

THE EFFECTIVENESS OF USING PICTURE SERIES ON STUDENTS' WRITING ACHIEVEMENT ACROSS LEARNING STYLE

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Abstract

This study attempted to examine the contribution of the usage of picture series for developing the students' writing skill on producing recount text and the relationship between picture series and students' learning style. The researcher chose two existing groups to become experimental group and control group. Picture series were used for teaching writing in experimental group. However, the researcher did not apply picture series in control group. After 6 meetings, researcher conducted posttest to see the picture series' capability in improving students' writing skill. The outcome was the students' score taught by using picture series were significantly different than students taught without using picture series. For second objectives, the writer found out that visual students did not have better achievement in writing recount text than auditory students in both groups. Same with second objectives, because obtained significant value was higher than accepted significant value ($0.491 > 0.05$); it can be concluded that there is no effect between picture series and learning style toward students' achievement on writing recount text.

Keywords: *Picture Series, Writing, Learning Style, Recount Text*

INTRODUCTION

Writing is one of the fundamental skills that should be learnt and mastered by English learners. In certain educational level, students should be able to produce good writing products such as journal, thesis and etc. Besides that, writing is also often used in English tests such as TOEIC and IELTS to measure a person's English mastery. Writing also one way of communication between writers and readers. From the reasons above, it cannot be denied that writing should be comprehend by the English learners. As Nunan (2003:89) stated that writing is used to prove that the students have mastered a particular grammatical rule, correct spelling, grammar, and overall organization is the most evidence of ability.

Writing is the most difficult skill for second language and foreign language learners (Richard and Renandya, 2002: 303). They believed that writing is not only about composing and arranging the ideas of our mind, but also converting these ideas into a comprehensible text. Based on their opinions, it is a common thing for English learners to get problems in improving their writing skill.

Regarding the difficulties of writing skill, teachers have to observe the factors and the characteristics in learning to make teaching and learning activities work well. According to Smaldino, Lowther, & Russel (2009:24), the components are the use of instructional media, strategies in teaching and learning process, the environment, and the objectives.

One component that become the major influence on the development of students' writing abilities is instrumental media. By using instructional media, the teaching and learning activities are hoped to be more interesting and fun. In addition, Smaldino, Lowther, & Russel (2009:25) added that the purpose of instructional media is to facilitate communication and learning. So, by using instructional media, students are hoped to be more enthusiastic and motivated to learn English.

One way to make writing activities more interesting and enthusiastic is to use learning media. In the learning process, English teachers generally use media such as powerpoints or videos to make learning activities more fun and eliminate student boredom. According to Munadi (2008: 255), to choose appropriate media, teachers must pay attention to student characteristics that are directly related to the learning process. In short, the teacher must be able to find media that is suitable for the students' conditions and characteristics, so that learning activities can be more effective.

The purpose of this study is to ascertain an appropriate media that successfully improve or enhance students' writing ability. There are abundance types of media that can stimulate students' writing comprehension, but the researcher's priority is to search out the instrumental media that can help student to convey their ideas better. The purpose of suitable media is to make sure the English teachers can make purposeful explanations and also stimulate the students so they can improve their writing comprehension. In this case, picture series is the instructional media that fulfill researcher' goal.

Zhuri (2013: 2) described picture series as some pictures representing continuous events of a story with important information. According to Sa'diyah (2010: 5), this type of media can support the students in their learning process because of two reasons: first, pictures are visual media, which are easy and do not need much money to get. Second, pictures are attracting, so it will evoke students' imagination.

Harmer (2007) stated that pictures commonly used to help students' tasks that deal with vocabulary and grammar. Based on this statement, it is clearly stated that pictures help the students easily to get information, and help the student tasks that deal with grammar and vocabulary. Moreover, picture series is suitable in teaching and learning activity since it helps students to comprehend the text, get information easily and helps students toward working with grammar and vocabulary.

Also, in line with Harmer, Wright (2004) also recognized some advantages of picture series in students' learning activities. First, this media can motivate students to write and to speak. Second, pictures can develop a context within which the students' answer will have meaning. Third, picture series can help the students to find certain information to be used for controlled practice work. Fourth, pictures can sponsor, stimulate, and possibly guide spoken and written description, narration, and dialogue. Fifth, they can provide information for free writing and speaking. "Free" means in the sense of the teacher offering no language guidance or restriction.

Some studies that relevant with present study have been conducted. The results of the previous studies have proved that the application of picture series are appropriate media for teaching English both in Indonesia and another country. They are: Desitawardhani (2013), Aini (2017), Nirmala and Phil (2013), Guitterez, Puello, and Galvis (2015), and Hossein, Amir, and Armin (2019).

Desitawardhani (2014) implemented on explanation text for senior high school. The students' mean score in pretest was 48.36. After the first cycle, the mean score of students' posttest was 67.70. At last, the mean score in the 2nd posttest was 77.50. In accordance with result of the research, the picture series helps students to get better achievement in writing explanation text.

Furthermore, Aina (2017) attempted to study the effect of teaching reading by using picture media in teaching eight grade students. Based on the computation, the experimental group's mean score was 82.727 while control group's mean score was 71.636. In conclusion, the use of picture media as instructional media gave positive impact on students' reading skill.

Nirmala and Phil (2013) also did an experimental research concerning the use of picture series I teaching writing skill on narrative text to ninth-grade students in India. The outcome of the research has proved that picture series has positive impact in students' writing achievement. Guitterez, Puello, and Galvis (2015) have implemented experimental research by using picture series to teach narrative text to third grade students in Canada. The researchers made a conclusion that the intervention with picture series has improved students' writing skill, especially in areas of transition, and ideas exposure. Hossein, Amir, and Armin (2019) have proved that picture series give positive effect on students' English proficiency. According to the previous studies above,

the researcher believes that that picture series will improve students' English skills comprehension and give them more motivation to participate actively in learning activities.

However, learning activities, every student has different ways in learning. Many students learn by seeing on the importance and the usefulness of the material given in the class because every student has different learning style. Brown (2007:119) and Celce-Murcia (2001) define learning style as the general approach that the students use in acquiring a new language or learning any other subject by using their own preferred ways. In other word learning style related to the way how someone acquires, retrain, and receives information to learn.

There are some classifications of learning style. But, the most popular classification of learning style is proposed by De Porter, Readrdon, and Singer-Nourie (1999:84-86). De Porter, Reardon, and Singer-Nourie (1999:84-86) classify the students' learning style into three types; visual, auditory, and kinesthetic (VAK) learning style. This learning style is the focus of this study because this theory has a classification of visual learning style that is closely related to the question which may show up when talking about picture series as visual instructional media of the students in learning.

Learning style has an important role in students' life. When students know their learning style, they will integrate in the process of learning, so they will learn more easily and will be successful (Pourhossein, Seyedeh, and Ahmadi, 2011:471). A study done by Felder and Henriques (1995) stated that a mismatch between teaching and learning styles causes learning failure, frustration and demotivation. Students tend to getting bored, unmotivated, and have difficulty in doing the tests. Therefore, teacher should be able to understand their students' learning style in order to identify the most appropriate way for both students' lesson and teacher to teach effectively.

Finally, although all previous studies and theories suggested that the usage of picture series have enhance students' English skill, thus there has not been any study investigating the utilization of picture series in recount text. Additionally, this study also conducts an investigation on the outcome of picture series to visual and auditory students in how their achievement on writing recounts text.

METHOD

Research Design

This study implemented in quasi-experimental method because the researcher cannot randomize the subjects to the intended conditions in the educational setting. the researcher chose the naturally existing group, in this case some existing classrooms. This research involved cluster random sampling because from the existing groups, the researcher chose two existing classes; one class belongs to the experimental group and the one class belongs to the control group. Moreover, this research has two variables that is: independent variable and dependent variable. Independent variable is the variable that the researchers choose to study in order to assess their effects on one or more variables (Fraenkel and Wallen, 2009:42). The independent variable supposes to have an outcome and influence another variable. While dependent variable is the variable that is assumed to affect by the independent variable. In this study, the application of using picture series in teaching writing skill is the independent variable. While students' writing achievements become the dependent variable of the study.

Population

The population on this study included all the first-grade students in SMK Unggulan Annur Bululawang in the academic year 2019-2020 which consisted of three classes and 62 students in total. The researcher used lottery to determine which class became experimental group and control group. As the result, X MM become the experimental group and X TKJ become the control group.

Treatment

The researcher gave treatment for eight meetings in the sample class. Furthermore, it took 2 x 45 minutes to finish the learning activity. The pretest was given to the students in the first meeting. The treatment was given from 2nd until 7th meeting. The students from both groups were taught by using same material and teaching strategy but with different instructional media. The researcher used picture series to the experimental group and the control group will be taught by using students' worksheet. Moreover, the teacher implemented writing's process based on Harmer (2004) in the teaching and learning process to both experimental and control group. The process contains four steps: the first step is called planning. Second process is drafting, then editing and the last step is final version. On the last meeting, the researcher did the posttest to see the result of the picture series' implementation on the students' writing achievement. After that, the researcher handed out the

questionnaire to the students. The function of the questionnaire is to categorize students' learning style.

Validity Test

The content validity was used because the content of the test is in accordance with the indicator and skill that will be measured. The researcher made this test based on the course objectives in the first-grade syllabus in second semester. It represents the materials learned in the class. In this case, the test has represented the material which will be measured. In this school, writing recount text is taught at second semester and the researcher conducted the research at second semester too. Moreover, the tests were consulted to the English teacher as the expert to examine the appropriateness. According to explanation above, this test is valid in term of content validity.

The validity of questionnaire that used in this research was construct validity because it is assessed individuals on certain psychological traits and abilities (Ary, Jacob, and Sorensen, 2010: 231). Moreover, the expert validation carried out after the questionnaire was designed. The expert validation gave the judgment of the questionnaire. After consulted to the expert, the validator suggested changing the questionnaire into Indonesian language because it will make the students fill the questionnaire easily.

Reliability Test

The researcher used inter-rater reliability to check the reliability of the tests. Inter-rater reliability is used because the researcher wanted to know the reliability of the research instrument and compared the students' achievement to see if the students' score is same or not. The inter-rater reliability is investigated by using SPSS 25 program. The researcher ensures the reliability of the test by correlating the scores on the students' writing achievement between rater 1 and rater 2. The interrater reliability of the try out for the pretest was .900 and for the posttest was .873. It means that they had very high reliability. As the result, the writing tests for pretest and posttest were acceptable and could be used to collect the data.

The reliability for the questionnaire focused on internal reliability because the respondents' answers to all the items in a measure. However, the appropriateness of the test could be achieved by using Cronbach Alpha method in calculating the reliability. The reliability of the reading motivation questionnaire showed with Cronbach Alpha .764 for visual questions and .806 auditory questions. It meant that the reading questionnaire was reliable and higher than .70. Moreover, the reliability was acceptable because it was in the .70 range.

RESULTS AND DISCUSSION

Result

The Result of Homogeneity and Normality Test of the Posttest

Before analyze the hypothesis, the fulfillment of statistical assumption should be accomplished to determine the statistical analyses to be used for the data analysis. Those statistical assumptions analyses were in form of the normality and homogeneity.

Table 1 The Computation for Normal Assumption

	Picture Series	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Control	.179	20	.091	.927	20	.136
	Experimental	.174	20	.115	.933	20	.178

a. Lilliefors Significance Correction

According to the computation, the significance value by using Kolmogorov-Smirnov for the experimental group was .115 while the control group was .091. In fact, the significance value was bigger than .05 so the Ho was accepted. Furthermore, the data followed normal dispersion and the normality assumption was fulfilled.

Table 2 The Result of Homogenous Test

Levene Statistic	df1	df2	Sig.
1.225	1	38	.275

The data in table 2 revealed that the significant value of the homogeneity test in both groups was .275. It can be said that the data was homogeneous because the obtained significant value was higher than 0.05. The result showed that both experimental and control group were equal and comparable.

Result of Data Analysis

The result of this study was obtained to know the dissimilarity between the experimental and control group's mean score. This section gave the result of independent t-test on for both instruments. It involved the highest and lowest score, the mean score for both groups, and the standard deviation.

The Posttest Result of the Experimental and Control Group

Table 3 The Result of the Descriptive Statistic

Description	Experimental Group	Control Group
Number of students	20	20
Mean Score	77.8	73
Lowest score	67.5	63.5
Highest score	91.5	86.5
Standard deviation	6.207	4.805

Table 3 above showed the posttest result for the both groups in which every group contains 20 students. The best score for the experimental group was 91.5, while the best score for control group was 86.5. However, the lowest score of the experimental group was 67.5, and the control group was 63.5. From the analysis above, in both the highest and lowest score, the experimental group's score exceeds control group's score.

Concerning the mean score on both groups, it indicated that the experimental group's score for the posttest was 76.5 while the control group's mean score was 74. Therefore, the experimental group's score was better than the other group. Moreover, the obtained standard deviation for experimental group was 6.207 while the control group got 4.805. Therefore, the experimental group got higher standard deviation than the control group. In conclusion, the descriptive statistic of posttest showed that the experimental group was greater than the control group. The mean difference between experimental and control group on the posttest was analyzed further by investigating the writing components which consisted of content, organization, vocabulary, grammar and mechanism. Those five components also had mean differences on the posttest for the both groups. The mean differences of the five writing components are shown in Table 4.

Table 4 Mean Differences of the writing Components

Group	Writing Components				
	Content	Organization	Vocabulary	Grammar	Mechanics
Experimental	23.25	17.73	16.35	16.38	4.05
Control	20.80	17.28	15.85	15.28	3.83
Mean Differences	2.45	0.45	0.5	1.1	0.22

From Table 4, the experimental group's mean score for content component was 23.25 while the score for the control group was 20.80. So, the content component mean difference was 2.45. Second, the experimental group's mean score for organization component was 17.73 while the score for the control group was 17.28. So, the content component mean difference was 0.45. Third, the experimental group's mean score for vocabulary component was 16.35 while the score for the control group was 15.85. So, the vocabulary component mean difference was 0.5. Fourth, the experimental group's mean score for grammar component was 16.38 while the score for the control group was 15.28. So, the grammar component mean difference was 1.1. And the last, the experimental group's mean score for mechanics component was 4.05 while the score for the control group was 3.83. So, the content component mean difference was 0.22. After all comparisons, it revealed that the experimental group received better score than the control group in all of writing components.

The Result of Students' Learning Style Questionnaire

After analyzing the comparison of the achievement in writing recount texts between the two groups, the researcher investigated the comparison of the visual students' achievement and audio students' achievement. In order to classify whether the student is visual learner or auditory learner, the questionnaire about learning style was administered to the two groups.

The learning style questionnaire categorization was in accordance with the students' score in filling the questionnaire. If a student had a higher score on auditory learning style questionnaire, so the student was categorized as auditory student learning style, and vice versa.

Table 5 Classification of the Students Based on the Learning Styles

Group	Learning Styles	
	Visual	Auditory
Experimental	14	6
Control	11	9
Total	25	15

Table 5 shows that in the experimental group, 14 students assigned as visual students and 6 students assigned as auditory students. Meanwhile, in the control group, 11 students assigned as visual students and 9 students assigned as auditory students. In sum, there were 25 visual learning students (62.5%) and 15 auditory learning style students (37.5%).

The Result of the posttest of the Students Across Learning Styles

After the researcher knew the students' learning style, the researcher analyzed the result of the students' posttest score in accordance with the students' learning style. The analysis of auditory and visual students showed that there were some differences between both of the groups. The outcome of the analysis was explained in table 6.

Table 6 Descriptive Statistics Data of the students' Posttest Across Learning Style

Descriptive Statistics	Experimental		Control		Both Groups	
	Visual	Auditory	Visual	Auditory	Visual	Auditory
N	14	6	11	9	25	15
Minimum	67.5	71.5	63.5	67.0	63.5	67.0
Maximum	91.5	80.5	86.5	78.5	91.5	80.5
Mean	79.0	74.9	73.7	72.2	76.7	73.3
SD	6.637	3.072	5.560	3.8324	6.617	3.702

The table above indicated that the mean for visual students taught by picture series was 79.0 and the auditory students' mean taught by picture series was 74.9. Meanwhile, that the visual students' mean taught without picture series was 73.7. And the auditory students' mean taught without picture series was 72.2. In conclusion, the visual students' mean taught by utilizing picture series was higher than visual students taught without picture series ($79.0 > 74.9$). While that the auditory students' mean taught by utilizing picture series was higher than auditory students taught without picture series ($73.7 > 72.2$).

After the descriptive statistics data was presented, then the data was analyzed inferentially. Seen from the variables in this research, this research categorized as factorial research design. The factors of instructional media consisted of two categorizes: picture series and non-picture series. The factors of learning styles consisted of two categorizes: visual and auditory. Therefore, the factorial design in this research can be referred as the 2x2 factorial design. In term of the use of factorial design, the method used in analyzing data in this study was two-way ANOVA in which the main data analysis was the students' posttest score.

The Result of Data Analysis by Using Two-Way ANOVA

The researcher, in this study, attempted to search the effect between the implementation of picture series and students' learning style on their writing score. Since the data was complied with the statistical assumptions, the hypothesis testing was conducted by using parametric statistical analysis in terms of two-way ANOVA. The two-way ANOVA was employed because this research was a factorial design which involving more than one independent variable and each independent variable was clustered into more than one group. The results of the two-way ANOVA by using SPSS 25 program computation are presented below.

Table 7 The Result of Data Analysis by Using Two-Way ANOVA

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Description
Picture Series	144.945	1	144.945	4.986	.032	Significantly Different
Learning Style	71.463	1	71.463	2.458	.126	No significantly Different
Picture Series * Learning Style	14.054	1	14.054	.483	.491	No Significantly Different

The SPSS computation of the two-way ANOVA above revealed that the significant score for the effect of the picture series was 0.32. The significant level set by the researcher is .05 (5%). The result revealed that the obtained significant score was lower than the accepted significant level ($0.032 < 0.05$). Therefore, the students' writing score taught by using picture series were significantly different than students taught without using picture series.

The second result of the SPSS computation of the two-way ANOVA above revealed that the significant score for the effect of learning style was .126. same with the first objective, the significant level set by the researcher is .05 (5%). The outcome revealed that the obtained significant score was higher than the accepted significant level ($0.126 > 0.05$). in conclusion, the visual learners' achievement in writing recount text were not significantly different than the auditory students' writing achievement.

For the last result of the SPSS computation of the two-way ANOVA above revealed that the significant score to measure the relationship between the implementation of picture series and the students' learning style was .491. The result showed that the obtained significant value was higher than the accepted significant level ($0.491 > 0.05$). Therefore, there was no correlation between teaching writing skill by using picture series and students' learning style towards students' writing achievement.

Discussion

There are three objectives on this study. The first one was to search the result of the implication of picture series on students' writing score. Based on the analysis above, the significant value for the first computation was 0.032. In sum, the writing score of the students who were taught by using picture series were significantly different than students taught without using picture series.

Moreover, the experimental group got better score in writing aspect than the control group. It showed on the previous chapter that experimental group had better achievement in all aspects than the control group. The grammar usage and the use of vocabulary are not exception because both of them are the micro skills that the researcher wanted to analyze. The mean value of the grammar aspect in the experimental group was 16.38 and the grammar aspect in the control group was 15.28. So, the grammar component mean difference was 1.1. In sum, students who were taught by utilizing picture series got higher score in grammar aspect than students taught without picture series. Furthermore, the outcome of vocabulary aspect revealed that the score of the vocabulary aspect of the experimental group was 16.35 and the vocabulary aspect in the control group was 15.85. So, vocabulary component mean difference was 0.5. As the result, experimental group got higher score on vocabulary component than control group. In sum, the use of picture series increases the students' ability to use appropriate choice of words and correct grammar. It is proven by Krcelic and Matijevic (2015:111) that picture as visual can enhance students' vocabulary and grammar skills because the stimulation visual input provided by visual tools facilitated both teaching and learning foreign students.

In the second objective, the researcher attempted to look for the result of students' learning styles on the students writing score between visual and auditory students. Even though the analysis proved that the students writing achievement across learning style did not significantly different. Thus, the finding on this research revealed that the visual students had better achievement than audiovisual students in both groups. The mean value of visual students was 76.7, while auditory students' mean was 73.3. Furthermore, the number of visual students in this study was 25, and auditory students were 15. So, the visual students have higher number than auditory students. It supported the previous findings by Chee & Wong 2003:118 who stated that most of the people are visually oriented.

The last objectives in this research was to search for the relationship between the implementation of picture series and the students' learning style on the students' writing achievement. In line with the second objective on this study, the result of the analysis was stated that there is no correlation between teaching writing skill by using picture series and students' learning style towards students' writing achievement. But there was a remarkable difference on students' score especially in the experimental group. Visual students obtained higher score than auditory students. In this study, visual students tend to visualize something for example like picture and image. Visual students commonly learn something by reading or looking at pictures, close their eyes to visualize and remember the lesson and use graphics, charts, or illustrations. The same thing also happened in control group. The visual students also got better score than auditory students although the difference is not significant. It is because inside their English worksheet book, there are some pictures attached in the book. So, by referring to the pictures, they get inspiration or idea for writing. Thus, in this study the visual students get better score than auditory students because they acquired something by applied their preferred way.

CONCLUSION

Based on data analysis, it was shown that the implementation of picture series made the students got remarkably higher writing recount text achievement than students taught without the implementation of picture series. So, the picture series were effective in improving students' writing recount text achievement. This finding was supported by further investigation through mean score comparison of the five writing components. The finding shown that the students also got higher score in terms of five writing components: grammar usage, the use of vocabulary, the content of the text, the organization and the mechanics. Furthermore, these findings in line with the previous studies (Desitawardhani (2013), Aini (2017), Nirmala and Phil (2013), Gutierrez, Puello, and Galvia (201), and Hossein, Amir, and Armin (2019)) that the implementation of picture series can increase students' achievement. In other hand, the result of second and third objective of the study was rejected because the acquired significant value was higher than the accepted significant level.

The English teachers are suggested to apply picture series in their teaching and learning process because it is shown that the application of picture series is be able to enhance students' achievement. In addition, the outcome of this research is hopefully beneficial for the future researchers who are interested in the use of picture series.

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