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## The Development of Writing Skills for Students with Specific Learning Disabilities in Third-Grade Primary School through Picture Cues Story

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### Abstract

The purposes of this research were to study the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students after using picture cues story and compare the writing skills in Thai words with non-consistent final sound consonant letters, and study satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters according to the spelling of third-grade specific learning disabilities students. The sample group was seven students of the academic year 2020, at Samsen Nok School in Bangkok. The sample selection method was purposive sampling. The research instruments were 1) Picture cues story 2) A test of Thai words with non-consistent final sound consonant letters according to the spelling section. 3) The satisfaction questionnaire. 4) A learning-management plan. Using statistical data analysis of The Wilcoxon Matched – Pairs Signed – Rank Test. The findings indicated that the student's abilities of writing skills after using the picture cues story were at a "very high" level and when compared to the scores before and after the experiment, the abilities of writing skills were statistically increased at the level of .05. The satisfaction on picture cues story was in the "highest" level.

**Keywords:** Students with specific learning disabilities; Writing skills; Picture Cues Story

### Introduction

Technological advances change rapidly, and everyone has to adapt to the changes. Lifelong learning is characterized by the use of technology to seek modern and continuous knowledge. As a result, laying a solid educational foundation is critical. It can be seen that every department must prepare individuals to support learning, survival, and employment. Education management must be organized appropriately and with quality to prepare children for the country's future development. Educational management that is focused on excellence will not be sufficient for future application; thus, other skills

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must be inculcated. The Secretariat of the Education Council (Ministry of Education, 2017) has devised a strategy to establish the structure, aims, and direction of the country's educational management, with the purpose of ensuring that all Thai citizens have equal access to high-quality education. Effective educational management develops manpower skills so that children can succeed in the labor market and contribute to national development. The government's position is that "All Thai people (must) receive quality education and lifelong learning, (so they can) live happily in accordance with the Sufficiency-Economy Philosophy and the changing world of the 21st century." The goal is to help all learners develop 21st-century characteristics and learning skills (3Rs8Cs). The 3Rs are reading, writing, and arithmetic skills. The 8Cs are the necessary skills for all learners, including those with special needs.

Students with specific learning disabilities struggle with reading, writing, and calculating, as well as writing letters backward, writing off-line characters, poor handwriting, distortions in the relative size of letters, incorrect spacing, and major spelling errors which make them unable to write a sentence, text, or story. Some of these individuals have a normal or high intelligence level, and can verbally explain things well, but are unable to in writing. (MacArthur, 2009).

Using picture cards, flashcards, songs, games, and doing repetitions of writing tasks until the youngster can remember and write correctly are key strategies. However, such methods can be problematic for students with specific learning disabilities. Storytelling strategies help students with specific learning disabilities in these acts as a bridge from a student's first-level language ability (body language and spoken language) to his or her second-level language (writing). Students benefit greatly from speaking through storytelling. The storytelling process continues until one can enter the writing process (at an advanced intermediate level). When all of the stories are gathered on one page. As the writing process progresses, the students make revisions and rework to add more detail to complete the story (at a high level). Listening to stories can also help students develop language skills such as vocabulary, chronological ordering, story reviewing, and story writing. (Ministry of Education, 2018). Soviyah and Yunia (2018) conducted a study of middle school students by dividing students into two groups: an experimental group and a control group. To develop their writing skills, the experimental group was taught to use pictorial cues. Those students ended up performing better at writing than the control group.

In addition to using storytelling techniques to help develop students' writing skills, using pictures can also be very effective. There are many writing activities in which students use pictures to convey meanings, and this kind of activity encourages descriptive skills. This is in line with Erika Yulia Puspitaari's (2014) study which focused on the use of story pictures. The results were that students with increased writing ability can also improve their spoken vocabulary and grammar. Furthermore, Permsri Chuwichian (2006) conducted research on writing development in early childhood, with a focus on using paintings from prints. Here again, the students' writing was enhanced at the .01 level.

Professor Dr. Padung Arayawinyu, a Special Education specialist, proposed that children with specific learning disabilities tended to use the right brain more than the left brain, which meant they learned better with an emphasis on illustrations and the use of vision and action (Arayawinyu, 2017). Storytelling through visual presentations and associations with word relationships are used to integrate. This is one method of assisting students with certain learning problems. Thai words with non-consistent final sound consonant letters because there are difficult Thai words that sound very similar to one another, and are written differently. For example, mae kon /n/ is written as ณ ญ ร ฦ ฟ. Mae kob /b/ is written as บ ป ภ พ ฟ. The spelling of mae khot /d/ is ด จ ช ซ ฎ ฏ ฐ ฑ ฒ ต ถ ท ฒ ศ ษ ส, and mae kok /k/ is written as ก ข ค ฅ.

Based on the concept and researches on the use of picture cues using storytelling techniques, brain activity, visual learning, and action; Integrating storytelling with visual representations and association with word relationships must be designed using art and language science, including presenting using meaningful visuals to memorize vocabulary Thai words with non-consistent final sound consonant letters which affect to children with specific learning disabilities to write words correctly. Therefore, it is important to improve and promote the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of specific learning disabilities students by using picture cues story.

## ■ Research Purpose

1. Study of the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students after using picture cues story
2. Study of the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students, pre-test and post-test teaching by using picture cues story
3. Study of the satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters according to the spelling of third-grade specific learning disabilities students.

## ■ Research assumption

1. The ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students after using picture cues story is at a very high level.

2. The ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students, pre-test and post-test teaching by using picture cues story is higher.

3. The satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students is at a high level.

## ■ Research Design and Participants

This is an experimental study using the one-group pre-test and post-test design experimental model.

### *Participants*

Seven third-grade students with specific learning disabilities in writing, the second semester of the academic year 2020, at Samsen Nok School (Pracharat Anukul) under the Bangkok Education Bureau were obtained by using the purposive sampling technique. The procedures were as follows:

1. We selected third-grade students who have been diagnosed by a doctor or who have tested the screening for students with ADHD, learning disabilities, and/or autism (KUS – SI Rating Scales: ADHD/LD/Autism (PDDs)) and who have been identified or designated as having a learning disability. A total of 12 students were chosen to receive educational assistance.

2. We interviewed their Thai teachers to collect the quizzes, notebooks, and practice books. Then we chose students with specific learning disabilities who have writing problems. A total of 7 students were taken as a sample group.

3. All 7 participants had the basic abilities before teaching which acknowledged consonants, vowels and tone, they were able to read and write Thai words with consistent final sound consonant letters, but they struggled in writing Thai words with non-consistent final sound consonant letters.

### *Research procedures*

The experiment took place in the second semester of the academic year 2020 with a group of third-grade students. On February 22, 2021, to test the students who were in a try-out sample group (Pre-test) with an individual test. The experiment was carried out by teaching according to a learning-management plan that was established for a five-week trial. Five days a week from February 23, 2021, to March 26, 2021, 5 days a week, 50 minutes a day, Monday through Friday, from 3:00 PM to 3:50 PM for 23 learning-management plans. The researcher evaluated Thai words with non-consistent final sound consonant letters of the students at the end of the five weeks. On March 29, 2021, to administer an individual test to the students who were a post-test sample, using the test for Thai words with non-consistent final sound consonant letters, which was the same set used for pre-test assessment, and then evaluated satisfaction assessment of third-grade students with specific learning disabilities. After using a

picture cues story with a learning-management plans, on April 9, 2021, the researcher used a spelling exam to assess Thai words with non-consistent final sound consonant letters after teaching them by using a two-week picture cues story and giving them a personalized test, which was the same set of assessments used for pre-test assessment.

### *Research Instrument*

#### Picture Cues Story

Researcher used eight storybooks to teach the students how to write better. Thai words with non-consistent final sound consonant letters according to the spelling section in the Mae Kob, Mae Khot, Mae Kon, and Mae Kok sections. In the Mae Kob section, the Thai characters ป (p) and ฟ (ph) were used as spelling and final consonant sounds. Mae Khot used จ (j) and ส (s) as spelling and final consonant sounds. Mae Kon used the Thai characters ล (l) and ร (r) in the spelling, and Mae Kok used ค (kh) and ข (kh) in the spelling and final consonant sounds. The researcher selected Thai words with non-consistent final sound consonant letters based on the Thai language teaching documents for third-grade students, then categorized words in order to write stories and poems and make a storybook. The researcher asked five professionals for suggestions on how to enhance it. The accuracy (IOC) was determined to be between 0.80 - 1.00, and it was tested (Tryout) and corrected before being used in the sample experiment.

A test of Thai words with non-consistent final sound consonant letters according to the spelling section

Researcher tested Thai words with non-consistent final sound consonant letters in Mae Kob, Mae Khot, Mae Kon, and Mae Kok sections by dictating 25 items. The accuracy (IOC) was between 0.80 -1.00. The difficulty (p) was 0.25 - 0.50. The discriminating power (r) was 0.49 - 1.00. The confidence value was determined using the KR – 20 formulas. 0.91.

#### The satisfaction questionnaire

Researcher surveyed the satisfaction questionnaire of third-grade students with specific learning disabilities regarding the use of picture cues story, 1 issue. The questionnaire had a rating scale divided into five levels, i.e., satisfaction at the highest level, or a high, moderate, low, and lowest level, consisting of three large aspects, 13 sub-items, with an accuracy (IOC) of 1.00.

#### A learning-management plan

In order to write Thai words with non-consistent final sound consonant letters according to the spelling section. The researcher used 23 plans of picture cues story with three steps of teaching writing – namely, the introductory step, the teaching step, and the conclusion step. The accuracy (IOC) value was between 0.80 - 1.00.

## *Procedures and Data Analysis*

### **Teaching steps**

#### Step 1: The “pre” step

1. This step connected the knowledge between words with final consonants that matched the spelling section and words spelled with final consonants that did not match the spelling section. The teacher wrote words with final consonants that matched the spelling section for the students to read out loud as a review and linked them to words spelled with final consonants that did not match the spelling section, explaining that “other than the final consonant that matched the spelling section, there were other consonants that had the same last consonant pronunciation.”

2. The teacher presented words spelled with final consonants that did not match the spelling section for the students to see how they were spelled and read out loud, describing the final consonant sounds so the students could understand the spelling of words with final consonants that matched the spelling section. For example, the “b” section used “b” as the final consonant, but there were other words that students encountered in their daily lives that were spelled with other final consonants but pronounced like a “b,” such as *toop* (incense), *roop* (picture), *soup* (soup) and *hippo* (hippopotamus).

#### Step 2: The teaching step

1. The teacher read a picture cues story to the students and explained the relationships between the characters in the story with written words spelled with final consonants that did not match the spelling section.

2. The teacher had the students spell out words spelled with final consonants that did not match the spelling section by organizing various activities, such as poetry reading and searching for words, reading, and then forming sentences, reading and then drawing, and reading and then memorizing what was read.

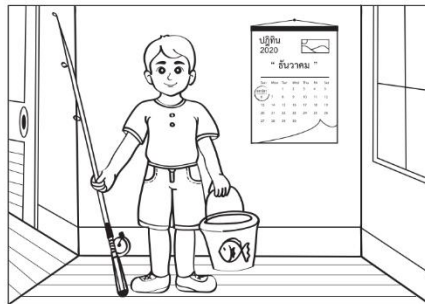
#### Step 3: The conclusion step

The teacher had the students read a picture cues story, then discussed the writing of words spelled with final consonants that did not match the spelling section and had the students do an exercise to practice their skills in writing words spelled with final consonants that did not match the spelling section.

### **An example of picture cues story**

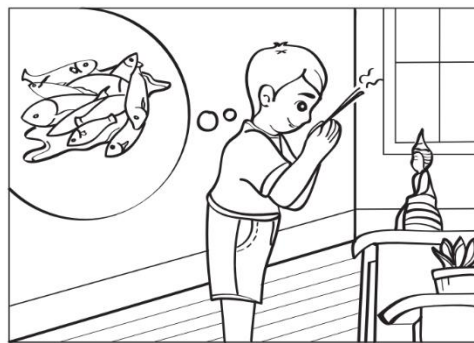
This story taught how to write words spelled with final consonants that did not match the spelling section (from the “b” section with “p” as a spelling alternative), namely *sapda* (week), *tweep* (continent), *toop* (incense), *roop* (picture), *soup* (soup), *hippo* (hippopotamus), and *sarup* (conclude).

### Have fun on the weekend



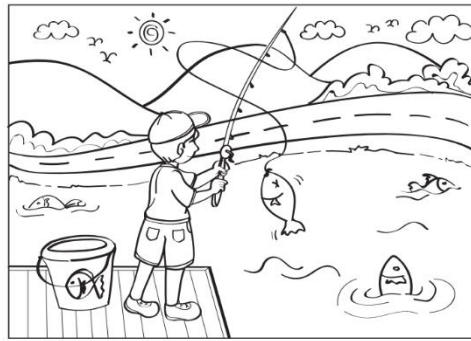
เช้าวันหนึ่งในวันหยุดสุดสัปดาห์ เด็กชายทวีปจะออกไปตกปลา

One morning on the weekend, a boy named Tweep was going fishing,



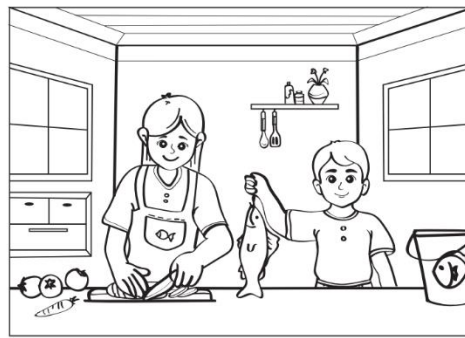
เขาจึงไปจุดธูป ขอให้ตกปลาได้มาก ๆ

He lit incense to ask for a lot of fish.



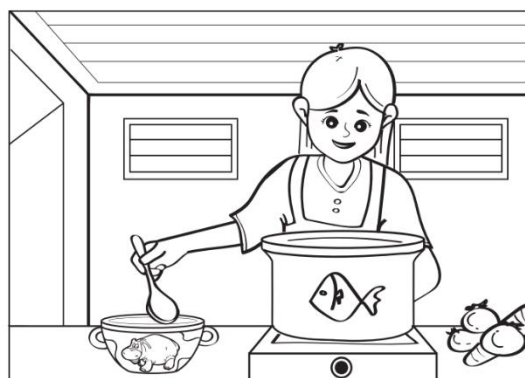
จากนั้นเด็กชายทวีปก็ออกเดินทางไปตกปลา

Then, Tweep set off on a fishing trip.



เมื่อได้ปลามาแล้ว เขาเอามาให้แม่ทำซุปลปลาที่เขาชอบ

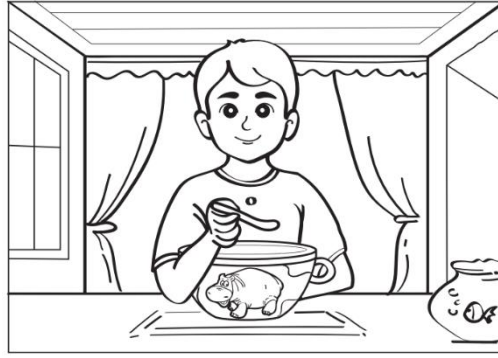
When he got the fish, he brought them to his mother to make his favorite fish soup.



แม่ทำซุปลปลาแล้วตักใส่ชามรูปฮิปโป

She made the fish soup and scooped it up into a hippo-painting bowl.





สรุปในวันหยุดสุดสัปดาห์เด็กชายทวีปได้กินซุปลานในชามรูปฮิปโป

All in all, that weekend, Tweep got to eat fish soup in a hippo- painting bowl.

## Result and Discussion

The ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students after using picture cues story.

Table 1.

Before and after using picture cues story for the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students

| Student | Before Treatment<br>(full score 25 points) | level       | After Treatment<br>(full score 25 points) | level     |
|---------|--|-------------|---|-----------|
| 1       | 5  | improvement | 19  | very high |
| 2       | 3  | improvement | 19  | very high |
| 3       | 8  | improvement | 22  | excellent |
| 4       | 3  | improvement | 16  | high      |
| 5       | 9  | improvement | 24  | excellent |
| 6       | 4  | improvement | 18  | high      |
| 7       | 3  | improvement | 17  | high      |
| Mdn     | 4  | improvement | 19  | very high |
| IQR     | 2  |             | 2   |           |

The ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students. Before using picture cues story, students scored between 3 - 9, with a median of 4, and an interquartile range of 2, ability to write mis-spelling words was at an improvement level. After using picture cues story, the score was between 16 and 24; the median was 19; the interquartile range was 2; the ability to write mis-spelling words was at a very high level. This is

consistent with the first research hypothesis that the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students after using picture cues story is at a very high level.

Figure 1 Displayed the students' ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students before and after using picture cues story

The data from Table 1 was represented by a chart as follows:

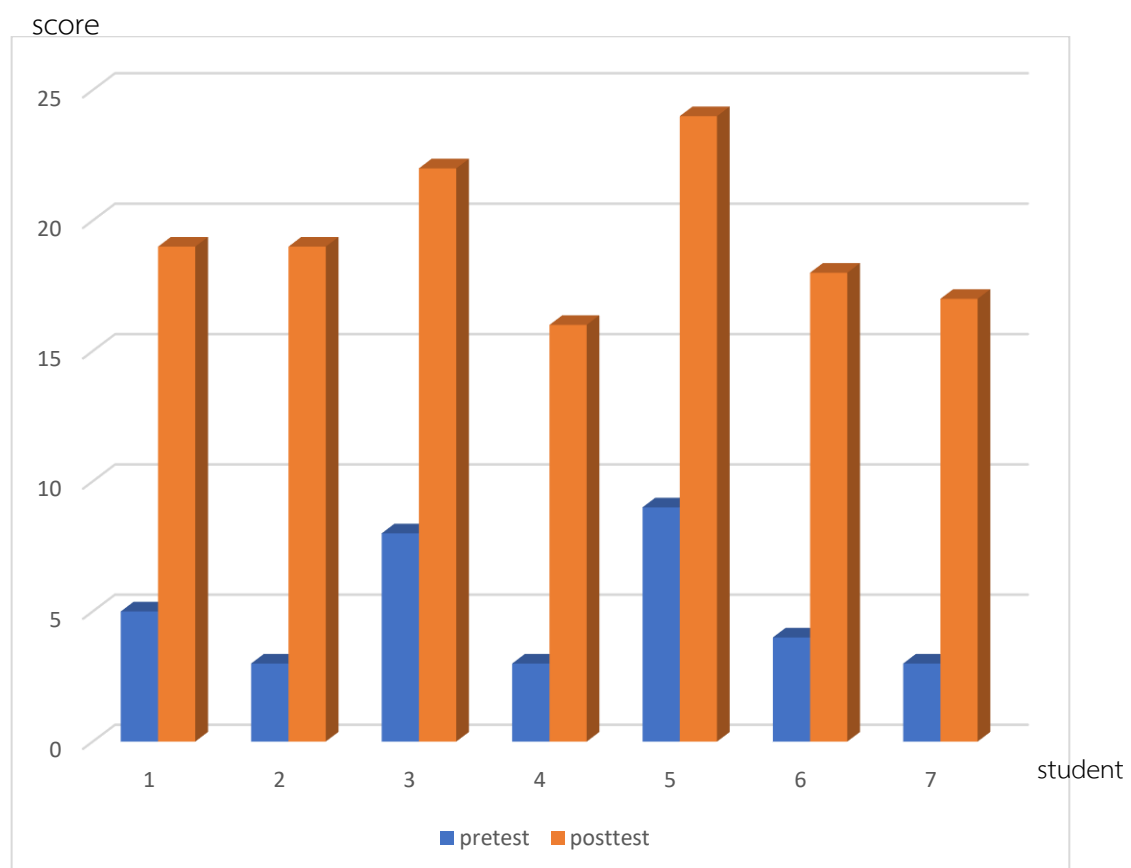


Figure 1.

The chart showed students' ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students before and after using picture cues story.

According to Figure 1, the bar graph represented the compared information on students' ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students before and after using picture cues story. As displayed in Table 1, the graph revealed that post-test scores increased highly in the total dimension, also the height of post-test

bar-was higher than pre-test bar. Significantly, post-test result was statistically increased than pre-test. It also showed that the researcher designed the test to develop writing skills for students with specific learning disabilities by using picture cues story.

Table 2.

pre-test and post-test comparison of teaching by using picture cues story for the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students

| Student | Scores                     |                           | Difference<br>(After – Before)<br>D = Y - X | Ranks | Signed Ranks |        | T |
|---------|----------------------------|---------------------------|---|-------|--------------|--------|---|
|         | Before<br>Treatment<br>(X) | After<br>Treatment<br>(Y) |   |       | +            | -      |   |
|         | 1                          | 5                         | 19  | 14    | 4.5          | +4.5   |   |
| 2       | 3                          | 19                        | 16  | 1     | +1           | -      |   |
| 3       | 8                          | 22                        | 14  | 4.5   | +4.5         | -      |   |
| 4       | 3                          | 16                        | 13  | 7     | +7           | -      |   |
| 5       | 9                          | 24                        | 15  | 2     | +2           | -      |   |
| 6       | 4                          | 18                        | 14  | 4.5   | +4.5         | -      |   |
| 7       | 3                          | 17                        | 14  | 4.5   | +4.5         | -      |   |
| Sum     |                            |                           |   |       | T+ = 28      | T- = 0 |   |

Note: \* $p < .05$  Statistically significant

The ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students. Post-test teaching by using picture cues story was statistically significantly higher at the .05 level, this is consistent with the second research hypothesis that the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students, pre-test and post-test teaching by using picture cues story is higher.

Table 3

Means, standard deviations, and satisfaction levels of third-grade students with learning disabilities, concerning teaching using picture cues story

| List of Items  | Satisfaction level |             |                |
|--|--------------------|-------------|----------------|
|  | $\bar{X}$          | SD          | Level          |
| <b>1. A picture cues story</b>   |                    |             |                |
| 1.1 Students thought the pictures accompanying the story were clear and easy to understand.  | 4.71               | 0.45        | Highest        |
| 1.2. Students found the story to be fun, interesting, and helpful in memorizing words spelled with final consonants that did not match the spelling section.   | 4.86               | 0.35        | Highest        |
| 1.3. Students thought the size and style of the letters used in the book were easy to read and comfortable to look at.   | 4.43               | 0.49        | High           |
| 1.4. Students thought that the size of the picture book was appropriate.   | 4.43               | 0.49        | High           |
| <b>Average</b>   | <b>4.61</b>        | <b>0.45</b> | <b>Highest</b> |
| <b>2. Teaching using picture cues story</b>  |                    |             |                |
| 2.1 Students liked to play listening games, and tell whether the things that they heard were the “same or different?”  | 4.57               | 0.49        | Highest        |
| 2.2 Students enjoyed the activity of finding words spelled with final consonants that did not match the spelling section in a picture cues story.  | 4.86               | 0.35        | Highest        |
| 2.3 Students enjoyed writing and fill-in-the-blank exercises for words spelled with final consonants that did not match the spelling section because they made it easy for students to memorize them.                        | 4.29               | 0.45        | High           |
| 2.4 Students liked to read poems and made sentences from the words spelled with final consonants that did not match the spelling section and draw accompanying illustrations.  | 4.14               | 0.35        | High           |
| 2.5 Students enjoyed story writing and illustration drawing activities.  | 4.29               | 0.45        | High           |
| 2.6 Students thought that teaching the spelling of words spelled with final consonants that did not match the spelling section by using a picture cues story made them easy to understand and helped students remember them. | 4.86               | 0.35        | Highest        |
| 2.7 Students thought that connecting stories in picture cues   | 5.00               | 0.00        | Highest        |

| List of Items  | Satisfaction level |             |                |
|--|--------------------|-------------|----------------|
|  | $\bar{X}$          | SD          | Level          |
| story and words spelled with final consonants that did not match the spelling section was interesting and helped them with memorization. |                    |             |                |
| <b>Average</b>   | <b>4.57</b>        | <b>0.35</b> | <b>Highest</b> |
| <b>3. Overall satisfaction</b>   |                    |             |                |
| 3.1 What was the students' overall satisfaction with using picture cues story?   | 4.86               | 0.35        | Highest        |
| 3.2 What was the students' overall satisfaction with teaching by using picture cues story?   | 4.86               | 0.35        | Highest        |
| <b>Average</b>   | <b>4.86</b>        | <b>0.35</b> | <b>Highest</b> |

The satisfaction of third-grade specific learning disabilities students toward picture cues story in writing Thai words with non-consistent final sound consonant letters is at the highest level, while the satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters is at the highest level as well.

Table 4.

The results of the satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students

| Assessment items                        | Satisfaction level |      |         |
|---|--------------------|------|---------|
|   | $\bar{X}$          | SD   | level   |
| 1. Picture Cues Storybook               | 4.61               | 0.45 | highest |
| 2. Teaching by using picture cues story | 4.57               | 0.35 | highest |
| 3. Overall Satisfaction                 | 4.86               | 0.35 | highest |

The satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters according to the spelling section in Mae Kob, Mae Khot, Mae Kon, and Mae Kok of third-grade specific learning disabilities students, the overall average was 4.86, which was at the highest level of satisfaction. This is consistent with the third research hypothesis that the satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students is at a high level.

## ■ Conclusion

1. The ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students after using picture cues story was at a very high level. This is consistent with the first research hypothesis that the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students after using picture cues story is at a very high level.

This is because teaching and learning are taught by using picture cues story, which is a book with stories and illustrations linked to letters that are spelled out of the Thai words with non-consistent final sound consonant letters in the spelling section for students to read and remember the relationship of stories with words that have different spellings in the same group. The use of pictures helps to motivate learning, as people can receive and remember information well. This is in line with Wynnsoft (2021), which described the advantages of using images as a recognition aid because humans learned from the use of different senses. In particular, the visual and auditory senses were crucial. It also helped to be interesting and followed-up because the illustrated storytelling would be interesting and followed-up. Using illustrations helped people see what they wanted to communicate, and it stimulated emotions, thoughts, and feelings. Images helped stimulate imagination and helped us quickly understand the content.

2. The ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students. Post-test comparison of teaching by using picture cues story, it was statistically significantly higher at the .05 level, this is consistent with the second research hypothesis that the ability to write Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students, Pretest – Posttest teaching by using picture cues story is higher.

This is because teaching and learning by using a picture cues story have studied the teaching process according to the learning-management guidelines of the Ministry of Education's Handbook of Teaching and Writing (2016) and then set it up as a process for teaching Thai words with non-consistent final sound consonant letters according to the spelling section. The three steps are 1) the spelling introduction, which connects the knowledge of words that are spelled according to the section with words that are misspelled. The teacher writes words that are spelled according to the section. The students read the words aloud together to review the spelling that meets the section. Students link to spelling that doesn't match the section. In addition to the consonants that are spelled according to the section, there are other consonants that are spelled and pronounced with the same spelling. 2) the instructions, the teacher presents a picture cues story by reading the story to the students; students read along and notice words that are spelled incorrectly according to the section. The teacher writes the words with Thai words

with non-consistent final sound consonant letters on the blackboard, then reads the words aloud, and has the students read them until they read to do so correctly. Then have students spell words by doing activities such as reading poems and finding words, reading and writing sentences, drawing pictures, and reading and memorizing. 3) the students are taught to read a picture cues storybook, then discuss how to write mismatch words and have students practice writing mismatch words. Learning step by step, these students gradually learn to spell and write better. This corresponds with a study by Dwi Ariningsih (2010) on the effectiveness of employing a series of photos to improve students' writing skills. The experiment was conducted with primary school students in two rooms. Room 1 was a picture-based learning group and Room 2 was a control group in which students were taught by having things explained to them verbally. The students who were taught by using picture series improved more than the other group. This conclusion is also consistent with research by Soviyah Soviyah, Yunia Purwaningtias (2018) on the use of picture cues story in teaching writing. The experiment was conducted with high school students at a private school in Central Java, Indonesia. The samples were divided into an experimental and control group. The experimental group was taught using picture cues story. The control group used regular teaching. The students in the experimental group had higher average scores than those in the control group. This accords with Roif Ahmad (2021), who developed writing skills in SMPN 1 MRANGGEN students by using picture cues; Eighteen students passed the test, while seven failed.

3. The satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students were at the highest level. This is consistent with the third research hypothesis that the satisfaction toward after teaching by using picture cues story in writing Thai words with non-consistent final sound consonant letters according to the spelling section of third-grade specific learning disabilities students is at a high level.

Picture cues storybooks are fun, interesting, and related to the spelling of the section. This helps students to learn correct spelling more easily. The pictures are easy to comprehend. Also, the students play listening games so they can distinguish between different sounds and identify misspelled words by adding letters one by one until the entire word is written correctly. Reading poems, writing sentences, drawing, and coloring are all activities that can be very effective. This is consistent with the concept of Kannikar Rujiworachot (2020), who stated that the satisfaction was an abstract attitude about the mind, emotions, and feelings that a person had something in positive feeling.

In developing the ability of third-grade specific learning disabilities students to write words spelled with final consonants that did not match the spelling section by using picture cues story, it was found that, through teaching, using picture cues story helped students to write words spelled with final consonants that did not match the spelling section better. In addition, the results of developing the ability to write words spelled with final consonants that did not match the spelling section for each student were as follows:

Prior to teaching, the **first student** (male), was able to write words spelled with final consonants that did not match the spelling section at the “needs improvement” level, scoring 5. The words written correctly were “*kaorop* (respect), *roak* (disease), *tahan* (soldier), *ahan* (food), and *nen* (novice monk)” and the words written incorrectly were written as words with final consonants that match the spelling section. Examples were “*sarup* (conclude)” and “*payaban* (nurse).” After teaching, the student was able to write words with final consonants that did not match the spelling section at the “very good” level, scoring 19. During the teaching, the student participated in teaching activities and cooperated well every time, and almost always reviewed or practiced reading as recommended by the teacher. The student was able to remember the schedule of classes well and could tell friends to come to class for the specified hours. The student was enthusiastic about learning and wanted to participate in activities every time. The student could draw beautiful and neat illustrations of the words, tell stories from the tales that the teacher taught, and write the words spelled with final consonants that did not match the spelling section that was taught as well as practicing and reviewing the lessons at home on a regular basis.

Prior to teaching, the **second student** (male), was able to write words spelled with final consonants that did not match the spelling section at the “needs improvement” level, scoring 3. The words written correctly were “*tontan* (palm tree), *lukeball* (ball), and *ahan* (food)” and the words written incorrectly were written as words with final consonants that matched the spelling section. Examples were “*acheep* (occupation)” and “*raikat* (horrible).” After teaching, the student was able to write words with final consonants that did not match the spelling section at the “very good” level, scoring 19. In the course of teaching, the student would come down to study in the supplementary teaching room almost every time. The student was able to tell the stories that had been taught correctly, wanted to do activities with friends, was able to draw illustrations for the words correctly by following examples and put effort into the practice of writing the words spelled with final consonants that did not match the spelling section.

Prior to teaching, the **third student** (male), was able to write words spelled with final consonants that did not match the spelling section at the “needs improvement” level, scoring 8. The words written correctly were “*kaorop* (respect), *payaban* (nurse), *suk* (happy), *lukeball* (ball), *acheep* (occupation), *tahan* (soldier), *soup* (soup), and *ahan* (food)” and the words written incorrectly were written as words with final consonants that match the spelling section. Examples were “*sarup* (conclude),” “*roak* (disease)” and “*payanak* (Naga)” After teaching, the student was able to write words with final consonants that did not match the spelling section at the “excellent” level, scoring 22. In the course of teaching, the student displayed a great desire to learn. The student would ask every time that what time the study session would be for tomorrow and always come to the classroom first. If the classmates had not arrived, the student would bring them to class. The student was enthusiastic about learning and regularly attended class. The student could tell stories well and draw illustrations for tales, though they were not so neat (the student always said that he was not good at drawing). The student participated in class activities every time and regularly reviewed the taught words spelled with final consonants that did not match the spelling section.

Prior to teaching, the **fourth student** (male), was able to write words spelled with final consonants that did not match the spelling section at the “needs



improvement” level, scoring 3. The words written correctly were “*roop* (picture), *lukeball* (ball), and *ahan* (food)” and the words written incorrectly were written as words with final consonants that matched the spelling section, such as “*sarup* (conclude).” After teaching, the student was able to write words with final consonants that did not match the spelling section at the “good” level, scoring 16. In the course of teaching, the student wanted to participate in teaching and learning activities and was enthusiastic about learning and taking part in the activities. Most of the time, the student was unable to answer questions and the teacher always gave the student the opportunity to answer as well answered as encouragement. Even when asked questions concerning the storytelling, the student still them incorrectly. The student liked to participate in activities every time he was at school. However, the student lived with his parents, who worked and came home very late; therefore, the student did not review the writing of words with final consonants that matched the spelling section which had already been taught to him. As a result, the student forgot them and was unable to write them well and lacked confidence in writing words with final consonants that matched the spelling section.

Prior to teaching, the **fifth student** (female), was able to write words spelled with final consonants that did not match the spelling section at the “needs improvement” level, scoring 9. The words written correctly were “*ahan* (food), *tontan* (palm tree), *lukeball* (ball), *pap* (image), *lek* (number), *sunuk* (dog), *polamai* (fruits), *tamruat* (police officer), and *payaban* (nurse)” and the words written incorrectly were written as words with final consonants that matched the spelling section. Examples were “*sarup* (conclude)” and “*nen* (novice monk).” After teaching, the student was able to write words with final consonants that did not match the spelling section at the “excellent” level, scoring 24. In the course of teaching, the student would come to class regularly and could remember the class schedule well but would be late coming to study in the supplementary classroom sometimes. Every time the class teacher asked about participating in class activities, the student was able to tell stories and the vocabulary learned each day very well. A lot of effort was made to write words with final consonants that did not match the spelling section. The student could draw beautiful illustrations and paint neatly, and work well with friends as well as preparing and keeping school supplies organized every time she came to class. The student wanted to participate in learning activities but would sometimes lack confidence in herself. The teacher had to give advice and praise when the student did well.

Prior to teaching, the **sixth student** (female), was able to write words spelled with final consonants that did not match the spelling section at the “needs improvement” level, scoring 4. The words written correctly were “*ahan* (food), *lukeball* (ball), *pap* (image), and *lek* (number)” and the words written incorrectly were written as words with final consonants that match the spelling section. Examples were “*sarup* (conclude)” and “*nen* (novice monk).” After teaching, the student was able to write words with final consonants that did not match the spelling section at the “good” level, scoring 18. In the course of teaching, the student would come to class as scheduled. She enjoyed listening to stories told by the teacher and could retell the story she had heard, though some parts would be missing. The effort was made to answer questions every time and she was diligent in doing the tasks she was assigned. The student practiced writing the taught words spelled with final consonants that did not match the spelling section and was enthusiastic

about preparing school supplies for class. The student was diligent in her studies, loved to draw, and was able to work well with classmates. The student was generous, often lending classmates school supplies.

Prior to teaching, the **seventh student** (female), was able to write words spelled with final consonants that did not match the spelling section at the “needs improvement” level, scoring 3. The words written correctly were “*ahan* (food), *lukeball* (ball), and *pap* (image)” and the words written incorrectly were written as words with final consonants that matched the spelling section. Examples were “*jone* (thief)” and “*lek* (number).” After teaching, the student was able to write words with final consonants that did not match the spelling section at the “good” level, scoring 17. In the course of teaching, the student enjoyed listening to stories and could answer questions well as well as being able to memorize the stories and vocabulary. The student could draw illustrations, though they were not so neat, and could work with friends. The student was willing and put effort into writing words spelled with final consonants that did not match the spelling section, but she tended to forget them easily after several days. The teacher had to repeatedly prompt and encourage the student to write.

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