

CHAPTER II

LITERATURE REVIEW

This chapter explains some theories about the variables in this research which are going to apply in conducting the research. It describes writing skill, teaching writing, the role of media, animated video and learning style. Furthermore, this chapter provides the previous studies related to the variables.

A. Writing Skill

This part discusses about some issues in writing. They are definition of writing, writing process, teaching writing, teaching writing for Junior High School and recount text.

1. Definition of Writing

Writing is certainly considered one among four language competencies in studying English. It is one of the crucial competencies to be mastered, particularly with the aid of using the students in junior high school. Writing includes the encoding of a variety of messages, including the translation of our thoughts into words. To communicate in written language, it is necessary to create a collection of words or sentences in a written format. Writing is one of the most important skills that college students must learn because it is necessary for educational purposes, business, and communication with people all over the world.

According to Brown, writing is a complex activity that necessitates a wide range of abilities, including the ability to decide what to write, how to pronounce it correctly, and how to put those ideas down on paper so that others can understand them.¹⁹ Furthermore, Penny Ur stated that the aim of writing is to express the writer's thoughts and ideas to the reader.²⁰

¹⁹ Ann Browne. *Teaching and Learning Communication, Language and Literacy*. London: Paul Chapman Publishing, 2007: 81.

²⁰Penny Ur. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 1996:163.

Writing is a skill that reflects thoughts, feelings, and the mental process to gather and organize them, according to the study, but it was difficult to express what students believe and what the audience comprehends.

2. Writing Process

Writing is a useful ability to have. Writing concentrates on how to make language rather than accept it. Writing, according to Oshima and Hogue, is never a one-time event; it is a continuous creative activity.²¹ Prewriting, organizing, writing, revising, and editing are the five processes they identified in the writing process. Hammer, on the other hand, claims that the writing process has four steps.²²

a. Planning

This is the first phase in the writing process. Pre-writing is a technique for generating ideas. It is a necessary step in which students should encourage their thoughts and ideas in order to organize their writing. Pre-writing might be as simple as a drawing activity in the classroom, or it can be done as part of a teacher-student interaction.

The students generate ideas for writing about taking notes as part of the pre-writing process. Warming up before writing can be accomplished in a variety of methods, including brainstorming and clustering

b. Drafting

It has become time for the students to begin working on the first draft after they have prepared a list of topic-related thoughts. They write down their ideas without being concerned about making mistakes.

c. Editing

After complete this stage, students should edit their initial draft. Its mission is to discover what works and what does not. The editing process can be influenced by vocal or written criticism from peers and teachers. With the help of the criticism, students will be able to enhance their writing. What has been written is shown in the revision. This shows that keeping text consistency and creating new ideas are

²¹Oshima, Alice, and Ann Hogue. *Introduction to academic writing*. Pearson:Longman, 2007.

²²Harmer, Jeremy. *How to Teach English*. Essex: Pearson Education Limited, 1998.

both crucial at this stage. It also assists students in identifying and correcting errors in their work.

d. Final Version

After editing with classmates and teachers, the students rewrite their text in this final round. The students have well-written content in the final output because they finished the editing procedure beforehand.



Figure 1. Writing process stages called the process wheel

3. Assessing Writing

Assessment is the process of gathering and analyzing data in order to evaluate if a learner has met his or her learning objectives. Assessment, according to Lambert and Lines, is the act of acquiring, analyzing, documenting, and applying data on students' responses to educational tasks.²³

Writing assessment is used to examine the students' writing comprehension. When the teacher has previously assisted the students with writing comprehension, the teacher must assess the students' progress. There are several reasons why teachers assess their students' writing: the first is to help them grade their papers more accurately and consistently; the second is to speed up their essay grading; and the third is to limit the number of factors to be evaluated in order to avoid

²³Lambert and Lines, in dissertation *Teachers' and students' attitudes toward formative assessment and feedback in teaching English for specific purposes ESP*, Educational Studies, Faculty of Education, University of Glasgow, 2000: 4

unnecessary discouragement for their students.

Additionally, the student writing requires writing scoring. It assists the teacher in determining the abilities of the students. According to Brown, rubric scoring focuses on five criteria: content, organization, vocabulary, language, and mechanics.²⁴

4. Teaching Writing

When teaching English, the teacher must be aware of how to teach the four skills to students. Those abilities must be taught in English classrooms, especially if you are a foreign language teacher. In this circumstance, the teacher must know how to teach students how to write.

There are several reasons why teachers should teach writing, according to Harmer. Reinforcement, language development, learning style, and writing as a talent are some of the causes. The following are several explanations for this.

a. Reinforcement

The use of visual representations of language structure to aid students in memorizing new words is critical. In most cases, students find that visual demonstrations help them compose sentences. Students benefit by composing phrases in a new language as soon as they have learned it

b. Language Development

It appears that the act of writing itself benefits in the learning process for children. The continuing learning process includes all of the mental work required to produce excellent written texts.

c. Learning style

For these students, writing is a viable option. It is a contemplative activity that replaces the hustle and worry of face-to-face interpersonal contact. Students expected that creating words at a slower rate would be beneficial.

d. Writing as skill

²⁴ Sara Cushing Weigle. *Assesing Writing*. New York: Cambridge University Press, 2002: 116.

The fact that writing is an essential language skill is convincing evidence that it should be taught. Speaking, listening, and reading appear to be equally important. Students will need to know how to write letters, compile written reports, and respond to advertisements in this setting.

According to Harmer's reasoning, those reasons might be regarded as giving the teacher instructions as part of their job description of teaching writing. However, Harmer notes that there are various techniques for teachers to explore, such as how to get students to plan, how to motivate students to draft, reflect, and modify their work, and how to respond to students' writing.

5. Teaching Writing for Junior High School

Teaching writing in junior high school should be enhanced. The teacher should give the students more practice and guide them to write. According to Harmer, teachers might concentrate on the product or method by which students can produce writing.²⁵ It means that when students are taught to write, the emphasis is on the text-creation process.

The students in junior high are expected to write texts in their own words. Narrative, descriptive, procedure, and recount texts are used. They must write well in descriptive and recount texts, especially in eighth grade. They should also be able to write functional texts such as essays, invitations, announcements, short messages, memos, and so on.

Based on curriculum 2013, we can see the basic competence and second semester indicators material for the eighth grade of Junior High School concerning the recount text.

| Basic Competence | Indicators |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 3.11 Comparing the social functions, text structures, and linguistic components of numerous oral and written personal recount | 3.11.1 Identify the social purposes and linguistic features of numerous oral and written personal recount texts by providing and receiving |

²⁵ Harmer, J. *The practice of English language teaching*. London: Longman, 2001.

texts by providing and receiving information about past personal information about past personal experiences in a short and simple manner, depending on the context of their use.

3.11.2 Mention some short and basic oral and written personal recount texts by delivering and asking for information about former personal experiences.

4.11 Recount text

4.11.1 capturing contextual meaning connected to social functions, text structure, and linguistic characteristics of short and simple recount texts about personal experiences in the past (personal recount)

4.11.1 Presenting recount text

4.11.1.1 Writing contextually refers to the social role, text structure, and linguistic components of spoken and written retelling texts, and is relatively brief and straightforward

4.11.2 Compiling brief and simple oral and written recall texts on past personal experiences (personal recount), while paying attention to social functions, text structure, and linguistic features, and doing so appropriately and in context

4.11.2.1 Make short and simple oral and written recount texts on past personal experiences (personal recount), paying attention to social functions, text structure, and linguistic features, and doing it appropriately and in context

6. Recount Text

This part discusses about definition of recount text, generic structure of

recount text, language feature of recount text, and kind of recount text .

a. Definition of Recount Text

Recount is a one-of-a-kind English text that recounts past events, personal experiences, group experiences, or any other unique English tale. According to Anderson, a recount is a piece of literature that retells past events in chronological sequence.²⁶ The goal of a recount text is to provide readers with information or entertainment without causing conflict or focusing on a single event. Furthermore, the social role of a recount text is to retell a previous event, to provide information, and to entertain readers.²⁷

b. Generic Structure of RecountText

Understanding the generic structure is critical since it makes it easier to comprehend and produce spoken and written information. The following are the components of recount's generic structure:

1. Orientation

The process of identifying who, where, and when historical events or activities occurred is known as identification. Because of the orientation, which offers background information necessary to analyze the content, the reader will be familiar with the text's location and context.

2. Events

The main occurrences in the story are referred to as events in the text. The events in a recount text are written in chronological order. Additional information is occasionally added to the text to provide more information to the reader.

3. Reorientation

A concluding statement that may include explanation is referred to as reorientation. A conclusion paragraph is included in some recount texts. The writer can make a personal comment or express an opinion in the final paragraph, but this is optional²⁸.

²⁶ Anderson, Mark and Ketty Anderson. *Text Types in English 2*. South Yarra: Macmillan, 1997: 48.

²⁷Suhaimi. "Teaching Writing Skill on Recount Text Based on Brainstorming in the Classroom", *A'dib* 19 no 1, 2016: 27.

²⁸Hyland, Ken *Genre and Second Language Writing*. Ann Arbor: University of Michigan Press, 2004:135.

c. Language Feature of Recount Text

There are a few linguistic qualities to recount text. Use the past simple, past continuous, past perfect, and past perfect continuous tenses to get started. Second, terms like next, later, when, then, after, before, first, at the same time, as soon as she went, late on Friday, Saturday, Monday, and Sunday are frequently used to connect events in time. Third, concentrate on a single participant, such as myself (the writer). Fourth, use conjunctions such as "then," "before," "after," and so on. Fifth, use an action verb, such as went, stayed, etc.

d. Kinds of Recount Text

When looking at how text works, there are three types of recounts to examine.²⁹ Personal, factual, and imaginative are the three kinds of recounts.

A personal recount is a retelling of an event in which the writer or speaker was directly involved. A factual recount is one in which the details of an accident are recorded. The term "imaginative recount" refers to a recount in which the narrator assumes a fictional position and recounts events in detail.

B. Teaching Media

Media are assets that are necessary to carry out certain tasks. Media utilized to absorb, process, and rearrange visual and information include graphs, pictures, and electronic devices. In conveying material from teachers to students, media is utilized as a facilitator or connector. A good setting and condition in the teaching-learning process can be created through the use of media. It piques students' interest in the educational process. According to Brown et al., media are "instruments or tangible things used by the instructor to facilitate instruction."³⁰

Teaching and learning through teaching media can inspire new interests and desires, enhance motivation and motivate learning activities, and even have a psychological impact on students. It is crucial for teachers to be able to communicate material properly and ensure that pupils understand it. Teachers

²⁹Derewinka, B. *Exploring How Texts Work*. Australia: Sydney, 1990.

³⁰Brown, J. W, Lewis, R. B. and Harclerod, F. F. 1977. *AV. Instruction: Technology, media and Methods*. New York: Mc Grow Hill Company

have access to a variety of media resources. In today's teaching and learning environment, a computer, LCD projector, tape recorder, video, film, slide, image, animation, graph, and television can all be used.

According to Louman, using media in the teaching and learning process has a number of benefits.³¹For starters, classes become more engaging and dynamic. Second, teachers can incorporate a wider range of learning activities. Third, when presented with teaching media, students can complete the class activities themselves, and they may come up with more ideas to incorporate into their daily life. The teacher can readily communicate the content by incorporating media into the teaching and learning process. Furthermore, the media can provide pupils with a unique learning experience. It has the potential to increase their enthusiasm and interest in class activities.

C. Animated Video

This part discusses about definition of animated video, kinds of animated video, and animated video as teaching media of writing.

1. Definition of Animated video

In the world of film, animation is a widely employed technique. This is a technique for photographing sequential sketches, models, or even puppets to give the idea of movement in a succession. According to Wright, animation is a technique that may fundamentally rebuild reality by digitally transforming drawings, clay, puppets, or forms.³²

According to Wells, the word animation comes from the Latin verb animate, which meaning "to give life to," and it usually relates to the artificial manufacture of the illusion of movement in lifeless line patterns in animated films.³³ In addition, Rosenweiq defines Animated videos are videos developed with creative designs, drawings, sketches, or computer-generated effects that

³¹Luoman. 2010. *Benefits of Using Media In Teaching Learning Activities*. <http://latesteducationarticles.blogspot.com/2010/09/benefits-of-using-media-in-teaching.html> [accessed 25/04/2012]

³²Wright, J.A. *Animation Writing and Development: From Script Development to Pitch*. New York: Focal Press, 2005.

³³Wells,P.*UnderstandingAnimation*.NewYork:Routledge, 2000

flow in an appealing manner employing a variety of artistic approaches.³⁴

Furthermore, animation is a form of interactive multimedia that comprises of audiovisual visuals with colorful characters exhibited in two-dimensional or three-dimensional structures. A computer and a projector are also required to show the entire animation story.

2. Kinds of Animated Video

This part discusses about some issues. Traditional animation, 2D animation, 3D animation, motion graphics, and stop motion animation are among them.

a. Traditional Animation

Traditional animation is sometimes known as cell animation. In this type of animation, the animator must hand-draw each frame to produce an animated scene. This is usually done on a light table, which allows the painters to see through the top layer of paper to the prior sketch. This form of animation is regularly used by well-known firms like Disney. Traditional animation continues to be done on computers with the use of specialist tablets.

b. 2D Animation

Vector-based animations, such to those used in Flash, are referred to as 2D animation. As technology gets more accessible, this type of animation is becoming increasingly common. Artists can change frames per frame, but vector-based animation allows them to build rigs for their figures and move single body parts at a time instead of constantly redrawing them. Beginners in animation have more versatility because they don't have to rely on their drawing abilities as much.

c. 3D Animation

3D animation, often known as computer animation, is the most widely utilized type of animation nowadays. Although 3D animation differs from traditional animation in many ways, both require the artist to follow the same

³⁴Rosenzweig, Gregg. 2021. *What is animated video?. 2021*
<https://www.clearvoice.com/blog/what-is-an-animated-video/>

movement and composition rules. In 3D animation, drawing is less crucial than computer-controlled character movement. To generate realistic animations, 3D animators must rely substantially on physics, according to the National Science Foundation. The animator creates key frames, which are specific movements, and the computer handles the rest.

d. Motion Graphics

Characters and narratives aren't as important in motion graphics as they are in other genres of animation. The capacity to move visual elements, shapes, and text is the focus of this art form. This method is frequently used in television commercials, explainer videos, and animated logos. Because there is no requirement to imitate body movement or facial emotions, the skills required for other types of animation do not apply to motion graphics. There is a lot of motion graphics in the advertisements, and there are a lot of job chances.

e. Stop Motion

Stop motion animation is similar to traditional animation in that it uses a succession of subtly changed still images to depict movement. The most important distinction is that stop motion uses photography to capture real objects. Stop motion is defined as taking a photo of an object or scene and then moving the objects slightly before taking another photo. This method is repeated until the scene is finished, with each shot serving as an animation frame. It's similar like flipping through a photo album.

3. The Advantages of Animated Video for Junior High School Students

There are several advantages of video animation for junior high school students. First, to attract students' attention and strengthen motivation. Second, it is easier to remember the unique character depiction. Third, it is effective because it is directly on the intended target. Fourth, it is efficient so that it allows high frequencies. Fifth, more flexibility in realizing imaginary things. Sixth, it can be

produced at any time. Seventh, it can be combined with live action, and it is rich in color expression.³⁵

4. Animated Video as Teaching Media of Writing

The ability to offer materials in both visual and audio modes is the most appealing aspect of the teaching and learning process. Teachers are able to construct a relevant framework for practice and create interesting and enjoyable activities by interactively integrating texts, digital images, sounds, and simple animations.

Teachers are able to employ animation or pictures in their own unique ways as teaching and learning medium. The researcher employed animated videos as a medium for teaching writing in junior high school in this study. Children and teenagers are drawn to animation videos because they include attractive moving graphics with a basic but inspiring message.

The researcher used animated videos as a teaching tool in an English class to teach the skill of recounting texts. The animated videos are downloaded from the internet (YouTube) and only a few minutes long. From five to seven minutes, they are around two. The students must carefully study and pay attention to the movies in order to gather a variety of hints and details.

D. Picture

One type of visual material that can be employed in the teaching and learning process is the picture. Pictures can be used by the teacher to encourage students to write texts. People, locations, and things can be photographed and recreated from pictures, which can be found in magazines, newspapers, and calendars.

There have been several theories stated that the usage of visuals in the teaching process is beneficial. According to Wright, visuals can help students

³⁵ Waluyanto. Perancangan Film Kartun Berbasis Sel (Cel Animation), 2006, (<http://www.tokoanimasi.com>)

become more engaged and motivated in the learning process.³⁶ He argues that visuals can provide students with a feeling of the language's context and can serve as a specific reference point or stimulus.

Furthermore, pictures are readily available from a variety of sources. It can be found in books, publications, and the internet. There are several types of pictures: series of pictures, cue cards, flash cards, posters, and photographs, to name a few. The focus of this study is on the usage of picture series in control classes. A photo series is a collection of images that depict a variety of actions. A picture series is made up of three or more images. It aids pupils in the development of ideas for writing a work.

E. Learning Style

Every student learns in a unique way, which is referred to as "learning styles." A student's learning style refers to how he or she chooses to absorb, process, grasp, and recall knowledge in technical terms. Learning styles are the favored and preferred technique of thinking, processing, and understanding information in all tasks. Learning styles refer to the characteristics, strengths, and preferences that people have for how they receive and process information.³⁷

Based on the theory of Barbe, learning styles are often divided into three types.³⁸ They are visual, aural, and kinesthetic learning style.

1. Visual learning style

Things that can be seen or observed appeal to the visual learning style, images, diagrams, demonstrations, displays, handouts, videos, flip-charts, and other visual aids are examples. After reading the instructions or watching someone else do it first, these people will utilize terms like "show me," "let's look at that," and

³⁶ Wright, Andrew. *Pictures for Language Learning*. Cambridge: Cambridge University Press, 1998.

³⁷ Chetty, N. D. S., Handayani, L., Sahabudin, N. A., Ali, Z., Hamzah, N., Rahman, N. S. A., & Kasim, S. Learning styles and teaching styles determine students' academic performances. *International Journal of Evaluation and Research in Education* 8 no 4, 2019: 610–615. <https://doi.org/10.11591/ijere.v8i3.20345>

³⁸ Atkinson, Tracy. *Discover Your Learning Style*. 2018. <https://medium.com/@tracy.ada.atkinson/discover-your-learning-style-41816f734d7a>

will be better equipped to complete a new task. These are the individuals who will adhere to written instructions and lists.

There are some characteristics of visual learner Individuals that learn best by seeing things appreciate this method of instruction. They prefer to see information and instructions rather than hear them, and they are more likely to forget material they have only heard. When it comes to remembering things, they prefer visuals and images, and if they have the ability to imagine, they may use mind maps. They enjoy writing, painting, and imagining, as well as taking notes and reading for themselves

2. Auditory learning style

The auditory learning style prefers listening to spoken words, whether from oneself or others, as well as sounds and noises. They will utilize phrases like "tell me," "let's talk it over," and "let's talk it over," and will be best able to complete a new activity after receiving expert assistance. These are the people that adore being told what to do over the phone and can sing along to every song they hear.

There are some characteristics of Auditory learners. They might struggle to grasp a chapter they have read, but as they listen to the class lecture, they will understand completely. They can readily follow vocal instructions and prefer to hear information rather than read it. They will utilize phrases like "tell me," "let's talk it over," and "let's talk it over," and will be best able to complete a new activity after receiving expert assistance. A goal-oriented auditory learner is effective at remembering and benefits from traditional teaching approaches like lectures and question-and-answer sessions.

3. Kinesthetic Learning Style

The kinesthetic learning style prefers physical activities such as touching, feeling, holding, doing, and practical hands-on experiences. They will say things like "let me try" and "how do you feel?" and will learn how to accomplish a new chore by doing it. These are the people who like to do things by hand and never read the instructions before doing so.

There are some characteristics of kinesthetic learners.³⁹ According to Fleming's learning style theory, students with a largely kinesthetic learning style are natural discovery learners. They prefer to learn by doing rather than thinking first. Because they like to study things by experimentation, they may not profit from reading or hearing. Furthermore, such students require little verbal or written instruction and are comfortable participating in hands-on activities. As a result, kinesthetic learners prefer hands-on activities and prefer to learn in an active laboratory, workshop, gymnasium, simulated, or real-world setting.

F. Previous Studies

Some previous researches that related to the effect of animated video have conducted by some researchers. The effect of using animated movies on a student's writing ability was described by Erlysdaura et al. The three meetings in this study included a pre-test, first treatment, second treatment, and post-test. The researcher used a narrative prose essay test as the instrument to collect data. To determine the outcome of the research, the writer used a writing rubric and a t-test to evaluate the data. During the academic year 2017/2018, the research was conducted in the eighth grade at SMP Islam UlulAlbab. The medium of animation film can help students with content, organization, structure, language, and presentation. It implies that animation films have an impact on the growth of writing abilities.⁴⁰

The next research was conducted by Istiqomah. The purpose of this study is to see if there is a difference in student achievement in writing recount text before and after being taught with an animation video, as well as how students react to the usage of an animation video in teaching writing recount text. The study was carried out at SMK Antartika 1 Sidoarjo. The sample of the research consists of students in the first grade TPM 6 class. A quantitative approach with a pre-experimental design is used in this study. The researcher administered pre- and post-tests to the students

³⁹ Arkinson, Tracy. Fleming VARK Theory. (September 8, 2017) <https://tracyharringtonatkinson.com/fleming-var-k-theory/>

⁴⁰ Erlysdaura, N. I. "The effect of using animation film to the students writing skill of the eight grade at SMP Islam Ulul Albab in academic year 2017/2018". 2017.

in order to collect data. In order to teach writing recount text, the researcher used an animation video. There are several research findings that can be portrayed based on the research results. First, there is a considerable difference in students' writing recount text achievement. Second, the students' comprehension results in a favorable response to the employment of an animated video. Finally, students' achievement in writing recount texts improves when a holiday animation film is used, and students' reactions to the use of an animation video in teaching writing recount texts are positive.⁴¹

The third research was conducted by Setyawan et al. Their study's goals are to see if and how maximizing the use of animated video improves students' writing abilities, as well as to describe the classroom setting when animated video is employed. Questionnaires, observations, interviews, and images were used to collect qualitative data. In the meantime, quantitative data was gathered through tests. According to the findings of the study animated video can help pupils enhance their writing abilities. The students' content, organization, vocabulary, language usage, and mechanics can all be enhanced. Students were able to write a descriptive text with more extensive information (explore their topic), grammatically correct a descriptive text, use appropriate vocabulary, and employ sentence mechanics. During the teaching and learning of writing English, an animated video produced a positive atmosphere in the classroom. The students were thrilled about the lesson and were actively participating in it.⁴²

Furthermore, concerning with the students learning style, some researches have been conducted. Ningrum et al. investigated the Effect of Mind Mapping on EFL Students' Idea Development in Argumentative Writing Across Gender Differences and Learning Styles. The purpose of the study was to determine how gender differences and learning styles affected the impact of mind mapping as a method for generating ideas before writing on EFL students'

⁴¹Istiqomah, E. N. A. "The Effect of Using an Animation Video in Writing Recount Text at SMK Antartika 1 Sidoarjo". *Proceedings of The ICECRS*, 9, 2021.

⁴²Setiyawan, H., Rochsantiningsih, D., & Setyaningsih, E. "Improving Students' Writing Skill Using Animated Video". *English Education* 7 no 3, 343-352.

concept development in argumentative writing. There was no significant difference between the control and experimental groups in terms of the students' concept growth in writing. These findings also show that there is no significant difference in the development of students' ideas in writing based on gender differences or learning styles. Furthermore, no significant interaction exists between treatment and gender differences, or between treatment and learning styles.⁴³

Hanafi was also conducted the research dealing with students' learning style.⁴⁴The purpose of this study is to determine whether there is a statistically significant difference in writing achievement between students who learn visually, auditory, or kinesthetically. The study included 120 students from grade XI at MAN 3 BahrulUluJombang. With a sample size of up to 90 students, the researcher used accidental sampling to identify students' preferences in learning in particular and to differentiate from students' learning styles. The questionnaire was designed to gather information on the students' key learning choices, and the exam, which took the form of an essay, was used to assess the students' writing ability. The data were analyzed using analysis of variance (ANOVA) with the help of SPSS 20.0 to achieve the study's goal. The researcher discovered that the F-test value for hypothesis testing was (0.578), with a significant value is (0.563). The mean was considered not substantially different since the significant value was bigger than 0.05. It suggests that students' learning styles had no effect on their writing achievement, regardless of whether they were visual, auditory, or kinesthetic learners. The researcher concluded that there is no significant difference in writing achievement between children who learn visually, auditory, or kinesthetically as the study drew to an end.

⁴³Ningrum, A. S. B., Latief, M. A., & Sulisty, G. H. (2016). "The Effect of Mind Mapping on EFL Students' Idea Development in Argumentative Writing across Gender Differences and Learning Styles". *Dinamika ilmu* 16 no 1, 2016:149-166.

⁴⁴Hanafi, A. A. "The effect of students' learning style on their writing achievement". *Language-Edu* 8 no 1, 2019.

