

Portraiting the Implementation of Project Based Learning in Teaching Narrative Text for EFL Students with Personality Traits: Introversion and Extroversion

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Abstract. Writing is still considered as the hardest skill in learning a language. It is because of its complexity. Students must consider writing elements when they express their thought and idea in written form. This research aimed at describing the students writing activities done by implementing Project Based Learning (PjBL). PjBL could encourage student motivation and develop learner autonomy. They also had opportunities for authentic meaningful language use. The data was taken by observing and recording students' activities in teaching learning process. There were 40 participants from one class of the fourth semester students of English Department who attended Genre Based Writing class taken by using purposive sampling. The research was conducted at English department of University of Sultan Ageng Tirtayasa, Banten. The main outcome of this research was to describe the implementation of Project Based Learning in teaching narrative text. The result showed that through PjBL, both introvert and extrovert students could engage and discuss interactively. Consequently, the activities done before writing have an important role to make students more active and creative in triggering students' idea to express in written form.

Key words: writing; pjbl; extrovert; introvert; triggering idea.

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INTRODUCTION

Writing is meaningful to be taught because it is one of important language skills. It is also categorized as mental work of inventing ideas, expressing and organizing them into statements and paragraphs. Writing also can be used as a means of expressing communication; expressing our thoughts, feelings, plans, and experience. Through writing, students can deliver messages, explore thoughts and ideas, and make them visible and concrete. However, writing which becomes compulsory subject needs more attention.

The attention focuses on the elements of writing. Lacking one of those elements causes problem in understanding the messages. It is in the line with the statement of Graham et al., 2019. They stated that writing is an extremely complex skill whose mastery has vexed many learners, young and old (Graham et al., 2019). The complexity of writing causes difficulty for students especially in expressing their ideas. Most students still have problems in getting idea. They get difficulty how to think and choose ideas. They often spend much time to get idea or even they get stuck to start writing. Thus, when they try to produce a certain genre, the other readers get problem in comprehending the content of writing.

It is because their writing is produced without having a good preparation.

On the other hand, the personality traits also seem to have important role in terms of writing as productive skill. Most students have certain problem in getting ideas which can be used to be applied in written form. For preparing students to build their ideas, project based-learning (PjBL) was involved in this study. Project-based learning is an instructional approach designed to capitalize on students' drive for sensemaking (Duke et al., 2021). It can be interpreted that PjBL can be used to exploit students' ideas. It is in the line with Fragoulis (2009) and Bell (2010) in (Syarifah & Emiliasari, 2019). They mention that there are many benefits that can be obtained from the application of project-based learning in teaching English as a foreign language. One of the benefits is creating optimal conditions for students to improve their English skills. Thus, generally, it can be stated that this the aim of this study was to describe the implementation of PjBL in teaching narrative text.

LITERATURE REVIEW

Teaching Writing

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing is also a way

of expressing communication; expressing our thoughts, feelings, plans, and experience. Through writing, writers can deliver messages which come from their mind. Hence, writing becomes an important skill which should be mastered because it is a basic language skill in learning a language.

Other researchers stated that teaching writing is challenging. It needs patience, creativity, and sincerity. As stated by Alameddinea and Mirzab that teaching academic English writing to high school learners is quite challenging (Alameddine & Mirza, 2016). They said that a teacher needs to consider the learners' background, and their knowledge of English with their strengths and weaknesses. This condition triggers some researchers to conduct the research dealing with teaching writing.

Another researcher conducted research in the area of critical thinking and critical writing (Ataç, 2015). This study took steps in the direction of bringing a broader perspective to the field since it integrates and combines the concepts of critical thinking and critical writing in foreign language reading and writing classes. The results showed that the students usually have a positive opinion about the relationship between critical thinking skills, critical writing, and advanced reading and writing instruction. Meanwhile, Alameddinea and Mirzab (2016) said that in order to improve the learners' academic writing, they recommend to use the template. It is because template can be used to guide learners to follow the steps of writing. The results reveal that following the designed "essay template" has improved the learners' academic writing. Thus, the researchers recommend the teachers use the template in teaching writing.

Different from the other researchers, in enhancing student's writing skill, Bayraktara conducted Teacher-Student Writing Conferences in teaching writing (Bayraktar, 2012). They were private conversations between teacher and student about the student's writing or writing processes. Bayraktara (2012) said more that these conversations can be called as professional discussion between writers on students' writings. He gives suggestion that teachers should provide models for their students to improve their writing and help students better understand the writing process. Students can have examples from experienced writers who model the strategies or actions that lead to successful writing while avoiding unnecessary pitfalls.

Two researchers supported each other related

to their research in terms of teaching writing. According to (Klimova, 2014) the knowledge of formal writing is very important in present global world. However, it is the skill which usually receives little attention. Thus, in her article, she demonstrated how to teach formal writing, particularly the writing of abstracts in English. It is because when students do not write well, the content will be difficult to be understood by other readers. It means that the message cannot be delivered appropriately. For overcoming these problems, (Demirezen, 2013) offered another type of teaching writing. He introduced some types of sentences which are the basic of the sentence. He gave the materials related to simple, compound, complex, and compound-complex sentences which are categorized as the English sentence structure. It was intended to make the written form of a passage, paragraph, composition or essay become more catchy, interesting, and academically stylish.

Thus, in order the students can write well in expressing their ideas, Klimova (2014) suggested to involve a practice and knowledge of other three language skills, such as listening, reading, and speaking. It is because writing has a unique position in language teaching. She stated that learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, and revise it.

The next researcher has different way to cope students' writing problem. Madjid et al., (2017) conducted a research for helping students to improve their academic writing skills by changing the existing strategies which were considered ineffective at solving this kind of problem (Madjid et al., 2017). This research was about how to improve student's academic writing skills through contextual teaching and learning. The result showed that all of the students could pass the standard qualifying after having three times of experiments. Those experiments prove that this research showed that contextual teaching and learning effects can be used in helping students improve their academic writing skills.

By having the result of the research conducted by all the researchers mentioned above, it can be stated that in order to get success in teaching and learning writing, lecturer should conduct intensive training in the process of planning to write, the evaluation of sources of references, and the development of writing based on academic writing strategy.

The Use of Narratives in Writing

Narrative text is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution. A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Curriculum Cycle

In terms of writing in narrative, Derewianka and others (1990, cited in Kim, 2005) have identified four stages, named the Curriculum Cycle, through which a particular text type can be made explicit to students (Kim, 2005).

The four stages of the Curriculum Cycle are: 1. Developing control of the genre, 2. Modeling the text type, 3. Joint construction, and 4. Independent construction of text.

1. Building Knowledge

Before ordering students to start writing, it seems to be a good step to build knowledge for students. In this case, teacher should explain what type of text which is going to be taught. Related to the narrative text, Derewianka (2004, p. 40) states that the basic purpose of Narratives is to entertain, i.e. to gain and hold the reader's interest in a story. But Narratives may also seek to teach or inform, to embody the writer's reflections on experience, and to nourish and extend the reader's imagination. Thus, the type of Narratives is various. Derewianka declares that there are many types of Narratives. They are typically imaginary but can be factual. They include fairy stories, mysteries, science fiction, romances, horror stories, etc.

The next step is organization. The focus of the text is on a sequence of actions. It usually begins with an orientation, where the writer attempts to sketch in or create the possible world of this particular story. Derewianka (2004) adds that in Narratives, the reader is introduced to the main character(s) and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place. The second step of organization is complication where problem arises. Then the last one is resolution.

2. Modeling

One of the interactions in classroom is devoted to modeling the text. During this phase, the teacher strongly directs the interaction, introducing the learners to model texts belonging to the target genre in the context they have been

exploring. This is the stage in which second language learners learn the grammar of the target language, but in the context of purposeful language use.

In this case, teacher may introduce the features of a text directly to the students. Here, the students need to become familiar with its purpose and features through immersion in the genre and by exploring sample texts. This can be done by (1) introducing a model of the genre to the class, (2) choosing or composing a text which is similar to the one to be written later as a joint construction by the class, and (3) discussing the purposes for which the type of text are used in the society.

3. Joint Construction

Before children write independent texts, it is useful for them to participate in the group writing of a text in the chosen genre. A text may be jointly constructed by the whole class, by a small group, or by a teacher and child during conferencing. The teacher begins to let pass responsibility to the learners as the learner's expanding. The following are the steps of conducting in joint construction which can be followed: (1) researching the topic, (2) pooling information, (3) revising structure, (4) jointly constructing a text, and (5) assessing the children's progress.

4. Independent Construction

Having read and examined specimen texts in the chosen genre, and having had the experience of jointly constructing a similar text, many children may now choose to write their own texts on a related topic. The following are the points which can be considered in independent construction: (1) each child chooses a topic, (2) the children write their drafts, referring to models, (3) each child consults with teacher or peer(s), receiving comments on what he or she achieved and suggestions for changes to help the text achieve its purpose more effectively, (4) teacher may find that conferencing about drafts reveals a need for more modeling and joint construction, and (5) editing and publishing the children's texts are optional final steps (Derewianka, 2004).

Personality Traits

Personality plays an important role that affects academic achievement. As stated by Kumari (2014) that personality and intelligence both are equally important in predicting academic performance (Kumari, 2014). Kumari (2014) gives more information that that students who are

high on extraversion will perform better academically because of higher energy levels, along with a positive attitude leading to a desire to learn and understand.

Thus, it can be interpreted that in teaching learning process a teacher should understand the personality dimensions in order to put students in the line of high academic performance. (Ciorbea & Pasarica, 2013) and (Shiv Prakash et al., 2016) said that knowing the student's personality factors (Introvert and Extrovert) is a major theme in educational psychology. Without this knowledge of personality through appropriate methods, teaching process becomes difficult and ineffective both for teachers and for pupils.

Considering the fact above, there are some researchers conduct researches dealing with personality. (Abu-Rabia et al., 2014) conducted a study which examined the relation between linguistic skills, personality types, and language anxiety. The participants were administered various tests measuring their basic linguistic skills and their first language (L1) and English as a foreign language (EFL). The findings demonstrated a significant positive correlation between all the L1 and EFL linguistic skills. It is in the line with the statement stated by some researchers (Chen et al., 2015); (Murphy et al., 2017). They said that introversion/extroversion is generally considered to be one of the most important factors affecting the success of foreign language learning.

Therefore, identifying students' characteristics differences might be helpful for English teachers to reach the objectives. It is in the line with Noprianto's statement (2017). He said that talking about the students' difference in personality traits such as extroversion and introversion is believed that they have positive correlation to the success of language teaching (Noprianto, 2017).

Seeing the fact that personality has close relationship with learning a language, there are some researchers have research dealing with personality and writing as one of language skills. It is also in the line with the result of the research conducted by other researchers. They conducted research dealing with writing involved extrovert and introvert. The researchers are interested in extroversion-introversion personality because they believe that by understanding the students' personality types, teachers can adjust their teaching to foster individual success. It is because in the reality each student is completely a different human being with his/her exclusive

personality (Boroujeni et al., 2015); (Shokrpour & Moslehi, 2015).

Project Based Learning (PjBL)

Project Based Learning (PjBL) has been used for some years in teaching learning process. It is because through PjBL students can explore and expose their knowledge related to the topic they want to learn. PjBL also can trigger students to be more creative and communicative. According to Stivers (2010) PjBL is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve.

By having tasks done in real activities, students will trigger their own mind to solve the problems. In solving the problems, students will discuss, communicate, and think critically. In developing higher critical thinking and motivating students to be autonomous learners, it is important to develop learning environments that facilitate both the construction and innovation of knowledge and the development of general knowledge and skills.

It is also in the line with the statements taken from some researchers (Grant, 2017); (Pinho-Lopes & Macedo, 2014). They said that the project-based learning involves study/research of a topic in depth where students' ideas, questions, predictions and interests form the experiences lived and the works/activities undertaken. Those researchers also stated that PjBL can guide students how to have communicative competence, critical thinking, life-long learning, team-working and problem-solving skills. Those skills have good impact for students living in the 21st century.

Related to applying PjBL in 21st century, some researchers also give the result of researches. PjBL can be used not only to provide innovative English language acquisition, but also to equip learners with 21st century skills. It is because the learners live in a global fast changing world surrounded and driven by technology. Thus, these skills should be learned to prepare learners for the highly competitive world of tomorrow. It is expected that the learners will be able to collaborate, to think critically, to solve real-world problems, to communicate, to have a growth mindset and to use technology (Kettanun, 2015); (Valls-barreda, 2016).

The researchers give additional statement that PjBL has an ideal combination in blending skills. The skills come from different aspects. They are affective, cognitive, and psychomotor. It is stated that to enrich their understanding of technical

theories and concepts, PjBL provides hands-on and real-world experiences to promote the intellectual and social development of students. These activities can enhance student learning and prepare them for gaining their better future careers.

Writing as one of skills in learning a language is quite difficult to be mastered. It is because this skill has some components that should be considered. These components consist of content, organization, vocabulary, language use, and mechanism. Taking this reality, learning how to write is not emphasized on theories of writing, but on writing task.

Thus, for triggering students to write, some researchers use PjBL in their study related to teaching writing. They said that by using project-based learning, students' writing ability can be enhanced. When students experience the process of writing through PjBL, it can be reported that they are able to be involved in a deeper and more autonomous learning. It is because when they start doing task, they help each other to build their knowledge related to the topics.

As a result, during group discussion, the students get more knowledge in the completion of the project. They also learn how to use language in proper context based on the feedbacks they get during revising their writing. Further, PjBL can foster the way how students learn. PjBL also guides students to think critically, communicate, and work collaboratively. As a result they can be creative students in developing writing skill (Hasani et al., 2017); (Poonpon, 2017). They said that the implementation of PjBL in writing class contribute real advantages. It is said that PjBL can give students the opportunity to work relatively autonomously over longer periods of time and result in realistic products or presentations. It also encourages students to develop higher critical thinking, enhances deep learning and motivates students to be autonomous learners. Besides allowing students to collaboratively arrange outline in order to produce individual drafts and final essays, PjBL significantly improves junior high school students' writing skill in English as a Foreign Language (Sukerti, G N Ayu and Yuliantini, 2018)

METHODS

Research Goal

The goal of this research was to describe all activities done by students when they learned narrative text by using Project Based Learning (PjBL). They also had opportunities for authentic

meaningful language use. The data was taken by observing and recording students' activities in teaching learning process.

Sample and Data Collection

The study involved the 4th semester students of English Department, University of Sultan Ageng Tirtayasa (Untirta) located in Banten province. The 4th semester consisted of three classes where each class had 40 students. The sample was taken by using purposive sampling. This sampling was used to decide in taking samples by considering certain characteristics which was suitable for the aim of the research. Hence, it can be used to answer the problem of the research. By using this technique, researcher took one class of the 4th semester students of English Department, Untirta in academic year 2019/2020.

In collecting the data, researchers applied observation. The purpose of observation was to portrait the implementation of PjBL in teaching narrative text. Thus, the data got from observation can be used to describe the series of activities in class. Thus, the researchers got the data dealing with students' activities as long as they learned narrative text from the early up to the end of meeting.

Analyzing of Data

Getting the data through observation and recording, the researchers analyzed the data descriptively. It means that the data were analyzed by describing all things captured by the researchers to give more information related to their activities.

RESULTS AND DISCUSSION

In portraiting the activity of teaching writing by using PjBL, researchers conducted observation and recording. The purpose of conducting observation was to get students' activities closer. Before letting students start writing, the teacher explained about certain project which should be done by students. Then, he gave some instructions to students about the writing project. He ordered students to make a group where each group consisted of five students.

Being finished making a group, the students had various ways of choosing the topics. One student offered a topic, then they discussed together. The students gave opinion each other. It was done to get an ideal topic which would be written.

By looking at their early activities, it can be reported that nearly all students could participate

well. They got involved in choosing a specific topic. It means that all students were active in giving opinion, sharing ideas, and discussing related to a certain topic. However, there were some students who did not focus on the material which were being discussed. It might be because they were confused how to choose the idea which was appropriate. However, finally the students could choose a certain topic after spending for about 10 minutes.

The next activity was the time to start expressing students' ideas in a written form. They started delivering their ideas. In the process of this activities, they kept discussing in order to get a good product. It was done because they had to control whether their writing was appropriate with elements of writing. Hence, after writing one paragraph, they discussed related to elements of writing (content, organization, vocabulary, language use, and mechanics). It was done to keep and control the quality of writing.

However, the process of finishing their project did not run smoothly. Sometimes, when they did the project there were other students who did not focus on the topic they discussed. They talked each other with different topic. Accordingly, this condition distracted the team in focusing on expressing their ideas. Luckily, they were back to discuss the topic.

By implementing PjBL in doing writing, there were some benefits that could be taken. The students could gather a lot of ideas. It was because they could think and share their own idea. It is understandable. If the group consists of five students, at least there will be five ideas. This step was quite good for triggering them to think creatively. Whatever their idea was, it could be used to support each other in gathering idea. Then, they could collect and arrange their ideas become a good paragraph.

It is also reported that by doing writing in a group, students could collaborate the ideas through discussion. They selected the best idea to make the sentence correctly. In the process of correcting the elements of writing, they corrected each other to strengthen the result of sentences. They revised, edited, and reproduced the project of writing.

Thus, generally, these series of activities can be used to make the students more confident with the result.

CONCLUSION

After observing the implantation of PjBL for teaching writing, it can be stated that through

PjBL the students can be more active and more confident in developing and sharing ideas. It can be seen when they work together for selecting a certain topic. Most of students can express their thought, feeling, and ideas freely. They also can run discussion well. It means that these series of activities can trigger students develop their ideas. These also can be used to make students more active in sharing knowledge.

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