



# The Use of Picture-Based Games to Enrich Students' Vocabulary

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## Abstract

Vocabulary is the cornerstone of Arabic language learning. Vocabulary plays a key role in supporting students' language skills. The suboptimal use of diverse teaching media makes learning less engaging for students. This study aims to utilize picture-based games as a medium to enrich students' vocabulary. This study employs a qualitative method, using observation and interviews. The results show that picture-based games can create a more active, engaging, and participatory learning environment. The use of this medium also helps students understand and retain information. The implications of this study indicate that picture-based games are a viable alternative for Arabic language instruction, particularly in vocabulary learning. These findings are expected to serve as a reference for educators in developing more innovative, contextual, and student-centered learning experiences.

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## INTRODUCTION

Learning Arabic is always confronted with various complex situations. On the one hand, this learning process requires daily attention to its individual components; on the other hand, it must also be viewed as a unified whole. Arabic is one of the foreign languages that Indonesian students are interested in learning (Husnul Khotimah et al., 2023; Meishanti et al., 2020; Misbahuddin & Halim, 2021). One of the key elements in learning Arabic is studying the language's components, namely sentence structure, pronunciation, and vocabulary. The learning process discussed in this context consists of several components. These components include objectives, instructional materials, learning activities, methods, tools, learning resources, and assessment. Learning Arabic using media makes the process more engaging and can facilitate the learning process. Media allows us to boost student motivation, strengthen emotional engagement, increase enthusiasm, and activate the learning process, thereby fostering interaction as a key factor in students' active participation in effective Arabic language learning (Amzaludin et al., 2023; Fadhilah, 2023; Primaningtyas, 2018; Sholihah et al., 2022). The use of game-based media in learning and teaching provides significant opportunities for

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Arabic language teachers to achieve optimal learning outcomes compared to learning processes that ignore or do not use game-based media, or rely solely on traditional methods (where the teacher dictates and students remain quiet and passive).

The use of game-based media in the context of learning and teaching offers significant opportunities for Arabic language educators to achieve optimal learning outcomes compared to learning processes that ignore or do not use game-based media, or that rely solely on traditional methods (where the teacher dictates and students remain largely silent and passive) (Munaya & Mukhlisah, 2025; Oktaviani & Yanti, 2022).

Language learning cannot be separated from what is known as vocabulary learning, as it is well established that vocabulary is a crucial element in language learning itself. Although there are many differing opinions regarding language and the objectives of language instruction, all parties agree that vocabulary plays a vital role in supporting the development of language skills.

In addition to mastering basic vocabulary one of the key aspects of language learning, including Arabic this often poses a challenge for students at the middle school level, such as in seventh grade. At this age, students go through a crucial transitional phase in their language development, requiring effective learning strategies to support their understanding and use of the language. One of the goals of learning this vocabulary is for students to be able to memorize new words properly and accurately, as correct pronunciation leads to good speaking and reading skills.

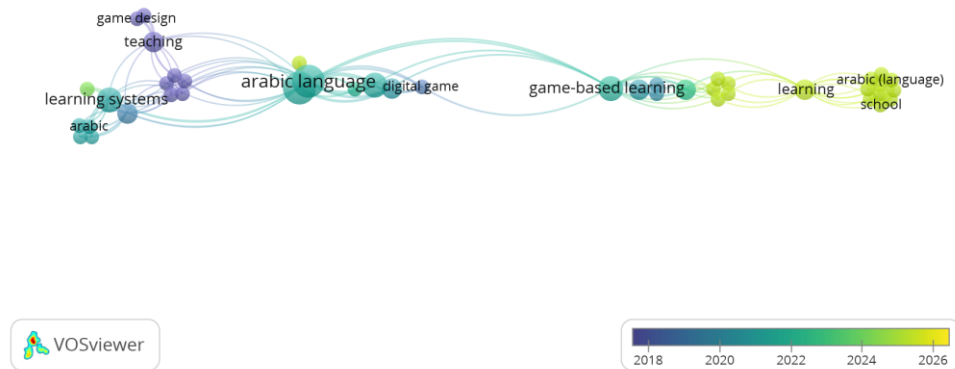
According to the Kamus Besar Bahasa Indonesia (Great Dictionary of the Indonesian Language), a card is a thin, rectangular piece of paper containing an image that is, a reproduction of something drawn on paper or fabric. In Arabic, picture cards are called “batala” or “mushora.” And according to Arsiad, a picture card is a small card containing an image, text, or symbol that reminds students of or directs them to something related to that image. At the same time, according to Al-Said and Bodmijana, picture cards are educational cards used in learning activities as a tool through game-based activities (Afjalurrahmansyah et al., 2023; Khairanis, 2025). Therefore, the researchers concluded that picture cards are a type of mnemonic aid for students that contain images or words and are tailored to the students’ level. The purpose of this method is to train the left hemisphere of the brain to remember images and words, thereby enhancing vocabulary.

The use of picture cards in Arabic language instruction plays an important role because they connect abstract concepts with more concrete visual representations. Through the combination of images and vocabulary, students can more easily understand the meaning of words without having to rely entirely on the teacher’s verbal explanations. In addition, this medium can create a more active and enjoyable learning environment because it can be integrated into various activities, such as educational games, group discussions, and exercises that match pictures with the corresponding vocabulary. Thus, picture cards not only help improve vocabulary mastery but also encourage active student participation, strengthen memory, and boost students’ motivation and confidence in learning Arabic.

According to Yusuf Hadimarsu, there are many opinions among education experts regarding the benefits or usefulness of these tools and media in education or the teaching-learning process. He states that these tools and media have no practical value in developing skills, compared to other methods. Bringing accessible

objects into students' learning environments. Furthermore, educational media serve as tools that bring students closer to the subject matter, whether in audio form (sound recordings) or visual form (images, examples, and models). Based on the opinions above, we can conclude that educational media function as intermediaries for conveying messages to the audience and are used to capture students' attention. Therefore, educational media play a crucial role in achieving learning objectives.

A search of the Scopus database for studies on the use of image-based games to enrich vocabulary yielded 12 documents from 2018 to 2026. The analysis clearly shows that no documents related to the use of image-based games to enrich vocabulary have been found. Below is a visualization of the bibliometric analysis using VOSviewer based on the themes of games, vocabulary, and media.



**Fig 1. Vosviewer visualization analysis related to a study on the use of visual media to enrich vocabulary, based on the keywords “visual game media,” “vocabulary,” “students,” and “Arabic language learning” (Scopus database, 2018–2026)**

The objective of this game is to help students understand words more easily. To play, the teacher displays an image, and the students then name the words that correspond to the image. It is advisable to ensure that the images created (or displayed) are related to the subject matter or vocabulary. Students often face difficulties in the learning process, primarily because the material presented is hard for them to understand.

In addition, it was observed that students' ability to memorize Arabic vocabulary developed well, but they had difficulty answering questions posed by the teacher and showed a lack of engagement in the learning process. Therefore, the current Arabic language learning process (Fitria et al., 2024; Marwaji, 2026; Ummah & Hasyim, 2025; Wijaya & Kholifah, 2023). is teacher-centered, and the activities conducted by teachers are limited to presenting material and providing exercises, making the learning process appear less effective for improvement. This is the result of interviews conducted by the researchers with Arabic language

teachers, in which vocabulary instruction was carried out through reading vocabulary lists followed by students, immediate repetition, and the administration of practice exercises. The teachers acknowledged that the only teaching aids used for vocabulary instruction were writing in Arabic, pens, and whiteboards. Additionally, the researchers interviewed students who admitted that they struggled to master vocabulary because teachers consistently used the same teaching methods, which failed to capture their attention and left them feeling bored.

## METHODS

This study employed a qualitative method, with data collection conducted through observation and interviews. Observations were carried out directly during the learning process using the picture-play method (Engkizar, et al., 2025; Guspita et al., 2025; Ikhlas et al., 2025; Muslim, 2021). Through these observations, the researcher was able to record how students interacted with the pictures, their responses while playing, and whether there was an improvement in their mastery of Arabic vocabulary after using this method. Interviews were conducted with students or teachers to obtain more in-depth information regarding their experiences in learning Arabic vocabulary using visual methods (Engkizar, et al., 2025; Htay et al., 2025; Khairunisa et al., 2025; Zulmuqim, 2017). Data sources were obtained from: teachers, students, and high schools. The type of research used was field research, which is research conducted by researchers who visit the research location directly or meet with respondents in person. In this study, the researchers used a qualitative approach.

## RESULT AND DISCUSSION

### Definition and Essence of Play

The need to play arises naturally within every individual. Every human being has an instinct to seek pleasure, satisfaction, enjoyment, wonder, and happiness in life. This is an innate drive present from birth; humans will continue to seek self-fulfillment until death. By definition, the term “play” refers to a specific situation or condition in which a person seeks to achieve pleasure or satisfaction through a playful activity or engagement (Afaria et al., 2022; Nasrulloh et al., 2020). Play is an activity aimed at acquiring specific skills through personal enjoyment. Through play, humans gain the benefits of discovering creativity, understanding cause and effect, developing relationships, and honing practical skills, as well as influencing all aspects and dimensions of life that seek pleasure or satisfaction through play or recreational activities. Play is an activity aimed at acquiring specific skills through a person's happiness. Through play, people gain benefits such as the discovery of identity, an understanding of cause and effect, the development of relationships, the development of practical skills, and an impact on all aspects of life.

Play involves expressions of joy, satisfaction, and deep pleasure; it is free from tension or sadness and liberates the spirit. Play is closely linked to self-expression and spontaneity, and it trains individuals to prepare for competition, accept victory while also being ready to accept defeat, and cope with feelings of embarrassment. Therefore, this game is intended for mature students. Through games, students learn many things about life, including independence, courage, socialization, leadership, and self-awareness. When used wisely, games in learning will produce the following outcomes: Eliminating the “rigidity” that hinders the learning process; developing creativity; achieving goals consciously; facilitating learning through experience; and

making students the subjects of their own learning.

### **Understanding Instructional Media**

The use of game-based media in learning and teaching provides significant opportunities for Arabic language teachers to achieve optimal learning outcomes compared to learning processes that ignore or do not use game-based media, or rely solely on verbal methods (teacher presentations, with students remaining mostly silent and passive). The term “instructional media” originates from Latin and is a general form of media. “Media” literally refers to an intermediary or connector—that is, the intermediary or connector between the source of a message and the recipient of the message (Alam & Khotimah, 2021; Rahmawati et al., 2022). Many people have offered definitions of learning media. Schramm states that educational media are message-carrying technologies that can be used for learning purposes. Educational media serve as a means to enhance learning activities. Communication media fill in the gaps or serve as an introduction. According to the Association for Education and Communication, communication media encompass all forms used in the process of disseminating information.

The use of instructional media in the teaching and learning process can foster new interests and desires, as well as spark motivation and encouragement to engage in learning activities; it can even have a psychological impact on students. The use of instructional media will truly enhance the effectiveness of the learning process and the delivery of messages and lesson content in real time. Apart from its influence on student motivation and interest, instructional media can also help students improve their understanding, present material in an engaging and easy-to-understand way, facilitate explanations of the material, and enrich the information. Based on the points mentioned above, it can be concluded that we can use all forms of media to convey messages and stimulate students’ minds, as well as enrich their enthusiasm, interest, and readiness, thereby promoting the learning process.

### **Understanding Visual Media**

Visual media is the most commonly used type of media. This is because students prefer images to text, especially if the images are created and presented to a high standard, as this will certainly enhance students’ understanding and facilitate the learning process. Images are effective visual tools because they allow us to visualize what is being explained in a more concrete and realistic way.

### **Functions of Visual Media**

In the process of teaching and learning Arabic, there are two very important aspects: teaching methods and visual media. These two aspects are interrelated, and the choice of a specific teaching method will influence the type of visual media used, although there are other factors to consider when selecting media, including learning objectives. Nevertheless, it can be said that one of the functions of visual media is as a learning tool that also influences the conditions and environment organized and created by the teacher (Fitri & Hasibuan, 2024; Nasution & Lubis, 2023; Shidqi & Mudinillah, 2021).

The purpose of visual learning media is to ensure that the messages and information conveyed are fully understood by students as the recipients of that information. In this way, the information becomes easier to grasp and more engaging for the learning process, which can otherwise be tedious. Although the learning process isn’t always tedious, the use of media in language learning is highly beneficial and helps maintain students’ enthusiasm for learning. Visual media, such as images, are commonly used. Images and photos are the most universal form of

communication that can be understood and appreciated anywhere. When using this type of instructional media, images must be tailored to the objectives to be achieved. Visual media can also be referred to as visual aids. Visual aids are tools that can be seen. Therefore, images displayed in the Arabic language learning process play a crucial role in conveying messages to students.

Based on the research findings, the researcher obtained relevant data or information related to the research focus, whether using multimedia games or images to learn Arabic vocabulary. Data collection in this study was conducted using observation and interviews, which were gathered and processed directly by the researcher in the field.

Arabic is a complex subject and often a burden for students. Their aversion to Arabic stems from the belief that it is a difficult subject. Therefore, teachers must supplement their teaching methods with the application of various appropriate methods, strategies, and techniques, which should also be accompanied by the use of instructional media. One such medium is visual aids, which are frequently used in the learning process. It is hoped that the use of visual aids in Arabic language instruction can increase students' interest and capture their attention so that the lesson content can be effectively conveyed.

Observations reveal that students face difficulties in the learning process, primarily because the material presented is hard for them to understand. In addition, it was observed that students' ability to memorize Arabic vocabulary developed well, but they had difficulty answering the teacher's questions and lacked interest and motivation to learn. This occurred during the Arabic language learning process. This process is teacher-centered, and the activities carried out by the teacher—such as teaching the material and providing exercises—made the learning process seem less engaging for students.

Based on the results of interviews conducted with Arabic language teachers, the following was stated by the informants:

*The use of image-based multimedia games to learn Arabic vocabulary is an effective and enjoyable learning method. Presenting Arabic words in this way can help students remember them better. The benefits of using image-based multimedia games to learn Arabic vocabulary include improving memory skills and enhancing the ability to understand Arabic words (Informant)*

Similarly, the second informant stated:

*The use of image-based multimedia games to learn Arabic vocabulary can improve reading skills and the ability to understand Arabic texts well (Informant).*

Based on the results of the interviews above, it can be concluded that the use of multimedia games to learn vocabulary can improve students' ability to understand Arabic vocabulary. The advantage of multimedia is its ability to entertain students, thereby making it easier for them to remember Arabic vocabulary. Visual media can foster enthusiasm for learning new things, improve mastery of the material and Arabic language skills, and facilitate the acquisition of Arabic vocabulary. Thus, the researcher describes the application of visual media in Arabic language learning.

Opening Activity: The teacher enters the classroom and begins the lesson by greeting the class. The teacher then greets the students, asks how they are doing, and takes attendance. Before moving on to the next topic, the teacher reviews the material

covered in the previous session. This is done to refresh the students' memory of the previous material and ensure their understanding of the material to be covered in the upcoming lesson. Main Activity: Students pay attention to the key words written on the blackboard. They are encouraged to listen to the teacher as he or she explains the material. Students are asked to identify the meanings of these key words. The teacher asks students to observe a picture of school facilities and asks them to name the facilities shown in the picture. The teacher develops the lesson by using a strategy (matching index cards) from the active learning model that incorporates visual media. Once students feel that they are familiar with and understand the words in the images, the next activity is to create an Arabic language book (Afroni, 2019; Bidari & Hidayatillah, 2022). In this activity, sheets of paper containing Arabic vocabulary are used. To ensure all students can participate, the teacher implements the rules of a picture-guessing game.

Closing Activity: At the end of the lesson, the teacher reviews and summarizes the material that has been studied. The teacher will ask follow-up questions to the students who participated in the previous game. Once everything is complete, the teacher will ask one of the students to lead a prayer; for example, the teacher and students might recite Surah Al-Asr together. Researchers agree that the use of visual aids is crucial for understanding Arabic language learning. To enhance the effectiveness of visual media in mastering Arabic vocabulary, it is recommended to use images that are clear, engaging, and relevant to the vocabulary being studied. Additionally, it is important to conduct regular evaluations and provide feedback to ensure that these visual media effectively improve students' ability to master Arabic vocabulary. Thus, visual media can serve as an innovative and effective teaching method for mastering Arabic vocabulary.

## CONCLUSION

Based on the results of a study on the use of image-based multimedia games for learning Arabic vocabulary, the use of image-based multimedia games is an effective and enjoyable way to learn Arabic vocabulary, as it can increase motivation as well as the ability to remember and understand Arabic vocabulary. By using image-based multimedia games, students can learn in a more relaxed and interactive way, thereby improving their Arabic language skills. Therefore, it is highly recommended to use image-based multimedia games as an innovative and effective way to learn Arabic. The process of using images to learn Arabic vocabulary is an effective and interactive learning method. By using engaging images related to Arabic vocabulary, students can learn and remember vocabulary more easily and enjoyably. This game-based approach can also boost students' motivation and engagement in the learning process, enabling them to achieve the best results in mastering Arabic vocabulary.

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## DECLARATONS

### Author contribution

**Azizah Rahmah:** Data curation, Writing-Original draft preparation, Writing-Reviewing and Editing, **Dara:** Visualization, Supervision, **Beri Nopriansyah:**

Formal analysis, Conceptualization, **Nilna Aldzakhiroh** Methodology, Validation, Supervision, Software.

### AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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The authors declare that this research was conducted without any conflict of interest in the research.

### Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

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