



Analyzing the effectiveness of the imaginary dialogue method for English spelling skills among Southeast Asian students

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Abstract

This research explores the use of the imaginary dialogue method as an instructional tool to enhance English spelling skills among students, where teachers provide imaginative dialogue prompts on paper with guided instructions. The study aimed to describe students' responses to this method in an English language context. The study used purposive sampling and employed a descriptive qualitative approach. Data were collected through questionnaires, interviews, and documentation, then analyzed using data reduction, data display, and conclusion-drawing techniques. Findings indicate that students responded positively to the imaginary dialogue method as an engaging and effective alternative for learning English speaking skills. Results showed a notable improvement in students' engagement and mastery of English-speaking skills using the imaginary dialogue method. Additional findings from the questionnaires revealed varying attitudes toward English, with some students showing a strong positive response, while others expressed a more moderate interest. These results suggest that the imaginary dialogue method can be an effective and engaging approach for supporting English language learning among middle school students. These findings suggest that the imaginary dialogue method can be a beneficial supplementary tool for enhancing English language skills among middle school students.

Keywords: Dialogue imaginary method; English skill; spelling; student response.

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1. INTRODUCTION

English is an international language that is widely used in many countries in the world. Students need to master English in all skills. These skills are Listening, Speaking, Reading, and Writing. In this case, the researcher will focus on writing skills. The first sign of writing is that it is a high-level language. This is the ultimate macro skill that communicates perfectly. The second significance is that writing is a productive skill. This involves producing language rather than receiving it. In writing, humans will produce written language. The third meaning of writing is that writing is the most complex macro skill in language acquisition. In writing, people apply everything they have acquired in the three previous stages. The fourth or final meaning of writing is that writing is a stage of language mastery where people can produce ideas. In writing, a person should construct his ideas perfectly so that they are easy to understand so that other people can grasp the meaning or intention of the message (idea) in the writing (Yu & Xu 2024). Junior high school students must be able to write or produce descriptive text. The definition of learning methods is methods mastered by teachers to present learning material to students in class, either individually or in groups, which can be well absorbed and utilized by students (Li & Zhang 2021). According to Ahmadi and Prasetya (1997) by using the Dialogue Imaginer Method student's spelling English has improved significantly and students are gaining English spelling

Accurate spelling enhances the clarity and precision of written communication. When words are spelled correctly, the reader can easily understand the intended message without being distracted by potential misunderstandings or ambiguities caused by misspelled words. In professional settings, such as business emails, reports, and presentations, proper spelling contributes to a polished and professional image. Junior high school students must be able to spell or produce descriptive text. Based on the statement above, the teacher must be able to organize teaching and learning activities. They must master the materials, methods, and also techniques or strategies to make students understand and apply important descriptive writing in practice. Good technique can help students understand and master the lesson. One of the teaching failures is caused by inappropriate methods or techniques in the teaching and learning process. There are many methods and techniques to get teaching English effectively.

1.1. Literature review

According to Alderfer (2011), the meaning of learning motivation is the tendency of students to carry out all learning activities that are driven by the desire to achieve the best possible achievement or learning outcomes. According to the priansa in Hakim & Harlinda (2017), and Lei et al., (2024), students' learning motivation is a driving force that will describe the attitudes and behavior of students in learning. Technically, the term motivation comes from the Latin word *movere*, which means moving which is understood as a process that begins with a physiological or psychological deficiency that drives behavior or drives aimed at goals or incentives. Motivation is a combination of internal factors such as rewards and punishments. These motivational forming factors always change from time to time.

From the opinion above, researchers will tend to lead to the opinion of Moorhead & Griffin (2013) as a definition of motivation. It can be concluded that motivation is desire, hope, goals, objectives, needs, encouragement, motivation, and incentives. Motivation can make someone's junior high school (SMP) students move to do something or through motivation can improve their English writing skills. Nurjamal et al., (2011) suggest that writing as a language skill is a person's ability to express his ideas, feelings, and thoughts to other people or parties using written media. According to Rofi'uddin & Darmiyati (2001), writing is defined as the ability to use language to express ideas, thoughts, or feelings to others using written language. Syarif & Zulkarnaini (2009), writing means expressing in ideas, ideas, opinions, or thoughts and feelings. Syarif & Zulkarnaini (2009), also expresses his opinion about writing, specifically: putting graphic symbols representing a language that other people understand.

According to Nurgiyantoro (2001), writing is an activity to express ideas through language media. According to Arsyad (2020), Learning media is defined as a tool used to convey messages, and stimulate students' thoughts, feelings, attention, and willingness to learn so that it can encourage a deliberate, purposeful, and completed learning process. This written language is predicted as a medium of communication. According to

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Rofi'uddin & Darmiyati (2001), writing is defined as the ability to use language to express ideas, thoughts, or feelings to others using written language. According to (Doyin (2009) writing is a creative process that involves more ways of thinking spread/divergent than centralized/convergent. Writing skill is one type of language skill that must be mastered by students. Many experts have put forward the notion of writing. According to Tarigan (1986) and Deti et al., (2023), writing is very important in the field of education to make it easier for students to think critically. Therefore, critical thinking to produce a sound write-up needs a conducive mindset and environment (Shand et al., 2024; Fan & Wang 2024). According to Gie (2000) writing and composing are equivalent words which mean more or less the same.

1.2. Purpose of study

Imaginary Dialogue or imaginary dialogue is a method for conveying essay material based on imagination given by the teacher on paper that has been given instructions. This method functions to improve English writing skills at the first grade of Junior High School level, where English subjects were not previously taught in Elementary School. The study aimed to describe students' responses to this method in an English language context. The study used purposive sampling and employed a descriptive qualitative approach.

2. METHOD AND MATERIALS

The research aimed to describe student responses on the use Dialogue imagermethod in learning English and spelling English skills. This research adopted a qualitative research design since this design can find out student opinions on the use of Dialogue imager in learning writing skills. Qualitative research aims to produce a straightforward description of the responses of the participants in words as similar as possible to what the participants said. According to Moleong (2017), qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and so on holistically and using descriptions in the form of words and language, in a special natural context by utilizing various natural methods. In this research, the researcher provides a summary of the student responses to the use of Dialogue Imager in learning writing skills.

2.1. Research setting

Participants in this research were students at the Islamic school Muhammadiyah Kasihan Bantul. In the 2022/2023 academic year especially for class VII B, the author conducted research at the Muhammadiyah Islamic School Kasihan Bantul from the 14th of August 2022 until the 21st of August 2022. Researchers know how students can analyze about prevent very low writing skills provided by the instructor during teaching practice, therefore they conducted this research on students who were being taught directly by the researchers. Researchers also hope that the findings of this research will be useful for future researchers who carry it out and will be added to English Language Education at school to increase student competence in the field of writing by applying the imagination method.

2.2. Participants

The subject of this research is the student of class VII B Islamic Muhammadiyah Kasihan academic year 2022/2023. One of the most important steps in the process of research is the selection of a sample that will be observed or questioned. According to According to Sugiyono (2018), the sample is part of the population which is the source of data in research, where the population is part of the number of characteristics possessed by the population. Due to time constraints, the researcher employed purposive sampling to select a sample from the target population. According to Sugiyono (2018), purposive sampling is a technique used to identify data sources based on specific criteria, ensuring that the informants possess relevant knowledge about the subject matter. In this study, the sample consisted of two students from a total of 32 students in class VII B. These participants were chosen specifically because they exhibited very low vocabulary levels in their writing skills, making them particularly relevant to the research focus.

2.3. Data collection tools

2.3.1. Data sources

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Sample: In this study, researchers will take research data with data sources from one teacher in English and two students in class VII B.

Primary Data: The researcher gathered data from the object of the research. The researcher got the data from students in grade VII B Islamic Muhammadiyah Kasihan Bantul.

Secondary Data: The researcher gathers secondary data from another research or data source that supports the research, such as journals, articles, research, or data from the internet.

2.3.2. Collection data techniques

The researcher developed an interview guide tailored to address the study's key questions. Before conducting the research, the researcher identified specific challenges students faced in learning English in the classroom.

2.3.2.1. Interview

An interview, or interview guide, is a tool researchers use to gather information directly from respondents. Interviews can be structured or unstructured, with the latter allowing the interviewer freedom to ask any relevant questions without a set guide, provided they remember the essential data they wish to collect. In contrast, structured interviews follow a prepared set of comprehensive, questionnaire-style questions that guide the conversation. There are also semi-structured, or "free guided," interviews, where the interviewer has a loose outline to follow, offering flexibility within a general framework (Alhamid & Anufia, 2019).

In this study, the researcher conducted structured, individual interviews with both teachers and students to understand their difficulties in writing and to gauge student responses to the Dialogue Imaginer Method. This approach allowed each participant to freely express their views without the influence of others. By using a structured interview technique, the researcher was able to ensure that the questions stayed relevant to the study's objectives and focused on analyzing students' experiences with the Dialogue Imaginer Method for improving spelling and writing skills.

2.3.2.2. Documentation

Documentation studies are one way in which qualitative researchers can visualize a subject's perspective through written materials or other documents produced directly by the people involved. The documentation used in this research collected the data by photograph writing and then typing.

2.3.2.3. Questionnaire

According to Sugiyono (2018), a questionnaire is a data collection tool in which respondents are provided with a set of written questions or statements to answer. There are two main types of questions in questionnaires: open-ended, which allows respondents to answer in their own words, and closed-ended, where responses are limited to specific options. This study utilized an open-ended questionnaire format. The questionnaire contained a series of questions organized in a table, where students responded by ticking "yes" or "no" to each item, enabling straightforward data collection and analysis.

2.4. Data collection procedure

The researcher developed an interview guide to address the research questions effectively. Interview data were collected from two students in class VII B at Islamic Muhammadiyah Kasihan Bantul, selected through purposive sampling. These participants were chosen due to their limited vocabulary and low proficiency in writing skills. Before conducting the interviews, the researcher organized the guidelines and prepared a notebook for taking notes during each conversation. To ensure clear communication, the interviews were conducted in Indonesian, the native language of both the participants and the researcher, given the students' limited English vocabulary. The interview sessions took place from August 14th to August 20th.

2.5. Data analysis

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In descriptive qualitative research, there are steps required to analyze the data. According to Miles and Huberman (2007), analysis is divided into several stages, such as follows: (a) reduction, (b) data display, and (c) conclusion.

2.5.1. Data reduction

Data reduction is a form of analysis that sharpens, categorizes, directs, removes unnecessary data, and organizes data in such a way that conclusions can be drawn and verified (Miles & Huberman, 2007:16). In this section, the researcher categorized the data according to its relevance to specific research questions. Each dataset was organized to address particular aspects of students' opinions on the effectiveness of the Dialogue Imaginer method in improving writing skill mastery. This approach enabled a focused analysis of how the method impacted students' learning experiences and writing development.

2.5.2. Data display

The second step of analysis is data display. Generally, a display is a compressed, organized assembly of information, that allows drawing conclusions and actions (Miles & Huberman, 2007). The researcher also presents interview data and documentation.

2.5.3. Conclusion

The third step in the analysis process involves drawing and verifying conclusions. According to Miles and Huberman (2007), this step entails synthesizing information from the organized and categorized data, and then presenting it in a way that clarifies the findings. Conclusions can be positioned at the end of the report as a summary, helping readers easily understand the overall insights from the research.

In this study, the researcher followed Miles and Huberman's (2007) approach, gathering data through interviews to capture students' responses to the Dialogue Imaginer method for enhancing writing skill mastery. This process aimed to clearly identify students' reactions and insights on how the Dialogue Imaginer method influenced their writing skills.

2.5.4. Validity and reliability

Before conducting the interviews, the researcher prepared a structured interview guide as a key research instrument and kept a notebook for recording responses. The interviews were conducted in Indonesian, the native language of both the researcher and participants, due to the students' limited English vocabulary. The interview sessions took place from August 14th to August 20th.

Data validity was prioritized in this study, as the quality of research findings depends significantly on data validation. Validity refers to the degree of accuracy between the data obtained from the research and the data reported. Maxwell (1992) identifies five types of validity in qualitative research: descriptive, interpretative, theoretical, generalization, and evaluative validity. This study focused on descriptive validity, which involves accurately representing observable events as witnessed or heard. To ensure data credibility, the researcher employed triangulation, as suggested by Sugiyono (2018), which involves cross-verifying information gathered from different sources and using varied techniques. In this case, the researcher validated data through both interviews and documentation.

Reliability, related to the consistency and stability of data collection, was also emphasized. The researcher ensured reliability by meticulously organizing original research materials, including interview transcripts, notes, and documentation, to maintain an accurate record of findings.

3. RESULTS

Observations from this study indicated that the Imaginary Dialogue Method was effectively utilized by teachers to support students' development of English writing skills, especially spelling. This method encourages creativity by prompting students to imagine dialogues, which helps in contextualizing language

use and building vocabulary. The researcher gathered feedback through interviews with an English teacher and two students from class VII B to understand their experiences and perceptions of the method.

The teacher shared that the Imaginary Dialogue Method, combined with resources like the whiteboard and occasionally an LCD projector, created a more dynamic and interactive learning environment. While not all classrooms were equipped with an LCD, the use of multimedia resources, such as videos, images, and audio, made the lessons more engaging and helped sustain student interest in the material. The teacher observed that students appeared more enthusiastic and attentive, attributing this increased engagement to the method's interactive nature, which contrasts with more traditional methods relying solely on worksheets or lecture-based approaches.

Student responses also underscored the effectiveness of the Imaginary Dialogue Method in enhancing engagement and writing proficiency. Student 1 explained that describing scenarios in an imagined dialogue made learning English more accessible, as it allowed them to practice vocabulary and sentence structure in a practical, enjoyable way. They noted that standard worksheets and PowerPoint slides could feel monotonous, while the Imaginary Dialogue Method provided an engaging alternative that actively involved them in the learning process. This student felt that the method significantly improved their understanding of English, particularly in mastering writing mechanics and spelling.

Student 2 expressed similar sentiments, acknowledging that the Imaginary Dialogue Method had positively impacted their writing skills. Although they encountered challenges with limited vocabulary, the method encouraged them to think creatively and engage with English in a way that felt purposeful. Both students agreed that this approach was more captivating than conventional learning methods, as it required active participation and allowed them to apply English in a simulated conversational context. Additionally, they noted that the variety provided by the Imaginary Dialogue Method reduced the feelings of boredom they sometimes experienced with traditional materials, which often limited their interaction to basic worksheets or direct instruction.

A supplementary questionnaire assessed overall student interest in English, revealing varying degrees of engagement. For example, student Rizki Kurniawati showed moderate interest in English, with 63% of responses reflecting a positive attitude, while student Melody Putra Sanjaya's responses indicated a lower level of enthusiasm. This data, along with the interview feedback, highlighted that although only a small percentage of students expressed a strong preference for English, the Imaginary Dialogue Method played a notable role in increasing their interest and motivation.

Overall, the data suggest that the Imaginary Dialogue Method has significant potential as a supplementary tool for English language instruction, particularly in the area of writing and spelling. By engaging students in creative, context-based exercises, this method fosters a deeper connection to the language, helping students move beyond rote memorization to actively practicing language skills. The study recommends expanding the use of interactive methods, like the Imaginary Dialogue Method, within English curricula to support skill development and enhance students' positive associations with language learning.

4. CONCLUSION

The research focused on two main purposes on two main purposes. They are the student responses on the Dialogue Imaginer method in learning writing skills. For the process of the research, in the first step, the researcher interviewed two students from student Islamic Muhammadiyah Kasihan. The reason for choosing the two students is because they have writing skill very low. The student responses on Dialogue imaginer in learning writing skills in English, it is helpful and become an alternative media for students. Secondly, the student tries to write a paper or daily book and book for learning writing in school and can make a vocabulary book.

The student responses on the use of dialogue imaginer in learning writing skills are that students believe that Dialogue imaginer is cooperative in learning writing skills. Based on the conclusion above, there are three suggestions recommended by researchers for students, teachers, and features researchers to be follow up on,

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namely:

For Teachers: Researchers suggest that teachers pay more attention and train students to write English by writing down every idea or writing a story in a book so that students' writing skills can be further developed.

For Students: It is recommended that students actively seek assistance from teachers when they encounter difficulties with the material. This will allow them to receive valuable input and guidance, helping to further develop their English writing skills.

For Future Researchers: Future researchers are encouraged to adopt innovative approaches and address limitations observed in this study, such as restricted time. By building on and refining this research, they can contribute valuable insights and serve as a reference for others in the field..

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

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