

TEACHING USING VISUAL MEDIA AND ACHIEVEMENT MOTIVATION IN WRITING SKILL

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ABSTRACT

The aim of this study was to investigate the effect of teaching by using visual media and achievement motivation on the student's writing competency. This study was conducted on the tenth-grade students of MA Hamzanwadi NW Pancor Lombok Timur. There were three variables in this study. Teaching using visual media (A) as the independent variable, achievement motivation (B) as a moderator variable, and writing competency (Y) as the dependent variable. This study was an experimental study with 2x2 factorial designs. The quantitative data were analyzed by using two-way ANOVA, which was continued by the Post-Hoc test by using the Tukey test. The output of this study showed that: 1) there is a significant effect of teaching by using visual media on the student's writing competency; 2) there is an interactional effect of teaching by using visual media and achievement motivation on the student's writing competency; 3) there is a significant difference on the student's writing competency between the groups were taught by using visual media with high achievement motivation and the groups were taught by using a conventional method with high achievement motivation; 4) there is no significant difference on the student's writing competency between the groups were taught by using visual media with low achievement motivation and the groups were taught by using the conventional method with low achievement motivation.

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INTRODUCTION

English is taught as a foreign language in Indonesia and its goal is to help students to master English skills such as listening, speaking, reading, and writing (Zaini, 2015). A place necessary to acquire and develop knowledge, technology, culture and art, as well as maintain relations between the nations of the world. One has to learn the language and then to be fluent in English, can't work with the computer. If people don't know English, they will need a translator to do the job. Looking at the importance of English in our lives, it has been given a specific place in

our education system if it is a part of our future.

In the teaching-learning process, writing skill is considered the last of the four skills. The Secondary Content Standard (Zaini, 2015) states that students must listen, speak, read, and write at the literary stage. On the other hand, the teaching of English in the Islamic High School (MA) is geared towards the student's ability to reach a functional level that includes communicating in written and spoken forms deal with daily life. Sunderman & Kroll, (2006) say that English is the only language everyone can understand.

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In order to survive, it has become an ideal language to express our feelings. Individuals must have proficiency and proficiency in written or spoken English. For example, if you don't know English, it's hard to get a job.

They won't know how to operate a computer or even know how to interact fluently, so they will need an interpreter to do their job. Today, how important is English in our lives, having a strategic place in our education system officially, even a requirement to become a candidate of PNS, and it's a very important question for teachers around. This means that the English language has been given a specific place to master as if it will become the determining factor of our future. Therefore, many efforts have been made to encourage the development of the English language teaching environment, especially in developing students' communication skills. Writing well is one of the most important and essential skills an individual can possess (Veit & Gould, 2004).

It elaborates on the process of thinking, feeling, reading, sharing, and finally producing the writing (Green, 1990). Hence, writing involves cognitive (task environment, long-term memory, and writing process) and creative processes to accomplish (Flower & Hayes, 1981). Writing is a medium for delivering ideas, thoughts, opinions, and feelings successfully. Writing is a form of communication that enables the writer to communicate, concisely, and effectively. Due to the function of communicating ideas, writing is regarded as a social activity, interacting, communicating, and saying something for particular purposes (Piscayanti, 2010). Writing suggests an interactive process involving both the writer and the reader through the text (Maesaroh, 2021).

Writing is one of many ways to have a casual conversation, although it has only recently become known that the world is facing the challenges of the age of technological globalization. In fact, when someone sends a short SMS to someone else, don't be more confused than just choosing a path but that's too much. Years ago around 2012-2013, most people knew about SMS-only short message service, but today people see it clearly with the appearance of familiar new

technologies such as Line, Bee Talk, Kakao Talk, Instagram, WhatsApp, Face Book, Twitter, Viber, Telegram, We Chat, Blackberry Messenger, etc. All of which impede the category of the non-formal communication category. For second and foreign language learning, writing competence is considered to be the most important aspect of a student's communicative success, where writing promotes communication and leads to development. student thinking through discovery. and share ideas (Weigle, 2002).

Writing is a specific ability that enables a writer to translate his or her thoughts into words in a meaningful form and to mentally interact with the message (Kang et al., 2020). These skills help learners develop independence, comprehension, fluency and creativity in writing. Independence means that learners can write without much help; Feedback is very important for producing a text. Text comprehension includes the understanding of a writer who writes fluently, intelligible, and intelligible. Next, creativity refers to the ability to write down unique ideas, communicate them well, and make the message easy to be understood by the reader.

Writing is a dynamic process that students must complete. This means that students exiting each step to demonstrate their writing skills must go through the entire process of the writing activity. For example, at MA Hamzanwadi NW Pancor, English courses take place on Sundays and Mondays. Teaching writing at school is very important and should be done by teachers at all levels. The importance of teaching writing shows that teachers should do their best to teach writing. However, the limited time allocation for lesson preparation for English language subjects forces teachers to cover the writing despite the limited time.

At MA Hamzanwadi NWDI Pancor, writing class takes place twice a week and writing is done outside of the classroom as a project. However, at MA Hamzanwadi, writing is taught in a conventional way, so a student's writing development cannot be expected to progress.

LITERATURE REVIEW

Students Problem in Writing

Writing is considered as the highest level of skill compared to those three others such as reading, listening, and speaking, since it needs a good knowledge on how to arrange words or phrases and compose sentences grammatically. It must be understandable and communicable writing that readers can get the message the writers want to convey in the writing. The goal of writing, as one of the communication tools, can be reached.

According to [Ruhama & Purwaningsih, \(2018\)](#), writing is a language skill used for communicating indirectly. This skill is obtained through the process of learning and practicing. Writing is also a complicating process, such as pre-writing, observing, drafting, revising, and the last is editing. It requires the ability to communicate the ideas, opinions, and feelings in writing.

Students' Achievement Motivation

Achievement motivation is defined by [Yazdani & Sane Godbole, \(2014\)](#) as a need to strive towards standards of performance encountered in a wide range of situation especially in the school environment. Student motivation is an important aspect of learning and effective instruction. When students are motivated to perform competently on academic tasks, they will learn in accordance with their abilities. Students' learning is maximized when their achievement motivation is enhanced.

Regarding achievement motivation, it has long been regarded as one learns to understand students' interest, engagement, and persistence in learning activities which in turn determines students' learning and school success ([Gilman & Huebner, 2006](#)). To almost any educational psychologist, it is one of those things that has been, is, and will probably always be at the heart of teaching and learning ([Maehr & Meyer, 1997](#)).

The Use of Visual Media in Teaching Writing

According to [Suhartono & Laraswati, \(2016\)](#), there are two general strategies or models in teaching as two of the most applied models among others the so-called creating something new and making the strange things become familiar. Visual media constitutes one of the teaching aids covering those two types

of strategy implemented in teaching. Visual media is a term used to include teaching aids which depends on the use of visual communication channel. The simulation of visual media fortunately delivers more effective and efficient impact as the result of teaching.

In this research, visual media will be used to implement the learning model of teaching. Learning media is an intermediary tool that can help the process of teaching and learning which aims at clarifying the meaning from the message delivered to make the purpose better and perfect ([Haris et al., 2018](#)). [Haris et al., \(2018\)](#) states that visual media relies on the sense of sight, such as film strips, slides, photos or pictures, graphs, maps, charts, or diagrams, which generally use a projection tool or projector as its intermediary.

Using visualization in providing the material can build students' interest in learning, thus the students will have more motivation in learning. They will also make the teaching and learning process easily and pleasantly so the students' achievement will get increased. The use of visual media as the media of teaching in this research aims at delivering a good result of students' writing mastery.

METHODS

This present study was an experimental study, which involves two groups, both of which were randomly assigned by different treatments ([Fraenkel et al., 2012](#)). One group received the experimental treatment, meanwhile for the other was not. The design of this study was a 2x2 factorial design. The design was chosen with the consideration that pre-testing could not be done to administer this study. In this design, certain threats, such as subject characteristics, maturation, and statistical regression were well controlled since the sample was not tested twice.

Line with [Fraenkel et al., \(2012\)](#) verified that a pre-test does not administer to avoid the probability that a pre-test affects the experimental group. The group may have a prediction or even show little attention to the administered test since the group has done it before. In this study, the groups were selected randomly. After the groups were assigned to

experimental and control groups and the treatments; visual media as the experimental group treatment have been implemented during the period of the study, and post-tests were administered at the end of the treatments.

In addition, there are three variables in this study, visual means is an independent variable, motivation to achieve is a moderating variable and writing skill is a dependent variable. Write evaluation (A) is a process variable that becomes the first variable. Treatment variables are visual means and conventional methods. For the second variable, motivation to achieve (B) is the moderating variable. The dependent variable

(Y) is the student's writing level. As stated earlier, this study is a 2x2 factorial design. The factor arrangements are essentially modifications of the post-test-only control group design or the pre- and post-test experimental group design (Wallen & Fraenkel, 2013). Factorial alignment is a qualified investigator to investigate the second variable and allows the researcher to see the interaction of one or more independent variables with the dependent variable.

The expression represents two variants of one factor (A1 and A2) and two variants of another factor (B1 and B2) manipulated at the same time (Zhou, et al., 2021). Constellation of drawings can be seen in the Table 1.

Table 1 Constellation of 2x2 Factorial Designs

Writing Assessment (A)	Visual Media (A1)	Conventional Method (A2)
Visual Media (B)	Experimental Group	Control Group
High	A1B1	A2B1
Low	A1B2	A2B2
Total	A1B1+A1B2	A2B1+A2B2

(Wallen & Fraenkel, 2013)

Remarks:

- A1 : the group of students taught by visual media
- A2 : the group of students taught by the conventional method
- B1 : the group of students who have high achievement motivation
- B2 : the group of students who have low achievement motivation
- A1B1 : the group of high students taught by visual media
- A2B1 : the group of high students taught by the conventional method
- A2B1 : the group of students who have high achievement motivation taught by visual media
- A2B2 : the group of students who have low achievement motivation taught by a conventional method

Here, in several meetings, the test team was tasked with writing. Meanwhile, the control group did not. Outcomes of treatment are determined by a post-test given at the end of treatment. Results from the test become each student's writing proficiency scores and take them as an overall score.

RESULTS AND DISCUSSION

This study aimed at finding out the effect of teaching using visual media and achievement motivation on students' writing competency. The object of this study was to the significant difference in the student's writing competency taught by two methods of teaching, such as visual media and conventional methods by considering the achievement motivation of the students in learning English. Further, the achievement motivation scale was used to moderate between high achievement-motivated students and low achievement-motivated students.

This study used 2x2 factorial arrangements, in which the data on this study were categorized into 1). the group of students who were taught by using visual media (A1), 2). the group of students who were taught by using the conventional method (A2), 3). the group of students with high achievement motivation (B1), 4). the group of students with low achievement motivation (B2), 5). the group of high achievement-motivated students, who were taught by using visual

media (A1B1), 6). the group of low achievement motivated students who were taught by using visual media (A1B2), 7). the group of high achievement-motivated students, who were taught by conventional method (A2B1), 8). the group of low achievement motivated students who were taught by using the conventional method (A2B2).

Before conducting the treatment, a tryout test was administered to find out the reliability of the test that would be tested on the samples of this study. Since the design of this study was *post-test, only control group design*, the writing tests were conducted at the

end of the treatment and analyzed by the analytical scoring rubric. The genres being tested were descriptive, narrative, and news items. The result of the writing tests, were then, reviewed by three raters to obtain the scores. The scores from the three raters were compared and analyzed to find out the reliability of the writing tests. Before analyzing the result of the student's writing competency after the treatment, the results of the test were reviewed by the three raters (two teachers who teach English and the researcher) to find out the reliability of the tests. The following is the data on the inter-rater reliability of the writing test presented in **Table 2**.

Table 2 The Summary of Inter-Rater Reliability of the Writing Tests

Writing Test	Experimental Group	Control Group
	Inter-Rater Reliability Coefficient	Inter-Rater Reliability Coefficient
Narrative test	0.93	0.89
Descriptive test	0.89	0.91
News item test	0.88	0.89

The data showed reliable writing tests in each group. Since the tests were reliable, the writing score was taken from the average score of the three raters in each test and the average score of the complete writing test. The data on the teaching using visual media contributed positively toward the student's writing competency. It can be seen from the distribution of scores between high achievement-motivated students (the highest score was 92 while the lowest score was 85) and low achievement-motivated students (the highest score was 74 while the lowest score was 62). Students with high achievement motivation achieved better than the students with low achievement motivation.

Meanwhile, the data on teaching by using conventional methods contributed positively toward the students with low achievement motivation. It can be seen from the distribution of scores between high achievement-motivated students (the highest score was 85 while the lowest score was 63) and low achievement-motivated students (the highest score was 80 while the lowest score was 76). Students with low achievement motivation achieved better than students with high achievement motivation.

Afterward, the obtained data were analyzed by using descriptive statistical analysis using SPSS 26 and inferential statistics by using Two-Way ANOVA. The post-hoc test was administered since there was a significant interaction effect between teaching using visual media and achievement motivation on students' writing competency. Descriptive statistical analysis was used to obtain the distribution of the final score of the student's writing competency (distributional analysis), the centralization of the data (position of individual), which was illustrated by mean, median, and mode, and dispersion variability that was illustrated by range, standard deviation, and variance. The following is the description of the data of the calculation of means, medians, modes, range, standard deviation, and variance presented in **Table 3**.

Table 3 showed that teaching by using visual media was superior to the conventional method. It can be seen from the mean score of the groups in this study. The group of students who were taught by using visual media achieved better than those who were taught by using a conventional method. The mean score for visual media was 79.65 meanwhile the

average score for the conventional method was 72.30.

Table 3 The Result of Measurement of the Students' Writing Competency Final Score

	A1B1	A1B2	A2B1	A2B2
Mean	89.35	72.20	69.95	72.40
Median	90.00	73.00	70.50	73.00
Mode	87a	73	73	73
Std. Deviation	3.014	3.122	3.284	2.604
Variance	9.082	9.747	10.787	6.779
Range	12	10	12	12
Minimum	84	66	63	65
Maximum	96	76	75	77
Sum	1787	1444	1399	1448

Table 4 The Result of Measurement on the Students' Writing Competency Final Score

	N	Range	Min	Max	Sum	Mean		Std. Dev	Var
						Stat	Std. Error		
A1	40	33	63	96	3186	79.65	1.629	10.304	106.182
A2	40	12	65	77	2892	72.30	0.449	2.839	8.062
B1	40	30	66	96	3231	80.78	1.454	9.197	84.589
B2	40	14	63	77	2847	71.18	0.502	3.178	10.097
N						40			

Remarks:

- A1 : the group of students who were taught by using visual media
- A2 : the group of students who were taught by using the conventional method
- B1 : the group of high achievement-motivated students
- B2 : the group of low achievement-motivated students
- A1B1 : the group of high achievement-motivated students who were taught by using visual media
- A1B2 : the group of low achievement-motivated students who were taught by using a conventional method
- A2B1 : the group of low achievement-motivated students who were taught by using visual media
- A2B2 : the group of low achievement-motivated students who were taught by using the conventional method

Table 4 showed that the group of students who have high achievement motivation achieved better than the group of students who have low achievement

motivation. It can be seen from the mean score of the group in this study. The group of students with high achievement motivation achieved better than the group of students who have low achievement motivation. The mean score of students who have high achievement motivation was 89.35 meanwhile the mean score of students who have low achievement motivation was 72.40.

The Description Data of the Students' Writing Competency of High Achievement-motivated Students who were taught by Using Visual Media

The following is the result of the measurement of high achievement-motivated students taught by using visual media. It was caused by the teaching of using visual media inclined the students to attract and concentrate on learning. The writing competency data of high achievement-motivated students who were taught by visual media (A1B1) can be seen in the following table, which is illustrated by the histogram by using SPSS 26 for the windows program.

Table 5 The Result of Measurement of the Group A1 and A2 and Result of Measurement in High Achievement-Motivated Students Taught by Using Visual Media (A1B1, A1B2, A2B1, A2B2)

	A1	A2	A1B1	A2B1	A1B2	A2B2
Mean	79.65	72.30	89.35	69.95	72.20	72.40
Median	79.50	73.00	90.00	70.50	73.00	73.00
Mode	73 ^a	73	87 ^a	73	73	73
Std. Deviation	10.304	2.839	3.014	3.284	3.122	2.604
Variance	106.182	8.062	9.082	10.787	9.747	6.779
Range	33	12	12	12	10	12
Minimum	63	65	84	63	66	65
Maximum	96	77	96	75	76	77
Sum	3186	2892	1787	1399	1444	1448
N	40	40	20	20	20	20

The writing competency data of the group of students who were taught by using visual media showed that the mean score was 89.35, the median was 90, and the mode was 87. The standard deviation was 3.014; the minimum score was 84 while the maximum score was 96. The numbers of students were n=20, and the range of the score was from 84 to 96. The range of the score was 12, meaning that the range from the highest score to the lowest score was high.

The Description Data of the Students' Writing Competency of Low Achievement-motivated Students who were taught by Using Visual Media

The following is the result of the measurement of low achievement motivated students taught by using visual media. This case was caused by irrelevance materials, which give into visual media with the real experience life the students in learning English contextually. The writing competency data of high achievement-motivated students who were taught by using visual media (A1B2) can be seen in the following table, which is illustrated by the histogram by using SPSS 26 for the windows program.

The writing competency data of low achievement-motivated students who were taught by using visual media (A1B2) showed that the mean score was 72.20, the median was 73 and the mode was 73. The standard deviation was 3.122, the minimum score was

66 and the maximum score was 76. The numbers of the samples were n=20, and the range of scores was from 66 to 76. The range of scores was 10, meaning that the range from the highest score to the lowest score was high. If it is compared to the score of high achievement-motivated students (A1B1), the student's writing competency is higher than the score of low achievement-motivation students (A1B2). On the other hand, high achievement-motivated students achieved better than low achievement-motivated students with similar treatment.

The Description Data of the Students' Writing Competency of High Achievement-motivated Students who were taught by Using the Conventional Method

The following is the result of the measurement of high achievement-motivated students who were taught by using the conventional method (A2B1). This case was caused by the students' extraction of the strategy which uses not have so many procedures in the process of learning. It can be seen in the following table, which is illustrated by the histogram by using SPSS 26 for the windows program.

The writing competency data of the group of high achievement-motivated students who were taught by using the conventional method (A2B1) showed that the mean score of the students was 69.95, the median was 70.50, and the mode was 73. The standard deviation was 32.84, the minimum

score was 63 and the maximum score was 75. The number of samples was $n=20$, and the range of the score was from 63 to 75. The range of the score was 12 meaning that the range from the highest score to the lowest score is high.

The Description Data of the Students' Writing Competency of Low Achievement-motivated Students who were taught by Using the Conventional Method

The following is the result of the measurement of low achievement-motivated students taught by using conventional methods the writing competency data of low achievement-motivated students who were taught by using the conventional method (A2B1). This case was caused by students' concern about the learning of religions such as *tafsir*, *hadith*, and *kalam*. So, the student's achievement motivation did not tend to learn English deeply. The elements of religion were a subject priority in their mind and goal. It was because they claimed that religion is more crucial than others. It can be seen in the following table, which is illustrated by the histogram by using SPSS 26 for the windows program.

The writing competency data of low achievement-motivated students who were taught by using visual media (A2B2) showed that the mean score of the students was 72.41, the median was 73, and the mode was 73. The standard deviation was 26.04, the minimum score was 65 and the maximum score was 77. The number of samples $n=20$ the range of the score was from 65 to 77. The range of the score was 12 meaning that the range from the highest score to the lowest score was high. If it is compared with the score of the high achievement-motivated students (A2B1), the student's writing competency is similar to the score of low achievement-motivated students (A2B2). On the other hand, high achievement-motivated students achieved equal to the low achievement-motivated students with the same treatment.

The Description Data of the Students' Writing Competency of Group of the Students who were taught by Using Visual Media

The following is the result of the measurement of students who were taught by

using visual media. The writing competency data of low achievement-motivated students who were taught by visual media (A1) can be seen in the table, which is illustrated by the histogram using SPSS 26 for the windows program. The writing competency data of the group of students who were taught by using visual media (A1) showed that the mean score was 79.65, the median was 79.50, the mode was 73, the standard deviation was 10.3, the minimum score was 63 and the maximum score was 96. The number of samples $n=40$. The range of the score is from 63 to 69.

The Description Data of the Students' Writing Competency of a Group of Students who were taught by Using the Conventional Method

The following is the result of the measurement of low achievement-motivated students taught by the conventional method. The writing competency data of high achievement-motivated students who were taught by the conventional method (A2) can be seen in the following table, which is illustrated by the histogram using SPSS 26 for the windows program.

The writing competency data of the group of students who were taught by using the conventional method (A2) showed that the mean score was 72.30, the median was 73, the mode was 73, the standard deviation was 2.8, the minimum score was 65 and the maximum score was 77. The number of samples $n=40$. The range score was from 65 to 77. Based on the above data elaborated, the real state is that the group of students who were taught by using visual media (A1) achieved better than the group of students who were taught by using the conventional method (A2).

The Description Data of the Students' Writing Competency of High Achievement-motivated Students who were taught by Using Visual Media and High Achievement-motivated Students who were taught by Using Conventional Methods

The following is the result of the measurement of students with high achievement motivation taught by using visual media and the students with high achievement motivation taught by the conventional method. The writing competency data of students with high

achievement motivation taught by using visual media and the students with high achievement motivation taught by conventional method (B1) can be seen in the following table, which is illustrated by the histogram by using SPSS 26 for the windows program.

The writing competency data of high achievement-motivated students who were taught by visual media (A1B1) showed the mean score of the students was 89.35, the median was 90.00, and the most frequent score (mode) was 87. The standard deviation was 3.014, the minimum score was 84 and the maximum score was 96. The number of samples is $n=20$, and the range of the score is from 84 to 96. While the writing competency data of the group of high achievement-motivated students who were taught by using the conventional method (A2B1) showed that, the mean score was 69.95, median 70.50, and mode 73. Standard deviation 3.284, minimum score 63, and maximum score 75. The number of samples $n=20$. The range of the score was from 63 to 75. From the above data, it is clearly stated that high achievement-motivated students who were taught by using visual media (A1B1) achieved better than high achievement-motivated students who were taught by using the conventional method (A2B1).

The Description Data of the Students' Writing Competency of Low Achievement-motivated Students who were taught by Using Visual Media and Low Achievement-motivated Students who were taught by Using Conventional Methods

The following is the result of the measurement of students with low achievement motivation taught by using visual media and the students with low achievement motivation taught by the conventional method. The writing competency data of students with low achievement motivation taught by using visual media and the students with low achievement motivation taught by conventional method (B2) can be seen in the following table, which is illustrated by the histogram by using SPSS 26 for the windows program.

The writing competency data of low achievement-motivated students who were taught by visual media (A2B1) showed the mean score of the students was 72.20, the median was 73.00, and the most frequent score (mode) was 73. The standard deviation was 3.122, the minimum score was 66 and the maximum score was 76. The number of samples is $n=20$, and the range of the score is from 66 to 76. The range of the score was from 66 to 76. From the above data, it is clearly stated that low-achievement-motivated students who were taught by using visual media (A1B1) achieved better than low-achievement-motivated students who were taught by using the conventional method (A2B1).

CONCLUSION

Based on the data analysis and the discussions, the conclusion of this study was: there is a significant effect of teaching using visual media on students' writing competency. The students' writing competency taught by using visual media achieved better than the students taught by using the conventional method. It can be seen from the mean score of the students taught by using visual media was 79.65, and the mean score of the students taught by using the conventional method was 72.30.

There is a significant interactional effect of the teaching method (visual media and conventional method) and the students' achievement motivation on the student's writing competency. It can be seen from the value of F_{AB} on the interactional effect was 41.63 while $F_{table}(1; 56; 0, 05)$ was 2.610. Since the value of F_{AB} was higher than the value of F_{cv} ($F_{AB} > F_{cv}$), meaning that the null hypothesis $H_0(3)$, which stated that there was no significant interactional effect between treatment factors (visual media and conventional method) and the student's achievement motivation on the student's writing competency, was rejected.

Meaning that the other hypothesis $H_1(3)$, which stated that there was a significant interactional effect between treatment factors (visual media and conventional method) and the student's achievement motivation on the student's writing competency, was accepted.

It can be concluded that there was a significant interactional effect between treatment factors (visual media and conventional method) and the students' achievement motivation on the student's writing competency. There is a significant difference in the writing competency between high achievement-motivated students' taught by using visual media and high achievement-motivated students taught by using the conventional method.

High achievement-motivated students' taught by using visual media achieved better than high achievement-motivated students taught by using the conventional method. It can be seen from the result of the first post-hoc test using the Tukey test, the value of Job was 89.35 while Qcv in 0.05 in the level of significance with $df=18$ was 4.04, this indicates that the Job was higher than the Qcv was higher than the Qcv so H_0 , which stated that there was no significant difference of the writing competency between high achievement-motivated students taught by using visual media and high achievement-motivated students taught by using the conventional method was rejected.

The students with high achievement motivation who were taught by using visual media ($\bar{X}_1 = 89.35$) achieved better than those taught by using the conventional method ($\bar{X}_2 = 72.2$). There is no significant difference in writing competency between low achievement-motivated students' taught by using visual media and low achievement-motivated students taught by using the conventional method. Low achievement-motivated students' taught by using visual media achieved better than low achievement-motivated students taught by using the conventional method.

It can be seen from the result of the second post-hoc test using the Tukey test, the value of Job was -1.004 while the Qcv in 0.05 in the level of significance with $df=18$ was 4.04. This means that the Qob was lower than the Qcv, so H_0 (4), which stated that there was no significant difference in the writing competency between low achievement-motivated students taught by using visual media and low achievement-motivated

students taught by using the conventional method was accepted.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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Availability of data and materials

All data are available from the authors.

Competing interests

The authors declare no competing interest.

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