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Implementation of the Picture Word Inductive Model (PWIM) Assisted by a Digital Dictionary in Teaching Arabic Writing Skills

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Abstract

This study explores the integration of the Picture Word Inductive Model (PWIM) with the use of digital dictionaries in teaching Arabic writing skills. Employing the Integrative Literature Review (ILR) approach, the study analyzes literature related to PWIM, digital dictionary technology, and the teaching of Arabic writing skills. The findings indicate that PWIM is effective in enhancing vocabulary acquisition, grammar, and sentence structure through a visual and systematic approach. Digital dictionaries complement this method by providing quick access to vocabulary, contextual meanings, and word usage variations. The resulting teaching model involves structured steps, starting from image-based vocabulary introduction to the gradual development of complete texts. The implementation model of PWIM assisted by a digital dictionary has significant implications for Arabic language learning. For teachers, this method helps optimize image-based and inductive learning while guiding students in using digital dictionaries to select the appropriate vocabulary in writing contexts. For educational institutions, this study highlights the importance of strengthening digital literacy through teacher training and the integration of technology into the curriculum. For researchers, these findings open opportunities to explore the effectiveness of this method through empirical studies at various educational levels and compare it with other approaches in teaching writing skills. This research is expected to serve as a reference for educators, institutions, and educational technology developers in creating more effective, innovative, and engaging Arabic language learning experiences.
Keywords: Picture Word Inductive Model, Digital Dictionary, Writing Skill, Arabic Language Learning, Integrative Literature Review

Introduction

Writing skills are one of the essential abilities that learners of the Arabic language must master, alongside listening, speaking, and reading skills. This skill involves the ability to transform ideas and thoughts into written symbols, enabling students to effectively convey their messages through writing (Al-Fauzan, 2015). In the *Minister of Religious Affairs Decree No. 183 of 2019 concerning the Curriculum for Islamic Religious Education (PAI) and Arabic Language in Madrasahs*, it is stated that the teaching of writing skills aims to enable students to use Arabic to express feelings, ideas, and thoughts in written form. This skill holds a strategic role, not only as a means of communication and self-expression but also as a tool for developing intellectual abilities and preserving culture (Qutni et al., 2023).

To assess whether students have achieved the desired standard of writing skills, (Al-Fauzan 2015) identifies several key aspects that need attention, including clarity and coherence of ideas, grammar, spelling and punctuation, handwriting quality and text layout, as well as vocabulary richness. However, many students are still unable to meet these standards. Common errors found in students' writing include grammatical mistakes, improper vocabulary usage, and

incorrect sentence structure. These errors are often caused by a limited vocabulary, difficulties in applying learned rules, and the influence of the mother tongue (Mahyaddin et al., 2024; Alhumaira & Lubis, 2023; Zulaeha, 2022). Therefore, further efforts are needed to improve vocabulary mastery, sentence structure, and the application of grammatical rules in writing so that students can achieve the expected standard of writing skills.

The use of digital dictionaries in learning is one effort expected to address students' challenges in enriching vocabulary and selecting appropriate words for writing. Because mastering vocabulary enables a person to use it correctly and accurately in new sentences (Siregar et al., 2024). Digital dictionaries help students quickly find vocabulary, making it easier for them to expand their vocabulary (Awaliyah et al., 2020). (Hakim et al. 2018), in their study, found that the use of digital dictionaries can assist students in acquiring and remembering new vocabulary. Moreover, digital dictionaries offer a variety of meanings to be used in different contexts. When students look up the meaning of a word, they not only receive a single definition but also multiple meanings they can choose from according to the desired context. Thus, the use of digital dictionaries not only enriches students' vocabulary but also facilitates their selection of the right words for writing. This is reinforced by (Nisa's 2022) research findings, which state that the use of digital dictionaries improves students' writing skills, particularly in using precise words in their compositions.

However, the use of digital dictionaries alone cannot fully address the issues in learning Arabic writing skills, as the challenges faced by students extend beyond mere vocabulary limitations. Other problems, such as students' unfamiliarity with Arabic sentence structure patterns and difficulties in applying grammatical rules, also impact the learning process. Therefore, effective teaching methods are needed to tackle these challenges. (Wahyudin 2020) emphasizes that the success of learning largely depends on the methods employed, while (Lorenza et al. 2024) point out that inappropriate teaching strategies often hinder the teaching and learning process. A good method can help overcome students' limited abilities, difficulties in understanding textbooks, and other learning obstacles (Wahyudin, 2020).

One of the teaching methods that educators can consider is the Picture Word Inductive Model (PWIM). (Calhoun 1999), in her book *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, explains that this method involves the teacher guiding students to observe pictures, identify objects within the pictures to generate new vocabulary, and classify the words based on specific attributes or categories. Subsequently, students are encouraged to develop titles, sentences, and paragraphs related to the pictures. This method can specifically address the challenges of teaching Arabic writing skills, such as students' lack of understanding of Arabic sentence structures, which are often influenced by the patterns of their native language, as well as difficulties in applying grammar rules. Through a visually engaging and structured approach, PWIM can help students comprehend the relationship between vocabulary, sentence structure, and context. It also trains them to write progressively, starting with constructing simple sentences, moving on to more complex sentences, then developing paragraphs, and eventually producing complete texts. At each stage, the teacher provides evaluation and guidance, enabling students to consistently and systematically improve their writing skills.

Various studies have demonstrated the effectiveness of the Picture Word Inductive Model (PWIM) in improving students' writing skills. (Hulu et al. 2023) and (Rachel & Samban 2022) reported significant improvements in writing skills following the implementation of PWIM, while (Meliasari et al. 2018) noted that PWIM was more effective compared to the Controlled-Writing Strategy (CWS). Research by (Kurniawan et al. 2024) showed that this method not only significantly enhanced writing skills compared to conventional methods but also helped students

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organize ideas structurally and foster critical thinking skills. (Hakimah 2024) observed that PWIM strengthened vocabulary mastery and increased the percentage of students meeting the Minimum Competency Standards (MCS) from 16.67% in the first cycle to 80.95% in the second cycle. However, none of these studies have specifically discussed the application of PWIM in Arabic language learning, particularly in writing skills. Several studies related to Arabic writing instruction have examined the use of PWIM in the learning process. For instance, research by (Hermawan and Kautsar 2022) highlighted the effectiveness of PWIM in improving Arabic writing skills. However, this study focused more on using PWIM to enrich students' vocabulary mastery, while writing practice was conducted through a guided writing method. On the other hand, (Rifa'i et al. 2023) compared the effectiveness of PWIM with the Group Investigation Model in enhancing students' vocabulary mastery but did not specifically address the application of PWIM in writing skill instruction. Other studies, such as those conducted by (Awaliyah et al. 2020), (Hakim et al. 2018), and (Nisa 2022), discussed the use of digital dictionaries but focused solely on the independent use of digital dictionaries without integrating them into specific teaching methods. A literature search using *Publish or Perish* across databases such as *Google Scholar*, *Crossref*, and *Scopus* with keywords "Picture Word Inductive Model," "PWIM," "Digital Dictionary," and "Arabic Writing Skill" did not reveal any studies integrating PWIM with digital dictionaries in teaching Arabic writing skills. Therefore, this study aims to fill that gap by integrating PWIM and the use of digital dictionaries in a comprehensive study, contributing a novel approach to teaching Arabic writing skills.

This study aims to identify the concepts and theories underlying PWIM, as well as the role of digital dictionaries in Arabic language learning, to formulate recommendations or a model for implementing PWIM assisted by digital dictionaries in teaching Arabic writing skills. Thus, this article is expected to contribute to the development of more innovative and technology-based strategies for teaching Arabic writing skills.

Method

This study employs the Integrative Literature Review (ILR) approach to explore and synthesize relevant literature in the development of Arabic writing skills instruction based on the Picture Word Inductive Model (PWIM) supported by the use of digital dictionaries. This approach was chosen as it is suitable for integrating various relevant research findings to create new perspectives in Arabic language instruction.

The ILR approach enables researchers to combine, critique, and synthesize existing literature, thereby producing a new conceptual framework relevant to the research context (Torraco, 2005; 2016). In this study, the approach is applied to 1) review literature on PWIM as a foreign language teaching strategy, 2) examine the benefits of digital technology, particularly digital dictionaries, in supporting writing skills, 3) identify theories related to the learning process using PWIM and digital dictionaries, 4) synthesize the findings to formulate an integrative learning model that combines PWIM and digital dictionaries.

The data sources in this research are derived from scientific literature, including indexed journals, academic books, and research reports relevant to PWIM, digital dictionaries, and Arabic writing instruction. Literature was searched using *Publish or Perish* in trusted academic databases, such as *Google Scholar*, *Crossref*, and *Scopus*. The search process employed keywords such as "Picture Word Inductive Model," "PWIM," "Digital Dictionary," and "Arabic Writing Skills." To ensure relevance, the literature timeframe was limited to the past five years (2020–2024). Both experimental and non-experimental studies were collected to provide an empirical and theoretical overview of the theme. After the search, 2,396 pieces of literature were

gathered. Literature unrelated to PWIM, digital dictionaries, and Arabic writing skills, as well as inaccessible literature, was excluded, leaving 255 pieces of literature.

The literature was then filtered based on exclusion criteria, which included, 1) literature in the form of academic theses or dissertations, 2) literature published in journals with accreditation below Q3 for international articles and Sinta 3 for national articles. After the filtering process, 36 pieces of literature remained.

The literature was then selected based on eligibility criteria, including topic relevance, research validity, and contribution to theoretical development. The selection process involved reviewing the abstract, methods, discussion, results, and interventions. Literature deemed irrelevant or of low quality was excluded from the analysis. A total of 15 pieces of literature were included.

The literature that meets the criteria is then classified into several main themes, namely, (1) the concept and implementation of PWIM in foreign language learning, (2) the role of digital dictionaries in developing writing skills, (3) the teaching of Arabic writing skills.

The existing data is then analyzed critically and comprehensively, highlighting the strengths and key contributions of the available literature. The analysis process includes, 1) identifying and understanding the theoretical foundations, research objectives, methodologies, findings and results, research contexts, contributions, and relevance to studies related to the implementation of PWIM and the use of digital dictionaries in teaching writing skills in foreign and Arabic languages, 2) integrating the main findings from various literature sources to develop an innovative learning model.

This synthesis resulted in a conceptual model integrating PWIM principles with the support of a digital dictionary. The model is designed to more effectively support the learning of Arabic writing skills.

To enhance the validity of the analysis results, this study employs data triangulation through cross-referencing by comparing findings from various literature sources to ensure consistency in the results.

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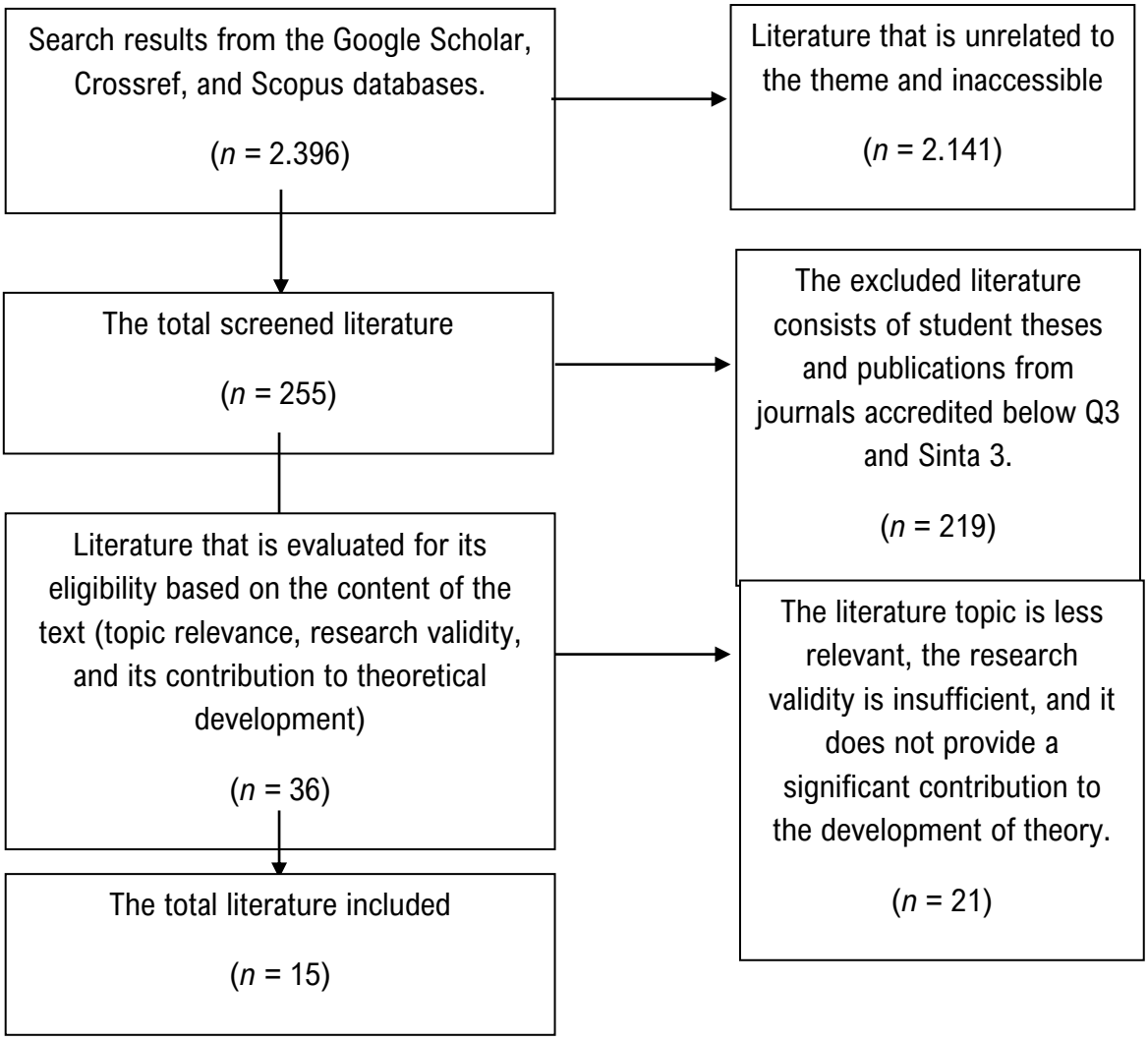


Figure 1. Flowchart of the Literature Selection Process

Results

PWIM as a Learning Strategy

In her book *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Calhoun 1999) explains that PWIM consists of ten steps, namely, 1) selecting relevant pictures, 2) analyzing the picture and identifying vocabulary from the picture, 3) labeling the identified parts, writing the words, and practicing spelling and pronouncing the words, 4) reading and reviewing the word chart on the picture aloud by the teacher together with the students, 5) rereading and classifying the vocabulary by the students based on general concepts emphasized by the teacher, 6) reading and reviewing the word chart, 7) adding words to the word chart by the teacher (if necessary), 8) creating a title for the word chart by the students with the teacher's guidance, 9) composing sentences, several sentences, and then a paragraph based on the words in the word chart with the teacher's guidance, 10) reading and reviewing the sentences and paragraphs created by the teacher and the students together. For vocabulary learning, the process can be completed up to the seventh step, while for reading and writing instruction, it continues through the tenth step.

Literature indicates that PWIM is effective in improving students' writing skills, including descriptive writing and simple compositions (Hulu et al., 2023; Wahyuniar et al., 2021; Rachel & Samban, 2022). PWIM has also been proven effective not only in face-to-face learning but

also in online learning, as reported by Ilahi & (Prayogo 2022). Moreover, this method is suitable for application across all educational levels. The study by (Wahyuniar et al. 2021) revealed that PWIM effectively enhances both writing skills and learning motivation among elementary school students. (Hulu et al. 2023) and Ilahi & (Prayogo 2022) reported that PWIM improves the writing skills of junior high school students. Meanwhile, (Rachel & Samban 2022) highlighted the effectiveness of PWIM in enhancing the writing skills of senior high school students. Furthermore, the research by (Rosyada & Febriyanti 2020) found that PWIM provides a fresh perspective and can be utilized in teaching upper-level students.

PWIM assists students in organizing their ideas and structuring their writing (Hulu et al., 2023), (Ilahi & Prayogo, 2022). Moreover, this method motivates students to actively and communicatively engage during learning sessions (Hulu et al., 2023), (Wahyuniar et al., 2021), (Rosyada & Febriyanti, 2020). The use of pictures in PWIM has a significant impact. Pictures make lessons more engaging and easier to understand (Hulu et al., 2023). According to (Lee et al. 2020), the use of pictures in PWIM is supported by Dual Coding Theory (Paivio, 1971), wherein the images in PWIM activate both verbal and imaginal codes simultaneously in the cognitive process. The integration of these codes facilitates vocabulary retention and recall. This effectiveness is further supported by studies conducted by (Lee et al. 2020), (Marpaung 2023), and (Kamarudin 2021), which found that PWIM can improve student's vocabulary mastery, recall, retention.

In general, PWIM (Picture Word Inductive Model) can successfully improve students' writing skills because this method involves structured and detailed steps, as well as an instructional sequence that includes repetition (Rosyada & Febriyanti 2020), (Ilahi & Prayogo 2022). In addition to enhancing writing skills, PWIM also supports children's cognitive, social, and emotional development. (Lee et al., 2020) explain that PWIM contains Developmental Priming Mechanisms, which are part of the theoretical framework of General System Theory. In PWIM, five out of six Developmental Priming Mechanisms are present, namely: (1) students are encouraged to explain their thoughts; (2) guidance on basic cognitive and social skills; (3) appreciation is given when students acquire new skills; (4) guided practice and expansion of new skills; and (5) stimulation in linguistic and symbolic communication, where students are encouraged to express their thoughts in writing.

The Role of Digital Dictionaries

Dictionaries play an important role in foreign language learning. They are valuable tools for language learners, contributing to the independent and sustainable development of foreign language skills (Horváth & Márkus, 2024), (Ptasznik et al., 2024). Dictionaries also assist students in enhancing reception (understanding texts) and production (producing/writing texts) (Ptasznik et al., 2024).

Digital dictionaries, as one type of dictionary, have distinct advantages. A digital or electronic dictionary is a dictionary whose data is available in digital form and can be accessed through various media, such as computer software, mobile applications, and the web (Horváth & Márkus, 2024). The most prominent advantage of digital dictionaries is their convenience and ease of use (Silviyanti et al., 2022). Although the use of digital dictionaries is becoming more widespread, the benefits of their features have not been fully utilized by users (Márkus et al., 2023). Proper use of the services provided by digital dictionaries not only offers convenience, such as speed and accessibility, but also adds didactic value for users (Horváth & Márkus, 2024). (Márkus et al., 2023) and (Horváth & Márkus 2024) emphasize the importance of training in the use of digital dictionaries to maximize their benefits. Therefore, the integration of digital dictionaries in language learning needs to be optimized, not only to support the learning process but also as a training process in the use of this technology.

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Strategies for Teaching Arabic Writing Skill

Writing skill is one of the four macro skills in the Arabic language (listening, speaking, reading, and writing). Writing is a productive skill and is considered one of the most challenging aspects for learners of Arabic. Essentially, writing skills are influenced by reading skills, translation skills, pragmatic competence, and intercultural competence (Gabsi, 2020).

To ensure the effective teaching of Arabic writing skills, the implementation of the following strategies is required:

1. Integration of Guided Tasks and Creativity

Teachers need to guide students by introducing the structure of Arabic writing first. Afterward, students are encouraged to use the learned structure before progressing to more complex structures (Gabsi, 2020).

2. Emphasis on Supporting Basic Skills

Teachers must ensure that basic skills, such as the ability to read and write Arabic letters, are mastered by students because these skills strongly support the writing process (Yunis & Dajani, 2022).

3. Listening and Pronunciation Practice

Errors in writing are often caused by incorrect pronunciation. Therefore, increased practice in listening and pronunciation is necessary to reduce mistakes stemming from writing based on what they hear or pronounce incorrectly (Yunis & Dajani, 2022).

4. Teaching Translation Strategies

The quality of writing is influenced by translation skills. Teachers need to teach the basics of translation, including the differences between literal and semantic translation, so students can better understand the context and appropriate meaning (Gabsi, 2020).

5. A Gradual Learning Approach

Teachers and students should not rush to move on to the next stage if students have not mastered the previous one. Mistakes made by students are part of the learning process that should be appreciated (Gabsi, 2020).

6. Sentence Pattern Exercises to Reduce Structural and Lexical Errors

Teachers can use sentence pattern exercises to familiarize students with Arabic sentence structures. These exercises also help improve pragmatic and intercultural competence, which greatly supports students' writing abilities (Zare, 2020; Gabsi, 2020).

With the implementation of these strategies, learning Arabic writing skills can become more effective and encourage students to produce better-written works.

Discussion

The Implementation Model of PWIM Assisted by Digital Dictionaries in Arabic Writing Skills Learning

The implementation model of PWIM assisted by a digital dictionary is designed to integrate the strengths of both approaches to enhance writing skills tailored to the characteristics of Arabic language learning. The following are the main steps in this model:

1. Image Analysis and Word Identification

Students are introduced to relevant images, followed by vocabulary identification using a digital dictionary. This stage combines visual stimulation with active student engagement in vocabulary learning. The use of images not only makes learning more engaging but also provides context and strengthens students' memory retention of vocabulary.

In the vocabulary search stage, students may encounter diverse Arabic meanings for the words they identify. The teacher's task is to determine which meaning is most appropriate for

the context. For example, when students identify the word "table" and look it up in the dictionary, they may find the meanings "مَكْتَب" and "طَاوِلَة". The teacher should guide the students to select the word that fits the context. If referring to a table used for writing or studying, the appropriate word is "مَكْتَب", whereas if referring to a general table, "طَاوِلَة" can be used. Through this process, the teacher can enhance the students' intercultural competence and teach the fundamentals of semantic translation. Both skills are essential for students to improve their writing proficiency (Gabsi, 2020).

After that, the teacher labels the parts of the picture that have been identified, says the word, and then asks the students to repeat it. Following this, the teacher writes the word on the word chart corresponding to the picture. Listening and pronunciation exercises like this will be continuously repeated in the next stage, considering the importance of these skills. Many writing errors occur due to phonetic mistakes. Students tend to write words as they hear them, so listening and pronunciation exercises like this need to be emphasized (Yunis & Dajani, 2022).

2. Vocabulary Classification

Students classify vocabulary based on specific categories, such as parts of speech (*ism, fi`l, ḥarf*) or morphological patterns, such as root words (jażar), patterns (*wazn*), and word forms (*ṣīghah*). This activity helps students gain a deeper understanding of grammatical patterns and language structures. Through this approach, students not only expand their vocabulary but also systematically strengthen their understanding of morphology and grammar.

After classification, the teacher and students review the word list together, then read it aloud. As previously explained, listening and pronunciation exercises like this need to be continuously repeated.

3. Gradual Writing Practice

Students are trained to write gradually, starting with composing simple sentences, then progressing to several sentences, and eventually forming paragraphs. Students are allowed to look up words they need to complete their sentences using a digital dictionary. In the initial stage, the teacher does not immediately ask students to write but instead provides examples of simple sentences and explains their structure. This helps students understand the characteristics of sentences in Arabic.

After students understand the basic structure, the teacher can ask them to write using the learned structure before transitioning to more complex ones. The integration of guided tasks and creativity is essential in writing skills. Teachers should also explain the fundamentals of practice and relevant translation strategies to support students' writing abilities (Gabsi, 2020).

At the initial stage, pattern-based learning is also recommended. Teachers can provide examples of sentence patterns, such as nominal sentences (*jumlah ismiyyah*) consisting of a subject (*mubtada*‘) and predicate (*khabar*), or verbal sentences (*jumlah fi'liyyah*) consisting of a verb (*fi'l*) and subject (*fa'il*). Subsequently, students are asked to create sentences based on the patterns provided by the teacher. Such exercises have proven effective in minimizing structural and lexical errors in students' writing (Zare, 2020).

Teachers should not move on to the next level of learning until students fully understand the previous material. For instance, teachers should not ask students to write a complete text if they are not yet able to construct simple sentences. This approach will make learning more effective, meaningful, and help prevent students from feeling discouraged while studying Arabic.

Every step in the implementation of PWIM with the aid of a digital dictionary needs to be carried out optimally. The time required may vary significantly depending on the complexity of the material and the students' abilities. (Calhoun 1999) explains that each PWIM cycle can take between 5 days and 2 months. Meanwhile, (Ilahi & Prayogo 2022) recommend conducting more

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than four sessions when applying PWIM, especially for elementary and secondary level students, to ensure the strategy is implemented effectively.

The Implications of the Picture Word Inductive Model (PWIM) Implementation Assisted by a Digital Dictionary in Learning Arabic Writing Skills

The implementation model of PWIM assisted by a digital dictionary has significant implications for Arabic language learning. For teachers, this method helps optimize image-based and inductive learning while guiding students in using digital dictionaries to select the appropriate vocabulary in writing contexts. For educational institutions, this study highlights the importance of strengthening digital literacy through teacher training and the integration of technology into the curriculum. For researchers, these findings open opportunities to explore the effectiveness of this method through empirical studies at various educational levels and compare it with other approaches in teaching writing skills.

Conclusion

The implementation model of PWIM (Picture Word Inductive Model) supported by a digital dictionary offers an integrated approach to teaching Arabic writing skills. This combination is designed to address key challenges often faced by students, such as limited vocabulary, lack of understanding of sentence structure, and difficulties in applying Arabic grammatical rules in writing. PWIM utilizes images as effective learning stimuli. This method also aids students in understanding word types as well as their phonetic and morphological patterns through vocabulary classification processes. With its step-by-step stages, PWIM ensures that students comprehensively grasp sentence structures and patterns before beginning writing exercises.

Meanwhile, the integration of a digital dictionary accelerates access to the necessary language information, enriches vocabulary, and facilitates independent and sustainable learning. By leveraging this technology, students can learn more efficiently and effectively, both inside and outside the classroom. The synergy between PWIM and the digital dictionary not only creates more engaging and communicative learning but also supports students' cognitive, social, and emotional development. This approach can serve as an innovative and relevant solution to enhance Arabic writing competence across various educational levels.

The implementation of PWIM supported by a digital dictionary offers an innovative approach to teaching Arabic writing skills that is more interactive and effective. Teachers can leverage this model to enhance students' skills with technological support, while schools can integrate this technology into the curriculum and train teachers for its application. Further research is needed to empirically test the effectiveness of this model, explore its impact on student motivation and teacher engagement, and compare it with other approaches. Technology developers can also create applications that facilitate the implementation of PWIM based on digital dictionaries in various learning contexts.

The implementation model of PWIM assisted by a digital dictionary has significant implications for Arabic language learning. For teachers, this method helps optimize image-based and inductive learning while guiding students in using digital dictionaries to select the appropriate vocabulary in writing contexts. For educational institutions, this study highlights the importance of strengthening digital literacy through teacher training and the integration of technology into the curriculum. For researchers, these findings open opportunities to explore the effectiveness of this method through empirical studies at various educational levels and compare it with other approaches in teaching writing skills.

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