

THE INFLUENCE OF USING THE PWIM STRATEGY ON THE GUIDED WRITING ABILITY OF GRADE VII STUDENTS IN ARABIC LANGUAGE LEARNING

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Abstract

This study was conducted because of the low ability of students in writing skills (kitabah) in class VII of SMP Boarding School Daarul Barkah. Thus this study aims to obtain information about the effect of using the picture word inductive model (PWIM) strategy applied to Arabic language subjects, especially in writing learning, namely kitabah al-muwajjah. The research methodology used is quantitative with quasi experiment with nonequivalent control group design. This study used two classes as research samples, namely class VII a as a control class with 15 students and class VII b as an experimental class, which numbered 16 students, with a total of 31 students. The sample used in this study used random sampling technique which was carried out randomly in the experimental class. The experimental results obtained and have been processed in the paired sample t-test show ($\text{sig} < \alpha$) which is ($.000 < 0.05$) stating H_0 is rejected, and H_a is accepted, indicating that student learning outcomes regarding kitabah skills using the PWIM strategy are higher than student learning outcomes using conventional learning. The conclusion of this study is that the PWIM strategy applied to Arabic language learning, especially for learning kitabah al-muwajjah, has a significant effect seen from the increase in post-test scores after the use of the PWIM strategy.

Keywords: Learning Strategy, PWIM, Guided Writing, Arabic Language, Maharah Al-Kitabah

INTRODUCTION

In Arabic language learning, there are four language skills namely *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and finally *kitabah* (writing), (reading), and finally *kitabah* (writing). Between one skill with skills are interrelated and inseparable. *Maharah Al-kitabah* is one of the important aspects that must be mastered by learners in Arabic language learning. Because, *kitabah* is one of productive skills (*al-intajiyah*) that produce ideas, ideas, thoughts, and knowledge of the writer to the reader (Coskun, 2016). Writing is not just a communication tool, but a critical thinking tool and a complex skill for language learners. complex skill for language learners, this highlights the importance of effective writing instruction for language teachers (McCallum & Curry, 2023). Writing skills are essential for assessing students' abilities related to material learned, including mastery of ideas presented, utilization of elements of language, and effectively using diction and punctuation. Competencies These competencies are essential for improving writing skills and language teaching as a whole (Maxsetovna, 2022).

Nowadays, writing skills are often not prioritized in language learning and tend to be more theory than practice (Sholichah & Ammar, 2024). Ideally, if referring to the competency standards of Arabic language of the Ministry of Religious Affairs 2013 curriculum, the standards of Arabic writing competency of grade 7 include: writing Arabic letters and words, writing simple sentences with m Arabic letters and words, writing simple sentences with simple *mubtada* *Khobar* or simple *fiil fail*, using punctuation and spelling. simple files, using proper punctuation and spelling. Thus, teachers can adjust these competencies to the needs and abilities of the learners.

However, based on observations at SMP Daarul Barkah Boarding School Karang Anyar, many students have difficulty in writing, especially in composing simple sentences, grammatical arrangements, and conveying ideas in writing. Researchers identified factors that made obstacles in learning Arabic, especially learning *maharah Al-Kitabah*. Several problems were found including: The teacher's teaching methods and strategies still use the lecture method so that students are not invited to actively participate in learning, learning resources that are less supportive, the lack of teachers in utilizing the technology provided by the school, and students consider Arabic a difficult subject (siswa 2024). The problems found in the school are not experienced by all classes, but only some classes. Some of the other students have good knowledge and ability in Arabic as seen from the students who

won the MTQ championship in the Qiraatu Al-kutub branch at the Tangerang City level. This is based on the student's school background before becoming a student at SMP Daarul Barkah Islamic Boarding School and having a personal additional Arabic language comprehension support book.

PWIM introduced by Emily Calhoun is considered an effective and interactive strategy because it provides an interactive learning experience that uses pictures as the main media to help students develop mufrodat to maharah al-kitabah. In this strategy, students are expected to observe the picture given by the teacher to identify words related to the picture and connect it with the material being studied.

Picture Word Inductive Model (PWIM) strategy is one of the learning strategies using a picture-based approach designed to assist students in developing students' abilities. PWIM emphasizes the use of pictures as the main stimulus for generating ideas and words, so that students can quickly create more complex sentences or texts.

This research was conducted based on the theory of constructivism, which is the theory at the root of the PWIM strategy. According to this theory, learning occurs through active interaction between students and their learning environment (Piaget, 1972). In Arabic language learning, the constructivist approach allows students to build understanding through exploration and direct experience, such as observation of pictures and discussion of words. Constructivism in its learning implementation is one of them with two-way communication between teachers and students.

Emily Calhoun is the figure who introduced PWIM for the first time. According to Emily Calhoun 1999, PWIM is a picture-based learning strategy that serves as a visualization tool for students to develop language skills (Calhoun, 1999). This strategy invites students to find and understand words and sentence structures from the pictures presented.

PWIM has several main steps: First, observation and Picture Identification with the teacher showing pictures to students to observe. Second, word labeling where students mention relevant words based on the picture, which are then written down by the teacher. Third, sentence construction where the words that have been identified are used to construct sentences. Finally, text construction where the sentences are developed into paragraphs or more structured texts (Calhoun, 1999).

Also supported by Albert's theory (Bandura, 1977) states that learning occurs through observation and visual models, this is in line with the characteristics of the PWIM strategy which presents visual images in its implementation. Professional teachers are teachers who keep up with the times, teachers are required to always try to be innovative in developing strategies to maximize learning, either introducing new concepts to students or helping them to achieve goals (Indriana & Ubaidillah, 2023).

The PWIM strategy is considered appropriate by the author for Arabic language learning especially for learning writing skills (*maharah Al-kitabah*). With learning steps that are in accordance with the output of the PWIM strategy is vocabulary that will be assembled into sentences.

Arabic language learning is one of the interesting things to discuss, because Arabic has a unique grammatical structure and is different from other foreign languages. Thus, the selection of strategies for learning Arabic cannot just choose but adjust to the language skills that will be learned (Khansa, 2016).

In this study, guided writing skills learning or commonly referred to in Arabic as *maharah al-kitabah al-muwajahah* is the focus, guided writing is the second level of *kitabah* learning that must be taught, usually occurring in the first intermediate phase or commonly referred to as the D phase (Ibrahim fauzan, 2011). Writing activities can also be carried out by everyone by being coached and trained (Gulo & Sidiqin, 2020). Guided writing is an approach in which the teacher provides guidance or guidance to students in the writing process. Teacher-guided writing instruction has been effective in helping students with writing difficulties and low motivation, supported by several studies showing significant improvements in writing skills and motivation among students who received guided writing support (Wendimu & Gebremariam, 2024).

In the context of Arabic language learning, guided writing can involve several processes: first, selecting vocabulary that is appropriate to the material being studied. Second, ensuring the correct use of grammar (*nahwu* and *sharf*). Third, helping students develop ideas systematically according to the theme being studied. The guidance process provided by the teacher is solely to help students smoothly convey the ideas they want to express in their writing, not to limit the creativity of the ideas they want to express.

The results of previous studies that discuss the effectiveness of the PWIM strategy include those conducted by Rahma Tanjung et al, stating that the use of the PWIM strategy

has a positive effect on learning writing skills, especially Indonesian narrative essays at the elementary school level (Tanjung et al., 2023). Then according to Nur Husnil et al, in his research stated that the use of the PWIM strategy to improve student vocabulary in English has a significant effect in learning English (Khatimah & Mustari, 2022). And according to Nia Dwi et al, in their research stated that the PWIM strategy has a significant effect on the ability to write descriptive sentences of junior high school students (Indriani & Taufiq, 2024).

The purpose of this study is to determine whether there is a significant effect of the application of the picture word inductive model (PWIM) strategy carried out by researchers on students' ability in guided writing skills (kitabah Al-muwajjah) in Arabic. In addition, the results of this study are expected to be used as a reference for Arabic language teachers in further learning to create interactive learning, then this research is also expected by the author to be taken into consideration to explore more deeply for further researchers related to Arabic language learning, especially writing skills.

METHODS

In this study, the authors used a quantitative method with a quasi experimental design or pseudo experiment. The pseudo-experiment method is a method similar to pure experimentation, it's just that there are differences in controlling variables, in pseudo-experiments the control is only on one variable which is considered more dominant (Sukmadinata, 2019).

Quasi experiments have several characteristics including: first, it is not possible to control all relevant variables, except for a few variables. Second, the difference between pure experiments and quasi-experiments is very thin, especially whether or not humans are involved as subjects as in education. Third, although educational research has the status of a quasi-experiment, it is often informal, so it needs its own recognition (Arifin, 2019).

The implementation of this research was carried out by researchers for two months, precisely from October 2 to November 31, starting with pre-test, treatment, to post-test. Researchers applied a certain treatment (treatment) to the experimental class (sample) as a research subject. This experimental treatment is then called the independent variable. Then the researcher observes systematically about what happens as a result of the

treatment. this is then called the dependent variable. Those who act as treatment givers can influence the results of the experiment.

The reason researchers use the experimental method in this study is to obtain information related to the results before and after the use of the PWIM strategy and to find differences between the Arabic language guided writing skills of students who use the PWIM learning strategy (picture word inductive model) with students using conventional learning.

The research design used in this study is Non Equivalent Control Group Design. In this design both control class and experimental class will be compared. Groups are selected and placed without randomization. Two classes are given a pre-test, the experimental class is given treatment, while the control class is left to learn with the usual method used by the teacher, and finally the two classes are given a post-test (Osei et al., 2022).

Table 1. *Nonequivalent control group design*

Group	Pre-test	Treatment	Post-test
Experiment	0 ¹	X1	0 ²
Control	0 ³	X2	0 ⁴

Notes:

X1 = Class using PWIM

X2 = Class without using PWIM

0¹ = Pre-test before treatment is given (experimental class)

0² = Post-test after treatment is given (experimental class)

0³ = Pre-test before treatment (control class)

0⁴ = Post-test after treatment is given (control class)

The population for this study were students of SMP Daarul Barkah Boarding School, and for the sample in this study were VII grade students of SMP Daarul Barkah Boarding school, class a for the control class totaling 15 people and class b for the experimental class totaling 16 students, with a total of 31 students.

Table 2. Research Sample

No.	Class	Total
1	VII A	15 Student
2	VII B	16 Student
Total 31 Student		

To validate the accuracy and effectiveness of this study, the researcher used instruments. Instruments can vary widely, from self-made tests in structured usability studies to language learning assessments (Tawfik et al., 2024). Instrument is a tool used by researchers to analyze and collect data so that the research process becomes systematic (planned) and easier to use with the instrument (Nugroho, 2018).

As for this study using several instruments including: Observations, interviews, and tests (questions) with five essay items containing gradual questions to stimulate students from starting to detect vocabulary to stringing it into sentences, as well as testing one of the grammatical arrangements in the chapter “الأدوات المدرسية” namely the use of ha in dhomir muttashil.

Before the question was tested on the experimental class, the question was tested first on students who had learned the material “الأدوات المدرسية”. This is done to determine the effectiveness of the questions that have been made. After the questions were tested, the researchers conducted validity tests, reliability tests and the level of difficulty of the questions. To facilitate assessment, researchers use an assessment rubric. Rubric for scoring the writing ability test on “الأدوات المدرسية” material.

Tabel 3. Pedoman Penskoran Tes

Aspect	Persentase	Score	Student response
Mufrodat knowledge	20%	20	Writing five mufrodats
		15	Writing less than three mufrodat
		1-10	Writing one mufrodat
Quality of Writing	20%	20	Clarity
		15	Less Clarity
		1-10	Not clarity
Writing and punctuation	20%	20	Clarity
		15	Less Clarity
		1-10	Not clarity
Grammatical	20%	20	Grammatically appropriate
		15	Grammatically inappropriate
		1-10	Grammatically not appropriate
Clarity of Idea	20%	20	Clarity
		15	Less Clarity
		1-10	Not clarity

Data analysis in this study used statistical techniques with the help of software, namely in the process of analyzing the calculation because the data obtained in the form of

numbers. The number is obtained from the results of the Arabic guided writing ability test on visual images given to students after treatment

RESULTS

Before

Based on observations, the situation before the use of treatment in two classes, both experimental and control classes, learning took place very uninteresting, seen from the liveliness of students who were not formed as if they did not want to learn Arabic. Based on the results of interviews with Arabic language subject teachers, students' affective development is said to be declining every meeting (Guru 2024). Then the teacher who teaches Arabic has not been able to shape students' perceptions, from Aab language is difficult, to Arabic language is easy.

After

Based on the results of observations, application of treatment, and data collection, it can be seen that the condition of the class is more improved from the affective domain which then makes the cognitive aspects of students also increase, seen from the interest in learning and enthusiasm for learning Arabic and the difficulties they encounter can be overcome by the guided learning process.

After data collection, data processing was carried out with the help of statistical software and then listed to determine the results of the study. The parametric test uses the Paired sample t test to test the hypothesis in this study.

Before doing the pretest, validity and reliability tests were carried out, to test whether the questions that had been made were valid and reliable or not, the following are the results of the validity test using number processing software

Table 4. Validity and Reliability Test Results

Validity Test						
Name	Question 1	Question 2	Question 3	Question 4	Question 5	Totally
Amira hasna Hakimah	20	10	15	15	10	70
Elsa Haryadi Novi yanti	20	20	15	15	15	85
Ila Azkia Nahla	20	15	15	15	10	75
Mochammad Fadhlun Jamil	15	15	15	20	15	80
Muhammad Hisyam Kamil	15	10	10	15	15	65
Muhammad Ilham Maulana	20	15	15	10	10	70
Muhammad Rizky Ramadhan	15	15	15	15	5	65
M. Royyan Hermawan	15	15	10	5	15	60
Muhammad Fikri	20	15	10	10	10	65
M. Tamam Abdul Aziz	15	10	15	15	10	65
Putri Nabila Az zahrah	20	15	15	15	10	75
Sayla fauziyah	15	15	15	10	5	60
Muhammad Fadila	15	15	10	15	10	65
Uppala	20	15	15	15	10	75
Muhammad Basir	15	15	10	15	10	65
Muhammad Arfa Hasan	20	15	15	10	10	70
r_{hitung}	0,55002	0,4497	0,532	0,563	0,401	
n = number of question	5					
a = signifikance	5%					
r_{tabel}	0,497					
decision	VALID	VALID	VALID	VALID	VALID	

UJI RELIABILITAS

Varian	6,66667	6,25	5,729	12,4	9,583	1110
Number of variance	40,625					
totally Variance	1110					
Decision	1,2134	RELIABEL				

Based on the validity and reliability tests in the table above, it states that the questions made are valid and reliable. Then the pretest questions can be used for pre tests and post tests in the research being carried out.

In the experimental class, teaching and learning activities using the Picture Word Inductive Model (PWIM) strategy were found to help improve the ability to write guided (kitabah Al-muwajjah) of seventh grade students. The ability observed by the author has increased significantly from before. Meanwhile, the control class continued to use the conventional learning model. There were differences in learning outcomes between the experimental class and the control class. Explained in the following table

Table 5. Comparison results of pre-test and post-test of experimental class and control class

Statistik	Pre-test		Post-test	
	Eksperimen	control	Eksperimen	Control
Number of student	16	15	16	15
Maximum	77	77	100	86
Minimal	47	50	85	62
Average	65,18	67,33	92	70,8
Median	65,5	67	92	69
Modus	60	65	88	67
standard deviation	9,912	9,642	4,604	10,455

Based on table 5 above, it can be seen that there are differences in statistical calculations between the experimental class and the control class both during the pre-test and post-test. In the pre-test, the average value of the experimental class was lower than the control class with a difference of 2.15 and the average value of the post-test results of the experimental class was higher than the control class with a difference of 21.2.

By looking at the table above, it can also be stated that the post-test value and the control class pres-test value increased by 3.47. In the experimental class, it increased by 26.82. With an average final post-test score of 70.8 for the control class and 92 for the experimental class. This shows that the pre-test and post-test scores of the experimental class are above the average of the control class. So it can be stated that the learning outcomes of the experimental class are better than the control class.

After the data is clearly known, the data is tested for normality to determine whether the data is normally distributed with a significance value of more than 0.05. The following is the output table of the data normality test.

Table 6. Output Uji Normalitas

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Eksperimen	,158	16	,200*	,929	16	,238
	Kontrol	,175	15	,200*	,926	15	,238
Posttest	Eksperimen	,120	16	,200*	,966	16	,771
	Kontrol	,127	15	,200*	,941	15	,399

Based on the Kolmogorov-Smirnov column table data for the experimental class, both the pre-test and post-test sig values are at 0.200, which is ≥ 0.05 , stating that there is a significant increase. Likewise, the control class values for both the pre-test and post-test with a number ≥ 0.05 stated that there was a significant increase of 0.200. The results of the data normality test both state that both have a significance value ≥ 0.05 , that is, the data is regularly distributed.

Then after passing several data tests that are considered in accordance with the research procedures, hypothesis testing is carried out with the following output is the result of hypothesis testing calculations with the help of statistical software.

Table 7. T-test output of *Kitabah Al-Muwajah* learning outcomes

Results of Pwim Strategy Implementation on guided writing skills	Paired Differences	T	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference			
	Upper			
Pair 1 pretest - posttest	-10,28153	-6,054	30	,000

It is explained in the table that the calculation value of sig (2-tailed) value is $0.000 \leq 0.05$ then H_0 is rejected and H_a is accepted. Thus it can be concluded that students' ability

in guided writing (kitabah Al-Muwajjah) using the PWIM learning strategy is significantly better than students' ability in guided writing using conventional learning.

DISCUSSION

Based on the results of hypothesis testing, it revealed that students' guided writing ability on the material “الأدوات المدرسية” in the experimental class after using the PWIM learning strategy was significantly better than the control class that used conventional learning.

There are several findings in the field that support this research, some of the things that happened during the learning process in the experimental and control classes include:

Learning in the experimental class using the PWIM strategy by doing five stages based on the PWIM learning steps from Calhoun experts, namely: First, observation and Picture Identification with the teacher showing pictures to students to observe. Second, word labeling where students mention relevant words based on the picture, which are then written by the teacher. Third, sentence construction where the words that have been identified are used to construct sentences. Finally, text composing where the sentences are developed into paragraphs or more structured texts (Calhoun, 1999). During the learning process, the researcher observes student activeness in learning, and provides learner worksheets as assessment material, the aim is to help students in the learning process of al-kitabah Al-muwajjahah to match the learning outcomes.

In the first stage, students were asked to make small groups of five people per group, in order to make students interact with their learning environment. This was a little difficult to do because it had never done Arabic language learning using group techniques before, the author predicted that this would make the class not conducive. Thus the author anticipated the situation by pairing people based on their level of familiarity considering that they were still in class VII. The situation began to be conducive when students were given learner worksheets that were discussed with the group, in this process students interacted actively with their group mates, with the teacher who taught, discussing things that were directed by the learner worksheet.

The second stage, namely, the teacher shapes the perceptions of students who think Arabic is difficult, into Arabic is easy by forming student confidence when interacting

in the learning process to make students active both mentally and physically, as well as student-centered learning (Pranata, 2020). In this manner, learning stimulates (stimulates) students' interest and attention. Interest in learning must not only be created, but also maintained. The interest will remain attached to students and they will remain motivated to complete the assigned tasks.

The next stage is, the evaluation carried out is to find out the weaknesses of students and the teacher's efforts to encourage students to continue to improve their abilities, so that there is no sense of satisfaction in students, so as to make students continue to learn. Not to forget, the teacher gives appreciation for students' achievements, in order to foster a sense of appreciation for the efforts made during learning.

Then the last is reflection, by stimulating students to share their impressions and difficulties experienced during the learning process, in order to correct learning, as well as what needs to be improved for future learning both for students and for teachers, so that there are no repeated mistakes and improve the quality of learning. The results of responses from students stated that learning took place very interestingly with the use of projector media in Arabic language learning, the shortcomings of this first meeting were the lack of proper lighting, making students less comfortable.

These findings strengthen and support the results of research belonging to (Tanjung et al., 2023) which states that the use of the PWIM strategy has a positive influence on learning writing skills.

While learning in the control class, there is learning using the classic method, namely lectures or teacher-centered methods. The lecture method is also commonly used by teachers at school, besides being easy to present, it does not use too much media based on M Basyiruddin in (Pratama, n.d.). With three stages, namely: Preparation, by reviewing past material to be connected to the material to be learned. Then, structured presentation of material to students by utilizing materials only, and doing exercises from the teaching materials used. The last step is closing by reviewing the lessons learned today (Hidayat, 2022).

CONCLUSION

This study aims to determine the effect that occurs related to learning kitabah al-muwajjah or guided writing between classes that use the PWIM strategy and those that use conventional learning and the comparison of scores before and after the use of the PWIM strategy. Field findings state that student learning outcomes using the PWIM strategy are better than students who use conventional learning. It is proven by the results of the calculation of the average difference in post test data of the experimental class and control class with paired T test using software, with a significance of 5% or 0.05 with the results of the sig. (2-tailed) value of 0.000 then H^0 is rejected, and H^a is accepted. This means that there is a significant difference between the post test results of the experimental class and the control class when learning using the PWIM strategy and not using PWIM.

Comparison of the average post test scores of the experimental class with the control class also reached a difference of 21.2, namely the experimental class with a score of 92, and the control class 70.8. Thus the use of the PWIM strategy has a strong enough influence on the ability of seventh grade students in guided writing in Arabic language subjects.

Due to the author's time constraints, the author only examines focusing on class VII, and class VII Arabic material about “الأدوات المدرسية”. Thus, further researchers are expected to further explore the study of this research. As a teacher, it is very important to choose a strategy that is suitable and in accordance with the objectives and learning outcomes, as a teacher who follows the times, can also use various technologies and learning strategies that are relevant to the times.

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