

The Influence of Cultural Context on the Mastery of Arabic Vocabulary

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ABSTRACT

Arabic vocabulary mastery has become an essential aspect of Arabic language learning because vocabulary functions as the foundation for communication, comprehension, and language production. However, vocabulary learning is frequently conducted through memorization-oriented approaches that limit students' contextual understanding and communicative competence. Therefore, this study aimed to examine the influence of cultural context on the mastery of Arabic vocabulary by analyzing how sociocultural experiences, contextual interaction, and culturally grounded instructional practices contribute to vocabulary comprehension, retention, contextual meaning-making, and communicative competence. This study employed a qualitative approach using a literature review design. The data sources consisted of scholarly books and journal articles published within the last ten years related to Arabic vocabulary learning, sociocultural theory, contextual learning, and Arabic language pedagogy. Data were collected through systematic documentation and literature exploration from relevant academic publications and analyzed using descriptive qualitative content analysis involving data reduction, thematic categorization, interpretation, and synthesis. The findings revealed that cultural context significantly improved students' understanding and retention of Arabic vocabulary because learners interpreted lexical meaning through authentic communication, social interaction, cultural narratives, visual representation, and contextual learning experiences. The study also found that communicative, constructivist, multimodal, and technology-based instructional approaches strengthened learners' communicative competence and contextual vocabulary acquisition. Furthermore, culturally contextualized vocabulary instruction was conceptually supported by constructivist, sociocultural, and contextual learning theories emphasizing meaningful interaction and cultural mediation in language learning. This study concludes that integrating cultural context into Arabic vocabulary instruction contributes significantly to

ARTICLE INFO

Article history:

Received: May 21, 2026

Revised: May 22, 2026

Approved: May 25, 2026

Published: May 30, 2026

Keywords:

Arabic Vocabulary Mastery, Cultural Context, Communicative Competence, Sociocultural Learning, Contextual Language Instruction

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INTRODUCTION

Arabic vocabulary mastery has become one of the most essential aspects of Arabic language learning because vocabulary functions as the primary foundation for communication, comprehension, and language production. In contemporary language education, the issue of vocabulary mastery is no longer viewed merely as the memorization of isolated words, but rather as a process closely connected to learners' sociocultural experiences and contextual understanding. Internationally, the challenge of Arabic vocabulary acquisition among non-native speakers remains significant, particularly when learning processes are detached from authentic cultural contexts. Many students experience difficulties in understanding the semantic nuances, pragmatic functions, and social meanings of Arabic vocabulary because language instruction often emphasizes mechanical memorization rather than contextualized cultural interaction. In the national context, Arabic learning in many educational institutions still tends to focus on grammatical and textual approaches, while cultural dimensions that support vocabulary comprehension receive limited attention. Consequently, students frequently demonstrate low retention, limited communicative competence, and difficulty applying vocabulary appropriately in real-life communication.

Scholars and language education experts emphasize that language and culture are inseparable entities. Vocabulary reflects social values, traditions, communication patterns, and the worldview of its speakers. Therefore, the integration of cultural context into vocabulary instruction is considered essential in improving learners' understanding of Arabic lexical meaning. Allaf et al. (2024) explain that multilingual experiences and cultural exposure significantly contribute to contextual meaning-making in language learning. Similarly, Al-Naber (2021) argues that Arabic language learning for foreign learners becomes more accessible when vocabulary is introduced through dialogues, social expressions, and daily cultural practices of Arabic-speaking communities. Chekayri (2015) further states that Arabic vocabulary acquisition develops more effectively when learning integrates authentic Arab cultural contexts, especially in speaking and listening activities situated within everyday social interactions. In addition, Gee (2024) highlights that culturally based storytelling enables learners to understand vocabulary more naturally because words are acquired through contextual narratives and cultural experiences. Sirhan (2025) also emphasizes that mastering Arabic vocabulary, particularly Qur'anic and formal Arabic vocabulary, requires culturally grounded and root-based approaches in order to deepen semantic understanding systematically.

The significance of cultural context in Arabic vocabulary learning has also been supported by various empirical studies conducted during the last decade. Thohir and Yumanto (2023) found that cultural context in language learning helps learners understand Arabic vocabulary more deeply because words are learned according to the social situations and habits of native speakers. Their study further demonstrated that communicative approaches based on local culture improve students' ability to remember and use Arabic vocabulary contextually in everyday life. This finding indicates that vocabulary mastery is strongly influenced by learners' opportunities to engage with authentic social and cultural meanings embedded in language use.

Technological advancement has also transformed the way cultural context is integrated into Arabic vocabulary learning. Rahman et al. (2026) revealed that the integration of visual media containing cultural elements enhances students' motivation in learning Arabic vocabulary because

learners can more easily connect lexical meaning with familiar social realities. Their research additionally explained that vocabulary mastery becomes more effective when learning materials are presented through cultural symbols, images, and contextual experiences. Similarly, Mun (2015) found that multimedia and image-based instruction increases student participation and confidence in understanding new vocabulary associated with specific cultural contexts. The study further demonstrated that culturally visualized learning media help students comprehend the relationship between lexical meaning and its use in social communication.

The integration of cultural context is also evident in constructivist and multimodal learning approaches. Istiqomah et al. (2025) found that mind mapping strategies in vocabulary learning help students understand the relationship between language and culture, making vocabulary acquisition more meaningful and systematically organized. Their study further emphasized that learners' cultural experiences function as an important foundation for constructing understanding of new vocabulary. Meanwhile, Saadataen et al. (2025) demonstrated that Arabic vocabulary learning through social media platforms such as Instagram and TikTok highlights the important role of digital culture in improving vocabulary comprehension and retention. The study further explained that popular cultural content in social media accelerates Arabic vocabulary mastery because learners feel closer to the learning context presented through multimodal digital interaction.

Other studies have also demonstrated the importance of contextual and socially meaningful vocabulary instruction. Az-Zarqo and Bilqis (2026) found that contextual memorization methods help students use Arabic vocabulary appropriately because words are learned within everyday conversational and cultural situations. Their findings also indicated that contextual memorization assists learners in understanding the social functions of vocabulary, thereby making learning more practical and meaningful. Mahmudah et al. (2025) further revealed that the strategy of learning ten Arabic words per day positively affects students' language proficiency when vocabulary learning is associated with learners' social and cultural experiences. In addition, Dzunur'aini and Naimah (2021) demonstrated that game-based Arabic learning media incorporating social interaction and cultural elements significantly increase students' interest in mastering vocabulary. Putri et al. (2025) also showed that TPACK-based learning media integrating technology and cultural context improve Arabic vocabulary mastery, student engagement, and instructional effectiveness.

Several previous studies specifically examined the relationship between cultural context and Arabic vocabulary learning from various perspectives. Thohir and Yumanto (2023), in their study entitled *Insights from Madrosatul Alsun: A Communicative Vocabulary Learning in Non-Formal Education*, reported that cultural context and daily communication significantly assist students in understanding Arabic vocabulary naturally and practically. Saadataen et al. (2025), through their study *From Scrolling to Learning: Multimodal Arabic Vocabulary Learning Through Instagram and TikTok*, found that digital cultural content enhances vocabulary retention and learner motivation. Furthermore, Istiqomah et al. (2025), in *Improving Arabic Vocabulary Mastery with a Constructivist Approach Through Mind Map*, demonstrated that integrating learners' cultural experiences into mind mapping activities strengthens vocabulary retention and semantic understanding. Mun (2015), in *A Study of Arabic Vocabulary Learning Using Images and Multimedia Material*, emphasized the importance of culturally visualized multimedia in supporting contextual vocabulary comprehension. Rahman et al. (2026) also reported that visual media containing local cultural elements encourage students to become more active and improve vocabulary comprehension through contextual experiences. In addition, Putri et al. (2025), in *Development of TPACK-Based Animated Video Learning Media to Enhance*

Arabic Vocabulary Mastery, found that the integration of technology and cultural context enhances students' vocabulary acquisition and learning engagement.

Although numerous studies have examined Arabic vocabulary learning through communicative, technological, constructivist, multimodal, and contextual approaches, limited studies have comprehensively synthesized how cultural context influences Arabic vocabulary mastery across different instructional models, learning environments, and sociocultural dimensions. Previous research tends to focus on specific media, learning strategies, or technological applications without systematically analyzing cultural context as the central conceptual framework influencing vocabulary acquisition. Therefore, there remains a significant gap in the literature regarding the broader theoretical and pedagogical relationship between cultural context and Arabic vocabulary mastery, particularly within literature-based academic discussions.

This study attempts to address that gap by conducting a literature review on the influence of cultural context on the mastery of Arabic vocabulary. This study is directed toward three main research questions. First, how do cultural dimensions influence students' comprehension and retention of Arabic vocabulary in language learning processes? Second, how does cultural context contribute to contextual meaning-making and communicative competence in Arabic vocabulary acquisition? Third, how can culturally contextualized Arabic vocabulary instruction be conceptually understood through the synthesis of previous studies, educational theories, and contemporary language learning practices?

Based on these research questions, this study aims to examine the influence of cultural context on the mastery of Arabic vocabulary by analyzing the role of sociocultural experiences, contextual interaction, and culturally grounded learning approaches in vocabulary acquisition. The study also seeks to identify how cultural elements support learners in understanding lexical meaning, improving vocabulary retention, and developing communicative competence in Arabic language learning. Furthermore, this literature review aims to construct a comprehensive conceptual framework regarding culturally contextualized Arabic vocabulary instruction through the integration of previous empirical findings, relevant educational theories, and contemporary instructional practices.

The significance of this study lies in its theoretical and practical contributions to Arabic language education. Theoretically, this research enriches the discourse on culturally responsive language learning by emphasizing the inseparable relationship between language and culture in vocabulary acquisition. The study also contributes to the development of contextual and sociocultural perspectives in Arabic language pedagogy, particularly within literature-based academic discussions. Practically, the findings of this study are expected to provide insights for Arabic language teachers, curriculum developers, and educational practitioners in designing vocabulary instruction that integrates cultural context, communicative interaction, and meaningful learning experiences. In addition, this study may serve as a relevant reference for future researchers interested in Arabic vocabulary learning, cultural linguistics, and contextual language pedagogy in both formal and non-formal educational settings.

METHODS

This study employed a qualitative approach using a literature review design to examine the influence of cultural context on the mastery of Arabic vocabulary. A literature review was considered appropriate because the study aimed to synthesize theoretical perspectives, empirical findings, and contemporary discussions related to culturally contextualized Arabic vocabulary

learning. According to Snyder (2019), literature review research enables researchers to identify conceptual developments, research gaps, and emerging issues within a particular field of study. Similarly, Xiao and Watson (2019) explained that literature reviews are useful for integrating previous findings systematically in order to construct comprehensive academic understanding and theoretical interpretation.

1. Research Design

The study used a descriptive qualitative literature review design. The research focused on analyzing and interpreting findings from previous studies concerning the relationship between cultural context and Arabic vocabulary mastery. The descriptive qualitative design allowed the researchers to examine sociocultural, pedagogical, and contextual dimensions embedded in Arabic language learning practices. Creswell and Poth (2018) stated that qualitative research emphasizes the exploration and interpretation of meaning derived from social and educational phenomena. In addition, Snyder (2019) argued that literature review studies contribute to conceptual clarification and theoretical development through critical synthesis of existing scholarly works.

2. Data Sources and Sample

The data sources in this study consisted of scholarly books and journal articles published within the last ten years related to Arabic vocabulary learning, cultural context, sociocultural theory, contextual learning, and Arabic language pedagogy. The researchers selected articles indexed in reputable academic databases and relevant to the topic of culturally contextualized vocabulary instruction. The inclusion criteria included publications discussing Arabic vocabulary mastery, cultural integration in language learning, communicative approaches, multimodal learning, and contextual language instruction. Meanwhile, publications unrelated to Arabic language learning or lacking academic relevance were excluded from the analysis.

The sampling technique used in this study was purposive sampling because the researchers intentionally selected sources that were highly relevant to the research objectives. Palinkas et al. (2015) explained that purposive sampling is commonly used in qualitative studies to identify information-rich data sources relevant to the research focus. Furthermore, Creswell and Poth (2018) emphasized that purposive selection allows researchers to obtain deeper and more meaningful information aligned with the objectives of qualitative inquiry.

3. Research Instruments

The primary instrument of this study was the researchers themselves, supported by document analysis guidelines and literature review matrices used to classify and organize the collected data. The researchers examined, interpreted, and synthesized information obtained from books, journal articles, and scholarly publications relevant to the research topic. Bowen (2017) stated that document analysis is an effective qualitative research instrument for interpreting and synthesizing textual data systematically. In addition, Tracy (2020) explained that qualitative researchers function as the main research instrument because interpretation, categorization, and meaning-making processes rely heavily on researchers' analytical understanding.

4. Data Collection Procedures

The data collection process was conducted through systematic documentation and literature exploration. The researchers searched for relevant scholarly publications through academic databases such as Google Scholar, Scopus-indexed journals, and other reputable educational databases. Keywords used during the search process included "Arabic vocabulary mastery," "cultural context in language learning," "Arabic language pedagogy," "multimodal vocabulary learning," and "contextual Arabic instruction." After identifying relevant publications, the

researchers categorized the literature based on themes, theoretical perspectives, research findings, and methodological approaches.

The documentation technique was used because the study relied on written academic sources as primary data. According to Bowen (2017), document-based data collection enables researchers to examine educational phenomena through systematic analysis of textual records and scholarly publications. Similarly, Xiao and Watson (2019) explained that systematic literature identification and categorization are important stages in ensuring the credibility and relevance of literature review research.

5. Data Analysis Techniques

The collected data were analyzed using descriptive qualitative content analysis. The researchers interpreted and synthesized findings from selected literature to identify patterns, conceptual relationships, theoretical perspectives, and research gaps regarding cultural context and Arabic vocabulary mastery. The analysis process involved data reduction, thematic categorization, interpretation, and conclusion drawing. Miles et al. (2020) explained that qualitative data analysis involves organizing, condensing, and interpreting data to construct meaningful conclusions systematically. Furthermore, Schreier (2021) stated that qualitative content analysis allows researchers to analyze textual data through thematic interpretation and conceptual categorization in a systematic and replicable manner.

RESULTS

1. The Influence of Cultural Dimensions on Students' Comprehension and Retention of Arabic Vocabulary

a. Cultural Context as a Facilitator of Vocabulary Comprehension

The findings of this literature review indicated that cultural dimensions played a significant role in helping learners understand Arabic vocabulary more contextually and meaningfully. The reviewed studies demonstrated that vocabulary acquisition became more effective when words were introduced through authentic social situations, cultural interaction, and daily communication practices. Thohir and Yumanto (2023) explained that Arabic vocabulary learning connected to social habits and communicative situations enabled learners to understand lexical meaning more naturally because students were exposed to contextual language use rather than isolated memorization. This finding suggested that cultural context functioned as a semantic bridge between vocabulary meaning and social communication.

Several studies also revealed that integrating learners' sociocultural experiences into vocabulary instruction improved students' ability to interpret Arabic words accurately. Istiqomah et al. (2025) found that constructivist vocabulary learning through mind mapping encouraged students to connect vocabulary meaning with their prior cultural experiences, thereby strengthening conceptual understanding and lexical organization. In line with this finding, Allaf et al. (2024) argued that multilingual and multicultural experiences contributed significantly to contextual language comprehension because learners interpreted meaning through cultural references and social interaction. This indicated that vocabulary mastery was influenced not only by linguistic competence but also by learners' sociocultural awareness.

The literature further showed that contextualized vocabulary instruction reduced learners' dependence on rote memorization techniques. Traditional vocabulary learning often emphasized repetitive memorization without communicative meaning, causing students to forget vocabulary easily and experience difficulties applying words in authentic communication. However, contextual

learning approaches enabled students to construct understanding through meaningful interaction and cultural exposure. Al-Naber (2021) explained that Arabic vocabulary instruction became more comprehensible when vocabulary was presented through social dialogues, cultural expressions, and daily communication patterns within Arabic-speaking communities. Similarly, Chekayri (2015) emphasized that culturally integrated language instruction supported learners in understanding vocabulary functionally within real-life communication settings, especially in speaking and listening activities.

b. Cultural Familiarity and Vocabulary Retention

The findings also demonstrated that cultural familiarity significantly strengthened students' retention of Arabic vocabulary. Learners tended to remember vocabulary more effectively when words were associated with familiar cultural symbols, traditions, and social experiences. Rahman et al. (2026) found that visual learning media containing cultural elements increased students' motivation and facilitated stronger vocabulary retention because learners could connect lexical meaning with recognizable social realities. The study further indicated that culturally relevant learning experiences created meaningful cognitive associations that supported long-term memory.

In addition, multimodal and culturally responsive instructional media contributed positively to vocabulary retention and recall. Mun (2015) explained that multimedia and image-based instruction improved learners' confidence and participation in Arabic vocabulary learning because visual representation enabled students to associate words with contextual cultural meanings. Likewise, Gee (2024) argued that culturally based storytelling strengthened vocabulary retention by allowing learners to acquire words through narratives, emotional engagement, and contextual cultural experiences. These findings suggested that learners retained vocabulary more effectively when instructional processes involved meaningful visual and cultural interaction rather than mechanical memorization.

Repeated exposure to vocabulary through authentic communication and sociocultural interaction also improved learners' vocabulary recall. Az-Zarqo and Bilqis (2026) found that contextual memorization methods helped students use Arabic vocabulary appropriately because words were repeatedly practiced within conversational and cultural situations. Similarly, Mahmudah et al. (2025) demonstrated that daily vocabulary learning strategies connected to learners' social and cultural experiences positively influenced language proficiency and lexical retention. These findings confirmed that continuous interaction with culturally contextualized vocabulary strengthened students' ability to recall and apply Arabic words in communication.

c. The Role of Technology and Multimodal Learning

The literature review revealed that technological development and multimodal learning environments significantly contributed to culturally contextualized Arabic vocabulary acquisition. Social media platforms such as Instagram and TikTok were found to create meaningful and interactive learning spaces where learners engaged with vocabulary through digital cultural content. Saadataen et al. (2025) explained that multimodal Arabic vocabulary learning through social media improved vocabulary comprehension and retention because learners interacted with popular cultural content closely related to their daily experiences. The study indicated that digital culture transformed vocabulary learning into a more engaging and contextually relevant process.

Furthermore, multimedia and visual learning tools enhanced learners' motivation and engagement in Arabic vocabulary instruction. Rahman et al. (2026) emphasized that culturally integrated visual media enabled students to connect lexical meaning with familiar social experiences, thereby improving participation and comprehension. Putri et al. (2025) additionally

found that TPACK-based animated learning media integrating technological and cultural dimensions enhanced students' vocabulary mastery and learning involvement. These findings demonstrated that technology-supported learning environments could strengthen culturally responsive vocabulary instruction through visual, interactive, and contextual learning experiences.

Technology-integrated vocabulary instruction also increased learners' confidence and communicative participation. Digital learning environments enabled students to practice vocabulary within authentic communication contexts while interacting with multimedia content representing social and cultural realities. According to Sirhan (2025), culturally grounded and context-based vocabulary instruction encouraged learners to understand semantic relationships more systematically and communicatively. In addition, contemporary multimodal learning approaches allowed students to experience vocabulary acquisition through visual symbols, social interaction, and digital communication simultaneously, thereby creating more meaningful and sustainable learning outcomes.

2. The Contribution of Cultural Context to Contextual Meaning-Making and Communicative Competence in Arabic Vocabulary Acquisition

a. Cultural Context and Contextual Meaning-Making

The findings of this literature review demonstrated that cultural context significantly contributed to learners' contextual understanding of Arabic vocabulary. Vocabulary meaning became more comprehensible when words were introduced through authentic communication situations and sociocultural interaction rather than through isolated lexical instruction. Thohir and Yumanto (2023) explained that communicative Arabic vocabulary learning enabled students to interpret lexical meaning more naturally because vocabulary was connected to everyday social communication and the cultural habits of Arabic-speaking communities. This finding indicated that contextual meaning-making was strongly influenced by learners' exposure to authentic language use embedded within cultural environments.

The reviewed studies also revealed that cultural narratives, dialogues, and contextual stories supported deeper lexical interpretation. Gee (2024) emphasized that culturally based storytelling created meaningful language experiences that allowed learners to understand vocabulary through contextual narratives and emotional engagement. Through stories and social dialogues, learners were able to interpret vocabulary not only at the literal level but also at the pragmatic and sociocultural levels. Similarly, Al-Naber (2021) argued that vocabulary learning through social expressions, dialogues, and daily cultural communication enhanced learners' ability to understand semantic meaning within authentic communicative situations. These findings suggested that contextualized narratives functioned as important pedagogical tools for connecting vocabulary with communicative realities.

Furthermore, learners developed stronger semantic understanding through interaction with cultural expressions and communicative contexts. Chekayri (2015) explained that Arabic vocabulary acquisition became more meaningful when learners interacted with culturally authentic communication patterns, particularly in speaking and listening activities. In addition, Allaf et al. (2024) stated that multilingual and multicultural learning experiences facilitated contextual interpretation because learners constructed meaning through sociocultural interaction and cultural awareness. The findings demonstrated that vocabulary comprehension was not limited to linguistic decoding but involved broader sociocultural interpretation processes that connected language with social meaning.

b. Cultural Context and Communicative Competence

The literature review further indicated that context-based vocabulary instruction improved learners' communicative competence in Arabic language learning. Students were more capable of using Arabic vocabulary appropriately when learning activities reflected authentic communication contexts and cultural situations. Az-Zarqo and Bilqis (2026) found that contextual memorization methods enabled students to apply vocabulary accurately because words were practiced within conversational and cultural settings. This finding showed that communicative competence developed more effectively when vocabulary instruction emphasized contextual usage rather than mechanical memorization.

Communicative approaches also supported learners' pragmatic understanding of vocabulary use in social interaction. Thohir and Yumanto (2023) explained that communicative vocabulary learning strengthened students' ability to understand the social functions of Arabic vocabulary within real-life interaction. Similarly, Sirhan (2025) argued that culturally grounded vocabulary instruction supported systematic understanding of semantic and communicative relationships among Arabic lexical items. These studies demonstrated that communicative competence involved not only grammatical understanding but also pragmatic awareness regarding how vocabulary should be used appropriately in different sociocultural situations.

The findings additionally showed that culturally contextualized instruction increased students' confidence in applying vocabulary within spoken and written communication. Mun (2015) found that multimedia and visual learning media enhanced learners' confidence and participation because students could associate vocabulary meaning with recognizable social and cultural representations. Likewise, Putri et al. (2025) demonstrated that technology-integrated and culturally responsive instructional media increased students' engagement and communicative participation in Arabic vocabulary learning. These findings suggested that contextualized learning environments encouraged learners to use vocabulary more actively and confidently in communicative activities.

c. Social Interaction as a Cultural Learning Process

The reviewed literature demonstrated that social interaction functioned as an essential cultural process in Arabic vocabulary acquisition. Collaborative and game-based learning activities encouraged learners to practice vocabulary communicatively within interactive social settings. Dzunur'aini and Naimah (2021) found that game-based Arabic learning media containing social interaction and cultural elements significantly increased students' interest and participation in vocabulary learning. This finding indicated that social interaction created meaningful opportunities for learners to experience vocabulary through collaborative communication rather than passive memorization.

Social interaction also enabled learners to negotiate meaning and understand contextual vocabulary usage more effectively. Istiqomah et al. (2025) explained that constructivist vocabulary learning encouraged students to build understanding collaboratively by connecting vocabulary with personal and cultural experiences. Through interaction and discussion, learners actively interpreted vocabulary meaning based on communicative situations and social contexts. In addition, Allaf et al. (2024) emphasized that multilingual and multicultural interaction supported meaning negotiation processes because learners interpreted vocabulary through shared cultural understanding and social communication.

The literature further revealed that digital communication environments promoted authentic and interactive vocabulary learning experiences. Saadataen et al. (2025) found that social media platforms such as Instagram and TikTok created multimodal learning spaces where learners

interacted with vocabulary through culturally relevant digital content. The study demonstrated that digital interaction enhanced vocabulary retention, motivation, and contextual comprehension because students participated actively in communicative and culturally meaningful learning experiences. Furthermore, Rahman et al. (2026) explained that visual and technology-supported learning media strengthened social engagement and vocabulary understanding by integrating cultural symbols and contextual communication into instructional activities. These findings confirmed that social interaction, both direct and digital, played a fundamental role in supporting contextual vocabulary acquisition and communicative competence in Arabic language learning.

3. Conceptual Understanding of Culturally Contextualized Arabic Vocabulary Instruction

a. Integration of Language and Culture in Vocabulary Learning

The findings of this literature review revealed that Arabic vocabulary mastery was conceptually inseparable from cultural understanding because language reflects the social values, communication systems, and worldview of its speakers. Vocabulary learning was not merely interpreted as the acquisition of isolated lexical items, but rather as a process of understanding meaning within cultural and communicative contexts. Allaf et al. (2024) explained that multilingual and multicultural experiences significantly influenced learners' ability to construct contextual meaning because language understanding was closely related to cultural interaction and sociocultural interpretation. Similarly, Chekayri (2015) argued that Arabic vocabulary learning became more meaningful when instruction incorporated authentic Arab cultural experiences, particularly through social communication practices and contextual interaction.

The reviewed studies further demonstrated that language learning was strongly influenced by sociocultural values, communication patterns, and learners' personal experiences. Istiqomah et al. (2025) found that learners developed stronger vocabulary comprehension when instructional activities connected lexical meaning with prior cultural knowledge and social experiences. This finding suggested that vocabulary acquisition involved cognitive and sociocultural processes simultaneously. In addition, Gee (2024) emphasized that culturally based narratives and storytelling enabled learners to interpret vocabulary more naturally because words were introduced through social events, emotional experiences, and cultural situations familiar to learners. These findings indicated that sociocultural engagement functioned as an important element in shaping semantic understanding and vocabulary retention.

The literature also showed that cultural context functioned as a conceptual bridge between lexical meaning and communicative application. Al-Naber (2021) explained that Arabic vocabulary instruction became more effective when words were taught through dialogues, social expressions, and authentic communication patterns commonly used in Arabic-speaking communities. Likewise, Thohir and Yumanto (2023) demonstrated that communicative and culturally contextualized learning enabled students to understand vocabulary not only linguistically but also pragmatically within social interaction. These findings confirmed that vocabulary mastery required learners to understand how lexical items functioned within particular cultural and communicative environments.

b. Educational Theories Supporting Culturally Contextualized Instruction

The findings of this review indicated that constructivist theory provided an important conceptual foundation for culturally contextualized Arabic vocabulary instruction. Constructivist perspectives emphasized that learners actively constructed understanding through personal experiences, interaction, and contextual learning situations. Istiqomah et al. (2025) found that constructivist learning strategies such as mind mapping strengthened learners' vocabulary

comprehension because students connected lexical meaning with their cultural experiences and prior knowledge. In line with this argument, Tracy (2020) explained that meaningful learning occurs when learners actively interpret information through experience-based understanding and social engagement. These findings suggested that vocabulary acquisition became more effective when learners participated actively in constructing contextual meaning.

Sociocultural theory also emerged as a significant theoretical framework supporting culturally contextualized vocabulary instruction. The reviewed literature highlighted that language acquisition was influenced by interaction, communication, and cultural mediation. Allaf et al. (2024) emphasized that sociocultural interaction and multilingual experiences contributed to language comprehension because learners interpreted vocabulary through collaborative communication and cultural exposure. Similarly, Thohir and Yumanto (2023) demonstrated that communicative interaction within culturally authentic environments strengthened students' understanding of Arabic vocabulary usage in real-life situations. These findings reflected the sociocultural perspective that language learning develops through interaction and participation within social communities.

In addition, contextual learning theory supported meaningful Arabic vocabulary acquisition through authentic situations and communicative experiences. Rahman et al. (2026) explained that visual and culturally integrated instructional media enhanced vocabulary comprehension because learners connected lexical meaning with familiar social realities. Az-Zarqo and Bilqis (2026) further found that contextual memorization methods improved learners' ability to use vocabulary appropriately in communication because words were learned within social and cultural situations. These findings demonstrated that contextual learning approaches encouraged learners to understand vocabulary functionally through meaningful communicative interaction rather than through isolated memorization practices.

c. Contemporary Practices in Arabic Vocabulary Instruction

The literature review further revealed that contemporary Arabic vocabulary instruction increasingly adopted multimodal and technology-based learning approaches to support culturally responsive pedagogy. Technological development enabled educators to integrate cultural content into interactive and visually engaging learning environments. Saadataen et al. (2025) found that social media platforms such as Instagram and TikTok expanded multimodal Arabic vocabulary learning because learners interacted with culturally relevant digital content that reflected their daily communication experiences. Similarly, Putri et al. (2025) demonstrated that TPACK-based instructional media integrating technology and cultural context enhanced students' vocabulary mastery and learning participation. These findings suggested that technology played an important role in strengthening contextual and communicative vocabulary learning practices.

Contemporary vocabulary instruction also emphasized the use of visual media, storytelling, and social media as pedagogical tools for facilitating contextual learning. Mun (2015) explained that multimedia and image-based instruction improved vocabulary comprehension because visual representation enabled learners to connect lexical meaning with social and cultural realities. Likewise, Gee (2024) argued that storytelling approaches supported contextual vocabulary acquisition by introducing words through meaningful narratives and cultural experiences. Rahman et al. (2026) additionally found that culturally integrated visual media enhanced students' motivation and engagement because learners could relate vocabulary meaning to familiar social contexts. These findings indicated that multimodal learning environments supported deeper semantic understanding and stronger learner involvement.

The findings finally demonstrated that contemporary Arabic language pedagogy increasingly emphasized communicative, contextual, and culturally integrated instructional approaches. Traditional vocabulary learning approaches focusing on memorization and grammatical repetition were gradually replaced by communicative learning models emphasizing interaction, cultural relevance, and authentic communication. Thohir and Yumanto (2023) explained that communicative vocabulary learning strengthened students' contextual understanding and practical language use in everyday situations. In addition, Sirhan (2025) argued that Arabic vocabulary instruction should integrate semantic relationships, cultural understanding, and communicative practice in order to support systematic lexical mastery. These findings confirmed that culturally contextualized instruction had become an important paradigm in contemporary Arabic language education because it supported meaningful vocabulary acquisition, communicative competence, and sociocultural understanding simultaneously.

DISCUSSION

1. Analysis of Results

a. Cultural Dimensions as Determinants of Arabic Vocabulary Comprehension and Retention

The findings of this study demonstrated that cultural dimensions significantly influenced students' comprehension and retention of Arabic vocabulary. Vocabulary learning became more meaningful when lexical items were introduced through authentic social interaction, communicative situations, and culturally relevant experiences. The results indicated that students were able to understand vocabulary more contextually because cultural context functioned as a semantic bridge connecting lexical meaning with real-life communication. This finding supports the sociocultural perspective asserting that language acquisition is inseparable from the cultural environment in which language is used. In Arabic language learning, vocabulary comprehension was not limited to recognizing word meanings linguistically, but also involved understanding social values, pragmatic functions, and communicative intentions embedded within the language itself.

The present findings are consistent with previous studies emphasizing the importance of contextualized vocabulary learning. Thohir and Yumanto (2023) argued that communicative Arabic vocabulary instruction connected to everyday cultural situations improves learners' comprehension because students interpret vocabulary through authentic communication rather than isolated memorization. Likewise, Al-Naber (2021) explained that Arabic vocabulary acquisition becomes more effective when instructional processes incorporate dialogues, cultural expressions, and daily communicative practices. These findings strengthen the argument that vocabulary learning requires meaningful sociocultural exposure to enable learners to understand how words function within authentic interaction.

Furthermore, the findings revealed that cultural familiarity contributed positively to vocabulary retention. Learners tended to remember vocabulary more effectively when words were associated with familiar cultural symbols, narratives, and social experiences. This finding aligns with Gee (2024), who emphasized that storytelling and culturally contextualized narratives facilitate stronger vocabulary retention because learners acquire lexical meaning through emotional and contextual engagement. Similarly, Mun (2015) found that multimedia and image-based instruction support vocabulary retention by allowing learners to connect words with recognizable cultural representations and visual experiences. The consistency between the present findings and previous

studies suggests that vocabulary retention is strengthened when learning involves cognitive, emotional, and sociocultural engagement simultaneously.

Another important finding concerned the role of technology and multimodal learning environments in culturally contextualized vocabulary acquisition. The results demonstrated that social media platforms, visual media, and technology-integrated instruction enhanced learners' motivation, participation, and confidence in Arabic vocabulary learning. Saadataen et al. (2025) reported that multimodal learning through Instagram and TikTok creates interactive and culturally meaningful learning environments that improve vocabulary comprehension and retention. Similarly, Putri et al. (2025) explained that technology-based instructional media integrating cultural dimensions increase learner engagement and vocabulary mastery. These findings indicate that technological advancement has expanded the possibilities for culturally responsive vocabulary learning by creating authentic, interactive, and visually contextualized learning experiences.

Theoretically, these findings support constructivist and contextual learning theories emphasizing that learners actively construct knowledge through interaction with experiences and social environments. Vocabulary mastery develops more effectively when learners connect lexical meaning with cultural understanding, communicative interaction, and contextual experience. Therefore, Arabic vocabulary instruction should move beyond memorization-oriented approaches toward culturally meaningful and communicative learning models that encourage active learner engagement.

b. Cultural Context and the Development of Contextual Meaning-Making and Communicative Competence

The findings further demonstrated that cultural context significantly contributed to learners' contextual meaning-making and communicative competence in Arabic vocabulary acquisition. Vocabulary became more understandable when introduced through authentic communication situations, social interaction, and culturally meaningful narratives. This finding indicates that contextual meaning-making in language learning depends heavily on learners' opportunities to experience vocabulary within communicative and sociocultural environments. Students developed deeper semantic understanding because vocabulary was learned not as isolated linguistic forms but as meaningful elements embedded within social communication.

The results are closely related to the sociocultural theory of language learning, which emphasizes that language acquisition occurs through interaction, communication, and participation in social communities. Allaf et al. (2024) argued that multilingual and multicultural interaction supports contextual interpretation because learners construct meaning through cultural exposure and collaborative communication. Likewise, Chekayri (2015) explained that Arabic vocabulary learning becomes more meaningful when students interact with culturally authentic communication practices, especially within speaking and listening activities. These findings reinforce the idea that contextual meaning-making involves broader sociocultural interpretation processes rather than simple lexical decoding.

The study also revealed that communicative competence improved when vocabulary instruction emphasized contextual usage and authentic communication. Students became more capable of applying Arabic vocabulary appropriately in spoken and written interaction because learning activities reflected real-life communicative situations. Az-Zarqo and Bilqis (2026) found that contextual memorization methods strengthen students' ability to use vocabulary accurately because words are practiced within social and conversational settings. Similarly, Thohir and Yumanto (2023) demonstrated that communicative approaches improve learners' understanding of

the social functions and pragmatic meanings of Arabic vocabulary. This suggests that communicative competence requires not only grammatical understanding but also sociocultural awareness regarding how language should be used appropriately in different communication contexts.

An important aspect emerging from the findings is the role of social interaction as a cultural learning process. Collaborative learning activities, game-based instruction, and digital interaction enabled students to negotiate meaning and apply vocabulary within authentic communicative experiences. Dzunur'aini and Naimah (2021) reported that game-based Arabic learning media integrating social interaction and cultural elements significantly increase students' participation and vocabulary engagement. Likewise, Istiqomah et al. (2025) emphasized that constructivist learning approaches encourage learners to build understanding collaboratively through interaction and sociocultural experience. These findings confirm that social interaction functions as an important mechanism for facilitating contextual vocabulary acquisition and communicative development.

Practically, the findings imply that Arabic language instruction should integrate communicative interaction, collaborative learning, and culturally meaningful activities into vocabulary teaching practices. Vocabulary learning should no longer rely primarily on memorization and translation techniques but should emphasize authentic communication, sociocultural exposure, and learner participation. Such approaches may help students develop not only lexical knowledge but also communicative confidence and pragmatic competence in Arabic language use.

c. Conceptualizing Culturally Contextualized Arabic Vocabulary Instruction in Contemporary Pedagogy

The findings of this study conceptually confirmed that Arabic vocabulary instruction is fundamentally connected to cultural understanding, sociocultural interaction, and contextual communication. Vocabulary learning was shown to involve more than linguistic acquisition because language itself reflects social values, cultural identity, and communicative practices. Consequently, Arabic vocabulary mastery cannot be separated from learners' understanding of the cultural contexts in which language is used. This finding supports the broader perspective in language education that language and culture form an integrated system influencing meaning-making and communication.

The results further demonstrated that constructivist, sociocultural, and contextual learning theories provide strong conceptual foundations for culturally contextualized vocabulary instruction. Constructivist perspectives emphasize that learners actively construct understanding through prior experiences and contextual interaction. Istiqomah et al. (2025) found that mind mapping strategies integrating cultural experiences strengthen students' vocabulary comprehension and semantic organization. Similarly, Tracy (2020) argued that meaningful learning occurs when learners interpret information through active engagement and social experience. These findings indicate that vocabulary acquisition becomes more meaningful when learners are positioned as active participants in constructing contextual understanding.

The sociocultural perspective was also strongly reflected in the findings. Language acquisition developed through communication, interaction, and cultural mediation within learning communities. Thohir and Yumanto (2023) explained that communicative interaction within authentic cultural environments strengthens students' practical understanding of vocabulary usage. Likewise, Allaf et al. (2024) emphasized that cultural exposure and multilingual interaction contribute significantly to language comprehension and semantic interpretation. This suggests that

vocabulary mastery develops through participation in sociocultural communication rather than through isolated cognitive processes alone.

Another important discussion emerging from the findings concerns the transformation of contemporary Arabic vocabulary pedagogy through technology and multimodal learning. Modern instructional practices increasingly utilize visual media, storytelling, social media platforms, and interactive technologies to create culturally responsive learning environments. Saadataen et al. (2025) demonstrated that social media-based vocabulary learning provides authentic multimodal interaction that strengthens learner motivation and contextual understanding. Similarly, Rahman et al. (2026) found that culturally integrated visual media improve vocabulary comprehension because learners relate lexical meaning to familiar social realities. These findings indicate that multimodal and digital pedagogies have become important instruments for facilitating contextual and communicative Arabic vocabulary learning in contemporary educational settings.

Despite these contributions, this study also has several limitations. As a literature review study, the research relied exclusively on secondary data derived from books and journal articles without direct field observation or empirical experimentation. Consequently, the findings were limited to conceptual synthesis and interpretation of previous studies. In addition, the reviewed literature mainly focused on Arabic language learning contexts within educational settings, which may limit the generalizability of findings across broader sociolinguistic environments. The study also did not quantitatively measure the effectiveness of specific culturally contextualized instructional models. Therefore, future studies are recommended to conduct empirical investigations, experimental research, or mixed-method studies examining the direct influence of cultural context on Arabic vocabulary acquisition across diverse learner populations and educational contexts.

Overall, the discussion confirms that culturally contextualized Arabic vocabulary instruction represents an important paradigm in contemporary Arabic language education. The integration of cultural context, communicative interaction, sociocultural experience, and multimodal pedagogy contributes significantly to vocabulary comprehension, retention, contextual meaning-making, and communicative competence. These findings strengthen the argument that Arabic vocabulary learning should be designed as a meaningful sociocultural process that connects language, communication, and cultural understanding simultaneously.

2. Comparison with Previous Studies

The findings of this study showed strong consistency with previous research emphasizing the inseparable relationship between language and culture in Arabic vocabulary acquisition. The present study confirmed the findings of Thohir and Yumanto (2023), who argued that communicative and culturally contextualized vocabulary learning improves students' understanding of lexical meaning because vocabulary is introduced through authentic social interaction. Similarly, the findings aligned with Al-Naber (2021), who explained that Arabic vocabulary learning becomes more effective when instruction incorporates dialogues, social expressions, and daily communicative practices within Arabic-speaking communities. Both studies support the present finding that contextual interaction facilitates semantic comprehension and communicative application of vocabulary.

The findings were also consistent with studies highlighting the role of multimodal and technology-based learning in vocabulary acquisition. Saadataen et al. (2025) found that social media platforms such as Instagram and TikTok create culturally meaningful learning environments that improve vocabulary retention and learner engagement. Likewise, Putri et al. (2025) reported that

technology-integrated and culturally responsive instructional media enhance students' participation and vocabulary mastery. The current study confirmed these findings by demonstrating that digital communication environments and multimedia learning strengthen contextual vocabulary understanding and communicative competence through culturally relevant interaction.

In addition, the findings corresponded with constructivist and sociocultural learning perspectives discussed by Istiqomah et al. (2025) and Allaf et al. (2024). Both studies emphasized that vocabulary understanding develops through sociocultural experiences, collaborative interaction, and learners' prior knowledge. The present study similarly found that contextualized learning enables students to interpret vocabulary meaning more deeply because language acquisition involves cognitive, social, and cultural processes simultaneously.

However, this study also extended previous research by synthesizing various perspectives into a broader conceptual framework concerning culturally contextualized Arabic vocabulary instruction. Earlier studies generally focused on specific instructional media, technological tools, or communicative strategies separately. In contrast, this study comprehensively analyzed how cultural dimensions influence vocabulary comprehension, retention, contextual meaning-making, and communicative competence simultaneously across different pedagogical approaches. Therefore, the present study contributes a more integrative understanding of the relationship between culture and Arabic vocabulary mastery within contemporary Arabic language pedagogy.

3. Implications of Findings

The findings of this study provide important theoretical implications for Arabic language education and culturally responsive pedagogy. Theoretically, the study strengthens constructivist, sociocultural, and contextual learning theories by demonstrating that vocabulary acquisition is influenced not only by linguistic competence but also by sociocultural interaction, contextual experience, and communicative engagement. The findings confirm that language learning should be viewed as a socially situated process in which meaning is constructed through interaction with cultural environments and authentic communication practices.

The study also contributes to the development of Arabic language pedagogy by emphasizing that vocabulary instruction should move beyond memorization-oriented approaches toward contextual and communicative learning models. Vocabulary mastery becomes more meaningful when learners engage with cultural narratives, authentic dialogues, visual representation, and social communication. This finding enriches contemporary discussions concerning culturally contextualized language instruction, particularly within Arabic language education for non-native speakers.

Practically, the findings suggest that Arabic language teachers should integrate cultural dimensions into vocabulary instruction through authentic communication, collaborative learning, storytelling, multimedia resources, and technology-based learning environments. Teachers are encouraged to design instructional activities connecting vocabulary with learners' sociocultural experiences and real-life communication contexts. Curriculum developers may also use these findings to design culturally responsive Arabic language materials that support contextual meaning-making and communicative competence simultaneously.

Furthermore, the findings imply that educational institutions should support the integration of digital and multimodal learning technologies into Arabic vocabulary instruction. Social media platforms, visual media, and interactive learning technologies may provide learners with meaningful opportunities to engage with Arabic vocabulary through culturally authentic

communication and multimodal experiences. Consequently, culturally contextualized instruction may improve learners' motivation, participation, confidence, and long-term vocabulary retention.

4. Limitations of the Study

Despite its contributions, this study has several limitations that should be acknowledged. First, the study employed a literature review design relying exclusively on secondary data obtained from books, journal articles, and scholarly publications. As a result, the findings were limited to conceptual interpretation and synthesis rather than direct empirical observation or experimental investigation. The absence of primary field data limited the study's ability to measure the practical effectiveness of culturally contextualized vocabulary instruction in specific educational settings.

Second, the reviewed literature predominantly focused on Arabic language learning within formal and academic environments. Therefore, the findings may not fully represent vocabulary acquisition processes occurring in broader sociolinguistic or informal learning contexts. Cultural practices and communication patterns in different educational and geographical settings may also influence the applicability of the findings.

Third, the study did not quantitatively examine the degree of influence exerted by cultural context on vocabulary mastery because the analysis emphasized qualitative interpretation and thematic synthesis. Consequently, the study could not determine statistical relationships between cultural dimensions and vocabulary achievement outcomes. Future research may therefore employ experimental, quantitative, or mixed-method approaches to investigate the effectiveness of culturally contextualized vocabulary instruction more comprehensively.

Another limitation concerns the variation of theoretical perspectives and methodological approaches among the reviewed studies. Differences in research settings, participant characteristics, and instructional models may have influenced the consistency of findings synthesized within this literature review. Nevertheless, these variations also provided broader insight into the diverse ways cultural context contributes to Arabic vocabulary learning.

5. Partial Conclusions

Based on the discussion, this study partially concludes that cultural context plays a fundamental role in supporting Arabic vocabulary comprehension, retention, contextual meaning-making, and communicative competence. Vocabulary acquisition becomes more meaningful when learners interact with language through authentic sociocultural experiences, communicative situations, and culturally contextualized learning environments. The findings indicate that language and culture are conceptually inseparable because lexical meaning is closely related to social values, communication patterns, and pragmatic language use.

The study also concludes that constructivist, sociocultural, and contextual learning theories provide strong conceptual foundations for culturally responsive Arabic vocabulary instruction. Learners construct vocabulary understanding more effectively when instructional processes involve interaction, collaboration, visual representation, storytelling, and multimodal communication. Technology-based learning environments additionally strengthen culturally contextualized vocabulary learning by creating authentic and interactive opportunities for communication and social engagement.

Furthermore, the findings demonstrate that contemporary Arabic language pedagogy increasingly emphasizes communicative and culturally integrated instructional practices rather than isolated memorization techniques. This pedagogical transformation reflects the growing recognition that meaningful vocabulary mastery requires contextual interaction and sociocultural understanding. Therefore, culturally contextualized vocabulary instruction may serve as an

important paradigm for improving Arabic language learning effectiveness in both formal and non-formal educational settings.

These partial conclusions provide a conceptual foundation for the final conclusion section by emphasizing that cultural dimensions are essential components of effective Arabic vocabulary acquisition and contemporary Arabic language pedagogy.

CONCLUSION

This study concludes that cultural context plays a fundamental role in the mastery of Arabic vocabulary by influencing learners' comprehension, retention, contextual meaning-making, and communicative competence. The findings demonstrated that Arabic vocabulary acquisition becomes more meaningful and effective when instructional processes integrate authentic sociocultural experiences, contextual interaction, communicative activities, and culturally responsive learning environments. Vocabulary learning was found to extend beyond the memorization of isolated lexical items because learners construct semantic understanding through cultural narratives, social communication, visual representation, and real-life interaction. Consequently, cultural dimensions function as an important bridge connecting lexical meaning with communicative application in Arabic language learning.

The study further revealed that culturally contextualized vocabulary instruction is strongly supported by constructivist, sociocultural, and contextual learning theories. These theoretical perspectives emphasize that language learning develops through interaction, collaboration, cultural mediation, and learners' active engagement with meaningful experiences. In addition, the findings highlighted that contemporary Arabic vocabulary pedagogy increasingly adopts multimodal and technology-based learning approaches, including visual media, storytelling, social media platforms, and interactive digital environments, to strengthen contextual and communicative vocabulary acquisition. Such instructional practices contribute positively to learner motivation, vocabulary retention, communicative confidence, and sociocultural understanding.

Theoretically, this study contributes to the development of culturally responsive Arabic language pedagogy by reinforcing the inseparable relationship between language and culture in vocabulary acquisition. The findings enrich contemporary discussions on contextual language learning by positioning cultural context as a central conceptual framework in Arabic vocabulary instruction. Practically, the study provides important implications for Arabic language teachers, curriculum developers, and educational practitioners to design vocabulary instruction that integrates authentic communication, sociocultural interaction, and meaningful learning experiences rather than relying primarily on memorization-oriented approaches.

Despite these contributions, this study was limited by its literature review design, which relied exclusively on secondary academic sources without direct empirical investigation. Therefore, future studies are recommended to conduct experimental, quantitative, or mixed-method research examining the effectiveness of culturally contextualized vocabulary instruction across different learner populations, educational levels, and sociocultural settings. Further research may also explore the integration of artificial intelligence, immersive digital learning environments, and intercultural communication models in Arabic vocabulary acquisition.

Overall, this study emphasizes that culturally contextualized Arabic vocabulary instruction represents an important paradigm in contemporary Arabic language education. The integration of cultural understanding, communicative interaction, contextual learning, and technological innovation contributes significantly to meaningful vocabulary mastery and sustainable language

development. Therefore, strengthening the relationship between language and culture in Arabic vocabulary learning may provide a more effective pathway for developing communicatively competent and culturally aware language learners.

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