

Research Article

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Integration of Maluku Local Wisdom “Kalesang” Values through FRESH Technique in Writing Descriptive Text: Introvert and Extrovert Students’ Point of View

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Abstract

Background/purpose. Incorporating students’ native cultural knowledge into language instruction can enhance learning and support cultural sustainability. The study aims to explore the perspectives of junior high school students with different personality backgrounds on the benefits of a culturally responsive, student-centered approach that integrates “Kalesang” values through the FRESH technique into descriptive writing. This approach can enrich students’ language skills while sustaining their cultural identity.

Materials/methods. This study employed thematic analysis as a qualitative research approach to examine the data. The data was collected through the Eysenck Personality Inventory (EPI) and a semi-structured interview.

Results. Thematic analysis revealed three primary themes: (1) Students’ understanding and integration of “Kalesang” values, (2) Perceptions of the FRESH framework, and (3) The influence of personality on learning. Participants defined “Kalesang” as a principle of caring for oneself and the environment and embedded this value in their writing. All students reported that the FRESH technique helped them organize their texts and increased their motivation. Extrovert students enjoyed collaborative discussions, whereas introvert students preferred individual, scaffolded writing time.

Conclusion. The results indicate three significant implications: (1) Aligning writing tasks with local cultural values fosters cultural sustainability by reinforcing students’ heritage and community ethos. (2) Implementing structured frameworks such as the FRESH technique and incorporating culturally relevant themes enriches EFL writing pedagogy by clarifying text organization and engaging learners. (3) Differentiating instruction to accommodate students’ personalities ensures that both introverted and extroverted students can succeed.

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1. Introduction

Writing is a crucial skill in English as a Foreign Language (EFL) instruction, as it enables learners to communicate ideas, express opinions, and demonstrate language proficiency (Floris & Renandya, 2025). Among the four language skills, writing is often considered the most challenging for EFL learners because it requires linguistic knowledge and the ability to organize and convey thoughts logically and coherently (Safari & Ahmadi, 2025). In the Indonesian context, students frequently struggle with vocabulary limitations, grammatical accuracy, and idea development, particularly when composing descriptive texts (Emaliana et al., 2023). These challenges are compounded by the limited integration of students' cultural backgrounds into writing tasks, which can make the content feel abstract and irrelevant (Ardhi et al., 2025). As a result, students often produce mechanical texts lacking personal engagement and critical reflection. Addressing these issues requires instructional approaches that not only enhance language accuracy but also foster meaningful content creation. Therefore, developing writing instruction that connects with learners' experiences and environments is essential in promoting engagement and achievement in EFL contexts.

In an ideal learning environment, students should be able to articulate ideas clearly and meaningfully in writing, drawing from both their personal and cultural experiences (Ardhi et al., 2025; Taye & Mengesha, 2024). However, many EFL classrooms fail to provide students with the contextual support needed to meet this goal (Fauziah et al., 2023). One potential solution is the integration of structured writing techniques such as the FRESH (Fact, Reason, Elaboration, Shift) technique with culturally relevant content. The FRESH technique offers a clear framework to guide students in developing well-organized descriptive texts, while culturally grounded topics encourage learners to engage more deeply with the material. By aligning language instruction with learners' local realities, this approach helps bridge the gap between language form and content. When local wisdom is incorporated into EFL writing instruction, students can more easily connect new concepts with prior knowledge, fostering a more meaningful and confident writing experience (Hammond, 2015; Azhary & Fatima, 2024; Rahmawati & Taylor, 2018).

The FRESH technique is a step-by-step writing strategy designed to help students organize their ideas coherently. It consists of four components: stating a Fact, providing a Reason, offering further Elaboration, and then making a Shift or conclusion. This technique encourages active engagement with the writing process and supports idea development, especially in descriptive text writing (Faisal & Suwandita, 2013). Integrating this technique with culturally responsive content enhances its effectiveness, as students are guided not only in form but also in substance. One such culturally rooted concept is "Kalesang," a local wisdom value from Maluku, Indonesia, which emphasizes the practices of caring for, maintaining, and improving one's surroundings.

Several studies have demonstrated the effectiveness of the FRESH technique in improving students' descriptive writing skills. Faisal and Wulandari (2013) found that using the FRESH framework significantly enhanced students' ability to generate ideas and organize content in writing. Similarly, Achmad et al. (2019), Ria and Novtapianti (2019), Somsai and Buttapeng (2022) reported improvements in students' writing fluency and confidence when the technique was implemented. The clarity of the structured steps in the FRESH model enables students to focus on the development of ideas rather than getting overwhelmed by complex writing tasks. These findings indicate that the FRESH technique supports mastery of descriptive text features and promotes student participation and motivation.

Integrating local culture and wisdom into EFL teaching has also received considerable attention in recent years. Studies by Kormasela et al. (2020) and Kormasela (2018) highlighted the use of traditional Maluku food, music, and rituals in procedural text instruction, helping students connect language learning with their sociocultural identities. Anmama et al. (2024) incorporated local

landmarks and public figures into reading materials, which improved students' comprehension and engagement. Likewise, Hursepuny and Rijoly (2021) and Souisa et al. (2020) used local songs and folktales to enhance vocabulary and reading comprehension. These studies suggest that when students see their culture reflected in classroom materials, they are more likely to participate actively and retain new language input. However, most of these studies focus on content development or vocabulary enrichment rather than writing instruction.

Although both the FRESH technique and local cultural integration have proven effective in isolation, limited research has investigated their combined application in enhancing students' descriptive writing, particularly within the context of Maluku's local wisdom. To date, no study has explored how the values embedded in "*Kalesang*" can be merged with structured writing strategies like FRESH to support EFL learners' writing development. This study aims to fill that gap by examining how integrating Maluku's local wisdom into the FRESH technique affects students' writing performance and engagement. Moreover, while previous research often generalizes student populations, this study gives voice to learners with different personality traits and offers an understanding of how individual differences shape perceptions of culturally responsive writing instruction.

Understanding learners' interaction with culturally integrated writing instruction can inform more inclusive and effective EFL teaching practices. This study contributes to the growing body of literature on culturally responsive pedagogy by focusing on the intersection of structured writing techniques, local wisdom, and learner identity. This research highlights the pedagogical potential of combining language development with cultural sustainability by exploring students' perspectives on integrating Maluku's "*Kalesang*" values with the FRESH technique. The study addresses the following research question: What are EFL students' perceptions of integrating Maluku's local wisdom, "*Kalesang*," through the FRESH technique in relation to their personality characteristics and learning styles?

2. Literature Review

2.1. Integration Maluku Local Wisdom "*Kalesang*" as Teaching Material

Integrating local wisdom into the curriculum is a key aspect of character education in Indonesia (Harahap et al., 2025; Sakti et al., 2024). Law No. 20 of 2003 on the National Education System mandates the inclusion of cultural values in learning to strengthen students' identity and promote responsible citizenship. Local wisdom is considered a source of moral and ethical guidance, with the potential to shape behaviors aligned with both national identity and global challenges (Gay, 2018). One such challenge is environmental degradation due to climate change, a global issue that also impacts regions like Maluku, which is known for its rich biodiversity, marine ecosystems, and tropical forests. Despite its natural wealth, Maluku faces various ecological threats, including illegal logging and unsustainable fishing, which contribute to environmental decline and threaten community livelihoods. According to Law No. 32 of 2009 on Environmental Protection and Management, environmental conservation is a shared national responsibility, emphasizing each citizen's right and duty to participate in sustainable practices. In this context, education plays a vital role in fostering environmental stewardship among younger generations.

Local wisdom in Maluku, such as *Kalesang*, embodies values of care and responsibility toward the environment. *Kalesang* reflects a culturally rooted ethical practice of maintaining harmony between humans and nature. It promotes collective efforts to prevent environmental harm and to restore ecological balance. The practice is closely related to other cultural values in Maluku, including *Siwalima*, *Pela*, *Gandong*, *Badati*, *Masohi*, *Ma'an*, and *Hamaren*, which emphasize mutual aid, solidarity, and respect for nature (Huwae, 2011; Wakano, 2019; Maatoke et al., 2024). Another traditional system, *Sasi*, regulates the sustainable use of natural resources through customary laws

and social agreements (Saptenno & Timisela, 2024). The meaning of *Kalesang* also extends to mutual responsibility for the well-being of both the environment and the community. In educational contexts, incorporating such values into learning materials can help students develop critical awareness of their environment and strengthen their sense of cultural identity. For example, the expression “*baku kalesang*” encourages communal responsibility in managing waste and protecting natural food sources from harmful substances (Tupan, 2021). Embedding these values into English language learning, particularly in writing classes, offers a meaningful context for students to explore environmental and cultural themes through language.

2.2. The Use of FRESH Technique in Teaching Descriptive Text

Descriptive text is a type of writing that provides detailed information about a person, place, or object, allowing readers to form vivid mental images. Gonzalez-Cruz et al. (2022) explain that descriptive writing serves to clearly and thoroughly depict a specific subject so that the reader can visualize or better understand it. Purba and Pasaribu (2023) stated that a descriptive text typically includes two key components: identification, which introduces the topic, and description, which elaborates on its features such as size, shape, color, or other relevant details. Despite its clear structure, writing a descriptive text can be particularly challenging for students. Writing, in general, is widely recognized as one of the most difficult language skills to master. Xu et al. (2022) argued that writing presents difficulties even for native speakers, due to the need for complex cognitive and linguistic processes. Lim and Renandya (2020) further explained that writing in a second language is especially demanding because it requires not only the generation and organization of ideas but also accuracy in grammar, punctuation, and vocabulary. Hardi (2020) emphasized that writing is not an automatic or natural ability; it must be developed through consistent and purposeful practice. Likewise, Sapkota (2013) described writing as a mental activity that involves planning, translating thoughts into words, and organizing them into coherent text.

To address these challenges, various instructional strategies have been developed to support students in writing effectively. One such strategy is the FRESH technique, introduced by Faisal in 2010 (Faisal & Suwandita, 2013), which offers a systematic method for constructing descriptive paragraphs. This technique serves as a scaffold to help students generate ideas and organize their writing according to the structure of descriptive text. The FRESH technique provides a mnemonic framework to guide students through the process of constructing a descriptive paragraph. It consists of four key components: Fact, Reason, Elaboration, and Shift. “F” stands for Fact, which refers to relevant details that form the foundation of the paragraph. These facts are articulated through a topic sentence that introduces the main idea of the subject being described. “R” stands for Reason, which includes logical justifications or supporting ideas that validate the fact presented. This helps reinforce the descriptive content. “E” represents Elaboration, encouraging students to expand their ideas by adding depth and specificity. This stage transforms initial ideas into a fuller, more detailed narrative. Finally, “SH” stands for Shift, which signals a transition or concluding remark that wraps up the paragraph by restating or summarizing the main points.

By employing the FRESH technique, students are guided through a step-by-step process that helps them organize their thoughts and develop well-structured descriptive texts. The technique aims to simplify the writing process while simultaneously improving clarity, coherence, and completeness in students’ compositions. As such, it holds potential as an effective pedagogical tool for enhancing writing instruction in junior high school classrooms.

2.3. The Personality Factor in Learning Language

Personality has long been considered an important factor influencing individual differences in language learning. In contemporary language education, recognizing students’ traits allows teachers to design instruction that aligns with learner preferences, ultimately supporting academic goals more

effectively (Erton, 2010). Ulya (2016) emphasized that teachers can determine suitable learning approaches by understanding their students' personalities, as these traits influence how learners approach and solve problems. Each learner brings a unique personality to the classroom, shaped by a combination of traits and behavioral tendencies (Opoku et al., 2023). These differences manifest in student interests, motivations, and behaviors, essential considerations in instructional planning. Eysenck (1998) proposed a model that categorizes personality into two broad types: extroverts and introverts. Extroverts are characterized as sociable, outgoing, and stimulated by external environments (Petric, 2022). They enjoy social interactions and are typically calm and open to change. In contrast, introverts are inward-focused, reflective, and influenced primarily by internal experiences (Hatipoglu & Koc, 2023). Their behaviors are less affected by external stimuli and more by introspection.

Research has shown that both internal and external factors influence student learning outcomes. External factors may include family, school conditions, and community support, while internal factors consist of intelligence, motivation, interest, talent, and personality (Raoof et al., 2024). Among these, personality is considered a key determinant of academic performance, as it can shape the learning process and affect the achievement of educational outcomes (Costa et al., 2024). The other studies explored the relationship between personality traits and success in language learning. Chen et al. (2022) and Xu (2025) found that traits such as extraversion and introversion can predict learners' academic outcomes in various domains of language acquisition. Eysenck (1981) argued that a student's disposition significantly influences their language learning success. In the context of English as a Foreign Language (EFL), Hayati (2021) studied Indonesian learners and found that introverted students tend to perform better in reading and writing tasks compared to their extroverted peers. Introverts are often described as more thorough, careful, and focused, which contributes to their superior reading comprehension and writing skills. Similarly, Benmoemene and Dejerad (2020) reported that introverts performed better in pronunciation compared to extroverts, suggesting that the relationship may depend on specific assessment methods and contexts.

3. Methodology

3.1. Research Design

This study employed a qualitative case study design to explore how students with different personality types perceive the use of *Kalesang* values and the FRESH technique in descriptive writing. A case study approach was appropriate because it allows for an in-depth examination of individual learners within their real-life educational context (Yin, 2018). This design was suitable for capturing the complexity of students' personal experiences, learning preferences, and the influence of cultural values and instructional techniques on their writing development.

3.2. Participants

This study employed purposive criterion sampling (Creswell, 2012) to select participants who met specific psychological and demographic characteristics relevant to the study's objectives. To explore how different personality types respond to the integration of local wisdom through the FRESH technique in writing instruction, 10 junior high school students were selected, five identified as introverts and five as extroverts. All students were native Indonesian speakers who also used Ambonese Malay in daily communication. Parental consent was obtained, and ethical guidelines were followed, including the use of initials to ensure participant anonymity. The demographic and personality profiles of the participants are shown in Table 1.

Table 1. The Profiles of Participants

Pseudonym	Gender	Age	Personality Type
PS	Female	15	Introvert
NL	Male	15	Introvert
YT	Female	15	Introvert
AH	Male	15	Introvert
DW	Female	15	Introvert
YK	Female	15	Extrovert
AZ	Male	15	Extrovert
MR	Female	15	Extrovert
FS	Male	15	Extrovert
RL	Female	15	Extrovert

3.3. Data Collection

The data for this study were collected using two instruments: the Eysenck Personality Inventory (EPI) and a semi-structured interview. The Eysenck Personality Inventory (EPI) was used to assess students' personality types by scoring their responses to 30 validated Yes/No items, which measured extraversion and introversion. Students with high extraversion scores were classified as extroverts, while those with low scores were identified as introverts. Only students with acceptable Lie Scale scores were selected to ensure honest responses. This inventory consisted of 30 items and was first piloted with 32 students outside the participant group to ensure its psychometric quality. The pilot results showed strong internal consistency, with a Cronbach's alpha coefficient of 0.81. In addition, item-total correlations ranged from 0.45 to 0.72, indicating satisfactory construct validity and item reliability. Semi-structured interviews were also conducted with all selected participants. The interviews were constructed based on three theoretical lenses: effective writing theory, the FRESH technique framework, and personality theory. These frameworks guided the development of interview questions, which explored how students perceived the integration of Maluku local wisdom "*Kalesang*" into descriptive writing instruction using the FRESH technique. The interviews were conducted individually and in the Indonesian language to ensure clarity and comfort for participants. Each interview was audio-recorded with consent, transcribed verbatim, and used as the primary source for thematic analysis.

3.4. Data Analysis

Interview data were transcribed verbatim and analyzed thematically using a coding process adapted from Braun and Clarke's (2012) six-phase framework. The analysis began with repeated readings of the transcripts to gain familiarity with the data. Initial codes were then generated inductively based on recurring patterns and supported by the theoretical lenses of effective writing, the FRESH technique, and personality theory. These codes were grouped into broader themes that reflected the students' perceptions, experiences, and expressions during the descriptive writing activities. Themes were developed to reflect not only the overall student experiences with the FRESH technique and local wisdom content but also to capture the nuanced differences between introverted and extroverted students. To ensure trustworthiness, peer debriefing was conducted with fellow researchers, and member checking was used by sharing summary interpretations with participants for feedback and confirmation.

4. Results

The analysis of the data revealed three primary themes: (1) Understanding and integration of *Kalesang* values, (2) The perception of the FRESH technique, and (3) Personality characteristics and learning styles. These themes provide insights that local values and teaching techniques need to be considered in the context of student personality in order to maximize understanding and motivation to learn.

4.1. Understanding and Integration of “Kalesang” Values

Students demonstrated an increasing awareness of their responsibility to care for their environment and community after being exposed to writing tasks grounded in the concept of *Kalesang*. They described not only gaining knowledge about local places but also developing a sense of ownership and responsibility.

“Saya jadi sadar kalau menjaga pantai dan taman itu tugas kita juga. Kita harus baku kalesang supaya tempat-tempat itu tetap indah.” (*I’ve come to realize that taking care of beaches and parks is also our responsibility. We need to ‘baku kalesang’ (take care of each other and our environment) to keep these places beautiful.*) (YK, extrovert)

“Kalesang itu berarti kita harus saling jaga, bukan cuma orang dewasa, tapi anak muda juga bisa mulai.” (*Kalesang means we must take care of each other, and it's not just for adults, young people like us can start too.*) (PS, introvert)

“Pas nulis tentang Kuako Beach, saya jadi ingat kalau dulu suka buang sampah sembarangan. Sekarang malu sendiri. (*When writing about Kuako Beach, I remembered that I used to litter. Now I feel ashamed.*) (AH, introvert)

“Saya senang belajar tentang budaya kita sendiri. Ternyata kita punya banyak nilai baik yang bisa dimasukkan dalam pelajaran Inggris.” (*I enjoy learning about our own culture. It turns out we have many great values that can be included in English lessons.*) (RL, extrovert)

The students’ reflections suggest that integrating such content into writing activities may foster affective engagement and personal transformation, particularly when students begin to connect ecological issues with their everyday behaviors and emotions. This offers a new pedagogical insight: incorporating *Kalesang* not only strengthens cultural identity but also provokes ethical reflection among learners in a second language context.

4.2. The Perception of the FRESH Technique

The interview data revealed that both introverted and extroverted students generally held a favorable opinion of the FRESH technique as a framework for writing descriptive texts. While students experienced different levels of initial difficulty, many acknowledged that the clear steps in FRESH helped them overcome writing anxiety and confusion.

“Awalnya saya bingung karena harus ingat semua langkah, tapi sekarang saya suka karena jadi tahu alurnya.” (*At first, I was confused because I had to remember all the steps, but now I like it because I know the flow.*) (PS, introvert)

“Saya merasa tertantang pas pertama belajar FRESH, tapi justru itu bikin saya makin semangat.” (*I felt challenged when I first learned FRESH, but that actually made me more enthusiastic.*) (NL, introvert)

“FRESH membuat menulis deskripsi jadi lebih gampang karena ada urutannya yang jelas.” (*FRESH makes writing descriptions easier because it has a clear order.*) (YK, extrovert)

“Saya senang saat Miss ajar FRESH karena jadi lebih mengerti cara menulis yang benar.” (*I liked it when Miss taught FRESH because I better understood how to write properly.*) (MR, extrovert)

These student reflections show that although initial engagement with the FRESH technique may require adjustment, especially for those unfamiliar with structured writing models, the technique ultimately served as a reliable cognitive scaffold. It helped students move from idea generation to text organization more confidently.

4.3. Personality Characteristics and Learning Styles

This theme highlights the diverse learning preferences of students based on their personality traits, particularly between introverted and extroverted learners. The data show that while introverts tend to prefer writing as a form of expression, extroverts gravitate toward oral communication and classroom discussion. These tendencies shaped how each student responded to the writing process and classroom interactions.

“Saya lebih suka menulis karena saya bisa berpikir dulu dan tidak gugup.” (*I prefer writing because I can think first and don’t get nervous*). (PS, introvert)

“Saya senang berbicara langsung di kelas, lebih cepat paham.” (*I like speaking directly in class, I understand things faster*). (YK, extrovert)

“Saya bisa ekspresikan ide saya lewat tulisan, apa lagi kalau ada waktu untuk berpikir.” (*I can express my ideas better through writing, especially if I have time to think*). (NL, introvert)

“Kalau diskusi, saya lebih aktif, bisa langsung kasih pendapat.” (*During discussions, I’m more active, I can give my opinion right away*). (FS, extrovert)

These responses confirm the distinction in modal preferences: introverted students value time for reflection and written articulation, while extroverted students are more verbal and interactive, engaging more readily in oral discussion. Interestingly, despite these personality-based preferences, both introverted and extroverted students enjoyed the peer discussion phase before writing. This shared appreciation suggests that collaborative idea generation meets the needs of both personality types.

“Saya suka kalau bisa diskusi dulu, jadi lebih banyak ide untuk ditulis.” (*I like having a discussion first, so I have more ideas to write*). (PS, introvert)

“Diskusi dulu itu bagus, jadi tidak bingung saat menulis.” (*Discussing first is good, so I don’t feel confused when writing*). (YK, extrovert)

The significance of teacher and media support also emerged across personality types. Students appreciated contextual teaching, including the use of videos and repeated explanations, which helped reduce anxiety and improve understanding.

“Saya senang saat ada video, karena bisa bantu bayangkan tempat yang ditulis.” (*I liked it when there was a video, because it helped me imagine the place I was writing about*). (PS, introvert)

“Guru mengajarnya jelas dan bikin saya lebih tenang.” (*The teacher’s explanations were clear and made me feel more relaxed*). (YK, extrovert)

Moreover, all students, regardless of personality, valued the presence of freedom of expression in the classroom.

“Kelasnya bikin nyaman, saya tidak takut salah tanya atau jawab.” (*The class felt comfortable, I was not afraid to ask or answer questions*). (FS, extrovert)

“Boleh menulis pelan-pelan, jadi saya bisa berpikir dulu.” (*I could write slowly, so I could think first*). (DW, introvert)

The finding reveals not only contrasts in expressive preferences but also common ground in how introverted and extroverted students benefit from peer interaction, visual media, and teacher guidance. These elements created a flexible and inclusive classroom environment that allowed students to thrive at their own pace and comfort level.

5. Discussion

The findings of this study illuminate how integrating culturally grounded values, structured writing techniques, and individual personality traits into language instruction can foster meaningful learning experiences. Three major themes emerged, namely students' understanding of *Kalesang*, perceptions of the FRESH technique, and personality characteristics in learning styles. Each theme contributes to a holistic view of how affective, cognitive, and sociocultural dimensions shape learning outcomes in the EFL writing classroom.

First, the theme of *Kalesang* reveals that local values such as mutual care and environmental responsibility are not only understood by students but also resonate with their emotional and behavioral awareness. This aligns with the conceptualizations of *Kalesang* as a community-rooted value of ecological and social stewardship (Huwae, 2011; Wakano, 2019; Tupan, 2021; Maatoke et al., 2024). Students' reflections on these values during writing activities suggest affective engagement extending beyond surface-level understanding. When students relate culturally embedded ethics to their lived experiences such as reducing waste or appreciating nature, they begin to internalize these messages (Anyichie & Butler, 2023). This supports the argument that embedding *Kalesang* in EFL instruction not only reinforces cultural identity but also encourages ethical reflection and personal transformation, especially in L2 writing contexts where emotional resonance may otherwise be limited. This is important in the writing process because affective engagement has been shown to increase motivation, topic ownership, and the authenticity of written expression. Emotional connection to content allows learners to move beyond mechanical writing toward personally meaningful communication, which is essential for developing voice, coherence, and critical thinking in writing (Tsiriotakis et al., 2020). When writing tasks are grounded in values students care about, the process becomes more than a linguistic exercise, it becomes a vehicle for personal and social expression.

Secondly, the FRESH technique emerged as a valuable scaffold for descriptive writing, particularly in supporting students' ability to plan and structure their texts. Consistent with its original design (Faisal & Suwandita, 2013), FRESH provided a clear framework that helped students overcome the initial anxiety of writing by breaking down the task into manageable stages. This resonates with recent research emphasizing the benefits of scaffolded writing instruction (Rahmawati & Saragih, 2022; Lestari, 2023), which shows that guided models like FRESH can ease cognitive load, build writing independence, and bridge oral and written language. According to effective writing principles in EFL contexts, writing instruction should include explicit modeling, guided practice, and feedback cycles (Teng, 2022). Additionally, Guo et al. (2021) emphasize the importance of strategy instruction, collaborative writing, and process-based approaches such as planning, drafting, revising, and editing as core components of effective instruction. More recent studies (Suzuki, 2022; Tsai, 2021) argue that integrating content-based themes and learner autonomy enhances both linguistic accuracy and communicative purpose in EFL writing. Therefore, structured approaches like FRESH that incorporate stages and learner agency meet these theoretical criteria while reducing the barriers posed by linguistic insecurity.

Lastly, the exploration of personality characteristics and learning styles demonstrates how individual traits influence classroom engagement. Drawing on Eysenck's (1981) personality theory, the findings show how introverted and extroverted students gravitated toward different modes of expression. Yet both benefitted from collaborative pre-writing discussions and contextual support

such as videos and teacher scaffolding. This supports Vygotsky's sociocultural theory, which views learning as a socially mediated activity where knowledge is constructed through interaction with others and tools (Vygotsky, 1978). In writing, mediated tools such as visual aids, prompts, and guided questions can act as scaffolds that make abstract ideas more concrete, especially for students with different learning preferences (Lantolf & Poehner, 2023). Interaction, whether peer discussion, teacher feedback, or group brainstorming, enables learners to clarify thoughts, access multiple perspectives, and internalize new concepts, which are essential for successful writing development (Benmoumene & Dejerad, 2020; Hyland, 2025). These tools bridge the gap between learners' existing competence and the demands of academic writing tasks.

In this study, allowing space for student autonomy resulted in an inclusive environment where different learner types could thrive. This means that students were not forced into a one-size-fits-all writing model but were given flexibility to engage with the material in ways that suited their personality and preferences. PS, the introverted student, was able to reflect and write individually after group discussion, while YK, the extrovert, found confidence in oral expression before transitioning to writing. By differentiating instruction and honoring students' modes of engagement, the classroom fostered both cognitive engagement and emotional safety which are the key components for effective learning (Tomlinson & Imbeau, 2023). Such autonomy also promotes ownership of learning, as students regulate their language learning processes in ways that match their internal pacing and thought organization (Zimmerman, 2002; Dewi et al., 2025).

Together, these findings underscore the value of culturally responsive, structured, and psychologically attuned instruction in EFL contexts. They suggest that effective writing pedagogy involves more than teaching linguistic forms, it requires an integrated approach that honors students' cultural backgrounds, supports their emotional and motivational needs, and adapts to their individual learning preferences.

6. Conclusion

This study explored how local cultural values, structured instructional techniques, and individual personality traits intersect to shape students' engagement and development in EFL writing. Three key themes emerged: the internalization of *Kalesang* values through writing, the effectiveness of the FRESH technique as a scaffolded writing model, and the influence of personality-driven learning preferences on students' participation and expression. The findings suggest that culturally embedded content, when integrated meaningfully into writing tasks, can evoke emotional engagement and ethical reflection that could foster more authentic and personally resonant writing. The FRESH technique provided necessary structural support, enabling students to organize their ideas, reduce anxiety, and write more confidently.

7. Suggestion

These results highlight the importance of contextualizing lessons and providing clear guidance for EFL writing teachers. Teachers should continue to build writing activities around local cultural contents and use structured frameworks like FRESH technique to guide students. Managing group and individual tasks is essential for allowing introverted students time for deep thinking and writing while engaging extrovert students in group conversations. For example, teachers can incorporate multimedia (such as photos or videos of local places) and break writing tasks into guided steps, making lessons more engaging and comprehensible. Future research should build on these findings with larger, quantitative studies. For example, comparing writing performance and attitudes between classes using *Kalesang*-based materials and those using conventional materials would clarify the impact of this approach. For future research, it is advised to investigate other local wisdom values or additional personality dimensions that can be generalized. Quantitative research helps determine the educational benefits of culture-based and personality-sensitive instruction in many circumstances.

Declarations

Author Contributions. All authors have read and approved the publication of the article's final version.

Conflicts of Interest. The authors declare that there is no conflict of interest in this publication.

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