



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

Aulfa Reyza Ayuni Prestika

<sup>a</sup>Nahdlatul Ulama University of Lampung, Indonesia

## 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

Penelitian ini menganalisis efektivitas teknik Think-Talk-Write (TTW) dan Fact-Reason-Elaboration-Shift (FRESH) dalam mengajar menulis kepada siswa dengan kepribadian ekstrovert dan introvert. Desain penelitian kuantitatif dan faktorial 2 x 2 melibatkan 60 siswa kelas delapan. Tiga instrumen—kuesioner kepribadian, daftar periksa observasi, dan tes menulis—digunakan untuk mengumpulkan data. Baik teknik TTW maupun FRESH berdampak positif pada kemampuan menulis siswa ekstrovert dan introvert, dengan tehnik TTW menunjukkan peningkatan yang lebih signifikan. Karakteristik individu harus dipertimbangkan dalam memilih teknik pengajaran. Temuan ini memberikan bukti mengenai instruksi menulis yang efektif untuk berbagai tipe kepribadian, sehingga menekankan perlunya penyesuaian pendekatan tehnik pengajaran. Penelitian berikutnya perlu mengeksplorasi teknik dan faktor tambahan untuk meningkatkan pemahaman tentang instruksi menulis yang efektif.

## KATAKUNCI

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

## Contact

Aulfa Reyza Ayuni Prestika

✉ [aulfareyzaa@unulampung.ac.id](mailto:aulfareyzaa@unulampung.ac.id)

🏠 Nahdlatul Ulama University of Lampung, Indonesia

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## 1. Introduction

Mastering the skill of writing is crucial for students as it enables them to communicate effectively in diverse settings. However, many students encounter difficulties when it comes to writing, such as generating ideas, organizing information, utilizing appropriate vocabulary and grammar, and expressing their thoughts in a clear and coherent manner. Consequently, it is imperative for educators to employ effective techniques that can assist students in overcoming these challenges and enhancing their writing abilities.

An effective approach to improving students' writing skills is the implementation of the Think-Talk-Write (TTW) technique. This technique, as described by (Yamin & Ansari, 2008) is a learning strategy that involves a group of students, typically ranging from 3 to 5 individuals. The process begins with the students engaging in critical thinking as they delve into the assigned reading materials, carefully analyzing and processing the information (Think). Subsequently, they embark on a collaborative journey, sharing their thoughts, ideas, and insights with one another, engaging in meaningful discussions that foster a deeper understanding of the subject matter (Talk). Finally, armed with the knowledge acquired through thinking and talking, the students synthesize their findings and experiences into a comprehensive report, effectively articulating their observations and reflections through the act of writing (Write).

The TTW technique can be viewed as a communication-based learning method with a twofold objective: to cultivate students' thinking and reflective skills and to aid them in organizing their ideas prior to expressing them in written form. By encouraging active engagement and dialogue among students, this technique not only facilitates the development of their critical thinking abilities but also provides a platform for testing and refining their thoughts before formally documenting them (Huinker & Laughlin, 1996). Through this collaborative process, students are empowered to hone their analytical skills, improve their conceptual understanding, and enhance their overall writing proficiency.

In the quest to enhance students' writing proficiency, another valuable technique that can be employed is the Fact-Reason-Elaboration-Shift (FRESH) technique. As elucidated by Faisal & Suwandita (2013) FRESH serves as a practical approach to aid students in composing descriptive texts, particularly by facilitating the generation and organization of their ideas, employing each letter of the acronym to guide their writing process. The FRESH technique encompasses a structured framework that encompasses four crucial elements. Firstly, students are encouraged to begin by incorporating information pertaining to the topic at hand (Fact). This initial step lays the foundation for a solid understanding of the subject matter, enabling students to convey accurate and reliable information (Aulia & Wulandari, 2013).

Subsequently, students are prompted to articulate the reasons behind the significance or interest of the topic (Reason). By doing so, they not only establish a clear purpose for their writing but also engage in critical thinking as they assess the relevance and impact of the chosen topic. The next phase involves the expansion of ideas through the incorporation of additional details and examples (Elaboration). This step enables students to enrich their writing by providing supporting evidence, vivid descriptions, and compelling illustrations, thus bolstering the overall effectiveness and persuasiveness of their work. Finally, students are guided to

seamlessly transition between paragraphs or draw conclusive remarks (Shift). This element ensures that the flow of their writing remains cohesive, allowing for smooth transitions between ideas and enhancing the overall coherence of their composition.

By adopting the FRESH technique, students are equipped with a practical and systematic approach to writing, empowering them to effectively convey their thoughts and ideas in a descriptive manner. Through its emphasis on factual accuracy, logical reasoning, elaboration, and seamless transitions, this technique nurtures students' abilities to produce engaging and well-structured written work.

Currently, English has become a widely used means of communication across the globe, serving as one of the prominent international languages. Its significance extends to various domains including education, technology, politics, economics, and more. In this increasingly interconnected and technologically advanced era, the importance of foreign language proficiency, particularly in English, cannot be denied. During their time in junior high school, students are expected to acquire proficiency in four fundamental language skills: reading, speaking, listening, and writing. Among these skills, writing holds a pivotal position as an essential component of language mastery. It demands that students develop a strong command of writing skills, which are deemed crucial for effective communication.

The curriculum of junior high school outlines specific competences, and writing is recognized as a standard competency in the eighth-grade English syllabus for the second semester. As asserted by Weigle (2002), students believe that writing has become an important tool in today's global community. Writing enables students to explore new ideas, discover novel language forms, and express themselves through the written word. Moreover, there are numerous reasons why teaching writing is of utmost importance for students.

Firstly, engaging in writing activities aids students in organizing their thoughts. Through the process of writing, they learn to structure their ideas in a coherent manner, enhancing their ability to effectively convey their intended message. Writing provides a platform for students to articulate their thoughts, feelings, and perspectives, enabling them to share their experiences and engage in meaningful self-expression. Additionally, writing serves as a catalyst for the development of students' ideas. By putting their thoughts into writing, students can refine and expand upon their initial concepts, transforming them into well-developed paragraphs. Writing facilitates critical thinking as students learn to analyze, evaluate, and synthesize information, thereby fostering intellectual growth and creativity.

Writing is a challenging task that demands a unique set of skills for its successful execution. These skills encompass various aspects such as word choice, mechanics, structural usage, rhetoric, and more. According to Fergenson & Nickerson (2019), writing is commonly regarded as the most difficult skill due to its requirement for a higher level of control over productive language compared to other skills. Many students anticipate encountering difficulties when endeavoring to master the art of writing. Upon conducting observations, it was noted that some students were able to meet the minimum passing score (KKM) of 75 in their English lessons. However, they still faced significant challenges in several areas of writing.

One prevalent issue among students is their limited vocabulary, which often leads to repetitive word usage. Additionally, many students struggle with generating ideas to initiate their

writing and face dilemmas in selecting appropriate words to express their thoughts effectively. Moreover, passive students encounter greater difficulties in their writing tasks. They often experience apprehension in expressing their opinions through writing, resulting in a lack of confidence. Consequently, students with low confidence levels tend to feel fearful and exhibit diminished enthusiasm when engaging in writing activities within the classroom setting. The lack of self-assurance during writing exercises can be attributed to students' overall lack of success in the subject. In contrast, active students display a higher propensity for communication with both teachers and peers. They actively participate in class discussions, seeking clarification and engaging in collaborative exchanges. On the other hand, passive students tend to adopt a more reticent approach, preferring to remain silent and avoid active engagement. This disparity in communication patterns further contributes to the challenges faced by passive students, exacerbating their difficulties in writing.

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

Several studies have been conducted to investigate the effectiveness of TTW technique in teaching writing to students. Setiawan et al. (2017) investigated the impact of the Think-Talk-Write (TTW) technique on the teaching of descriptive text writing. The research adopted an experimental design, employing a two-group pre-test and post-test approach: an experimental group and a control group, each comprising 28 students. The sampling technique used was population sampling, where the entire population was included as the sample. Data collection involved pre-tests, treatment sessions, and post-tests. The experimental group received instruction using the TTW technique, while the control group was taught using the Presentation-Practice-Production (PPP) technique. The findings indicated that the t-test value (2.777) exceeded the critical t-table value (2.009) at a significance level of .05 with 54 degrees of freedom. This rejection of the Null Hypothesis ( $H_0$ ), which stated that there is no significant effect of using the TTW technique on students' writing abilities in descriptive text, demonstrates that the TTW technique had a substantial impact on improving students' descriptive text writing skills.

Ambarita et al. (2022) conducted a quasi-experimental research design to explore this area. The sample population consisted of 397 students from Class X at SMA Negeri 3 Pematangsiantar, selected through purposeful sampling. The sample was divided into an experimental group and a control group. The experimental group, consisting of 34 students from Class X IPA 6, received instruction using the Think Talk Write (TTW) Strategy. The control group comprised 34 students from Class X IPA 2 and received traditional instruction. Data was collected through a writing test, and the results were analyzed using the t-test formula. The analysis indicated that the t-test value exceeded the t-table value ( $t\text{-test} > t\text{-table} = 2.5 > 1.668$ ). These findings led to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). Thus, it can be concluded that the Think Talk Write (TTW) strategy significantly impacts students' ability to write descriptive text.

Riandi & Nurfauijah (2018) conducted experimental research on the influence of TTW strategy towards students' descriptive writing abilities of second-grade students at MTS MA

Cikaliung. The population for this study consisted of 117 students, and a simple random sampling technique was employed to select the sample. Two classes were chosen, with VIII C serving as the experimental group comprising 29 students, and VIII B acting as the control group, also consisting of 29 students. The research design employed in this study was quantitative, specifically using the characteristics of experimental research. Data collection involved administering a pre-test and a post-test. The results revealed that the post-test scores of the experimental group were higher than those of the control group, with scores of 2024 and 1731, respectively. This indicates that students' writing scores improved after being exposed to the think, talk, and write strategy. The t-test analysis indicated that the calculated t-value (4.77) exceeded the critical t-table value (2.005), confirming the significant influence of applying the think, talk, and write strategy in teaching writing.

In addition, several studies have been conducted to investigate the effectiveness of Fact-Reason-Elaboration-Shift (FRESH) technique in teaching writing to students. Silaban et al. (2022) conducted quasi-experimental research on the effect of FRESH technique on students' writing of descriptive text at the first-grade students of SMPN 32 Bekasi during the academic year 2021/2022. The sample population for this research comprised 29 students from class VII I. Quantitative research methodology was employed, specifically utilizing the One Group Pre-test and Post-test Design. The pre-test and post-test were conducted using a writing test as the primary instrument. The data collected from the tests were analyzed through the application of the Paired Sample T-test. The research findings demonstrated a significant improvement in students' writing achievement in descriptive text following the implementation of the FRESH technique. This conclusion was supported by the significant level value of 0.00, which was lower than the threshold value of 0.05. Moreover, the analysis indicated improvement in all aspects of writing based on the results obtained. However, it was observed that the organization aspect exhibited the most substantial enhancement. In summary, the research concludes that the implementation of the FRESH technique effectively enhances students' writing achievement, with particular emphasis on improving the organization aspect of their written work.

Wijayanti & Anggraini (2018) conducted experimental research on the effectiveness of FRESH technique to teach students' writing skill of descriptive text at the seventh grade of SMP Negeri 03 Mojogedang in the academic year of 2017/2018. The result showed that there was a significant difference between the writing skills of the experimental group who were taught by using FRESH technique and the control group who were taught by using Direct Instruction (DI) technique. The researcher concluded that FRESH technique was effective to teach students' writing skill of descriptive text.

These studies have shown that TTW and FRESH technique can be beneficial for teaching writing to students, especially descriptive and recount texts. However, none of these studies have considered the personality types of the students as a variable that may affect their learning outcomes. Therefore, this study aims to fill this gap by comparing the effectiveness of TTW technique and FRESH technique in teaching writing to students with extrovert and introvert personalities.

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

This study aims to explore the characteristics of two distinct personality types: extroverts and introverts. Extroverts are individuals who possess a highly sociable nature, thriving on social interactions. They tend to have a wide circle of friends and derive happiness from attending social gatherings. Extroverted individuals are often adventurous, seeking out new sensations and taking risks. They have a vibrant sense of humor, exude energy, and display a high level of activity in their daily lives. On the other hand, introverts exhibit contrasting traits. According to Bradley & Hebert (1997), extroverts gain energy through interacting with others, whereas introverts replenish their energy by being alone. Extroverts are drawn to the external world of people and things, while introverts find solace in the inner world of concepts and ideas (Schultz & Schultz, 2016).

Given the challenges faced by schools, it becomes crucial for teachers to devote special attention to helping students develop their writing skills. In the process of teaching and learning English, teachers should strive to create a student-centered environment by employing diverse instructional techniques that make learning enjoyable and captivating. One effective approach to student-centered learning is cooperative learning, which encompasses various techniques that promote group or team-based learning, with the teacher assuming the role of a facilitator (Yuliasri, 2013, 2014). Consequently, teachers need to prioritize providing support and guidance to students in mastering the art of writing. By fostering a student-centered classroom atmosphere and utilizing a range of innovative teaching methodologies, teachers can create an engaging learning experience that encourages active participation and stimulates students' interest in writing.

After conducting observations, it became evident that teachers need to adopt more productive teaching strategies to foster students' interest in writing. Therefore, English teachers in junior high schools should strive to enhance the quality of writing instruction by providing ample practice opportunities, creating a collaborative learning environment, and encouraging students to share their written work with their peers.

This situation is particularly relevant in the context of Semarang's Kesatrian 2 Junior High School, where students' writing abilities are found to be low. The researcher acknowledges that students encounter difficulties when it comes to expressing their ideas in written form. Additionally, the students exhibit a range of personalities, including both extroverted and introverted traits. Interestingly, students with introverted tendencies tend to face greater challenges in writing, which can hinder the overall learning process at Semarang's Kesatrian 2 Junior High School.

Considering these findings, it is crucial to address the existing issues and provide effective support to improve students' writing skills. Teachers should implement instructional strategies that cater to the diverse needs of students, considering their individual personalities and learning preferences. By creating an inclusive and engaging learning environment, teachers can foster a positive attitude towards writing and empower students to overcome their writing difficulties. Through continuous practice, collaboration, and guidance, students can develop their writing skills and thrive academically.

The researcher has identified the following research questions based on the issues prevalent in the school:

- 1) To what extent is the Think-Talk-Write approach effective in teaching writing to students with extroverted personalities?
- 2) To what extent is the Think-Talk-Write approach effective in teaching writing to students with introverted personalities?
- 3) How effective is the utilization of the FRESH technique in teaching writing to students with extroverted personalities?
- 4) How effective is the utilization of the FRESH technique in teaching writing to students with introverted personalities?
- 5) What is the significance of the differences between the Think-Talk-Write approach and the FRESH technique in teaching writing to students with extroverted personalities?
- 6) What is the significance of the differences between the Think-Talk-Write approach and the FRESH technique in teaching writing to students with introverted personalities?
- 7) How does the interaction between teaching techniques and students' personalities impact the improvement of students' writing achievement?

## **2. Method**

This research study utilized a quantitative design to examine the effectiveness of the Think-Talk-Write (TTW) and Fact-Reason-Elaboration-Shift (FRESH) techniques in teaching writing to students with extroverted and introverted personalities. A 2 x 2 factorial research design was employed to address this objective. The target population for this study comprised eighth-grade students at Semarang's Kesatrian 2 Junior High School. The sample consisted of 30 students for each group, with 15 students exhibiting extroverted personalities and 15 displaying introverted personalities. Thus, the total sample size across both groups was 60 students.

To collect the necessary data, three instruments were utilized. The first instrument was a personality questionnaire adapted from the Eysenck Personality Inventory (EPI) developed by Eysenck (1998). The questionnaire consisted of 30 items designed to assess the characteristics associated with extroverted and introverted personalities. The second instrument employed was an observation checklist, which served as a guide for observing the teaching-learning activities during the implementation of the techniques in the experimental classes. This instrument facilitated the examination of the processes and activities occurring during the treatment. The third instrument utilized was a writing test, specifically designed to assess the students' writing abilities in English, particularly in the context of narrative text. The writing test consisted of paragraphs, and a scoring rubric based on aspects such as composition, style, sentence formation, language usage, and mechanics was employed. The scoring rubric for evaluating the writing in this study was adapted from (O'Malley & Pierce, 1996).

The data collection process involved five main steps. Firstly, the students' personalities were determined by administering the personality questionnaire to all eighth-grade students at Semarang's Kesatrian 2 Junior High School. This step aimed to identify whether each student possessed an extroverted or introverted personality type. Subsequently, both experimental

groups underwent a pre-test where they were required to write a narrative text. Following the pre-test, the experimental classes received the designated treatments. The observation checklist was employed to capture the teaching-learning activities occurring within the classes. Lastly, a post-test was administered to measure the students' writing achievements after the completion of the 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**

Research Question	Personality Type	Pre-Test Mean Score	Post-Test Mean Score	Sig (2-tailed)
1	Extroverted	58.9167	81.2500	0.000

The average score in the pre-test for students with extroverted personalities was 58.9167, whereas the mean score in the post-test increased to 81.2500. The results indicate an improvement in the students' writing achievement from the pre-test to the post-test. Additionally, the calculated two-tailed significance (sig) score was 0.000. As a result, the null hypothesis ( $H_0$ ) is rejected because the sig value is lower than the chosen significance level ( $\alpha$ ) of 0.05. Thus, the Think-Talk-Write (TTW) technique demonstrates a significant impact when used to teach writing to students with extroverted personalities.

The second research question focused on the effectiveness of the Think-Talk-Write technique in teaching writing to students with introverted personalities. The results of the pre-test and post-test revealed a notable difference in the students' writing achievements. The mean score in the pre-test for students with introverted personalities was 57.3167, while the mean score in the post-test increased to 82.0833.

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

Research Question	Personality Type	Pre-Test Mean Score	Post-Test Mean Score	Sig (2-tailed)
2	Introverted	57.3167	82.0833	0.000

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 ( $H_0$ ) is rejected as the sig score is lower than the chosen significance level of  $\alpha =$



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 & Nurfauliah (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.

Moreover, the third research question explores the impact of the FRESH technique on teaching writing to students with extroverted personalities. The statistical analysis reveals a noticeable difference in writing achievement before and after the students received the treatment. The average score of the pre-test for students with extroverted personalities is 59.4167, while the mean score in the post-test is 80.0333.

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

Research Question	Personality Type	Pre-Test Mean Score	Post-Test Mean Score	Sig (2-tailed)
3	Extroverted	59.4167	80.0333	0.000

Based on the results of the pre-test and post-test for students with extroverted personalities, it can be concluded that there is a discernible improvement in their writing achievement. Furthermore, the two-tailed significance score (sig) of the paired sampled statistic is 0.000. As a result, the null hypothesis ( $H_0$ ) is rejected since the sig score is lower than the chosen significance level of  $\alpha = 0.05$ . Thus, it can be confidently stated that there is a significant outcome when employing the Fact-Reason-Elaboration-Shift (FRESH) technique to teach writing to students with extroverted personalities.

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**

Research Question	Personality Type	Pre-Test Mean Score	Post-Test Mean Score	Sig (2-tailed)
4	Introverted	54.4167	75.5833	0.000

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 ( $H_0$ ) 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 the Fact-Reason-Elaboration-Shift (FRESH) technique to teach writing to students with introverted personalities.

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. FRESH serves as a valuable tool for assisting students in writing descriptive texts by guiding them in generating and organizing their ideas based on each component of the acronym. Additionally, this finding can be attributed to the characteristic traits commonly associated with introverted personalities, including quietness, reserve, thoughtfulness, and a preference for independent or small group work. Consequently, the FRESH technique offers introverted students the opportunity to develop their facts, reasons, elaborations, and shifts logically and systematically through the writing process.

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 ( $H_0$ ) is rejected since the sig score is lower than the chosen significance level of  $\alpha = 0.05$ . 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**

Research Question	Technique	Post-Test Mean Score
5	Think-Talk-Write (TTW)	81.2500
	Fact-Reason-Elaboration-Shift (FRESH)	80.0333

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 ( $H_0$ ) 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**

Research Question	Technique	Post-Test Mean Score
6	Think-Talk-Write	82.0833
	Fact-Reason-Elaboration-Shift (FRESH)	75.6500

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 extroverted 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

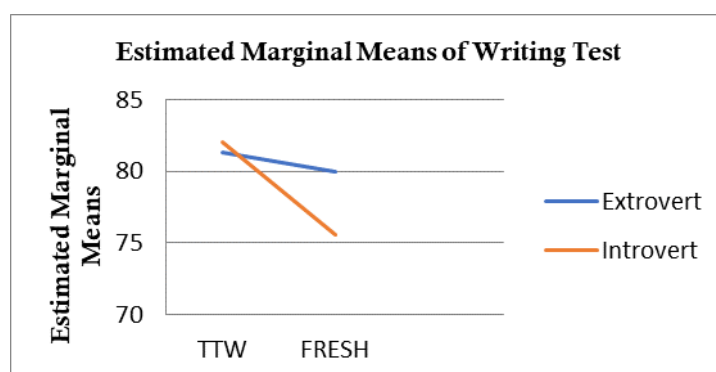
terms of enhancing their writing skills. This result aligns with the theory of personality types proposed by the Myers-Briggs Type Indicator (MBTI), which indicates that extroverts are inclined towards learning activities that involve interaction, communication, expression, and feedback from others (Myers & 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 ( $H_0$ ) 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**

Variable	Significance ( $p$ -value)
Technique	0.002
Personality	0.128
Interaction	0.032

Moreover, the significance value ( $p$  value) for personality is 0.128. As a result, the null hypothesis ( $H_0$ ) 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 ( $H_0$ ) 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. 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 result of seventh research question suggests that the success of teaching techniques relies on their alignment with students' individual personalities. In simpler terms, different techniques can produce varying effects depending on the specific types of students. This outcome aligns with Gardner's theory of multiple intelligences, proposed in 1983, which emphasizes that learners possess diverse preferences, strengths, and weaknesses in the learning process (Gardner, 2006). As a result, educators should acknowledge the diversity of students' personalities and tailor their instructional methods accordingly, considering their unique needs and interests.

#### 4. Conclusion

In conclusion, this research study aimed to analyze the effectiveness of the Think-Talk-Write (TTW) and Fact-Reason-Elaboration-Shift (FRESH) techniques in teaching writing to students with extroverted and introverted personalities. The main findings of the study are as follows: 1) The TTW technique demonstrated a significant impact on the writing abilities of students with extroverted personalities. The average scores increased from 58.9167 in the pre-test to 81.2500 in the post-test, indicating an improvement in writing achievement. 2) Similarly, the TTW technique also had a positive impact on the writing abilities of students with introverted personalities. The mean scores increased from 57.3167 in the pre-test to 82.0833 in the post-test, highlighting an improvement in writing achievement. 3) The FRESH technique showed a noticeable improvement in the writing achievement of students with extroverted personalities, with average scores increasing from 59.4167 in the pre-test to 80.0333 in the post-test. 4) Additionally, the FRESH technique had a positive effect on the writing achievement of students with introverted personalities. The mean scores increased from 54.4167 in the pre-test to 75.5833 in the post-test, indicating an improvement in writing achievement.

These findings align with prior research studies that have shown the effectiveness of the TTW and FRESH techniques in improving students' descriptive writing skills. The theoretical frameworks proposed by Huinker & Laughlin (1996) for the TTW technique and Faisal & Suwandita (2013) for the FRESH technique provide further support for these findings. It is important to note the limitations of the current study. The research focused solely on the impact of the TTW and FRESH techniques on writing achievement and did not consider other factors that may influence students' writing abilities. Additionally, the study only examined the effects of these techniques on extroverted and introverted personalities, neglecting other personality types. Future research should explore the effects of these techniques on a broader range of personality types and consider additional factors that may influence writing achievement.

Based on the findings of this study, it can be concluded that both the TTW and FRESH techniques are effective in teaching writing to students with extroverted and introverted personalities. However, the TTW technique demonstrated a stronger impact on writing achievement compared to the FRESH technique, particularly for students with both extroverted and introverted personalities. The study also revealed an effective interaction between teaching

techniques and students' personalities in enhancing writing achievement. The presence of an interaction suggests that the effectiveness of the techniques varies depending on the students' personalities. This finding emphasizes the importance of considering students' individual characteristics when selecting teaching techniques for writing instruction. This research contributes to the field of knowledge by providing evidence of the effectiveness of the TTW and FRESH techniques in teaching writing to students with different personality types. The findings underscore the importance of employing appropriate instructional approaches that cater to students' individual needs and characteristics. Further research should explore additional teaching techniques and factors that may impact writing achievement to enhance our understanding of effective writing instruction.

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