Using A Dictogloss Strategy Based Program Supported with Powtoon to Improve First Year Secondary Stage Students' Narrative Writing Skills

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Abstract:

The present study intended to investigate the effectiveness of using a dictogloss strategy-based program supported with powtoon to improve first year secondary stage students' narrative writing skills. Eighty first year secondary stage students from Assiut governorate in Manfalout city participated in the study. They were randomly chosen and separated into two groups: an experimental group (n=40) and a control group (n=40). The experimental group students were taught through using the dictogloss based program supported with powtoon whereas those of the control group studied the same content through the traditional method. The quasi- experimental design of two groups was used in the study. A narrative writing pre-post test was used as the study's instrument. The results indicated that the students of the experimental group performed much better on the post testing. The program was thus proved to be effective in improving their narrative writing skills (writing a good topic sentence, writing a well-organized paragraph, using transition to connect ideas of the paragraph, writing a correct grammatical sentence, write an appropriate concluding sentence, using mechanics of writing). The studies number of powtoon are rare. Therefore, the present study tried to overcome the gaps in the related literature.

Keywords: *Dictogloss Strategy; Powtoon; Narrative Writing Skills; First Year Secondary Stage Students.*

استخدام برنامج قائم على استراتيجية السرد الإملائي المدعومة ببرنامج الباوتون لتحسين مهارات الكتابة الروائية لدى طلاب الصف الأول الثانوي

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ملخص:

هدفت الدراسة الحالية إلى تحديد فعالية استخدام استراتيجية السرد الإملائي المدعومة ببرنامج الباوتون لتحسين مهارات الكتابة الروائية لدى طلاب الصف الأول الثانوي. وقد شارك في الدراسة (80) طالبًا من محافظة أسيوط –مدينة منفلوط تم اختيارهم بطريقة عشوائية، وتقسيمهم إلى مجموعتين، إحداهما تجريبية قوامها (40) طالبًا ومجموعة أخرى ضابطة قوامها (40) طالبًا. وتم التدريس للمجموعة التجريبية باستخدام استراتيجية السرد الإملائي مع برنامج الباوتون, بينما تم تدريس المحتوى نفسه للمجموعة الضابطة باستخدام الطريقة المعتادة في التدريس ، ولتحقيق هدف الدراسة تم استخدام المنهج التجريبي, بالتصميم شبه التجريبي ذي المجموعتين, وذلك بتطبيق أداة الدراسة اختبار مهارات الكتابة الروائية قبليًا وبعديًا. وأوضحت نتائج الدراسة تفوق المجموعة التجريبية على المجموعة الضابطة في الاختبار البعدي، مما دل على فاعلية البرنامج في تحسين مهارات الكتابة الروائية (كتابة جملة افتتاحية جيدة، كتابة فقرة منظمة بشكل جيد، استخدام الانتقالات لربط أفكار الفقرة، كتابة جملة نحوية صحيحة، كتابة جملة ختامية مناسبة، استخدام ميكانيكا الكتابة). كما أن عدد الدراسات التي تم إجرائها باستخدام باوتون نادرة. ولذلك حاولت الدراسة الحالية التغلب على الثغرات الموجودة في الأدبيات ذات الصلة.

الكلمات المفتاحية: *استراتيجية السرد الإملائي، باوتون، مهارات الكتابة الروائية، طلاب الصف الأول الثانوي.*

1. Introduction

Nowadays, language is important in several facets of life such as: social work, travel, business and education. In education, English language occupies a central position because it serves as a vital tool for obtaining knowledge and a useful medium through for facilitating communication among individuals in the society. In this context, it is used for expressing thoughts, exchanging opinions, and communicating effectively. For example, people communicate with others in various contexts in order to establish relationships, share ideas, and transmit messages because it is an international language. The need of learning English has become indispensable in most Arab countries such as: Egypt, Palestine, Jordan…etc. Since English language is one of the most common languages in the entire world today, its importance cannot be ignored.

Learning English requires mastering the four fundamental language skills: listening, speaking, reading, and writing. These skills are separated into two categories: receptive skills (listening and reading) and productive skills (speaking and writing). Writing is considered the last language skill. According to El-Sharkawy et al. (2020) writing is an effective skill and a powerful tool that requires conveying thoughts to the readers on a paper. Also, it demands the highest level of linguistic competence to be acquired. In short, writing is not just coming up with words and sentences, but students are required to be able to construct words and sentences which are grammatically and logically linked in order to produce a piece of writing.

Writing is an important skill in the learning process in English language. It has pedagogical benefits for success in school. As indicated, Muslim (2014) states that writing is considered an influential skill on students' success or failure. Also, it is a medium for the improvement of language proficiency as students are able to practice and show their knowledge of several language components, such as grammar, lexis, coherence, etc… in their written work. To sum up, writing becomes a fruitful process when the students demonstrate evidence of their progress in the learning process. It is a vital element in developing writing and has a positive effect for academic achievement.

Furthermore, writing is a developmental process. It composes of three main stages: pre-writing, during writing (drafting, editing, revising) and post-writing (publishing). At the pre-writing stage, students have to make brainstorming and set goals for their writing. During writing, they have to organize, refine their ideas and revise it. Teachers have the responsibility of assisting students in the writing process. In the drafting stage, they write the first and second draft. Therefore, students can become better writers. Writing needs to be taught explicitly to students and given adequate time—it cannot just take a few minutes here and there in order to equip them with the necessary abilities. To generate a final writing output that is effective, students must be deliberate and thoughtful in addition to writing swiftly and freely (Abdrabo, 2020). Consequently, writing is a series of both forward and backward stages that requires students to stop and think, examine and modify what has been written.

Additionally, writing has a variety of types, including descriptive, argumentative and narrative writing. Narrative writing is a type of writing that concerns with telling a story whether it is true or made up with the intention of entertaining or amusing the readers or informing about something. Putri and Andanty (2023) stated that a well written story helps the readers respond to an event. They are able to virtually sense the event in addition to understanding it. For example, when sharing a joke with a friend or telling something amazing, you should use narrative. Narrative includes: short stories, novels, humorous anecdotes, comics, legends and fairy tales. In short, writing in the narrative style involves using the narration process to describe a sequence of events in a sequential manner that culminates in an expected or surprising conclusion.

Narrative text includes a lot of elements. According to Ammade and Ziska (2023), a narrative text includes five components: an orientation, a complication, a resolution, re-orientation, a coda. In an orientation, the readers are informed about 'who' is in the story, 'when' the story happens and 'where' the story's events take place. A complication indicates the start of an issue that causes the main character's crisis (climax) and initiates a series of events that shapes the plot. A resolution indicates that the issue or (the crisis) that has been handled is resolved usually with a

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happy or a sad (tragic) conclusion. The characters resolve the problem generated in the complication. Re-orientation, this is the story's end and it is optional statement. It must be written in the past tense form. The last element is a coda that delivers moral value based upon the information that has been gained from the story. According to Ginting et al. (2019), the story should covers three elements: what characters seem (their viewpoint), where the action is happening (the story's environment), and how things are happening.

Although mastering writing is essential, narrative writing is recognized as one of the most challenging English skills and takes a lot of effort. According to Albiansya, and Kamsiah (2021), writing narratively is especially difficult for students because it takes a very long time to think about and convey a notion, to develop the topic and to produce a narrative text. It entails many skills such as: organization of ideas and content, mastering vocabulary, and using mechanics of writing. Furthermore, students find it challenging to compose a narrative writing text due to their limited vocabulary and poor knowledge of English grammatical rules, the low talent that students have in writing a lack of imagination. The students felt confused on the use of past simple tense. Also, they do not know how to start their writing. Many studies in Egypt indicated that the students have difficulties in their narrative writing such as: Abdel-Maksoud (2014), Al-Shamy (2018), Eid (2021), Eldreeny (2022), Abo El Hassan (2023).

Recently, there is always a need to examine the different strategies through continuous research to make teaching writing a practical, enjoyable process and worthwhile activity. One of those new strategies is a dictogloss strategy which makes a change from focusing only on form to meaning and form. So, the students are capable of reconstructing ideas and reforming them in a new context. One of the dictogloss several benefits is that it can help the students to become a better writer. According to Vasiljevic (2010), dictogloss is a useful tool for improving students' learning capacities. Because every student has a unique writing style, dictogloss gives them the chance to gain a fresh skill from their group. Additionally, by combining ideas in a written form, students can learn grammar and vocabulary at the same time. Therefore, students become active and courageous will learn to compose a narrative writing text with joy and in a comfortable atmosphere.

In the era of globalization, technology has considerable role in the educational field. The rapid advancement of technology has created new chances for changing the way of teaching. In this context, Amiri and Shirifi (2014) state that modern technology becomes an important component of teaching language. Using technology has become indispensible tool in English teaching classroom. Using new strategies with technology in the classroom can attract students' interests or enthusiasm in the learning process, enhance their communication. Of course, new technologies are only useful to the extent that they are adopted and integrated in Powtoon which represents a web-based application with multiple features including graphics, animation, pictures and cartoons. It can be utilized as a lively presentation to make the learning process enjoyable for the students. Semaan (2018) mentioned that Powtoon is an innovative media that is used to stimulate students' thoughts and encourage them to write. Additionally, it could be beneficial for the students to arrange their thoughts before turning them into a paragraph. Because Powtoon is an online tool, which is used to teach writing and is classified as downloading videos with animation from YouTube because it is a web-based application similar to PowerPoint.

Briefly, the ever-increasing importance of using technology in the classroom and the significant role that it plays in promoting the foreign language learning have been given consideration in some studies such as: Mollaei and Riasati (2013), Putri and Andanty (2023). Despite the importance and effectiveness of the dictogloss and powtoon, the review of literature shows a gap and shortage in implementing the dictogloss strategy with powtoon in the secondary stage. In order to make English writing class more interesting, thrilling and enjoyable, teachers have to be more creative in the materials and strategies which they choose and use in the class. In this scenario, Kartika, Susilo and Natsir (2017) claim that in order to create a positive environment of teaching English for students, there is a need to teach the English language in a better way. To the best of the researcher's knowledge, there is no study that used the dictogloss strategy with powtoon.

Therefore, the researcher tried to use a dictogloss based program supported with powtoon to improve first year secondary stage students' narrative writing skills.

1.1 Context of the Problem

The researcher observed that most secondary stage students lack essential narrative writing skills. They have difficulties in writing a good topic sentence, choosing precise vocabulary, using correct tense as well as organizing and connecting their ideas. In addition, they make a lot of spelling, punctuation and capitalization mistakes. They feel that writing activities are boring and difficult. Having poor abilities and negative feelings about writing activities prevents them from being totally engaged in these activities.

In an informal meeting with ten teachers of English at the secondary stage, the teachers mentioned that most teachers used traditional methods in teaching narrative writing skills. Therefore, the students did not participate actively in the classroom because they felt bored. In addition, the teachers use textbook guide without any media then let students write alone. Consequently, the students find it difficult in developing themselves as writers and engaging with interesting topics that aim to entertain or amuse the readers or viewers.

Many studies that were conducted in Egypt indicated that secondary stage students lack narrative writing skills such as: Abdel-Maksoud (2014), Al-Shamy (2018), Eid (2021), Eldreeny (2022), Abo El Hassan (2023). This showed that the results of the related literature supported that there is a real need to use a new method. Even though the previous studies recommended improving the narrative writing skills in various stages, complaints still exist.

To validate the existence of the problem, the researcher conducted a pilot study through applying a diagnostic test on a group of 20 first year secondary stage students and the pilot study demonstrated that %78 of the students in the first year are very weak in narrative writing skills such as: writing a good topic sentence, writing a well-organized paragraph, using transition to connect ideas of the paragraph, writing a correct grammatical sentence, write an appropriate concluding sentence, using mechanics of writing.

1.2 Statement of the Problem

The problem of the study was demonstrated in the first-year secondary stage students' poor performance in narrative writing skills (writing a good topic sentence, writing a well-organized paragraph, using transition to connect ideas of the paragraph, writing a correct grammatical sentence, writing an appropriate concluding sentence, using mechanics of writing). Therefore, the present study used a dictogloss based program supported with powtoon to improve first year secondary stage students' narrative writing skills.

1.3 Aim of the Study

The present study aimed mainly at identifying the effectiveness of using a dictogloss based program supported with powtoon to improve first year secondary stage students' narrative writing skills (writing a good topic sentence, writing a well-organized paragraph, using transition to connect ideas of the paragraph, writing a correct grammatical sentence, writing an appropriate concluding sentence, using mechanics of writing).

1.4 Question of the Study

The present study tried to give an answer to the main question:

What is the effectiveness of using a dictogloss based program supported with powtoon on improving first year secondary stage students' narrative writing skills (writing a good topic sentence, writing a well-organized paragraph, using transition to connect ideas of the paragraph, writing a correct grammatical sentence, writing an appropriate concluding sentence, using mechanics of writing)?

1.5 Hypothesis of the Study

The present study tested the main hypothesis:

There would be a statistically significant difference at 0.05 level between the mean scores of the experimental group and the control group in the narrative writing pre- posttest in favor of the experimental group.

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1.6 Significance of the Study

The significance of the present study can be summarized as follows:

(A) For EFL students

− The study is important for EFL students because it is expected to improve their narrative writing skills.
− The program may allow EFL students to become more active and confident.
− The use of a dictogloss supported with powtoon provides EFL students with opportunities to cooperate, share ideas, negotiate problems and discuss solutions.

(B) For EFL teachers who teach in the secondary stage

− The study is important for EFL teachers in the secondary stage as it will assist them through the teacher's guide and students' work book that are parts of the dictogloss supported with powtoon.
− The study may be significant to EFL teachers because it can provide them with solutions to the problems that they encounter during teaching the course such as grammatical problems.

(C) For course designers

The importance of the dictogloss with powtoon and the concomitant activities with this promising strategy may be important to the course designers especially with young so the writing becomes a fruitful process.

1.7 Delimitations of the Study

This study was delimitated to the following points:

− A group of 80 students in first year secondary stage from Assuit governorate at Manfalout secondary school for males who were randomly chosen to represent both: the experimental and the control groups. They are from one public school and they have the same linguistic background.
− Some narrative writing skills (writing a good topic sentence, writing a well-organized paragraph, using transition to connect ideas of the paragraph, writing a correct grammatical sentence, write an appropriate concluding sentence, using mechanics of writing).
− The experiment included five weeks during the first semester 2023\ 2024.

1.8 Definitions of Terms

1.8.1 Dictogloss strategy

Alsibai (2017, P 336) defines dictogloss as "an activity in language teaching in which the teacher reads a short text twice to the class at normal pace. The objective of the first reading is to familiarize the students with the topic without taking notes. When the teacher reads the text for the second time, students highlight key words and phrases. After that, the students work in groups to reconstruct the text and pay attention to grammatical accuracy and textual cohesion, doing dictation activity to listen carefully, write, share their notes"

For the present study, dictogloss is a teaching strategy that helps first year secondary stage students to improve their narrative writing skills.

1.8.2 Powtoon

Wafirotul (2019, P 6) defines powtoon as "online tool which has a very interesting animation features such as: handwriting animations, cartoon animations and vibrant transition effects and settings."

For the present study, powtoon is a teaching media that helps first year secondary stage students to write a good topic sentence, write a well-organized paragraph, use transition to connect ideas of the paragraph, write a correct grammatical sentence, write an appropriate concluding sentence and use mechanics of writing.

1.8.3 Narrative writing skills

Fauzia (2021, P 418) defines narrative as "a kind of essay that concerns with narrating a story or a series of events in which they occur. Its objective is to construct meaning of an event or a sequence of events through telling a story. Therefore, it can be concluded that narrative texts deal with stories. The stories involve events which are presented to entertain the readers or listeners. Thus, the purpose of written stories is to amuse the readers".

For the present study, narrative writing skills are the abilities that help first year secondary stage students to write a write a well-organized paragraph, use mechanics in writing so they can write a good narrative text, interact with the text and reconstruct the meaning of the text.

2. Literature Review

Many studies seek to make learning an intrinsically social activity in order to support their views and understanding of social learning. According to Soliman (2021) the social learning and student engagement are fundamental parts of knowledge construction in the current educational theories. First, interactive teaching unites the students, concentrates their attention and facilitates the group interaction. Second, constructivism places a strong emphasis on the learner who gathers and organizes information, formulates hypotheses to reach conclusions and eventually create meaning. Third, in contrast to passively receiving teaching (e.g., lecture-based instruction), the students fully participate in the process of learning via reading, writing, discussion, analysis, synthesis and evaluation.

The emergence of web 0.2 technology provides new opportunities of English language teachers to organize online content and help students to practice writing skills via learning media. In the information era, it is hoped that tapping on the advanced technology, Egyptian English language teachers can help their students who study English as a foreign language to improve their writing skills. Powtoon provides learners with simple features It helps them create a platform to a content; give them a time to revise. According to Al-Saleem (2012) the teacher stimulates his/her students' interest through using media in the teaching process. In this case, teacher has to consider the relevant and effective media that has been used in the process of learning. For example, Soliman (2021) used animation video. Helping students to understand the language and writing down their ideas was the primary goal of using videos to teach stories. The students were given an overview of the video including details about the topic, characters, message, and settings.

2.1 Studies Related to Narrative Writing Skills

Writing a narrative text is difficult for most of the students because they have limited vocabulary and poor comprehension of English grammar rules, the low talent that students have in writing and a lack of imagination. The students felt confused on the usage of past simple tense. A number of studies that were conducted in Egypt and the Arab world indicated that the secondary stage students lack the narrative writing skills such as: Abdel-Maksoud (2014), Nassar (2017), Al-Shamy (2018), Daulay et al. (2022), Abo El Hassan (2023) as follows:

Abdel-Maksoud (2014) investigated the effectiveness of writing conferences to improve EFL secondary students' narrative and persuasive writing skills in Zagazig. The participants were 60 students from among the eleventh-grade students who were randomly separated into two groups: an experimental group (n=30) and a control group (n=30). The study was a quasi- experimental design. The students of the experimental group taught the suggested program whereas those of the control group studied the content through the traditional method. The instruments of the study were: a narrative writing pre-posttest and a persuasive writing pre-posttest. The results indicated that the students of the experimental group performed much better on the post test. The program was effective in improving their narrative and persuasive writing skills and significant at .05 level in favor of the experimental group.

Nassar (2017) investigated the effectiveness of a blended learning to improve tenth graders reading and narrative writing skills in Palestine. The participants were 50 students from among the eleventh-grade students who were randomly separated into two groups: an experimental group (n=25) and a control group (n=25). The study was a quasi- experimental design. The students of the experimental groups taught the suggested program whereas those of the control group studied the

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same content through the traditional method. The instruments of the study were: an observation sheet, a narrative writing pre-posttest and a reading pre-posttest. The results indicated that the students of the experimental group performed much better on the post test. The program was effective in improving their reading and narrative writing skills and significant at .05 level in favor of the experimental group.

Al-Shamy (2018) investigated the effectiveness of using "weblogs" to improve EFL students' narrative writing skills in Banha. The participants were 60 female students from among the ninth-grade students who were randomly separated into two groups: an experimental group (n=30) and a control group (n=30). The study was a quasi- experimental design. The students of the experimental group taught the suggested program whereas those of the control group studied the same content through the traditional method. The instrument of the study was: a narrative writing pre-posttest. The results showed that the students of the experimental group performed much better on the post test. The program was effective in improving their narrative writing skills. The results were significant at .05 level in favor of the experimental group.

Daulay et al. (2022) investigated the effectiveness of using a dictogloss strategy to improve EFL students' narrative writing skills. The participants were 70 students from among the tenth-grade students who were randomly split into two groups: an experimental group (n=35) and a control group (n=35). The study was a quasi- experimental design. The students of the experimental group taught the suggested program whereas those of the control group studied the same content through the traditional method. The instruments of the study were: a narrative writing pre-posttest and an interview. The results indicated that the students of the experimental group performed much better on the post test. The program was effective to improve their narrative writing skills and significant at .05 level in favor of the experimental group.

Abo El Hassan (2023) investigated the effectiveness of corpora on improving secondary stage students' English language narrative writing. The participants were 66 female students from among the ninth-grade students in Cairo who were randomly separated into two groups: an experimental group (n=33) and a control group (n=33). The study was a quasi- experimental design. The students of the experimental group taught the suggested program whereas those of the control group studied the same content through the traditional method. The instruments of the study were: a narrative writing skills test and a rubric. The results indicated that the students of the experimental group performed much better on the post test. The program was effective in improving their narrative writing skills and significant at .01 level in favor of the experimental group.

2.2 Studies Related to Dictogloss Strategy

A large review of literature about the dictogloss strategy revealed that there is no study that were conducted in Egypt and used dictogloss except three studies. Also, there is no study that combines the new strategies with electronic learning media such as: combining dictogloss strategy with powtoon such as: Hidayah (2017) who claimed that employing the dictogloss strategy in the classroom can greatly aid students in developing their narrative writing skills because it can help with vocabulary, syntax, and mechanics. Furthermore, Retnowaty (2017) showed that dictogloss is a useful strategy to improve students' ability to write narrative paragraphs or narrative texts. Through encouraging students to be more engaged, the dictogloss reduces the amount of vocabulary or new words that are needed to be learned. This study also demonstrates how students grow braver and more self-assured. In addition to communicating with their peers, they actively correct one another's work. Here are some examples of studies that were conducted in Egypt and around the world as follows: Radwan (2010), Dewi (2017), Mayhoub (2022), Sani (2023)

Radwan (2010) investigated the effectiveness of using the dictogloss strategy to improve EFL secondary stage students' listening comprehension skills in Banha. The participants were 80 students from among the ninth-grade students who were randomly separated into two groups: an experimental group (n=40) and a control group (n=40). The study was a quasi- experimental design. The students of the experimental group taught the suggested program whereas those of the control

group studied the same content through the traditional method. The instruments of the study were: a listening comprehension pre-posttest. The results indicated that the students of the experimental group performed much better on the post test. The program was effective in improving their listening comprehension skills. The results were significant at .05 level in favor of the experimental group.

Dewi (2022) investigated the effectiveness of using the dictogloss strategy for developing secondary stage students' English writing skills and grammar learning. The participants were 22 students from among the tenth-grade students who were randomly separated into two groups: an experimental group (n=11) and a control group (n=11). The study was a quasi- experimental design. The students of the experimental group taught the suggested program whereas those of the control group studied the same content through the traditional method. The instruments of the study were: a writing skills test and a grammar learning test. The results indicated that the students of the experimental group performed much better on the post test and the post restorative learning scale. The program was effective in improving their writing skills and grammar learning. The results were significant at .05 level in favor of the experimental group.

Mayhoub (2022) investigated the effectiveness of using the dictogloss strategy for developing secondary stage students' English writing skills and restorative learning. The participants were 60 students from among the tenth-grade students who were randomly split into two groups: an experimental group (n=30) and a control group (n=30). The study was a quasi-experimental design. The students of the experimental group taught the suggested program whereas those of the control group studied the same content through the traditional method. The instruments of the study were: a writing pre-posttest and restorative learning scale. The results indicated that the students of the experimental group performed much better on the post test and the post restorative learning scale. The program was effective in improving their writing skills and restorative learning. The results were significant at .05 level in favor of the experimental group.

Sani (2023) investigated the effectiveness of using dictogloss strategy to enhance secondary stage students' English listening and writing skills in Mansoura. The participants were 80 female students from among the tenth-grade students who were randomly split into two groups: an experimental group (n=40) and a control group (n=40). The study was a quasi- experimental design. The students of the experimental groups taught the suggested program whereas those of the control group studied the same content through the traditional method. The instrument of the study was a listening comprehension pre-posttest. The results indicated that the students of the experimental group performed much better on the post test. The program was effective in improving their listening and writing skills. The results were significant at .01 level in favor of the experimental group.

2.3 Studies Related to Powtoon
There is no study conducted in Egypt that used powtoon to improve English language skills although it is proved its effectiveness abroad. There are some foreign language studies that used powtoon to improve English language skills such as: Ginting et al (2019), Martia et al. (2019), Albiansyah et al. (2021), Yuliantini (2021)

Ginting et al. (2019) described powtoon as animation videos and a form of media that can help students to inspire, to come up with new thoughts, keep them watching videos until they reach the reinforcement stage and check their understanding of the story. In addition, Martia et al. (2019) investigated the effectiveness of using powtoon to improve secondary stage students' difficulties in writing skills. The participants were 100 students from among the tenth-grade students who were randomly separated into two groups: an experimental group (n=50) and a control group (n=50). The study was a quasi- experimental design. The students of the experimental group taught the suggested program whereas those of the control group studied the same content through the traditional method. The instrument of the study was writing pre-posttest. The results indicated that the students of the experimental group performed much better on the post test. The program was effective in improving their writing skills .The results were significant at .01 level in favor of the experimental group.

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Albiansyah et al. (2021) examined if using an animated video is more beneficial than using conventional technique (question-answer) to improve students' writing skills of a narrative text. The participants were 50 students from among the tenth-grade students who were randomly separated into two groups: an experimental group (n=25) and a control group (n=25). The study was a quasi-experimental design. The students of the experimental group taught the suggested program whereas those of the control group studied the same content through the traditional method. The instrument of the study was writing pre-posttest. The results indicated that the students of the experimental group performed much better on the post test. The program was effective in improving their narrative writing skills. The results were significant at .01 level in favor of the experimental group.

Yuliantini (2021) added that technology has advanced and changed the learning process including the educational materials as well. Powtoon has numerous aspects that evoke students' interest such as: image, animation, video or music. Also, the usage of educational media has a beneficial effect on the students' learning outcomes. Students will enjoyably comprehend the learning material. In this context, Hardiningish and Amalo, (2023) investigated the effectiveness of using powtoon to improve students' English language skills. The instruments of the study were periodicals, e-books, and library resources. The results indicated that Powtoon could improve students' English skills. It also has many advantages such as colorful typefaces, dynamic animation, a blend of audio and visual elements, text and music that could help students to improve their English language skills. They mentioned that using powtoon lead students to have better narrative text writing.

In light of the pre-mentioned studies, it can be observed that most studies dealt with teaching writing skills in the secondary stage through using different strategies. There was an overwhelming agreement that students lacked understanding the narrative writing because of using inappropriate teaching methods. Despite different strategies that had been developed over the past decades to solve the problem of narrative writing, complaints still exist. The present study gets benefited from the previous studies because they used the quasi-experimental design and a narrative writing pre-posttest. They helped the researcher to choose the design and instruments of the study. As indicated, there were common factors between the current studies and the previous studies such as the dependent variable, the instruments of the study, but the present study differs from the earlier studies in the number of participants and the use of different strategy such as dictogloss with technological media. Therefore, the present study used a dictogloss based program supported with powtoon to improve first year secondary stage students' narrative writing skills.

3. Research Methodology

3.1 Participants

A group of 80 students in first year secondary stage at Manfalout secondary school who were randomly chosen to participate as representative of both: the experimental and the control groups. The experimental and the control groups were homogenous at the beginning of the experiment because they were the same age and had the same linguistic background; they were from one public school. There was no statistically significant difference at .05 level between the two mean scores of the two groups in the pre-test as follows: 82.18, 82.09

3.2 Design of the Study

To accomplish the aim of the study, the quasi-experimental design of two groups was used.

3.3 Variables of the Study

The present study had two variables:

The independent variable: a dictogloss strategy-based program supported with powtoon
The dependent variable: narrative writing skills

3.4 Materials and Instruments of the Study

(A) Materials

− A dictogloss with powtoon program included the following:
− A Teacher's guide that consisted of 10 lessons entitled "let's write". One unit was specified for learning vocabulary. The other unit was specified for learning grammar.

– Students' workbook

(B) The instrument

– A narrative writing pre-posttest for first year secondary stage students.

3.5 Procedures of the Study

At the planning (pre-writing) stage, a short text is read twice to the class by the teacher at normal pace. The goal of the first reading is to familiarize the students with the topic without taking any notes.

Acting is the next stage; (during writing), the teacher uses powtoon and asks the students to watch the movie twice. Then, they write down notes. After the students are asked to write a narrative text and retell a story using their own words. They work together in groups. The group members exchange their notes and they correct their grammatical mistakes within the allotted time.

In the post-writing stage, they rewrite the paragraphs with the goal of maintaining written coherence and grammatical accuracy. After that, each group presents their modified version of the text to the class as a whole. Every one of the students examines and revises these different reconstructions of the texts with the help of their teachers and peers that support educational objectives.

3.5.1 The teacher's role in the dictogloss with powtoon program

The teacher assumes multiple responsibilities throughout the program. The teacher's role in the program is changed according to the aim of the lesson. These roles are varied as follows: a) the teacher is an observer, b) a supporter, c) a facilitator, d) a participant, e) a designer of tasks.

3.5.2 The students' roles in the dictogloss with powtoon program

The students have an important role in the program. They are active participants, zealous, autonomous to write, work cooperatively, plan, accept challenges, and perform the tasks.

3.5.3 The Narrative Writing Skills Test

3.5.3.1 Objective of the test

The test aimed to assess the students' narrative writing skills as follows:

– write a good topic sentence
– write a well-organized paragraph
– use transition to connect ideas of the paragraph
– write a correct grammatical sentence
– write an appropriate concluding sentence
– use mechanics of writing.

3.5.3.2 Test description

The test was designed for assessing the students' narrative writing skills. The test involved the instructions.

3.5.3.3 Scoring technique of the test

The researcher designed a scoring rubric for writing questions. The indicators separated into five criteria. The true value of every item that is written in the question paper was computed according to the following:

Table 1: Criteria of scoring technique of the test

No	Indicators	Criteria	Score
1		The meaning and the structure are correct and free of errors	5
2	Mechanics	The meaning is correct and few errors in the structure	4
3		The meaning is incorrect and sometimes errors in the structure	3
4		The meaning is correct and a lot of errors in the structure	2
5		The meaning and structure are incorrect	1

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3.5.3.3 Test validity

The test validity was calculated through using two ways:

Logical validity through introducing the test to a number of jury members to evaluate the test regarding:

a) The appropriateness of the test items to the aim of the study.

b) The clarity of the instructions given.

c) The suitability of the language to the students' linguistic background.

The internal validity of the test was calculated by using SPSS. 016 through finding the correlation between the mark of every sentence and the total mark of the test

The correlation coefficient was (0.80).This means that the test was valid.

The researcher designed a scoring rubric for short answer questions. The indicators separated into five criteria. The true value of every item that is written in the question paper was computed according to them.

3.5.3.4 Test reliability

The test reliability was calculated through using Cronbach's Alpha as follows:

Table 2: Test reliability

Skill	Cronbach's Alpha
Write a good topic sentence	*0.74
Write a well-organized paragraph	*0.78
Use transition to connect ideas of the paragraph	*0.75
Write a correct grammatical sentence	*0.74
Write an appropriate concluding sentence	*0.76
Use mechanics of writing	*0.74
Total	*0.78

In light of table 2, it was indicated that by using Alpha-Coronbach, the result showed the consistency was *0.78. This value was considered high and made the test reliable and applicable.

3.5.3.5 Test Duration

The test time allowed through using the following equation:

Test time allowance = the time that was taken by the fastest student who finished the test+ the time that was taken by the slowest and final student ÷2

M= 90+60 = 150÷2=75

Then, the researcher allowed 15 minutes for revision. Therefore, the total time became 90 minutes.

4.Results of the Study

To confirm the main hypothesis "There would be a statistically significant difference at 0.05 level between the mean scores of the experimental group and the control group in the narrative writing pre- posttest in favor of the experimental group". The mean scores of the experimental and control group in the post-test were compared through using T-test of two independent groups. It was indicated that the experimental group got a higher mean (40.91) than the control group who got (35.37).This confirms the hypothesis answer to the question what is the effectiveness of using a dictogloss based program supported with powtoon on improving first year secondary stage students' narrative writing skills (writing a good topic sentence, writing a well-organized paragraph, using transition to connect ideas of the paragraph, writing a correct grammatical sentence, writing an appropriate concluding sentence, using mechanics of writing. The following table indicates the difference between the experimental group and the control group mean scores in the post-test in every skill as follows:

Table 3: Comparison between the experimental and the control group performance in the post-test

Skills	Groups	Means	SD	T-Value	DF	Significance
Writing a good topic sentence	Experimental	7.43	.80	10.05	78	**
	Control	5.53	1.30			
Writing a well-organized paragaph	Experimental	8.73	.45	7.44	78	**
	Control	5.33	.50			
Using transitions to connect ideas of the paragraph	Experimental	3.03	.62	5.30	78	
	Control	2.35	.70			**
Writing a correct grammatical sentence	Experimental	7.66	.96	4.10	78	
	Control	5.66	.77			**
Writing an appropriate concluding sentence	Experimental	2.90	.61	4.12	78	
	Control	2.27	.52			**
Using mechanics of writing	Experimental	13.43	.50	6.12	78	
	Control	10.53	.63			**
Total score	Experimental	40.91	2.19	7.64	78	
	Control	35.37	2.45			**

5. Discussion of the Results

The study results were remarkably positive and encouraging. Through examining students' answers in the narrative writing post-test, the results indicated that there was a statistically significant difference between the experimental group and the control group at 0.05 level in favor of the experimental group. In the experimental group, the mean scores were higher in the narrative writing test (40.91) than the control group who got (35.37), and the performance was much better. They achieved overall progress in the intended skills respectively (writing a good topic sentence, writing a well-organized paragraph, writing a correct grammatical sentence, using mechanics of writing, using transition to connect ideas of the paragraph writing an appropriate concluding sentence. This progress may be attributed to the program and the animation movies that help the students in learning and developing their ideas of writing). After using powtoon with dictogloss, the students showed interest in English lessons particularly writing narrative texts and they were pleased after using powtoon with dictogloss. They participated in the lessons, complete the assignments with zeal and showed no reluctance because powtoon helps the students generate and organize their ideas in writing through pictures. Also, it provides an attractive and stimulating framework for writing practices

Also, this progress may be attributed to the teacher's role as a facilitator, the effective tasks that the teacher used, the comfortable atmosphere that she created, the teacher's encouragement, the teacher's feedback because students received explicit and implicit feedback from the teacher and their peers. Additionally, this could be due to the feedback. It allowed students to move away from the traditional methods that the teachers use, provided them with opportunities to interact, negotiate, discuss and communicate effectively. Perhaps, this progress could be due to the students' participation in the classroom and cooperation with their peers in groups that helped them to use the language communicatively. The students were active participants, enthusiastic, worked cooperatively.

But before implementing the program, the results were not satisfactory. The two mean scores of the experimental and the control group in the pre-test were not statistically significant at the .05 level between as follows: (82.18), (82.09). The teacher used one way of teaching which is teacher-centered. The teacher was the source of information. The students hate writing. They were lazy and afraid of making mistakes in front of others and did not want to participate actively in the classroom. Some students did not convince with the program at the beginning, because teachers did not use enough teaching aids that help students to participate in the activities. But after implementing the program, the students become more active and they did not afraid of making mistakes. Those results go in line with the results of Abdel-Maksoud (2014), Nassar (2017), Al-

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Shamy (2018), Ginting et al (2019), Martia et al. (2019), Albiansyah et al. (2021), Yuliantini (2021) Daulay et al. (2022), Abo El Hassan (2023).

6. Challenges of the Study

In spite of the benefits of dictogloss strategy and powtoon, better results could have been obtained if the researcher overcame many problems that she encountered throughout the study such as:

1- Sometimes, there is no internet connection.

2- Some students used to absent themselves during few sessions.

3- The electricity sometimes went out.

4- The students need more time to do the tasks

5- Powtoon needs high cost because sometimes it is not for free.

7. Conclusion

Narrative writing skills through dictogloss strategy with powtoon should be highlighted when teaching writing to the students in the secondary school so they may begin improving their writing abilities as soon as possible. Writing is, therefore, a process rather than a final product. To reduce the time that could be spent in teaching writing skills, teachers have to work with experts as well as colleagues to share ideas, materials, plan for lessons, and exchange experiences. In order to make writing exercises more engaging, attractive and realistic, teachers should be arbitrary, inventive, and creative in their topic selection.

In short, dictogloss strategy that is supported with powtoon should be used carefully, and educators should have a backup plan especially when something goes wrong. Thus, teachers may find themselves in demanding and challenging situations if they rely solely on one resource, particularly one that is technology-based. To minimize the burden on educators when implementing interactive classes, the Ministry of Education might assemble a productive group of educators who could provide on-going assistance, mentor their peers, and provide educational materials and tools.

8. Recommendations of the Study

According to the study's results, the researcher recommended the following recommendations:

− EFL learners should be aware of the importance of using technological media in teaching English language skills such as: narrative writing skills.

− EFL learners should be taught vocabulary in a context.

− EFL teachers should receive training on how to use modern technology and use powtoon with dictogloss strategy inside the classroom.

9. Suggestions for the Further Future Studies

According to the study's results, the researcher proposes the following:

-Investigating the effectiveness of using a dictogloss strategy supported with powtoon to improve secondary stage students' grammar competence

-Investigating the effectiveness of using a dictogloss strategy supported with powtoon to improve secondary stage students' vocabulary learning and their motivation towards learning English

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