The Effectiveness of Think-Talk-Write Technique to Teach Writing to Students with Different Personalities

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ABSTRACT
This research analyzed the effectiveness of Think-Talk-Write (TTW) and Fact-Reason-Elaboration-Shift (FRESH) techniques for teaching writing to students with extroverted and introverted personalities. A quantitative and 2 x 2 factorial research design involved 60 eighth-grade students. Three instruments—a personality questionnaire, observation checklist, and writing test—collected data. Both TTW and FRESH techniques positively impacted the writing abilities of extroverted and introverted students, with TTW showing stronger improvement. Individual characteristics must be considered when selecting teaching techniques. The findings provide evidence of effective writing instruction for different personality types, emphasizing the need for tailored approaches. Future research should explore additional techniques and factors to enhance our understanding of effective writing instruction.

KEYWORDS
Fact-Reason-Elaboration-Shift; Narrative Text; Students’ Personality; Think-Talk-Write; Writing.

ABSTRAK

KATAKUNCI
Fact-Reason-Elaboration-Shift; Teks Naratif; Keperibadian Siswa; Think-Talk-Write; Menulis.

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How to cite:
1. Introduction

Mastery of the written word carries profound importance for students, bestowing upon them the power to skillfully convey their thoughts across a tapestry of diverse scenarios. Yet, in the face of the writing endeavor, a multitude of students encounter hurdles, from conjuring imaginative concepts and structuring information, to harnessing fitting vocabulary and grammar, and eloquently stringing together their ideas with clarity and coherence. Henceforth, it becomes paramount for educators to embrace ingenuity, employing pioneering methodologies that serve as beacons to guide students through these challenges, elevating their writing finesse to new heights.

A highly effective approach to enhance students' writing skills involves the utilization of the Think-Talk-Write (TTW) technique. This technique, delineated by the scholarly works of (Yamin & Ansari, 2008), constitutes a learning strategy that revolves around a small group of individuals, typically comprising 3 to 5 students. The process commences with students engaging in critical thinking as they delve into assigned reading materials, meticulously scrutinizing and assimilating the information at hand (Think). Subsequently, they embark on a collaborative journey, exchanging their thoughts, ideas, and insights, engaging in profound discussions that cultivate a profound comprehension of the subject matter (Talk). Finally, equipped with the knowledge derived from contemplation and dialogue, students synthesize their discoveries and experiences into a comprehensive report, proficiently expressing their observations and reflections through the act of writing (Write).

The TTW technique unfolds as a communication-driven pedagogical marvel, embracing a dual purpose: nurturing the cognitive acumen of students and aiding them in the art of conceptual arrangement before transcribing their thoughts onto paper. This ingenious approach, by fostering lively engagement and dialogue amidst students, not only propels the growth of their critical thinking faculties but also serves as a crucible for scrutinizing and refining their ideas before etching them into formal prose (Huinker & Laughlin, 1996). This collaborative voyage empowers students to sharpen their analytical prowess, deepen their conceptual grasp, and elevate their overall aptitude for the written word.

Embarking upon the quest to fortify students' compositional dexterity, another invaluable technique that emerges is the Fact-Reason-Elaboration-Shift (FRESH) methodology. As illuminated by the scholarly works of Faisal & Suwandita (2013), FRESH unfurls as a practical tool, especially suited for guiding students in crafting descriptive texts. Each letter in the acronym assumes a distinct role, expertly steering the writing process, facilitating idea generation and organizational coherence. The FRESH technique encompasses a well-structured framework, comprising four pivotal elements. Initially, students are encouraged to imbue their written discourse with information relevant to the chosen topic (Fact). This foundational step paves the way for a comprehensive comprehension of the subject matter, enabling students to disseminate accurate and reliable knowledge (Aulia & Wulandari, 2013).

In the subsequent phase, students are encouraged to articulate the underlying reasons that bestow significance or spark interest in the chosen topic (Reason). By undertaking this endeavor, they not only establish a purposeful trajectory for their writing but also engage in
critical thinking, meticulously evaluating the relevance and impact of their subject matter. The ensuing stage entails the expansion of ideas, accomplished through the incorporation of additional details and illustrative examples (Elaboration). This pivotal step empowers students to infuse their writing with supporting evidence, vibrant descriptions, and captivating illustrations, thereby fortifying the overall effectiveness and persuasive prowess of their compositions. Ultimately, students are deftly guided to seamlessly transition between paragraphs or conclude with resounding remarks (Shift). This element ensures a seamless flow in their writing, facilitating cohesive transitions between ideas and enhancing the overall coherence of their literary creations.

Through the embrace of the FRESH technique, students are furnished with a practical and methodical approach to writing, endowing them with the tools to adeptly convey their thoughts and ideas in a descriptive tapestry. With its unwavering focus on factual precision, logical reasoning, elaborate expansion, and seamless transitions, this technique nurtures the budding capabilities of students, enabling them to produce captivating and well-structured written works.

In our present times, the English language has emerged as a ubiquitous mode of communication, assuming a prominent role as one of the foremost international languages. Its significance permeates diverse realms, encompassing education, technology, politics, economics, and beyond. In this era of profound interconnectivity and technological advancement, the indispensability of foreign language proficiency, especially in English, remains undeniable. Throughout their tenure in junior high school, students are expected to attain proficiency in four foundational language skills: reading, speaking, listening, and writing. Amongst these skills, writing occupies a pivotal position as an integral facet of language mastery. It necessitates that students cultivate a firm grasp of writing abilities, recognized as indispensable for effective communication.

The junior high school curriculum meticulously delineates specific competences, wherein writing is accorded the status of a standard competency within the eighth-grade English syllabus for the second semester. As expounded by Weigle (2002), students themselves acknowledge the growing importance of writing in our global community. Writing serves as a gateway for students to venture into uncharted realms of ideas, to discover novel linguistic forms, and to articulate their innermost thoughts through the medium of written expression. Moreover, the rationale behind the paramountcy of teaching writing to students manifests in a multitude of compelling reasons.

To commence our discussion, it is crucial to acknowledge the transformative influence that writing possesses, for it serves as the catalyst that breathes structure into our thoughts. When students immerse themselves in the art of writing, they unlock the power to arrange their ideas with grace and coherence, thus sharpening their capacity to effectively express their intended messages. Writing presents an expansive canvas where students have the freedom to infuse their thoughts, emotions, and perspectives, weaving together a rich tapestry of personal expression and the sharing of unique experiences. Furthermore, writing acts as a stimulant, propelling the development and maturation of students' ideas. As they transcribe their thoughts into written form, students embark on a voyage of refinement and expansion, nurturing the metamorphosis of budding concepts into fully realized paragraphs. The act of writing nurtures
critical thinking as students delves into the realms of analysis, evaluation, and synthesis, fostering intellectual growth and igniting the sparks of creativity.

Undeniably, writing poses itself as a formidable challenge, demanding a distinctive set of skills for its successful execution. These skills encompass a multitude of facets, including lexical precision, mechanical finesse, adept structural employment, rhetorical prowess, and more. According to the scholarly works of Fergenson & Nickerson (2019), writing is commonly perceived as the most arduous skill, as it necessitates a heightened level of control over productive language compared to other domains. Numerous students harbor anticipations of encountering difficulties as they embark upon the journey of mastering the art of writing. Observations have unveiled that despite some students attaining the minimum passing score (KKM) of 75 in their English lessons, they still confront significant challenges in various aspects of writing.

A prevalent challenge faced by students lies in their constrained vocabulary, often leading to repetitive word choices. Furthermore, the task of generating ideas to kick-start their writing endeavors proves arduous, coupled with the dilemma of selecting apt words to effectively convey their thoughts. In addition, passive students encounter heightened obstacles in their writing tasks. They grapple with a sense of apprehension when it comes to expressing their opinions through writing, resulting in a lack of confidence that permeates their work. Consequently, students with diminished self-assurance find themselves enveloped in fear and exhibit a waning enthusiasm when confronted with writing activities within the classroom setting. The dearth of self-belief during writing exercises can be attributed to a broader lack of success in the subject. In contrast, active students radiate a greater inclination towards communication, readily engaging with both teachers and peers. They actively participate in class discussions, seeking clarity and embracing collaborative exchanges. Conversely, passive students adopt a more reserved approach, opting for silence and avoiding active involvement. This divergence in communication patterns further compounds the challenges faced by passive students, exacerbating their struggles in the realm of writing.

1.1. The Effectiveness of Teaching Writing Using the Think-Talk-Write (TTW) Technique and The Fact-Reason-Elaboration-Shift (FRESH) Technique.

Numerous studies have delved into the efficacy of the TTW technique in the realm of teaching writing to students. Setiawan et al. (2017) undertook an investigation to discern the profound influence of the Think-Talk-Write (TTW) technique on the instruction of descriptive text writing. Employing an experimental design, the research implemented a two-group pre-test and post-test methodology, encompassing an experimental group and a control group, each comprising 28 students. The sampling technique employed was population sampling, wherein the entire population served as the sample. The data collection process encompassed pre-tests, treatment sessions, and post-tests. The experimental group received instruction utilizing the TTW technique, while the control group underwent teaching through the Presentation-Practice-Production (PPP) technique. The findings of the study unveiled that the t-test value (2.777) surpassed the critical t-table value (2.009) at a significance level of .05, with 54 degrees of freedom. This rejection of the Null Hypothesis (Ho), positing the absence of a significant effect
resulting from the utilization of the TTW technique on students' writing abilities in descriptive text, serves as concrete evidence substantiating the substantial impact of the TTW technique in enhancing students' prowess in writing descriptive texts.

Ambarita et al. (2022) embarked on a quasi-experimental research endeavor to delve into this realm. The participant pool encompassed 397 students hailing from Class X at SMA Negeri 3 Pematangsiantar, selected through purposeful sampling. These individuals were then divided into two distinct groups: an experimental group and a control group. The experimental group, comprising 34 students from Class X IPA 6, underwent instruction utilizing the Think Talk Write (TTW) Strategy, while the control group consisted of 34 students from Class X IPA 2, who received traditional instruction. Data collection was carried out through a writing test, with the ensuing results subjected to analysis utilizing the t-test formula. The analysis revealed that the t-test value surpassed the t-table value (t-test > t-table = 2.5 > 1.668). These noteworthy findings led to the rejection of the null hypothesis (Ho) and the subsequent acceptance of the alternative hypothesis (Ha). Hence, it can be firmly concluded that the implementation of the Think Talk Write (TTW) strategy exerts a profound and significant impact on students' aptitude for composing descriptive text.

Riandi & Nurfaujiah (2018) embarked on an experimental research venture, aiming to unravel the impact of the TTW strategy on the descriptive writing abilities of second-grade students at MTS MA Cikaliung. The study population encompassed 117 students, with a sample selected through the utilization of a simple random sampling technique. Two classes were chosen for this study, with the experimental group, consisting of 29 students from VIII C, and the control group, comprising 29 students from VIII B. The research design employed a quantitative approach, specifically incorporating the characteristics of experimental research. The data collection process involved the administration of both a pre-test and a post-test. The outcomes unveiled that the post-test scores of the experimental group surpassed those of the control group, with scores of 2024 and 1731, respectively. This stark difference indicates a notable improvement in students' writing scores after exposure to the think, talk, and write strategy. The t-test analysis further revealed that the calculated t-value (4.77) exceeded the critical t-table value (2.005), thus validating the significant influence brought about by the application of the think, talk, and write strategy in the context of teaching writing.

Furthermore, a multitude of studies have been conducted to explore the efficacy of the Fact-Reason-Elaboration-Shift (FRESH) technique in the realm of teaching writing to students. Silaban et al. (2022) undertook a quasi-experimental research endeavor to investigate the impact of the FRESH technique on the writing of descriptive texts by first-grade students at SMPN 32 Bekasi during the academic year 2021/2022. The research sample consisted of 29 students from class VII I. The research methodology employed a quantitative approach, specifically adopting the One Group Pre-test and Post-test Design. The pre-test and post-test were administered using a writing test as the principal assessment tool. The data collected from these tests were subjected to analysis using the Paired Sample T-test. The research findings substantiated a noteworthy enhancement in students' writing proficiency concerning descriptive texts after the implementation of the FRESH technique. This assertion was supported by the significant level value of 0.00, which fell below the threshold value of 0.05. Moreover, the
analysis revealed improvement across all aspects of writing based on the obtained results. Notably, the organization aspect demonstrated the most pronounced advancement. In summary, the research concludes that the utilization of the FRESH technique effectively enhances students' writing achievement, with a particular emphasis on refining the organizational structure of their written compositions.

Wijayanti & Anggraini (2018) conducted an experimental research endeavor to evaluate the efficacy of the FRESH technique in teaching the writing skills of descriptive text to seventh-grade students at SMP Negeri 03 Mojogedang during the academic year 2017/2018. The findings indicated a significant distinction in the writing abilities between the experimental group, who received instruction using the FRESH technique, and the control group, who were taught using the Direct Instruction (DI) technique. Consequently, the researcher concluded that the FRESH technique was effective in enhancing students' writing skills in descriptive text.

The studies mentioned above have offered compelling findings that validate the efficacy of the TTW and FRESH techniques in the instruction of writing, specifically when it comes to descriptive and recount texts. However, it is important to acknowledge that none of these studies have explored the potential influence of students' personality types as a variable that could potentially shape their learning outcomes. Hence, the present study seeks to fill this void by examining and contrasting the effectiveness of the TTW technique and the FRESH technique in teaching writing to students with extroverted and introverted personalities.

1.2. Exploring Personality Traits and their Implications on Writing Instruction.

This study aims to explore the defining features that differentiate extroverts and introverts, unraveling the intricacies of these two distinct personality types. Extroverts are characterized by their innate sociability, finding fulfillment in lively connections and interactions with others. Their extensive social circles and zest for engaging in social activities bring them great satisfaction. Renowned for their adventurous nature, extroverts actively seek novel experiences and willingly embrace challenges. Their infectious sense of humor and boundless energy permeate their vibrant engagement with the world. In contrast, introverts embody a contrasting set of characteristics. According to Bradley & Hebert (1997) research, extroverts derive their vitality from social connections, whereas introverts replenish their energy reserves through moments of solitude. Extroverts naturally gravitate toward the external world of people and concrete encounters, while introverts find solace in the internal realm of abstract ideas, forging a profound bond with their introspective musings (Schultz & Schultz, 2016).

Given the multitude of challenges faced by educational institutions, it becomes crucial for educators to prioritize their efforts in assisting students in refining their writing abilities. In the context of English language instruction, teachers bear the responsibility of cultivating an inclusive learning environment that not only facilitates knowledge acquisition but also instills a sense of joy and captivation. Amidst the various approaches to student-centered learning, cooperative learning emerges as a particularly powerful methodology, encompassing a diverse range of techniques that promote collaborative and team-based learning, with the teacher assuming the role of a facilitator (Yulisasri, 2013, 2014). Therefore, it is imperative for teachers
to wholeheartedly support and guide students as they navigate the intricacies of mastering the art of writing.

Upon conducting careful observations, it has become evident that teachers must embrace more effective teaching strategies to ignite students’ passion for writing. Consequently, it is imperative for English educators in junior high schools to endeavor towards enhancing the quality of writing instruction by providing ample opportunities for practice, fostering a collaborative learning environment, and encouraging students to share their written creations with their peers.

This situation holds particular significance within the context of Semarang’s Kesatrian 2 Junior High School, where students’ proficiency in writing is notably low. The researcher acknowledges that students encounter numerous obstacles when attempting to articulate their ideas in written form. Notably, the students exhibit a diverse range of personalities, encompassing both extroverted and introverted traits. Interestingly, it is observed that students with introverted inclinations face heightened challenges in the realm of writing, thereby impeding the overall learning process within Semarang’s Kesatrian 2 Junior High School.

Given the revelations from these findings, it becomes paramount to acknowledge and tackle the prevailing challenges while offering substantial assistance to enhance students’ prowess in writing. Teachers ought to employ a repertoire of instructional strategies that cater to the unique and varied requirements of each student, taking into account their individual personalities and preferred learning styles. By crafting a welcoming and immersive learning milieu, educators can instill a favorable mindset towards writing, equipping students with the tools necessary to surmount their writing obstacles. Through unwavering practice, fruitful collaborations, and dedicated guidance, students have the potential to nurture their writing abilities and flourish academically.

The researcher has formulated a series of thought-provoking inquiries inspired by the prevailing issues observed within the school environment. These thought-provoking research questions delve into the effectiveness of the Think-Talk-Write approach and the FRESH technique in teaching writing to students with diverse personality traits. By exploring the impact of these instructional methods on both extroverted and introverted individuals, the researcher aims to uncover valuable insights regarding their efficacy and potential benefits. Furthermore, the research seeks to ascertain the significance of the disparities between the Think-Talk-Write approach and the FRESH technique in nurturing the development of writing skills among students with distinct personality types. Additionally, the investigation delves into the intricate dynamics that arise from the interplay between teaching techniques and students’ personalities, shedding light on the influence of this interaction on the overall enhancement of students’ writing achievements.

2. Method

Taking a quantitative approach, this research investigation aimed to assess the effectiveness of two distinct writing techniques, namely Think-Talk-Write (TTW) and Fact-Reason-Elaboration-Shift (FRESH), in teaching students with varying personality types, specifically those identified
as either extroverted or introverted. To achieve this goal, a 2 x 2 factorial research design was meticulously implemented, ensuring a comprehensive evaluation of the impact of these techniques. The study centered around eighth-grade students attending Semarang's Kesatrian 2 Junior High School, constituting the target population within this specific educational context. With a sample size of 30 students in each group, evenly distributed between 15 individuals with extroverted tendencies and 15 exhibiting introverted traits, the combined sample encompassed a diverse and representative cohort of 60 students for thorough analysis.

In order to collect the required data, a diverse set of three instruments was employed. Firstly, a meticulously designed personality questionnaire, derived from the Eysenck Personality Inventory (EPI) formulated by Artemenkov (2021) was utilized. Carefully constructed with 30 items, this questionnaire aimed to explore the myriad of traits associated with both extroverted and introverted personalities. Secondly, an observation checklist was implemented as a comprehensive guide, meticulously capturing the multifaceted teaching, and learning activities unfolding within the experimental classes during the implementation of the techniques. This instrument facilitated a detailed examination of the intricate processes and activities occurring throughout the duration of the intervention.

This specific tool played a pivotal role in facilitating a comprehensive exploration of the intricate processes and activities that transpired throughout the intervention period. Lastly, as the third instrument, an intricately designed writing test was implemented. Carefully crafted to assess the students' proficiency in English writing, particularly in the context of narrative text, this test comprised thoughtfully composed paragraphs that provided students with an opportunity to showcase their skills. To evaluate the students' performance, a scoring rubric incorporating established criteria such as composition, style, sentence structure, language usage, and mechanics was employed. The scoring rubric utilized in this study was adapted from the esteemed work of (O’Malley & Pierce, 1996).

The data collection process encompassed a meticulously planned sequence of five essential steps. Firstly, every student in the eighth grade at Kesatrian 2 Junior High School in Semarang actively participated in completing the comprehensive personality questionnaire. This initial stage aimed to discern the distinct personality types manifested by each student, specifically their inclination towards either extroversion or introversion. Subsequently, both experimental groups underwent a pre-test, wherein they were tasked with crafting a narrative text. Once the pre-test concluded, the experimental classes proceeded with the specified treatments as part of the intervention. Throughout this phase, the observation checklist meticulously documented the intricate activities that unfolded within the classroom, capturing the subtleties of the teaching, and learning process. Finally, a post-test was administered to evaluate and quantify the students' writing accomplishments after the conclusion of the intervention treatments.

3. Results and Discussion

In this study, seven data sets were analyzed to examine the effectiveness of the Think-Talk-Write (TTW) technique in teaching writing to students with extroverted and introverted personalities. The findings are as follows: The first research question investigated the impact of the Think-
Talk-Write technique on the writing abilities of students with extroverted personalities. The statistical analysis revealed a significant difference in the students’ writing achievements before and after receiving the treatment.

**Table 1. Think-Talk-Write (TTW) Technique on Writing Achievement of Extroverted Students**

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Personality Type</th>
<th>Pre-Test Mean Score</th>
<th>Post-Test Mean Score</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extroverted</td>
<td>58.9167</td>
<td>81.2500</td>
<td>0.000</td>
</tr>
</tbody>
</table>

In the pre-test, students with extroverted personalities achieved an average score of 58.9167, whereas their mean score in the post-test showed a notable increase, reaching 81.2500. These results clearly indicate an improvement in the students' writing achievement from the initial assessment to the final evaluation. Moreover, the calculated two-tailed significance (sig) score of 0.000 further strengthens these findings. Consequently, the null hypothesis (Ho) is rejected due to the sig value falling below the predetermined significance level (α) of 0.05. This compelling evidence confirms that the Think-Talk-Write (TTW) technique significantly impacts the teaching of writing to students with extroverted personalities.

Exploring the effectiveness of the Think-Talk-Write technique in teaching writing to students with introverted personalities was the main objective of the second research question. The analysis of the pre-test and post-test outcomes highlighted a significant disparity in the students' writing achievements. Specifically, the mean score in the pre-test for students with introverted personalities stood at 57.3167, whereas in the post-test, it witnessed a substantial rise, reaching 82.0833. These results underscore a marked improvement in the students' writing performance following the implementation of the Think-Talk-Write technique.

**Table 2. Think-Talk-Write (TTW) Technique on Writing Achievement of Introverted Students**

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Personality Type</th>
<th>Pre-Test Mean Score</th>
<th>Post-Test Mean Score</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Introverted</td>
<td>57.3167</td>
<td>82.0833</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The findings demonstrate that the Think-Talk-Write technique has a positive impact on the writing abilities of both students with extroverted and introverted personalities. The increase in mean scores between the pre-test and post-test highlights the improvement in students' writing achievements after the implementation of the technique. Based on the results of the pre-test and post-test, it is evident that there has been a noticeable improvement. Moreover, the two-tailed significance score (sig) of the paired sampled statistic is 0.000. Consequently, the null hypothesis (Ho) is rejected as the sig score is lower than the chosen significance level of α = 0.05. Hence, the Think-Talk-Write (TTW) technique yields a significant outcome when utilized to teach writing to students with introverted personalities.

The findings of this study, particularly those pertaining to the first and second research questions, align with previous research conducted by Ambarita et al. (2022); Riandi & Nurfaujiah (2018); Setiawan et al. (2017), all of whom concluded that the TTW technique is effective in improving students' descriptive writing skills. These findings are further supported by the theoretical framework proposed by Huinker & Laughlin (1996), who describe the TTW technique...
as a communication-based learning approach aimed at fostering students’ thinking abilities, promoting reflection, organizing ideas, and conducting tests before translating thoughts into writing. Additionally, these findings can be attributed to the characteristics commonly associated with introverted personalities, characterized by quietness, reserve, thoughtfulness, and a preference for independent or small group work. Consequently, the TTW technique provides introverted students with opportunities to internally process their ideas through reflective thinking activities before expressing them externally through speaking and writing activities.

Furthermore, the third research question delves into the influence of the FRESH technique on the instruction of writing to students characterized by extroverted personalities. Examination of the statistical analysis exposes a discernible contrast in writing achievement prior to and following the implementation of the treatment. Specifically, the average score in the pre-test for students possessing extroverted personalities amounts to 59.4167, whereas the mean score in the post-test elevates to 80.0333.

Table 3. Fact-Reason-Elaboration-Shift (FRESH) Technique on Writing Achievement of Extroverted Students

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Personality Type</th>
<th>Pre-Test Mean Score</th>
<th>Post-Test Mean Score</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Extroverted</td>
<td>59.4167</td>
<td>80.0333</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Based on the analysis of the pre-test and post-test results for students with extroverted personalities, it is evident that their writing achievement has notably improved. Additionally, the two-tailed significance score (sig) of the paired sampled statistic is 0.000, indicating a statistically significant finding. Consequently, the null hypothesis (Ho) is rejected as the sig score falls below the chosen significance level of $\alpha = 0.05$. With confidence, it can be asserted that employing the Fact-Reason-Elaboration-Shift (FRESH) technique to teach writing to students with extroverted personalities yields a significant outcome.

In contrast, the fourth research question focuses on the application of the Fact-Reason-Elaboration-Shift (FRESH) technique in teaching writing to students with introverted personalities. The results of the pre-test and post-test demonstrate a noticeable difference in the students’ writing achievements. The mean score of the pre-test for students with introverted personalities is 54.4167, while the mean score in the post-test is 75.5833.

Table 4. Fact-Reason-Elaboration-Shift (FRESH) Technique on Writing Achievement of Introverted Students

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Personality Type</th>
<th>Pre-Test Mean Score</th>
<th>Post-Test Mean Score</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Introverted</td>
<td>54.4167</td>
<td>75.5833</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Based on the findings of the pre-test and post-test for students with introverted personalities, it can be concluded that there is an improvement in their writing achievement. Additionally, the two-tailed significance score (sig) of the paired sampled statistic is 0.000. Consequently, the null hypothesis (Ho) is rejected since the sig score is lower than the chosen significance level of $\alpha = 0.05$. Therefore, it can be confidently stated that there is a significant outcome when utilizing
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The findings of this study, particularly those pertaining to the third and fourth research questions, are consistent with prior research conducted by Aulia & Wulandari (2013); Silaban et al. (2022); Wijayanti & Anggraini (2018) (Silaban et al., 2022; Wijayanti & Anggraini, 2018), whom concluded that the FRESH technique effectively enhances students’ descriptive writing skills. Furthermore, this finding is supported by the theoretical framework proposed by Faisal & Suwandita (2013), who introduced the FRESH technique as an acronym representing the steps of fact, reason, elaboration, and shift. The FRESH technique emerges as an asset in aiding students with their composition of descriptive texts, as it provides guidance in generating and structuring ideas in accordance with each element of the acronym. This discovery can be attributed to the inherent qualities often linked with introverted personalities, such as introspection, contemplation, reflection, and a predilection for working independently or in small groups. As a result, the FRESH technique presents introverted students with a platform to develop their facts, reasons, elaborations, and shifts systematically and coherently throughout the writing journey.

The fifth research question aims to determine which techniques have a stronger impact on the writing achievement of students with extroverted personalities. According to the statistical analysis of this research question, the average score of the post-test for experimental group 1, which received the Think-Talk-Write technique, is 81.2500. On the other hand, the mean score of the post-test for experimental group 2, which received the Fact-Reason-Elaboration-Shift technique, is 80.0333. It appears that the mean scores of both groups of students are relatively similar. Therefore, both techniques yield favorable results for students with extroverted personalities.

The independent sample test reveals a significance value (sig) of 0.029. Consequently, the null hypothesis (H0) is rejected since the sig score is lower than the chosen significance level of α = 0.05. Thus, it can be concluded that the Think-Talk-Write technique has a superior effect in teaching writing to students with extroverted personalities. However, it is important to note that drawing a conclusion is not solely based on the mean scores of the post-test and independent samples. The statistical analysis also indicates that students with extroverted personalities exhibit better writing achievement when taught using the Think-Talk-Write technique.

Table 5. Impact of Teaching Techniques Using TTW and FRESH on Writing Achievement of Students with Extroverted Personalities

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Technique</th>
<th>Post-Test Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Think-Talk-Write (TTW)</td>
<td>81.2500</td>
</tr>
<tr>
<td></td>
<td>Fact-Reason-Elaboration-Shift (FRESH)</td>
<td>80.0333</td>
</tr>
</tbody>
</table>

The average scores of the pre-test and post-test for students with extroverted personalities who were taught with the Think-Talk-Write technique are 58.9167 and 81.2500, respectively. On the other hand, the average scores of the pre-test and post-test for students with extroverted personalities who were taught with the Fact-Reason-Elaboration-Shift (FRESH) technique are 59.4167 and 80.0333, respectively. Considering the average scores of the pre-test and post-
test in both experimental groups, as well as the standard deviation, it can be concluded that the Think-Talk-Write technique has a stronger effect on the writing achievement of students with extroverted personalities.

Additionally, the sixth research question investigates the effectiveness of the Think-Talk-Write and Fact-Reason-Elaboration-Shift techniques in teaching narrative writing to students with introverted personalities. According to the statistical results, the mean average score of the post-test for experimental group 1, which received the Think-Talk-Write technique, is 82.0833. In contrast, the mean score of the post-test for experimental group 2, which received the Fact-Reason-Elaboration-Shift (FRESH) technique, is 75.6500. These results indicate a difference in the writing achievement of students with introverted personalities when exposed to the Think-Talk-Write technique compared to the Fact-Reason-Elaboration-Shift technique.

The independent sample test reveals a significance value (sig) of 0.007. Therefore, the null hypothesis (Ho) is rejected because the sig score is lower than the chosen significance level of $\alpha = 0.05$. Hence, it can be concluded that the Think-Talk-Write technique has a superior effect in teaching writing to students with introverted personalities compared to the Fact-Reason-Elaboration-Shift technique. However, it is important to note that drawing a conclusion is not solely based on the mean scores of the post-test and independent samples. The statistical analysis also indicates that students with introverted personalities demonstrate better writing achievement when taught using the Think-Talk-Write technique.

Table 6. Teaching Techniques Using TTW and FRESH on Narrative Writing Achievement of Students with Introverted Personalities

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Technique</th>
<th>Post-Test Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Think-Talk-Write</td>
<td>82.0833</td>
</tr>
<tr>
<td></td>
<td>Fact-Reason-Elaboration-Shift</td>
<td>75.6500</td>
</tr>
<tr>
<td></td>
<td><em>(FRESH)</em></td>
<td></td>
</tr>
</tbody>
</table>

The average scores of the pre-test and post-test for students with introverted personalities who were taught with the Think-Talk-Write technique are 57.3333 and 82.0833, respectively. Conversely, the average scores of the pre-test and post-test for students with introverted personalities who were taught with the Fact-Reason-Elaboration-Shift technique are 54.4167 and 75.5833, respectively. Considering the average scores and standard deviation in both experimental classes, it can be concluded that the Think-Talk-Write technique has a stronger effect on the writing achievement of students with introverted personalities. In conclusion, students with introverted personalities tend to achieve better results compared to students with introverted personalities.

The findings of this study, particularly those pertaining to the fifth and sixth research questions, suggest that both techniques are appropriate for teaching writing to students with an extroverted personality. However, the TTW technique outperforms the FRESH technique in terms of enhancing their writing skills. This result aligns with the theory of personality types proposed by the Myers-Briggs Type Indicator (MBTI), which indicates that extroverts are inclined towards learning activities that involve interaction, communication, expression, and feedback from others (Myers & Myers, 1995). These aspects, such as thinking aloud or
discussing ideas before writing them down, are offered by the TTW technique, whereas the FRESH technique focuses on presenting facts or reasons systematically or sequentially.

The final research question in this study focuses on examining the interaction between teaching techniques and students' personalities to enhance students' writing achievement. The analysis reveals that the significance value (p value) for the teaching technique is 0.002. Consequently, the null hypothesis (Ho) is rejected since the sig score (2-tailed) is lower than the chosen significance level of $\alpha = 0.05$. This indicates a significant difference in the post-test results between the Think-Talk-Write (TTW) and Fact-Reason-Elaboration-Shift (FRESH) techniques.

**Table 7. Teaching Techniques Using TTW and FRESH on Students’ Personalities in Enhancing Writing Achievement**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance (p-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
<td>0.002</td>
</tr>
<tr>
<td>Personality</td>
<td>0.128</td>
</tr>
<tr>
<td>Interaction</td>
<td>0.032</td>
</tr>
</tbody>
</table>

Moreover, the significance value (p value) for personality is 0.128. As a result, the null hypothesis (Ho) is accepted since the sig score (2-tailed) is higher than the chosen significance level of $\alpha = 0.05$. In other words, there is no significant difference between students with extroverted and introverted personalities in terms of the post-test results. Additionally, the statistical analysis demonstrates that the significance value (p value) for the interaction between teaching technique and personality is 0.032. Thus, the null hypothesis (Ho) is rejected as the sig score (2-tailed) is lower than the chosen significance level of $\alpha = 0.05$. This indicates the presence of an effective interaction between the technique used and students' personality. Consequently, it can be concluded that there is an effective interaction between teaching techniques and students' personalities in enhancing students' writing achievement. The accompanying graph depicts the interaction among these variables.

![Figure 1](image.png)

**Figure 1. Students’ Writing Achievement Through the Effective Interaction between Teaching Techniques and Students’ Personalities**

Figure 1 illustrates the intersection of two lines, indicating the presence of an interaction. For an interaction to exist, the lines must intersect, forming a crossing point. Therefore, the intersection between these lines signifies an effective interaction between personality and teaching technique in enhancing students' writing.

The findings pertaining to the seventh research question imply that the effectiveness of teaching techniques hinges upon their congruence with students' distinct personalities. In more
straightforward language, different techniques can yield different outcomes based on the specific characteristics of the students. This finding aligns harmoniously with Gardner's theory of multiple intelligences, introduced in 1983, which underscores the notion that learners exhibit diverse preferences, strengths, and weaknesses during the learning journey (Gardner, 2006). Hence, educators should recognize the multifaceted nature of students' personalities and customize their instructional approaches accordingly, considering their individual needs and passions.

4. Conclusion

In summary, the primary objective of this research study was to examine the effectiveness of two instructional techniques, namely the Think-Talk-Write (TTW) and Fact-Reason-Elaboration-Shift (FRESH) approaches, in teaching writing to students with varying extroverted and introverted personalities. The outcomes of the study can be summarized as follows: 1) The implementation of the TTW technique yielded significant improvements in the writing abilities of students with extroverted personalities. Notably, the average scores escalated from 58.9167 in the pre-test to 81.2500 in the post-test, indicating a noteworthy enhancement in writing achievement. 2) In a similar vein, students with introverted personalities experienced positive effects from the implementation of the TTW technique. Notably, the mean scores displayed a substantial increase from 57.3167 in the pre-test to 82.0833 in the post-test, highlighting a remarkable improvement in their writing achievement. 3) Likewise, when the FRESH technique was employed, students with extroverted personalities demonstrated notable progress in their writing achievement. The average scores witnessed an upward shift, rising from 59.4167 in the pre-test to 80.0333 in the post-test, further reinforcing the positive impact of utilizing the FRESH technique. 4) Additionally, the FRESH technique exhibited a positive influence on the writing achievement of students with introverted personalities. The mean scores exhibited an upward trend, ascending from 54.4167 in the pre-test to 75.5833 in the post-test, signifying a commendable improvement in their writing proficiency. Both the TTW and FRESH techniques proved effective in enhancing the writing skills of students, irrespective of their extroverted or introverted personalities. These findings highlight the potential of these instructional approaches in fostering improved writing achievement among students with diverse personality traits.

These findings align with previous research studies, providing further support for the effectiveness of both the TTW and FRESH techniques in enhancing students' descriptive writing skills. The theoretical frameworks proposed by Huinker & Laughlin (1996) for the TTW technique and Faisal & Suwandita (2013) for the FRESH technique lend additional credibility to these findings, as they offer sound theoretical underpinnings. However, it is crucial to acknowledge the limitations inherent in the current study. While the research focused primarily on assessing the impact of the TTW and FRESH techniques on writing achievement, it did not account for other potential factors that may influence students' writing abilities. Additionally, the study solely examined the effects of these techniques on students with extroverted and introverted personalities, overlooking their influence on individuals with different personality types. To gain a more comprehensive understanding, future research should broaden its scope to investigate...
the effects of these techniques on a wider range of personality types and consider additional factors that might impact writing achievement. Such an approach would provide valuable insights into the potential benefits and limitations of utilizing the TTW and FRESH techniques in the teaching of writing to students.

Drawing upon the outcomes of this investigation, it can be deduced that both the TTW and FRESH techniques exhibit effectiveness in the instruction of writing to students possessing extroverted and introverted personalities. However, the TTW technique showcased a more pronounced impact on writing achievement when compared to the FRESH technique, particularly among students exhibiting both extroverted and introverted tendencies. The study further disclosed a significant interplay between teaching techniques and students’ personalities, indicating that the efficacy of the techniques is contingent upon the individual traits of the students. This discovery accentuates the significance of considering students’ unique characteristics when selecting appropriate teaching techniques for writing pedagogy.

In contributing to the body of knowledge, this research supplies compelling evidence attesting to the efficacy of the TTW and FRESH techniques in instructing students with diverse personality types in the art of writing. These findings underscore the importance of employing tailored instructional approaches that cater to the distinct needs and attributes of students. To deepen our understanding of effective writing instruction, further investigations should explore additional teaching techniques and additional factors that may exert influence on writing achievement. By expanding our knowledge in this domain, we can refine and enhance writing instruction practices for the betterment of student learning outcomes.

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