

Gamified EFL learning: Utilizing 4 Pics 1 Word Application in Vocabulary Class

Devika Adelita ^{a*}, Rahmah Fithriani ^b

^{ab} Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

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*Corresponding author:

devika.adelita@uinsu.ac.id

Abstract

Mobile devices are widely utilized today in language classrooms across the globe, and experts have studied this phenomenon. This study examines the use of mobile devices and the *4 Pics 1 Word* application (app) to support English language learning. This study seeks to investigate students' perceptions of *4 Pics 1 Word* app utilized in vocabulary class, specifically in terms of its benefits. Using a qualitative case study design, 40 EFL students attending a junior high school in Medan participated in this study. The data were collected through questionnaires containing ten statements in which the answer options are strongly agreed, agreed, neutral, disagreed, and strongly disagree; and semi-structured interview, which was done with five students who voluntarily participated. The findings indicate that students viewed the use of *4 Pics 1 Word* in vocabulary class positively. It is believed that the application is efficient and well-designed, with an exciting and enjoyable learning environment. Enhanced learning motivation and interest, increased vocabulary mastery, and a more active and enjoyable learning process are among the benefits mentioned by the students.

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INTRODUCTION

Technology is playing an ever-increasing role in the lives of today's children, both inside and outside of the classroom, and it is empirically proven to be effective in assisting students to comprehend difficult concepts and foster peer collaboration (Agrawal, 2022). Due to the benefits of information and communications technology (ICT), modern educational theory recommends that teachers incorporate technology into their instructional practices. As a result, the expansion of ICT

technology has influenced the growth of the games industry, particularly educational games, enabling educators to be more innovative in the design of the learning process. Some game designers have a background in psychology or other fields that examine motivation and student behavior in greater depth. The term "gamification" in learning is a recent innovation in the field of education. It is believed that gamification increases students' motivation and achievement in learning by increasing their interest in studying.

Gamification or gamified learning, which is used to increase learner engagement and motivation, is still in its infancy (Rivera & Garden, 2021). Gamification uses game concepts such as badges, points, levels, and leaderboards to engage and motivate individuals to complete a variety of tasks. In education, gamification has gained widespread popularity, especially in English language teaching and learning (Fithriani, 2021). One of the English language learning materials that makes extensive use of technology, particularly gamification, is vocabulary, since building a useful vocabulary is essential when studying a foreign language.

It is believed that vocabulary mastery connects the four skills of listening, speaking, reading, and writing (Bangsawan, 2020). In line with this statement, Fithriani (2021) argues that vocabulary serves as the basis for the four language skills. Furthermore, in addition to spelling, pronunciation, and organization, vocabulary is the additional language element learned to complement the four skills. Therefore, in order to communicate effectively in a foreign language, students must acquire a sufficient number of words and understand how to use them correctly (Sung et al., 2020). In terms of language acquisition, identifying the total number of words a child has learned over a specific time period is one method for comparing how children learn in their early years. Thus, it is now widely acknowledged that vocabulary instruction has always been an essential component of language learning.

Regarding the proliferating utilization of ICT in language classrooms and the importance of vocabulary mastery in students' language proficiency, an increasing number of studies have been conducted to investigate the use of technology to support vocabulary learning, covering different modes of technology, which include movies or other audio-visual input, mobile-mediated glosses, and a virtual reality application (Bashori et al., 2021). The findings of this study reveal a similar theme emphasizing the positive effects of ICT tools on vocabulary learning, including

enhancing learning performance (Fithriani, 2021; Kizil & Savran, 2018), increasing EFL learners' self-regulated vocabulary learning through technology (Andreani & Ying, 2019), increasing motivation (Fithriani, 2021), increasing student knowledge of the targeted vocabulary (Bashori et al., 2021), encouraging an effective learning process (Klimova, 2021), improving vocabulary achievement (Barani, Mazandarani, Rezaie, 2010), and reinforcing vocabulary learning (Nemati & Maleki, 2014).

Despite the increasing literature on the use of ICT in vocabulary classes, studies on gamified vocabulary learning, especially those focusing on students' perceptions of the utilization of the *4 Pics 1 Word* application (app), remain underexplored. Since perception is based on an individual's evaluation of real-world events (Fithriani & Alharbi, 2021; Haman et al., 2010), the effectiveness of gamification as a learning approach will largely depend on the students' perceptions of its application. In light of this, it is necessary to conduct this research. This study sought to investigate the experiences and perspectives of Indonesian EFL students regarding the use of *4 Pics 1 Word* for vocabulary acquisition.

Gamification in EFL Vocabulary Learning

Research studies in the area of language education show that technological advancement is crucial and useful for learning a new language. If used properly, technology, the internet, and gamification tools like computer or mobile games could favorably impact language acquisition (Ilter, 2015). Integrating technology in instructional practices gives so many creative opportunities for learning languages (Golshan & Tafazoli, 2014). Two concepts that are often linked together in the field of technology integration in language learning are gamification and mobile-assisted language learning (MALL). Gamification is a concept that has been extensively debated over the past ten years in a variety of disciplines, including education (Kalogiannakis et al., 2021), while mobile-assisted language learning is a concept used in education to describe gamification, which is frequently utilized with mobile devices. Gamification can help with language acquisition and make classrooms more interactive and participatory (Rawendy et al., 2017).

The term "gamification" is used to describe a unique method of integrating game concepts in a non-gaming situation (Stieglitzm, 2016), with the aim to motivate people to attain specified behavioral or psychological goals (e.g., learn faster, complete their profile, daily use a specific platform) and to create enjoyable and fun experiences (Fithriani, 2021). Drawing from this, Dindar et al. (2021) argue that the

assumption of gamification is that merging learning experiences with game features will improve motivation, task engagement, and performance results in a learning activity. Within the context of language learning, gamification is used to keep learners motivated and is very useful to increase their ability in diverse language skills, including vocabulary mastery. Various English vocabulary learning applications have been created and developed to help students retain English words effectively. Some of these programs include games to increase students' motivation to learn (Boyinbode, 2018).

Vocabulary mastery and development have long been recognized as one prominent factor that supports the success of language learning, for example, scientists found that vocabulary mastery is the most essential component in comprehension is language knowledge. Readers were able to attach meaning to words due to their word expertise. Indeed, the association between vocabulary knowledge and the capacity to grasp the text was explained by familiarity with the subject or knowing specific words associated with a body of information. Knowing the "information beyond or between the meanings of individual words" was necessary for determining how a word contributed to the broader meaning of the text. Acquiring a larger vocabulary boosts comprehension. It has a significant impact on how a reader decodes a text. If a reader deduces the meaning of a word from the context, the reader may be relying on contextual clues to grasp it.

Barani et al. (2010) asserts that practically all language instructors have deemed vocabulary and vocabulary learning to be a significant concern. Even though we have perfected our grammar, we are aware that communication ends when we do not have the word(s) we need. As a result, we shouldn't put off learning new words until we are proficient in grammar. Learning new words and phrases is essential for improving one's vocabulary and is also essential for the development of the four language skills. Thus, vocabulary mastery serves as the foundation of listening, reading, speaking, and writing (Cameron, 2001, Fithriani, 2021).

METHOD

This research was conducted using the qualitative research method. Specifically, it employs a case study design, which is often used in a variety of domains, including evaluation, in which the researcher conducts an in-depth analysis of a specific situation (Creswell, 2017). This study examines the perspectives

of students regarding the use of gamification, namely the *4 Pics 1 Word* application (app), in vocabulary class and its perceived benefits. Forty seventh-grade students from a junior high school in the south of Medan, Indonesia were invited to take part in this study. The first author, who also taught the class, utilized *4 Pics 1 Word* to teach vocabulary throughout the course of eight class meetings over five weeks (approximately 12 hours). Based on the preliminary data regarding the participants' demographic, none of the students had experience playing the game. To eliminate the possibility that the students failed at the game due to their unfamiliarity with it, before the first meeting of the vocabulary class, the teacher guided the students on how to download and play *4 Pics 1 Word* on their mobile devices.

4 Pics 1 Word is a word-guessing game in which players are presented with four images and tasked with identifying the exact word that matches to the subject of the images. The word may be a noun, an adjective, or an adverb, but it is typically a single word rather than a phrase. This game was designed with changing degrees of difficulty; at the beginning levels, it may appear to be relatively easy, but as players advance, it becomes increasingly difficult to guess the answers. This game can be used to teach collocation, synonyms, antonyms, word components, and spontaneous brainstorming within the context of teaching and learning English as a foreign language. Previous studies in some EFL contexts have shown that utilizing this game in classroom practices helps increase students' vocabulary mastery and pique their learning interest (Estacio & Martinez, 2017; Micallef, 2017; Rogayan & Bautista, 2019).

For the purpose of data collection, two instruments—questionnaires and interviews—were employed to gather the data in accordance with the research questions. Using a Likert Scale, the questionnaire consists of ten questions with the optional responses: strongly agree, agree, neutral, disagree, and strongly disagree. Each student may only select one answer option per question. The Likert scale provided spans from highly positive to very negative. The questionnaire was distributed to all students following the conclusion of the eight-session vocabulary lesson in order to gather information regarding their general perceptions of *4 Pic 1 Word* utilization. The interview was then conducted with a subset of participants ($n = 5$) who were selected on purpose to elicit further information regarding their questionnaire responses. The purpose of the interview is to collect more specific and accurate data, to supplement previous findings, to learn more about the students'

experiences with the *4 Pics 1 Word* application, and to obtain direct information pertaining to the overall objectives and specific research questions. With the participants' consent, the researcher audio recorded the interview using a cell phone. The audio recording was subsequently transcribed verbatim prior to data analysis.

The data collected using the two instruments were afterward analyzed simultaneously using two techniques: frequency counting for the questionnaire data and content analysis for the interview data. Each researcher separately and manually coded the interview transcripts using open and axial coding procedures (Saldaña, 2012). The two different sets of coding were then integrated and sorted by broad topical groups and participation. Independent coding and group sorting were performed iteratively prior to the identification of emerging themes and selected illustrative data vignettes.

RESULT & DISCUSSION

Students' general perception about *4 pics 1 word* and vocabulary

The first purpose of this study is to find out how the students generally perceive the utilization of *4 pics 1 word* in learning vocabulary. To find out their perception, the data was gathered by distributing a questionnaire consisting of 10 statements covering different aspects related to the app. The result of the data analysis reveals that in general the students positively perceived the use of *4 pics 1 word* app in learning vocabulary and found it works very well in helping them improve their vocabulary mastery. The students' responses to each statement are detailed in Table 1.

Table 1. Students' perception about *4 pics 1 word* and vocabulary

No	Questions	SA	A	N	DA	SDA
1	The design of <i>4 Pics 1 Word</i> is good and interesting	87%	5%	8%	-	-
2	<i>4 Pics 1 Word</i> provides an interesting way of learning vocabulary	92%	5%	3%	-	-
3	<i>4 Pics 1 Word</i> makes it easier to memorize vocabulary	75%	20%	5%	-	-
4	Learning vocabulary by using <i>4 Pics 1 Word</i> is so fun	90%	5%	5%	-	-
5	<i>4 Pics 1 Word</i> causes users to like English more	80%	17%	3%	-	-

6	The content of <i>4 Pics 1 Word</i> is easy to understand	70%	20%	7%	3%	-
7	<i>4 Pics 1 Word</i> builds a more engaging learning environment	67%	25%	5%	3%	-
8	After using <i>4 Pics 1 Word</i> , learning English becomes not boring	94%	3%	3%	-	-
9	After Using <i>4 Pics 1 Word</i> , my vocabulary mastery has been increased	87%	3%	10%	-	-
10	<i>4 Pics 1 Word</i> is recommended to be played	82%	10%	8%	-	-
Average		82,4%	11,3%	5,7%	0,6%	

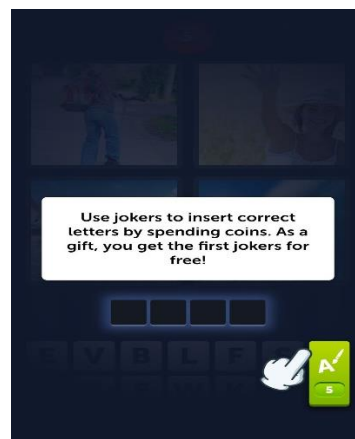
From the average number shown in the table (SA= 82,4%, A=11,3%, N= 5,7%, DA=0,6%, and SDA=0%) it can be concluded that the responses to the questionnaire are affirmative, supporting the usage of the *4 pics 1 word* method for vocabulary development. The table shows that for each statement, the majority of students select strongly agree. Additionally, some students selected agree and neutral. Very few students selected to disagree with the offered statement, which is the statement "The material in *4 Pics 1 Word* creates a more interesting learning environment, and *4 Pics 1 Word* is simple to understand". No pupils choose to strongly disagree with any of the statements made, either. The usage of the *4 Pics 1 Word* application in the learning process is supported by students overall, according to the 10 statements provided in the questionnaire.

A closer look at the data displayed in the table shows the detailed result of each statement as perceived by the students. Regarding the first statement "The design of *4 Pics 1 Word* is good and interesting", 35 of the students (87%) chose strongly agree, 2 students (5 %) selected agree, and 3 students (8%) selected neutral. And in this statement, no students choose to disagree and strongly disagree. Basically, you can play this game alone or with friends. This game provides us with four images that have the same traits, and that information serves as a hint for solving the game's problem. The four images offered are vibrant, and they are high-quality and updated. This will undoubtedly spark students' interest in using it. The game's initial appearance is highly interesting with colorful font on the game cover (Figure 1) and a simple tutorial or instruction on the game (Figure 2).

Fig.1. game appearance



Fig 2. game tutorial



Regarding the second statement “4 Pics 1 Word provides an interesting way of learning vocabulary”, 37 of the students (92%) chose strongly agree, 2 students (5%) chose agree, and 1 student (3%) chose neutral. These findings indicate that learners are happier and more inspired to study vocabulary because learning through applications is done in an interesting way that draws students in. This is because there haven't been many attempts to teach using applications.

Regarding the third statement “4 Pics 1 Word makes it easier to memorize vocabulary”, 30 students (75%) selected strongly agree, 8 students (20%) selected agree, and 2 students (5%) selected neutral. In line with this statement, using the 4 pics 1 word application can help students learn new words more quickly. Students' interest in learning the vocabulary comes across in this application and appears as a result of the application's appeal.

Regarding the fourth statement, “Learning vocabulary by using 4 Pics 1 Word is so fun”, 36 students (90%) chose strongly agree, 2 students (5%) chose disagree, and 2 students (5%) chose neutral. This fourth statement supports the second statement which means learning vocabulary by using 4 Pics 1 Word was very fascinating and enjoyable. It is anticipated that when players are having fun, their attentive, persistent, exploratory, and competitive instincts—which are used to facilitate learning—will improve (Fithriani, 2021).

Every student absorbs the lesson in a different way. If someone enjoys using a way to study, he will enjoy the subject. Students who were familiar with the use of 4 Pics 1 Word in acquiring vocabulary in the classroom showed more enthusiasm in studying English as a result of this. Regarding the fifth statement, “4 Pics 1 Word

causes users to like English more", 32 students (80%) selected strongly agree, 7 students (17%) selected agree, and 1 student (3%) selected neutral.

A learning game aims to educate or promote a particular topic; the user may easily comprehend the rules, and there is no restriction on the level of performance that can be attained (Illanas et al., 2008). A game's ability to help students learn will be determined by how simple it is for them to understand and implement. Regarding the sixth statement, "The content of *4 Pics 1 Word* is easy to understand", 28 students (70%) chose strongly agree, 8 students (20%) chose agree, 3 students (7%) chose neutral and 1 student (3%) chose to disagree. From there, it appears that the information in the *4 pics 1 word* they replied was appropriate for their skills and simple for them to comprehend.

Online games meet the fundamental needs of educational environments and can give students compelling learning opportunities (Kiili, 2005). In this line, regarding the seventh statement, "*4 Pics 1 Word* builds a more engaging learning environment", 27 students (67%) selected strongly agree, 10 students (25%) selected agree, 2 students (5%) selected neutral, and 1 student (3%) selected disagree. When using the *4 Pics 1 Word* application, learning can take place in an environment that supports and promotes interactive learning, as well as the application can genuinely liven up and colorful the learning environment.

English class instruction is made fun and engaging by combining gamification and English teaching. Gamification in the classroom allowed students to employ all of their skills, which prevented boredom and increased their motivation to study. Regarding the eighth statement, "After using *4 Pics 1 Word*, learning English becomes not boring", 38 students (94%) selected strongly agree, 1 student (3%) selected agree, and 1 student (3%) selected neutral. It means that the use of the application in the vocabulary classroom makes the class become no longer monotonous.

The teacher can select from a variety of games to improve the student's mastery of vocabulary depending on the circumstances of the language session (Akdogan, 2017). Games must occasionally be used by language teachers in a variety of teaching and learning processes. Regarding the ninth statement, "After Using *4 Pics 1 Word*, my vocabulary mastery has been increased", 35 students (87%) chose strongly agree, 1 student (3%) chose agree, and 4 students (10%) chose neutral. The use of this application can improve the students' vocabulary mastery.

Regarding the last statement, "4 Pics 1 Word is recommended to be played", 33 students (82%) chose strongly agree, 4 students (10%) selected agree, and 3 students (8%) selected neutral. The statement received great support from more than half of the attendees. This is understandable given that the students enthusiastically encourage the usage of the 4 Pics 1 Word application, which they find to be engaging, innovative, and capable of enhancing their vocabulary.

These findings show that gamification has a beneficial effect on the students. This statement is unquestionably true because we observed that students had a positive opinion of using games to learn vocabulary. These findings add to the evidence that engaging games in learners help make learning atmospheres more enjoyable (Fithriani, 2021; Llorens-Largo, et al, 2016; Wirani, Nabarian, & Romadhon, 2022). Other studies also reveal that gamification of learning can also boost students' interest in what they are studying (Estacio & Martinez, 2017; Grangeia, et.al, 2019; Korkealehto & Sklikder, 2018; Ndlovu & Mhlongo, 2020; Seixas, Gomes, & Filho, 2016).). This result is consistent with earlier studies that demonstrate students' positive views of the use of games in English lessons, particularly in vocabulary learning (Aprilani, 2021, Fu et al., 2021; Klimova & Polakova, 2020; Mustiarini, 2021).

Students' perceived benefits of 4 Pics 1 Word in vocabulary classroom

The second research question concerns the perceived benefits of using 4 pics 1 word for vocabulary learning. To answer this research question, the researchers supplement questionnaire data with information gathered through interviews. Five students participated voluntarily in the interview. During this phase of the interview, the researchers evaluate the students' perceptions on the benefits of the application in the classroom. The results of the data analysis reveal four ways in which 4 pics 1 word benefited students' vocabulary learning.

Increased learning motivation

Given the significance of academic accomplishment in the students' professional lives, student motivation is an important issue in education (Afzal et al., 2010). Student motivation is the component that influences students' attitudes toward the learning process. Students acknowledged that 4 pics 1 word motivates them to study and perseveres in their efforts to identify the English words represented by the game's visuals. Even though the pictures can occasionally make students feel lost, which make it difficult for them to give the game another shot, some students reported that the app enhanced their excitement and willingness to continue

studying vocabulary since they felt their cognitive abilities had been honed to identify new words, as seen by the following extract.

“I think using this *4 pics 1 word* app makes learning vocabulary more fun, exciting, enjoyable and challenging. I feel more motivated to learn as many new words as I can because I feel challenged and don't want to lose scores with friends”. (Excerpt 1)

As seen in Excerpt 1, students constantly strive to outperform their peers in terms of their English proficiency. They want to be the best among their peers. This is excellent because it encourages kids to keep learning and thinking about the terminology being presented as they compete to be the best. Additionally, the pupils feel that the lessons are more varied, which increases their motivation.

This finding strengthens the argument that utilizing games to learn vocabulary might motivate students to learn (Buckley & Doyle, 2016; Dalmina, Barbosa, & Vianna, 2019; Hamzah, et.al, 2015; Sotos-Martínez, et.al. 2022; Tan, 2018). The impact of gamified interventions on student involvement differs depending on whether the learner is intrinsically or extrinsically motivated (Buckley & Doyle, 2016). Similarly, Hamzah (2015), found that students became more motivated in using applications during the learning process. Sotos-Martnez et al. (2022) showed that gamified interventions improve secondary school pupils' intrinsic motivation and satisfaction with their basic psychological needs.

Enhanced students' interest

Interest is defined as the ongoing propensity to pay attention and to appreciate certain activities or content of interest if it is appealing and attention-grabbing (Ndudi & Chinedu, 2016). Maintaining interest in any activity or object depends on what the person whose attention has been sparked stands to gain or lose by doing so. When learning with *4 pictures 1 word*, the students were highly engaged because they are unfamiliar with this software but curious and wish to use it. As seen in Excerpt 2, when students properly answer a question, they are happy and inspired to continue playing the game, despite the fact that it occasionally requires significant thought due to novel vocabulary.

“I feel happy because I am directly involved in the game. Using this app is new to me but I find it fun. I think I can often use something like this so that the learning process is not monotonous. And it turns out that learning vocab is not as difficult as I imagined”. (Excerpt 2)

Because they are accustomed to using technology in their daily lives, students appear to be intrigued by technology-enhanced learning tools. In addition, the application helps persuade children that vocabulary is an easy and enjoyable subject to learn. Prior to this study, the teacher taught vocabulary exclusively through textbooks and whiteboards, and then required students to memorize it, which is laborious. As noted by one student in Excerpt 3, using the 4 Pics 1 Word program allows pupils to learn in more diverse ways.

“Learning using *4 pics 1 word* is very interesting and makes us happy sometimes because we are so enthusiastic, we enter the wrong answer because we are in a hurry because we are afraid of running out of time”. (Excerpt 3)

The student believed actually they had no problems utilizing the *4 Pics 1 Word* application in class since they genuinely liked studying using the application. The student believed that because they try to answer questions quickly when they are puzzled, it can lead to mistakes in the game's questions. Additionally, some students struggle to respond because they are unsure of the images being displayed, and the games take a lot of time making them too much thinking. The student stated they had no difficulty using the *4 Pics 1 Word* app in class because they genuinely liked studying using the application. However, she also mentions some challenges due to her unfamiliarity with the app such as when puzzled players want to answer questions fast, it can lead to errors in the game's questions. In addition, some students fail to reply because they are unsure about the shown graphics, and the games require a great deal of time, causing them to think too much.

This result echoes those of previous studies (Bal, 2019; Bicen & Kocakoyun, 2018; Farman, Chairuddin & Marniati, 2021; and Ndlovu & Mhlongo, 2020). Bal (2019) revealed that gamification improved student engagement with the course, merged school and extracurricular activities, facilitated classroom administration, encouraged collaborative work, and stimulated creativity. Meanwhile, Bicen and Kocakoyun (2018) proved that using gamification techniques boosted student engagement in the course and raised aspirations for success among undergraduate students. Farman, Chairuddin, and Marniati (2021) reported that the average student's interest in gamification-assisted learning with word walls was in the high category, which was consistent with these findings. In line to these findings, Ndlovu and Mhlongo (2020) showed that the idea of gamification has the capacity to pique

and sustain students' situational interest, which lays the groundwork for a motivated and engaged learner.

Improved vocabulary mastery

The next benefit that the students perceive when utilizing the app in their vocabulary learning is how they improve their vocabulary as *4 pics 1 word* assist them in acquiring new vocabulary. This application allows users to pick up new words unknowingly, which has a positive impact on their language skills. The students claimed that their vocabulary grew since they discovered new words while playing the game. Additionally, students believe that they can pick up new words at anytime and anywhere, as revealed in the following excerpt.

"I think learning by using this application is very good. It can spur us, students, to learn and guess English vocabulary. Not only new vocabulary is needed in learning to use this *4 pics 1 word* application. We are also asked to hone the vocabulary that we have memorized. So, it expands our vocabulary. And we can use it anywhere and anytime". (Excerpt 4)

The student's statement in Excerpt 4 demonstrated that *4 Pics 1 Word* may be applied both inside and outside of the classroom as a vocabulary-learning tool. Accessibility increases the likelihood that students will be able to learn independently; hence, there are more opportunities to help them enhance their vocabulary mastery. Students that using this application may also improve their ability to recall vast volumes of English language. Then, students can be exposed to words they already know but rarely use, allowing them to improve their vocabulary.

The use of games in vocabulary learning is believed to be able to improve students' vocabulary skills (Abrams & Walsh, 2014; Lin, 2018; and Llerena Medina & Hurtado, 2017). Abrams and Walsh (2014) revealed that the usage of flexible online resources supported varied learning and enhanced vocabulary comprehension. Similarly, Lin (2018) claimed that the gamification of the AVA program is feasible for deployment in tertiary institutions to enhance undergraduate students' academic performance by enhancing vocabulary learning. This finding also reinforces the study by Llerena Medina and Hurtado (2017) who found that using Kahoot! as an online platform for gamification can boost vocabulary learning for upcoming tests.

More active and enjoyable learning process

The interview results demonstrated that *4 Pics 1 Word* makes learning enjoyable for students. In line with the results from questionnaire, the majority of the participants reported that the application's features made vocabulary learning

interesting. These unique features offered students with a "pleasant experience" that made them feel as though they were learning in a "new way." The students appreciated learning vocabulary with the program since it made the process more engaging and interesting. Children like learning in a joyful environment. This is supported by a student's statement in Excerpt 5:

"I find learning using a 4 pic 1 word application to be entertaining, miss. In addition to being asked to guess the provided word, we may also learn while having fun. Rarely can there be a refreshing aspect to acquiring vocabulary because most of the time we are asked to memorize new words. However, I believe I can play while learning if I use this application. Thus, it can decrease my boredom, miss". (Excerpt 5)

The students appeared to genuinely enjoy using the application to acquire language. That's because gamification as play-based learning is quite popular with today's youth. They may play and learn as well as spread the word. Learning proceeds effortlessly is enjoyable, and is not monotonous because there is motivation, interest, and a lot of value in utilizing this application.

The last perceived benefit of utilizing *4 Pics 1 Word* for vocabulary learning is making a more active and enjoyable learning process. This finding supports several previous studies regarding the use of gamification to make learning more active and enjoyable (Dehghanzadeh, et.al, 2021; Filippou, Cheong, & Cheong, 2018; Murillo-Zamorano, et.al., 2021; and Silva, Sales & Castro, 2019). Gamification has been shown to improve both the learning results and the learning experiences of students (Dehghanzadeh et al., 2021). Gamified LESL environments provided excellent learning experiences by being enjoyable, engaging, motivating, and entertaining. Filippou, Cheong, and Cheong's (2018) showed that students like to apply gamification in their learning environment, which are influenced by diverse variables including desire for use, knowledge advancement, engagement, immersion, and enjoyable learning process. In line with this finding, Murillo-Zamorano, et al (2021) claimed that the conception of a co-creative and energized gameful experience that supports students' overarching value-creating results in satisfying active learning layouts without any loss of academic achievement and enables the development of a number of skills particularly pertinent for twenty-first-century professionals. Similarly, Silva, Sales, and Castro (2019) reported that students who participated in gamified classrooms saw greater gains in active learning than those who took regular sessions.

CONCLUSION

The *4 Pics 1 Word* application is thought to have been successful in piquing students' interest in learning English vocabulary and inspiring them to study the language. The two research questions are addressed in the paper. There were two findings in this research. The perception of *4 Pics 1 Word* and vocabulary among the students is excellent. The application is thought to be effective and interestingly designed, with an exciting and enjoyable learning environment and method for English. While also being correctly answered is the benefits of *4 Pics 1 Word* in vocabulary classroom based on students' perception. It is said to promote vocabulary mastery, learning motivation, and student engagement while making the learning process more engaging. The educational game *4 Pics 1 Word* is advised because it can stimulate students' interest in learning new words and enhance their desire and motivation to do so. Through the application, students can also comprehend concepts and pick up a new language with greater ease.

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