



# Superbulary for Grade 3 English vocabulary skills enhancement

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## Abstract

Despite the recognized importance of vocabulary development among Grade 3 learners, a significant gap remains in understanding the specific challenges these students face in enhancing their vocabulary skills. Limited empirical research has been conducted to identify the underlying reasons why Grade 3 learners struggle with vocabulary acquisition and retention. Moreover, there is a lack of research examining the effectiveness of multimedia tools—such as the Superbulary educational video and booklet—in addressing these challenges and improving vocabulary skills in this demographic. This study evaluated the impact of the Superbulary tool, comprising a self-made video and booklet, on enhancing English vocabulary skills among Grade 3 learners during the 2024–2025 school year. A quantitative approach was employed, utilizing survey questionnaires, pre-tests, and post-tests to measure students' vocabulary proficiency before and after the implementation of the Superbulary tool. Findings revealed a significant improvement in learners' ability to understand, recall, and use new vocabulary words, as demonstrated by higher post-test scores compared to pre-test results. The statistical evidence underscores the effectiveness of the Superbulary tool in improving vocabulary skills, highlighting its potential as a valuable resource for language learning. Therefore, it is recommended that interactive vocabulary games be incorporated into the classroom routine to make learning more enjoyable and engaging. Additionally, multimedia tools such as animated videos or educational apps can be used to create a dynamic learning experience. Encouraging group activities—such as peer discussions or word-building exercises—can also help reinforce vocabulary skills effectively.

**Keywords:** *Superbulary tool, self-made video, booklet, English vocabulary skills, pre-test and post-test, quantitative approach*

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## 1. Introduction

Vocabulary acquisition and retention are critical components of language development, forming the foundation for effective communication, reading comprehension, and academic success. Globally, many children face challenges in acquiring sufficient vocabulary due to factors such as limited exposure to language-rich environments, socio-economic disparities, and a lack of engaging and effective educational tools. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021), early language development is strongly influenced by access to quality learning resources and instructional methods that promote active engagement. Despite recent advancements in educational strategies, the integration of innovative, multimedia-based interventions to address vocabulary learning remains limited. As a result, many learners continue to struggle with vocabulary acquisition and retention.

In the Philippine context, language learning presents additional complexities. As a multilingual country, the Philippines introduces students to both local and foreign languages at an early age. While this can be beneficial in fostering linguistic flexibility, it may also lead to confusion or delays in vocabulary development without appropriate guidance and support (DepEd, 2019). The Department of Education's K–12 curriculum recognizes the importance of early vocabulary building; however, traditional teaching methods often fail to sustain young learners' interest and engagement. Moreover, the shift to blended and distance learning during the COVID-19 pandemic highlighted critical gaps in the accessibility and use of multimedia resources to support vocabulary learning (Aningrum & Al-Baekani, 2021).

At one public elementary school in Laguna, Philippines, limited empirical research has been conducted to understand the specific reasons why Grade 3 learners struggle with vocabulary acquisition and retention. This lack of context-specific, innovative interventions underscores the need for localized, engaging, and developmentally appropriate tools that can address the learning needs of this demographic. To respond to this need, the current study introduces "Superbulary"—a multimedia-based educational intervention designed to improve vocabulary skills through a combination of storytelling, visual aids, and interactive activities.

The Superbulary program consists of two main components: (1) an educational video featuring five animated characters who explore 10 new vocabulary words each week, and (2) a portable educational booklet that reinforces these words through activities such as matching, sentence completion, and word puzzles. This dual approach is intended to appeal



to various learning styles—auditory, visual, and kinesthetic—while making vocabulary learning more engaging and effective. By incorporating multimedia elements and narrative-driven content, Superbulary creates a dynamic learning environment that fosters both comprehension and retention.

This study aimed to evaluate the effectiveness of Superbulary in enhancing vocabulary acquisition among Grade 3 learners during the 2024–2025 academic year. Utilizing a quantitative research design, the study employed pre-tests, post-tests, and survey questionnaires to measure changes in students' vocabulary proficiency. The results contribute to the growing body of knowledge on multimedia-based vocabulary instruction and offer practical insights for educators, parents, and curriculum developers. The study demonstrates that tools like Superbulary can serve as valuable supplements to traditional teaching methods, particularly when tailored to the needs and interests of young learners.

## **2. Literature Review**

### ***2.1. The Power of Multimedia in Vocabulary Acquisition***

Multimedia, particularly videos and cartoons, plays a significant role in vocabulary acquisition. These tools combine visual and auditory stimuli to offer learners contextualized exposure to language, enhancing comprehension, retention, and motivation. Animated content simplifies complex vocabulary, while the engaging format maintains students' interest, especially among young learners. Audio-visual strategies effectively strengthen form-meaning connections, encouraging deeper cognitive engagement. Teng (2023) and Teng and Zhang (2023) highlight the importance of attention during vocabulary learning and how visual-verbal associations enhance long-term retention. Similarly, Sukying and Lampai (2023) find that such input significantly boosts receptive vocabulary in Thai primary learners. On the other hand, cartoons provide language in a familiar, entertaining context. Bahrani and Sim (2019) and Vitasromo and Jatmiko (2019) demonstrate that repetition and context in animated media promote vocabulary retention. Katemba (2022) adds that using video presentations in classrooms—especially with Grade 3 students—makes learning more interactive and effective. Subtitles bridge spoken and written language, enhancing reading comprehension and phonological awareness. Movies and cartoons model native pronunciation and sentence structures, which are essential for listening and speaking



development. Research by Halawa et al. (2022) and Purwati (2022) reinforces how multimedia builds foundational literacy and communication skills.

### ***2.2. Digital Media as Tools for Motivation and Engagement***

Platforms like YouTube are highly effective in vocabulary instruction, promoting engagement and consistent practice. Hirayon (2022) emphasizes the need for teacher adaptability and digital fluency to maximize student learning through these tools. Wahid et al. (2022) argue that traditional instruction often disengages learners. In contrast, multimedia-based methods—including cartoons and computer-based activities—keep students motivated and involved in the learning process. These resources address the diverse needs of learners, including those with special needs (Pratama & Hadi, 2023).

Introducing vocabulary during the early "golden age" of development allows learners to absorb new information effortlessly. Deni and Fahriany (2020) support the integration of videos, songs, and games to create stimulating, age-appropriate environments for vocabulary acquisition. Animation and video-based instruction increase learners' enthusiasm, particularly during remote or non-traditional learning scenarios (Laksmi et al., 2021). This motivation translates into improved outcomes, especially in speaking and listening skills, as seen in the study by Nhung et al. (2020).

### ***2.3. Contextual and Incidental Learning in Multimedia Environments***

Animated videos used within contextual learning strategies help students apply vocabulary in daily life. Minalla (2024) shows that animated content effectively teaches verbs and adverbs and boosts learner motivation. Similarly, cartoon series allow learners to infer word meanings naturally, enriching their lexicon through enjoyable exposure. Nufus (2023) supports this view, noting that context helps learners develop vocabulary more effectively than rote memorization. Singer (2022) identifies incidental learning—acquiring vocabulary unconsciously—as a key advantage of watching cartoons. This method is especially effective when paired with readable captions and content that interests learners.

Beyond cartoons, multimedia platforms that incorporate storytelling, interactive simulations, and games further enhance contextual and incidental vocabulary learning. When learners engage with story-driven content, they are exposed to vocabulary in authentic usage, which supports both comprehension and long-term retention. According to Hava (2021),



digital storytelling allows learners to encounter new words in meaningful narrative structures, making vocabulary acquisition more intuitive and memorable. The integration of audio, visuals, and text in multimedia content engages multiple senses, reinforcing language learning through multisensory input.

Moreover, research indicates that learner autonomy plays a crucial role in maximizing the benefits of incidental learning in multimedia environments. When students choose content that aligns with their personal interests—such as favorite animated shows or video games—they are more likely to stay engaged and absorb new vocabulary subconsciously. Dizon and Gayed (2021) found that students who frequently watched English-language videos of their choice outside of the classroom demonstrated higher vocabulary gains compared to those restricted to traditional learning materials. This suggests that giving learners agency in selecting multimedia content not only increases motivation but also promotes deeper vocabulary development through repeated and meaningful exposure.

#### ***2.4. Multimedia vs. Traditional Materials in Vocabulary Instruction***

While textbooks remain a core instructional tool, studies show that they often lack comprehensive vocabulary instruction. Jeon (2023) and Bergström et al. (2022) argue that textbooks need clearer vocabulary-focused design to meet learner needs. Yang and Coxhead (2020) and Kristiawan et al. (2022) suggest supplementing textbooks with targeted booklets to address vocabulary gaps. These tools allow students to practice unfamiliar words in a focused and structured way. Meanwhile, Udaya (2022) and Alshumrani and Al-ahmadi (2022) note that vocabulary emphasis varies by textbook level—primary texts focus on form, while intermediate ones stress meaning and use. This inconsistency necessitates better curricular alignment. Combining textbooks with digital tools and social media enhances vocabulary learning and creativity (Tabatabaei & Sedeh, 2021). These blended methods engage learners more deeply than textbooks alone.

Azebedo (2019) found that vocabulary tasks in textbooks vary significantly in depth, with many activities encouraging only shallow processing. These tasks often focus on surface-level understanding, such as matching words to definitions or filling in blanks, rather than promoting deeper engagement through context-based or creative usage. As a result, students may be able to recall vocabulary momentarily but struggle to integrate it



meaningfully into their active language use. This lack of depth limits long-term retention and the ability to transfer vocabulary knowledge to real-life communication.

Furthermore, the study highlights a noticeable scarcity of dictionary use and insufficient exposure to high-frequency words—both of which are critical to effective vocabulary acquisition. Without consistent reinforcement and opportunities to explore word meaning independently, learners are unlikely to develop the metacognitive skills needed for autonomous language learning. Azebedo argues that for vocabulary instruction to be effective, textbook activities must evolve beyond rote memorization and instead incorporate tasks that require students to use words in varied, meaningful contexts. This includes activities such as semantic mapping, sentence construction, role-playing, and peer discussions that demand active engagement and deeper cognitive processing.

### ***2.5. Innovations and Future Directions in Vocabulary Teaching***

Nordlund and Norberg (2020) emphasize the importance of workbooks that innovate beyond textbook limitations. Regular exposure to new words and better-designed assessments are critical for developing language proficiency. Effective vocabulary acquisition requires dynamic, engaging, and multimodal teaching strategies. Multimedia tools—especially those integrating audio-visual content, context-based learning, and incidental exposure—offer powerful alternatives or complements to traditional textbooks. As the educational landscape evolves, teachers must thoughtfully integrate both digital and printed resources to foster long-term language development.

## **3. Methodology**

### ***3.1. Research Design***

This study employed a quantitative methodology, focusing on evaluating the effectiveness of the Superbulary intervention. This research design aimed to provide empirical evidence on the impact of Superbulary in enhancing English vocabulary skills among Grade 3 learners, offering valuable insights into effective educational strategies for language learning. To achieve the objectives, the study used quantitative methods to assess the significance of Superbulary on the vocabulary development of Grade 3 learners.



### ***3.2. Participants of the Study***

This study was conducted at one public elementary school in Laguna, Philippines, where 30 Grade 3 learners served as the participants. The school was selected due to its inclusive and supportive environment, and the administration's willingness to collaborate with the researchers in seeking ways to improve students' vocabulary development. The school recognizes the importance of vocabulary development for students' academic and personal growth. The teachers and administration actively supported the study. This collaborative approach ensured that the research would benefit not only the students but also the broader educational community.

### ***3.3. Instrumentation and Data Gathering Process***

The primary research instruments used in this study were videos and booklets that featured engaging stories, introduced new vocabulary, and provided contextual examples based on the Superbulary intervention. The videos were edited using the CapCut application to ensure smooth transitions, clear subtitles, and a polished presentation. Canva's user-friendly interface facilitated the creation of visually appealing booklets with attractive graphics and imagery. Both the videos and booklets were designed to maximize vocabulary acquisition and retention. The intervention introduced learners to 10 new vocabulary terms each week. During each week's session, students completed tasks to assess their vocabulary development. These regular assessments ensured active engagement with the material and effective vocabulary learning.

Validated pre- and post-test questionnaires, each consisting of 50 multiple-choice items, were administered to assess the effectiveness of the Superbulary intervention. Learners were required to choose the synonym of the underlined word in each sentence, based on the content from the videos and booklets. The questionnaires were specifically designed to measure productive vocabulary knowledge.

### ***3.4. Data Analysis***

The study employed mean, weighted mean, and t-test to interpret data.



### 3.5. Research Ethics

Upholding ethical standards is a cornerstone of responsible and credible research. In this study, ethical practices were strictly followed to protect the rights and welfare of all participants. Prior to data collection, informed consent was obtained from school officials, teachers, and students, ensuring they were fully informed about the study's objectives, procedures, and their freedom to withdraw at any stage without consequences. The confidentiality of participants was preserved through the anonymization of responses and secure handling of personal information, with data used solely for academic purposes. Participation in the study was voluntary, and students were not pressured to take part in the board game activities or to complete any associated assessments. To further safeguard participants, the intervention was designed to be both enjoyable and educational, minimizing any potential emotional or academic burden. Furthermore, the use of validated tools and appropriate statistical techniques contributed to the reliability and credibility of the research outcomes. By integrating these ethical principles, the study not only ensured the integrity of its process but also demonstrated respect and accountability toward its participants, reinforcing the importance of ethics in educational research.

## 4. Findings and Discussion

**Table 1**

*The mean score of students' English vocabulary skills before the implementation of Superbulary*

Literacy Skills	Mean	SD	Percentage Score	Interpretation
Vocabulary skills	20.77	11.98	50%-69%	Moderate

**Legend:** 0-26% (0-7) = Very Low 27%-49% (8-14) = Low 50%-69% (15-20) = Moderate 70%-89% (21-26) = High 90%-100% (27-45) = Very High

Table 1 provides a detailed overview of the average English vocabulary skill levels of the students prior to the implementation of the Superbulary tool. The data show that the mean vocabulary score was 20.77 out of a possible 50 points, which corresponds to a percentage range of 50–69%. This suggests considerable room for improvement in students' English vocabulary acquisition. The standard deviation of 11.98 indicates substantial variability in vocabulary skill levels among the students. This variation implies that while some students had relatively strong vocabulary skills, many were still developing and in need of targeted



support. The wide disparity in scores highlights the presence of diverse ability levels within the class, emphasizing the importance of tailored intervention to promote more consistent progress among all learners.

The moderate average score, combined with significant variability, suggests that some students are struggling considerably, while others are performing above average. Such disparities can negatively impact students' overall academic performance and their ability to engage with more complex texts and learning tasks in the future. These findings underscore the urgent need for an effective vocabulary-building intervention aimed at elevating the English language proficiency of all students—especially those currently falling behind. The introduction of a structured tool like Superbulary seeks to address these learning gaps by providing systematic, engaging instruction tailored to individual student needs.

This approach is supported by Deni and Fahriany (2020), which emphasizes the value of effective vocabulary instruction strategies. The initial assessment serves not only as a baseline for evaluating the effectiveness of the intervention but also as a compelling rationale for its implementation to enhance student learning outcomes.

**Table 2**

*The mean score of students' vocabulary skills after the implementation of Superbulary*

Literacy Skills	Mean	SD	Percentage Score	Interpretation
Vocabulary skills	41.67	5.67	90%-100%	Very high

**Legend:** 0-26% (0-7) = Very Low 27%-49% (8-14) = Low 50%-69% (15-20) = Moderate 70%-89% (21-26) = High 90%-100% (37-45) = Very High

Table 2 presents a comprehensive overview of students' English vocabulary skills following the implementation of the Superbulary tool, highlighting significant improvements. After the intervention, the average vocabulary score rose markedly to 41.67 out of 50 points, a substantial increase from the pre-intervention mean. This notable improvement demonstrates the effectiveness of the Superbulary tool in enhancing students' English vocabulary proficiency. Alongside the rise in the mean score, the standard deviation decreased significantly to 5.67, indicating a greater consistency in students' performance. This reduction suggests that most students reached a high level of vocabulary proficiency, and the performance gap among learners narrowed. Whereas pre-intervention results reflected a wide range of abilities, the post-intervention data show a more uniform



distribution of scores, pointing to a more equitable learning outcome. The percentage score range of 90–100%, previously achieved by only a few students, now reflects a broader, more consistent performance level across the class. This shift illustrates the Superbulary tool's ability to elevate vocabulary skills uniformly, not just among high achievers but across the student body.

These findings indicate that the Superbulary tool was highly effective in improving English vocabulary skills. The significant increase in the mean score, combined with the decrease in variability, underscores the tool's role in creating a more balanced and proficient learning environment. These results suggest that targeted vocabulary interventions can significantly boost academic performance while ensuring consistent improvement among all students.

This aligns with the findings of Teng and Zhang (2023), which highlight the benefits of using multimedia input as a teaching strategy. Their research demonstrates that multimedia can enhance student focus and retention, emphasizing the importance of engaging and varied teaching methods in vocabulary acquisition. Additionally, the study by Sun and Dang (2020) affirm that the design of vocabulary enhancement tools, like Superbulary, can affect the students' learning. By identifying gaps between instructional content and student knowledge, educators can develop materials that better address learners' needs. This further supports the conclusion that well-structured, targeted vocabulary tools are essential for improving language proficiency and promoting academic success.

**Table 3**

*Significant difference in the vocabulary skills before and after the Superbulary Intervention program*

Literacy Skills	Mean Score	t-value	Significance level	Crit-Value	Interpretation
Vocabulary Skills					
Pre-test	20.77	-15.90	0.05	2.045	Significant
Post- test	41.67				

*\*t-value > crit value, significant*

Table 3 presents compelling evidence of the effectiveness of the Superbulary tool in enhancing the English vocabulary skills of Grade 3 pupils. The significant increase in mean scores—from 20.77 (pre-test) to 41.67 (post-test)—highlights substantial improvement in vocabulary acquisition following the tool's implementation. The results of the paired t-test,



showing a t-value of -15.90, far exceed the critical value of 2.045 at the 0.05 significance level, confirming the statistical significance of this improvement. This strong t-value indicates that the observed gains in vocabulary skills are highly unlikely to have occurred by chance, reinforcing the reliability and validity of the findings.

These results strongly support the conclusion that the Superbulary tool had a profound positive impact on students' English vocabulary development. By offering systematic, tailored instruction and engaging activities, the tool effectively facilitated meaningful progress. The observed shift in vocabulary proficiency levels—from “Moderate” to “Very High”—further reinforces the tool's success in achieving its educational objectives. The implications of these findings extend beyond the school. Similar educational settings may benefit from adopting the Superbulary tool to enhance students' vocabulary proficiency. The evidence presented in table 3 highlights the tool's potential as an effective intervention for addressing vocabulary challenges and promoting overall language development. Therefore, the findings of this study emphasize the importance of the Superbulary tool in driving measurable improvements in vocabulary skills. The significant increase in mean scores, along with the reduction in variability in post-test results, demonstrates the tool's ability to promote consistent and meaningful learning outcomes across a diverse group of students.

The conclusion is supported by Hirayon (2022), who emphasizes the critical role of vocabulary in English language learning, particularly for young learners. The study underscores the importance of effective vocabulary acquisition strategies—such as those embodied in the Superbulary tool—for improving language proficiency and academic success.

## **5. Conclusion**

The study highlights the significant impact of the Superbulary intervention program on the vocabulary skills of Grade 3 pupils. Initially, students had moderate proficiency, but this increased after the intervention, reflecting a "Very High" proficiency level. The statistical analysis, confirms that this improvement is both substantial and statistically significant, rejecting the null hypothesis.



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### Institutional Review Board Statement

This study was conducted in accordance with the ethical guidelines set by the Laguna University. The conduct of this study has been approved and given relative clearance(s) by the Laguna University's Research Development Center.

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