

**An-Najah National University
Faculty of Graduate Studies**

**The Impact of Using Running Dictation
on Developing the Writing Skills on the
Tenth Graders at Nablus Private Schools**

**By
Hadeel Jameel Muhammed Ahmad**

**Supervisor
Dr. Fawaz Aqel**

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This thesis was defended successfully on 23/07/2020 and approved by:

Defense Committee Members

1- Dr. / Supervisor

2- Dr. / External Examiner

3- Dr. / Internal Examiner

Signature

.....

Dr. Aysar Kaseen.....

Suzanne Arsal.....

Dedication

This thesis is dedicated to:

The queen of my life (my mother) for her abundant loving endearments

and special care.

The king of my life (my father) for his continuous encouragement

and fruitful support.

My beloved brothers and sister; who stand by me when things look bleak,

To all my family, the symbol of love and giving,

My friends who encourage and support me, All the people in my life who

touch my heart, I dedicate this research.

Acknowledgement

In the Name of Allah, the Most Merciful, the Most Compassionate all praise be to Allah, the Lord of the worlds; and prayers and peace be upon Mohamed His servant and messenger.

First and foremost, I must acknowledge my limitless thanks to Allah, the Ever-Magnificent; the Ever-Thankful, for His help and bless. I am totally sure that this work would have never become truth, without His guidance.

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الإقرار

أنا الموقعة أدناه، مقدم الرسالة التي تحمل العنوان:

**أثر استخدام الاملاء الركضي في تطوير مهارات
الكتابة لطلاب الصف العاشر في مدارس نابلس الخاصة**

**The Impact of Using Running Dictation
on Developing the Writing Skills on the
Tenth Graders at Nablus Private Schools**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name: **Hadeel Jameel Muhammed Ahmad** : اسم الطالب

Signature:  : التوقيع

Date: **23/07/2020** : التاريخ

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The Impact of Using Running Dictation on Developing the Writing Skills on the Tenth Graders at Nablus Private Schools.

By

Hadeel Jameel Ahmad

Supervisor

Fawaz Aqel

Abstract

The study aimed at investigating the effect of using running dictation as a brand new approach for building writing skills for the tenth graders in Nablus private schools. In order to get the study goal, the researcher used the quasi experimental research design (it is used when we can't control all the factors like feeling and emotions) since it is ideal for the dynamics of the research. The study population included (484) tenth graders in Nablus private schools according to the annual educational statistical book 2019/2020 produced by the Ministry of Education. The researcher chose the study sample purposively since the Nablus private school in which the experiment was applied near to the work place of the researcher. The study sample was comprised of (44) male and female students. The experimental group was comprised of (22) male and female students; while the control group was comprised of (22) male and female students.. The researcher conducted a writing skills achievement test, which aimed to determine the tenth graders' writing skills achievement level of English language before studying the lessons of the units in their school curriculum and after the test in order to compare between them.

The results of the study showed that there are statistically significant differences in the mean scores of the control and experimental groups in

the writing skills achievement posttest in favor of the experimental group due to the use of running dictation strategy.

Based on the research finding, the researcher recommended using Running Dictation as an effective strategy of developing students' writing skills in teaching writing for the tenth graders. The researcher also recommended doing additional scientific studies associated with making use of Running Dictation technique with various dependent variables like speaking and listening with various grades.

Chapter one

Introduction and Theoretical background

1.1 Theoretical background of the study

1.2 Statement of the problem

1.3 Objectives of the study

1.4 Research questions

1.5 Hypotheses of the study

1.6 Significance of the study

1.7 Limitations of the study

1.8 Definition of the terms

1.9 Summary

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical background

Language is a unified set of words in which people can use to convey their meaningful messages and thoughts to others (Steinberg, 2007). It's a method which enables individuals to interact and also to speak with one another through audio- oral arbitrary signs (Hall, 1968: 158 as cited in Lyons, 1981). People use language for numerous purposes; including interacting, entertaining, learning, and working. Individuals all over the world use various languages that express themselves and make sure about the culture of theirs (Zahro, 2018).

Since the world has become a small one due to the spread of Webs in the twentieth century, foreign language learning has become a common phenomenon. Enabling different kinds of communication such as intercultural communication and cross-cultural communication among people beyond their communities makes people want to learn a second language for satisfying their hobbies, securing employment, and setting an education (Ellis, 1997). In this spirit, people tend to learn English as a second language. Some of them are students who learn English through attending school and others are interested in learning English by joining courses or making a personal effort and learn it on their own (Zahro, 2018).

Based on the researcher experience in teaching English language for 13 years, she would come to a conclusion that English language learning is not a complex process. Instead, it needs to be addressed in a planned and organized method. Effective English language teaching requires a successful teacher; teachers basically need resources, educational environment, and active learners. Those who are responsible for the educational process are supposed to offer all the requirements needed to teach English, design a curriculum that supports teaching English effectively, and provide educational courses from time to time. Teachers, in their roles, have to be aware of the modern educational techniques and strategies, involve students in the teaching-learning process, create cooperative learning, recall students' prior knowledge and provide real situations to represent the material.

Reading, speaking, writing, plus listening are the major skills of English language. They have an important part in generating ideas and also in understanding communication. Writing is the act of combining a set of symbols or letters that represent spoken sounds. But writing ability is much more than symbols and written sounds. As Byrne (1993) suggested that writing is a procedure of dealing with phonology, syntax and morphology to create sentences. It is well worth talking that writing is just one of the skills which has an important part in mastering English .He mentioned in his study that writing is an act of forming graphic symbols which correspond with the sounds we speak in our daily life. From Byrne

experience, he found out that writing helps learners to snap examinations at university or school, add more vocabulary and grammar forms to their knowledge so they use them in their life.

Teaching writing skill is not only about asking students to write a composition. Taylor (2014) stated that a sense of communication is built between writer and reader during the writing process. A writer expresses who he/she is through his/her thoughts. Thus, the writer should be accurate and familiar with the grammatical rules, words spelling, capitalization, and punctuation to make sure that the reader understands the text. In this sense, the teacher should provide his/her students with those writing skills and techniques to be good writers. Addressing such issues related to writing skills is a common aim among educationalists. They recommended many strategies and techniques that help both teacher and student to produce a good writing.

Running dictation is an essential activity, which the experienced and beginner English language teachers and learners pass through the activity. Teflpedia (n.d.) postulated that running dictation requires a physical effort as the runner runs to the wall and returns to dictate the writer the words. On the one hand, running dictation adds a sense of communication, energy, and activity to the classroom. It can be used for both younger learners and adults groups. It is a kind of dictation activities that enliven a tired class as there are movement, competition, pictures, and reviewing information. On the other hand, this activity is flexible since the teacher can change some

details to be in line with students' needs and the educational setting. Running dictation is an activity that consists of both dictation and running since it allows students to focus on vocabulary, writing, reading, and grammar and provides them with the desire to learn. Running dictation is one of the strategies used to teach writing skill effectively as the researchers Mentari (2018), Nurdianingsih & Rahmawati (2018), Nuralisah (2017) recommended using it as a useful pedagogical technique.

1.2 Statement of the study

After reviewing the literature relevant to my subject, the researcher found that the subject wasn't given enough attention by researchers and teachers in schools. Dictation is a basic part of writing at schools but generally is hated by students especially in Palestine and the Arab World. Therefore, the researcher will attempt to find out the impact of using running dictation on improving writing skills on the tenth graders at Nablus private schools.. Therefore, the researcher will attempt to find out the impact of using running dictation on improving writing skills on the tenth graders at Nablus private schools.

1.3 Objectives of the study

This study has two objectives; first, to develop the writing skills for the tenth graders and for other different levels by teaching them in a not traditional way. Second, to investigate the impact of using running dictation as an educational technique for developing the writing skills.

1.4 Research questions

The study will address the following questions:

- 1- What is the impact of using running dictation on developing the writing skills on the tenth graders at Nablus private schools?
- 2- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and the control group?
- 3- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group?

1.5 Hypotheses of the study

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and the control group.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group.

1.6 Significance of the study

This study will be a significant endeavor in guiding English language teachers during the planned process of teaching writing. It can also be beneficial for learners to prevent them from feeling bored since using

running dictation creates an environment which is full of fun and motivation. This study can be used for making learners use their thinking skill and do physical moves at the same time. It urges curriculum designers to create writing courses in a manner that facilitates and also supports the usage of educational strategies.

Moreover, it will enhance the importance of interaction and cooperation between learners and Support the brand new vocabulary, spelling and grammatical rules and create a feeling of good competition among pupils as they work finishing first.

1.7 Limitations of the study

The limitations of the study are those characteristics of design or methodology that impacted or affected the interpretation of the findings from your research, here they are:

Human limitation: the researcher applied the study on the tenth-grade students.

Locative limitation: this study was conducted in Nablus Private School.

Temporal limitation: this study was conducted during the first semester in the academic year 2019/2020.

Topic limitation: this study investigated developing the writing skills (organization, grammar, amount of communication and vocabulary) by using running dictation technique.

1.8 Definition of the terms

Running dictation

It is an enjoyable active physical technique which is used for teaching writing, listening, speaking, and reading. The teacher writes a short paragraph and divides it into sentences. The paragraphs are put on the wall. The teacher then divides students into groups or pairs and assigns a runner and the other as a writer. The runner runs towards the text and tries to pick sentences. By trying to remember the sentences, he/she comes back to the team and also dictates the writer what he memorized. If words are forgotten by him/her, the runner comes back to the board and recites them the sentence. The writer writes down what's determined by the runner. The runner keeps running back and forth till most sentences are dictated by him/her. Lastly, the group together order the selected sentences to create an entire meaningful text. In the situation of teamwork, the runner and the writer can exchange roles to have an additional sentence (Hand, 2019)

Similar to the previous definition, running dictation is a process in which a teacher posts a short text for dictation on the walls in the schoolyard. Students work in pairs or small groups. Two students are selected to play the role of runner and writer. The runner goes quickly to the wall and memorizes short sentence and then returns to dictate the writer the memorized sentence. In case of teamwork, the runner runs to the second student and dictates him/her the memorized sentence. The second

student then tells the third one what is he/she dictated. After that, the third student dictates the writer what is heard (Nation & Newton, 2009).

The researcher asserts that running dictation is an interesting vital activity that used to teach the writing skills involved in English World for 10th grade. A short text from the lesson taken inside the class is pinned on the board. Then, a teacher organizes the classroom to expand the space where the runner passes through. A writer and a runner should be assigned from a group of four or five students or pairs. The runner runs quickly to the text, memorizes as much as possible, returns to the writer, and dictates him/her what he/she memorized. Students continue repeating the same movement until they have the text completed. The first group that finishes the text accurately is the winner.

Writing skill:

The writing skill as defined by Decker (2019) is a set of techniques and tools enabling the person to be a writer and communicator. Good writing skills allow easy communication with friends, co-workers, and customers in all aspects of life.

Naveed (2016) explained that writing skills are the essential skills that ensure effective communication. The more a writer sticks with those skills, the more a reader understands the piece of writing.

The researcher defines it procedurally as the total score obtained by the tenth grade students when answering the questions of the study tool

(test), which includes (organization, grammar, amount of communication and vocabulary).

Tenth graders:

Those students who are studying (English World) curriculum during the second semester of the academic year 2019/2020. Their ages range from 15 to 16 years.

1.9 Summary

In this Chapter, the researcher clarified the basic components of the study. It dealt with the introduction that is constructed according to the thesis: “The impact of Using Running Dictation on Developing the writing skills”. Besides, the researcher presented the purpose of the study, questions of the study, significance of the study, limitation of the study. The researcher, additionally, mentioned some vital definition of terms related to the topic

Chapter Two

Literature Review

2.1 Running dictation

2.2 Writing skills

2.3 Previous Studies related to running dictation

2.4 Previous studies related to writing skills

2.5 Commentary on previous studies related to running dictation

2.6 Commentary on previous studies related to writing skills

2.7 Summary

Chapter Two

Literature Review

In this section, the researcher presents a brief summary about running dictation and writing skills. As well as, she addresses the previous studies related to the use of running dictation as an educational technique and those studies related to the writing skills. Then, she presents commentary on previous studies related to both of them.

2.1 Running dictation

2.1.1 Definition of running dictation

Jason (2016) pointed out that running dictation is a way that used to develop the four skills of language (listening, speaking, writing, reading). As it is a bit noisy, the teacher can apply it in the yard of the school to avoid bothering the other classes. The teacher put a short text on a tree. Then, the teacher divides the students into pairs; a secretary and a runner. The runner is the student who will run to the tree to pick up some words or a sentence and return to dictate the secretary what he/she memorized. The runner continues running until the whole text is completed. The teacher can exchange the roles of both runner and secretary. The pairs set down in their places to make sure that their text is the same as the original one.

According to Hunton (2015), running dictation is an activity in which the teacher has four folded copies of different paragraphs on four

cards. The teacher then sticks them on the walls of the classroom and classifies students of three or four students. A runner from each group goes to the fourth paragraphs and tries to memorize whatever they can and runs. The runner tells the group what he memorized and they write down what he/she said. The winner is the first group which completes the version or which has the accurate version of the fourth paragraphs.

It is an activity in which the teacher organizes teams of four or five students and every team has a writer. A text on each side of the teams is put on the wall. Students take in turn and run-up to the wall. The student memorizes as much as possible and dictates the writer what he memorized with the punctuation (Subramaniam, n.d.). As for Davies (2014), he stated that running dictation is a technique which is used to teach a large number of vocabulary as the teacher put a text on the wall in which the students are distributed into teams. One minute is assigned to each student to go and study the text on the wall. The student tells the team what the text says and they write. After two minutes the assigned students or another runs and returns.

According to Milne (2014), running dictation is an enshrined activity that is used for ESL/EFL learning. It is a bit different from the traditional model of dictation and far more engaging.

An Example of Running Dictation

- Work in groups. One pupil from each group plays the role of the "runner" and the others the "writers".
- The runner needs a phrase/sentence and retells it to the "writers". The "writers" note down the phrase/ sentence heard from the "runner" in the spaces provided.

Figure (1.1): An Example of Running Dictation Curriculum Development (2011).

2.1.2 Considerations for applying running dictation

Milne (2014) suggested some points that should be considered during the application of running dictation. The new runner should start running after the writer has dictated the text taking into consideration the distance between the wall and the team which should be roughly the same. The teacher should set rules beforehand to ensure a less noisy and a calm classroom. During the activity, the runners can help writers and tell them about words, punctuation, and spelling if writers have questions. And the text must be neither long nor complex. If the text is too long and complex, the activity will be as a waste time, boring and tedious instead of being

motivating and exciting and it has to be worthwhile and relevant to the topic introduced in the same class.

Safety is important so the teacher has to take care when applying the activity. He/she has to take a look at the class and see if it is a suitable place for running. If not, the teacher can do it in the yard of a school. Also, he/she has to see all the obstacles and sharp shelves that may hurt the runners. Besides, the teacher makes sure that students are familiar with the technique steps and care about everyone's safety.

2.1.3 Different reasons for using running dictation in the class

There are different reasons for using this strategy inside the classroom; it provides a time test that can be proved. It doesn't need a lot of preparations if the activity is understandable and dictation can be applied with ease and quickly. Also the activity doesn't require a lot of resources. Related to students, they need a sheet of paper, a pen, and sticky tape. It motivates them into developing other skills in the text and it allows the teacher to control the level of difficulty according to the students' needs and abilities.

2.1.4 Advantages of using running dictation

The researcher during the study found out that there are several good points about using running dictation: it helps students to get excited in which there are prizes for the winner group which leads to Achieving cooperative learning since it helps students to work as one team. Another

point is that it develops listening, reading, writing, reading and remembering. Additionally, Be bright-eyed as students have to run quickly, move around, and learn in an engaged class.(Davies, 2014; Curriculum development institution, 2011; Subramanian, n.d.)

2.1.5 Different ways to conduct running dictation technique

Curriculum development institution (2011) suggested some ways that ensure conducting running dictation differently. The teacher can do it instead of the text on the wall. The runner runs while the teacher reads the text loudly, listens to him and memorize as much as possible. A picture can be put instead of the text. The runner runs to the picture and describes it to the writer. The writer then draws it or writes what the picture expressed. The teacher can stick truncated sentences on the wall instead of a whole text. The runners see the sentences and dictate it to the writers. After completing all the sentences, the whole group cooperates to organize a coherent text. To support the class, the teacher can read the whole text at first and stick some notes about the text. Students, in their turn, take a look/an idea about the topic, form sentences through the notes and finally share their work with others.

2.1.6 Dictation

As dictation is an important part of running dictation activity, the researcher introduces information about dictation; its concept, purposes, activities, advantages and disadvantages.(TEFL. Net)

2.1.6.1 Concept of dictation

Dictation is a process in which students study English language by being dictated a piece of writing to check listening and writing skills (Cambridge dictionary, n.d.). Dictation is transcribing what is read aloud accurately on a piece of paper. It was a common practice among the educators Ruth Beechik and Charlotte Mason in homeschools. Traditional workbooks were replaced for spelling, punctuation, and grammar instruction by dictation (Renee, n.d.).

2.1.6.2 Advantages of dictation

Conducting dictation activities helps students to apply what they have learnt theoretically. They can translate the phonics skills of new words into spelling. Thus, dictation develops skills of both pronunciation and spelling. It also develops listening skills as it helps to discriminate between sounds, intonation, and stress. As there are different words with the same pronunciation, dictation provides students to use contexts and thus decide which word to spell according to the meaning of the context. It also supports the skill of note-taking especially if the teachers give their students a graphic organizer while listening. Since dictation makes students write what they are dictated, it provides them with a chance to use the new vocabulary and grammar knowledge in writing. Free self-learning in language learning can be promoted if students collect vocabulary related to the topic as much as possible from dictionaries, readers, and wall words. Besides, dictation may help the teachers to assess the students' progress.

since dictation provides feedback, the teacher can check the students' problems and try to find solutions for them (Curriculum Development Institution, 2011).

As Agulló (n.d.) stated that dictation keeps students concentrated since it is an intensive activity. The teacher can use it with the large class as it ensures having a controlled class. Dictation also enhances context use especially if the context is well chosen. Besides, It develops re-reading, writing, listening-writing transfer skill, writing and listening skills and spelling even it doesn't enhance the independent writing skills such as generating ideas and thoughts and building sentences.

2.1.6.3 Disadvantages of dictation

Despite dictation has many advantages, Agulló (n.d.) mentions a few disadvantages of dictation. It may need a lot of time especially if the teacher corrects the text word by word. As an unrealistic activity, dictating students word by word may frustrate them and may not encouraged to listen to every word and the speed is at unnaturally slow.

2.1.6.4 Activities of dictation

Dictation activities help students to develop language skills. For example, phonic dictation helps students to improve their phonics skills, theme-based free dictation also helps them to develop skills of vocabulary building, picture dictation and "Bad Cold" dictation provide students with a chance to integrate grammar with vocabulary use, Music dictation, running

dictation, dicto-comp/dictogloss and keywords dictation develop both writing skills and note-taking skills (Curriculum Development Institution, 2011). The activities are introduced in the diagram.

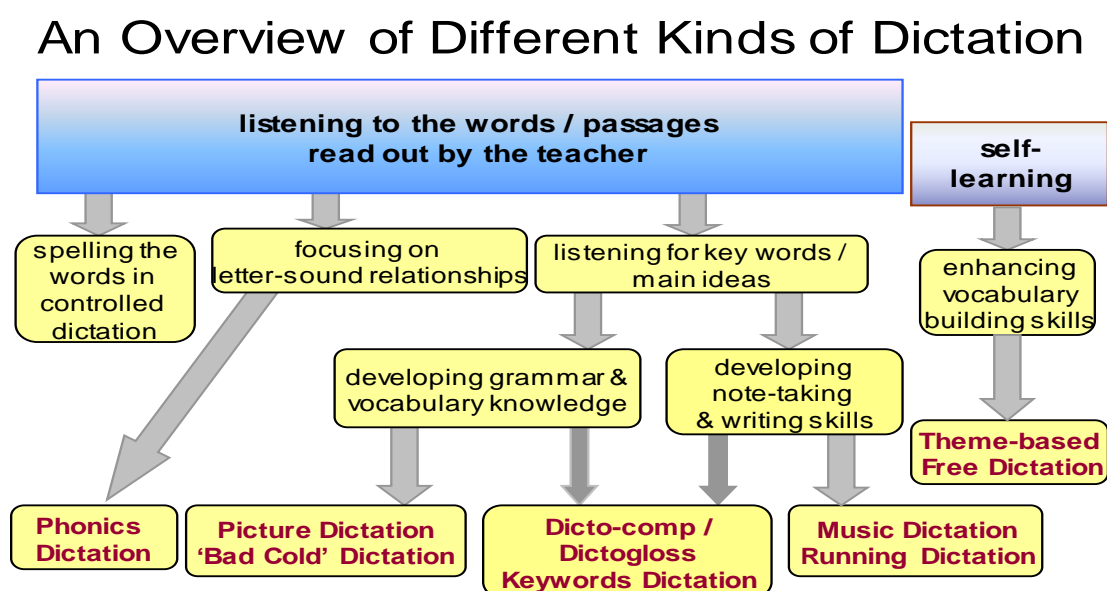


Figure (2.1): An Overview of Different Kinds of Dictation Curriculum Development Institute (2011).

The researcher noticed that all the authors have an agreement about the definition and procedures of running dictation regardless of the small different details. The researcher urges teachers to use running dictation correctly to avoid any counterproductive. For example, the teacher must control the class to avoid translating the active class into a noisy one. Besides, the teacher should consider the students' level and needs when choosing the text, know when to use it, how to use it accurately, and be flexible with the problems happening during the activity. On the other hand, students should be also cooperative with their teacher and classmates and have the spirit of fair play.

2.2 Writing skills

2.2.1 Definition of writing

Freeman (2005) states that writing is a process that consists of specific skills and techniques which enables a writer to have a clear and interesting product. Writing is a skill that produces communication in all life fields as parents write for their children, friends email each other, doctors write a prescription, and politicians write speeches so it is considered a daily activity. Caswell & Mahler (2004) say that writing is " a developmental process in which each learner can experience it at different levels".

2.2.2 Definition of writing skills

King (2017) defines writing skills as an overall program used to teach grammar, composition, and transcription skills needed to produce effective writing. They can be used in grades (2-12) in varied settings. They are used in general classrooms, inclusion classrooms, and specialized settings.

According to (Aria, 2012), writing skills are those skills enabling a writer to convey an organized mental message and turning ideas into a complete piece of writing. Writing skills provide a writer with an opportunity to be creative, independent, and comprehensible.

2.2.3. Importance of writing skills

Browne (1999) states that Writing is an important productive skill in which benefits people in all life walks. It gives people opportunity to contact with each other, send messages and feelings, entertain and persuades people, ensures the permanence recording of thoughts and ideas the time and distance, and forms a learning tool in which it helps students to learn and remember through recognizing, organizing, and recording ideas.

Writing skills are as important as writing process as they allow students to learn the basic skills (grammar, sentence structure, paragraph composition, mechanics, usage, and transcription). They help students of different levels of learning to be fluent and confident and provide them with strategies and opportunities to apply the skills (King, n.d.).

2.2.4 Factors of good writing

Atlee (2005) shows in his stated in his study the writer should know why he writes. To receive the required response of readers, a writer needs to determine the purpose of writing whether he will persuade, entertain, reflect, or inform. As for accomplishing the purpose, a writer should consider the audience. Knowing the audience helps the writer to choose a suitable language and a writing style to make decisions about gender and chosen ideas. Caring about the topic makes the writing process important. Besides, a good writer provides the readers with a chance of exchanging

ideas and knowledge about the world. An important feature a good writer should be considered when writing is the attraction. A piece of writing should be attractive and full of strong language in which it motivates readers to turn the page and continue reading.

According to National Geographic Learning (n.d.), there are five elements of good writing. A writer should have a clear purpose and know the reason that he writes to address the topic. Considering the audience in the writer's mind as he writes is an important point as the audience is the readers. A good writer should know the audience before getting engaged in the writing process. Every piece of writing should be clear enough to enable readers to understand it easily. Clear language means sending the message directly and clearly. A writer has to use descriptive or precise words and clear pronoun references. Besides, good writing must have a unity at which all sentences has to be related to the thesis sentences. A writer must make sure that all sentences control the main idea and support the topic of writing. The last factor that ensures a good piece of writing is coherence. Considering coherence while writing paragraphs or essays ensure organizing all sentences logically and smoothly. A writer can use a logical order, a repetition of keywords and transitional words and phrases.

2.2.5. Stages of the writing process

Diane publishing company (1986) stated that writing process consists of five stages that a writer should follow to ensure producing a good piece of writing.

The first stage of writing is Pre-writing in which the writer storms his mind to collect ideas about the topic, determine the purpose and the audience, and find where he should focus. Then comes the second one which is composing in this stage a writer writes the ideas onto a paper and forms the first draft. The third stage is revising which includes rethinking, rereading and clarifying the draft by using the steps of the revision process. Of course editing comes next, a writer edits the punctuation, spelling, and the language used in the piece of writing.

The last stage is publishing, it is when the writer publishes the final work with for the world / for the people / for the community.

As for Goddard & Hatcher (2005), writing process must pass with the following steps to be good writing; The first and one of the important steps in writing is to establish the purpose and identify the reader. Some writers think it is about choosing the topic and start writing immediately. A writer should think of what he wants his readers to pass through his writing and determine who will read the text. If a writer doesn't succeed in these two things, the text will not be good, so a writer should continue trying until he makes it understandable for readers. With the significance of the first step, writing can't be clear unless a writer organizes the text. Majority of problems appear when there is no organization and planning. It is not necessary to make long and complex writing to achieve this step. A writer can apply this step by two things; the first thing is making a list of all points needed for writing and putting these points in the suitable order and

the second thing is ensuring that both needed information and resources are available if not a writer should make a plan to skip this gap. A writer should consider that there is matching between the structure of writing and the purpose. Writing the first draft is also an important step in writing. It is poorly understood since a writer may undervalue it or overvalue it.

For those who undervalue it, they think it is just writing down thoughts that come to mind on the paper. As those who overvalue it, they say "it is mine, it is going to be good". This can't always be considered as a wrong attitude. A draft let a writer forms a skeleton as a final product without being worried about the little details. Writing the first draft doesn't mean that a writer can finish it the first time. To make a sense of writing, a writer can write the draft as wanted then revise it and make the required adjustments. Thus, a writer should organize the points and start writing the first draft. A good start can be through a statement about the purpose of work then writing down thoughts about the first point.

A writer can do the first draft through several sessions except for the short writings, if the writing is long, a writer can divide it into chapters or sections. A writer should not expect to have a good draft immediately. Writing will be good and clear if a writer first writes a draft without doing an early edition.. After preparing the draft, it is important to reread it, check the organization, and evaluate the writing structure. Here, a writer can make marks or circle about specific points. As for revising the draft, the authors' advice is to make only big changes and not to tinker the minor

points for three reasons; first, throwing out sentences that a writer focuses on first is considered as a waste of time. Second, it is frustrating to face big problems after fiddling with the little details. Third, fooling around with details, removing a comma, and putting a word makes the draft as a writer's priority so he can be reluctant to make changes. Thus, the authors' advice to make the first big changes and let the minor details aside. A writer in revising step can remove the point written in the wrong place or not related to the topic and make marks around places where the important points have been omitted or places where a writer should expand the point. The penultimate step is editing. Editing concerns with the details like grammar, punctuation, word choice and spelling.

As a writer works hard on finishing the sentences, editing becomes tedious and tiring. In this stage, a writer can take a risk of changing so a he should choose another person he trusts to comment on his writing. Asking others for criticism is quite tricky to ensure that the product is well done. A writer can make a deal with the judges that they are free to say any comment or suggestion and the writer can accept or ignore the adjustments with specific consideration and giving thanks to the judges. The final step is proofread. With all tiredness happened in writing, the work should be reread for the last time to check spelling, grammar, word choice and language and get rid of the typos. It is very essential to ask for help from others since a writer can't do this himself and correct his errors. Having

another pair of sharp eyes reading the work makes the work well. A writer should not depend on the spell checker as it let him down.

2.2.6 Types of writing

There are four types of writing (narrative writing, descriptive writing, expository writing, and persuasive writing). Narrative writing concerns with telling a real or imaginative story at which a writer recall, review, and recount past events and experiences. Narrative writing consists of a beginning, a middle and a conclusion. Dialogue is a suitable technique to narrate a story so that past simple is mostly used in this type. it refreshes old experiences, tells imaginative and creative stories for entertaining readers, makes profits by selling interesting stories and provides students with good marks by outstanding stories. Descriptive writing is a type of writing that makes a reader imagines the picture in his mind painted by five senses. Expository writing is a type of writing that informs readers with information and explains how a process occurs. it targets readers of newspapers or those caring about sports and education, democrats and republicans, and those caring about video games. Persuasive writing is that type at which the writer has a specific opinion and makes his/her effort to persuade and affect the reader.

Browne (1999) classifies types of writing as follows; expressive writing, transactional writing, and poetic writing. Expressive writing is quite personal since it records impressions and expresses ideas. A writer in this type of writing introduces his experiences with readers as writing a

communicative skill. The teacher can ask his students to write about their favorite activities and TV programs and to talk about their holidays. The use of this type is limited outside the classroom while it is overused inside the classroom which makes a curriculum restricted and tedious. Unlike the first type, the transactional writing type is impersonal and non-fiction. It cares about writing facts, reports, and records. There are no personal stakes as a writer has to inform specific convey of information that includes diagrams, lists, and headings. To have a transactional writing, a writer has to take into consideration that the style, language, form, purpose, and audience are different from those involved in expressive and literary writing. As for poetic writing, it is about achieving entertainment through the use of vocabulary, form, structure as in poems, stories, songs, and plays. Developing poetic writing is firstly done through story in which a writer tells his experience in a story form. Thus, a writer has to write a beginning, an ending, a plot, a structure, characters, setting and a narrative voice.

According to Atlee (2005), writing has two types; expressive writing and informative writing. Expressive writing includes both narrative/imaginative and descriptive/sensory writing. Narrative writing means telling a fiction or factual story while descriptive writing means expressing impressions and feeling by a visual image as poetry and in prose. Informative writing includes both informative/practical writing and analytical/persuasive writing. Informative writing introduces factual

information accurately while persuasive writing explains, interprets, and persuades information.

2.2.7 Aspects of Writing Skills

Saputra (2014) points out that there are five main skills learners should know to master the ability of writing; organization, grammar, vocabulary, mechanics, and content. These skills ensure for writers conveying the intended meaning.

1- Organization:

It is the patterns that help writers to clarify the connection between details in paragraph, essay, ...etc. and to make sense of his/her ideas. Through organizational patterns, readers can be able to understand and remember what he/she reads. These patterns are (chronological, classification, cause and effect, problem and solution, definition and example, spatial order, description, summary, generalization and example, the order of importance, list of items, comparison and contrast, and process) (Janovsky, 2018).

2- Grammar:

It is a set of language rules that are used in both spoken and written English. English language learners use spoken and written English much easier if they have a mastery of the grammatical rules. English language is more than understanding words and their meanings.

As grammar is a technical vocabulary, it provides words with functions and meanings. Each word in a sentence has a specific part of speech due to the role it plays. A word can be noun, pronoun, adjective, verb, ...etc (Editors of Rea, 2011).

3- **Vocabulary:**

Vocabulary is an important basis of language skills; listening, speaking, reading and writing. We use it every single day to communicate, express ideas and thoughts either in spoken or written English language. It forms the sentences and translates the writers' ideas in a meaningful form. (Richards & Renandya, 2002).

4- **Mechanics:**

- **Punctuation:** It is a skill of using marks like a full stop, question mark, commas, capitalization, exclamation marks,.....etc. These marks help the reader to know the intended meaning through tone of voice, stress, pauses, syllables and gestures (Fairbairn and Winch, 2011). It is a series of conventions or signs that make readers following the writers' train of thought easily.
- **Spelling:** It is the art of forming words with letters ordered in the correct order (Meriam Webster, 2014). Poor spelling decrease the accuracy degree and creates poor communication. Therefore, spelling should be taken into consideration when doing a writing task.

5- **Content:**

It is the information and details that are shown through writing text or speech. It is directed to the audience (Wikipedia, 2019).

Culham (2018) mentions in his book seventh traits "skills" of writing and their qualities. Ideas, organization, voice, word choice, and sentence fluency are important in the revision stage while conventions and presentation are more important in the editing stage and creating the final draft.

1- **Ideas:**

It means the content of the writing piece: the main idea and the supporting details.

- **Finding a topic:** The writer finds a clear and simple topic or the memorable line of the original story.
- **Focusing on the topic:** The writer narrows the topic or the storyline until it becomes limited, clear, and manageable.
- **Developing the topic:** The writer gives insight into the topic and enhances the main idea with clear evidence. The writer narrates the story in a new way that supports an unpredictable plot.
- **Using details:** The writer enhances his writing with accurate and credible details and makes the readers imagine the situation from the

beginning to the end. The writer proves through those details are his/her understanding of the topic.

2- **Organization:**

It addresses the internal structure of the piece; logic and meaning patterns.

- **Creating the lead:** The writer attracts the readers' attention from the beginning and pulls them into the topic. The writer gives something tantalizing and exciting about the coming details or events.
- **Using sequence words and transition words:** The writer uses sequence words such as (first, second, then, and after that) and transition words such as (Besides, besides, luckily, and unfortunately). Those words give the text a reasonable sight and let the readers followed with the idea of the topic and its diverge.
- **Structuring the body:** The writer organizes the text in which the readers understand the piece a logically. The writer slows down and speeds up according to the significance level of details.
- **Ending with a sense of resolution:** The writer ends his writing with a logic and thoughtful ending. He / She makes a sense of ending the piece and answers all the questions might be asked by the readers.

3- Voice:

The writer's tone in the piece and the personal impress produced through his/her understanding of purpose and audience.

- **Establishing a tone:** The writer expresses his/her thoughts and opinions since writing is compelling and expressive. Thus, the writer should be persuasive and with integrity as the readers feel the writer's tone.
- **Conveying the purpose:** The writer should have a specific aim for writing whether for informative, persuasive, expository, or narrative reason. He/ She must motivate the readers to continue reading.
- **Creating a connection to the audience:** The writer should use a way that makes the readers continue reading. He / She must expect what the readers wanted and say it through expressing his/her opinions and feelings.
- **Taking risks to create voice:** The writer ventures to present the details in a non- traditional way. The writer puts his/her print as he/she uses distinctive words and phrases.

4- Word choice:

The writer chooses specific words to express the meaning of the writing.

- **Applying strong verbs:** The writer uses action and vital words to produce a lively and vital piece of writing.
- **Selecting striking words and phrases:** The writer uses sharp words and phrases. The writer may add the beauty of the text by using literary techniques such as metaphor, simile, and alliteration.
- **Utilizing language effectively:** The successful writer knows how to choose words that support the meaning of the content.

5- **Sentence fluency:**

It is an auditory feature that can be read by ear as same as the eye. The writer has to present words and phrases in a flowing way.

- **Capturing a smooth and rhythmic flow:** The writer considers the sound of the piece of writing as he/she chooses words that make a sense of easy and musical rhythm when they are read loudly.
- **Crafting well-built sentences:** Constructing words impressively and effectively. The transition words, however, but, so, etc.... can be used to join sentences creatively.
- **Varying sentences patterns:** Using different patterns of sentences such as simple sentence/ compound sentence, long /short sentences, and complex sentences to enhances the piece topic.

- **Breaking the "rules" to create fluency:** The writer can use slang language deliberately to make a sense of conversational tone or to make a dialogue sound more authentic. Using words like "Bam" at the beginning of a text to emphasize action.

6- Conventions:

It addresses the mechanics of piece (spelling, grammar, capitalization, punctuation, usage, and paraphrasing). A good piece of writing should have correct mechanics.

- **Checking to spell:** The writer checks his /her spelling ability since many words have the same pronunciation with different spelling and meanings. In this case, the writer spells the word that conveys the needed meaning.
- **Punctuating and paraphrasing effectively:** The writer must know the punctuation skills and how to use period, commas, exclamation mark, etc... Using correct punctuation makes the writing more understandable. The writer must decide where to paraphrase.
- **Capitalizing correctly:** Capital letters should be used accurately and correctly. Proper nouns, abbreviations and titles are examples of capitalized words.
- **Applying grammar and usage:** Applying the grammatical rules correctly makes the readers understand what a message the writer

needs to send. Some writers can break the rules of grammar for stylistic reasons but others don't do this

7- **Presentation:**

This concept addresses how writing can be presented physically. A welcome mat can be presented to get readers enjoyed it.

- **Applying handwriting skills:** Handwriting should be and legible and clear. Letters should be symmetrical throughout the text either writing is printed or cursive. Space between words should also be consistent.
- **Using the word process:** Using font style and size should be in line with the writing's purpose. Using Colors can also be supported.
- **Utilizing white space:** Sized Margins should be framed. The sheet of the writing has to be free of spots and cross-outs.
- **Incorporating text features:** Titles, headings, bullets, and page numbers are placed on the page and aligned with the text.

After addressing some literature about the writing process and writing skills, the researcher sees that every author has his/her way in classification so that aspects of writing skill vary from an author to another. The researcher also emphasizes on the necessity of teaching writing skills effectively. Besides, a teacher should consider the students' level and needs, kind of writing, and components of writing skill when asking them to write.

Moreover, students must be aware of the stages of writing skill which are (pre-writing, writing, drafting, editing, and publishing). The teacher can enhance the students' self-confidence so they can write effectively with practice and put in consideration the writing skills as a skill, not a talent.

Review of previous studies:

2.3 Previous studies related to running dictation

A study by Aisyah & Hidayani (2018) investigated the impact of using running dictation towards developing speaking skill (what is the relation between them??) among IX-B class students. The study is a classroom action research. A total of (40) students from IX-B class were the participants of the study in addition to the assisted teacher who taught IX-B class. The researchers used observation notes, interview, and test as the study instruments. There was quantitative analysis to analyze the test with formulas and qualitative analysis to analyze observation notes and interview. The test findings revealed that there is an increase in students' participation during lessons, students' spelling ability, and students' ability to make grammatical change in sentence.

Gustiani & Yulia (2018) study examined the impact of running dictation strategy and learning motivation on improving students' ability to listening comprehension. The methodology of this research is the experimental approach with two factorial designs. The researchers chose a random sample consisting of forty-four students of English education study

program from the second, fourth, and sixth semesters. Based on the result of the questionnaire given to the study population, the sample was equally divided into two groups; experimental and control. The researchers used a pre-test and post-test of listening comprehension to collect data. Based on the results of paired sample t-test, there is a significant difference between the pre-test' scores and the post-test' scores of the experimental group in favor of the post-test. Based on the results of independent sample t-test, there is a significant difference in the mean scores of the experimental group and those of the control group on the post-test in favor of the experimental group. Therefore, running dictation was effective to be used as an educational technique to improve listening comprehension ability.

As for Mentari (2018) study, the objective was describing the way running dictation is used to improve writing a descriptive text. According to the purpose of this research, the researcher used classroom action research. The sample of this study is a class of 40 eighth-graders at MTs Amin Darussalam academic year 2017/2018. The researcher chose this class after a discussion with the teacher and because the writing descriptive text level of this class was not too good. The researcher used both quantitative data and qualitative data. The quantitative data was a pre and post-test while the qualitative data were observation and interview. The findings of this study showed improvement towards students' writing descriptive text and thus using running dictation was effective as well as enjoying, full of energy and comfortable.

Nurdianingsih & Rahmawati (2018) wanted to know if using running dictation technique will be effective in the process of teaching writing or not. The researcher adopted experimental research. Two classes were chosen out four. The researcher used a pre and post-application of an essay test and a rating scale to collect data and applied it to both the control and experimental group. The researcher used T. Test formula to analyze data. After data analysis, the results of this study indicated that running dictation has a positive effect on writing skill since it improved students' writing skill, memorization, creativity, and cooperative communication.

Zahro (2018) investigated the effect of using running dictation to improve students' listening ability. The researcher followed the quasi-experimental design with two experimental and control groups. A total of 79 students were purposively selected from the eighth grade of MTs Negeri 4 Tulungagung to represent the sample of this study. The experimental group consisted of 39 students while the control group consisted of 40 students. The pre-test and post-test instruments were given to the student before and after the treatment to collect data. After conducting the two test, the researcher analyzed the data using SPSS. Based on the data analysis, the results of this study found that there is a significant difference in the post test means scores of the experimental group and those of the control group in favor of the experimental group. Thus, the use of running dictation to improve the students' listening ability was effective.

Mutmannah (2017) aimed to teach narrative writing skill for eleventh graders through running dictation. The researcher used a pre-experimental design with one group pre-test and post-test. A purposive sample of (24) students was selected out of 233 students at the eleventh grade of SMA N 1 Punggur in academic year 2016/2017 to represent the sample of the study. Pre-test, post-test and documentation were used as the study instruments of obtaining data. The data were analyzed using a paired sample t-test. The results of the analysis revealed that there is a positive influence on students' narrative writing text skill due to using running dictation.

In his study, Nuralisah (2017) investigated the effectiveness of implanting running dictation on improving descriptive text writing. The research adopted the quasi-experimental design. The sample was randomly selected out of a population of eighth-graders during the first semester at SMP Negeri 1 West Kota Agung. A pre-test and post-test were conducted as the study instruments before and after the treatment. Based on the data analysis done by using SPSS, the results of this study showed that running dictation has a significant influence on improving students' text writing skill.

Riyanti (2017) study aimed to find out how running dictation and rapid writing strategies are implemented and to what extent the effect of using running dictation and rapid writing strategies on improving students' writing skills is significant. Classroom action research was adopted to carry

out this study. A total of 28 students of VIII class were selected to represent the sample of the study. The three methods (test, observation, and documentation) were used to collect data. The researcher analyzed the data by using the descriptive technique and statistical technique (SPSS). Thus, the study findings found that running dictation and rapid writing strategies improved the learners' achievement of writing ability. Besides, learners' self-confidence was highly promoted as running dictation and rapid writing strategies are active and creative.

Zakiyah and Husniah (2017) study investigated the impact of running dictation on teaching students' spelling in writing short functional text. The researchers applied an experimental study with a quasi-experimental design. A total of 44 seventh grade students were purposively selected from SMP Islamic Qon. The sample was equally divided into two groups; 22 students in class VII-B represents the experimental group and 22 students in class VII-C represents the control group. A pre-test and post-test were used to get data. The findings of the study found that running dictation has a positive effect on developing learner' spelling in writing short texts as a learner could write correct text, convey the intended meaning by perfect spelling, and be responsible during the teamwork and creativity.

In her study, Aini (2015) aimed to know the students' responses towards the writing of the descriptive text using running dictation and to find out the impact of using running dictation towards writing of

descriptive text. The researcher used classroom action research to carry out this study. The researcher made a discussion with the English teacher of tenth grade and based on that X Social 1 class was purposively chosen out of tenth grade in SMAN 1 Bawang classes. Teacher's interview sheet 1, observation sheet, the rubric of assessment, a pre-assessment test, lesson plan, post-cycle test, questionnaire, and teacher's interview sheet2 were used as the study instruments. After conducting data analysis, the findings of this study revealed that running dictation improved the learners' writing achievement. It gave learners wider ideas for writing text, promoted interaction and cooperation and created an interesting atmosphere.

Asmoro, Hasan and Kadaryanto (2013) study aimed to know if students' listening achievement will be improved by using running dictation. The researchers applied experimental design; one group-pre-test and post-test design. IX IPS 3 class was randomly chosen from seven classes of the second grade of SMAN 1 Ambarawa. The experimental class included 35-37 students. The researchers used a pre-test and post-test to gain data. Based on data analysis, there was an increase in learners' listening achievement due to the use of running dictation. Through the observation analysis, the researcher revealed also that running dictation has a high contribution of learning listening since it made learners active and aware of correct sentences and motivated them to learn.

2.4 Previous studies related to writing skills

Elshaer (2018) study aimed to check the effectiveness of using paragraph hamburger strategy towards improving writing skills and attitudes on the 12th graders. The researcher followed the experimental approach. A group of (52) female students of twelfth grade were randomly chosen to represent the study sample. The sample was equally assigned into two groups; an experimental group (26) which was taught writing using paragraph hamburger strategy and a control group (26) which was taught writing using the conventional method. Two instruments were used to collect the data; a creative writing test and an attitude scale. The researcher used SPSS to analyze the collected data. The results of the study revealed that there are significant differences in the mean score of the experimental group and those of the control group on the writing post-test and the post-application of the scale in favor of the experimental group. Thus, the researcher proved the positive effect of using paragraph hamburger strategy.

Florence & Sherine (2017) in their study examined whether the big writing approach affects the writing skills or not at the tertiary level. This study followed the experimental design of one experimental group. A sample of seventy students in the first year of Hindustan Institute of Technology and Science. Three out of the seventy were absent in the pre-application of test and five were absent in the post-application of the test. Thus, sixty-five students were representative of the sample. The females

are 11 students and the males are 54 students. The researcher used a pre-test before the intervention and a post-test after the intervention to collect the data. Paired sample t-test was used to analyze the collected data. The findings of the statistical analysis indicated that the mean scores of the post-test were higher than those of the pre-test. Thus, the big writing approach is an effective strategy to develop writing abilities.

Robinson & Feng (2016) study investigated the impact of direct grammar instruction on the students' writing skills. A total of (18) fifth grade students and (2) teachers of the fifth grade from a public elementary school were the participant of this study. From the (18) fifth graders, (8) were females and (10) were males. The researcher used a pre and post assessments to gain data. According to the data analysis, the researcher emphasized the significance of direct grammar instruction as an effective tool to develop writing skills among students.

Khalifa (2016) study about the effect of Think Pair –Share strategy on improving eleventh graders' writing skills (the ability to write a topic sentence, supporting sentences, a concluding sentence and punctuation marks). The study followed the quasi-experimental design. The researchers chose (86) students from Al-Qadesia Secondary Girls' school purposively. The sample was divided into two groups; the experimental group which received teaching by Think Pair –Share strategy and the control group which received teaching by the traditional method. An achievement test is the study instrument. The findings of the results showed that there are

significant differences in the mean scores of post-writing test between the experimental group and the control group in favor of the experimental group.

Uçar & Yazıcı (2016) conducted a study to find out the effectiveness of portfolio on developing writing skills. The researcher used the experimental design of the two groups. The sample of the study consisted of (52) Turkish undergraduate learners and it was divided into two groups; the experimental group (26) and the control group (26). The instrument of the study used to gain data is pre-post-test and a questionnaire. The pre-test was conducted before the treatment, the post-test was conducted after the treatment, and the questionnaire was given after the treatment. The statistical analysis (paired sample t-test and independent sample t-test and the descriptive statistic) were used to analyze data. Based on the data analysis, both experimental and control groups have progressed but the increase occurred in the experimental group was higher than that of the control group. As for the questionnaire's result, the students' attitudes towards using portfolio were positive.

El-Qassas (2015) conducted a study to find out the effect of using critical reading story towards developing some creative writing skills. A quasi-experimental design was used to achieve the aim of the study. The researcher chose purposively (39) tenth graders from Ibn Khaldon secondary school. A creative writing test was designed to collect data before the treatment and after the treatment. The statistical analysis used to

analyze study is paired sample t-test. The study findings showed that there are significant differences in the mean scores between the pre-test and post-test due to introducing the idea, developing the idea, transition to another idea, concluding an idea, and achieving cohesion. Therefore, the critical reading story has a positive impact on creative writing skills.

El-Salahat (2014) study investigated the effect of using interactive writing strategy on Developing the seventh graders' writing skills and their attitudes towards writing. The research methodology followed the experimental approach as a purposive sample of (76) seventh graders from Ian Goliath (B) school. The treatment was applied to two groups; the experimental group that was taught writing using interactive writing strategy while the control group was taught writing using the traditional method. The researcher used an achievement test that was conducted before and after the treatment and a questionnaire that was conducted to check the students' attitudes. The collected data were analyzed using statistical analysis (SPSS). The study results indicated that there are differences between the post-test mean scores of the experimental group and those of the control group in favor of the experimental group. There are also differences between the high achiever in the experimental group and their counterparts in the control group. There are also differences between the low achievers in the experimental group and their counterparts in the control group in favor of those in the experimental group. Besides, there are differences between the pre-test and post-test of the experimental group

in favor of the post-test due to using the interactive writing strategy. As for the attitudes of the questionnaire, students' attitudes towards the interactive writing strategy were positive as an interactive writing strategy creates an interactive, collaborative classroom. Therefore, this study indicated that the interactive writing strategy is useful and effective.

Yulianti (2014) study investigated the effect of writing diaries to develop the tenth graders' writing skills in SMA N 1 Ngemplak. This research is an action study. Total of (31) students were randomly chosen to represent the subject of the study. Three instruments were used in this study to gain data as following: interview guidance, observation sheet, and test. The interview and observation are the qualitative data whereas the test is the quantitative data. The test is applied before the implementation and after the implementation. The results of the study revealed an improvement in the five aspects of writing skills (content, organization, vocabulary, language use, and mechanics) and thus diary writing improved the tenth graders' writing skills in SMA N 1 Ngemplak.

Javed, Juan, Nazli (2013) study aimed to evaluate and assess the competency of writing skills (word completion, comprehension, sentence making/syntax, handwriting and tenses/ grammar) among students at the secondary level and to compare between the students' proficiency of writing skills according to the gender, location, and public/ private sector. Total of (440) male and female students in the tenth grade were randomly chosen out of 1375 students studying at tenth grade in Bahawalnagar

district. The researcher designed an achievement test considering the different writing skills (word completion, comprehension, sentence making/syntax, handwriting and tenses/ grammar) to collect data. The study findings showed that comprehension achieved better performance compared with the other skills (word completion, sentence making/syntax, tenses/grammar and handwriting). There are no significant differences between the males' performance and the females' performance and the students studied in private and public schools. Unlike gender and density, there are significant differences between urban students' performance and the rural students' performance.

Isleem (2012) conducted a study to find out whether using a suggested Program Based on Individualized Activities will improve the writing skills among the Palestinian sixth graders. The study approach is experimental as there are equal two groups; experimental and control. The sample of the study included (66) six grade students who were randomly chosen from Nusirat Preparatory School (A) for Girls in the Middle UNRWA Schools. An achievement writing pre-test and post-test were used to get the needed data. Based on the statistical analysis, the study findings showed that students in the experimental group achieved positive progress due to using the suggested program. Unlike the experimental group, the control group didn't achieve any progress as the results showed.

2.5. Commentary on previous studies related to running dictation

1. All the previous studies addressed running dictation as an independent variable but Gustiani & Yulia (2018) and Riyanti (2017) addressed another independent variable in addition to running dictation. The following studies Mentari (2018), Nurdianingsih & Rahmawati (2018), Mutmannah (2017), Nuralisah (2017), Riyanti (2017), Aini (2015) addressed writing skill as dependent variable while Gustiani & Yulia (2018), Zahro (2018), Asmoro, Hasan and Kadaryanto (2013) addressed listening ability. As for Zakiyah and Husniah (2017), the researcher addressed teaching spelling, and Aisyah & Hidyani (2018), the researcher addressed the speaking skills.

2. All the previous studies adopted the experimental approach except Mentari (2018), Riyanti (2017) & Aini (2015) that adopted a classroom action research. The experimental approach can be applied as experimental design or quasi-experimental design. As for Gustiani & Yulia (2018), Nurdianingsih & Rahmawati (2018), Asmoro, Hasan and Kadaryanto (2013), they applied the experimental design while Zahro (2018), Nuralisah (2017), Zakiyah and Husniah (2017), Mutmannah (2017) applied the quasi-experimental design. According to Aisyah & Hidyani (2018), they used a classroom action research.

3. Running dictation was used at a different level as the previous studies applied the treatments on second, seventh, eighth, and tenth grades as well as students at the second, fourth, and sixth semesters of the English department.
4. All the previous studies used pre-test and post-test as a study tool. Some studies used other tools rather than the pre-test and post-test such as Mentari (2018), who used observation and interview, and Aisyah & Hidyani (2018) who used a test, observation notes and interviews Nurdianingsih & Rahmawati (2018) who used a rating scale, Riyanti (2017) who used observation, and documentation, Mutmannah (2017) who used a pre-posttest and documentation and Aini (2015) used teacher's interview sheet 1, observation sheet, rubric of assessment, lesson plan, questionnaire, and teacher's interview sheet2.
5. All the previous studies emphasized on the positive effect of running dictation since the experimental groups outperformed the control ones and the score of post-test was higher than the pre-test. Therefore, all the previous recommended using running dictation as an educational technique.
 - According to the researcher experience and observation, she found that this method affects student's emotion, feelings and motivations in good way especially weak and shy students. It gave them the chance to feel equal with others and have the chance to participate.

2.6. Commentary on previous studies related to writing skills

As shown before, all the studies adopted writing skills as the dependent variable and addressed different modern strategies and techniques as independent variables.

All the researchers, who are El-Shaer (2018), Florence & Sherine (2017), Robinson & Feng (2016), Uçar & Yazıcı (2016) Javed, Juan, Nazli (2013) Isleem (2012) used the experimental design while Aliyev & Ismayilova (2017), Khalifa (2016), El-Qassas (2015), El-Salahat (2014) used the quasi-experimental design. As for Aliyev & Ismayilova (2017) and Yulianti (2014), their studies was classroom action research. The sample size of thir studies ranged from18-82 participants which was suitable. Also most of the previous studies targeted high different levels (tenth, eleventh, twelfth grades and undergraduate learners, first year of Institute of Technology and science) such as in El-shaer (2018), Aliyev & Ismayilova (2017), Florence & Sherine (2017), Uçar & Yazıcı (2016), Khalifa (2016), El-Qassas (2015) Yulianti (2014), Javed, Juan, Nazli (2013) while Robinson & Feng (2016), El-Salahat (2014), Isleem (2012) targeted low levels (fifth, sixth, and seventh grade).

On the other hand , there were studies which used only pre-test and post-test and they were Florence & Sherine (2017), Robinson & Feng (2016), Khalifa (2016), El-Qassas (2015), El-Salahat (2014), Javed, Juan, Nazli (2013), Isleem (2012) while El-shaer (2018) used creative writing test and an attitude scale, Uçar & Yazıcı (2016) used pre-posttest and a

questionnaire, and Yulianti (2014) used interview guidance, observation sheet, and test. As Aliyev & Ismayilova (2017), the two researchers used one tool which is a questionnaire.

All the writing skills in previous studies have been developed by using different techniques and strategies.

Based on the commentary, it is generated that

Based on the objective of the study, the current study is in line with Mentari (2018), Nurdianingsih & Rahmawati (2018), Mutmannah (2017), Nuralisah (2017), Riyanti (2017), Aini (2015) since all of these studies investigated the effect of running dictation on improving writing skill.

With regard to the approach used in the study, the current study is in line with Gustiani & Yulia (2018), Nurdianingsih & Rahmawati (2018), Asmoro, Hasan and Kadaryanto (2013) El-Shaer (2018), Florence & Sherine (2017), Robinson & Feng (2016), Uçar & Yazıcı (2016), Javed, Juan, Nazli (2013) and Isleem (2012) since they applied an experimental design.

According to the sample level, the current study is in line with Aini (2015), El-Qassas (2015), Yulianti (2014) and Javed, Juan, Nazli (2013) since they all targeted the tenth grade.

According to the instruments of the study, the current study is in line with Zahro (2018), Nuralisah (2017), Zakiyah and Husniah (2017),

Florence & Sherine (2017), Nuralisah (2017), Robinson & Feng (2016), Khalifa (2016), El-Qassas (2015), El-Salahat (2014), Javed, Juan, Nazli (2013) and Isleem (2012) since that all used only a pre-test and post-test to gain data. The other studies used pre-test and post-test in addition to interviews, questionnaire, observation, documentation, and scale.

Based on the results of the study, all the previous studies either related to running dictation or writing skills are in line with the current study since they all emphasized the effectiveness of using strategies on developing language skills.

2.7. Summary

The researcher reviewed some literature about running dictation; definition of running dictation, the steps of running dictation, the adaptations should be considered during its application, reasons for using running dictation, and advantages of using this technique. Besides, the researcher clarifies the definition of writing and writing skills, the importance of writing skills, types of the writing process, stages of the writing process, good aspects of writing, and components of writing skills. This chapter also includes also previous studies related to both running dictation and writing skills. The researcher urges to comment on specific points and analyze the previous studies compared with the current study.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Approach of the study

3.3 Population and sample of the study

3.4 The instructional material

3.5 Instruments of the study

3.5 Reliability of the test: the researcher found the reliability efficient through

3.6 Procedures of the Study

3.7 Statistical analysis

3.8 Summary

Chapter Three

Methodology and Procedures

3.1 Introduction

This chapter introduces the procedures and steps the researcher followed to achieve the objectives of the study. The chapter includes items such as: approach of the study, population and sample of the study, variables and tools of the study, their validity and reliability and the statistical methods used to analyze the data.

3.2 Approach of the study

To achieve the aims of the study, the researcher used the quasi-experimental research design since it is suitable for the nature of the study which aimed to test and find its impact on tenth graders at Nablus private schools.

3.3 Population and sample of the study

The population of the study includes (484) tenth graders at Nablus private schools according to the annual educational statistical book 2019/2020 produced by the Ministry of Education. The sample of the study includes (44) tenth graders from a private school. The researcher selected the study sample since the Nablus private schools where the experiment was applied are close to the work place of the researcher.

Table (3.1) shows the study sample:

Table (3.1): Study sample of Nablus private schools

| Group | No. of students |
|---------------------|------------------------|
| Experimental | 22 |
| Control | 22 |
| Total | 44 |

Table (3.1) shows that the study sample consists of (44) males and female students. The experimental group consists of (11) male and (11) female students while the control group consists of (11) male and (11) female students.

3.4 The instructional material

The instructional materials which were taught for tenth graders are writing lessons from the English World book, the first semester of the (scholastic) year 2019/2020.

3.5 Instruments of the study

The researcher conducted a writing skills achievement test of the English language writing lessons for tenth graders. This test includes 4 questions, each one measures one writing skill as shown in Appendix (4) page 92.

The researcher designed the test based on specific steps to apply the instrument of this study, the first step was setting the objective of the test, which aimed to determine the tenth graders' writing skills achievement degree of the English language before checking out the courses of the English language and after the test, and also compare between the outcomes of them. The second step was Determining the test dimensions,

here the researcher analyzed the writing lessons in the first semester of the English language book for tenth graders to figure out the included skills namely Vocabulary, Organization, Grammar, Amount of Communication (how students interact during the activity and what words they can use like please, thank you , hurry up and etc.).

Then came the third one that was Formulating the test items; the primary version of the achievement test includes (4) questions distributed into four skills. Students have to answer each question as required. The test includes questions measuring the determined four skills. After that Correcting the test, the researcher assigned one mark for every true answer and zero for every wrong answer.

The researcher then used the pilot experimentation: After preparing the primary version of the test, it was applied to a pilot sample consisted of (25) students excluded from the study sample. (This is a regular procedure to check the test).

Finally came Validity of the test: The researcher verified the test validity through:

- The content validity: The researcher gave the primary version of the achievement test to jury of six specialized English teachers and supervisors of the secondary stage. They gave their opinion about the test suitability for the tenth graders, the questions coverage for the content of the lessons, and the test questions formulation. The

referees suggested deleting some questions and reformulating some of them. The researcher modified the test according to the referees' opinions.

- **Construct Validity:** The correlation coefficient was measured between the degree of each domain of the test and the total mark of the test.

Table (3.2): The correlation coefficient between the degree of each domain of the test and the total mark of the test

| Domain | Correlation coefficient | p-value |
|--------------------------------|--------------------------------|----------------|
| Vocabulary | 0.821 | 0.000* |
| Organization | 0.769 | 0.000* |
| Grammar | 0.392 | 0.053** |
| Amount of Communication | 0.802 | 0.000* |

* Domain is statistically significant at (0.05)

* **Domain is statistically significant at (0.1)

It is clear from the table (3.2) that all the correlation coefficients of domains are statistically significant. Thus, the researcher accepted this result.

- **Internal Consistency Validity:** The correlation coefficient was measured between the degree of each item and the total mark of the domain.

Table (3.3): The correlation coefficient between the degree of each item and the total mark of the domain

| Domain | Item | Correlation coefficient | p-value |
|-------------------------|------|-------------------------|---------|
| Vocabulary | 1 | 0.410 | 0.042* |
| | 2 | 0.722 | 0.000* |
| | 3 | 0.712 | 0.000* |
| | 4 | 0.629 | 0.001* |
| Organization | 1 | 0.724 | 0.000* |
| | 2 | 0.746 | 0.000* |
| | 3 | 0.694 | 0.000* |
| Grammar | 1 | 0.707 | 0.000* |
| | 2 | 0.707 | 0.000* |
| Amount of Communication | 1 | 0.609 | 0.001* |
| | 2 | 0.707 | 0.000* |
| | 3 | 0.667 | 0.000* |

* Item is statistically significant at (0.05)

It is clear from the table (3.3) that all the correlation coefficients of the test items of their domains are statistically significant at (0.05).

3.6 Reliability of the test: the researcher found the reliability coefficient through

Split-Half:

Pearson correlation coefficient was calculated between the test two halves, then the correlation coefficient was calculated using Spearman-Brown. Table (3.4) shows the results of test reliability:

Table (3.4): Reliability coefficient through split-half

| Instrument | No. of test items | Correlation between the test two halves | Reliability coefficient |
|------------|-------------------|---|-------------------------|
| Test | 4 | 0.573 | 0.729 |

Table (3.4) shows that the reliability of the test equals 0.729 which it is high and it is considered an excellent value before applying the test.

- **Cronbach's alpha:**

The test reliability coefficient was calculated using Cronbach's alpha, table (3.5) shows the results of test reliability:

Table (3.5): Reliability coefficient through Cronbach's alpha

| Instrument | No. of test items | Reliability coefficient |
|------------|-------------------|-------------------------|
| Test | 4 | 0.680 |

It is clear from the table (3.5) that reliability coefficient reached (0.680) which is considered a good value before applying the test.

- **Determining the test time:**

The time of the English achievement test was calculated through the arithmetic average for the time of all answers of the pilot sample consisting of (25) students. The average time reached (35) minutes with an extra (5) minutes to read instructions. Thus, the total time of the test reached (40) minutes.

- **The final version of the test:**

After verifying the psychometric characteristics of the test (which are characteristics of tests and other measures of human characteristics that identify and describe attributes of an instrument, such as its reliability or appropriateness for use in a particular circumstance), the final version

consists of (4) questions. Table (3.6) shows the final version of the test according to the skills and the specified mark for it.

Table (3.6): The final version of the English achievement test

| Domain | No. of questions | Total mark |
|--------------------------------|-------------------------|-------------------|
| Vocabulary | 1 | 4 |
| Organization | 1 | 6 |
| Grammar | 1 | 4 |
| Amount of Communication | 1 | 6 |
| Total | 4 | 20 |

The final version of the test consists of (4) questions distributed into (4) main skills. Students get a mark ranging (0-12).

3.7 Procedures of the Study

The researcher followed the following steps:

1. Reviewing the educational literature of previous studies which addressed employing new methods in particular and the educational studies which addressed teaching English language for the primary stage.
2. Selecting the instructional material which is writing lessons from the first semester of the “English World” book for the tenth graders. These established lessons are taught for students in the first term of the academic year 2019/2020.
3. Analyzing the writing lessons content to determine the included skills and get a benefit when designing English writing skills achievement test.

4. Designing a writing skills achievement test and presenting it to a variety of referees to test validity and reliability.
5. Getting the supervisor and university agreement to apply the study.
6. Getting task facilitation document directed from the university to the Ministry of Education in Nablus district which attached in the appendix (1).
7. Getting task facilitation document directed from the Ministry of Education in Nablus district to the schools where the study has been applied which attached in the appendix (2).
8. Applying the writing skills achievement test on a pilot sample consisted of (25) students excluded from the study sample to verify the items correctness, clarity, validity, and reliability. A proof paper is attached in appendix (3) and the achievement test is attached in appendix (4).
9. Meeting with the teachers selected to apply the study and discussing the teaching steps according to the steps should be followed during a teaching in addition to visits and attending the classrooms.
10. Applying the writing skills achievement pre-test on the study groups.
11. Teaching the experimental and control groups.
12. Conducting the writing skills post-test on the study groups.

13. Correcting the test and grading.
14. Conducting suitable statistical treatment to find the results.
15. Interpreting the results, discussing it, setting the suggestions and recommendations in light of the results.
16. Discussing and evaluating this thesis is approved by Committee Members whose names are shown in the appendix (5)

3.8 Statistical analysis

The researcher corrected the English writing skills achievement test and assigned grades for the study group. Since the current study is one of the experimental studies comparing between two groups, the researcher used the following statistical methods through the program (SPSS):

- Pearson correlation coefficient to calculate the construct validity and the internal consistency validity of the test.
- Split half and Cronbach's alpha coefficient to calculate the reliability test.
- Arithmetic means and standard deviation of the study groups' marks.
- Independent Sample T-Test to calculate the differences between the means of the experimental group and those of the control groups on the English posttest.

- Paired Sample T-Test to calculate the differences between the pretest and posttest means of the experimental group.
- Eta square to calculate the effect size on improving tenth-graders' achievement.

3.9 Summary

In this chapter, the researcher introduced the population of the study, the sample of the study, the research design and the procedures which were used in confirming or rejecting the hypotheses of the study. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described. After that, the researcher demonstrated the variables of the study and various statistical tests which were used to estimate the students' response and improvement.

Chapter Four

The Results of the Study

4.1 Introduction

4.2 Results of the Test Analysis

4.3 Answer for the first question

4.4 Answer to the second question

4.5 Answer to the third question

4.6 Summary

Chapter Four

The Results of the Study

4.1 Introduction

This study aims to find out the writing skills achievement among tenth-graders in Nablus private schools. This chapter shows the results of the study regarding the research hypotheses. The researcher used different statistical procedures to analyze the collected data using SPSS (Statistical Package for the Social Sciences). The statistical tables show the results in addition to their analysis.

The results are figured and analyzed in relation to the hypotheses of the study.

4.2 Results of the Test Analysis

The results are figured and analyzed in relation to the hypotheses of the study.

4.3 Answer to the first question

The first question was formulated as follows:

What is the impact of using running dictation on developing the writing skills on the tenth graders at Nablus private schools?

To answer this question, the researcher analyzed the content of the tenth grade student's textbook (first semester). The results of the analysis revealed four of written writing skills in Unit (3). These items are detailed in the following table.

Table (4.1): The four writing skills (Table of Specification)

| Subjects | Formal & Informal letters (5) | Debate (2) | Percent of skills |
|--|--|-------------------|--------------------------|
| Questions No. | 2 | 2 | 4 |
| Marks No. | 10 | 10 | 25 |
| Organization (word order) %27.27 | 4 | 3 | 7 |
| Grammar %27.27 | 4 | 3 | 7 |
| Amount of Communication (they can use some expressions like please, hurry up, go ahead etc.) %27.27 | 4 | 3 | 7 |
| Vocabulary (spelling and semantics) 18.18% | 3 | 2 | 5 |
| Percent of Subjects | %56 | % 44 | 100% |

4.4 Answer to the second Question

The second question was formulated as follows:

Are there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and the control group?

To answer this question, the researcher tested the following null hypothesis. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and the control group.

The researcher used the Independent Sample T-Test to test the null hypotheses. Means and standard deviation of the experimental group and those of the control group on the post-test are shown in Table (4.2)

Table (4.2): Means and standard deviation of the experimental group and those of the control group on the post-test

| Domain | Group | N | Mean | Std. Deviation | T | p-value |
|-------------------------|---------------------|----|--------|----------------|-------|---------|
| Achievement Test | Experimental | 22 | 9.7727 | 1.84989 | 5.818 | 0.000* |
| | Control | 22 | 6.8182 | 1.50036 | | |

* Item is significant at 0.05.

Table (4.2) shows that there are differences in the means of the post-test between the experimental group and the control group and this difference is significant since the T. computed value (5.818) is greater than the T. tabulated value (1.96) and p-value is lower than 0.05 which indicates that the null hypothesis is rejected. Thus, there are statistically significant differences in the means of the post-test between the experimental group and the control group in favor of the experimental group because the mean of the post-test in experimental group is larger than of that in the control group.

4.5 Answer to the third Question

The third question was formulated as follows:

Are there are statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group?

To answer this question, the researcher tested the following null hypothesis: The hypothesis of the fourth Question was formulated as follows: There are no statistical significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group.

The researcher used the Paired Sample T-Test to test the null hypothesis. Means and standard deviation of the pre-test and post-test of the experimental group are shown in table (4.3)

Table (4.3): Means and standard deviation of pretest and posttest of the experimental group

| Domain | Group | N | Mean | Std. Deviation | T | p-value |
|-------------------------|-------------------------------|----|--------|----------------|-------|---------|
| Achievement Test | Experimental post-test | 22 | 9.7727 | 1.84989 | 7.171 | 0.000* |
| | Experimental pre-test | 22 | 6.0000 | 1.27242 | | |

* Item is significant at 0.05

Table (4.3) shows that there are differences between the means of the pre-test and post-test for the experimental group and this difference is significant since the T.computed value (7.171) is greater than the T. tabulated value (1.96) and p-value is lower than 0.05 which indicates that the null hypothesis is rejected. Thus, there are statistically significant differences between the means of the pre-test and post-test for the experimental group in favor of the post-test for the experimental group because the mean of the post-test in experimental group is larger than of that in the pre-test.

To show the improvement on tenth graders' achievement, the researcher used the effect size technique.

Table (4.4): Level of Size Effect (η^2)

| | Level of Size Effect (η^2) | |
|------------------|-----------------------------------|-------------|
| | Eta | Eta Squared |
| Post-test | 0.668 | 0.446 |

Table (4.4) shows the effect size on improving the achievement among tenth graders. The effect size is large which indicates a significant effect. The researcher attributes this effect to many techniques and activities such as effective interaction in addition to motivation and interest created by addressing a new modern strategy rather than using the same traditional method all the time.

4.6 Summary

This chapter presented the results and findings of the statistical analysis of this study. The results were shown in tables, and the comments followed on each one. The statistical methods used in this study indicate that the control group and experimental group are equivalent in the writing skill level according to the results of the pretest. A positive impact of using running dictation strategy on improving the outcomes of students' writing skills within the experimental group. And the positive impact of the running dictation is clearly visible on the experimental group posttest results.

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

5.2 Discussion of the results of the study questions

5.2.3 Discussion of the results of the third question

5.2.4 Discussion of the results of the fourth question

5.3 Conclusion

5.4 Recommendations

5.5 Summary

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

This chapter discusses the study results and shows the conclusions figured out in view of those results. The researcher suggests recommendations that will benefit English language teachers, students, and curriculum designers. The researcher further suggests recommendations for further studies .

5.2 Discussion of the Results of the Study Questions

5.2.1. Discussion of the Results of the second Question

Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and the control group?

The result of this question indicates that the experimental group, which was taught writing skills in English using Running Dictation, outperformed the control group, which taught writing skills by the conventional method. This means that there are statistical significant differences between the average scores of post-test of the experimental group and those in the control group in favor of the experimental group. The researcher attributes this result to:

1. Creating cooperative work through the groups of the students and that made a vital competitive atmosphere that motivated students to work hard and vigorously.
2. The experimental group, who was taught using Running Dictation, was more effective and active in the educational learning process as they exchanged ideas and information.
3. The use of Running Dictation contributed to the development of students' mental abilities and equipped them new educational experiences that prompted them to develop their writing skills.

Through the above explanation, it can be said that the effect size of the independent variable (the method of teaching using Running Dictation) changed the teaching learning process from a teacher-centered approach to a student-centered approach. The result of the study is consistent with the results of:

- Aisyah & Hidayani in their study (2018) confirmed the positive impact of Running Dictation's use to increase student participation during lessons, and students' ability to spell.
- Mentari in his study (2018) demonstrated the effectiveness of using Dictation in writing descriptive texts.
- Nurdianingsih & Rahmawati in their study (2018) confirmed the positive effect of using Running Dictation in improving writing skill.

5.2.2. Discussion of the Results of the third Question

Are there any statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group?

The result of this question indicates the positive effect of Running Dictation on developing the writing skills of the experimental group in the post-test. This means that there are statistical significant differences between the mean of the pre-test scores and the mean of the post-test scores of the experimental group in favor of the post-test. The researcher attributes this result to the following:

- * Running Dictation is modern and attractive strategy to teach writing skills in English language.
- * The use of Running Dictation allows students to interact with each other, where achieving goals is faster when working collectively.
- * Teamwork has created an atmosphere of fun, love and familiarity among students, especially shy students, who do not wish to participate in front of students. Therefore, the opportunity was available to all students to feel superior and successful.

The results of this study are consistent with the results of:

- Gustiani & Yulia (2018) which showed that the use of Running Dictation is effective as an educational method to improve the ability to understand listening.

- Mentari (2018) which showed that the use of Running Dictation is effective in improving text writing and listening.
- Nurdianingsih & Rahmawati (2018) which showed that the use of Running Dictation has a positive impact on writing skill because it improved students' writing skill, memorization, creativity, and collaborative communication.
- Zahro (2018) study demonstrated the effectiveness of using Running Dictation to improve students' listening ability.

However, the previous results contradict with the findings of the British Council (2010). They found out some different outcomes. They considered it as a boredom activity in which some students faced many difficulties especially weak students. There was another point which was accuracy when checking.

5.3 Conclusion

In terms of the discussion of the results of the four questions, the researcher concluded the results as follows:

There is a positive effect on using Running Dictation to improve the writing skills for the tenth graders in Nablus private schools based on the statistically significant differences resulted by the posttest.

There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the pretest.

There are statistically significant differences at ($\alpha \leq 0.05$) in the pretest mean scores and the posttest mean scores of the experimental group in favor of the posttest.

There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the posttest in favor of the experimental group

5.4 Recommendations

Related to the result of the study that there is a significant difference writing skill achievement between the students who are taught by using running dictation strategy and students who are taught by using instructional conversation strategy, the researcher would like to give the following recommendations:

Recommendations for teachers:

The researcher recommends the teachers to take courses to learn how to use and to apply running dictation strategy in their teaching considering it as a modern, different and challenging way to do so.

Recommendations for curriculum designers:

The researcher recommends curriculum designers to include and enrich their books and curriculum with different exercises and related activities for running dictation, as a way of breaking the traditional way of teaching and adapt a new one.

Recommendations for further strategies:

The researcher recommends and urges other researchers to conduct more and further studies on the effect of running dictation on other skills such as listening, speaking and in other subjects as Arabic language.

5.5 Summary

To sum up, the last chapter handled the study findings, the conclusions and the researcher suggested recommendations which can be useful to the teachers, supervisors, curriculum designers and researchers as they can assist and support the teaching learning process.

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Appendixes

Appendix (1): Task facilitation document to the Ministry of Education

Appendix (2): Task facilitation document directed from the Ministry of Education Nablus to Rahbat School

Appendix (3): A proof paper of achievement test

Appendix (4): English Achievement Test

Appendix (1)

Task facilitation document to the Ministry of Education

دولة فلسطين
وزارة التربية والتعليم
مركز البحث والتطوير التربوي

State of Palestine
Ministry of Education
Educational Research & Development Center

33672/46/ح
الرقم: 33672/46/ح
التاريخ: 2019/11/3
الموافق: 1441/10/14

السيد مدير التربية والتعليم المحترم
نابلس

تحية طيبة وبعد،،

الموضوع: تسهيل مهمة باحثة
الباحثة: هديل أحمد

نهديكم أطيب التحيات، ونرجو التكرم التعاون مع الباحثة الطالبة: هديل جميل محمد أحمد من جامعة النجاح الوطنية في تنفيذ بحث بعنوان: " أثر استخدام الإملاء الركني في تطوير مهارات الكتابة لطلاب الصف العاشر في مدارس نابلس الخاصة"، حيث ستقوم الباحثة بتنفيذ بحث تجريبي على طلبة الصف العاشر لطلاب مدرسة راهبات ماريوسف المختلطة وما يتضمن من تنفيذ اختبارات قبلية وبعدية، وبما لا يتعارض مع سير العملية التعليمية.

مع الإحترام والتقدير،،

د. إيهاب شكري
مدير مركز البحث والتطوير التربوي

نسخة :
معالي وزير التربية والتعليم المحترم
عطوفة السيد وكيل الوزارة المحترم
السيد عميد كلية الدراسات العليا المحترم / جامعة النجاح الوطنية

Ramallah P.O. Box (576) Ramallah P.O. Box (576) Fax (+972-2-298-3207) Tel. (+972-2-298-3290) هاتف
www.moe.gov.ps

Appendix (2)

Task facilitation document directed from the Ministry of Education

Nablus to school

State of Palestinian
Ministry of Education
Directorate of Education - Nablus

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم - نابلس

الرقم: ٢٩٣٨ / ٣١ / ٥٥ / ٣٠
التاريخ: 2019 / 11 / 18 م
الموافق: 1441 / 3 / 21 هـ

حضرة مديرة مدرسة راهبات ماريوسف الثانوية المختلطة المحترمة

تحية طيبة وبعد،

الموضوع: تسهيل مهمة

تهديكم مديرية التربية والتعليم أطيب تحياتها، لا مانع من السماح للطالبة (هديل جميل محمد احمد) بعمل
حث بعنوان: (أثر استخدام الإملاء الركضي في تطوير مهارات الكتابة لطلاب الصف العاشر في مدارس نابلس) في
درستكم.

مع الاحترام،،،

أ. أحمد صوالحة

مدير التربية والتعليم

سنة / مديرية الدائرة الفنية المحترمة.
سنة / الملف.
ص - م.ع / د.م
منار العلي

Appendix (3)

A proof paper of achievement test

| | | |
|--|---|-----------------------|
| St. Joseph's School |  | مدرسة راهبات مار يوسف |
| <p>نابلس في : ٢٠٢٠/٠٣/٠٢</p> <p><u>إلى يهمة الأمر</u></p> <p>تشهد إدارة مدرسة راهبات ماريوسف الثانوية المختلطة أن المعلمة هديل جميل محمد أحمد قد قامت بتطبيق اختبار قبلي وآخر بعدي على طلاب الصف العاشر أثناء الفصل الأول من العام ٢٠١٩/٢٠٢٠ . وذلك كأداة دراسة قامت بإجرائها بعنوان :</p> <p>The Impact of Using Running Dictation on Developing the Writing Skill on the Tenth Graders at Nablus Private Schools</p> <p>أثر استخدام الاملاء الركضي في تطوير مهارات الكتابة لطلاب الصف العاشر في مدارس نابلس الخاصة .</p> <div style="text-align: center; margin-top: 20px;">  <p>مديرة المدرسة دينا دواني</p> </div> | | |
| <hr/> <p>نابلس - شارع الراهبات تلفون : ٠٩- ٢٣٨٨٠٨١ فاكس : ٠٩- ٢٣٩٧١٨٠</p> <p>E-mail: lpj.nablus@lpj.org</p> | | |

Appendix (4)

English Achievement Test English Achievement Test Writing Skills test

Name: -----

Grade:-----

Date: -----

Mark: ----- / 20

1. Circle the correct answer: (4 marks)

- a- An informal way which is used to know more about something is
(I'd really like to know – could you let us know)
- b- ----- is used to separate a general statement from the details of the
explanation that follows. (Colon – Semi-colon)
- c- In a formal letter, greeting contains the ----- . (person's title and
surname –person's first name)
- d- In a debate, each team should use ----- to support
their point of view. (figurative language- persuasive language)

2. Punctuate the following sentences: (6 marks)

- a- She wrote to her friend didn't she?
- b- We study many subjects'English Arabic math and religion.
- c- Rami Rania Huda and Ali are close friends.

3. Put the words in the correct order to form meaningful sentences: (4 marks)

- a- creative- are- arts- skills- to- fundamental

- b- students- core- to- need- Ambitious- exams- pass

4- This house believes that French should be taught in schools. Discuss your opinion as a proposer using the following sentences. (6 marks)

(Express your side of the argument, express your point of view using
the following sentences, sum up your point of view)

- a- French is an international language that opens a door of culture.
- b- French provides a learner with a good opportunity in education, job, and
travel.
- c- Learning a foreign language like French enhances memory and cognitive
skills

جامعة النجاح الوطنية
كلية الدراسات العليا

أثر استخدام الاملاء الركضي في تطوير مهارات الكتابة لطلاب الصف العاشر في مدارس نابلس الخاصة

اعداد

هديل جميل محمد احمد

اشراف

د. فواز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب
تدريس اللغة الانجليزية، كلية الدراسات العليا، جامعة النجاح الوطنية، نابلس،
فلسطين.

2020

ب

أثر استخدام الاملاء الركضي في تطوير مهارات
الكتابة لطلاب الصف العاشر في مدارس نابلس الخاصة

اعداد

هديل جميل محمد احمد

اشراف

د. فواز عقل

الملخص

هدفت الدراسة إلى التحقق من أثر استخدام الإملاء الركضي في تطوير مهارات الكتابة للصف العاشر في مدارس نابلس الخاصة. ولتحقيق أهداف الدراسة، اتبع الباحث تصميم البحث شبه التجريبي، كونه مناسب لطبيعة الدراسة. تكون مجتمع الدراسة من (484) طالباً في الصف العاشر في مدارس نابلس الخاصة، وفقاً لكتاب الإحصاء التربوي السنوي 2020/2019 الصادر عن وزارة التربية والتعليم. وقد اختارت الباحثة عينة الدراسة بطريقة العينة القصدية، حيث تم تطبيق الدراسة في إحدى مدارس نابلس الخاصة القريبة من موقع عمل الباحثة، وقد تكونت عينة الدراسة من (44) طالباً وطالبة، تم توزيعهم على مجموعتين: مجموعة ضابطة بواقع (22) طالب وطالبة، ومجموعة تجريبية بواقع (22) طالباً وطالبة. وقد أجرت الباحثة اختبار تحصيل لمهارات الكتابة، يهدف إلى قياس مستوى تحصيل طلاب الصف العاشر في دروس اللغة الإنجليزية، قبل تطبيق الدراسة، وبعد تطبيقها، والمقارنة بينهما.

وتوصلت الدراسة إلى النتائج التالية:

- أن هناك فروق ذات دلالة إحصائية في الاختبار البعدي بين المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية.
- أن هناك فروق ذات دلالة إحصائية بين الاختبار القبلي والاختبار البعدي للمجموعة التجريبية لصالح الاختبار البعدي لصالح المجموعة التجريبية.

- يوجد تأثير إيجابي كبير لاستراتيجية الإملاء الركضي في تطوير مهارات الكتابة لدى طلبة الصف العاشر في مدارس نابلس الخاصة.

بناءً على نتائج الدراسة، أوصى الباحث باستخدام استراتيجية "الإملاء الركضي" كاستراتيجية فعالة لتطوير مهارات الكتابة لدى الطلاب في تعلم الكتابة. كما أوصى الباحث بإجراء مزيد من الدراسات المتعلقة باستخدام استراتيجية إملاء التشغيل مع متغيرات تابعة مختلفة مثل التحدث والاستماع بدرجات مختلفة.