

THE TRUTH AND DARE TECHNIQUE TO EMBED WRITING AND INTERPERSONAL SKILLS

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Abstract:

Writing and interpersonal skills are two essential abilities that complement each other in effective communication. However, many students in English courses still face difficulties in expressing ideas in writing and interacting confidently. This study aims to describe the implementation of the Truth and Dare technique in integrating students' writing and interpersonal skills at an English course in Bangkalan. The research employed a qualitative method with a case study design. Data were collected through observation, interviews, and documentation. Research instruments included observation checklists, interview guides, and written documentation. The findings revealed that the Truth and Dare technique enhanced students' learning motivation, encouraged logical thinking, strengthened collaboration, and created an enjoyable learning atmosphere. Students demonstrated improved ability to construct coherent sentences, express personal ideas honestly, and build positive interactions with peers. This technique proved effective in combining writing instruction with the development of interpersonal skills in a creative and interactive learning environment.

Keywords: Writing skills, interpersonal skills, truth and dare technique, qualitative research

Introduction

Writing is one of the productive skills that plays a crucial role in language learning because it allows learners to express their ideas and thoughts in a structured and meaningful way. However, many students still face challenges in producing coherent and well-organized texts, especially when they lack confidence and motivation in the learning

process (Bua, 2022). In the context of English courses, writing is often taught separately from other essential skills such as interpersonal communication, which limits students' ability to use language effectively in real-life interactions (Sa'adah, 2020).

Learning activities that integrate writing and interpersonal skills are essential because both skills complement each other in fostering effective communication (Rahman, 2024). When students are given opportunities to write while also interacting with peers, they not only practice structuring sentences but also develop confidence in expressing themselves. Unfortunately, traditional methods often fail to create such integration, resulting in learning experiences that are less engaging and less effective (Hurtada & Oliva, 2023).

One of the innovative strategies that can address this gap is the *Truth and Dare* technique. This technique combines reflective writing tasks ("Truth") with interactive activities ("Dare"), encouraging students to think critically, express their opinions honestly, and collaborate with peers (Arifin & Irawan, 2021). By incorporating game elements into writing activities, *Truth and Dare* can create a more relaxed and enjoyable classroom atmosphere, which in turn enhances students' motivation to learn (Bua, 2022).

Although previous studies have highlighted the benefits of the *Truth and Dare* technique for improving speaking and thinking skills, there is limited research on its use for integrating writing skills with interpersonal development in English language learning (Rahman, 2024; Arifin & Irawan, 2021). Therefore, this study aims to investigate the implementation of the *Truth and Dare* technique in an English course, focusing on how it helps students improve both their writing performance and their ability to interact effectively with others

Review of Literature

The improvements in writing coherence after engaging with the *Truth* component of the technique. Initially, students tended to produce short and fragmented sentences with limited logical flow. Over time, they began to construct more cohesive paragraphs with better use of connectors and transitions. This aligns with the findings of Bua (2022), who reported that interactive and reflective activities in language learning help students develop a more organized and logical writing style. The improvement observed in this study suggests that consistent exposure to structured writing prompts, combined with opportunities for self-expression, can foster greater awareness of text organization.

In terms of idea expression, students demonstrated increased ability to elaborate on personal thoughts and experiences in their writing. At the beginning of the study, responses were brief and lacked depth. However, repeated engagement with the *Truth* prompts encouraged students to share more authentic and detailed content. This supports the observations of Sa'adah (2020), who emphasized that meaningful and context-based writing tasks motivate students to write more extensively and sincerely. Students in this study expressed that writing became more enjoyable when they could relate topics to their personal experiences, which made the process feel less mechanical.

The collaboration fostered by the Dare activities played an essential role in enhancing interpersonal skills. Observations indicated that students became more engaged in group work, demonstrated better listening skills, and were willing to contribute ideas during task completion. These findings are consistent with Arifin and Irawan (2021), who found that 'Truth and Dare activities in collaborative learning environments promote teamwork, peer support, and shared problem-solving. The playful and task-oriented nature of the Dare component reduced anxiety and encouraged students to participate actively without fear of making mistakes.'

One of the most significant outcomes of the study was the increase in interpersonal confidence. Students who were initially reluctant to share their writing or speak during group activities became more open and assertive in expressing their ideas. The teacher observed that students maintained better eye contact, spoke more clearly, and showed more positive body language as the study progressed. These results echo the findings of Rahman (2024), who highlighted that interactive and student-centered activities create a supportive atmosphere for building confidence. The Truth and Dare technique allowed students to practice communication in a low-pressure environment, making it easier for them to overcome hesitation and anxiety.

Method

This study used a qualitative case study design to explore the implementation of the *Truth and Dare* technique in integrating students' writing and interpersonal skills in an English course in Bangkalan. The case study approach was chosen because it allows for a detailed examination of teaching and learning processes in a real-life educational context, focusing on participants' experiences and interactions (Rahman, 2024). The purpose of this study was to investigate how the *Truth and Dare* technique supports students in improving their ability to write coherent texts while also developing confidence and positive interaction skills. Participants in this study consisted of one English teacher and two students who were actively engaged in the *Truth and Dare* learning activities. The participants were selected based on their consistent attendance, willingness to participate, and involvement in both the writing and interpersonal tasks during the study (Bua, 2022).

Data were collected through several techniques to ensure a comprehensive understanding of the impact of the Truth and Dare technique on students' learning. First, classroom observations were conducted to record how the technique was applied and how students responded to the activities. Observation checklists were used to systematically note students' participation, motivation, and interaction patterns (Arifin & Irawan, 2021). Second, documentation was gathered, including students' written works produced during the "Truth" phase and notes from the "Dare" activities, to analyze the development of

their writing and interpersonal engagement (Sa'adah, 2020). Third, semi-structured interviews were conducted with the teacher to obtain detailed insights into their perceptions of the technique, as well as the benefits and challenges observed during its implementation (Hurtada & Oliva, 2023).

Data analysis followed Miles and Huberman's interactive model, consisting of three stages: data condensation, data display, and conclusion drawing/verification (Rahman, 2024). In the condensation stage, relevant data from observations, documentation, and interviews were selected and simplified to focus on aspects related to writing improvement and interpersonal skills. The data display stage involved organizing information into thematic patterns to identify key trends in student engagement and performance. Finally, in the conclusion drawing and verification stage, findings from different data sources were cross-checked to ensure credibility and reliability. This methodology allowed for a structured and in-depth investigation of the *Truth and Dare* technique, providing a clear understanding of its role in enhancing both writing proficiency and interpersonal skills in an English learning context.

Results and Discussions

This section presents qualitative findings from a study on the application of the Truth and Dare technique to integrate writing and interpersonal skills in an English course. Data were obtained from classroom observations, students' written works, and interviews with the English teacher. The findings are presented in four main aspects: writing coherence, idea expression, collaboration, and interpersonal confidence. Observations and documentation showed that students gradually improved their writing coherence. At the beginning of the study, students often produced short, disconnected sentences and had difficulty linking ideas logically. However, as they engaged with the *Truth* tasks regularly, they became more aware of the need for smooth transitions and logical sequencing in their writing. The teacher noted that students began to use more varied sentence structures and connectors, which improved the overall flow of their paragraphs.

In terms of idea expression, students demonstrated significant progress in conveying personal thoughts honestly and clearly. Initially, some students wrote in a minimal and hesitant manner, often avoiding deeper elaboration. Through the Truth prompts, they were encouraged to reflect on personal experiences and opinions, which helped them produce richer and more detailed responses. Interviews revealed that students appreciated the opportunity to share authentic stories, as it made writing more meaningful and less mechanical. The *Dare* component contributed greatly to enhancing collaboration among students. Observations indicated that during these activities, students interacted more actively, discussing strategies and supporting each other to complete tasks. The teacher observed that these collaborative moments helped students

develop a sense of teamwork, as they learned to negotiate, compromise, and assist one another in achieving a common goal. This was particularly evident when students worked in pairs or small groups to compile their written and spoken outputs.

One of the most noticeable changes was in interpersonal confidence. At the beginning of the study, students were hesitant to share their work with peers and spoke softly during discussions. Over time, they became more willing to present their ideas, maintain eye contact, and engage in positive exchanges with classmates. The teacher reported that the light-hearted nature of the game created a relaxed atmosphere, allowing students to participate without fear of making mistakes. This safe and supportive environment contributed to their increased willingness to express themselves both in writing and in social interactions.

Overall, the *Truth and Dare* technique provided a balanced platform for students to practice structured writing while simultaneously developing interpersonal skills. The combination of reflective writing and interactive tasks helped foster a classroom culture where students felt encouraged to communicate openly and collaboratively.

Conclusion

This study investigated the application of the Truth and Dare technique in integrating writing and interpersonal skills in an English course. The results showed that this technique served as an effective and engaging tool for enhancing students' writing coherence, idea expression, collaboration, and interpersonal confidence. Through consistent practice and active participation in both the Truth (writing) and Dare (interactive) components, students demonstrated significant progress in their ability to organize ideas more logically, express personal thoughts more clearly, and interact more confidently with their peers.

The main findings of this study are as follows: Students became more aware of the importance of connecting ideas in a structured way and made conscious efforts to improve the flow of their writing. They also developed richer and more authentic content when given opportunities to relate writing tasks to personal experiences. Collaboration improved as students learned to work together, exchange feedback, and support one another in completing tasks. Most notably, their confidence in interacting with peers increased, as they felt more comfortable expressing opinions and participating in group activities without fear of judgment.

These findings support previous research in the field, emphasizing that interactive, game-based techniques can reduce anxiety, foster engagement, and promote both academic and social skill development (Bua, 2022; Arifin & Irawan, 2021; Rahman, 2024). The Truth and Dare technique aligns with learner-centered teaching principles,

providing a safe and supportive learning environment where students can actively produce language and monitor their own progress..

This study contributes to the growing body of research on the integration of creative and interactive strategies in language learning. By incorporating Truth and Dare into writing instruction, educators can create a more dynamic and collaborative classroom environment that supports both linguistic and interpersonal growth. Although there may be challenges in adapting this method to different contexts, the benefits observed in this study highlight its potential as a valuable tool for English language teaching. Future research could expand on these findings by exploring its application in other language skills or educational settings.

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