

Beyond the Use of Think Pair Share towards the Personality Type Students in Essay Writing

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Abstract—Techniques of Think-Pair-Share is a learning technique of several techniques from Cooperative Learning model that students are expected to work together to get the mutual benefits. The aims of this study are to find out the effect of Think Pair Share (TPS) technique and personality types on English essay writing skill and to find out the interaction between TPS Technique and Personality type. This study was conducted for the fourth semester in the academic year 2016/2017. It was an experimental study with 32 students as the sample who were divided into two groups. They were asked to write on a topic. The writings were scored by three raters according to Oshima and Hogue's (2006) composition grading scale. The data gathered was analyzed using two-way ANOVA. The research findings showed: (1) English essay writing skill on introvert personality type was higher than extrovert personality types and (2) there was interaction effect between TPS technique and personality type toward English essay writing skill. Introvert students not only outperform in writing, but also are able to build and lead their social relationship with other students during the activity.

Keywords—*cooperative learning; essay writing skill; extrovert; introvert; think pair share*

I. INTRODUCTION

Writing seems to be the most difficult skill to learn and produce, and this is perhaps why it is called the last one in the order of four skills. In connection to writing is difficult, Nunan stated that It was argued that writing is the most difficult macro skills for all language users to learn to write fluently and expressively, regardless of whether the language in question is a first, second or foreign language [1]. This statement can be the reminder for all lecturers that teaching writing to the students must be done effectively and creatively to get more improvement. The determination of the appropriate teaching technique in teaching and learning is one of the important factors to improve English learning for students, especially those who learn English as a foreign language.

The fourth semester students in STIBA IEC Jakarta are supposed to acquire more ability to write essay writing to prepare them when they have to do the thesis writing as the final assignment to get their undergraduate degree. The fact in the field that most students got more difficulty in organizing the essay paragraph. In this situation, it is really important to give more students attention in developing their essay writing

skill. Therefore, being concerned with that condition the researcher needs to offer a certain technique in cooperative learning that have to be applied in the learning process of writing essay text because Hirst and Slavik declared that active participation in discussing various viewpoints on a certain topic could be activated through the use of cooperative learning approach inside the classroom [2]. Due to the importance of writing, a lecturer has to find a suitable and effective technique to improve students' writing skill. However, many lecturers seem to prefer teaching writing using conventional method such as lecturing or individual based learning to teaching writing using group discussion. Such of this situation, to find out the positive result for students' writing, conducting certain techniques is necessary like using group work activities. One of the teaching techniques that can be applied cooperatively is Think-Pair-Share.

Think-Pair-Share is a strategy designed and developed by Lyman and associates to encourage student classroom participation. He stated that Think-pair-share (TPS) is a "multimode" strategy developed to encourage students' participation in the classroom activities [3]. Think-Pair-Share (TPS) is one of the teaching techniques in the teaching model of cooperative learning. In TPS technique, students are expected to work together in one group or other group members so the students will be more motivated to improve their writing skills in English. It is believed that Think-Pair-Share can be used as an effective technique to encourage students to work together as a team inside the class. According to Richards and Renandya, cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation for all members [4].

A couple of studies have focused on the importance of the TPS technique in teaching writing. The studies showed that TPS gave positive effect on improving students writing skill. Sahardin stated that the results showed TPS technique was effective for improving the students' mastery of organization, vocabulary and content in descriptive text [5]. From that research found the students got more progress in writing skill especially the mastery of organization and the improvement in vocabulary [5]. Sumarsih and Sanjaya also found that the students' achievement in writing is improved when they are taught by using TPS Technique [6]. TPS gave more

improvement in students' writing [6]. Many studies on various aspects of personality and its association with writing also have already been studied but studies on introversion-extroversion dimension of personality and its relation to writing is negligible. Those studies which exist have contradictory findings. According to Shokrpour and Moslehi the results showed that there was no statistically significant difference between the two personality types, extrovert and introvert [7] while research by Alavinia and Hassalou concluded that no significant correlation held between the participants' personality types and their writing performance in terms of all three modes referred to. A statistically significant difference was, however, observed between the writing performance of male and female students [8]. The recent situation found in this research that Introvert students not only outperform in writing, but also are able to build and lead their social relationship with other students during the activity. By contrast, some theories stated that introverts are regarded as quiet and calm, with a tendency to be alone.

Understanding the essay writing, Rudd gave his statement, "An Academic essay is a continuous piece of writing focusing on particular issue, which is carefully framed by the title that essay writing is a writing that continually focuses on certain issues, carefully arranged by the title of the essay [9]. Cooley also said that essay writing is a writing to express the self, in the form of journal, diary, personal letters and some other forms of personal autobiography [10]. According to Horacek that essay writing has three main parts. The three main parts are (1) the introduction paragraph which consists of a few general statements and a thesis statement; (2) the body which consists of two or more paragraphs; and (3) the conclusion [11]. Through cooperative learning, TPS technique, it can be assumed that a more relaxing environment of learning can be rendered and more opportunities for students to practice and produce better essay English writing.

With the cooperation in essay writing skills, the learning process is expected to increase each member in each group. Each member will get the benefit from the exchange of ideas and knowledge that complement each other. What is already understood by a student is not necessarily understood by the other students and what is not understood by the student may have been understood by other students. It means that they can fill each other.

Mahmoud stated that in cooperative learning, students are generally divided into groups. In each group, three to five students share ideas, study and work together and negotiate meaning to develop a shared knowledge and achieve a certain objective or find a solution to a specific learning problem instead of working alone and competing with each other individually [12]. Slavin believed that all cooperative learning methods contribute to the idea that students who work together in learning and they are accountable to their teammates who are able to make themselves learn equally well [13]. The writer applied two techniques for two different classes, they are all cooperative learning methods contribute to the idea that students who work together in learning and accountable to their teammates are able to make themselves learn equally well. Application of Think-Pair-Share (TPS) technique is a strategy which has been designed to let students think about the topic

given to be formulated the ideas from every student, and then the ideas are distributed to the group members. This simple but highly rewarding method was developed by Frank Lyman of the University of Maryland. Lyman stated that when the teacher gives lessons to the class, the students sit in pairs with their teams. The teacher asks the class questions. Students are asked to think of an answer from themselves. Then, pair up with their partner to reach an agreement on the answer. Finally, the teacher asks the students to share the answers they have agreed with the whole class [14]. While according to Sharan that in the TPS technique, the core group is divided into two pairs. The pairs are given a problem and they think about it. Thinking time is given to think (at least three to ten seconds). Students work in pairs and share their opinions. The pairs then share the answers to the whole students. This technique has three phases in application. they are (1) think; (2) pair; and (3) share [15]. Think-Pair-Share technique is not only giving opportunity to students to work alone and cooperate with other students but also it has other advantages such as student participation optimization, with classical method that allows only one student to go forward and share the result to the whole class.

According to David and Johnson quoted by Lie, this technique involves a cooperative structure with three steps. In the first step, each student "thinks" about the question from the teacher. In the second step, students are paired (Pair) and exchanging opinions. In step three, each partner shares (the answers) with other partners in group, other groups, as well as, entire groups when needed. This technique gives students the opportunity to work on their own and work with other friends [16].

Meanwhile, with the students' different types of personality, it is also not an easy job to conduct the TPS technique which involves the introvert/extrovert students in one group of cooperative learning. Every individual has a distinctive personality that is not identical with others and it cannot be replaced or substituted by others. There are characteristics or individual traits on the psychological aspects that can differentiate themselves with others. Personality includes structures and processes that reflect innate traits and experiences. With regard to the various definitions of personality, there are some scholars who have formulated the personality based on the paradigm of the theory they have developed.

First, Sinha and Fatima stated that Extraversion-introversion dimension forms the core of human personality theories [17]. It was Carl Jung who popularized the terms introversion and extraversion. *Extraversion* is the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self. While *Introversion* is the state of or tendency towards being wholly or predominantly concerned with and interested in one's own mental life. Extraversion and introversion are part of a single continuum. Thus, a person who is high on extraversion is low on Introversion and vice – versa [17]. *Second*, Jaennudi gave the statement that personality is the integration of all of an individual's characteristics into a unique organization that determines, and is modified by his attempts at adaptation to his continually changing environment. That personality is the

integration of all individual characteristics in a determined unique unifying whole, and it is modified by its efforts in adapting to a constantly changing environment [18]. *Third*, Adolf Heuken still in Jaenudi, stated that, “Personality is the overall pattern of all the abilities, deeds and habits of a person whether physical, mental, spiritual, emotional or social. All of this has been laid out in its unique way under a variety of outside influences. This pattern manifests itself in his behavior, in his/her attempt to become a human being as he/she pleases [18]. *Fourth*, Morton Prince, quoted in Sukmadinata, he stated that the definition as follows, “Personality is the sum total of all the biological innate disposition, impulses, tendencies, appetites and instinct of the individual, and the acquired dispositions and tendencies” [19]. Last, Qurrar-ul-Ain and Saeed stated that, “In the eyes of many language teachers, the personality of their students is a major factor contributing to success or failure in language learning. In order to determine how important, they rated personality and two other individual differences” [20]. And they added the statement that, “According to Carl Jung every individual has both personality traits introversion and extroversion but one trait is more prominent than the other. The terms are bit archaic as extraversion is not about being loud and introversion is not about being shy. It is about where people get their energy and motivation from, other people or themselves [20].”

In relation with the personality types, Brown believed that the extroverted and introverted types of learning that extroversion and his opponent, introversion, also potentially become important factors in the acquisition of a second language. Both terms are often misunderstood because of the tendency to over-simplify extroversion. Extrovert people are often regarded as humans who like to socialize and get together [21]. Eysenck and Eysenck quoted by Zaenuddin that the typical extrovert is friendly, has many friends, needs to get friends to speak to, likes parties, and avoids reading or studying by himself” [22]. Additionally, an extrovert person wishes for excitement, takes opportunities, often pushes his neck out, takes action on a short stimulus and is normally impetuous. He often has an empirical funny story, can always provide an organized answer, and normally likes change. He is usually unworried, broad-minded, hopeful, and confident and lives to “laugh and be merry. Meanwhile, Kayaoglu, in his journal titled *Impact of Extroversion and Introversion on Language-Learning Behaviors*, also gave his explanation of the extroverted and introverted types of learning that Although introverted and extroverted personality types have been identified in studies as significant factors in other areas of educational and psychological research, they have received only sporadic attention in studies of language learning strategies, which are very often associated with success in language learning [23]. Alavinia asserted that though studies on extroversion and introversion abound in the literature, most research on the issue has been of miscellaneous nature. For instance, one line of research has viewed these personality traits in relation to other variables, including learning strategies [8].

Bradley and Hebert gave the differences between extroverts versus introverts. Extroverts are energized by interacting with other people, while introverts are renewed by being by

themselves. Extroverts prefer the outside world of people and things, while introverts enjoy the inner world of concepts and ideas [24].

TABLE I. WORDS USED TO DESCRIBE EXTROVERTS AND INTROVERTS

Extrovert	Introvert
External	internal
outside thrust	inside pull
blurt out a comment	keep in comments
breadth	depth
involved with people, things	interested in ideas/ thoughts
interaction	concentration
action	reflection
do-think-do	think-do-thin

By contrast, introverts are regarded as quiet and calm, with a tendency to be alone. With regard to two types of personality, introvert and extrovert types, according to Sharp in his quotation from Jung, “Introversion, writes Jung, ‘is normally characterized by a hesitant, reflective, retiring nature that keeps itself to itself, shrinks from objects [and] is always slightly on the defensive.’ Conversely, extraversion ‘is normally characterized by an outgoing, candid, and accommodating nature that adapts easily to a given situation, quickly forms attachments, and, setting aside any possible misgivings, will often venture forth with careless confidence into unknown situations [25].” Meanwhile, Condon and Sahd stated that Introversion and shyness can affect students’ social life on campus and influence strongly the ways in which students prefer to receive and process information in the classroom [26]. It can be concluded that according to Jung, the Introvert is generally characterized by the hesitant nature, reflexes, and resignations that remain at its founding, hiding from the things that are always in a slightly defensive attitude.

On the contrary, the extrovert personality type is usually characterized by a sociable, frank, easy-to-accept situation, and not having anxious thoughts about a situation and often doing something risky with inadequate self-confidence in unknown situation. Bailey stated that essay writing is a short text writing which consists of introduction, main body and conclusion [27]. It is also supported by Kane that essay writing is a short relative text which can be as a speculative text, facts, emotion, personal, or humor [28]. While according to Oshima and Hogue, they stated that an essay is a piece several paragraphs long. It is about one topic, just as a paragraph is. However, since the topic of an essay is too complex to discuss in a paragraph, you need to divide it into several paragraphs, one of each major point. Then you need to tie the paragraphs together by adding an introduction and a conclusion. It means that essay is composed of several paragraphs with a topic as well as some paragraphs [29].

However, since the topic of the essay is too complex to be discussed in a paragraph, the author needs to divide it into several paragraphs, with one core discussion of each paragraph. Then the author needs to link the paragraphs by adding introductory sentences at the beginning of the paragraph and the sentence of conclusion at the end of the paragraph. Actually, when students are able to write paragraphs well and the essay is organized well too, it is much possible that students

are able to arrange the essay which contains the paragraphs well and correctly. Furthermore, Rudd gave the definition that an academic essay is a continuous piece of writing focusing on particular issue, which is carefully framed by the title [9]. English essay writing skill is one of the language skills to be mastered by the fourth semester students after they got the lesson of how to write a paragraph, how to identify and create the topic sentence, how to identify and make the thesis statement in the first paragraph and how to arrange conclusion paragraph on a written English in previous semester. English essay writing skill is also an academic writing that needs to be mastered by every student to build their skill in writing scientific papers especially when the students have to do the final task in the form of thesis writing.

There were some previous researches about the extroversion and introversion towards the students' skill in writing and the difficulties of instruction to facilitate students in improving students essay writing. Most previous researchers tried to investigate the possible effect of extroversion/introversion personality traits on different features of EFL writing, such as content, organization, language, mechanics, and vocabulary. Attempted the research showed that the value of student post-test writing is higher than the pre-test value with the 0.01 level of significance after being treated with cooperative learning approach and the students can show a positive attitude during the research process about writing skills using cooperative learning approach [12]. Borougeni, Roohani, and Hasanimanesh found the research that students who have introvert personality type is significantly better in writing skills than students who have extrovert personality type [30]. While Farrokhi et al. found their research that results of this study statistically indicated that there was a significant relationship between personality type and descriptive and argumentative writing skills, but the lack of a significant relationship between personality type and narrative writing skill and gender differences was not a significant factor in writing skills [31]. Here the writer investigates the students' essay writing skill on format, mechanics, contents, organization and grammar and sentence structure. The results of this study can help the lecturers to employ teaching strategies which fit different characteristics of extrovert and introvert learners. Through the cooperative language learning, TPS learning technique, it could improve students' English essay writing skill either for introvert students or extrovert students.

The purpose of the study was to investigate the difference between introvert and extrovert students in cooperative writing. Accordingly, 53 students were tested and 32 of them were selected to serve as the subjects of the study. These 32 learners were assigned to two classes. Afterwards, they were taken a course of essay writing based on a technique of cooperative learning, namely Think Pair Share (TPS).

II. METHOD

This study used an experimental research method which is a quantitative approach which aims to determine the presence or absence of cause-effect relations between learning techniques and personality types towards students skill in English essay writing skill. Experimental research is the only type of research that can test hypotheses to establish cause-

effect relations [32]. Whereas, Creswell believed that in an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable [33].

Two kinds of research instruments were utilized. The first one was an essay writing test which was constructed based on the test specification designed from the theory and adapted from the materials used by the students. Students were asked to write on a topic. The writings were scored by three raters according to Oshima and Hogue [29] composition grading scale. The data gathered was analyzed using two-way ANOVA. The second one was a standardized test to determine which students with introvert type and which students with extrovert types based on Brown's personality type test [34].

In order to homogenize the participants in terms of their language proficiency a free writing test was given. The participants were asked to write an essay of four paragraphs about 250 words on the topic "Do You Prefer living in a big city or small town?" because the researcher thought it was a general topic which made it possible for almost all of the students to write about it. The second instrument used was about Personality Type test designed by Brown [34]. This type of test that students were supposed to answer some questions listed by choosing 'a' or 'b'. Then the results were calculated and classified based on the criteria for being introvert or extrovert.

To obtain the data, two sets of data were needed to conduct the present study: a composition test of essay writing performance and a questionnaire to determine personality type. The researcher explained to the participants that their responses would be used only for research purposes. Then each participant was given the instruments. It should be mentioned that all the participants were told not to write their names on the instruments, because it may affect their honesty in responding. Each data had a code, S1, S2, S3, S4, etc. For completing the personality type questionnaire. 75 minutes were given to write an essay writing and 15 minutes were given for answering the personality type questionnaire. Among the participants who took the test, only sixteen students from each group, from the higher scores to the lower scores were selected as the sample for the study. To deal with the data collection procedure, firstly, the Personality Type questionnaire was administered to be completed by the participants to decide the personality of each student. *Secondly*, they were asked to write an essay of four paragraphs on the presented topic within the time limit of one and half hour. The data collected were subjected to a two-way analysis of variance (two-way ANOVA) by the researcher, using SPSS (version 22) to answer the research questions.

This research is limited only discussing the effect of Think-Pair-Share (TPS) learning techniques and personality types toward Essay writing skill. It also aims to find out if there are significant differences in English essay writing skill between groups of students with introverted and extroverted personality types and to know if there is significant interaction effect between learning techniques and personality type.

III. RESULTS AND DISCUSSION

The result of the analysis was found two findings. *First*, TPS learning technique with introverted personality type students with the average score is 76.75; and *second*, TPS learning technique with extroverted personality type students with the average score is 71.9.

From the calculation result of English essay writing skill, the score can be seen in the table below and it can be described for the calculation of each group as follows:

TABLE II. DESCRIPTIVE STATISTICS OF ENGLISH ESSAY WRITING SKILL SCORE BASED ON THE CALCULATION OF SPSS 22

Frequencies

Statistics			
		Introvert (B ₁)	Extrovert (B ₂)
N	Valid	16	16
	Missing	0	0
Mean		76.75	71.92
Std. Error of Mean		1.83	1.2
Median		76.50	70.85
Mode		72.70 ^a	69.00 ^a
Std. Deviation		7.33	4.84
Variance		53.69	23.46
Range		26.00	20.30
Minimum		65.00	62.70
Maximum		91.00	83.00
Sum		1228.10	1150.70

Multiple modes exist. The smallest value is shown

Before conducting the research hypothesis testing, the writer tested the requirements of the normality test and homogeneity test to determine whether the data is normally taken from the population and the sample is homogeneous.

There were 32 respondents in this study with the sample consisting of 16 respondents of introverted personality type and 16 respondents of extroverted personality type which were divided into two classes of research using Think-Pair-Share (TPS) technique with introverted (B₁) and extroverted (B₂) personality types.

TABLE III. THE SUMMARY OF NORMALITY TEST RESULT RECAPITULATION

Group	Number of sample	L _{value}	L _{table}	Results
Introvert	16	0.110	0.213	Normal distribution
Extrovert	16	0.181	0.213	Normal distribution

The next requirement test is homogeneity test to determine whether the population variance is homogeneous or not. Homogeneity test for group with the treatment (A) and attributed group (B) using F-test.

Homogeny Test of variance between group Introvert (B₁) and Extrovert (B₂) is done using Barlett test with the significance level $\alpha = 0.05$. the hypothesis testing is:

H₀: $\sigma^2B_1 = \sigma^2B_2$

H₁: Not H₀

The criterion of rejection and acceptance of H₀ is if $X^2_{value} > X^2_{table}$, H₀ is rejected and if $X^2_{value} \leq X^2_{table}$, H₀ is accepted.

The calculation of both groups testing at the significance level $\alpha = 0.05$ is presented in the following table.

TABLE IV. HOMOGENEITY TEST OF VARIANCE BETWEEN GROUP INTROVERT AND EXTROVERT

Sample Group	Db	s ²	Log s ²	dk log s ²
Introvert	15	53.70	1.73	25.95
Extrovert	15	23.46	1.37	20.56
Total	30			46.51

Based on the calculation of Barlett test gained $X^2_{hit} = 2.29$ compared with X^2_{table} for $\alpha=0.05$ and $db = 1$ gained $X^2_{(0,05)(1)} = 2.41$. the result showed that $X^2_{value} < X^2_{table}$. It means that H₀ is accepted. Thus, essay English writing skill from the two groups are derived from homogeneous sample.

The comparison of the mean scores of different group's essay writing for the personality type students can be shown as follows:

TABLE V. COMPARISON OF THE MEAN SCORES BETWEEN INTROVERTS AND EXTROVERTS ON ESSAY WRITING

	Introvert (B ₁)	Extrovert (B ₂)	Sig.
Mean	76.75*	71.91	0.001*
Std. Deviation	7.32	4.84	
N	16	16	

*Sig (p < 0.05)

From the mean in the table above, it can be seen that introverted students got better result than the extroverted ones. Based on the Analysis of Variance measurement, it is known that there is significant difference between introverted and extroverted students who were taught using Think-Pair-Share (TPS) technique (Fvalue = 4.97 > F table = 4.20, p = 0.34). Besides, there was an interaction of learning techniques and personality type (Fvalue = 14.91 > Ftable = 4.20, p = 0.001). it implies that the result of analysis result and hypothesis testing fulfill the criteria.

In the case of the effects of TPS and personality types, the amount obtained in the data analysis is below the α level of .05 and the first null hypothesis is not confirmed. So, there is significant difference between TPS technique and English essay writing towards students with introvert and extrovert personality type in general.

Apparently, the *first* hypothesis is significant after the analysis using Anava test. The average score of essay writing skill of students who have introvert personality type (76.75) is higher than students who have extrovert personality type (71.91). F_{value} (= **7.74**) > F_{table} (= 4.20). This finding has the similarity with the finding of the previous research by Boroujeni et al. [30] and Baradaran that introverts significantly outperform extroverts in writing ability [31]. This may be due to some of the introverts' personal characteristics that the

extroverts lack, such as being careful, having more concentration in their solitude, and ability to generate much more ideas alone. Theoretically, Groups of students with extroverted personality types have higher sociability and more interaction than students with introverted personality types who are more intent to the territorial nature and prefer concentration rather than interaction. It is what has been described in previous theories by Bradley and Hebert [24] about the difference between extroverted and introverted personality types where extrovert personality type is more on the condition of sociability, interaction and multiplicity of relationship while introverted personality type is more in concentration condition, has depth in thinking to pour his ideas and interests on internal reactions. Although students with introverted personality types have more concentration than interaction, they were able to run cooperative learning well in discussion and gave each other explanation and understanding to members in group.

The *second* hypothesis is significant. It is shown by the result of ANOVA testing, which $F_{value} = 14.190 > F_{table} (0.05) = 4.20$. So that, it can be concluded that there is interaction between the use of learning technique with personality type toward essay writing skill of students. It can be inferred that learning techniques of TPS will affect student learning outcomes if the selection of learning techniques in accordance with learning objectives and student characteristics. The interaction of learning techniques and Personality type is also found in the previous research by Baradaran [35]. In their research finding stated that the results indicated that despite the fact that Iranian learners are mostly individualistic, some cooperative learning methods could be helpful and accepted by them. Various appropriate teaching techniques must be applied in accordance with the characteristics of students to achieve the goal of improvement in English writing skill. In addition, to achieve the learning objectives, the lecturers must also master the models and teaching strategies and they should be able to master a variety of teaching techniques.

From the research, it can be explored the benefits of the findings. *First*, teaching writing skills using TPS actively and successfully leads students, both introvert and extrovert, to write. Think-Pair-Share helps students develop a conceptual understanding of a subject because they discuss it in pairs with their friends. It allows them to talk about everything they want to deal with. Their ability to filter information, draw conclusions and consider viewpoints will be developed through this activity. In addition, pairing students gives students more opportunities to explore themselves. They are encouraged to share something more profound and more detailed. The more they share something, the more confidence they build in writing. *Second*, one of the factors affecting the mastery of writing skills is the students' willingness to make a decision involving something new and different without focusing on success or failure. Since the previous finding from Ain and Saed [20], Zainuddin [22], and Baradaran [35] that introvert students were (1) better in writing than extrovert ones, (2) significantly outperformed than extrovert, and (3) focusing on their own activity. In this research, some introvert students were able to build and lead their social relationship with other students during the activity. The more they share something, the more confidence they build in writing.

IV. CONCLUSION

At this conclusion some results of data analysis which have been presented in the above analysis result are explained. *First*, English essay writing skill in groups of students who attend lectures with TPS learning techniques with introverted personality type is higher than the group of students who are with extroverted personality type. *Second*, there is an interaction effect between learning techniques and personality types on English essay writing skills. It can be shown by F_{value} interaction $A \times B$ is shown by $F_{A \times B}$ -Value is bigger than F_{table} ($F_{value} = 14.19 > F_{table} [0.05; 1:28] = 4,20$). This shows that there is a very significant interaction effect between learning techniques and personality types on English essay writing skills. The study concluded that introverts perform better in most of the subscales of writing as compared to extroverts. This study proved that introversion does not cause hindrance in acquiring writing skills

The application of TPS technique towards the student's personality types can influence the improvement of English essay writing skill. Think-Pair-Share not only enables them to improve their writing skills, but also to build their social relationship with other students during the activity. In order for TPS to function effectively, it must be properly applied in the teaching and learning process. As some researchers have shown, introverted students were better than extroverted students in writing [24,31,34]. Finally, this research is expected to be useful for the students, teachers, and future researchers. Several suggestions are therefore listed as follows: 1) TPS is strongly recommended for the teachers to teach essay writing; 2) Teachers must consider the type of personality of the students to determine the appropriate method of teaching them; and 3) The students are expected to be more active in teaching and learning process in order to improve their essay writing skill.

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