

## Guess the Picture Game as an Active Strategy in Developing Arabic Speaking Skills at MTs Level

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**Abstract** Arabic language proficiency learning in Islamic Junior High Schools (MTs) still faces challenges, as many students struggle to use Arabic actively and fluently. This study aims to assess the effectiveness of games. *guess the picture* as an active learning strategy to improve students' speaking skills. The approach used was Classroom Action Research (PTK) with a combination of qualitative and quantitative, involving 20 ICP class students at MTs 2 Nurul Islam with the theme of daily activities to present a real context. The results of the study showed that the game *guess the picture* able to: (a) facilitate active foreign language learning, (b) improve oral production through visual stimuli, (c) develop communicative competence through meaningful and contextual activities, and (d) strengthen the affective aspects that influence speaking courage. In conclusion, the use of this game can create more interesting, relevant, and effective Arabic language learning in improving students' language skills, as well as providing positive implications for the application of communicative strategies in learning in madrasahs.

**Keywords** Arabic Learning, Speaking Skills, Picture Guessing Game

لا يزال تعلم مهارات اللغة العربية في المدارس المتوسطة الإسلامية (MTs) يواجه تحديات، حيث يعاني كثير من الطلاب في استخدام اللغة العربية بشكل فعال وتطبيق. تهدف هذه الدراسة إلى تقييم فاعلية لعبة "تخمين الصورة" كإستراتيجية تعلم نشطة لتحسين مهارات التحدث لدى الطلاب. وقد استُخدم في البحث منهج البحث الإجرائي الصفي (PTK) بالجمع بين الأسلوبين الكيفي والكمي، وذلك بمشاركة عشرين طالبًا من صفوف البرنامج الدولي (ICP) في مدرسة MTs 2 Nurul Islam، مع اعتماد موضوع "الأنشطة اليومية" لتقديم سياق واقعي. وأظهرت نتائج الدراسة أن لعبة تخمين الصورة قادرة على: (أ) تيسير التعلم النشط للغة الأجنبية، (ب) تحسين الإنتاج الشفهي من خلال المحفزات البصرية، (ج) تنمية الكفاءة التواصلية عبر أنشطة ذات معنى وسياق، (د) تعزيز الجوانب الوجدانية المؤثرة في جرأة التحدث. وخلاصة القول: إن استخدام هذه اللعبة يساهم في جعل تعلم اللغة العربية أكثر تشويقًا وارتباطًا وفاعلية في تحسين مهارات الطلاب اللغوية، كما يقدم دلالات إيجابية لتطبيق الاستراتيجيات التواصلية في التعليم بالمدارس الإسلامية.

ملخص البحث

تعلم العربية، مهارات التحدث، لعبة تخمين الصورة

كلمات أساسية

Speaking (المهارة الكلامية) is one of four language skills that is very important in the communication process, especially in learning Arabic. This skill not only functions as a means to convey information, but also serves as a medium to express thoughts, feelings, and ideas clearly and precisely (Meiliyati, 2022). By mastering speaking skills, students can interact directly using Arabic, both in formal contexts in the classroom and in informal situations outside of learning. In the educational environment of Madrasah Tsanawiyah (MTs), speaking skills are often used as an early indicator of students' success in actively mastering Arabic, because this ability shows the extent to which students are able to apply vocabulary knowledge, sentence structure, and pronunciation well in real communication (Nafisah, 2022). In addition, speaking skills also boost students' self-confidence, improve critical thinking skills, and strengthen other language skills such as listening, reading, and writing, so that Arabic language learning can take place comprehensively and continuously (Fajariyah & Manshur, 2025).

In speaking proficiency instruction at Islamic Junior High Schools (MTs), many students still experience difficulties in using Arabic actively and fluently. One of the most influential factors is the passive, teacher-centered teaching method (Mahbubi, 2024). In practice, classroom activities are largely focused on explaining material, providing examples, or practicing vocabulary and grammar, while opportunities for students to practice speaking freely are very limited. This results in students being less accustomed to expressing their thoughts, feelings, or opinions verbally in Arabic, resulting in slow development of their speaking skills.

Furthermore, the lack of learning activities that encourage interaction and two-way communication makes students feel less challenged to hone their speaking skills (Naqib & Faris, 2024). Consequently, their motivation to learn Arabic declines, as they feel the learning process doesn't provide space for creativity and self-expression. Students' self-confidence also tends to be low, as they rarely have the opportunity to practice speaking in front of teachers or classmates, and they fear making mistakes that could invite criticism or ridicule from others. If left unchecked, this situation will impact their ability to actively and communicatively master Arabic, making it difficult to achieve the learning objectives that prioritize comprehensive language skills.

To address the problem of students' low speaking proficiency in Arabic learning at Islamic Junior High Schools (MTs), learning strategies are needed that can maximize their active participation. The strategies implemented should be communicative, so that students are encouraged to interact and use Arabic directly in various learning situations. Furthermore, learning needs to be presented contextually, by linking the material to students' daily lives so that the language learned feels relevant and useful (Aziz et al., 2024). The characteristics of MTs-aged students who tend to prefer play activities and visual media must also be taken into consideration, so that the methods used can combine elements of entertainment with learning in a balanced manner (Fitriyah & Mutammiroh, 2025).

One way to implement this strategy is through a picture guessing game, which combines visual media with active speaking skills. In this game, students are challenged to name objects, describe their characteristics, or guess the contents of the picture using Arabic. This activity naturally trains speaking skills, enriches vocabulary, and hones sentence guessing skills. Furthermore, the learning atmosphere created is more fun, relaxed, and interactive, thus increasing students' motivation and confidence in speaking.

In this way, learning Arabic becomes not just an academic activity, but also an engaging, interactive, and memorable experience for students.

The use of picture-guessing games is strongly relevant to language development, particularly speaking skills. Through this activity, students are actively engaged in the thought process of understanding images, selecting appropriate vocabulary, guessing the correct sentence, and directly conveying their ideas in Arabic (Rosmayanti, 2022). This process aligns with a communicative learning approach that emphasizes real-world practice in language use, where students not only learn theory or rules but also apply them directly in contextual situations. Thus, picture-guessing games not only provide a fun learning experience but are also effective in fostering students' habits of spontaneous thinking and speaking in Arabic (Ghofur & Islamiyyah, 2023).

Based on that background, this research aims to examine the extent to which the use of picture guessing games can be an active learning strategy in developing Arabic speaking skills at the Tsanawiyah Madrasah (MTs) level. In addition, this research is also directed to provide alternative learning methods that are more innovative and effective for Arabic language teachers, so that the learning process is not only teacher-centered, but able to create an interactive, creative, and student-centered learning environment. With the existence of this alternative strategy, it is hoped that learning Arabic can take place in a more interesting, relevant, and provide more optimal results in improving students' language skills.

## METHODES

This study is a Classroom Action Research (CAR) that uses a combination of qualitative and quantitative approaches to obtain a comprehensive picture of the improvement of students' Arabic speaking skills. Qualitatively, this study observes the learning process, student engagement, and changes in their behavior during the activity. Quantitatively, this study measures the improvement of students' speaking skills through test scores. The main objective of this study is to continuously improve students' Arabic speaking skills through the implementation of a picture guessing game strategy. This strategy was chosen because it is interactive, fun, and able to encourage students' active participation, so that speaking practice can be carried out repeatedly and systematically.

The research model used is the Kemmis & McTaggart PTK model, which consists of four main stages in each cycle, namely (Kemmis et al., 2014; Machali, 2022) :

1. Planning: Guess the action plan that will be carried out, including setting goals, learning strategies, materials, media, and instruments used.
2. Implementation of action (acting): Implementing plans that have been prepared in class to overcome problems or achieve set goals.
3. Observation: Observing and recording the course of action, student responses, and interim results using instruments such as observation sheets or field notes.
4. Reflection (reflecting): Evaluating the results of ongoing actions and processes, identifying successes and obstacles, and formulating improvements for the next cycle.

These four stages form a single, iterative process, allowing learning to be continuously evaluated and refined. This research is designed to be

conducted in one cycle, but it can be extended to more than two cycles if the results obtained in the first cycle do not meet the predetermined success indicators.

This study involved 20 eighth-grade ICP (International Class Program) students at MTs 2 Nurul Islam Mojokerto, with the teacher acting as both the implementer and researcher. This dual role enabled direct planning, implementation, observation, and reflection in a natural learning environment, ensuring valid, relevant, and applicable results for improving students' Arabic speaking skills.

The instruments used in this study include:

1. The Student and Teacher Activity Observation Sheet is used to record the level of student involvement and participation, as well as to observe how teachers carry out actions during learning.
2. The Arabic Speaking Skills Test (Kalam) functions to assess the student's oral ability before and after the action, through speaking tasks adapted to the theme and learning material.
3. The Student Response Questionnaire is intended to explore students' views on the learning methods used, including aspects of difficulty, comfort, and effectiveness.
4. Field notes are used to document important events during learning, including obstacles and the dynamics of interactions in the classroom.

The data in this study were collected using several techniques, namely:

1. Direct observation of student and teacher activities during the learning process.
2. Oral test to assess students' speaking (kalam) skills before and after the action.
3. Questionnaire to collect information about students' responses to learning.
4. Casual interviews with a number of students to gain a deeper understanding of their experiences while studying.

The collected data was analyzed using qualitative and quantitative descriptive approaches. The quantitative approach was used to identify improvements in student abilities through test and questionnaire results, with scores calculated in cycle I. Meanwhile, the qualitative approach was used to describe the learning process, any obstacles that arose, and corrective measures based on field notes and observations.

Success indicators are defined clearly and measurably, including:

1. Students' speaking abilities in terms of fluency, accuracy, vocabulary, and courage have increased, with a minimum target of 75% of students achieving a score of  $\geq 75$  on the oral test.
2. The level of enthusiasm and active involvement of students in the guessing game activity increased, with a target of at least 80% of students showing active participation based on observation results.
3. Increase in oral test scores with an average target increase of at least 15%.
4. The quality of students' oral interactions and expressions has shown significant improvement, with a target of at least 80% of students

showing progress in clarity of pronunciation, vocabulary selection, and courage in speaking.

If the indicators have not been achieved in the first cycle, the researcher will continue to the second cycle with improvements based on the results of the reflection.

## RESULT and DISCUSSION

### A. Games as an Active Strategy to Facilitate Foreign Language Learning

In the context of foreign language learning, games not only serve as a distraction to reduce boredom but also as an active strategy that can provide meaningful learning experiences. Games provide opportunities for students to directly engage, interact, and apply vocabulary and language structures in real-life communicative situations (Habib, 2024). Thus, students do not simply memorize vocabulary or grammatical rules but actively use them in communication. Active strategies through games place students at the center of learning (*student-centered learning*), where they become subjects who play a role in constructing knowledge of the language being learned (Hermanto & Arifin, 2022). In this case, the teacher acts as a facilitator, directing the game and ensuring that learning objectives are achieved. Play activities allow for collaboration, healthy competition, and two-way communication between teachers and students, as well as between students.

One form of effective play is guess the picture or guess the vocabulary. The affective aspect of language learning plays a role no less important than mastering vocabulary or language structure. A learning environment that is fun, safe, and non-pressuring provides ample psychological space for students to express themselves more confidently. When anxiety, fear of making mistakes, or worry about receiving excessive criticism are suppressed, students' affective filters are lowered. This then paves the way for increased intrinsic motivation and self-confidence, making it easier and more confident for students to use a foreign language orally.

Through this activity, students are trained to connect visual symbols (pictures) with appropriate vocabulary or foreign language expressions. This association process helps strengthen memory and encourages students' courage to speak. Furthermore, the game has a positive psychological effect. The learning atmosphere becomes more enjoyable, relaxed, and free from excessive pressure. This is important because affective factors such as anxiety (*anxiety*) or fear of making mistakes is often the main obstacle in foreign language speaking skills (Sari et al., 2025).

This is in line with the theory *Affective Filter Hypothesis* Stephen Krashen emphasized that emotional factors are crucial to the success of second language acquisition. If students are emotionally positive, characterized by a sense of comfort, enthusiasm, and self-confidence, the language acquisition process will proceed more smoothly. Conversely, if students feel stressed, afraid, or unmotivated, no matter how good the materials and methods used, the language will be difficult to absorb optimally (Krashen, 1982; Yudha, 2025). In other words, speaking confidence is not only the result of linguistic practice but also a friendly, supportive learning environment that encourages students to participate fearlessly.

Through games, these barriers can be reduced, allowing students to become more confident in expressing themselves in the target language. Therefore, it can be concluded that games, as an active strategy, not only facilitate the achievement of foreign language learning goals but also create an interactive, participatory, and conducive learning space (Bay et al., 2025).

This strategy is relevant for implementation at various levels of education, including Madrasah Tsanawiyah (MTs), to support the development of language skills, particularly speaking skills.

Category	Active	Passive
Active Participation	16 students (80%)	4 students (20%)
Speaking Skills	16 students (80%)	4 students (20%)
Active Response	17 students (85%)	3 students (15%)

**Table 1. Percentage of Observations**

Observations were conducted in a class VIII MTs (Islamic Junior High School) with 20 students in an Arabic language lesson on the theme of daily activities (الأنشطة اليومية). The teacher used the Guess the Picture game as a strategy to introduce vocabulary and practice speaking skills. The activity took place in an enthusiastic atmosphere, as each picture displayed was close to the students' daily experiences, such as *yakūlu* (eat), *yaktubu* (writing), *yanāmu* (sleep), *yadhabu ilā al-madrasah* (going to school), and *yal'abu* (play).

From the start of the game, most students showed active involvement. Of the 20 students, 16 confidently stepped forward to guess the pictures and name Arabic vocabulary. They appeared eager to compete to answer quickly. Meanwhile, the other four students appeared shy and chose to play a back-and-forth role, but still contributed by offering ideas to their group members. In terms of language proficiency, approximately 16 students were able to pronounce vocabulary from everyday activities with fairly accurate pronunciation. For example, they were able to construct simple sentences like *ana akulu* (I eat) or *ana aktubu* (I write). However, there are 4 students who still experience difficulties, especially in pronouncing certain letters such as *asain* (ا) And *qaf* (ق). However, these mistakes didn't dampen their courage to try, as the game atmosphere provided a safe space to learn without fear of making mistakes. Besides practicing speaking skills, this game also fostered group collaboration. All students supported one another, both by providing hints and encouraging their classmates as they performed. A healthy competitive atmosphere was created, with each group striving to answer correctly and quickly. This made the class more lively and focused on student activity, not just the teacher's explanation.

In terms of active responses, the majority of students appeared to enjoy the learning process. Seventeen students expressed their enjoyment because learning vocabulary through play felt easier and more enjoyable than simply memorizing. Meanwhile, three students remained passive, but became more interested when the images displayed matched their personal experiences, such as images of children sleeping or playing ball. Overall, the observations showed that using the Guess the Picture game with a daily activity theme is an effective active strategy in facilitating Arabic language learning. This strategy not only increased student participation but also fostered students' confidence in speaking, strengthened vocabulary mastery, and created a fun and interactive classroom atmosphere.

Several recorded student responses indicate that affective aspects play a significant role in building their courage to speak. One student stated, "*When I play, I'm not afraid of making mistakes because my friends are also trying,*" which shows that togetherness in game activities creates a psychologically safe atmosphere. Another response came from a student who said, "*Pictures and games make it easier for me to remember words, so I can answer faster.*" This indicates that visual stimuli not only aid memory but also foster confidence in speaking

more fluently. In fact, one student commented positively on the teacher's attitude, *"I'm happy because the teacher doesn't immediately reprimand me if I'm wrong, but gives me the right example, so I'm more confident."*

From these three responses, it appears that emotional factors such as a sense of security, social support from peers, and positive correction strategies from teachers can reduce students' anxiety and increase their confidence in using Arabic orally. In other words, when the affective aspect is met, students not only become more confident but also more motivated to continue trying and practicing speaking.

### **B. The Role of Visual Stimuli in Improving Arabic Oral Production**

In Arabic language learning, speaking is often the most challenging skill for students. This is because speaking requires not only vocabulary mastery but also fluency in sentence structure, courage to express opinions, and sensitivity to the communication context (Nurhayati & Hilmi, 2024). One strategy proven effective in facilitating this skill is the use of visual stimuli.

The Dual Coding Theory proposed by Allan Paivio (1971) provides a strong foundation for explaining the effectiveness of visual stimuli. According to this theory, the human brain processes information through two main channels: the verbal system (words) and the nonverbal system (images or visuals). When information is presented in both verbal and visual formats, the chances of it being understood, remembered, and reused are greater (Paivino, 1990; Rahmadhani, 2024). In the context of Arabic language learning, images serve to reinforce vocabulary meaning, so students not only memorize words abstractly but also understand their use in real-life situations.

Furthermore, visual stimuli also play an affective role, as learning environments supported by visual media tend to create a more engaging, enjoyable, and less boring classroom atmosphere. This can reduce students' anxiety, which often arises when asked to speak in a foreign language (A'yun et al., 2025). By reducing these psychological barriers, students become more willing to try, participate more actively, and gain more confidence in expressing their ideas in Arabic.

Thus, it can be concluded that visual stimuli serve not only as illustrative aids but also as pedagogical strategies that can enhance comprehension and facilitate students' confidence in speaking. Through consistent application, teachers can use visuals as triggers for discussions, descriptions, and language games, allowing students' Arabic speaking skills to develop more naturally, purposefully, and enjoyably.

<b>Category</b>	<b>Succeed</b>	<b>Not yet successful</b>
Initial Response to Visual Stimulus	18 students (90%)	2 students (10%)
Oral production of vocabulary	15 students (75%)	5 students (25%)
Usage in Simple Sentences	16 points (80%)	4 students (20%)
Affective Aspect	16 students (80%)	4 students (20%)

**Table 2. Percentage of Observations**

Observations conducted in class VIII ICP MTs with 20 students showed that the use of visual stimuli in the form of images increased students' courage and ability to produce Arabic orally. The theme of this lesson was

daily activities (الأنشطة اليومية), making it easier for students to connect vocabulary to their experiences.

From the moment the teacher showed the first picture, almost all the students appeared enthusiastic. Eighteen students immediately showed interest by raising their hands and trying to guess the vocabulary word that matched the picture. Two other students, still hesitant and shy, eventually joined in after receiving support from their group.

In terms of oral production, 15 students succeeded in pronouncing vocabulary correctly, for example *it's foot* (eat), *Yaktubu* (writing), or *yanāmu* (sleep). Meanwhile, the other 5 students still often made mistakes, especially in pronouncing certain letters such as *asain* (a) And *qaf* (ق). Nevertheless, they still showed the courage to try, even appearing to try to improve their pronunciation after receiving feedback from the teacher.

When asked to construct simple sentences, around 16 students were able to continue the vocabulary into complete sentences, for example *ana akulu al-ṭa'ām* (I eat food) or *yadhabu ilā al-madrasah* (going to school). The other 4 students are still limited to mentioning single vocabulary without being able to develop them into sentences.

From an affective perspective, the majority of students felt more confident when learning with the aid of images. Sixteen students appeared more confident speaking up because the images made it easier to remember word meanings. The classroom atmosphere became more lively and interactive, and students felt less pressured when making mistakes. Only four students still showed shyness and tended to be passive, although they remained engaged in group discussions.

Overall, the observations indicate that visual stimuli play a significant role in facilitating spoken Arabic production. Images not only help students grasp vocabulary more quickly and concretely, but also increase their motivation, confidence, and fluency in speaking. Therefore, it can be concluded that visual media such as images are highly effective in Arabic language learning, particularly for speaking skills.



### Figure 1. Guess the Picture

Sentences produced by students:

Arabic language	It means
يَسْتَيْقِظُ أَحْمَدُ فِي السَّاعَةِ السَّادِسَةِ صَبَاحًا	Ahmad woke up at six in the morning
تَسْتَحِمُّ فَاطِمَةُ قَبْلَ الدَّهَابِ إِلَى الْمَدْرَسَةِ	Fatimah takes a shower before going to school
يَأْكُلُ عَلِيُّ الطَّعَامَ مَعَ أُسْرَتِهِ	Ali eats with his family
يَذْهَبُ مُحَمَّدٌ إِلَى الْمَدْرَسَةِ كُلَّ يَوْمٍ	Mahmud goes to school every day
الطَّالِبُ يَشْتَرِي الطَّعَامَ فِي الْمَقْصَفِ وَقْتُ الْأَسْتِرَاحَةِ	Students buy snacks in the canteen during break.
يَكْتُبُ الطَّالِبُ وَاجِبَهُ فِي الْكُرَّاسَةِ	The student wrote his assignment in his notebook.
عَلِيُّ يَجْتَمِعُ مَعَ أُسْرَتِهِ	Ali gathered with his family.
تُشَاهِدُ أُخْتِي الْبَرَامِجَ التَّعْلِيمِيَّةَ فِي التِّلْفَازِ	My sister watches educational programs on television.
يَذْهَبُ أَخِي إِلَى النَّوْمِ فِي السَّاعَةِ الْعَاشِرَةِ	My brother went to bed at ten o'clock at night.

Table 3. Sentences produced by students

### C. Enhancing Communicative Competence Through Meaningful and Contextual Activities

Improving communicative competence in Arabic language learning can be achieved when students are involved in meaningful and contextual activities. One concrete example of this approach is the Guess the Picture game, which creates authentic communicative situations in the classroom. This game is not merely entertainment, but a pedagogical strategy that positions language as a tool for interaction, information exchange, and building shared understanding. As students attempt to guess the picture based on clues provided by their peers, they are engaging in a real communication process, where messages must be encoded, transmitted, interpreted, and responded to appropriately. Thus, the learning environment is no longer artificial but rather resembles meaningful, everyday communication situations.

The Guess the Picture game has also been shown to strengthen important elements of communicative competence. Similarly, Canale & Swain's (1980) theory of communicative competence explains several components (Canale & Swain, n.d.; Ningtyas & Amirudin, 2024). *First*, in terms of fluency (*fluency*), students are trained to speak continuously without being hampered by the fear of making mistakes or stopping due to a lack of vocabulary. In the dynamics of the game, they are encouraged to continue speaking, even in simple sentences, so that their messages can be immediately understood by their opponents. This makes students' speech more fluent and natural, in contrast to the rigid learning situation where they are only asked to answer closed-ended questions.

*Second*, aspects of fluency of thinking (*coherence*), this game encourages students to connect ideas logically and coherently. A student giving clues must devise a clear delivery strategy, starting from the most general characteristics to specific details that make it easier for their friends to guess. This process trains students to structure speech with an orderly flow, while also honing critical thinking skills in choosing the most appropriate words and structures to achieve communicative goals. For students who guess, fluency in thinking is also reflected in how they grasp clues, process information, and then compose answers in the form of short, relevant utterances.

*Third*, aspects of language qualification (*appropriateness*) arises from how students learn to adapt their language to the context of the game. They are encouraged to use appropriate expressions, both vocabulary and grammar, so that the message can be clearly understood. For example, when giving instructions, students must choose words that are descriptive enough but do not directly mention keywords, thus practicing both communicative and creative language skills. This situation teaches them the importance of choosing appropriate expressions for the context, which is central to using language in real life.

*Fourth*, This experience is in line with the communicative approach (*communicative language teaching*) emphasizes that language is learned through its use in real interactions, not simply through memorization or structural analysis. Through meaningful activities such as Guess the Picture, students not only learn language rules but also use them to achieve communication goals. This makes Arabic language learning more lively, relevant, and contextual, while equipping students with the communicative competencies they need to interact effectively in a variety of life situations.

Based on the evaluation results of the previously obtained data, students' oral test scores showed a significant improvement after implementing the picture-guessing game strategy in Arabic language learning. While the average pre-test score was still in the moderate category, the post-test showed a significant jump in scores, reaching an average increase of approximately 15%. This improvement demonstrates that the game method not only creates a fun learning environment but also directly improves students' speaking skills.

To achieve this, several steps are required, namely:

a. Session 1 – Introduction to Daily Activities Vocabulary

Students learn basic vocabulary about daily activities through pictures, match words with visuals, and practice saying them individually or in pairs.

b. Session 2 – Fi'liyah Sentence Patterns

Students learn to construct simple sentences using patterns *fi'liyah* ( + فعل فاعل), practice speaking based on pictures, and play making sentences from pieces of words.

c. Session 3 – Picture-Based Oral Practice

Students describe the characters in the picture using simple sentences, ask questions in pairs, and then evaluate them verbally per group.

d. Session 4 – Guess the Picture Game (Session 1)

Students explain and guess the pictures in groups, collecting points from correct guesses, while being guided by the teacher in the correct sentence structure.

e. Session 5 – Guess the Picture Game (Session 2 – Advanced Level)

Students encounter more varied and detailed images, explain more than one activity, and participate in fast-paced competitions with time limits, accompanied by direct teacher feedback.

f. Session 6 – Evaluation and Mini Presentation

Each student presents a description of a selected picture, receives feedback from the teacher and peers, and a class reflection to assess fluency, structure, and vocabulary use.

## CONCLUSIONS

Based on the evaluation results, the implementation of the guess the picture game in Arabic language learning was proven to be able to significantly increase student participation, involvement, and speaking skills. Observation data showed that 16 students (80%) were actively involved in the game and had language skills, while 17 students (85%) showed positive and enthusiastic responses during the activity. In addition, students' ability to provide initial responses to visual stimuli was also relatively high, namely 18 students (90%) were able to recognize and respond to images quickly. In the aspect of speaking skills, it was seen that 16 students (80%) were able to name vocabulary and construct simple sentences quite well. Then, 15 students (75%) showed an increase in vocabulary production, and 16 students (80%) successfully used the vocabulary in simple sentences. No less important, the affective aspect also showed positive results, with 16 students (80%) appearing more confident, daring to speak, and no longer afraid of making mistakes. From the academic evaluation side, students' oral test scores experienced a significant increase. While the average score initially remained in the moderate category, after implementing the picture-guessing game strategy, the average score increased by 15%. This demonstrates that the game strategy not only creates a fun learning environment but also directly impacts the improvement of students' Arabic speaking skills, including clarity of pronunciation, vocabulary selection, and confidence in communicating. Therefore, it can be confirmed that game-based strategies combined with visual stimuli significantly contribute to improving students' communicative competence. This approach not only helps them master vocabulary and speaking skills but also creates a contextual, enjoyable learning environment that is oriented toward real and meaningful language use.

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