

Guess the Picture Method: A Solution for Mastering Arabic Vocabulary at Samakke Islam Wittaya School, Satun, Thailand.

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ABSTRACT

Keywords:

Arabic vocabulary, Arabic language learning, the use of the "Guess the Picture" method

This research aims to find out and understand how effective the "Guess the Picture" method is in teaching Arabic at Samakke Islam Wittaya School in Satun, Thailand. The research uses a qualitative approach with a case study to explore how this method is used in teaching Arabic vocabulary (mufrodats) at the school. Data was collected through observation, interviews, and documentation. The data analysis had two main steps: reducing the data and content analysis. The results showed that Arabic learning at this Islamic school in Thailand uses the "Guess the Picture" method. In this method, the teacher shows picture cards and says the Arabic vocabulary repeatedly. Once the students can pronounce the words correctly and fluently, they are asked to guess the picture in Arabic. Then, they are asked to stick the correct vocabulary card on the board to match the picture.

Kata Kunci:

Mufrodats, pembelajaran bahasa Arab, penerapan metode tebak gambar.

Penelitian ini bertujuan untuk mengetahui dan mengkaji keefektifan pembelajaran bahasa Arab dengan menerapkan metode tebak gambar di Samakke Islam Wittaya School Satun Thailand. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus untuk menggali penerapan metode tebak gambar dalam pengajaran mufrodats bahasa Arab di Samakke Islam Wittaya School. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Sedangkan analisis data terdiri dari dua tahap utama: reduksi data dan analisis isi. Dari hasil penelitian ditemukan bahwasanya pembelajaran bahasa Arab yang diterapkan di sekolah Islam Thailand ini menggunakan metode tebak gambar. Dalam metode ini, guru menunjukkan kartu bergambar dan mengucapkan mufrodats bahasa Arab berulang kali. kemudian, siswa diminta untuk menebak gambar yang ditunjukkan menggunakan bahasa Arab dan diminta untuk menempelkan kartu berisi mufrodats yang sesuai dengan gambar di papan. Metode permainan seperti ini membantu siswa yang kesulitan menghafal mufrodats dan membuat pembelajaran lebih menyenangkan dan tidak membosankan.

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1. Introduction

Improving the mastery of Arabic, especially in the aspect of vocabulary (*mufrodat*), is an urgent need in Islamic schools, including in Thailand. Arabic is the main key to understanding the Qur'an, hadith (Al Yamin, 2023), and classical Islamic literature, so that mastering it is a fundamental aspect for students in Islamic educational institutions. However, in practice, teaching Arabic vocabulary still faces various challenges. The learning approach used tends to be monotonous and less interesting, especially for the younger generation. The dominant traditional memorization method is considered boring, resulting in low motivation and learning outcomes of students (H. Mufidah & Jannah, 2022). In the Thai context, this situation is exacerbated by government policies that prioritize the use of Thai as the national language and educational orientations with Buddhist nuances (Due et al., 2023). As a result, students experience difficulties in remembering and pronouncing Arabic vocabulary, especially in everyday contexts (Nurcholis & Salaeh, 2019).

In the Great Dictionary of the Indonesian Language (KBBI), method is defined as an orderly way to achieve the desired goal (KBBI, n.d.). According to Fred Percival and Henry Ellington, methods are a common way of delivering lessons to students to achieve learning goals (Ramdani et al., 2023). In research (Asy'ari & Sari, 2020) Method is a teaching method used by teachers in a language learning process in order to create the goals to be achieved. In the context of language learning, the right method greatly determines the success of students in understanding the material presented. Some researchers suggest that the *guess the picture* is a fun approach that is appropriate for the child's cognitive development (Moeslichatoen, 2004; Itah Fahitah, 2021), where students are invited to guess a picture that represents a certain word or phrase, so that it can improve their memory and interest in learning vocabulary.

A number of previous studies have examined various approaches to learning Arabic, such as lecture methods, the use of technology, to educational games such as *grammatical hunting* (Zakiyah & Huda, 2020; Manoppo & Arif, 2023). However, there have not been many studies that have specifically highlighted the effectiveness of the *guessing* method in mastering Arabic vocabulary, particularly in Islamic schools in Thailand. This gap becomes important to fill, given that this method has great potential as a cheap, flexible, and fun learning strategy, especially in the context of limited resources in Thai Islamic schools. This research was conducted at Samakke Islam Wittaya School, Thailand, and aims to explore the application of the *guess the picture* method in improving the mastery of *Arabic mufrodat*. Based on the results of initial observations, this method is considered effective because it can increase students' involvement and memory of the vocabulary taught. In addition, this method allows for the application of a variety of relevant and contextual learning themes.

This study seeks to answer the following questions: (1) How is the application of the *guess the picture method* in increasing the mastery of *mufrodat* in Thai Islamic schools? (2) What are the supporting and inhibiting factors in its

implementation? and (3) How effective is this method in shaping students' memory and understanding of Arabic vocabulary? This research also aims to identify implementation challenges in the field and compile recommendations for the development of more interesting and efficient vocabulary learning strategies. A tentative argument built in this study is that the image guessing method can be an effective and fun solution to improve the mastery of Arabic vocabulary contextually. This is supported by previous findings that show that visual media is able to strengthen students' memory of new concepts (Afjalurrahmansyah et al., 2023), and educational games are able to increase student motivation and learning outcomes (Sari et al., 2021). Thus, this research is expected to contribute to developing an Arabic learning approach that is more interactive and relevant to the needs of students, especially in Islamic schools in Thailand.

2. Method

Samakke Islam Wittaya School is both a school and an Islamic boarding school that provides Islamic education for Muslim children and teenagers, covering lower secondary school (*Mattayom 1–3*) and upper secondary school (*Mattayom 4–6*). The school is located in Thung Nui village, Satun, in Southern Thailand. It follows a full-day school system, operating from Monday to Friday. The researcher chose Samakke Islam Wittaya School because it is the largest Islamic school in the Satun area, known for its high level of discipline and strong reputation in education, with students of various skill levels. This makes it a suitable place to explore how this method can be applied in Islamic schools in Thailand and provide new insights into more effective and enjoyable Arabic language learning.

This study uses a qualitative approach with a case study type carried out at Samakke Islam Wittaya School, Satun, Thailand. The case study was chosen because it allowed researchers to delve deeply into the dynamics and local context in the application of the picture guessing method to vocabulary learning (*Mufrodad*) Arabic. This approach is in accordance with the research objectives, which are to understand the natural learning process, the interaction between teachers and students, and students' responses to the methods applied. According to (Sugiyono, 2023) Qualitative research emphasizes understanding the meaning in depth of a symptom, process, and in-depth understanding of social phenomena occurring in the field, where the researcher acts as the main instrument.

The informants in this study were selected using the purposive sampling technique, which is a deliberate sampling technique based on certain criteria. The main informants consisted of Arabic teachers who applied the guessing method, school principals as education policy makers, and students who participated in vocabulary learning using this method. The selection of informants is based on the consideration that they have direct experience as well as relevance to the focus of the research, so that they can provide rich and in-depth information. Data collection was carried out through three main techniques, namely observation, in-depth interviews, and documentation. Observations are carried out directly in the

classroom to see the application of the guessing method, observe student involvement, and record interaction patterns that occur during the learning process. Interviews were conducted in a semi-structured manner with Arabic teachers, principals, and students to explore perceptions, experiences, and evaluations of the effectiveness of the method. Documentation includes the collection of supporting data such as lesson plans, lists of vocabulary taught, and student evaluation results

Data analysis is carried out in stages following the Miles and Huberman flow, which consists of three stages: data reduction, data presentation, and conclusion drawn. In the reduction stage, data from observation notes, interview transcripts, and documents are filtered to separate information relevant to the research focus, and then classified into themes such as method effectiveness, student engagement, and implementation challenges. Furthermore, the data is presented in the form of a descriptive narrative that contains direct quotes from the informant, a summary table of findings, and a description of the class situation. The final stage is the drawing of conclusions based on the patterns that emerge from the data.

3. Result and Discussion

No.	Report	Question	Answer
1.	School director	How is the application of the divination method in increasing the mastery of Arabic mufrodat among Islamic school students in Thailand?	When seeing teachers teaching, the method of guessing the picture is wrapped like a toy using picture cards such as flash cards and that is repeated by the teacher so that the children indirectly memorize it like that.
2.	Arabic Teacher		The funny method of guessing the picture itself in our institution tends to be a kind of game so that it makes children enthusiastic to learn and children tend to easily memorize by looking at pictures rather than just reading the writing.
3.	School Director	What are the supporting and inhibiting factors of the divination method in increasing the mastery of	For the supporting factor, we prioritize the teacher's facilities to teach to be fulfilled so that when the

		Arabic mufrodat among Islamic school students in Thailand?	teacher teaches is not confused about the facility, it is all teachers in our institution, what they need to teach we fulfill. For the obstacle itself, the children are not used to speaking Arabic, perhaps because for them it is not the language used daily.
4.	Arabic Teacher		So for the supporting factor, one of the facilities we need is always fulfilled by the school, so teachers when teaching are comfortable if the facilities we need are there and for the inhibition itself, namely the lack of practice or habit in speaking Arabic, well, and also Arabic is the language used daily, maybe that's the only inhibiting factor.
5.	School Director	How effective is the divination method in improving the mastery of Arabic mufrodat among Islamic school students in Thailand?	Regarding the benchmark of the effectiveness of the guess the picture method, we judge that from the enthusiasm of the children to learn for me personally, it is good.
6.	Arabic Teacher		For us, for the measure of the effectiveness of the picture guessing method itself, we judge from the enthusiasm of children to learn and children want to memorize, fluent in speaking Arabic and fluent in pronouncing mahorijul letters.

Table 1. Interview Results

a. The implementation of the "Guess the Picture" method

Based on the research conducted, the researcher obtained several findings from an interview with an Arabic language teacher at Samakke Islam Wittaya School in Thailand, who stated that the teaching method using picture guessing media is often applied to help students recognize, remember, and master Arabic vocabulary (Sengsi, 2024). In addition, the use of the picture guessing method also makes learning more effective and enjoyable. The method is designed like a game using flashcards with images (Panglisen, 2024). The Arabic learning process includes planning, implementation, and evaluation. Lesson planning involves setting learning objectives, selecting appropriate materials, choosing suitable methods, and preparing the necessary tools and media. Careful planning is required before carrying out the learning process to ensure its success and effectiveness (Juli et al., 2024).

The planning stage involves preparing materials in the form of picture cards that match the lesson content. Before starting the lesson, the teacher asks the students to pray. Then, during the learning process, the teacher begins by explaining the topic to be studied, for example *al-hayawanat* (animals). The teacher repeatedly says the vocabulary that matches the picture shown, and asks the students to guess the image and say its name in Arabic. Before ending the lesson, the teacher randomly selects students to answer questions about the material by attaching the correct vocabulary card to the matching image and pronouncing the memorized word. This serves as the final stage—the evaluation—in the learning process. At this stage, the teacher can assess how well the students have memorized and understood the material. Additionally, the teacher usually gives extra homework assignments so that students continue learning at home.



Picture 1. Picture cards

Learning media is something that can be used to deliver messages (learning materials) to stimulate students' attention, interest, thoughts, and feelings during learning activities, helping them achieve specific learning goals (Purba & Jamil, 2023). The use of "Guess the Picture" media in Arabic

language learning provides significant benefits in improving students' vocabulary mastery and learning motivation. Through engaging and interactive visuals, this media helps students associate words with objects or concepts in a concrete way, making it easier to understand and strengthening memory (Adhimah, 2024). In their research, Ghofur & Islamiyyah (2020) also stated that in the learning process, the presence of picture media is very important as it motivates students to continuously learn and understand materials that were initially difficult to grasp.

b. Supporting and Inhibiting Factors

In the implementation of the picture guessing method in Arabic language lessons, there are certainly several supporting and inhibiting factors in the learning process. Based on the observations conducted by the researcher with one of the Arabic language teachers, it can be concluded that all the necessary facilities for teaching have always been provided, including books, IT equipment, and other learning media. As a result, the teacher can deliver the lessons comfortably (Sengsi, 2024). This opinion is also supported by the director of Samakke Islam Wittaya School, who stated that learning facilities are highly prioritized, as their availability greatly supports and facilitates the teaching process and helps make lesson explanations easier, thus improving student learning outcomes. Moreover, Thai students are different from Indonesian students, and therefore require extra effort to help them understand the material (Panglisen, 2024).

To increase students' interest and enthusiasm in the Arabic learning process, the use of picture guessing media becomes an effective solution to create a fun and engaging classroom atmosphere. This approach helps change students' mindset that Arabic is a boring and difficult subject. However, one of the obstacles in using the picture guessing method in schools in Thailand is that students are not accustomed to speaking Arabic, making it difficult for them to pronounce Arabic words correctly. This is due to the fact that the native language of the Thai population is not Arabic but Thai, and the majority of the population in Thailand are non-Muslims. This factor presents a unique challenge for Arabic teachers in Islamic schools in Thailand, where Arabic is a language that every Muslim is expected to understand.

The use of picture guessing media in Arabic language learning at Islamic schools in Thailand holds significant potential for improving student learning outcomes. Islamic schools in Southern Thailand often rely on traditional teaching methods, which may be less engaging for students (Saree & Sya'bani, 2020). Therefore, picture guessing media offers a more interactive and enjoyable approach that can spark student interest and increase their active participation in the learning process (Maulana et al., 2024). However, students may feel more comfortable using Thai as their primary language. This reliance on Thai makes it difficult for them to connect images with Arabic vocabulary, which becomes a barrier for those who want to learn Arabic.

c. The Effectiveness of the Picture Guessing Method

In every learning process, there are always predetermined objectives. The use of various teaching methods is a way to achieve these set goals. Learning objectives serve as a benchmark for evaluating the success of the teaching methods used by a teacher. Samakke Islam Wittaya School in Thailand is one of the schools that uses the picture guessing method in teaching Arabic. Based on research conducted through observations and interviews with one of the teachers and the school director, it was found that the main objectives of Arabic language learning are: first, to ensure students are active in class; second, to help students easily understand the material; and third, to improve students' fluency in pronouncing Arabic letters (*makhārij al-ḥurūf*). According to the teacher's report to the school director, the picture guessing method has proven to be highly effective, as most students have achieved the learning objectives, as confirmed by the director. From this interview, the researcher concludes that the picture guessing method at Samakke Islam Wittaya School in Thailand is highly effective, as the majority of students have met the learning goals. Most of them also enjoy and are enthusiastic about the learning process because the picture guessing method is applied in a game-like manner.

The effectiveness of the picture guessing media lies in its ability to optimize the learning process through a combination of visual stimulation and cognitive challenges. Learning that uses this media becomes more engaging and interactive due to the game-like elements it contains, which in turn increases student motivation and active participation. Several authors have expressed similar views. For example, Faris et al. (2025) explained in their study that picture guessing games help students improve their memory skills in memorizing Arabic vocabulary. In another study, Z. Mufidah & Badrus (2022) also explained that there are many benefits and effectiveness that can be gained from using picture guessing games in the learning process, including increased motivation, improved learning outcomes, enhanced visualization skills, and better critical thinking abilities among students. These factors contribute to making the lessons more effective. In addition to aiming to make students more active in the classroom, the game is also intended to improve students' speaking skills (Rosmayanti, 2023).

4. Conclusion

Based on the results of the research presented, Arabic language learning using the picture guessing method implemented at Samakke Islam Wittaya School in Satun, Thailand, is one of the effective ways to help students master Arabic vocabulary. The implementation of the picture guessing method is designed like a game, starting with the teacher explaining the material followed by demonstrating how to pronounce the names of the pictures in Arabic, and students repeating the pronunciation. This is done repeatedly until the pronunciation is considered

accurate and fluent. After that, the teacher gives several random questions to the students as an evaluation of the learning process. This method has proven to be very effective in Islamic schools in Thailand because most students are enthusiastic and enjoy the Arabic lessons, making the learning environment more lively and not boring.

The supporting factor observed by the researcher in Arabic learning is that the facilities needed by the teachers to support and ensure the success of the learning process have always been prioritized—this includes books, IT equipment, and learning media. These resources enable teachers to deliver the material comfortably. On the other hand, there are some challenges faced by students, one of which is their unfamiliarity with the Arabic language, making it difficult for them to pronounce Arabic sentences. This is largely due to the fact that the native language of the Thai population is not Arabic, but Thai, and the majority of thailand's population is non-Muslim.

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