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The Effect of Script Strategy on Iraqi EFL Preparatory School Students' Productive Writing Skills

ABSTRACT

The present study aims to investigate the effectiveness of the Script Strategy in enhancing the productive writing skills of Iraqi EFL fifth-class preparatory school students. The research focuses on two primary objectives: determining the effect of the Script Strategy on students' overall writing performance, and examining the strategy's impact on specific writing components, including mechanics, content, language use, vocabulary, and organization. The study further evaluates whether the Script Strategy significantly contributes to the improvement of writing as a productive language skill among EFL learners. To address these objectives, the following hypothesis was tested: There is no statistically significant difference between the mean scores of the experimental group students, who are taught using the Script Strategy, and the control group students, who are taught using conventional methods, in their writing skills variables, including mechanics, content, language use, vocabulary, and organization, as measured in the post-test. A pilot test was initially conducted with a random sample of 20 students to establish baseline writing proficiency before the intervention. The main sample included 60 students from Uqba Bin Nafah Secondary School for Boys in Tikrit City, divided into an experimental and a control group. Data were analyzed using ANOVA, independent samples t-tests, and Cronbach's alpha for reliability. Results indicated a statistically significant improvement in the writing performance of the experimental group. Qualitative feedback from students and teachers also suggested favorable perceptions of the Script Strategy as a teaching tool. These findings support the use of structured strategies in enhancing EFL learners' writing skills.

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أثر استراتيجية النص على مهارات الكتابة الإنتاجية لطلاب الاعدادية العراقية في تعلم اللغة الإنجليزية كلغة
أجنبية

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الخلاصة:

تهدف الدراسة الحالية إلى التحقيق في فعالية استراتيجية النص في تعزيز مهارات الكتابة الإنتاجية لطلاب الصف الخامس الإعدادي العراقيين الذين يتعلمون الإنجليزية كلغة أجنبية. يركز البحث على هدفين رئيسيين: (1) تحديد تأثير استراتيجية النص على الأداء الكتابي العام للطلاب، و(2) دراسة تأثير الاستراتيجية على مكونات الكتابة المحددة، بما في ذلك الميكانيكا، والمحتوى، واستخدام اللغة، والمفردات، والتنظيم. تقوم الدراسة أيضًا بتقييم ما إذا كانت استراتيجية النص تساهم بشكل كبير في تحسين الكتابة كمهارة لغوية إنتاجية بين متعلمي اللغة الإنجليزية كلغة أجنبية. لمعالجة هذه الأهداف، تم اختبار الفرضية الصفرية التالية: لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية، الذين يتم تعليمهم باستخدام استراتيجية النص، وطلاب المجموعة الضابطة، الذين يتم تعليمهم باستخدام الطرق التقليدية، في متغيرات مهارات الكتابة لديهم، بما في ذلك الميكانيكا، والمحتوى، واستخدام اللغة، والمفردات، والتنظيم، كما تم قياسه في الاختبار البعدي. تم إجراء اختبار تجريبي في البداية مع عينة عشوائية من ٢٠ طالبًا لتحديد مستوى الكفاءة الكتابية الأساس قبل التدخل. شملت العينة الرئيسية ٦٠ طالبًا من مدرسة عقبة بن نافع الثانوية للبنين في مدينة تكريت، مقسمة إلى مجموعة تجريبية (استراتيجية النص) ومجموعة ضابطة (التعليم التقليدي). تم تحليل البيانات باستخدام تحليل التباين، واختبارات t للعينات المستقلة، وألفا كرونباخ للاعتمادية. أشارت النتائج إلى تحسن ذي دلالة إحصائية في أداء الكتابة للمجموعة التجريبية. التعليقات النوعية من الطلاب والمعلمين أشارت أيضًا إلى تصورات إيجابية لاستراتيجية النص كأداة تعليمية. تدعم هذه النتائج استخدام الاستراتيجيات المنظمة في تعزيز مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: اثر، استراتيجية النص، المهارات الإنتاجية، الكتابة.

INTRODUCTION

Productive skills—speaking and writing—are essential components of language competence, especially for English as a Foreign Language (EFL) learners. These skills enable learners not only to express their thoughts clearly but also to participate effectively in academic and real-life communication (Brown, 2007). In the Iraqi EFL context, students often struggle with developing productive skills due to limited classroom interaction, traditional teaching practices, and a lack of structured practice in writing and speaking (Al-Jubouri & Sadiq, 2021).

Writing is one of the core productive skills essential for academic and professional success, particularly for learners of English as a Foreign Language (EFL). In the Iraqi educational context, many preparatory school students face challenges in developing coherent and accurate writing due to limited exposure to effective instructional strategies. Traditional teaching methods often focus on rote

memorization rather than process-oriented approaches that support writing development (Harmer, 2004).

The Script Strategy is an instructional method designed to guide students through structured writing steps, enabling them to organize their thoughts, apply vocabulary appropriately, and enhance grammatical accuracy (Brown, 2007). This strategy promotes learner autonomy and supports various aspects of writing, including mechanics, content, language use, organization, and vocabulary. This study investigates the effectiveness of the Script Strategy in improving the writing skills of Iraqi fifth-class preparatory school students. It aims to determine whether this approach leads to statistically significant improvement compared to conventional teaching methods. By addressing this issue, the study contributes to the ongoing effort to improve English language instruction in Iraqi schools.

1.1 The Problem of the study

English as a Foreign Language (EFL) learners in Iraq face significant challenges when it comes to developing their productive skills—particularly speaking and writing. These skills are essential not only for academic success but also for effective communication and future career opportunities. Unfortunately, many Iraqi English as a foreign language students struggle with aspects such as fluency, coherence, and grammatical accuracy, which can make it difficult for them to clearly express their ideas (Smith & Johnson, 2020).

The fundamental issue in Iraqi EFL classrooms is the lack of sufficient practice in writing skills due to time constraints and conventional teaching methods. To address these challenges, more balanced and focused strategies need to be implemented, such as script for writing and integrating more speaking activities into lessons. These changes would help students develop writing skills, enabling them to use English more effectively in real-world situations (Al-Jubouri & Sadiq, 2021).

The script strategy is a teaching approach that involves structured dialogues, pre-written texts, and guided role-plays to support learners in enhancing their writing abilities. Research has shown that script-based learning enhances language retention and learners' confidence (Ellis, 2015).

The purpose of this study is to identify and suggest probable solution to effective teaching of productive skills. Throughout the duration of the researcher's employment teaching English as a Foreign Language for courses preparing for. It is observed that students encounter difficulties in understanding the material.

Analyzing literature and engaging in developing their productive skills (writing). They respond solely to literal inquiries. This study explores whether the script strategy enhances students' productive writing skills or not.

According to the researcher's observations, writing is particularly problematic for Iraqi EFL students. They struggle with producing coherent and grammatically correct texts, which indicates that their writing practice is insufficient. Most students make frequent grammatical errors when asked to write essays or paragraphs, and this is partly due to the limited time allocated for writing practice. Without enough opportunities to practice writing, students are unable to develop their skills in organizing and expressing their thoughts clearly in written form. The researcher suggests that a script strategy, which involves pre-writing activities to organize thoughts and structure ideas, could help students overcome this issue. This strategy addresses the lack of focus on writing skills and provides a more structured approach to improving students' writing abilities. Abbas, F. A. (2020).

1.2 Aims of the Study

This study aims to:

- 1- Finding out the effect of Script strategy on Iraqi EFL preparatory school students' writing skill.
- 2- Finding out the effect of Script strategy on Iraqi students' EFL preparatory school students' writing skills variables including (Mechanics, content ,language use , Vocabulary and Organization)

1.3 Hypotheses of the Study

This study is hypothesized that:

- 1-There is no statistically significant difference between the mean scores of the experimental group which has been taught by Script Strategy, and the control group which has been taught by conventional methods, in their writing skill as measured in the post test.
- 2-There is no statistically significant difference between the mean scores of the experimental group students, who are taught using the Script Strategy, and the control group students, who are taught using conventional methods, in their writing skills variables, including mechanics, content, language use, vocabulary, and organization, as measured in the posttest.

1.4 Limits of the Study

This study is limited to:

1. 5th preparatory students, at Tikrit Secondary School for Boys in Tikrit.

2. Productive skills activities in the prescribed textbook 'English for Iraq' for 5th stage at first semester.
3. The academic year 2024-2025.
4. The model of the study is Harris & Graham's (1996) and et.al (2012).

1.5 Value of the Study

This study is expected to have values for:

1. EFL teachers, since a creative strategy to teaching writing, which helps students and enhances their productive writing skills variables and pushes them to be more creative and organized.
2. The curriculum of planners and designers, who are responsible for ensuring that a script strategy is incorporated into the English curricula.
3. EFL students who are interested in enhancing their writing abilities.
4. Researchers are responsible for creating innovative methods that can be applied in various subjects for problem-solving and examination purposes.

1.6 Definitions of the basic terms

1.6.1 Effect

According to Patrick (1971), the term "effect" refers to something that is formed as a result of an action or cause and is often produced more or less quickly. It is a change that occurs in someone or something as a result of something else happening to them or to something else. (Collins,1987).

The operational definition of Effect refers to measurable changes in Iraqi EFL preparatory school students' productive language skills, evaluated through post-tests for accurate, coherent, and contextually appropriate responses.

1.6.2 Script strategy

The Script Strategy, which involves structured guidance through pre-writing activities, scripted dialogues, and scaffolding, has shown promise in improving students' writing abilities (Ellis, 2015).

A script strategy is a set of instructions or guidelines for how group members should interact, collaborate, and solve problems. In the context of collaborative learning, a "script" serves as a framework to guide students' interactions and enable effective collaboration towards a common objective (O'Donnell, Dansereau, & Hall, 1992).

The Operational definition of Script Strategy is a structured approach to EFL learning that provides students with clear instructions and guidelines to facilitate collaborative interactions, improve language skills, and solve problems.

1.6.3 productive skills.

productive skills refer to the abilities involved in producing language, which include both speaking and writing. These skills require active participation from the learner in constructing messages that are clear and appropriate for communication purposes (Harmer, 2007).

The Operational definition of productive skills: It means they involve producing language rather than receiving. It is specific ability which helps students put their thoughts, into words in a meaningful form and to mentally interact with the message.

1.7 Model of the study

The present study adopts Harris & Graham's model as its primary framework that is a powerful, research-based instructional approach designed for productive skills (speaking and writing) and other academic tasks. SRSD model empowers students to become independent, strategic learners who can effectively manage their own learning processes across diverse contexts.

2. Concept of Script Strategy

Script strategy is a multifaceted process that involves the deliberate planning and execution of narrative elements within a script to achieve both artistic and functional success. Originally associated with screenwriting and storytelling, the strategy has pedagogical value when adapted to educational contexts, particularly in enhancing productive language skills such as writing. As described by Field (2005), effective script strategy goes beyond simple plot development; it requires a deep understanding of character construction, thematic coherence, audience engagement, and structural organization. McKee (1997) states that compelling narrative structure is fundamental to maintaining logical progression and emotional involvement. Moreover, the crafting of scenes and dialogues must be intentional, offering students models of authentic language use and promoting dramatic and communicative competence. Most importantly, the strategy must be tailored to meet the cognitive and linguistic levels of the target learners to ensure active participation and meaningful learning outcomes.

The present study subject is mainly to clarify the productive writing skills in English as far as the variables are concerned; depends on writing components, including mechanics, content, language use, vocabulary, and organization.

2.1 Meaning of Script Strategy

Script Strategy is a structured instructional approach that guides students through predefined roles, dialogues, or tasks to support language development and collaboration. It is often used in cooperative learning settings to enhance students' participation, interaction, and productive skills such as speaking and writing (O'Donnell, Dansereau, & Hall, 1992). The strategy provides a framework that helps learners organize their thinking, communicate effectively, and engage meaningfully in academic tasks.

2.2 The Features of Script Strategy

Johnson, D. W., Johnson, R. T., & et.al. (2017). The feature of a script strategy is:

- 1- Learning with friends;
- 2- face-to-face with friends;
- 3- listening among members;
- 4- learning personally in a group of friends
- 5- Moving into little clusters.
- 6- Productive language or expression opinion
- 7- Learners make decisions.
- 8- Participation students.

Johnson R., T. (2017). meanwhile claims otherwise are:

- 1- Positive interdependence;
- 2- one can be personally responsible;
- 3- heterogeneous
- 4- Sharing in leadership;
- 5- Sharing in responsibilities
- 6- Under the strain on the work and closeness
- 7- Dealing with social skills.

2.3 Advantages of Script Strategy in Education:

The advantages of using script strategy in education as follow :

1- Enhanced Clarity and Consistency: Scripted lessons, particularly for younger learners or those with special needs, provide clarity and consistency. A well-structured script ensures all essential concepts are covered in a logical sequence, minimizing confusion and maximizing comprehension (Slavin, 2020).

2- Improved Teacher Confidence and Performance: For novice teachers or those teaching unfamiliar subjects, scripts can boost confidence and reduce anxiety. A prepared script provides a safety net, allowing teachers to deliver lessons effectively even if they lack extensive experience or feel insecure about their subject matter expertise (Darling-Hammond, 2010).

3- Facilitated Differentiated Instruction: Scripts can be adapted to meet the diverse needs of students. Teachers can create different versions of a script to cater to various learning styles and ability levels, incorporating different activities or levels of complexity (Tomlinson, 2014).

4- Effective Use of Time: Well-planned scripts can optimize classroom time. By pre-determining the lesson flow, teachers can avoid unnecessary digressions, ensuring all learning objectives are addressed within the allotted time. This efficiency is especially crucial in classrooms with packed curricula. (Guskey, 2011).

5- Standardized Assessment: Scripted assessments, such as oral exams or standardized tests, guarantee fairness and consistency in evaluation. This reduces bias and ensures all students are assessed using the same criteria. This approach helps in creating a more equitable and reliable assessment process. (Popham, 2018).

2.4 Disadvantages of Script Strategy in Education:

The disadvantages of using script strategy in education as follow :

1-Reduced Spontaneity and Flexibility: Over-reliance on scripts can stifle spontaneity and limit a teacher's ability to adapt to student questions or unexpected classroom events. A rigid adherence to a script might hinder opportunities for meaningful discussions and exploration of student-generated ideas (Shulman, 1987).

2-Lack of Authentic Interaction: A scripted approach may feel artificial and reduce genuine interaction between teacher and students. Students may perceive the lesson as lacking dynamism and personal connection. This can negatively impact student engagement and motivation. (Freiberg, 1999).

3-Potential for Monotonous Delivery: If not delivered with enthusiasm and appropriate inflection, scripted lessons can become monotonous and disengaging for students. The lack of natural flow can make the learning experience less enjoyable and effective (Darling-Hammond, 2000).

4-Increased Preparation Time: Creating effective scripts requires considerable time and effort. Teachers might need to spend extra hours preparing and refining scripts, potentially reducing the time available for other essential tasks such as lesson planning or grading (Ingersoll, 2003).

5-Risk of Oversimplification: An over-reliance on scripts may lead to an oversimplification of complex concepts, potentially hindering deep understanding and critical thinking skills (Wiggins & McTighe, 2005).

2.5 Practical Application of Script Strategy

Scripts make collaborative learning activities more effective, and they incorporate these activities into more traditional teaching sessions Dillenbourg , (2002) as:

1. Individual, cooperative, collaborative, and collective activities can all be integrated using scripts.
2. Scripts allow co-present and computer-mediated activities to be mixed.
3. Teachers frequently play an important role in scripts.
4. Scripts give a time frame in online learning, where pupils shall have markers for time management.

Chinn et al. (1993) suggest that screenplay writers, as potential teachers, demonstrate understanding of student behavior through their characters' incorrect claims in an exercise.

According to Indriani,(2017), Teacher's Role in Learning through

- Facilitates students towards learning objectives.
- Maintains control and directs students if they struggle.
- Positive student responses indicate interest in learning.
- Script strategy can improve attention and engage students.
- Teachers should motivate and encourage participation in class, speaking, and correcting peer group information. This technique effectively increases student ability to comprehend information and its applications.

2.6 The role of the Teacher in the Experimental classroom

The teacher is responsible for creating engaging lessons, implementing curriculum standards, selecting appropriate teaching methodologies, integrating technology effectively, and providing to diverse learning styles and abilities. (Darling-Hammond, 2010). This leadership extends to creating a positive classroom climate conducive to learning, establishing clear expectations, and managing classroom behavior efficiently (Marzano et al., 2003).

1-Facilitator of Learning : The teacher now acts as a facilitator, guiding students through their learning journey through questioning, critical thinking, and collaborative activities like group projects and discussions,(Johnson , 2009).

2-Assessor of Learning : Assessment is integral to the teacher's role, serving as a means to gauge student understanding and inform future instruction. (Black & Wiliam, 1998).

3- Mentor and Supporter: This involves building positive relationships, creating a safe and inclusive classroom environment, and addressing students' social and emotional needs (Maslow, 1943).

4-Community Builder: The teacher fosters a sense of community within the classroom, promoting collaboration, respect, and empathy among students. This involves creating opportunities for students to interact positively with each other, learning to work together and appreciate diverse perspectives (Hattie, 2009).

5-Challenges and ongoing Development: Teacher's role involves managing diverse students, adapting to educational technology, and navigating classroom dynamics, necessitating ongoing professional development and continuous learning for successful fulfillment. (Fullan, 2013).

2.7 The Role of Students in the Experimental Classroom

As Shaker, H. M. (2020) states that the role of the students in the Experimental Classroom is represented by the following:

- 1- Students as active participants in the learning environment
- 2- The learner's role in collaborative and inquiry-based classrooms
- 3- Student engagement and autonomy in classrooms
- 4- The roles of students as collaborators and independent thinkers
- 5- The evolving role of students in modern instructional settings

6- Students play the role of an independent person who build their information and knowledge through their interaction and sharing with others, and through the use of their mental skills

7- Students play the role of a participant and interact or who try to form work groups and other things in order to interact and participate with all its parties and exchanges ideas, experiences and expertise with them.

2.8 The (SRSD) Model of the Study .

The Self-Regulated Strategy Development (SRSD) model was applied to productive skills because it explicitly teaches learners to plan, organize, and self-monitor their language output, thereby enhancing the quality and structure of their writing and speaking (Harris & Graham, 1996). SRSD empowers students to become independent, strategic learners who can effectively manage their own learning processes across diverse contexts

The model highlights the fundamental components that contribute to the development of among EFL learners. According to this model, the eight components are as follows :

1. Explicit Instruction: The model emphasizes the importance of direct, explicit teaching of strategies. In writing, this could involve explicitly teaching students the steps involved in planning, drafting, and revising their text.

2. Strategy Instruction : Writing The SRSD model teaches students specific strategies that can help them organize and express their ideas in writing. For example, the power strategy (Plan, Organize, Write, Edit, and Revise) is commonly used in writing instruction.

3. Self-Regulation : This involves teaching students how to manage their own learning processes. Students are encouraged to set goals, monitor their progress, and reflect on their work. In writing, self-regulation helps students review and revise their drafts.

4. Motivation: A key aspect of the SRSD model is fostering student motivation and confidence. This is particularly crucial in speaking, where anxiety can impact performance.

5. Modeling : The teacher models the strategy being taught. For writing, the teacher might show how to brainstorm, outline, and draft an essay. Teachers also provide think-alouds, where they express their thinking process during writing, demonstrating how to apply strategies in real-time.

6. Practice and Application :Students are given opportunities to apply the strategies they've learned in both controlled and real-world contexts. It might include regular practice with different types of writing assignments (essays, reports, etc.).

7. Feedback : Constructive feedback is provided throughout the process to help students improve their writing. Teachers provide guidance on what went well and where improvement is needed.

8. Transfer and Independence : The ultimate goal of the SRSD model is to help students become independent learners who can apply the strategies they've learned to new contexts

2.9 Concept of Writing

Writing is a productive language skill that involves generating and organizing ideas into a coherent structure to convey meaning effectively. As one of the four primary language skills (reading, writing, listening, and speaking), writing plays an integral role in communication, both academically and socially. According to Hyland (2003), writing is a process that involves generating ideas, organizing thoughts, drafting, revising, and editing, which ultimately results in a coherent text. Effective writing not only depends on the ability to construct grammatically correct sentences but also on the writer's ability to present ideas in a clear and logical manner. Rao (2017) found that EFL students believed writing to be the most challenging skill to learn due to the complexity of syntax, vocabulary, and spelling. Since this talent is seen as a productive skill, EFL pupils should put in more work and practise to perfect.

2.Types of Writing

There are several types of writing which can be divided into Types of Writing in general and Types of classroom Writing Activities. Generally, According to Hyland, K. & et.al(2003). The four writing types are:

- 1-The descriptive text ,
- 2-Persuasive writing,
- 3-Expository,
- 4-Narrative.

According to Raimes, A.& et.al (1983). There are Various types of writing activities for the classroom are given below:

1-Letters: Students can write to make complaints, thank, ask for and give information or advice, prepare job applications.

2-Creative writing: You can use pictures or begin a story and ask students to finish it. Or you can use a personal situation where the student was happy, sad, surprised and shocked.

3-Diary: Ask your students to keep a diary.

4-Discursive essays: Students need to present an argument, state points „for“ and „against“ in a logical way, and write a conclusive paragraph.

5-Instructions: It might be a recipe, directions, changing a wheel, cooking a meal, making a cup of tea, repairing something or applying for a visa.

6-Dictation: A dictation can have a calming effect on young learners. Dictations are good for spelling as there is no direct link in English between the way words are written and the way they sound.

2.11 The Importance of Writing skill

According to Alfaki (2015), Writing is among the most important language abilities one can possess. Communication of a person's ideas, thoughts, opinions, and emotions depends on it. Writing lets one share ideas and emotions as well as persuade and convince others. A writer might do it for personal satisfaction among various other goals.

One intellectual demanding social communication method is writing. Furthermore discussed are the utilisation of other resources, social events, social preferences, associations of support and cooperation, patterns of time spent, tools, venues, and technology. (Miller, 2008).

2.12 EFL Student's Writing Problems and Difficulties

Students who desire to write may encounter a range of writing obstacles and difficulties as they progress through their studies. These issues are classified by (Haider,2012 ;and Hyland, 2003) as follow:

- a. Linguistic Concerns: refer to challenges related to the language system itself—such as grammar, vocabulary, sentence structure, and spelling
- b. Emotional Problems: Emotional problems are affective factors that hinder writing performance. These may include anxiety, lack of motivation, low self-confidence, fear of making mistakes, or feeling overwhelmed by writing tasks.

c. Cognitive Issues: Cognitive issues involve difficulties with the mental processes required for effective writing. These include organizing ideas, developing a thesis, generating content, using logical reasoning, and applying higher-order thinking skills.

d. Educational Issues: Educational issues relate to external factors in the teaching and learning environment. These may include lack of effective instruction, inadequate feedback, outdated teaching methods, insufficient exposure to writing models, or large class sizes that limit individualized attention. Poor curriculum design or lack of writing practice also fall under this category

3. The Experimental Design

The experimental design, as stated by Best and Khan (2006), encompasses the systematic framework that researchers employ to test hypotheses and draw reasonable conclusions regarding the association between independent and dependent variables. As shown in table(1).The study involved

- 1- Randomly assigning two groups to experimental and control groups,
- 2- Comparing their performance based on variables like age, education level, and previous academic year scores.
- 3- The experimental group was taught using Script Strategy, while the control group was taught conventionally.

Table (1) The Experimental Design of the Study.

The design involves randomly assigning students to experimental and control groups, conducting a pretest to avoid selection bias and ensure equivalence on dependent variables, thereby ensuring internal validity. (Ary et al., 2010)

3.1 Construction of the test

This section outlines the detailed procedures employed to implement the empirical component of the current study, which investigates the effect of the

Group	Independent Variable	Dependent Variable	The Test
Experimental group	Script strategy	students' productive writing skills	Post-test
Control group	Conventional Method	students' productive writing skills	Post-test

Script Strategy on the writing skills of Iraqi EFL fifth-grade preparatory school students. It includes essential information regarding the study population and sample selection, the design and development of the experimental pre- and post-

tests, procedures for establishing the reliability and validity (both content and face) of the test instruments, as well as the execution of a pilot study to ensure the feasibility and appropriateness of the research tools and procedures.

3.1.1 Population and Sample of the study

3.1.1.1 Population

Population refers to a defined geographical or conceptual area encompassing items or individuals possessing specific predetermined attributes and characteristics, which are subject to examination by researchers in order to draw conclusive inferences Sugiyono (2011).

The population of the present study involves EFL Iraqi preparatory students of fifth class preparatory Schools in Salah Al-Deen Government, Tikrit City for the academic year 2024-2025. The total number of fifth grade students' population is (250) related to five schools.

3.1.1.2 Sample

Al-Samawi (2000) shows that sampling is selecting a number of individuals to represent the population. Sample is a subset of population. Sampling refers to selecting representative elements from the population (Israel, 2008). A sample of the students has been chosen randomly from fifth grade preparatory school students at Uqba Bin Nafah Secondary School for Boys , Tikrit City. They are 80 among whom twenty students are overlooked for the pilot study. The total number of the selected students is all of them are males which represents about 38% of its original population.

The students are divided into two Sections, namely (A, and B) Section A represents an experimental and Section B serves as control respectively. Therefore, a total of 30 students have been chosen from section (A) to comprise the experimental group, while another 30 students from section (B) have been picked to serve as the control group. Hence, the whole sample size comprises 60 participants, as well as 20 as a pilot study.

3.2 The Construction of the Test

Hughes (1989) illustrates that the construction of the diagnostic test is viewed basically as the person's competence in the area of content and this competence is the result of many intellectual variables. A post-test has been constructed to

achieve the present study's aims. The test questions are constructed to find out the EFL 5th Preparatory students' productive writing skills. The test constructed by the researcher is collected from English for Iraq 5th grade preparatory both Student's Book and Activity Book. The test includes both objective and subjective questions, and it consists of four questions with each question has a different element from the others. They are modified to suit the purpose of measuring the productive writing skills and all aspects that related to test.

3.2.1 Scoring Scheme of post-test writing

Test Emphasizing Production with Some Recognition mainly focus on productive tasks, but recognition-based questions can enhance learners' grammatical and lexical accuracy (Weigle, 2002; Brown, 2004). The test includes four questions. The test is scored out of 100M. 20 marks are specified at the recognition level for the first question, While eighty are specified at the production level.as follow

1-Question one consists of 5 items each item 4 marks and it is given 20 marks regarding which is given to the students. It is about student's knowledge , comprehension and creative level through answering about five items in the given passage.

2-Question two consists of one item and its given 30 marks. In this question the students are asked to summarize a given passage and select an appropriate title based on their understanding and to measure students' production writing skill variables through information from the passage.

3-Question three consists of 1 item and it is given 20 marks. It's about Writing a description based on an image related to environmental pollution in Iraq that contains three activities.

4-Question four consists of 1 item and it is given 30 marks. It is about student's ability to write a coherent paragraph about Ramadan using provided keywords and its associated activities in pictures.

3.3 Validity of the Test

Validity, as defined by Fletcher et al. (1993), refers to the presence of sufficient and appropriate information about a test to demonstrate its appropriateness for a certain purpose. Validity encompasses the concept of fairness. As per (Lewis and Meed ,1986), a test is considered valid if it accurately assesses the specific objectives and substance of the knowledge being taught,

either in its whole or through a random sampling. The aspects of validity related to this study are face, content and construct validity.

3.3.1 Face Validity

Face validity, on the other hand, is another aspect of validity. Face validity is the degree to which a test fits the requirements of those who are included in its use like teachers, administrators, test takers and candidates (McNamara, 2000). To achieve the face validity of the test and find out whether its items are appropriate to assess the students' level of performance in using implied negation on the lexical level, the test has been exposed to a jury of specialists in teaching EFL. The jury members discussed with the researchers the various test items. Some of the jury members affirm that some of the items are very simple especially those in (Question 1), while others indicated that some of the items are too difficult to be answered by the examinees. The jury members advised the researchers to rewrite and modified these items. After making all the necessary modification, the final version of the test is prepared.

3.3.2 Content Validity

Content validity refers to the degree to which a measurement accurately represents the particular intended domain of the content (Boehm, 2008). To ascertain the content validity of the test, a table of specification has been constructed. This table specifies the contents of the diagnostic test, as well as its scores as shown in Table (2).

3.3.3 construct validity

Construct validity is the extent to which a measurement tool is truly assessing what it has been designed to assess (Drew, 2022).

3.4 Pilot Administration

The constructed diagnostic test has been initially applied on a sample of twenty students selected randomly from the original population of the study sample. The pilot study is conducted as an "attempt to determine whether the test items passed the desired qualities of measurement and discriminability" (Tuckman, 1972). This pilot administration is utilized to achieve the following purposes:

- 1-Finding out whether any of the test items is too easy or too difficult for the research subjects to handle. In other words, to calculate the difficulty level of the test items and their discrimination power.

- 2-Finding out the required time for the administration of the test.
- 3-To assess test clarity, reliability, time required for test responses, effectiveness, and completion time.
- 4-Making the necessary changes or modifications on the items of the test.
- 5-Results showed that writing skills tests took 50-55 minutes

After constructing the pilot administration of the test, items analysis formula is applied. Mousavi (1992) states that the analysis of items usually shows the identifications of the items which are too difficult or too easy. Items analysis is powerful instrument to develop the test and to enhance its reliability and validity. The items of the constructed test have been analyzed in order to determine their efficiency and acceptance.

3.5 Difficulty Level

Item difficulty refers to the proportion of test takers who respond correctly to a particular test item. As defined by Rosas (2000), the difficulty level is calculated by dividing the number of students who answered the item correctly by the total number of students who attempted the item. This index reflects how easy or difficult a test item is for the examinees.

Brown (2010) explains that difficulty level (DL) ranges between 0 and 1, with higher values indicating easier items. Ideally, effective test items should have difficulty indices between 0.15 and 0.85. Items with difficulty values below 0.15 may be too challenging, while those above 0.85 may be too simple.

In the current study, the writing test items demonstrated acceptable difficulty levels, ranging from 0.30 to 0.83. This range suggests that the test items were generally appropriate for the students' level and helped to distinguish between varying levels of writing proficiency. The item statistics are detailed in Table 21.

3.6 Discrimination Power

Discrimination power (DP) refers to the ability of a test item to differentiate between high-performing and low-performing students. According to Alderson (1995), it is "the degree to which a particular item's results correspond with the results of the entire test" (p.). In other words, a test item has strong discrimination if high-achieving students answer it correctly while low-achieving students answer it incorrectly. Brown (2010) states that the discrimination index ranges from 0.00 to 1.00, where values closer to 1.0 indicate high discrimination. An item with low discrimination (e.g., close to 0) fails to differentiate between proficient and

struggling students and is therefore not considered valid for assessment purposes. In the current writing test, the discrimination indices of the items ranged from 0.26 to 0.60, indicating a generally acceptable ability to distinguish between students of varying skill levels. As shown in Table 5, items with lower discrimination (e.g., Q2.1 = 0.26) may require revision in future test administrations.

Table.2 The Difficulty Level and Discrimination Power of the Writing Test Items

Q	Items	Higher	Lower	Discrimination	Difficulty
Q1	1	12	8	0.33	0.83
	2	12	6	0.50	0.75
	3	12	5	0.58	0.70
	4	10	6	0.60	0.30
	5	15	9	0.33	0.66
Q2	1	52	28	0.26	0.44
Q3	1	42	22	0.33	0.53
Q4	1	71	42	0.32	0.62

3.7 Reliability of the Test

Reliability can be defined as the consistency with which a test measures the same thing all the time (Harrison, 1983). There are many methods for achieving the reliability of the test the internal consistency is one of them. Internal consistency is equated, typically, with the Cronbach coefficient alpha because it is widely used to measure reliability (Devellis, 2003). As shown in tables (3 and 4).

Table.3 Internal Consistency by Using Cronbach Alpha Formula

Cronbach Alpha	Internal Consistency
> 0.90	very highly reliable
0.80–0.90	highly reliable
0.70–0.79	Reliable
0.60–0.69	marginally/minimally reliable
< 0.60	unacceptably low reliability

Table.4 The Reliability of the Test

Reliability Statistics			
Tests	No. of Items	Cronbach's Alpha	Internal Consistency

Writing	8	0.82	Highly Reliable
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From the table (3), the Cronbach's Alpha value for writing test is 0.82 which consider as highly reliable.

4.1 Analysis of Data and Discussion

After administering the diagnostic test, the researchers evaluated the students' responses to assess their level of performance in productive writing skills. The aim was to determine the effectiveness of the script strategy in enhancing students' ability to generate coherent, contextually appropriate written texts. The data analysis presents the results based on students' performance in each question of the test and includes a detailed identification and classification of the most common writing errors related to structure, vocabulary use, coherence, and organization.

4.1 Results Related to the first Hypothesis

To analyze the data related to the first hypothesis specifically: There is no statistically significant difference between the mean scores of the experimental group which has been taught by Script Strategy, and the control group which has been taught by traditional methods, in their writing skills as measured in the posttest, the independent sample test has been used. Therefore, the third aim of the study namely: Finding out the effect of Script strategy on Iraqi students' EFL preparatory school students' writing skill, will be achieved. According to the following results in table (8), the mean scores of the experimental group is 32.166 and standard deviation is 6.528. While the mean scores of the control group is 21.633 and the standard deviation is 6.327. The calculated t-value 6.346 is higher than the tabulated t-value 2.00 with a degree of freedom 58 at a level of significance (0.05). Observing the values of T-calculated above, it is found that the calculated T-value 6.346 is much greater than the tabulated T-value of the field 2.00, and from this it can be concluded that there is statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using Script Strategy, for the benefit of experimental group. So, the first hypothesis is rejected.

Table.5 Means, Standard Deviation, and t-Values of the Two Groups In the Achievement Posttest in Writing Skills

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Experimental	30	32.166	6.528	6.346	2.00	58	0.05
Control	30	21.633	6.327				

4.2 Results Related to the second Hypothesis

To verify the **second** hypotheses which is, " There is no statistically significant difference between the mean scores of the experimental group students, who are taught using the Script Strategy, in their writing skills, including mechanics, content, language use, vocabulary, and organization, as measured in the posttest.". A one- way ANOVA is used in the posttest to see whether there are any significant differences in the mean achievement scores of the experimental groups writing skills, (mechanics, content, language use, vocabulary, and organization). The researcher used a one-way analysis of variance, as shown in the table 9 below:

Table.6 One-Way Analysis of Variance (ANOVA) Among The Experimental Group Students, In Writing Skills

	Sum of Squares	DF	Mean Square	F-value		Sig.
				Calculated	Tabulated	
Between Groups	9.227	4	2.307	1.819	2.4	0.05
Within Groups	183.867	145	1.268			
Total	193.093	149				

Table 6 shows that the computed F-value is 1.819 lower than the tabulated F-value 2.4 at the 0.05 level of significance and DF =4-145. This indicates that there is no statistically significant differences between experimental groups students' mean scores of the writing skills in the posttest. The hypothesis " There is no statistically significant difference between the mean scores of the experimental group students, who are taught using the Script Strategy, in their writing skills, including mechanics, content, language use, vocabulary, and organization, as measured in the posttest", is accepted.

Table.7 Comparisons of Means Among the Writing Skills (Scheffe^a)

Groups	N	Subset for alpha = 0.05
		Mean scores

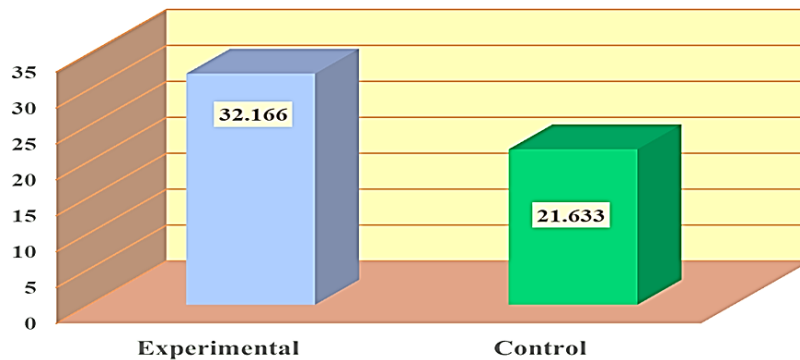
Language use	30	5.933
Vocabulary and Organization	30	6.100
Mechanics	30	6.366
Content and Ideas	30	6.433
Grammar and Structure	30	6.633
Sig.		0.221
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 30		

According to the table above, the comparisons of means shows that the mean scores of the experimental group in the posttests at language use 5.933, Vocabulary and Organization, 6.100, Mechanics 6.366, Content and Ideas 6.433, and Grammar and Structure 6.633 with harmonic mean sample size = 30. These results indicate that students' performance in Grammar and Structure has the highest mean score.

4.3 Discussion of Results

4.3.1 Results related to the first hypothesis

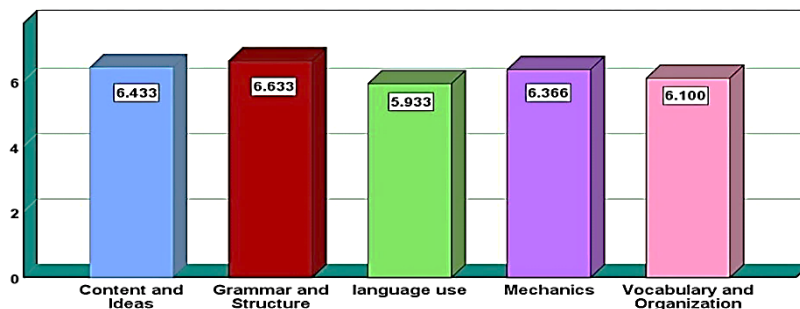
The analysis of the first hypothesis reveals significant findings regarding the impact of the Script Strategy on the writing skills of Iraqi EFL preparatory school students. The calculated t-value of 6.346 greatly exceeds the tabulated t-value of 2.00, indicating a statistically significant difference in writing performance between the experimental group, taught using the Script Strategy, and the control group, taught through traditional methods. This leads to the rejection of the null hypothesis, suggesting that the Script Strategy has a meaningful effect on writing skills. The experimental group achieved a mean score of 32.166, while the control group's mean score was 21.633 as show in figure. This substantial difference of over 10 points in favor of the experimental group underscores the effectiveness of the Script Strategy in enhancing students' writing abilities. The marked improvement in writing skills among students taught using the Script Strategy suggests that this method may provide a more engaging and structured approach to learning. The Script Strategy likely fosters better organization, coherence, and creativity in writing, which are critical components of effective written communication. This finding aligns with existing literature that supports the use of interactive and strategic teaching methods in language learning. as Figure 1 Mean scores of the of the Experimental and Control Groups at the Post Achievement Test in Writing Skill.



4.3.1 Results related to the second hypothesis

The findings from second hypothesis provide insight into the effectiveness of the Script Strategy on students' writing skills, as measured by their performance in various components: mechanics, content, language use, vocabulary, and organization. The computed F-value of 1.819 being lower than the tabulated F-value of 2.4 at the 0.05 level of significance indicates that there are no statistically significant differences among the mean scores of the experimental group in the various writing skill components. This suggests that the Script Strategy did not lead to differential improvements in the students' writing skills across the measured categories. Despite the lack of statistical significance, the mean scores of the experimental group provide valuable insights: Grammar and Structure 6.633, Content and Ideas: 6.433, Mechanics 6.366 Vocabulary and Organization 6.100, and Language Use 5.933. The results underscore the importance of diverse instructional strategies tailored to address specific writing skills. While the Script Strategy may have provided a structured approach to writing, its overall effectiveness appears limited in fostering significant differences across various writing components. In conclusion, while the Script Strategy did not yield statistically significant improvements in writing skills among the experimental group, the analysis of mean scores highlights areas of strength and potential growth. Ongoing assessment and adaptation of instructional strategies will be essential to effectively enhance students' writing skills across all components.

Figure 2 Mean scores of the of the Experimental Group's at the Post Achievement.



5. conclusion

This study is finalized by reaching the following outcomes after analyzing the whole material carefully knowing that any research is often judged an important success by its results. The end results of the research are shown below:

- 1-The experimental group outperformed the control group in productive language skills (writing) on the posttest. This indicates that the use of the script strategy has a significant positive effect on the productive language performance of fifth-grade preparatory school students.
- 2-The Script Strategy did not significantly improve students' writing skills across various components, as indicated by the F-value of 1.819. However, the mean scores showed significant improvements in grammar, structure, content, ideas, mechanics, vocabulary, organization, and language use. These results emphasize the need for diverse instructional strategies tailored to specific writing skills. The analysis of mean scores highlights areas of strength and potential growth, suggesting ongoing assessment and adaptation of instructional strategies is crucial for effective writing skill enhancement.
- 3-The script strategy contributed to improved learner performance by facilitating the integration of prior knowledge with new information, particularly in tasks requiring written organization.
- 4-The experimental group achieved a mean score of 32.166, while the control group's mean score was 21.633 as show in figure. This substantial difference of over 10 points in favor of the experimental group underscores the effectiveness of the Script Strategy in enhancing students' writing abilities. The marked improvement in writing skills among students taught using the Script Strategy suggests that this method may provide a more engaging and structured approach to learning. The Script Strategy likely fosters better organization, coherence, and creativity in writing, which are critical components of effective written communication.
- 5-The findings of the t-test analysis indicate that the implementation of the script strategy significantly enhances the productive skills of EFL learners, particularly in the mean score of the experimental group, which utilized the Script strategy, was **57.233**. In contrast, the control group, which was taught using conventional methods, had a mean score of **45.433** as show in chapter 4.

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