

Using Scrabble Game-Based Learning to Improve English Vocabulary Mastery: A Systematic Review

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Abstract

This study aims to systematically examine the effectiveness of Scrabble as a game-based learning tool in enhancing students' English vocabulary mastery. Vocabulary acquisition is a foundational component of English as a Foreign Language (EFL) learning; however, conventional methods often fail to engage students meaningfully. Scrabble has emerged as an educational game that combines linguistic strategy, interactivity, and contextual learning, making it a promising alternative to traditional approaches. Employing a Systematic Literature Review (SLR) method guided by the PRISMA framework, the researchers identified and evaluated 30 eligible studies conducted in Indonesia between 2020 and 2025. These studies were selected based on relevance to Scrabble's application in vocabulary instruction across elementary to tertiary education levels. The review found consistent evidence that Scrabble improves vocabulary mastery by increasing learner motivation, engagement, retention, and contextual understanding. Supporting factors include the game's interactive nature, adaptability to various learning levels, and ability to foster collaborative and student-centered environments. However, inhibiting factors such as initial rule confusion, classroom management challenges, and limited digital literacy among teachers may reduce its effectiveness if not addressed through proper implementation strategies. Substantially, this review concludes that Scrabble is a flexible and pedagogically sound method for vocabulary enhancement, provided that educators apply structured guidance and inclusive practices. The findings offer valuable insights for teachers, curriculum designers, and educational policymakers seeking to integrate innovative, game-based strategies into EFL instruction.

Keywords: *EFL, English Vocabulary Mastery, Game-Based Learning, Scrabble, Systematic Review*

INTRODUCTION

Vocabulary is a fundamental component in the acquisition of a foreign language, particularly in learning English as an international language. Without sufficient vocabulary mastery, students' ability to understand texts, express ideas, and engage in communicative interaction is significantly limited. Nation (2001) emphasized that vocabulary serves as the foundation for all language skills and directly contributes to the development of reading, writing, listening, and speaking proficiencies. This indicates that the success of English language learning largely depends on the application of appropriate and continuous vocabulary development strategies.

Vocabulary is defined as the set of words known and understood by speakers of a particular language (Ur, 1996). Mastery of vocabulary not only includes the quantity of words recognized but also the depth of understanding, such as meaning, collocation, connotation, and contextual usage. According to Schmitt (2000), effective language proficiency includes both receptive vocabulary (understanding through reading and listening) and productive vocabulary (use in speaking and writing). Students with strong vocabulary skills are more confident in

communication, more efficient in processing information, and more adaptable to both academic and social situations.

Despite its importance, vocabulary instruction in English as a Foreign Language (EFL) classrooms often encounters significant obstacles. One major issue is the use of traditional teaching methods, such as rote memorization of word lists without context or reliance solely on translation from the mother tongue. Alqahtani (2015) asserted that such methods are mechanistic and fail to engage students cognitively or affectively. As a result, students often struggle to retain and actively use vocabulary. The lack of engaging and interactive learning media also contributes to low student motivation to independently and consistently learn vocabulary. In addition to intelligence, teaching English as a foreign language requires the capacity to help students understand, value, and be motivated to study the language (Katemba, 2022).

To address these challenges, game-based learning (GBL) has become an increasingly adopted innovative approach. The implementation of GBL is also intended to test the effectiveness and efficiency of this method to improve the quality and interactive nature of learning in the classroom (Pan et al., 2021). Educational games are capable of creating enjoyable learning environments, increasing motivation, and facilitating experiential learning. Wright, Betteridge, and Buckby (2006) stated that games not only enhance students' emotional involvement but also allow for contextual and collaborative learning. In vocabulary learning contexts, games can serve as a medium to introduce, reinforce, and assess word mastery in a relaxed yet meaningful way. Ferayanti et al. (2026) found that implementing game-based learning significantly enhanced students' vocabulary acquisition. Beyond the quantitative improvements, qualitative data revealed that students demonstrated increased enthusiasm, confidence, and active engagement throughout the learning process. Dinarti et al. (2025) stated that Game-based learning effectively improved the English vocabulary mastery of ninth-grade students at MTs Muhammadiyah Al-Haq Palu, as shown by a significant increase in post-test scores. The study highlighted that such games not only enhance vocabulary retention but also foster student engagement, critical thinking, and collaborative learning in the classroom.

One educational game that has proven effective in vocabulary development is *Scrabble*. Scrabble is a board game that encourages players to form words from randomly assigned letters. Rogers (2011) explained that this game requires players to understand spelling, meaning, and the strategic value of each word formed. In educational settings, Scrabble has been adapted as a learning medium that is not only enjoyable but also intellectually stimulating. Scrabble enables students to learn vocabulary actively, reinforce knowledge through hands-on practice, and improve memory naturally.

Scrabble has unique characteristics that make it suitable for vocabulary instruction. The game combines elements of chance (random letter tiles) with linguistic strategy (word choice and board placement). In addition to the physical version, digital adaptations such as *Scrabble Go* and *Words With Friends* have made it accessible in both face-to-face and online learning settings (Sundqvist & Sylvén, 2014). Scrabble can be used individually, in pairs, or in small groups and can be tailored to match the learning topic or the students' proficiency level. Beyond serving as a language aid, Scrabble also yields positive emotional and cognitive impacts for learners. Hadfield (1990) stated that educational games foster self-confidence, reduce language anxiety, and promote a positive attitude towards the learning process. Cognitively, the game stimulates memory functions, language processing, and strategic decision-making. Thus, Scrabble not only enhances vocabulary acquisition but also supports the development of higher-order thinking skills such as analysis, synthesis, and evaluation.

Several studies have shown promising results regarding the use of Scrabble in vocabulary instruction. Research by Rosidi and Falianti (2014) found a significant increase in post-test vocabulary scores among students who used Scrabble compared to a control group. Another study by Somantri and Nurhayati (2017) demonstrated that Scrabble helped improve students' active

classroom engagement and expanded their productive vocabulary. Chairani (2021) also noted that learning through Scrabble encouraged students to take more initiative in speaking and writing in English. Scrabble is well aligned with social constructivist learning theories, such as those proposed by Vygotsky (1978), which emphasize the importance of social interaction and scaffolding in knowledge construction. While playing Scrabble, students engage in discussion, negotiate meaning, and reflect on their word choices. These interactions create an active, meaningful, and collaborative learning environment. In essence, Scrabble supports student-centered and experiential learning processes.

Although many studies support the effectiveness of Scrabble, few have systematically examined these research findings. Therefore, this study aims to conduct a *Systematic Literature Review* of various studies discussing the use of Scrabble games in enhancing English vocabulary mastery. This review will analyze the implementation context, instructional design, and the reported affective and cognitive impacts in prior research. The findings are expected to contribute significantly to the development of practical and relevant vocabulary teaching methods that align with the demands of 21st-century education.

METHODS

This study uses the **Systematic Literature Review (SLR)** method, a systematic approach to reviewing published literature to summarize empirical evidence relevant to a specific research focus. Systematic literature review (SLR) is a methodology of literature research in which all results are identified, evaluated and interpreted as addition topics to answer previously determined searches (Gough, 2020). The SLR method allows researchers to trace, assess, and synthesize prior research findings in a transparent and replicable manner to answer predetermined research questions. This SLR approach follows the **PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses)** framework as developed by Moher et al. (2009), which is widely adopted across scientific disciplines.

The SLR procedure in this study was conducted through three main stages: **planning, conducting, and reporting.**

a. Planning

This stage includes the systematic formulation of a plan to ensure the literature review process is objective and structured. At this stage, the researchers formulated three main Research Questions (RQ) to guide the selection and analysis of articles:

RQ1: How effective is the Scrabble game in improving students' English vocabulary mastery?

RQ2: What are the supporting factors of the effectiveness of the Scrabble game in improving students' English vocabulary mastery?

RQ3: What are the inhibiting factors of the effectiveness of the Scrabble game in improving students' English vocabulary mastery?

These questions were developed using the PICO framework (Population, Intervention, Context), which is suitable for both qualitative and quantitative research approaches.

b. Conducting

This process includes the identification, selection, and data extraction from various academic sources. The researchers searched articles from several leading databases such as **Google Scholar**,

ScienceDirect, ResearchGate, ERIC, and DOAJ, using the following keywords: “Scrabble” and “Scrabble on students’ vocabulary mastery”.

The researchers established **three primary Quality Assessment (QA)** as follows:

QA1: Articles published between 2020 and 2025 both in English and Indonesian

QA2: Studies conducted in Indonesia at the elementary, secondary, or tertiary education levels

QA3: Studies discussing the use of Scrabble in English vocabulary learning

c. Reporting

The reporting phase involves compiling and presenting the results in the form of evaluation tables and qualitative analyses of the selected articles. The data are presented in two main tables: **QA Table (Quality Assessment)** showing compliance with the three inclusion criteria for each article.

Research Summary Table outlining the research focus and key findings.

The data analysis in this review aims to:

Systematically assess the effectiveness of Scrabble as a learning medium in improving English vocabulary mastery.

Compare students’ vocabulary learning outcomes between those using game-based learning (Scrabble) and those using conventional or other teaching methods.

Identify the supporting factors that contribute to the effectiveness of the Scrabble game in enhancing students’ vocabulary acquisition.

Investigate the inhibiting factors that affect the implementation and impact of the Scrabble game in vocabulary learning.

Data analysis technique in this research was conducted using a descriptive analysis method.

RESULTS

Researchers have found 50 previous studies related to the use of scrabble to improve student vocabulary. The researchers looked for the keywords “Scrabble” and “Scrabble on students’ vocabulary mastery” on Google Scholar as stated in the method.

In the quality assessment of the magazine, researchers focus on AQ (responding to feedback) as shown in the method. The researchers found that 20 papers do not qualify to be analyzed in this research. There are 9 articles that cannot be used because data does not respond to QA1 (articles published from 2020 to 2025). 6 papers cannot be used because the data do not answer QA2 (Studies conducted in Indonesia at the elementary, secondary, or tertiary education levels). 5 papers cannot be used because the data do not answer QA3 (Studies discussing the use of Scrabble in English vocabulary learning).

Besides, 30 papers can be used as data because they meet the requirements which are then analyzed and summarized in the table. These papers can answer QA1 (papers published from 2020 - 2025). QA2 (the subject of the research focus on the use of Scrabble for Indonesian school/college students), and QA3 (research findings explain the improvement of students’ vocabulary using Scrabble).

To know the research focus on the previous research, researchers describe it in a table to promote easier understanding. Based on 30 articles (data), the articles (research articles) focus on knowing, explaining, discovering, seeing, and determining the effectiveness of Scrabble in improving/increasing students’ vocabulary.

Table 1. Research Focus

No.	Researcher(s)	Research Focus
1.	Qatrunnada & Zuhriyah (2024), Anggi Widia Sari et al. (2023), Anthonius & Andanti (2023), Alak & Mubarok (2025), Herawati et al. (2022), Fitriya & Fajarina (2023), Tuti & Ilinawati (2022), Purnama & Putri (2022), Khoiriah & Widyaningsih (2023), Jalaluddin & Supriadi (2023), Siringoringo et al. (2023), Rika Nurwayuni (2023), Maria Anastasia Mbere (2024)	These studies show strong empirical evidence that the Scrabble game significantly improves vocabulary mastery. Students across age levels, from junior high to university, benefit from improved spelling, retention, and engagement. The game-based format boosts motivation, collaboration, and active learning. All studies report post-test scores improving significantly, with students becoming more enthusiastic and participatory.
2.	Nopriansyah et al. (2024), Amal & Herlina (2023)	To investigate whether Scrabble is effective in early language development. Repetition, contextual word exposure, and interactive gameplay help children recognize, pronounce, and remember words.
3.	Vinklous (2022), Rahayu et al. (2023)	To determine the effectiveness of Scrabble and alternative methods improve vocabulary mastery, whether Scrabble often yields better engagement and vocabulary gain.
4.	Adinda Ayu Pitaloka (2023), Nadyatul Chairiah (2020), Kholifuddin Roma (2025), Wildan Iskandar Lubis et al. (2022)	These studies focus on qualitative outcomes such as student perception, engagement, confidence, and class participation. Exploring the effectiveness of Scrabble to make learning fun, reduces anxiety, enhances memory retention, and encourages collaboration.
5.	Y. Isratul Aini (2022), Dzu Al Mirroh (2022), Thio Galih Kuncoro et al. (2021)	To examine whether digital Scrabble is effective for vocabulary mastery in both in-person and blended learning environments.
6.	Al-Jawwadah & Saputri (2021)	To investigate how effective board games are in improving students' English vocabulary mastery and identify which educational levels (elementary, junior high, senior high, etc.) can effectively implement board game media for teaching vocabulary.

Source: Data Adapted from Google Scholar

DISCUSSION

This section develops results to answer research questions. Therefore, it was organized into four parts, which are; Cognitive Impact, Affective Impact, Contextual Fit, and Implementation Challenges.

Effectiveness of Scrabble in Enhancing Cognitive and Academic Vocabulary Development

The studies consistently demonstrate that the Scrabble game is highly effective in improving students' English vocabulary mastery. Multiple research findings show statistically significant gains in vocabulary test scores between pre-tests and post-tests. Fitriya & Fajarina (2023) reported an increase in average scores from 40.17 to 86.50 after using Scrabble. Similarly, Herawati et al. (2022) observed a gain from 42.40 to 78.88 in their experimental group. These substantial improvements affirm the instructional value of Scrabble as a learning tool.

The effectiveness is further reinforced by comparative analyses. Studies by Anggi Widia Sari et al. (2023) and Alak & Mubarok (2025) employed control and experimental group designs and found that students taught with Scrabble outperformed those taught through conventional methods. The difference was not only in raw scores but also statistically verified through t-tests and significance levels, showing that the Scrabble intervention had a direct and measurable impact on vocabulary acquisition. The use of the Scrabble game has proven effective in improving students' English vocabulary mastery. In several experimental studies, such as the one conducted by Purnama & Putri (2022), there was a significant increase in students' average scores from pre-test to post-test. This improvement suggests that the use of interactive game-based media like Scrabble not only makes learning more enjoyable but also significantly contributes to academic achievement in vocabulary acquisition.

Siringoringo et al. (2023), Mbere (2024), and Chairani (2021), demonstrated marked improvements in students' vocabulary test scores post-intervention. For example, in Mbere's study, average vocabulary scores rose from 61.77% in Cycle I to 92.59% in Cycle III, indicating not only cognitive gains but also an increase in classroom engagement and participation. Research adopting CAR designs (e.g., by Roma, 2025 and Jalaluddin & Supriadi, 2023) show that the Scrabble game provides cumulative benefits when implemented over multiple cycles. Students showed greater enthusiasm and increased active participation after the first cycle, indicating that the method has a compounding positive effect when time and strategy are optimized. In Roma's study, students transitioned from being passive and confused in Cycle I to fully engaged and collaborative learners by Cycle II after teachers refined the instructions and game structure.

Another key factor supporting its effectiveness is the way Scrabble fosters deeper cognitive processing. According to Anthonius & Andanti (2023), the game enhances spelling, memory retention, sentence formation, and even categorization of words by context. These multiple layers of learning go beyond rote memorization and help students internalize vocabulary through repeated and contextualized use. Classroom dynamics also play a vital role in Scrabble's success. Studies such as those by Tuti & Ilinawati (2022) highlight how student participation increased across research cycles, especially when the rules of the game were better understood. As familiarity with the game grew, students became more active, collaborative, and enthusiastic—elements crucial for sustained language learning. The supportive learning environment created by the game was consistently mentioned across studies. Fitriya & Fajarina (2023) observed that students felt more relaxed and less pressured, which allowed them to experiment with new vocabulary without fear of making mistakes. This safe space promotes trial-and-error learning, which is key to vocabulary acquisition.

Scrabble does not only enhance vocabulary quantity but also quality. Chairani (2021) and Lubis et al. (2022) observed improvements in pronunciation, spelling, and word recognition among students. Because students need to spell words correctly to earn points, they naturally focus on word structure and phonemic patterns, leading to better retention and correct usage.

Affective and Social Benefits of Scrabble in EFL Classrooms

In studies with a Classroom Action Research design (Hadi, 2021; Sari et al., 2022), the gradual use of Scrabble in learning cycles showed continuous improvement in students' scores in each cycle. This demonstrates consistent effectiveness of the method. Not only did scores improve, but students also showed increased enthusiasm and engagement throughout the learning process. They became more active in exploring words, understanding meanings, and improving pronunciation. In addition to quantitative findings supporting Scrabble's effectiveness, qualitative research such as that by Hapisoh & Ramadhani (2025) also found that the use of this game enhances students' social engagement. Students learned to collaborate, form words together, and provide feedback to one another. This approach aligns with Vygotsky's sociocultural theory of scaffolding and the Zone of Proximal Development, where learning occurs through meaningful social interaction.

One of the major supporting factors identified in several studies is the engaging and enjoyable nature of the Scrabble game. Researchers such as Qatrinnada & Zuhriyah (2024) noted that Scrabble increased student interest and reduced boredom, which traditionally hampers vocabulary retention. The game format encourages playful competition and collaboration, both of which stimulate learner motivation and focus.

Multiple qualitative studies (e.g., Pitaloka, 2023; Chairiah, 2020) report strong student preference for Scrabble over traditional vocabulary instruction. Most students described the experience as "fun," "memorable," and "motivating." These emotional and psychological responses played a significant role in improving vocabulary retention and reducing learning anxiety, especially among those who previously found English difficult. A recurring theme in the results is that Scrabble fosters an interactive and collaborative learning environment. It encourages peer discussion, group problem-solving, and mutual correction, which aligns with Vygotsky's sociocultural theory of learning. This was evident in Iskandar Lubis et al.'s (2022) study in a community-based learning environment, where even children with minimal prior English exposure improved their vocabulary and pronunciation significantly through interactive gameplay.

Adaptability and Applicability of Scrabble Across Educational Contexts

The study by Khoiriah & Widyaningsih (2023) also showed that the experimental group using Scrabble scored higher than the control group. With statistically significant results, this study reinforces that Scrabble can be used as an effective strategy in formal educational contexts, even in vocational schools. This highlights the flexibility and adaptability of the Scrabble method across different educational levels and types of schools.

Scrabble has also been proven effective at the early childhood level, as shown in the study by Amal & Herlina (2023). In this research, children aged 5–6 demonstrated significant improvements in vocabulary mastery after using Scrabble as a learning medium. The enjoyment and engagement of play became key factors in the effectiveness of learning at this age. This broadens the relevance of the Scrabble method even to pre-school education. Cultural and linguistic context also influences effectiveness. In Indonesian settings, many students are visual and kinesthetic learners, and Scrabble's tactile and visual components align well with these learning styles. Moreover, the game's language-rich format allows for exposure to a wide range of vocabulary that students might not encounter in textbook-driven instruction.

Teachers can tailor the Scrabble game to suit different proficiency levels, class sizes, and vocabulary topics. This adaptability was cited in several studies (e.g., Mbere, 2024; Nurwayuni, 2023) as a crucial factor that allowed Scrabble to be effective across varying student demographics. Teachers adjusted rules, time limits, and word categories to maximize learning outcomes and maintain student interest. Scrabble appears to support differentiated instruction and is adaptable

across different educational levels. For instance, Nopriansyah et al. (2024) applied the game to early childhood learners and found that it could scaffold vocabulary learning through playful and repetitive engagement. On the other end, Anthonius & Andanti (2023) applied it with university students in rural areas, showing that the game's benefits transcend age groups and proficiency levels.

Barriers and Considerations in Implementing Scrabble-Based Learning

However, not all studies showed overwhelmingly positive results. For example, in the comparative study by Vinklous (2022), the flashcard method outperformed Scrabble in improving vocabulary mastery. One reason was the visual structure and order of flashcards, which were easier for students to comprehend. This indicates that the effectiveness of Scrabble depends heavily on classroom context, students' learning styles, and the teacher's skill in facilitating the game. Some students initially struggled with the rules or the spelling demands of Scrabble. As noted by Tuti & Ilinawati (2022), early cycles showed confusion and disengagement until clearer guidance and practice were provided. These findings underscore the importance of proper scaffolding and teacher facilitation when implementing game-based learning.

Some inhibiting factors noted in various studies include students' initial confusion about how to play Scrabble, classroom management issues during gameplay, and time constraints. As noted in the study by Wahyuni Hrp et al. (2023), about 40% of students initially found it difficult to understand the game's flow and needed time to adapt. If teachers do not provide clear instructions, the effectiveness of the game can diminish. While Scrabble is generally effective, initial implementation challenges may inhibit its success. Roma (2025) noted that during Cycle I, many students struggled to understand the game rules, relied on peers, or became confused during gameplay. These issues were mitigated through improved instruction and guided practice in Cycle II, showing that teacher facilitation plays a vital role in game-based learning success.

In digital formats, limitations arise from teachers' unfamiliarity with apps and lack of digital tools. Aini (2022) stressed that many educators lack the technological readiness to implement digital Scrabble effectively. Without proper training or infrastructure, the integration of these tools can become burdensome and fail to achieve intended learning outcomes.

Another inhibiting factor is the competitiveness of the game, which may demotivate lower-proficiency students, as reported by Al Mirroh (2022). When players are unable to form words quickly or correctly, they may feel embarrassed or excluded, especially in large or mixed-ability classrooms. This can be alleviated through strategic group pairing and inclusive rule modifications. Scrabble, particularly in its physical format, may require more classroom time than conventional methods. Time spent explaining rules, managing turns, and verifying word validity can limit actual vocabulary coverage. Nurwayuni (2023) and Roma (2025) recommend that teachers pre-select vocabulary lists and simplify rules for time efficiency.

There is a delicate balance between making the game fun and achieving educational objectives. Without clear goals and scaffolding, students may focus more on "winning" than learning. Studies such as those by Pitaloka (2023) and Chairiah (2020) emphasized the need for reflection sessions after gameplay to reinforce vocabulary usage in context.

Limitation

Although this systematic review provides comprehensive insights into the effectiveness of Scrabble in improving English vocabulary mastery, several limitations must be acknowledged. The review is limited to studies conducted exclusively within the Indonesian educational context, which may reduce the generalizability of findings to EFL learners in other sociocultural settings. The effectiveness of Scrabble might vary depending on linguistic background, classroom culture,

or access to resources. Moreover, most of the reviewed studies rely on short-term interventions and pretest-posttest designs without follow-up assessments, making it difficult to determine the long-term retention of vocabulary gained through Scrabble.

CONCLUSION

The cumulative evidence from multiple studies affirms that the Scrabble game is a highly effective pedagogical tool for enhancing students' English vocabulary mastery. Experimental research consistently shows significant gains in post-test vocabulary scores, indicating Scrabble's measurable impact on vocabulary acquisition. Whether used in early childhood settings or in secondary and tertiary education, Scrabble promotes deeper cognitive engagement and reinforces word retention through active, contextual use. It supports not only the memorization of vocabulary but also the development of spelling, pronunciation, and usage in meaningful contexts.

The effectiveness of Scrabble is bolstered by several supporting factors. Its game-based structure creates an engaging and low-stress environment that fosters student motivation and collaboration. The flexibility of Scrabble allows educators to tailor its implementation according to learners' proficiency levels and instructional goals. In addition, the social and interactive elements of the game encourage peer learning and foster a sense of enjoyment, which further promotes language acquisition. Studies also show that students feel more confident and enthusiastic when learning vocabulary through Scrabble, particularly when the teacher facilitates the process effectively.

Despite its advantages, several inhibiting factors may limit Scrabble's impact if not addressed properly. These include initial confusion about game rules, time-consuming classroom management, digital literacy gaps among teachers, and the possibility of discouragement among lower-proficiency learners in competitive settings. Without clear instructions and scaffolding, students may become distracted or focus more on winning than learning. Therefore, for Scrabble to reach its full educational potential, it must be implemented thoughtfully—with structured guidance, inclusive practices, and sufficient teacher preparation to overcome logistical and pedagogical challenges.

Recommendations for Teachers

Provide Clear Instructions and Scaffolding: Teachers should explain the game rules thoroughly and demonstrate how to play before implementation. Scaffolding during the initial sessions will reduce confusion and help students focus on learning rather than competition.

Adapt Gameplay to Student Proficiency: Tailor word difficulty, time limits, and team dynamics to fit the learners' level and classroom conditions. This ensures inclusivity and prevents demotivation among lower-achieving students.

Use Pre-Selected Vocabulary Lists: To align with lesson objectives, teachers should integrate curated vocabulary lists into the Scrabble game to reinforce recent lessons or target specific themes.

Facilitate Reflection and Application: After gameplay, include short reflection or application tasks (e.g., sentence writing or storytelling using Scrabble words) to reinforce vocabulary use in context.

Combine Digital and Physical Formats: Teachers in blended or online learning environments can use digital Scrabble tools, provided they are equipped with the necessary digital literacy skills and infrastructure.

Encourage Peer Collaboration: Emphasize cooperative gameplay modes where learners work in pairs or groups to foster social learning and shared responsibility.

Recommendations for Future Research

Explore Long-Term Effects: Future studies should include follow-up tests to evaluate vocabulary retention over extended periods after Scrabble interventions.

Expand Beyond Indonesian Contexts: Comparative research in diverse cultural and linguistic settings is necessary to assess the generalizability of findings and adjust implementation accordingly.

Investigate Digital Scrabble Integration: With the growing use of educational technology, further research should evaluate the effectiveness, challenges, and student perceptions of digital versions like Scrabble GO in EFL settings.

Examine Cognitive Load and Strategy Use: Researchers could delve deeper into how Scrabble affects cognitive processes such as memory, categorization, and metacognition during vocabulary learning.

Include Mixed-Method Approaches: Combining quantitative data with rich qualitative insights (e.g., interviews, observations) can provide a more holistic understanding of how and why Scrabble works in specific classroom settings.

Analyze Teacher Roles and Practices: More studies are needed to investigate how teacher facilitation styles, guidance strategies, and classroom management influence the success of game-based vocabulary instruction.

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