2022). The integration of games into grammar instruction addresses the inherent challenges of

teaching this traditionally dry subject. Research confirms that gamification lowers students' affective filters, increasing their learning motivation and active participation (Idris et al., 2020). Furthermore, teachers and students alike recognize the potential of gamified approaches to make complex language concepts more accessible and enjoyable, paving the way for holistic development and academic success (Ali et al., 2020; Ardi & Rianita, 2022).

The researcher identified a clear gap in previous studies regarding the effectiveness of interactive learning platforms in improving Grade 7 students' grammar skills, particularly their mastery of subject-verb agreement. Existing research has also not examined how the Click, Play, Learn (CPL) approach specifically influences students' retention and application of subject-verb agreement rules. This gap includes several dimensions that have only recently begun to gain attention in other fields of study. According to Putri & Sukesni (2023), many students struggle with subject-verb agreement, as evidenced by the 540 errors they recorded. The most common difficulties involved Modals (23%), Linking Verbs (21.5%), Full Verbs (18%), Auxiliary *be* (16.5%), Auxiliary *have* (14%), and Auxiliary *do* (7%). Modals caused the most confusion, likely due to unfamiliar patterns and terminology. Students also had trouble identifying subjects and verbs, lacked sufficient vocabulary, and often failed to review their mistakes. Given these challenges, the potential of gamified learning to reinforce grammatical concepts warrants further exploration, especially to understand why traditional grammar instruction remains less effective by comparison (Miles, 2017).

This action research aims to enhance Grade 7 students' grammar skills by developing and implementing a game-based learning experience focused on subject-verb agreement mastery. Through the Click, Play, Learn (CPL) approach, an interactive learning game will be utilized to improve students' understanding and application of subject-verb agreement. By integrating interactive and engaging activities, CPL transforms grammar learning into an enjoyable and motivating experience, fostering both interest and proficiency in students.

The significance of this study lies in its potential to transform traditional subject-verb agreement instruction through innovative and interactive strategies. By integrating the CPL (Click, Play, Learn) approach, this research addresses challenges in mastering subject-verb agreement, helping students apply grammatical rules effectively. It provides educators with a creative and practical tool to enhance student engagement and understanding, promoting a learner-centered approach that fosters critical thinking and collaboration. For students, CPL offers an immersive and meaningful way to improve subject-verb agreement mastery, boosting their confidence in using correct grammar in real-world contexts. Additionally, the findings contribute to the broader discourse on gamified learning, supporting further research on interactive pedagogy in language education. Ultimately, this study underscores the need for adaptable teaching methods that meet the evolving needs of learners, ensuring both academic success and long-term language proficiency.

## Proposed Strategy

Modern schools are faced with a generation of students raised in a digital environment, necessitating the adoption of new teaching methods to effectively engage them (Liu et al., 2020). In recent years, educational games have become a popular approach to learning, especially in the field of English language teaching (Adipat et al., 2021). Game-based learning is considered an innovative method that boosts students' motivation, emotional engagement, and overall enjoyment of the learning experience (Hartt et al., 2020). Breien and Wasson (2021) found that digital game-based learning (DGBL) positively influences student engagement, motivation, and academic performance. Similarly, the study of Ersoy and Dede (2022) revealed that educational games can be an effective tool for teaching writing by fostering positive attitudes, increasing motivation, improving writing skills, and helping learners overcome writing-related difficulties. Additionally, incorporating narratives into these games can further enhance these effects, providing a more immersive and motivating experience for learners.

Gaming can aid in language learning. The study of Israelsson, (2020) shows that while many teachers are interested in incorporating gaming into their teaching, they lack sufficient guidance on how to do so. Some teachers are also hesitant to invest time in video games, preferring traditional classroom activities instead. Almusharraf (2023) suggests that students generally hold positive attitudes toward using a game-based approach in learning English. Classroom educational competitions help minimize distractions and improve the

overall quality of teaching and learning, offering advantages that extend beyond those of traditional instructional methods.

This action research study aims to develop and implement an interactive learning game to enhance Grade 7 students' subject-verb agreement skills through CPL (Click, Play, Learn) using Quizizz, an online platform. The CPL will incorporate interactive elements such as quizzes, challenges, and gamified activities to reinforce mastery of subject-verb agreement rules. The study will focus on a single Grade 7 classroom, assessing the effectiveness of CPL in improving student engagement, motivation, and overall grammatical accuracy.

The game-based approach offers several advantages for teaching subject-verb agreement. It makes learning more enjoyable, encourages active participation, and helps students take ownership of their learning. By applying grammar rules in Quizizz-based activities, students develop problem-solving skills useful in both academic and real-life contexts. Immediate feedback allows them to identify errors and improve their understanding, boosting their confidence in using correct grammar. Additionally, group activities foster collaboration, communication, and teamwork, enhancing peer learning.

However, challenges must be considered. Designing and implementing Quizizz-based lessons can be time-consuming, requiring teachers to integrate them effectively into the curriculum. Some students may focus more on the competitive aspect rather than the learning objectives, making it difficult to maintain attention on subject-verb agreement. In group-based activities, there may be imbalances in participation, with some students dominating while others remaining passive. Lastly, while Quizizz enhances grammar learning, additional teaching methods may still be needed to ensure a comprehensive understanding of subject-verb agreement.

### **Steps on how to Integrate Click, Play, Learn (CPL)**

Integrating the CPL (Click, Play, Learn) approach through the Quizizz online platform enhances student engagement and learning. The first step, Click, involves setting up the learning environment. Teachers begin by creating a Quizizz account and preparing lesson content aligned with learning objectives. They design quizzes by selecting question types such as multiple-choice, fill-in-the-blank, or open-ended questions, incorporating images and videos for an interactive experience. Once the quiz is ready, they configure game settings, choosing between Live Mode for real-time gameplay or Homework Mode for self-paced learning. Additional features like Power-Ups, timers, and leaderboards can be enabled to boost motivation.

The next step, Play, actively engages students in the learning process. The teacher shares a game code or link, allowing students to join using their devices. As students answer questions, teachers monitor real-time progress through the Quizizz dashboard. This interactive method not only makes learning enjoyable but also serves as a formative assessment tool. Teachers can address misconceptions immediately and provide instant feedback, reinforcing key concepts while keeping students motivated.

The final step, Learn, focuses on applying knowledge and reflection. After the game, teachers review Quizizz reports to analyze individual and class performance, identifying areas that need improvement. Students are encouraged to reflect on their incorrect answers and engage in follow-up activities to deepen their understanding. Teachers can assign related projects based on quiz results, fostering further learning. The gamification aspect of Quizizz, including badges and leaderboards, helps sustain student motivation and encourages continuous learning. By following these steps, CPL through Quizizz makes the learning process more interactive, engaging, and effective.

### **Action Research Questions**

This action research aims to enhance students' grammar skills through subject-verb agreement mastery with click, play, learn (CPL) in one of the secondary schools in Misamis Occidental during the S.Y. 2024- 2025. Specifically, this study seeks to answer the following questions:

1. What is the level of students' grammar skills through subject-verb agreement mastery before the use of Click, Play, Learn (CPL)?

---

2. What is the level of students' grammar skills through subject-verb agreement after the use of Click, Play, Learn (CPL)?
3. Is there a significant difference in the students' grammar skills through subject-verb agreement mastery before and after the implementation of Click, Play, Learn (CPL)?

## METHODS

### Action Research Method

**Research Design.** This action research utilized a single-group pretest–posttest design, in which students' grammar skills were measured before and after the CPL intervention. This design was appropriate for the study, as it aimed to improve students' mastery of subject–verb agreement in English through the Click, Play, Learn (CPL) approach.

**Site.** The study will be conducted at a public secondary school in Ozamiz City, Misamis Occidental. The school serves students from Grade 7 to Grade 12 and offers a range of curricula, including English subjects.

**Participants.** The participants of the study were 29 Grade 7 students from one section taught by the researcher. They were selected through purposive sampling based on the following criteria: (1) enrollment as Grade 7 students for the school year 2024–2025; (2) demonstrated low academic performance; and (3) willingness to participate and provide full consent. The researcher ensured that all criteria were met before conducting the study. Other Grade 7 sections were not included in the research.

### Instrument

The researcher will use the following research instruments as the data gathering tool:

**Click, Play, Learn: Pre- and Post-Assessment Quiz.** It is a 40-item researcher-made questionnaire covering the topics of English 7 from the 4th grading period: expository text structure and writing process (Prewriting, Drafting, Editing, Revising, and Publishing).

The instrument is designed to measure the frequency of correct responses related to these topics. To ensure validity, the questionnaire will be evaluated by a panel of experts, including the research adviser, school head, principal, and cooperating teacher. A pilot test will also be administered to a group of students not included in the actual study to determine reliability, with the goal of achieving a Cronbach's Alpha between 0.7 and 1.0. The validated instrument will be used for both the pretest and posttest.

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	Below 75	Did not meet expectation

**Lesson Plan.** The researcher developed lesson plans that will play a critical role in this research, as they are specifically designed to integrate CPL in teaching. These plans will include activities that encourage active participation, promote student engagement, and foster critical thinking. Key elements of CPL, such as gamification, interactive elements, storytelling, collaboration and competition, and immediate feedback. By effectively integrating these elements, the CPL lesson plan can create a dynamic and enjoyable learning experience that promotes deeper understanding and long-lasting retention of grammar concepts. The implementation will occur in one of the secondary schools in Misamis Occidental specifically with the Grade 9 students during the S.Y. 2024- 2025.

**Quizziz.** This tool used as a digital assessment tool to measure students' knowledge before and after the lesson

through a Pre-Test and Post-Test. During the lesson, Quizizz will also be integrated as an interactive activity to reinforce learning. By using Live Mode, students will engage in a gamified quiz, promoting active participation while allowing real-time monitoring of their responses. This will serve as a formative assessment tool, enabling the teacher to give immediate feedback and clarify misconceptions.

## Data Gathering Methods

**Pre-Implementation Phase** The researcher will begin by seeking permission from the Dean of the College of Education, the Schools Division Superintendent, the principal, the participating teacher, and the parents of the students. After approval is granted, consent forms will be provided to parents and assent forms will be collected from the students. Once all requirements are completed, a pretest will be administered to determine the students' baseline understanding of the grammar concepts included in the study. The researcher will then prepare lesson plans and instructional materials that integrate the CPL approach, along with assessments and activities aligned with the planned lessons and PowerPoint presentations.

**Implementation Phase** The researcher will present and discuss the lessons using the Click, Play, Learn (CPL) approach in the classroom. Clear instructions will be provided to the students on how to navigate and use CPL for the assigned activities and assessments. After one month of implementing the intervention, an assessment will be administered to measure students' improvement in subject-verb agreement skills. Because the study uses data triangulation, observations and interviews will be conducted alongside the assessment to gather additional information. Throughout the implementation, the researcher will collect data through video recordings of class sessions, photos, screenshots, and field notes. Semi-structured interviews will also be carried out to gain deeper insights into both students' and the teacher's feelings and perceptions regarding the use of CPL.

**Post-Implementation Phase** The post-implementation stage involves tallying the data, analyzing the results, and interpreting the findings to draw meaningful conclusions. This phase also includes preparing recommendations, proofreading, editing, and finalizing the research study. Additionally, the results will be properly disseminated to the appropriate stakeholders.

**Ethical Consideration.** Informed consent from all participants was secured in accordance with the study's ethical guidelines before the survey was conducted. The researchers also briefed the participants on the Data Privacy Act of 2012 to emphasize their commitment to protecting personal information and ensuring responsible handling of sensitive data.

Throughout the process, participants were fully informed about the study's objectives, the potential benefits of their involvement, and the value of their participation. The researchers also emphasized that all collected data would remain confidential and assured participants that their anonymity would be protected at all times.

## Data Analysis

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

1. Frequency and Percentage. This will be used to determine the students' level of performance before and after the implementation of game-based learning.
2. Paired T-Test. This tool will be used to examine the significant difference in students' performance before and after the implementation of Click, Play, Learn (CPL).

## RESULTS AND DISCUSSION

### Level of Students' Grammar Skills Through Subject-Verb Agreement Mastery Before the Use of Click, Play, Learn (CPL)

Table 1 reveals that prior to the implementation of Click, Play, Learn (CPL), the majority of Grade 7 students "Did Not Meet Expectations" in mastering subject-verb agreement ( $M = 17.000$ ;  $SD = 4.175$ ). This low performance demonstrates a significant difficulty among students in understanding and correctly applying

subject-verb agreement rules, a foundational grammar skill critical for effective communication in both oral and written language. The data indicates that traditional grammar instruction methods primarily focusing on rote memorization, repetitive drills, and teacher-centered lectures failed to facilitate meaningful learning. Such approaches often lead to disengagement, as students may find these lessons monotonous, abstract, and disconnected from their everyday language use. This disconnect contributes to students' limited ability to internalize and transfer grammar concepts into practical communication contexts.

Subject-verb agreement is an essential grammatical structure that underpins sentence accuracy and clarity. Weaknesses in this area can cause misunderstandings and errors in both informal and academic settings, negatively affecting students' overall language proficiency. Yet, the students' poor scores highlight that without engaging and contextualized teaching methods, mastery of such grammar concepts remains elusive.

Grammar classes in the past often relied heavily on repetitive drills and uniform exercises, which contributed to students developing negative perceptions of grammar as dull and uninteresting. Despite this, grammar remains a fundamental part of language learning and cannot be neglected in favor of achieving quick communication skills. A solid grasp of grammar is crucial for effective communication in both casual and formal contexts, particularly in speaking and writing. Teaching grammar within meaningful contexts has proven to be more effective. When grammar exercises are drawn from modern sources such as literature, movies, or songs materials that mirror real-life communication. They become more relatable and engaging for students as well as enhance their grammar skills. However, these resources should be carefully selected to align with students' personal interests and not be chosen at random (Izmaylova, 2020). Additionally, teaching materials are crucial for students to master English grammar; however, students and teachers may have different perceptions of these materials (Sorohiti & Aini, 2021) Therefore, practical methods such as games, technology, storytelling, humor, and personalization can make grammar instruction more engaging and effective. By encouraging interaction and connecting lessons to students' lives, teachers can turn grammar classes into enjoyable activities, helping students see grammar as a useful communication tool (Mamajonovna, 2024).

The low level of students' grammar skills before the use of Click, Play, Learn (CPL) indicates that traditional grammar teaching methods typically centered on repetitive drills and passive learning are ineffective in developing students' mastery of essential grammar skills, particularly subject-verb agreement. This suggests that students struggle to internalize and apply grammar rules when instruction does not actively involve them. To improve grammar skills, it is necessary to adopt more interactive and student-centered teaching approaches that encourage active participation and meaningful practice. Using contextualized materials from modern sources such as literature, films, and songs helps make grammar concepts like subject-verb agreement more relatable and easier to understand.

**Table 1: Level of Students' Grammar Skills Through Subject-Verb Agreement Mastery Before the Use of Click, Play, Learn (CPL)**

Grammar Skills Level	Frequency	Percentage	M	SD
Satisfactory (S)	1	3.45	28.000	-
Did Not Meet Expectation (DME)	28	96.55	16.607	3.665
Overall Performance	29	100	17.000	4.175

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' Grammar Skills Through Subject-Verb Agreement Mastery After the Use of Click, Play, Learn (CPL)**

Table 2 presents the level of students' grammar skills after the use of Click, Play, Learn (CPL). The results show that the majority of the students performed at the "Very Satisfactory" level ( $M = 33.345$ ;  $SD = 3.820$ ). This indicates that following the implementation of CPL, students demonstrated a significantly higher level of grammar skills in class activities related to subject-verb agreement.

The overall mean score (M) and its standard deviation (SD) clearly fall within the "Very Satisfactory" category, highlighting a general increase in active participation and interest among the class. This improved skill suggests that CPL was effective in motivating students and enhancing their involvement in grammar lessons. While there is some variability in grammar skills levels across individual students, as shown by the standard deviation, the overwhelming number of students achieving this high level of skill underscores the success of the intervention. This success may be attributed to the gamified, interactive, and student-centered nature of CPL, which captured learners' attention and sustained their motivation throughout the grammar learning process.

Speaking is impossible without understanding grammar and developing a grammatical framework. Today, many educators widely use games in the classroom, and methodologists highly recommend this approach. Specifically, incorporating grammar games during lessons can motivate students to independently practice vocabulary and grammatical structures, serving as an effective stimulus for additional learning. Games should be a regular part of lessons, offering opportunities for focused practice while making the experience enjoyable for both students and teachers. Carefully selected games are invaluable because they provide a break from routine activities while still allowing students to develop their language skills (Kenjabayevna, 2025). Thus, gamification has gained popularity in contemporary academic English grammar instruction. The results demonstrate that incorporating games into grammar lessons boosted students' motivation, enjoyment, and engagement, while simultaneously reducing their anxiety. Furthermore, gamified teaching produced better learning achievements than traditional methods (Waluyo & Whanchit, 2023). Indeed, game-based teaching and learning activities should be an essential component of the curriculum for primary and high school students, as well as an important part of the training for future primary and high school teachers (Ali et al., 2020).

The implications of using gamified learning activities like Click, Play, Learn (CPL) emphasize the significant role that game-based strategies can play in strengthening students' grammar skills, particularly in mastering subject-verb agreement. By transforming grammar instruction into an interactive and enjoyable experience, CPL enhances motivation and encourages sustained, active participation in grammar-focused tasks. This approach fosters a positive learning environment where students can practice grammar without the pressure and anxiety often associated with traditional methods.

**Table 2: Level of Students' Grammar Skills Through Subject-Verb Agreement Mastery After the Use of Click, Play, Learn (CPL)**

Comprehension	Frequency	Percentage	M	SD
Outstanding (O)	13	44.83	36.769	2.315
Very Satisfactory (VS)	10	34.48	31.80	0.789
Satisfactory (S)	4	13.79	29.750	0.500
Fairly Satisfactory (FS)	2	6.90	26.00	1.41
Overall Performance	29	100	33.345	3.820

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

#### **Significant Difference in the Students' Grammar Skills Through Subject-Verb Agreement Mastery Before and After the Implementation of Click, Play, Learn (CPL)**

Table 3 shows the analysis of the significant difference in learners' grammar skill levels before and after the use of Click, Play, Learn (CPL). The table includes the mean (M), standard deviation (SD), t-value, p-value, and the decision on the null hypothesis (H<sub>0</sub>). The results indicate a highly significant improvement in students' grammar skills after the intervention. Their performance increased from a mean score of 17.000 (SD = 4.175) before using CPL to 33.345 (SD = 3.820) after its implementation. The computed t-value of 16.08 and p-value of 0.000 confirm that the difference is statistically highly significant, as the p-value is below the 0.01

threshold.

These findings strongly suggest that CPL effectively enhances students' skills in grammar-related activities, particularly in mastering subject-verb agreement. The notable rise in the mean score reflects the impact of gamified, interactive strategies in making grammar instruction more appealing and learner-centered. The rejection of the null hypothesis affirms that this improvement is not due to chance, but rather to the positive influence of the CPL intervention. Therefore, the results support the use of gamified tools in improving both participation and the development of core grammar skills among learners.

There are various methods to motivate students to be active and enhance their skills in grammar, but playing games stands out as the most effective because it fosters creativity and curiosity. Today, games have become a fundamental part of learning the English language. One key benefit of games is that they engage all students at the same time. Through participation, children develop cooperation skills, learn to compete in a healthy way, accept losing gracefully, and take responsibility. Using different types of games helps capture children's interest in learning a foreign language and creates a positive environment for success. Students who enjoy playing are naturally encouraged to improve their language skills (Qizi & Mohimbonu, 2020). Incorporate games, puzzles, and interactive activities into your grammar lessons to make learning more fun and interesting. This approach can strengthen understanding by presenting grammar practice in a more engaging way. Increasing student involvement and enjoyment in English grammar lessons is possible by using these playful and interactive methods (Turopova, 2024). Definitely, incorporating games into lessons can enhance students' enthusiasm for learning grammar, a topic that is often perceived as boring by many students at the start (Lestari & Ningrum, 2022). A strong grasp of grammar is essential for achieving language proficiency (Ramadhanti & Pratiwi, 2025).

The results imply that integrating gamified learning tools like Click, Play, Learn (CPL) can significantly enhance student grammar skills particularly in mastering subject-verb agreement. This suggests that traditional lecture-based approaches may not be sufficient to sustain learners' interest or support deep understanding of grammar concepts. The interactive, game-based format of CPL not only captures students' attention but also promotes active participation, motivation, and enjoyment which are key factors in reinforcing grammar skills.

**Table 3: Significant Difference in the Students' Grammar Skills Through Subject-Verb Agreement Mastery Before and After the Implementation of Click, Play, Learn (CPL)**

Variables	M	SD	t-value	p-value	Decision
Before the Click, Play, Learn (CPL)	17.000	4.175			
			16.08	0.000	Reject Ho
After the Click, Play, Learn (CPL)	33.345	3.820			

Ho: There is no significant difference in the students' grammar skills through subject-verb agreement mastery before and after the implementation of Click, Play, Learn (CPL)

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

Grammar is important in developing students' communication skills and ensuring language accuracy. However, despite its significance, many learners perceive grammar as uninteresting or difficult, often leading to poor mastery of key concepts. This study examined the effectiveness of Click, Play, Learn (CPL), a gamified learning approach focused on subject-verb agreement in enhancing the grammar skills of Grade 7 students during the school year 2024–2025 at a public school in Ozamiz City. This study employed a classroom-based action research design and involved 29 students selected through purposive sampling. Data were collected using a researcher-made questionnaire and analyzed using appropriate statistical tools. The study aimed to answer the following questions:

What is the level of students' grammar skills through subject-verb agreement mastery before the use of Click, Play, Learn (CPL)? 2) What is the level of students' grammar skills through subject-verb agreement after the use of Click, Play, Learn (CPL)? 3) Is there a significant difference in the students' grammar skills through subject-verb agreement mastery before and after the implementation of Click, Play, Learn (CPL)?

## **FINDINGS**

The following were the study's findings:

1. The level of students' grammar skills through subject-verb agreement mastery before the use of Click, Play, Learn (CPL) did not meet expectations.
2. The level of students' grammar skills through subject-verb agreement mastery before the use of Click, Play, Learn (CPL) was very satisfactory.
3. There is highly significant difference in the students' grammar skills through subject-verb agreement mastery before and after the implementation of Click, Play, Learn (CPL).

## **CONCLUSIONS**

The study's findings directed to these following conclusions:

1. Transitioning from traditional to interactive grammar instruction is essential in improving students' grammar skills, particularly in mastering subject-verb agreement.
2. The intervention Click, Play, Learn (CPL) proves to be an effective gamified tool for grammar instruction.
3. The significant improvement in students' grammar skills after the use of CPL affirms its impact as a teaching strategy.

## **RECOMMENDATIONS**

1. Teachers may implement interactive, game-based, and student-centered approaches to grammar instruction. These strategies allow learners to practice subject-verb agreement and other grammar concepts in meaningful and enjoyable ways, promoting long-term mastery.
2. Students may embrace grammar as a dynamic and valuable component of communication. Through collaborative and playful learning experiences, learners can build confidence and competence in applying grammar rules accurately.
3. Schools may invest in technology and resources that enable the use of gamified learning tools for grammar instruction. These tools help transform grammar from a perceived difficult subject into an engaging and effective learning experience.
4. Future researchers may explore how different gamification elements influence the acquisition and mastery of grammar skills.

## **REFERENCES**

1. Adipat, S., Laksana, K., Busayanon, K., Asawasowan, A., & Adipat, B. (2021). Engaging students in the learning process with game-based learning: The fundamental concepts. *International Journal of Technology in Education*, 4(3), 542-552.
2. Ajaj, I. E. (2022). Investigating the difficulties of learning English grammar and suggested methods to overcome them. *Journal of Tikrit University for Humanities*, 29(6), 45-58.
3. Albahouth, K. (2024). The impact of a pedagogic intervention on learner engagement in Saudi EFL grammar classes: a focus on flipped and interactive pedagogy (Doctoral dissertation, University of Southampton).
4. Ali, S. S., Ali, M. W., & Amin, T. (2020). Enhancing adult learners' motivation for learning English grammar through language games. *Research Journal of Social Sciences and Economics Review*, 1(3), 143-150.
5. Ali, S. S., Ali, M. W., & Amin, T. (2020). Enhancing adult learners' motivation for learning English

grammar through language games. *Research Journal of Social Sciences and Economics Review*, 1(3), 143-150.

6. Al-Jarf, R. (2022). Role of instructor qualifications, assessment and pedagogical practices in EFL students' grammar and writing proficiency. *Journal of World Englishes and Educational Practices (JWEEP)*, 4(2), 6-17.
7. Al-Mansoori, A., Al-Hassan, L., & Al-Rashid, T. (2024). Classroom Activities and English Grammar Learning among students. *Research Studies in English Language Teaching and Learning*, 2(1), 56-68.
8. Almusharraf, N. (2023). Incorporation of a game-based approach into the EFL online classrooms: students' perceptions. *Interactive Learning Environments*, 31(7), 4440-4453.
9. Andriani, A., Yuniar, V. D., & Abdullah, F. (2021). Teaching English grammar in an Indonesian junior high school. *Al-Ishlah: Jurnal Pendidikan*, 13(2), 1046-1056.
10. Aniuranti, A., Faiza, D., & Wulandari, Y. (2021). Enhancing students' understanding of English grammar through literary works and exploring students' voice on their use. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 11(3), 264-270.
11. Aratea, M. L., & Pasubillo, M. A. C. (2024). Effects of Game-Based Learning on Improving Grammar Skills of Grade 9 Students.
12. Ardi, P., & Rianita, E. (2022). Leveraging gamification into EFL grammar class to boost student engagement. *Teaching English with Technology*, 22(2), 90-114.
13. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
14. Eltahir, M. E., Alsalhi, N. R., Al-Qatawneh, S., AlQudah, H. A., & Jaradat, M. (2021). The impact of game-based learning (GBL) on students' motivation, engagement and academic performance on an Arabic language grammar course in higher education. *Education and Information Technologies*, 26, 3251-3278.
15. Ersoy, B. G., & Dede, D. G. (2022). Developing writing skills, writing attitudes and motivation through educational games: Action research. *International Journal of Contemporary Educational Research*, 9(3), 569-589.s
16. Ginting, D. (2021). Student engagement and factors affecting active learning in English language teaching. *Voices of English Language Education Society*, 5(2), 215-228.
17. Graham, S., Tavsanli, O. F., & Kaldirim, A. (2022). Improving writing skills of students in Turkey: A meta-analysis of writing interventions. *Educational Psychology Review*, 34(2), 889-934.
18. Gruta, R. A., & Astillero, S. F. (2024). Exploring Grade 7 Students' second Language Difficulties: Implications for Teaching Andlearning. *European Journal of Education Studies*, 11(7).
19. Hafiza, A. F., & Pratolo, B. W. (2024). A systematic review of the effectiveness of game- based learning in English language teaching. *International Journal of Education and Learning*, 6(2), 56-64.
20. Hartt, M., Hosseini, H., & Mostafapour, M. (2020). Game on: Exploring the effectiveness of game-based learning. *Planning Practice & Research*, 35(5), 589-604.
21. Hiver, P., Al-Hoorie, A. H., & Mercer, S. (Eds.). (2020). *Student engagement in the language classroom* (Vol. 11). Multilingual Matters.
22. Idris, M. I., Said, N. E. M., & Tan, K. H. (2020). Game-based learning platform and its effects on present tense mastery: Evidence from an ESL classroom. *International Journal of Learning, Teaching and Educational Research*, 19(5), 13-26.
23. Inton, L. N. L. M. (2024). Exploring Gamification Approaches in Grammar Learning. *Foreign Language Instruction Probe*, 3(1), 67-75.
24. Israelsson, C. (2020). Gaming for language learning: Something to do in schools? What kinds of games and how they can be used in the English classroom to facilitate language learning: a teacher's guide (Master's thesis, University of Agder).
25. Izmaylova, N. (2020). Teaching Grammar: Not Boring Anymore. In *INTED2020 Proceedings* (pp. 1229-1232). IATED.
26. Kenjabayevna, D. G. (2025, March). The Importance of Grammar Games in Teaching English. In *International Educators Conference* (pp. 107-115).
27. Khaidzir, M. F. S., & Kamal, M. A. A. (2023). Sampan the Survival Game: Basic Communication Strategies for ESL Learners. *International Journal of Academic Research in Progressive Education and Development*, 12(4).
28. Kirginas, S. (2022). Improving Students' Narrative Skills through Gameplay Activities: A Study of

Primary School Students. *Contemporary Educational Technology*, 14(2).

29. Komara, C., & Tiarsiwi, F. (2021). Exploring Indonesian EFL learners' perception of English learning grammar. *Journal of English Language Teaching and Linguistics*, 6(2), 459-470.

30. Kumayas, T., & Lengkoan, F. (2023). The challenges of teaching grammar at the university level: Learning from the experience of English lecturer. *Journal of English Culture, Language, Literature and Education*, 11(1), 98-105.

31. Lestari, A. D., & Ningrum, A. S. B. (2022). Active learning: Monopoly as a media in teaching grammar for eight grader students. *Journal of Languages and Language Teaching*, 10(2), 256-265.

32. Liu, Z. Y., Shaikh, Z. A., & Gazizova, F. (2020). Using the Concept of Game-Based Learning in Education. *International Journal of Emerging Technologies in Learning*.

33. López-Fernández, D., Gordillo, A., Alarcón, P. P., & Tovar, E. (2021). Comparing traditional teaching and game-based learning using teacher-authored games on computer science education. *ieee Transactions on Education*, 64(4), 367-373

34. Mamajonovna, T. D. (2024). Teaching Grammar Without Boring Your Students. *Formation Of Psychology And Pedagogy As Interdisciplinary Sciences*, 3(35), 441-443.

35. Mduwile, P., & Goswami, D. (2024). Enhancing Student Engagement: Effective Strategies for Active Learning in the classroom in Secondary schools. *MULTIPLE: Journal of Global and Multidisciplinary*, 2(5), 1746-1757.

36. MENNI, S. (2020). Board Race Game as a Strategy to Boost EFL Learners' Engagement to Learn Grammar The case of first year EFL LMD Students at Mohamed Kheider University of Biskra.

37. Mousa, A. A. F. (2023). The Impact of Grammar Translation on Communicative Skills of Second-Year Students in English Language Learning:: A Case Study at the Faculty of Education, Al-Khums, Elmergib University. *المشاركة مداد*, 300-275, (01), 1.

38. Nazarovna, S. S. (2022). The importance of using interactive methods in teaching the Russian language in the higher education system. *Galaxy International Interdisciplinary Research Journal*, 10(11), 285-288.

39. Putri, A. A., & Sukes, E. (2023). EFL Students' Difficulties on Using Subject-Verb Agreement. *Journal of English Education and Teaching*, 7(3), 703-716.

40. Qibamawarnie, Z. (2021, October). The Use of Media and Technology to Enhance Teaching English Grammar Skills in Pandemic Era. In *Undergraduate Conference on Applied Linguistics, Linguistics, and Literature* (Vol. 1, No. 1, pp. 286-289).

41. Qizi, K. M. K., & Mohimbonu, M. M. (2020). Teaching English through games. *Проблемы современной науки и образования*, (3 (148)), 79-82.

42. Rajendran, M., Ray, M., Ilangovan, A., Xavier, Y. S., & Parthasarathy, G. (2025). Game- based learning and its impact on students' motivation and academic performance.

43. Multidisciplinary Reviews, 8(3), 2025074-2025074. Rajendran, M., Ray, M., Ilangovan, A., Xavier, Y. S., & Parthasarathy, G. (2025). Game-based learning and its impact on students' motivation and academic performance. *Multidisciplinary Reviews*, 8(3), 2025074-2025074.

44. Ramadhanti, S. F., & Pratiwi, D. (2025). Enhancing English Grammar Mastery through Gamification: The Impact of Scrambled Games on Secondary School Students' Writing Skills. *Journal of Languages and Language Teaching*, 13(2), 900-911.

45. Rifiyanti, H., Hardianti, H., & Nggolaon, D. (2023). Subject Verb Agreement Test Outcome Analysis. *BABASAL English Education Journal*, 4(2), 121-126.

46. Sorohiti, M., & Aini, E. N. (2021, January). Grammar Teaching Materials: What Makes Them Interesting?. In *4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHESS 2020)* (pp. 270-277). Atlantis Press.

47. Stohlmann, M. S. (2023). Categorization of game-based learning in middle school mathematics-A review. *Middle School Journal*, 54(5), 16-26.

48. Suartama, I. K., Sudarma, I. K., Sudatha, I. G. W., Sukmana, A. I. W. I. Y., & Susiani, K. (2024). Student engagement and academic achievement: the effect of gamification on case and project-based online learning. *Journal of Education and Learning (EduLearn)*, 18(3), 976-990.

49. Swann, C. (2002). Action research and the practice of design. *Design issues*, 18(1), 49- 61.

50. Tarigan, K. E., & Stevani, M. (2022). English Teachers' Beliefs in Teaching English Grammar to Improve Students' Speaking Skill. *Journal of English Language and Education*, 7(1), 130-139.

51. Thurairasu, V. (2022). Gamification-based learning as the future of language learning: An overview.

European Journal of Humanities and Social Sciences, 2(6), 62-69.

52. Turopova, F. (2024). Strategies of teaching english grammar and its functions.STRATEGIES, 2(6).

53. Waluyo, B., Phanrangsee, S., & Whanchit, W. (2023). Gamified grammar learning in online English courses in Thai higher education. Online Journal of Communication and Media Technologies, 13(4), e202354.

54. Ye, X. (2024, July). A review of classroom environment on student engagement in English as a foreign language learning. In *Frontiers in Education* (Vol. 9, p. 1415829). Frontiers Media SA

55. Zeng, J., Parks, S., & Shang, J. (2020). To learn scientifically, effectively, and enjoyably: A review of educational games. *Human Behavior and Emerging Technologies*, 2(2), 186-195.

