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**THE EFFECT OF TEACHING STRATEGIES AND  
STUDENTS' PERSONALITIES ON STUDENTS' ACHIEVEMENT  
IN WRITING**

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**ABSTRACT**

The objectives of this experimental research were to investigate whether 1) students' achievement in writing taught by using Two Stay Two Stray teaching strategy was higher than taught by using Think Talk Write teaching strategy, 2) students' achievement in writing with extrovert personalities was higher than those with introvert personalities, 3) there was interaction between teaching strategies and students' personalities on students' achievement in writing. The population of this research was the students in Grade X of Setia Budi Abadi Senior High School students in the 2018/2019 academic years that is located on Jl.Serdang No. 157 Perbaungan. The total number of population was 129 students. There were 64 students selected as sample of this research by applying random sampling. The research design was experimental research by using factorial design 2x2. The students were divided into two experimental groups. The experimental group I was treated by using think talk write teaching strategy and experimental group II

*Keywords: Think Talk Write Teaching Strategy, Two Stay Two Stray Teaching Strategy, Extrovert, and Introvert.*

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## **INTRODUCTION**

Writing skill is one of the four language skills that should be developed in learning English at Senior High School. Among the four language skills, writing is viewed as a difficult skill by almost all students. They have to organize ideas, produce meaningful and structured sentences.

Xiping Li (2012:32) said that writing is widely acknowledged as an intricate and complex task as well as the most difficult of the language abilities to acquire. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. Writing recount is the text type that is taught at the tenth grade. Hudgson (2000) said that "Recount text tells about something happened in the past." It can happen to the writer or someone else. The purpose of recount text is to retell an event or events. The writers or speakers are expected to express their ideas about the experience or last event focused to inform the readers. It means the writers or the speakers want the reader catch their ideas and feeling about the story in the text. So the reader can imagine the writer situation and condition related to the text that they have written.

The researcher has observed the students in SMA Setia Budi Abadi Perbaungan. The researcher found that the students faced some problems in writing recount text. The main problem is related to the ideas they will write in recount text. They found it difficult to generate and to organize their ideas. The researcher also found a gap between students' failure and curriculum expectations in writing achievement due to lack of basic knowledge of English, especially grammar and vocabulary of each student in grade ten.

Another problem may come from the strategy used by the teacher in teaching recount text. Some of teachers still did not model how to write a recount text in front of the students. Instead, they used the conventional strategy that is only by giving the example of recount and narrative texts that they have prepared at home. As a result, the students only learn from the example without witnessing the process of how recount text is written. Based on the problems above, the researcher took Think Talk Write strategy as the way to teach writing skill to the students, especially in creating recount text. The researcher believes that through Think Talk Write strategy, the students can express their ideas to be better.

Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently (Huda, 2013:218). This strategy based on the interpretation that learning is a social action. Think-Talk-Write strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write strategy is used to develop the writing fluently and exercise the language before write. Related to the research that has been done by Suminar and Putri (2015) conducted research on the effectiveness of TTW (think-talk-write) strategy in teaching writing descriptive text. She concluded that Think Talk Write strategy significantly affected the students' achievement in writing descriptive text, because this strategy is designed to let the students sharing their ideas to write in good text. So it is expected for the students to write a text especially descriptive well. It can stimulate students' think their own idea and share to others. Therefore, the students will find by applying Think Talk Write strategy is easier to write down their idea into a good text.

Thus, this research aims to describe the process of teaching writing recount text by using Think-Talk-Write strategy and to find out the responses of students toward using Think-Talk-Write strategy. The researcher conducted this research at grade X of Setia Budi Abadi Senior High School students in the 2017/2018 academic years.

According to Huinker and Laughlin in Zulkarnaini (2011), "The Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write." It means that this strategy basically built through thinking then talk by sharing ideas with their friends before writing. For more effective, firstly, students are divided into group consist of 4-6 students for each group.

Think-Talk-Write (TTW) has some strength. First, helping students to understand the concepts by doing thinking, talking, and writing activities and use them in finishing the task. Second, comprehension is reinforced and enhance by adequate processing time (Nessel, Jones, and Dixon, 1989). Third, learning is enhanced when students read, listen, speak, and write (Nessel, Jones, and Dixon, 1989). Forth, it encourages the students to develop their social interaction communicatively. Students can develop interpersonal and communication skills (Huinker and Laughlin, 1996). Fifth, after being able to share their problems with other people, the students will feel relax and they will be motivated to take parts in teaching-learning activity (Huinker and Laughlin, 1996).

Even though the weakness of Think-Talk-Write, namely it is time consuming for its implementation, teacher will face difficulties in monitoring and controlling the collaborative groups in Talk session of TTW strategy, so roles and standards must be stressed from the beginning, Individual differences among students in a heterogeneous group will make the students who can't study collaboratively prefer to keep silent in Talk session, so the discussion in group cannot run smoothly and the teacher should be able to design the appropriate instrument for the students' assessment.

Two Stay Two Stray (TSTS) is defined the two stay two guests, which was developed by Spencer Kagan. Kagan (1994) states that TSTS strategy is essentially a group discussion model. Each member of each group has his/her own responsibility (two students become „strayers“ and two others become „stayers“). Two Stay Two Stray is a strategy that gives the opportunity for the groups to share results and information with other groups. This is done through mutual visit or visit with other groups to share information.

Crawford (2005) TS-TS offers a low threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups. TS-TS strategy is designed into small groups of students consisting of four students. The students work in small (four-member) groups of mixed ability, including one high achiever, two average achievers, and one low achiever. The groups discuss the topic that is given by the teacher. In TS-TS strategy, students are responsible for helping other members to learn, achieve the group goal and share information with other groups. According to Lie (2004), Two-Stay Two-Stray consists of some steps as follows:

- a. The students are set in group of four students as usual.
- b. After the discussion of the material in group finishes, two students of each group stay in the original group, each of the two students stray to other groups.
- c. The two staying students have a task to share information and share result to their guests.
- d. After the exchange of information and opinion has finished, the guests will return to their original groups to share their representative findings.
- e. The original group discusses the results of their work again.

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. Genre as an approach, of course, provides some stages or steps to follow. These will guide the writer systematically in order to be able to produce the writing work itself. Dirgeyasa (2016) states that there are fifteen types of the genre writing, they are; recount, news item, procedure, descriptive, narrative, report, analytical exposition, hortatory expotition, spoof, explanation, discussion, critical review, commentary, book review, and anecdote.

Recount text is one of the text genres that the students learn at grade ten. The text is written with the purpose to inform to the readers or people about something that happens in the past. It can be experiences and events. Coggan (2006) confirms recount text is written to retell with purpose of either informing or entertaining their audience or readers (or both). The writers or speakers are expected to express their ideas about the experience or last event focused to inform the readers.it means the writers or the speakers want the reader catch their ideas and feeling about the story in the text. So, the reader can imagine the writer situation and condition related to the text that they have written.

According to Gerot and Wignell (1994:202), the generic structure of recount text usually consists of:

- 1) Orientation: in the orientation, the writer of recount text provides the setting or place where and when the story happens.
- 2) Series of Events: in the event, the writer of recount text tells about what happened in sequencing
- 3) Re-orientation: it is a closing statement. Here, the writer of recount text may state a closing of the story. It can be expressing of heart feeling after doing the events in the story or it can be a conclusion of the story.

Narrative is a kind of text which its social function is to amuse, entertain the readers or the listeners and to deal with actual or vicarious experience in different ways. Narrative deals

with problematic events which lead to a crisis or turning point or some kind, which in turn finds a resolution (Gerot, 1994).

There are many types of narrative. They can be imaginary, factual or combination of both. They include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience (Dirgeyasa, 2016). The purpose of this genre is to entertain through storytelling and to engage the reader in an imaginative experience.

The generic structure of narrative text consists of orientation, complication and resolution (Dirgeyasa, 2016). Orientation is a part where participants, place, and time of the story are introduced to the reader. Complication is a part where a crisis arises. The problems which are faced by the participants are told in this part. Resolution shows the situation on which the problems have been resolved succeed or fail.

The term 'personality,' refers to a complex of all the attributes that characterize a unique individual. Pervin and John (2001) defined personality as a person's characteristics that "account for consistent patterns of feeling, thinking, and behaving" (p. 4).

Eysenck and Eysenck (1975, p. 6), "the introvert is typically a silent, withdrawn sort of person, self-analyzing, likes books rather than people; he is uncommunicative and faraway except with close friends" while "the typical extrovert is friendly, has many friends, needs to get friends to speak to, likes parties, and avoids reading or studying by himself". Additionally, an extrovert person wishes for excitement, takes opportunities, often pushes his neck out, takes action on a short stimulus and is normally impetuous.

Matthew (2009: 23-24) includes some differences of extrovert and introvert and name it as Eysenck model: Extrovert as someone who is sociable, craves excitement, takes chances, is fond of practical jokes, is not always reliable, and can at times lose his or her temper. Their characterization of the typical introvert is someone who is quiet and retiring, is fond of books rather than people, is serious, keeps feelings under close control, is reliable and has high ethical standards.

## **METHODOLOGY**

In this research, the researcher used a quantitative approach with an experimental design. This study is designed to analyze the result of students at the classroom in teaching writing recount and narrative texts by using Think Talk Write (TTW) and Two Stay Two Stray (TSTS). The researcher used X IPS 2 and X IPA 1 as the subject at grade X of Setia Budi Abadi Senior High School students in the 2018/2019 academic years. Each of the classes consisted of 32 students. The first group was treated by using Think-Talk-Write strategy and the second group was treated by using Two Stay Two Stray strategy.

Techniques used in this research were a writing task and questionnaire. The researcher asked the students to make recount and recount texts based on the topics given. Then, after giving writing task to the students, the researcher interviewed the students.

## **FINDINGS AND DISCUSSIONS**

To get the data from the observation, the treatment was carried out, the similarities that influence the teaching and learning activities of both experimental groups was observed first. The purpose was to ensure that both classes supposed to have the same characteristics except the teaching strategy and personality. The students are in the same school, grade and range of age. They also have the same length of time for the treatment that is 2x45 minutes. The treatment was conducted in six meetings in a month. The test was given twice; the first test is the questionnaire of personal traits that have been administered before and after the treatments, the second one was writing test that is administered before and after treatment. It was administered to provide statistical evidence for the effect of the experiment on the students' achievement in writing.

The treatment was conducted by the teacher. The writer trained the teacher to teach writing recount and narrative texts by applying the TTW and STST strategies.

Based on the data analysis, it was known that the mean of students' score in writing taught by two stay two stray teaching strategy is 79.44 while students' score in writing taught by think talk write teaching strategy is 78.06.

In addition, the result of ANOVA test shows that  $F_{\text{observed}} > F_{\text{table}}$  in which the  $F_{\text{observed}}$  is 6.13 and  $F_{\text{table}}$  is 3.92. Therefore, the null hypothesis had been successfully rejected. As a result, the first hypothesis of this research formulated that the students' achievement in writing taught

by two stay two stray teaching strategy is higher than taught by think talk write teaching strategy is really true.

In this case, the mean of students' score with extrovert personality is 74.28 while students' score with introvert personality is 71.25. In addition, the ANOVA test shows that  $F_{\text{observed}} > F_{\text{table}}$  in which the  $F_{\text{observed}}$  is 4.19 and  $F_{\text{table}}$  is 3.92. Automatically, the null hypothesis is successfully rejected so that the second hypothesis formulated that students' achievement in writing with extrovert personality is higher than the students' achievement in writing with introvert personality is really true.

From the result of ANOVA calculation in interaction, it is known that the  $F_{\text{observed}} = 3.94$  is higher than  $F_{\text{table}} = 3.92$  in addition it shown that there is a rejection of the null hypothesis successfully. Thus, there is interaction between the teaching strategies and the personalities.

The comparison between the line of two stay two stray and think talk write is actually the interaction patterns seen between the teaching strategy used and students' personalities that do not equal but across each other. In further, it emphasizes the interaction patterns that the students with extrovert personality are eligible to be taught by using two stay two stray teaching strategy while the students with introvert personality are eligible to be taught by using think talk write teaching strategy.

Based on the hypothesis testing of the research, it can be shown that the interaction between teaching strategies and students' personalities on students' achievement in writing in figure 4.10

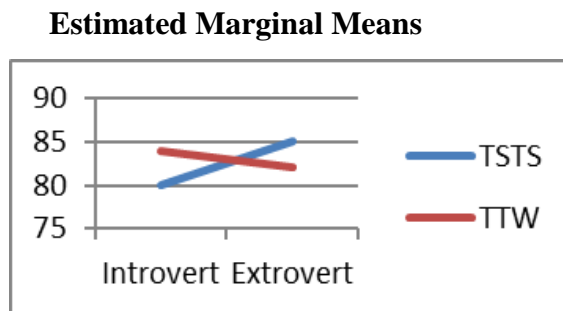


Figure 4.1 The interaction between Teaching Strategies and Personality Traits

In figure 4.10, it can be seen that the students with extrovert personality are eligible to be taught by using two stay two stray (TSTS) while the students with introvert



personality are eligible to be taught by using think talk write (TTW). The comparison between the line of two stay two stray and think talk write was the interaction pattern teaching strategies and personality traits that did not equal but across each other.

### **Students' Achievement in Writing Taught by Using Two Stay Two Stray Teaching Strategy is higher than by Using Think Talk Write**

The result of first hypothesis test shows that two stay two stray teaching strategy is more effective than think talk write to teach writing. It can be known from a significant difference on the students' writing competence between those who are taught using two stay two stray teaching strategy and those who are taught using think talk write teaching strategy. It can be proved from the result of analysis shows that the mean score of the students who are taught using two stay two stray teaching strategy (79.44) is higher than those who are taught using think talk write teaching strategy (78.06). Thus, it can be concluded that the students who are taught using two stay two stray teaching strategy have better writing competence than those who are taught using think talk write teaching strategy. It means that the students who are taught using two stay two stray teaching strategy is higher than those who are taught by think talk write teaching strategy.

Based on the previous studies, Nova, Asnawi and Sofyan (2016) investigated about the effect of two stay two stray in writing descriptive text. The students who were taught writing by using two stay two stray technique achieved a better performance in writing descriptive text. This fact can be proven by comparing the mean scores of the pre-test and post-test of the experimental and control groups. There was a progress of 13.35 points in the experimental group. Meanwhile, there was a slight progress which was only 6.67 points in the control group. In addition, the fact can be proven as well by looking at the result of Independent Sample T-Test of the post-test of both the experimental and the control groups. The students in the experimental group showed a great improvement in the five aspects of writing as well. The aspects included content, organization, vocabulary, and grammar and mechanics usage.

It is difference with the study, because the researcher conducted the research with descriptive text, but this study conducted the research with recount and narrative texts which is to know the effect of teaching strategies and students' personalities on students' achievement in writing.

Syarif (2014) had conducted a research about the influence of two stay two stray in learning reading comprehension of recount text. The students who taught reading by using two stay two stray in recount text achieved a better performance in reading. The fact can be proven as well by looking at the result of gain score is higher (11.4) than control class (6.4). It is difference with the study, because the researcher conducted the research with learning reading comprehension of recount text, but this study conducted the research with teaching writing in recount and narrative texts which is to know the effect of teaching strategies and students' personalities on students' achievement in writing.

On the other hand, think talk write teaching strategy asked the students to find new words or phrases and then it will be developed to be some words or sentences that could be related by using connecting the new sentences or phrases to previous ones. Sometimes the students are confused how to use it because the students confused where to start writing. So it can be seen that two stay two stray teaching strategy is the appropriate strategy for the students to improve the ability especially in writing.

### **Students' Achievement in Writing with Extrovert is higher than Introvert Personality**

Based on the calculation result, the mean score of the extrovert students (74.28) is higher than those who introvert students (71.25). The extrovert personality means a person more interested in what is happening around him than in his own thoughts and emotions. That is to say, according to Eysenck and Eysenck (1975, p. 6) "the typical extrovert is friendly, has many friends, needs to get friends to speak to, likes parties, and avoids reading or studying by himself". Richards and Schmidt (2002) stated that an introvert person prefers to avoid societal contact with others and is often obsessed with his/her experiences, thoughts, and feelings.

Based on the previous studies, Wenxia Zhang, Danli Su, and Meihua Liu (2013) had conducted a research about personality trait, motivation and foreign language attainment. As revealed in the present study, a person who is more extroverted tends to be more psychologically balanced; a more tough-minded person is less prone to be influenced by social desirability. Hence, intentional seminars and training may enable some students to self-consciously change their behavior and personality patterns, such as to become more outgoing and/or stronger. In this way, they may even become more motivated to learn a foreign language (e.g., English).

To sum up, some characteristics of extrovert people are easy going, talkative, going out a lot, spending more times with people etc. on the other edge, introvert people prefer to enjoy time by themselves, tend to have few but close friends, and not to talk so much.

### **The Interaction between Students' Personalities and Teaching Strategies on Students' Achievement in Writing**

From the research findings and hypothesis testing, it is known that there is significant interaction between teaching strategies and personalities. The fact proves that teaching strategies and personalities are two important points which significantly influence the students' achievement in writing. Tuckey test is calculated in order to know which sample interaction has better achievement in writing among the cells. The result indicates that the  $F_{\text{observed}} = 3.94$  is higher than  $F_{\text{table}} = 3.92$ , it shown that there is interaction between the teaching strategies and the personalities.

When doing the research, two stay two stray teaching strategy has higher achievement in writing combined with the students having extrovert personality. There will be no talk during the discussion. Extrovert person fulfill this characteristic, since extrovert people are able to work in groups. In this strategy, four group members work together to solve a problem. Then, two members of each group visit another group to look for other information and to compare and discuss their ideas. While two other members stay in their group to welcome guests from another group and explain the result of their group discussions to the guests. Meanwhile, the students who have introvert personality taught by using think talk write will be better in writing. Think talk write teaching strategy is a powerful strategy of writing because it taps to the right brain of the writer which drives a creative idea. This strategy basically built through thinking then talk by sharing ideas with their friends before writing.

Based on the previous study, Zainuddin (2016) had conducted a research about the effect of personality on the ability in essay writing. The finding revealed that extrovert EFL learners did worse than introvert EFL learners in language construction for essay writing. Even though there was a significant difference between the extroverts and the introverts in performing the writing task, actually both groups still have an equal chance to improve their ability in learning foreign language particularly in writing skill but extrovert EFL learners must pay more attention to using

good syntax because they tend to be careless and less correct in constructing their phrases when doing a writing task.

In this case, there is a difference between previous research and current research. In the present study extroverted personality is more likely to be used in conducting writing learning activities than introverted personalities. Therefore, children are more creative and social in learning activities in the classroom so that student learning outcomes increase. While the results of this study contradict the previous research which revealed that students are more effective with introverted personality in performing the writing task.

## CONCLUSION

Based on the data analysis and the research findings at the previous chapter, it is concluded that:

- 1) Students' achievement in writing by using two stay two stray teaching strategy is higher than that taught by using think talk write teaching strategy and two stay two stray is significantly more effective than think talk write. It is proven by the  $F_{\text{observed}} = 6.13 > F_{\text{table}} = 3.92$
- 2) In writing, the achievement of students with extrovert personality is higher than students with introvert personality which  $F_{\text{observed}} = 4.19 > F_{\text{table}} = 3.92$
- 3) Teaching strategies and personality traits interactively affect the students' writing. Generally, two stay two stray is more effective than think talk write strategy but significantly the combination of two stay two stray and extrovert personality is more effective than the others. There is interaction between teaching strategies and personality traits.

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