



## **Rajang River Run: Improving Vocabulary Acquisition Among Young Learners through Gamified Storytelling**

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### **ABSTRACT**

This study examined the use of flashcard games as a game-based learning and storytelling approach to acquire new vocabulary, construct engaging sentences, and increase students' motivation. The study was conducted at a national government-funded public primary school in Putrajaya, Malaysia, involving 15 Primary one students. The game design thinking approach was employed to develop the game, which acts as a guide to scaffold creativity and collaboration. The findings showed that learning through the Rajang River Run could boost pupils' capacity and desire to learn unfamiliar words. The implication of this study suggests that gamified learning, such as gamified narrative, increased players' motivation to play the game and improved memory retention and attentiveness.

**Keywords:** vocabulary, storytelling, education, primary learners, game-based learning

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