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2-A study is can be presented to investigate the effect of R.D. pre-writing technique on secondary schools students' performance in listening skill.

3-Additional study can be proposed to imply the influence of R.D. pre-writing technique on intermediate school students' performance in reading comprehension.

4-Another study is recommended to examine the effect R.D. technique on intermediate school students' performance in speaking skill.

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learning through making discussions among students and improving weak students' levels.

3-This technique enables teachers to stimulate students' previous knowledge to be related with new material.

4-This technique makes learning enjoyable and brakes monotony. It activates all the students to interact with the lesson.

4.3 Conclusions

This success is attributed to certain aspects of Running Dictation pre-writing technique and its effectiveness in teaching writing. Below, the research presents some of these aspects:

1-This technique is very suitable and efficient in developing the writing process.

2-This technique improves students' writing skill.

3-It helps the students order their ideas and thoughts.

4-Also, it is fruitful in stimulating the students to elaborate their ideas in writing process.

5-This technique allows students to create more ideas for their writings.

6-Implementing this technique creates a comprehensive lesson since it makes the lesson interesting and breaks monotony and boredom.

7-This technique fosters cooperative learning which is one of Communicative Approach techniques in teaching English as a foreign language.

8-It creates a cooperative and intimate atmosphere inside the classroom.

9-It focuses on the group work inside the classroom. So, the weak students can learn and improve their levels in the process of writing through the interaction with their classmates who are good at writing.

4.4 Recommendations

Based on the results of the present study, some suggestions can be drawn below:

1-English curriculum committee at Iraqi Ministry of Education are invited to develop the process of teaching writing through adopting different techniques such as R.D., Journalistic Questions, Brainstorming, Free writing, etc.

2-On the other hand, teachers should be aware of the effectiveness of R.D. technique to reinforce teaching writing and improve students' writing skill.

3-Pre-writing techniques, like R.D., can be fruitful inside EFL classrooms to stimulate students to create effective writers.

4-It is hoped that writing techniques are adopted in the curricula of English department at the College of Education to allow the students at this department be aware of the effectiveness of the teaching writing.

4.5 Suggestions for Further Studies

A number of suggestions are put forward:

1-A study can be carried out to investigate the effect of R.D. pre-writing technique on secondary schools students' performance in writing skill.

difference between the mean score of the performance of the experimental group students who are taught writing by R.D. pre-writing technique and that of the control group students who are taught writing by the traditional technique in the writing post - test. On the other hand, the Eta squared formula shows that the value of effect size is 0.193. This shows clearly the effect of R.D. pre-writing on developing learners' writing skill and on teaching writing composition as compared with the traditional technique.

4.2 Discussion of the Results

It is very clear that the findings drawn in the previous studies which are introduced in section two prove that using R.D. pr-writing technique reveals certain effectiveness on teaching writing and on improving students' writing performance. Likewise, the present study aims to reflect the effectiveness of applying this technique on students' performance in writing process.

According to the result of the present study which is presented in 4.1, the effectiveness of the R.D. pr-writing technique that is adopted in this study has been clear since the performance of the experimental group subjects in the writing post-test administered at the end of the experiment has surpassed that of the control group subjects.

This success is attributed to certain aspects concerning R.D. pr-writing technique. The following are some of these aspects as they are figured out by the researcher himself during the experimental work:

1-Implementing this technique is enjoyable and interesting since it brakes monotony and boredom in teaching writing.

2-Using this technique has an effect at a great extent in showing students how to interact with each other for cooperation and developing their writing skill.

3-Students' shyness, anxiety and embarrassment can be reduced through adopting this technique.

4-This technique reinforces students' impulses and self-confidence to be independent and effective writers.

5-It encourages students to be active participants inside the classroom through motivating them to take part in the writing activities.

6-The ultimate aim of adopting this technique is to foster student's writing skill as well as the listening, speaking and reading skills.

7-Applying this technique encourages cooperative learning that creates an intimate atmosphere inside the classroom.

8-This technique is one of communicative techniques since it concentrates on student-centered rather than teacher-centered in the classroom.

On the other hand, the results of the present study have been asserted by the previous studies presented in section two that show the following:

1-R.D. is an effective technique to develop creative thinking. This technique is essential in reinforcing writing creatively.

2-This technique is suitable for large classes since it emphasizes on group work and cooperative learning. R.D. technique has a vital role in enhancing

the number of subjects in the control group $n_2 =$

the variance of the experimental group $S_1^2 =$

the variance of the control group (Glass and Stanley 1970: 295) $S_2^2 =$

4- **Person formula**

3- Chi – square is used to find out the significance of differences in the variable of parents' education. The following formula is used:

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Where: O = the observed frequencies E= the expected or theoretical frequencies (Healey, 2012: 275)

SECTION FOUR: Data Analysis, Results, Conclusions, Recommendations and Suggestions

4.0 Preliminary Notes

This section presents the data analysis got from the EG and CG students' responses in the writing post-test. A distinction is followed with the aim of presenting solid justification that can verify the hypotheses stated at the beginning of this study. On the light of the results, a number of conclusions recommendations are and suggestions for further studies are put forward.

4.1 Data Analysis

In order to achieve the aim of the this study which is investigating the effect of R.D. pre-writing technique on Iraqi EFL intermediate school students' performance in writing skill, it is hypothesized that there is no statistically difference between the mean score of the performance in writing skill of the experimental group students who are taught writing by R.D. pre-writing technique and that of the control group students who are taught writing by traditional technique in the writing post-test. In order to clarify this, the mean scores and standard deviations are calculated for both groups as it is shown in Appendix A. Table 7.

Using the t-test formula for two independent groups, it has been found out that the computed t-value, which is 3.85, is greater than the tabulated t-value, which is 2, at 62 degree of freedom and 0.05 level of significance. This shows that there is a statistically significant difference between the mean scores in favor of the experimental group which has been taught writing by R.D. pre-writing technique. Therefore, the stated hypothesis is rejected and the alternative one is stated which reveals that there is a statistically significant

assistance to the researcher. The time needed by the students to do the post-test ranged between 40-50 minutes. So, the average length time for the post-test is 45 minutes which means that the time of one lesson is sufficient for implementing the post-test. Moreover, the findings of the pilot administration of the post-test has shown that the instruction of the post-test is clear and unambiguous.

3.6.3 Reliability of the Post–test

Harmer (2001, 322) believes that reliability is "enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure the test conditions remain constant". The reliability coefficient of the post-test has been computed by using Person coefficient for score-rescore method. Person coefficient has been found out to be 0.86 which is acceptable (Nunnaly and Ator, 1972: 226).

3.7 Application of the Experiment

The experiment started on the 1st of March, 2019 and ended on the 10th of May, 2019.This means that it lasted for about nine weeks, five days per week. The researcher selected non-randomly two groups namely Group A which was EG and Group B which was CG. The researcher gave the pre-test for both groups. Then he started teaching them the last four units from of (English for Iraq-second intermediate class by O'Neill, Terry and Peter Snow, 2015). Concerning teaching writing, the researcher taught the EG according to R.D. pre-writing technique whereas he taught CG according to the traditional technique in the same textbook.

Being sure that the post test is valid and reliable, the researcher presented it for both groups at the end of the experimental period at the same time. The allocated time for doing this test was 45 minutes.

3.8 Statistical and Mathematical Methods

The following statistical tools are used in this study:

1-The Percentage is used to find out the agreement of the jury members on the face validity of the tests.

2-The t - Test for two independent samples is used to find out the significance differences between the two groups in the dependent variables and the equalization of age and pre test variables.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2} \times \left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

$\overline{X}_1$ = the mean of the experimental group $\overline{X}_2$ = the mean of the control group

n_1 =the number of subjects in the experimental group

2- Five-zero scores are given for the number of the grammatical mistakes.
3- Five-zero scores are allocated for the number of the spelling mistakes.
4- Five-zero scores are allocated for the number of the punctuation mistakes.
5- Zero is given if the idea is not related to the composition subject.

Face validity of the pre-test has been got through exposing the test to a number of jurors (See Appendix D). The agreement percentage of the suitability of the test is 100 %. As far as reliability is concerned, using score-rescore method, Person formula is applied for the subjective test where it has been found out to be 0.87 which is considered acceptable (Nunnaly and Ator, 19972: 226).

By using the two independent samples t-test formula, it has been shown that there is no statistically difference between the mean scorer of the two groups since the computed t-value, which is 0.081, is less than the tabulated t-value, which is 2, at 62 degree of freedom and 0.05 level of significance (See Appendix A. Table 6).

3.5 Controlling Extraneous Factors Jeopardizing External and Internal Validity of the Experiment

Some of the extraneous factors that affect the experimental design have been controlled. The factors are:

a-history b-maturation c-instrumentation d-the teacher
e-selection bias f-experimental morality g-classroom environment

3.6 Description of the post–test

Like the pre-test, the post-test has one question about writing composition. This subjective test is scored out of 25. The students are required to write a composition about 75 words on (Making a teacher's day party) within 45 minutes (See Appendix C). Since both the pre-test and post-test contain one subjective question in writing a composition, the same scoring scheme, that is followed in the pre-test, is adopted in the post-test.

3.6.1 Face Validity of the Post–test

Validity denotes to the extent to which a test correlates with some criterion external to the test itself" (Sax, 1979:220). To find out whether the performance of the post-test is valid, face validity is a suitable type. So, the post-test has been exposed to jury members who agreed that the post-test is valid in its face and it is suitable for the purpose for which the test is used. The test has gained 100% agreement of the total jury members. Appendix D shows the names of the jury members.

3.6.2 Pilot Study of the Post–test

The post-test has been given to 30 students non-randomly chosen from the population from Al-Mukhaim Intermediate school for boys in the city of Kerbala since the staff members of this school were ready to present facilities and

independent variable (Padua and Santos, 1988: 31). The first group is the experimental group (EG for short) whereas the control group is the second one (CG for short). Both groups are given the same vocabulary pre-test (See Appendix B). The EG Group is exposed to the independent variable which is R.D. pre-writing technique in teaching writing whereas the CG group is taught according to the traditional technique presented in the teacher's guide in (English for Iraq-second intermediate class by O'Neill, Terry and Peter Snow, 2015). At the end of the experimental period, both groups are tested by same vocabulary post-test (See Appendix C).

In fact, this experimental design is adopted by the researcher since it is suitable for testing the deduced consequences of the hypothesis (Van Dalen, 1962: 236). (Appendix A. Table 1) shows the experimental design.

3.2 Sample Selection

The researcher has selected the students at Al-Thawrah Intermediate school for boys in the city of Kerbala to be the representative sample of this study since the researcher was one of the staff of this school where great facilities have been presented in carrying out this study. The total number of the students at the second intermediate stage in this school is 130. They were classified into four sections, namely A, B, C and D. Two non-randomized sections have been selected out of the four sections; namely A and B. Section A represents EG. Section B represents CG. The total number of the students in these two sections is 64; 32 students in each section. No students have been left out from both groups. (See Appendix A.Table 2).

3.3 Equalization of Groups

For achieving the equalization between the two groups, the following variables have been controlled. Information concerning the variables in the first three items is taken from the students themselves. It has been seen that there is no statistically significant difference in the controlled variables which are:

1-academic level of the father (See Appendix A. Tables 3).

2-academic level of the mother (See Appendix A. Tables 4).

3-age of the students (See Appendix A. Tables 5).

4- students' performance at English in the first course (See Appendix A.Tables 5), and

5-the pre-test (See Appendix A, table 6).

3.4 Description of the Pre–test

For the purpose of achieving the equalization between the two groups involved in this study, a pre-test is implemented. The pre-test contains one question about writing composition. This test, which is subjective, is scored out of 25. The students are asked to write a composition about 75 words on (A journey to Iraqi marshes) within 45 minutes (See Appendix B).

The scoring scheme for the pre-test is described below:

1- Ten-one scores are given for the effectiveness of the idea.

2.4.1 Nuralisah (2017)

This study aimed at investigating the influence of using R.D. to improve students' descriptive text writing ability. The population of the study was five classes of eighth grade at SMP Negeri 1West Kota Agung. It consisted of 134 students and the researcher took two classes, class VIII E, which consisted of 27 students, as an experimental class, and class VIII D, which consists of 26 students, as a control class. The researcher selected pre-post test. The pre-test was conducted to find the students' initial ability. Post-test were conducted to measure whether or not there is a development of students' descriptive writing ability.

2.4.2 Nurdianingsih and Rahmawati (2018)

The aim of this study is to investigate the influence of R.D. on the teaching writing skill. The researchers used the experimental design. The population of the study was all of the fourth semester students of English Education Department in IKIP PGRI Bojonegoro. Two classes were selected to be the sample of the study. One of them represented the experimental group and the other represented the control group. The study aimed to find the relationship between variables. Dependent variable was the students' achievement in text score whereas independent variable represented the use of R.D. technique in teaching writing. The researchers adopted pre-post-tests. The instrument used in this study was an essay test.

Both previous studies proved the impact of R.D. technique in teaching writing. It enables learners to learn writing and develop their writing skill. Also, this technique is fun and interesting and encourages learners to develop their levels in the writing process to be effective writers.

SECTION THREE: Methodology and Procedures

3.0 Preliminary Notes

This section shows the detailed explanation of the steps adopted by the researcher to carry out the plan of this study and achieve its aim. In other words, this section sheds the light on the following:
1-the design of the experimental work.
2-equalization between the experimental and control groups.
3-the research instrument i.e. the post-test, and
4-the statistical tool adopted for data analysis.

3.1 Experimental Design

Good (1973: 74) presents a definition of experimental design "the plan according to which experimental groups are selected and experimental treatments are administrated and their effect is answered". In order to fulfill the aim of the present study, the researcher has chosen the non-randomized, pre-post-test, equivalent-group design. (Isaac and Michael, 1977: 43). This design requires two equivalent groups that stand in terms of criterion measure, i.e., the

2- He/she explains the learners the procedures of this technique.

3- He/she divides the learners into groups of four or five members.

4- He/she attends several copies of the text according to the number of the groups. One copy is allocated for each group.

5- He/she pins these copies around the classroom walls or outside in the hall way.

6- He/she allows each group to distribute the roles of implementing this technique for the group members.

7- In each group, there is a reader, two runners and one writer. If the group contains five members, there will be two writers.

8- The teacher asks the learners to start implementing the procedures of the technique.

9- The teacher will be the monitor, organizer, guider and facilitator for all the groups.

10- When the groups finish the tasks, the teacher collects the sheets of the groups' products to check them and discuss their mistakes to be feedback for all the learners. Also, these products show the teacher how much progress the learners have achieved in the writing process.

2.3.2.2 Learner's Role

1- When the learners are divided into groups by the teacher, the members of each group distribute the roles of implementing this technique among them.

2- One learner in each group takes the role of the reader. He stands near a copy of the teacher's text to read it.

3- Two member in each group take the task of running. The reader reads the text, sentence by sentence, for these runners.

4- The runners dictate the sentences of the text,one by one, orally to the learners who are the writers of the group. The runners give the writers enough time to write the sentences correctly.

5- The writers write these sentences as they hear them from the runners.

6- The two writers are allowed to make a a discussion to write the sentences correctly.

7- When the writers finish the task of the dictation, all the members of the group, except the reader, discuss writing the sentences correctly and check the accuracy of spelling and punctuation. They compose the final version for their product.

8- Each group handles the final version to the teacher.

9- The winner is the first group who handles the teacher the most accurate version of the text.

2.4 Previous Related Studies

In order to provide a background for the present study, the researcher has presented two studies dealing with the impact of R.D. pre-writing technique on developing students' writing skill.

2.3.1 The Importance of R.D. Technique

According to the references of (Muharly, 2017: 9), (Mutmainnah, 2017: 28), (Riyanti 2017: 17) and (Mentari, 2018: 21), the following advantages have been concluded:

1-R.D. is considered as an integrative pre-writing technique since it involves and develops the four skills, listening, speaking, reading and writing.

2-Since this technique focuses on using the four skills in its implementation, it can help teachers measure general learners' proficiency in learning the foreign language including the use of many integrative skills in writing.

3-This technique enables learners to practice grammatical structures and develop their grammatical competence.

4-This technique breaks monotony and boredom in EFL classroom and it can creates a fun and interesting atmosphere.

5-Concerning those learners, who like moving in the classroom, they find this technique enjoyable because it avoids them having a feeling of sleepy and carelessness in the learning process especially in writing.

6-It creates a cooperative atmosphere among the learners rather than competition atmosphere.

7-This technique focuses on group products not on individual products. So, learners do not suffer from the feeling of anxious or threat if their product is not totally accurate.

8-This technique fosters on the development of short-term memory.

9-This technique provides good practice in attentive listening to a speaker. This will be beneficial for the learners in the future in taking notes during speaking activities, for example, taking notes during listening to a lecturer.

10-This technique reinforces unconscious thinking in the foreign language.

11-This technique encourages student-centered class rather than teacher-centered class. This is one of the most important principle of Communicative Language Teaching in teaching foreign languages.

12-This technique emphasizes on group learning interaction. Learners can learn from their peers and it will be effective. The learners of the weak level at writing can develop their abilities through receiving knowledge and notes from their classmates.

13-This technique fosters the students - peer correction of written dictation that is more effective than teacher correction because the first procedure leads to oral communication.

14-This technique can be implemented in crowded classes that contains a large number of learners.

2.3.2 Teacher's and Student's Roles

Below, teacher's role and student's roles are shown in implementing R.D. pre-writing technique.

2.3.2.1 Teacher's Role

1- The teacher selects a suitable text to be dictated to his/her learners.

technique creates a communicative dynamic and energetic elements to the lesson. So, t his technique breaks classroom monotony and boredom in learning writing as compared with the traditional techniques. Case (2013: 1) agrees that this technique adds fun and enjoyment through breaking certain restrictions that hinder students movement in the class. Riyanti (2017: 7) adds that R.D. is a fun and beneficial technique since it re-energizes the learners who feel bored and uninteresting during the writing activities because of the traditional procedures in teaching writing whereas this technique presents the learners new and interesting procedures in developing writing skill and creates learners cooperation atmosphere in implementing this technique.

Concerning group work activities, Nurdianingsih and Rahmawati (2018: 130) emphasize that adopting this technique needs students to work in groups. Implementing this technique needs a reader, runner and writer in each group. So, this technique is regarded a multi-skill task for developing the four skills. Widiyanto (2005: 5) adds that implementing this technique within a group work can be an efficient procedure to get a successful learning process and give a good achievement in learning writing. On the other hand, this technique does not imply a dictation activity only, but it, also, implies various activities for teaching English skills. Zulraudha (2014: 60) discsses that teachers cannot help their learners develop their writing skill without teaching them how to write and offering them opportunities to practice it. This technique is effective to be adopted in teaching writing for EFL learners because it shows them the first steps in starting the process of writing through effective procedures that add fun and enjoyment in learning writing.

In the social aspect, this technique can fulfill a good interaction among students since it is carried out within students groups. They are allowed to learn through doing various activates, such as interacting with their classmates, running, reading, listening, speaking, discussing and writing. Group work, that this technique focuses on, encourage students to reduce the factors of shyness and anxiety that hinder the learning process. So, this technique has benefits not only to education function, but also to the social aspects when it motivates students to learn together and help each other (ibid). Muharly (2017: 8) agrees with this opinion stating that R.D. is a pre-writing technique creates a nice social atmosphere for the learners. Moreover, it is conducted for injection fun and enjoyment into convention dictation exercises. It is adopted as a game which is suitable for the learners in the primary and secondary stages.

This technique is considered a fun reading, speaking, listening and writing task done within pair work. It can be implemented within a group work. Within a pair work, one of the two learners runs backward and forward to read a text written on a worksheet that is put on a wall of the class. He dictates the text to the other learner sitting to complete the task of writing the text on the work sheet (Mentaria, 2018: 21).

If the text is long, this technique can be carried out within a group work. The tasks, that are distributed for the members of each group, are reading the text, running, dictating that text and writing it (ibid).

2.2.2 Dictation Activities

There are several activities in teaching dictation activity. Four of them are showed below (Nuralisah, 2017: 21-22):

1- Jig - saw dictation: students listen to a short text read by the teacher. They try to write down chunks of the text to make phrases or short sentences. The aim behind this activity is to develop their listening and understanding skills to the gist of the text.

2- Partial dictation: Within working in pairs, a text is divided into two halves. One half is given for one pair to be read by a learner for his/ her partner who will dictate it. The two learners try to compose the other half of the text. This activity offers the learners an opportunity to develop the learners' four skills.

3- Composition dictation: Within group working, the learners listen to the teacher reading a text at normal speed. They jot down the familiar words in the text as they listen to the teacher reading it. They try to utilize of their limited number of isolated words and phrases in jotted from the text to recompose them in their version. This kind of dictation offers the learners a rich opportunity to develop their writing skill.

4- R.D.: It is another kind of dictation. It will be discussed in detailed in the following item.

2.3 R.D. Pre–Writing Technique

R.D. is considered as one of interesting techniques adopted to improve learners' writing skill. It is a fun technique, fairly easy to prepare and adaptable. Its procedures can be explained by the teacher and comprehended by the learners. So, it can be implemented by the teacher and his/ her learners. Performing R.D. exercises generally needs transcribing the text as accurately as possible. Also, following up students' work usually requires a number of correction activities focusing on form directly. (Nurdianingsih and Rahmawati, 2018: 129). Case (2013: 1) argues that "running dictation is a fun reading, listening and writing task that first learnt about from classic book Dictation: New Methods, New Possibilities by Paul Davies and Mario Rinvolueri". Nation and Newton (2009: 62) discuss that this technique is appropriate in developing writing skill. It is an integrative learning technique involving listening, speaking, reading and writing skills. So, this technique reinforces students to develop their English skills especially writing skill. Nurdianingsih and Rahmawati (2018: 130) have the same opinion stating that this technique is useful since it facilitates students' difficulties in improving their writing skill and fosters on developing students' writing achievement.

According to Chai, (2011: 58), R.D. is a useful pre-writing technique for the learners who prefer moving around and working in team inside the class. Moreover, this technique is also named wall dictation as a short printed text can be posted on the walls of the class. For many learners, R.D. is a physically exciting technique. Implementing this technique attracts learners' attention. They have fun when they are asked to dictate a text to their classmates. This

2.2 Using Dictation in Teaching Writing

According to Patel and Jain (2008: 131-132), dictation is an activity for writing down what someone utters or reads while it is being uttered or immediately after it is said. Dictation, as motor training to the learners, is considered a good training to their ears. Chai (2011: 6) argues that dictation is an activity adopted to enable learners to improve their phonological awareness and phonics, listening and writing skills. Dictation is considered as a useful activity in teaching and developing writing process. It can improve learner's listening and writing skills as it requires them to write down their teacher's text immediately after he has read or said that text.

Concerning writing skill, dictation is regarded as an essential link between instruction in spelling and mechanics in one hand and application in real writing on the other hand. One of the advantages of implementing dictation is that it offers repetition and review exercises needed in practicing and recalling spellings required in the course of writing. In fact, spelling in writing will not be improved without such practice (ibid).

It is discussed that dictation proceeds from oral language to written language. The ultimate goal behind adopting dictation is eventual synthesis between the creative aspects and critical aspects in writing. Creative aspects, that focus on generating ideas, refer to the process of writing. This process contains a number of activities, such as: brainstorming, rough draft, sharing and so on. On the other hand, critical aspects, that focus on form, refer to direct instructions. These instructions contain spelling, punctuations and capitalization. The teacher should enable his/ her students to learn writing creatively and correctly. They should make a balance between creativity and correctness in the writing process since both of them are important. If a learner has no ideas for communicating, excellence in spelling and mechanics are fruitless and if he/ she has a good ability in the written communication without the ability to do so in standard written English, he/ she works with a handicap. His/ her ideas are not given serious consideration they may receive (ibid).

2.2.1 Some Advantages of Dictation Activity

According to Patel and Jain (2008: 132), dictation activity enables students to:

1- reproduce in writing what they have listened.

2- have a good aural practice. It improves students' attentive listening.

3- comprehend the parts of each sentence and word phrase.

4- write at normal speed.

5- have a good practice in implementing spelling and mechanics (punctuation and capital letters).

6- improve listening skill for the spoken language, and

7- train in using the sound system in English language.

skills that help them succeed in future academic pursuits (Brown, 2001: 340). Allowing learners to demonstrate their comprehension through writing scaffolds them to pinpoint any confusion and ultimately reinforce their writing skill and deepen their comprehension (Brandenburg, 2002: 68).

Fauziati (2010: 51) notes "writing, as a process, is oriented towards work in progress and development of new skills rather than merely evaluative tasks the classroom practices vary from each other; these often depend much upon the students' experiences and skills when planning and adjusting their writing program".

Writing is considered as a recursive process. Students are advised to learn writing strategies for invention and discovery. However, writing is seen as the most difficult skill to acquire and master in the foreign language classroom (Pratiwi, 2015: 3).

Harmer (1998: 73) presents four reasons for teaching writing in EFL classrooms:

1- Reinforcement: Some students acquire the foreign language in an oral form. Other learners, who get a great benefit from finding the language in a written form, often find it is fruitful to write sentences implementing the foreign language after they have been learned it.

2- Language development: The real process of writing enables students to learn as they go along. In order to construct effective writings, students are advised to go through the mental activity that is all part of the ongoing learning experience.

3- Learning style: Writing is a suitable skill for students who need little longer time in learning the foreign language just by looking and listening. Also, Writing can be effective process instead of rushing and bothering with the interpersonal oral communication.

4- Writing as a skill: Like teaching speaking, listening and reading, teaching writing skill has a vital role in learning the foreign language. In teaching this skill, what students need is to realize how to write letters, how to reply advertisements and how to construct a texts about various topics. Also, they need to learn how to implement some writing special conventions, such as punctuations, paragraph construction, etc.

2.1.6 Some Effective Teaching Writing Techniques

A number of effective techniques are implemented to improve writing skill, like writing based on picture, writing based on template, writing based on topic, fill in blank, join writing in a group, writing based on jumble word or sentence and writing a card. Furthermore, dictation is considered an efficient activity adopted to improve writing skill. This activity has a number of techniques. R.D. is one of these techniques. On other hand, R.D. is regarded as an effective pre-writing technique adopted to improve learner's writing skill (Pratiwi, 2015: 10-11).

9- Description: It points to the text presenting a description of a particular character, place, thing or situation.

10- Hortatory Exposition: It points to the text that is presented to persuade the reader to believe that something or phenomena should not be the case.

11- Evaluation: It refers to the text showing an explanation and information about working of natural or socio-cultural phenomena.

12- Discussion: It refers to the text that shows two opinions or more about a certain issue or case.

13- Review: It refers to the text giveing the reader criticisms for art works or events.

In teaching situation, teachers are advised to make learners be familiar with these types through the definition of each one. Also, teachers should invite their students to write in all these types especially those that meet their needs and interests.

2.1.4 How to Improve Writing Skill

Brown (1994: 343) presents the following tips helping learners develop writing skill:

1- Implementing suitable grammatical instructions, like tenses, agreements, patterns, rules, pluralization and so on.

2- Presenting certain meanings in various grammatical forms.

3- Adopting cohesive device in writing a text.

4- Implementing the rhetorical forms and typical written discourses.

5- Using the appropriate communicative functions of written forms according to the purpose and form.

6- Linking and connecting the events and communicating these relations to show the main and supporting comprehensive ideas, new information and knowledge and presenting generalization and exemplification.

7- Differentiating between literal and hidden meaning during producing writings.

8- Presenting cultural, correct and specific references in the context of the writings.

9- Improving and mastering on writing strategies, like assessing the audience's interpretation, adopting pre-writing strategies, writing fluently in the list drafts, implementing paragraphs and synonyms, getting peer's and instructor's notes and presenting feedback for revising and editing.

10- Refining grammar and style.

2.1.5 Teaching Writing and its importance

Writing for learning, developing comprehension and conveying ideas and information is considered as a main aim behind teaching writing in any knowledge field when the teacher trains his/ her students to write effectively using efficient styles. (Gammill, 2006: 577). In the respect of displaying one's knowledge, writing is seen as a fact of life in the classroom. Encouraging learners to perform well in doing exercises of writing enables them to acquire

2.1.2 Characteristics of Good Writing

To achieve the ultimate purposes of the writing process, writers aim to produce a good text. Adelstein and Pivel (1984: 4) determine five characteristics of good writings:

1- A good writing should be interesting. Regardless the purpose of presenting any text, the text should be interesting. Generally, writers attempt to stimulate readers' interest through presenting new and important knowledge and ideas and effective feelings and opinions. To fulfill this, writers need not take the role of experts, but they should present their writings in attractive styles.

2- A good writing should be clear containing ideas ordered logically, words selected skillfully and sentences crafted carefully. So, readers do not struggle to comprehend what they have read.

3- A good writing should be concise: The texts should not imply irrelevant words, phrases or sentences consequently.

4- A good writing should be effective. The writer should achieve a certain effect on the reader through the message conveyed in the text. To fulfill this aim, the writer should select his/ her words, sentences and structures skillfully. This will make a good communication between the writer and his/ her reader.

5- A good writing should be the authentic voice of the writer. The text is the sound of the communication between the characters of the text. The writer is advised to adopt "speaking style" to make the relationship suitable to the purpose of the text and audience of the writing occasion.

2.1.3 Types of Texts

A text is the product of the writing process. Gerot and Wignell (1994: 192-220) classify texts into thirteen types:

1- Spoof: It refers to the text that retells an event with a humorous twist.

2- Recount: It refers to the text that presents events for the purpose of informing or entertaining.

3- Report: It refers to the text that describes the way how things are with referring to a range of natural, man-made and social phenomena in the environment.

4- Analytic Exposition: It denotes to the text that intends to persuade the reader to believe in certain situation happening in a case under certain circumstances.

5- News items: It denotes to the text telling the reader new and important events or knowledge.

6- Anecdote: It denotes to the text presenting an account of an unusual or amusing situation.

7- Narrative: It points to the text written for amusing, entertaining, and dealing with actual experiences in various situations where different ways and styles are used.

8- Procedure: It points to the text describing how something finished or completed through a sequence of actions or steps.

linguistic aspects, such as word spelling, punctuation, sentence structure (language use).. etc. These will enable the writer to express ideas, opinions, feelings and so on in such a way the reader can comprehend the text without any struggle. Moreover, to build a good text, the writer should be careful in selecting and using words and choosing an appropriate title. Also, text cohesion and paragraph unity should be put in the writer's consideration (Pratiwi, 2015: 37).

It is indicated that the best period of the learner's age to learn the foreign language is from five to fifteen years old. It is believed that learning foreign language in this period, which is called the critical period, achieves more proficiently as compared with the other periods of the learner's age. So, learners, who start acquiring writing process in the foreign language at the early periods of their ages, can achieve better progress than those who start learning at late ages (Birdsong and Mollis, 2001: 236).

2.1.1 Purposes of Writing

Olsen and Land (2007: 283) clarify a number of purposes for writing. Some writings are intended for showing persuading. Others are aimed to present certain knowledge and information. Describing is another purpose behind conducting another kinds of writings.

Harris (1993: 10) states that communicative function is the main purpose of writings.

This function is considered the most important aim behind writing texts that are grouped according to the writers' intensions for presenting these texts, such as: entertaining, informing, instructing, persuading, explaining, arguing, debating..etc.

In the pedagogical situation, Byrne (1997: 10) presents five academic purposes in teaching writing:

a. Presenting some forms of writing for practice enables teachers to offer different learning styles and needs.

b. Written activities show students some tangible evidences for their progress in learning the foreign language.

c. In order to expose to the foreign language fruitfully and successfully, depending on more than one medium and skill, especially if these skills are properly integrated, is more efficient than relying on a single medium or skill alone.

d. Writing process enriches EFL learners with various activities that represent as a break from oral work.

e. Writing process is needed in formal and informal assessments.

In order to train students to be good writers, they should be conscious of the writing process. This will enable them to express what they want to convey and how it is to be in a written form. Also, determining certain writing purposes helps students to clarify their aims for their writings. So, they will select the best styles in writing to express their ideas, thoughts and opinions clearly and adequately (Dyan, 2010: 23).

in selecting suitable words and arranging them to express effective ideas. Consequently, they will be able to express their feelings, thoughts, ideas through selecting the best words and creating best writing styles.

Writing is seen as a habit. When the learner habituates writing immediately. he/ she will acquire a skill in choosing suitable words to develop the idea of the paragraph (Mutmainnah, 2017: 8). Ivanic (1984: 32) asserts that "writing is an act of identity in which people align themselves with socio- culturally shaped possibilities for self-hood, playing their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interests which they embody."

Inside EFL classroom, writing, as a process of exploration, offers a number of benefits for students. Through this process, the learners present clear and comprehensible ideas. They can get great enjoyment and develop their experiences. Writing can be considered as a lifelong skill adopted in the teaching situation, at work and in a personal life (Urquhart, 2005: 3). The ability of writing well can show a profound influence in our life. Writing is viewed as an art of creating a masterpiece that is the task of the artist. However, proficient works of writing cannot be fictional and the readers cannot be influenced without the writer's competency and practice of basic writing skill (Hosseini et al, 2013: 3).

Writing is believed as an instrument for teaching grammar and general knowledge of language. It is asserted that writing is a main element in learning language. Any reading and language programmes can be considered as the multidimensional nature of writing that plays a vital role in instructional practices, assessment procedures and language development (Tangkiengsirisin, 2006: 4). Writing process is considered as a result of employing strategies to achieve the compassing progress in creating a text. In implementing this process, there is a need to adopt some activities, like setting aims, generating ideas, organizing information, selecting suitable language, making draft, reading, rewriting and the final activity, editing (Hedge, 2010: 302).

Peha (2015: 58) emphasizes that writing is one of the most important means of communication of the content directed to the audience. Accordingly, writing is a tool of written communication to convey a written message from the writer, who is the sender, to the reader, who is the receiver. Moreover, Hyland (2015: 58) argues that writing, which is a way of sharing personal meaning and writing courses, emphasizes on the ability of the individual to construct his/ her views and opinions about a topic and send them to the readers. If this construction is efficient by using the best writing styles, the ideas and meanings will be received perfectly by the readers.

Through the use of efficient activities such as creating, planning, organizing concluding, rewriting and editing, the learners should be trained to express their ideas, thoughts opinions and information in a written form as effectively as in oral form (Nuralisah, 2017: 11).

Writing skill is seen as a technical competence arranging and producing good writings in which the writer implements certain convention of variables of

2.1 The Notion of Writing

Writing is seen as the process of learning to express feelings, thoughts, ideas, information, knowledge and experiences. Writing is a process, which aims at understanding the piece of writing for acquiring knowledge and information for the process of interaction, learning and sharing ideas, feelings, opinions,..etc. (Delahunty and Garvey (2010:5). Gelb (1969: 12) believes that writing is an effective system of human communication through the use of conventional system. Accordingly, writing is intended to be a discovery process since it enables the reader to discover ideas and knowledge and how to organize, and convey these ideas and knowledge to others using graphic symbols. On the other hand, writing reveals writer's intentions.

It is argued that language is primarily speech. Writing is a means of changing sounds into graphic symbols (Riyanti, 2017: 10). However, some experts think that writing is more than transforming spoken language into written form. Brookes and Grundy (2000:1) argue that written language is seen by some to be spoken language changed into written form. on the other hand, the assumption stating that writing changes the spoken language into written form can be only true for activities like taking down dictation or transcribing tape.

Harris (1993: 10) states that the process of writing occurs over a period of time since it needs extended periods of thinking preceding creating an initial draft. Moreover, Harris (ibid: 22) argues that writing is an essential activity in teaching for its fundamental importance in learning, personal development and achievement in the education system. Teachers attempt to strive continuously to present the best ways to enable their learners to find fulfillment to be good writers. Also, Hedge (1998: 19) thinks that writing is a complicated process that requires a number of operations going on simultaneously. Furthermore, some writers seem to be better than others for their better comprehending of how to make this process work influentially and consequently, they do their best to present more effective pieces of writing.

Byrne (1997: 1) presents another definition of writing stating that writing is the act of presenting letters or combination of letters forming marks on any flat surface of material. However, it is seen that writing is more than production of graphic symbols, like speech that is more than the production of sounds. Writing symbols must be arranged according to certain conventions to produce words that are ordered to present sentences. In this process, the writer needs to use certain conventions of variable of linguistic aspects (word spelling, sentence structures, punctuations,.. etc) for expressing ideas, thoughts, knowledge feelings..etc. So, the readers can comprehend the text adequately.

Peat et. al. (2002: 168) clarifies that writing is an exploring process when the writer starts from nothing and then he/ she learns as he/ she goes gradually. Through this process, ideas are explored from sentences to paragraphs. Someone's mindset can be practiced to be formed through the writing process. As all art forms, writing is a craft that needs practice. The sooner the learner starts his/ her practice in writing, the quicker he/ she will get greater experience

teaching writing in Iraqi secondary schools through using R.D. pre-writing technique.

1.6 Definition of Basic Terms

The following terms have been defined theoretically and operationally:

1.6.1 Running Dictation

Running Dictation is regarded as one of the dictation techniques. It is adopted to develop writing skill through implementing the process of dictation by the learners themselves within a group work. One member is responsible for reading the teacher's text, the other is responsible for passing the sentences of the text and the third one writes down these sentences (Nuralisah, 2017: 23).

Operationally, Running Dictation is defined as a technique adopted to develop learners' writing skill where one of the learners reads the teacher's text sentence by sentence to his /her classmate who will run to convey these sentences to his/ her team to write them down.

1.6.2 Writing Skill

Writing is considered as one of the four skills in language learning. It is a cognitive process that involves arranging the graphic system such as the letter, word and sentences of certain language to initiate and evolve ideas and then use certain revising and editing practices for developing them for the written communication to help the reader understand the message or information (Mutmainnah, 2017: 18).

Writing can be defined operationally as one of the four language skills by which the language users can communicate and express their thoughts, ideas, feelings, knowledge graphically tying these elements through the use of scientific and literary styles.

1.6.3 Technique

Good (1973: 591) defines a technique as "an instructional procedure designed to relate to learners the material being presented in order to facilitate learning.".

Operationally, a technique is defined as the steps and procedures adopted by the teacher to present lesson activities for his/ her learners.

SECTION TWO: Running Dictation Technique and the Concept of Writing

2.0 Preliminary Notes

In this section, the concept of writing, the importance of this skill and how to develop it will be presented, the definition of Running Dictation (R.D. for short) as a pre-writing technique and how to implement it in teaching writing will be explained, and finally, the previous studies that tackle such topic will be discussed.

Hussein: 2010, Al-Bahadli: 2011, and Frak: 2014). So, in order to overcome these difficulties in teaching writing, teachers are advised to follow effective strategies and techniques in teaching and developing the process of writing. One of these effective and beneficial techniques is Running Dictation.

Chia (2011: 37) notes that Running Dictation (R.D. for short) is adopted to build up learner's note taking and develop writing process. Harmer (2007: 264) states that this technique is appropriate for scaffolding writing skill through adopting cooperative learning to overcome the problems that learners face in learning writing. Also, working students in groups fosters active leaning and peers learning. Besides, this technique adds fun and enjoyment for EFL lessons to break monotony and boredom inside the class. Muharly (2017: 1) asserts that this technique invites learners to enjoy.

their classroom time, remember vocabulary, write well, dictate correctly and complete classroom assignments. On the other hand, teachers can adopt this technique to enable learners to review the previous material they have learnt.

1.2 Aim

The aim of the present study is to empirically investigate the effect of R.D. pre-writing technique on Iraqi EFL intermediate school students' performance in writing skill.

1.3 Hypothesis

It is hypothesized that there is no statistically difference between the mean score of the performance in writing of the experimental group students who are taught writing by R.D. pre-writing technique and that performance in writing of the control group students who are taught writing by the traditional technique in the composition writing post-test.

1.4 Limits

1-The study is limited to the students of the second class intermediate school in Kerbala during the academic year 2018-2019.

2-The sample of the material is limited to teaching writing in the last four units of (English for Iraq-second intermediate class by O'Neill, Terry and Peter Snow, 2015)

1.5 Value

The present study meets the needs of secondary school teachers since R.D. pre-writing technique is hoped to be valuable and efficient for assessing students' writing performance. Teachers can utilize of the present study to reinforce teaching writing. Additionally, the present study make them enhance group work which is one of the communicative approach activities. Furthermore, the present study can be beneficial for Iraqi secondary school students as R.D. pre-writing technique develops students' learning writing and enables them to practice writing accurately. Finally, the findings of the present study can be beneficial for the organizers of in-service-training courses in English to develop

However, there are a number of difficulties that teachers and learners face in teaching/ learning the process of writing. According to Zulraudha (2014:59), some learners think that starting to writing is starting to face some difficulties in writing. This is because they see that writing is a natural gift not a learned skill. So, they do not attempt to improve this skill and let themselves be weak at writing. In fact, they have a negative belief that they do not have the natural talent in writing. Serra (2013: 1) agrees with the opinion saying that developing learner's writing skill is not an easy task. Teachers face a great challenge in teaching writing. On the other hand, some students do not enjoy practicing in the classroom writing activity because they do not receive enough encouragement from their teachers who adopt traditional and boring.

strategies in teaching writing. Afrilyasanti (2011: 1) adds that some learners have feelings of shyness and anxiety as they are afraid of committing some mistakes in their writings. Also, they have a very small opportunity to practice writing or do a written communication outside the classroom.

Mutmainnah (2017: 2) determines certain difficulties that learners face in learning writing. Some learners have low level in the process of writing. So, they are confused when they are asked to produce a piece of writing. They cannot express their ideas effectively and freely in the written form. They lack vocabulary and do not have a good mastery on a grammatical system. They cannot choose the suitable expressions for their writings. They face a number of obstacles in producing a text to be relevant to the topic. Muharly (2017: 1) agrees with Mutmainnah, seeing that the writing process needs the foreign learners to have a certain amount of foreign language background knowledge about vocabulary and grammatical system. So, he considers writing as the most difficult skill for those learners.

As an English teacher in a secondary school for more than twenty years, the researcher has found certain problems in teaching writing. The learners find writing is difficult to learn and develop because they have not been taught to know how to write or realize the steps followed in the writing process so they are afraid of being criticized because of making mistakes in their writings. So, they find themselves in an embarrassed situation if they do not produce an effective writing. Moreover, the time of the lesson is not enough for the learners to practice and develop their writing skill and it is not enough for the teacher to offer the learners enough practice and exercises to develop this skill. Also, writing activity is given short time in each period lesson because each lesson contains a number of activities other than writing to be covered in one lesson period.

Furthermore, teachers in Iraqi EFL classes follow traditional and boring strategies and techniques in writing activity. This creates an uninteresting and unpreferable classroom atmosphere. Regardless developing writing skill, some teachers present their learners ready-made writings to enable them to get good marks in the exams.

Iraqi students' weakness at writing process has been asserted by the previous studies such as (Al-Azzawi: 1998, Al-Karkhi: 1999, Al- Temimi: 2005,

في الكتابة لصالح المجموعة التجريبية. بناءً على النتائج، تم تقديم بعض الاستنتاجات والتوصيات التربوية إضافة
إلى تقديم عدد من الدراسات المقترحة.

الكلمات المفتاحية: الإملاء التعاوني النشط، مهارة الكتابة، تقنية.

Abstract

Writing is a skill that enables us to communicate through expressing our thoughts, feelings, experiences, knowledge..etc. in a written form. This skill has become important to be mastered by the learners to communicate with the world cultures. So, writing has a vital role in education. However, Iraqi teachers and their learners face a number of problems and difficulties in teaching writing in Iraqi EFL classrooms. Many techniques have come to the field of teaching English as a foreign language (TEFL for short) that aim to develop students' writing skill. One of these techniques is Running Dictation (R.D. for short) which aims at enabling students to improve writing process. This study aims at investigating the effect of R.D. pre-writing technique on Iraqi EFL intermediate school students' writing skill. The study is limited to the students of the second intermediate class in Kerbala during the academic year 2018-2019. Results have proved that there is a statistically significant difference between the mean scores of the performance of the experimental group students who are taught by R.D. pre-writing technique and that of the control group students who are taught by the traditional technique in the writing post-test in favor of the experimental group. Based on the above result, some conclusions and pedagogical recommendations have been put forward, as well as a number of further studies have been proposed.

Keywords: Running dictation, Writing skill, Technique

Introduction

1.1 The Problem and its Significance

Writing is considered as one of the four skills that should be developed in teaching languages. It is important to pay a great attention for improving this skill in teaching English since it is considered the most effective means in human communication. Graham and Perin (2007: 3) see that "Writing skill is a predictor of academic success and basic requirement for participation in civil life in the global economy".

Harmer (2007: 31) sees that teachers should encourage their students to express their ideas, feelings and experiences through implementing writing skill because it focuses on accurate language use. It is thought that writing can efficiently provoke language improvement as students try to write well and overcome any problems they face in the writing process. In learning English, writing is regarded as the one of the most effective and important skills to be mastered. So, teachers should pay great efforts to enable their students to develop their writing skill.

أثر تقنية "الإملاء التعاوني النشط" ما قبل الكتابة على أداء طلبة المدارس المتوسطة العراقيين دارسي اللغة الإنجليزية لغة أجنبية في مهارة الكتابة

The Effect of Running Dictation Pre-writing Technique on Iraqi EFL Intermediate School Students' Performance in Writing Skill

م.م أسعد عبد المحسن عبد الوهاب [1]

Asst. Inst.Asaad Abdul Muhsin Abdul Wahhab

مستخلص البحث

الكتابة مهارة تمكننا من التواصل من خلال التعبير عن أفكارنا ومشاعرنا وتجاربنا ومعارفنا... الخ. في شكل مكتوب. أصبحت هذه المهارة مهمة لغرض إتقانها من قبل المتعلمين للتواصل مع ثقافات العالم. لذا، الكتابة لها دور حيوي في التعليم. ومع ذلك، يواجه المدرسون والمتعلمون في المدارس العراقية عددًا من المشكلات والصعوبات في تدريس وتعلم الكتابة. ولقد أستُخدمت العديد من التقنيات في مجال تدريس اللغة الإنجليزية كلغة أجنبية التي تهدف إلى تطوير مهارة الكتابة لدى الطلاب. أحدى هذه التقنيات هي (الإملاء التعاوني النشط) وهي تقنية تمكن الطلاب من تحسين عملية الكتابة. تهدف الدراسة الحالية إلى بحث في تأثير هذه التقنية على مهارة الكتابة لدى طلاب المرحلة المتوسطة في اللغة الإنجليزية كلغة أجنبية. تحددت الدراسة على طلبة الصف الثاني المتوسط في كربلاء خلال العام الدراسي ٢٠١٨-٢٠١٩..أثبتت النتائج أن هناك فرقًا إحصائيًا في الدلالة بين متوسطات درجات أداء طلاب المجموعة التجريبية الذين يتم تدريسهم بواسطة تقنية (الإملاء التعاوني النشط) وأداء طلاب المجموعة الضابطة الذين يتم تدريسهم بواسطة التقنية التقليدية في الاختبار البعدي

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١ – المديرية العامة لتربية كربلاء asaad _mohsin@karbala.edu.iq.