

PROBLEM-BASED LEARNING FOR TEACHING WRITING OF DESCRIPTIVE TEXT TO EFL STUDENTS WITH PERSONALITY TRAITS: INTROVERSION AND EXTROVERSION

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Abstract: Problem-based learning (PBL) provides a number of potential language learning benefits through opportunities for authentic meaningful language use. Previous researches have also showed how PBL can generate students' idea and develop their writing skill independently. The aim of this study was to provide more conclusive results in the area of the relationship between extroversion and introversion and language performance in English as a Foreign Language (EFL) environment. The data was taken from pretest and posttest. 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 trigger students' idea in order they could express their thought in the written form. Result indicated that through PBL, both introvert and extrovert students had better result in writing descriptive. Hence, it can be concluded that applying PBL as the method is necessary to trigger students' idea for having writing product. It is because writing skill requires self-knowledge to express the thought process. Thus, students can experience the combination between process and product.

Keywords: teaching writing, descriptive, personality traits, problem-based learning, process and product

1. Introduction

Writing has been considered as one of the complex English skills which needs suitable ways in order to produce a good quality piece of writing. It is complex because writing covers two types of abilities: active and productive. It is in the line with the following statement. Writing skills include one of language skills that involve active and productive abilities (Haerazi et al., 2020). In this case, students should have an ability to use word diction, grammar, and writing mechanics including the use of capital letter, spelling, and punctuation when they try to express thoughts and feelings. It means that if students ignore one of those writing elements in delivering their thoughts, the readers will get difficulty in comprehending the messages.

Thus, it can be stated that writing as a means of communication has important role in daily life for delivering messages both formal and informal. "Spoken utterances and written scripts are the most important methods that people use to express their thoughts, feelings and opinions, although it is argued that spoken language has gained more attention than written forms due to its naturalistic behaviour"(Bailey et al., 2015). It can be interpreted that written scripts have vital role in delivering messages. The statement of Bailey et al., is also supported by other researchers. "Writing is the best form of the production and the transmission function in the case of science, history and literature, compared with a reliance on poor human memory"(Barratt-Pugh et al., 2020). Hence, in order their writing can be understood, it needs a lot of efforts on making the students write well. These efforts will be effective when they go to the right goal.

However, most of students have difficulty when they start writing. They do not have enough knowledge of vocabulary, the organization of ideas, the grammar, and the mechanics which make them have low writing skills. Another side of writing difficulty is that most of the students always face problem in writing process. It is in the line with the statement of Bailey et al. that writing is considered a complex task for many ESL (English as a second language) and EFL (English as a foreign language) writers because of its intricate nature coupled with the lack of vocabulary in the writers' repertoire and the handicap in their grammatical knowledge of the English language (Bailey et al., 2015). It is proven when the students can not be able to write a simple text. They get difficulty in developing idea, using sentence pattern, choosing appropriate word or having confused in expressing

their idea. It is understandable because presenting idea is not easy. It needs trigger to generate student's thought in order to express their idea into a piece of paper.

This difficulty also relates to personality traits. Most teachers tend to ignore students' personality when they deliver certain material. It affects students in learning process because teachers do not think a suitable method for them. By recognizing their personality, a teacher will consider the type of appropriate method which can be applied. Ciorbea and Pasarica (2013) said that knowing the student's personality factors (Introvert and Extrovert) is a major theme in educational psychology. Accordingly, teachers should give more attention to students in teaching learning process. Without this knowledge of personality through appropriate methods, teaching process becomes difficult and ineffective both for teachers and for pupils (Ciorbea & Pasarica, 2013). Those statements are also supported by Qanwal & Ghani (2019). They said that language learning is associated with the personality traits (Qanwal & Ghani, 2019).

This study involved problem-based learning. It is one of the methods which can be used to trigger students' idea. "Problem-based learning (PBL) is more than a pedagogical method (sometimes referred to as a didactic approach). It is an orientation to teaching and learning falling under the broad umbrella of student-centred, enquiry-based or active learning approaches" (Barrett, 2005; Hmelo-Silver, 2004) in (Wiggins et al., 2016). It is supported by Jansen and Lund (2016). They said that problem-based learning can help students to learn with complexity, to see that there are no straightforward answers to problem scenarios, but that learning and life takes place in contexts, contexts which affect the kinds of solutions that are available and possible (A. A. Jensen & Lund, 2016). Having read those statements, it can be stated that PBL is a method which can be used to help students to trigger their idea. In PBL, students learn how to solve the problems by finding some solutions. It means that there is no direct answer for answering a certain case. They should discuss and find some alternatives answer. By having this activity, students are demanded to think creatively and get some ideas to solve the problem.

Relying on quantitative data taken from pretest and posttest, the study aimed at responding the following research question: How significant is the development of extrovert and introvert students' writing in PBL method?

2.Litratuure Riview

This study focuses on triggerring students' idea in order they could express their thought and feeling in a written form by providing a number of potential language learning benefits through opportunities for authentic meaningful language use. This part covers three items: Teaching Writing, Personality Traits (Extroversion and Introversion), Descriptive text, and Problem-based Learning.

a. Teaching Writing

Connecting to the focus of this study, it is important to pay close attention to the processes of teaching writing. The discussion starts from definition of writing and writing as a process.

Writing skill for EFL students is challenging. It is because students have two aspects which they have should possess. First, students should learn the elements of writing as proposed by Wilbers (2018). There are five elements of effective writing. Those elements are Central idea, Organization, Supporting material, Expression, word choice, and point of view, Spelling, grammar, and punctuation (Wilbers, 2018). According to Bello (1997) cited in (Boroujeni et al., 2015), writing increases language acquisition because learners deal with words, sentences, and other elements of writing to convey their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. Lacking one of the elements, the result of writing will not be understood easily by readers.

In other words, it can be stated that writing is a fundamental skill (Graham, 2019). It is a language skill which has vital role in our daily life. People use this skill to express their thoughts and feeling to deliver messages as a means of communication. According to Grogan (2021) writing is an integral part of science at every stage; it is how we outline a project idea, communicate with collaborators, draft a grant application, synthesize our insights into a manuscript, and share science beyond academia (Grogan, 2021). It can be interpreted that writing is a fundamental part when we express our idea or communicate with other people through some media. They try to get involved and maintain their relationship. This is in the line with the following statement. Writing provides a means for initiating and maintaining personal connections, as we tweet, text, email, and "friend" each other using

a variety of social networks and media (Freedman, Hull, Higgs, & Booten, 2016) cited in (Graham, 2019). Accordingly, students should get enough knowledge before they practice how to deliver their thought in written form.

Second, writing is categorized as productive skill. It is one of the four basic communication skills whose learning can lead to learning a second language (Boroujeni et al., 2015). Mastering this skill, students should practice more often in order to learn how to apply those elements. In other words, writing needs a lot of efforts. It is not as simple as putting the words together as the aligning words should be able to express the ideas that the writer wants to convey (Peña, 2002) in (Farida & Rosyidi, 2019). Unfortunately, expressing ideas is not easy. Most students need certain time to think and get ideas. In addition, the effort to express ideas and the constant use of eyes, hand and brain contains a unique way of supporting learning and discovering new ways of expressing ideas (Sreena & Ilankumaran, 2018). It is clear that getting ideas that students need variety activities which can provide them with physical evidence of their achievements and their improvement.

b. Problem-based learning (PBL)

Problem-based learning (PBL) applied in this research is categorized as a learner-centered approach where students can learn actively. It is in the line with Ali's statement. He said that problem-based learning is a student-centered educational method which aims to develop problem-solving skills through a self-directed learning as a life-time habit and team-work skills (Ali, 2019). PBL also can be used to provoke students to think creatively. They get opportunity to discuss a certain case given by a teacher. Hence, students can develop their idea by thinking and discussing to get proper answers. As stated by Rillero et al., that by presenting opportunities for thinking, reading, writing, and discussing, PBL can help all learners to enhance language development (Rillero et al., 2017). It is supported by Jensen & Lund. They said that problem-based learning can help students to learn with complexity, to see that there are no straightforward answers to problem scenarios, but that learning and life takes place in contexts, contexts which affect the kinds of solutions that are available and possible (A. A. Jensen & Lund, 2016).

Some theorists believe that PBL can improve new way of thinking and learning. This will enhance their personal growth, more active, increase confidence and responsibility (Ali, 2019). Students can think creatively when they learn through PBL. They can share their problem and ideas in a better way. Besides, students are also trained how to express ideas and how to accept their friends' ideas to enhance language development after doing series of activities.

Accordingly, it is clear that PBL can trigger students to get ideas. It is because students in PBL classroom improve their social skills as they have more opportunities to practice using the language for authentic communication (Larson, 2001) cited in (Ali, 2019).

The steps of implementing learning by applying the PBL method have been put forward by Sharma (2012) in (Novalinda et al., 2020) consisting of several stages including (a) directing students to the problem; (b) organize students to study; (c) assist with independent investigations and groups; (d) develop and present reports, videos, models, etc. and (e) analyze and evaluate the troubleshooting process.

Another steps are of PBL also given by (A. A. Jensen & Lund, 2016) They stated that outline of the general PBL Structure consisted of some steps.

1. Introduction and group formation, including clarification of practical rules and conditions, introduction and readings related to the subject area in question.
2. Problem formulation and practical planning.
3. The investigation phase
4. The product phase
5. External examination

Considering the steps above, this study combined the steps of PBL proposed by those researchers. They were (a) introduction and group formation; (b) organize students to study; (c) problem formulation and practical planning; (d) assist with independent investigations and groups; (d) develop and present reports, videos, models, etc. and (e) analyze and evaluate the troubleshooting process.

c. Personality traits

People have different characteristics which affect their life affairs; even the way they learn is influenced by these personal characteristics. One reason for having these different and stable characteristics is related to personality types of individuals (Boroujeni et al., 2015). A personality trait is a word which we use to describe a certain feature of someone’s personality. Personality traits are: “stable, inner, personal dispositions that determine relatively consistent patterns of behavior (including feelings and thoughts) across different situations” (Chamorro-Permuzic & Furnham, 2010, p.129-130) cited in (Jalili & Mall-Amiri, 2015).

Big Five (Five-Factor Model) is a well-known model for describing the personality of an individual (Gavrilesco & Vizireanu, 2018). Extroversion and introversion involved in this research are categorized in the big five model. Eysenck and Eysenck (1985) in (Zafar et al., 2017) defined extraversion and introversion as personality traits that lie on a continuum and have a profound effect on human behavior.

Extroversion is "attitude-type characterized by concentration of interest on the external object" (Jung, 1989, p.394) cited in (Jalili & Mall-Amiri, 2015). While introversion according to Jung (1989) cited in Jalili & Mall-Amiri, (2015) is “Attitude-type characterized by orientation in life through subjective psychic contents” (Jung, 1989, p.369) cited in (Jalili & Mall-Amiri, 2015).

Many language teachers will vouch for the fact that one of the major hindrances that they face during their interactions with students is the shy behavior or introverted nature of some students, whereas extraverted students are found to be a pleasure to work with. Consequently, in transferring knowledge can be done in various ways. The knowledge, both explicit and tacit, needs process. Explicit knowledge can be shared easily through writing or speaking taken from books, newspaper or someone else. While tacit knowledge is different. It is harder than explicit one. It needs experience, observation, and other activities to get the knowledge. Shortly, getting this knowledge requires more effort and interaction to acquire which involve students’ personality.

Therefore, understanding of personality dimensions can put students in the line of high academic performance. Knowing the student 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 (students) (Ciorbea & Pasarica, 2013). This statement is also backed up by other researchers who said that language learning is associated with the personality traits (Qanwal & Ghani, 2019). It is understandable because students have different way of learning. Hence, by knowing students’ personalities, it will help a teacher to choose an appropriate method. Jung cited in (M. Jensen, 2015) distinguished between introverts and extraverts

Table 1. Personality traits and facets.

Personality traits	Facets / Features
Extraversion	Talkative, a joiner, physically active, affectionate, passionate, fun-loving
Introversion	Reserved, seeking solitude (a loner), physically passive, quiet, sober, unfeeling

3.Methods

This section describes the design of the study, the subject of research, data collection procedures, instruments, data analysis techniques, and procedure of the research.

The design of the study

The one-group pretest–posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the exper- imental treatment X to the subjects; and (3) administering a posttest,

again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post- test (Ary et al., 2010)

The study was quantitative research which relied on students' test score to analyze the data.

Subject of the Study

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.

Data Collection Instruments

In collecting the data, researcher applied two types of instrument. The first instrument was a test which was used to group students whether they would be extrovert or introvert students. The test was divided into two types.

First type was a test which aimed at categorizing student's personality both extroversion and introversion. This test was adapted from some sources. They are Eysenck Personality Questionnaire-revised (EPQ-R) (Maragakis, 2020), The Eysenck Personality Inventory TEST (EPI) (Psicologia, 2017), and The Jung Type Indicator (JTI) (Psytech International, 2015). JTI is a questionnaire designed to assess a person's preferences along the four dimensions of Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling and Judging-Perception.

The test was applied twice, in early meeting and in the middle of meeting. The first test consisted of 50 questions where 25 questions were extroversion and the rest questions for introversion. The second test consisted of 50 questions, too. The first 25 questions dealt with introversion and the second 25 questions related to extroversion. The purpose of conducting double test was to get students' consistency whether they categorized as introvert students or extrovert students.

The second was a writing test. It was a test which was used to let students express their thought and feeling. Second type was a test which ordered students to express their thought and feeling in written form through problem-based learning. The students got writing test twice; pre test and posttest dealing with descriptive text.

Data Collection Procedure

Dealing with the data related to personality traits, researchers applied the test. It was conducted twice on different day. The purpose of the test was intended to get students' consistency. Then the data was checked and analyzed to group students whether they were categorized as introvert or extrovert.

The data taken from both pretest and posttest was analyzed by using five components written by (Jacob (1981) in Hughes (2003: 104). They are content, organization, vocabulary, language use, and mechanics.

4.Result and Discussion

Result of Personality Test

There were 40 students who joined this class. For categorizing their personality traits, the researchers applied a test. The test was conducted twice done in different time and day. It aimed at controlling their consistence. Having analyzed the test for grouping them, the researchers got 30 students. The result showed that there were 5 students who were categorized as extrovert. On the other hand, there were 25 students who were categorized as introvert.

Thus, generally it can be reported that this class was dominated by introvert students.

Result of Pretest and Posttest

After correcting the result of both pretest and posttest, it is found out that the mean of pretest was 67.0367 and the standard deviation of pretest was 4.97223 (See table 2). It shows that the standard deviation is categorized as high. Thus, it can be said that the values are spread out over a wider range. The students' scores were various started from 60 to 80. The spreading of scores is understandable because the students had not got any treatment dealing with descriptive text. They had not understood how to construct the text well. It can be proved through their writing. Assessing students' writing based on the five components taken from (Jacob (1981) in Hughes (2003: 104), their writings were still poor. The students were still lack of the content, organization, vocabulary, language use, and mechanics.

On the other hands, the mean of posttest was 73.8333 and the standard deviation was 4.67999 (See table 2). It was lower than the standard deviation of pretest. It can be stated that the students' posttest scores tend to be close to

the mean. It was because there were 14 students who got scores between 70 – 76. It means that the scores are close to the mean. In other words, the values were suitable with the expectation because the students had got training in writing descriptive text. Hence, they could write the text better than before they got any treatment.

Table 2: Descriptive Statistics

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Pretest	30	60.00	80.00	67.0367	4.97223
Posttest	30	63.00	83.00	73.8333	4.67999
Valid (listwise)	N 30				

Related to table 3 which deals with descriptive statistics for introvert and extrovert students, it shows that the mean of introvert students was 74.3600. while the mean of extrovert students was 71.2000. It is stated that the mean of introvert students is higher than extrovert students. On the other hand, the standard deviation of extrovert students was higher than introvert students. Hence, it can be reported that the spread of extrovert students' scores tend to close to the mean.

Table 3: Descriptive Statistics for Introvert and Extrovert Students

Descriptive Statistics for Introvert and Extrovert Students					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Introvert	25	67.00	83.00	74.3600	4.37445
Extrovert	5	63.00	77.00	71.2000	5.79439
Valid (listwise)	N 5				

Dealing with the method (PBL) applied for teaching descriptive text, the result can be seen in table 4. After comparing the mean taken from pretest and posttest, the result showed that the t-value was -5.513. By considering the significance level $\alpha = 0.05$, H_0 is rejected because the t-value is lower than 0.05. This result can be stated that there is a difference writing skill for students before and after getting treatment.

The result of pretest showed that by having the mean 67.0367, most of students' scores were around 60. Based on the table, there were 21 students who got between 60 – 69. While the students who got above 70 there were 9 students. This condition can be interpreted that the score's achievement was dominated by the students who got low score. It happened because the students had not got any treatment. They had not understood how to produce descriptive text. It can be seen when they did the pretest. The students seemed confused how to start even though they had a certain picture which should be described. However, in the reality they got difficulty to express their thought and mind into a written form. Based on their writing, it can be said that most of them had problems in terms of content, organization, vocabulary, language use, and mechanics as proposed by (Jacob (1981) in Hughes (2003: 104). Accordingly, nearly all the result of their writing was categorized as poor.

On the other hands, the result of posttest showed that the mean was 73.8333. It was higher than the mean of pretest. This achievement can be supported by the students' test scores. There were 25 students who got above 70 and there were only 5 students who had score below 70. It can be understandable because they had a treatment before doing posttest. Before starting to express their mind into a piece of paper, the students were invited to have a discussion in terms of the theme which would be described. Then, they were divided into some groups where

each group consisted of 4 or 5 students. In a small group they were directed to discuss the picture which was going to be described. In this step, the students tried to think and give information needed by the group. This even triggered them to think creatively and actively. It forced all students to get ideas and share to group. Then, they tried to get the points which were used to back up in arranging the writing. As long as the students did the task, they kept discussing and shared knowledge in order to strengthen their idea.

After experiencing a series of discussion, students started writing. They wrote based on the result of discussion. The discussion was very useful to help them construct descriptive text. They shared knowledge each other for completing the needed data. Before submitting the task, the students also rechecked the result to make sure whether their writing was close to the criteria of a good writing.

The activities done by students as long as they got treatment can have good impact for them in developing their idea. When they gathered in a small group and discussed a certain topic, most of them looked very enthusiastic. It could be seen through their facial expression and the way how they responded. They were also able to develop their ideas and expressed into written form.

Thus, when students did the posttest, they could progress their writing better than the previous test. The result can be seen in table 1 that the mean in pretest was 67.0367 and the mean in posttest was 73.8333.

Table 4: Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	6.79667	6.75244	1.23282	-9.31807	4.27526	5.5139	.000	

Related to the result of independent sample test (See table 4), It is reported that the t-value is 1.401. It is higher than 0.05%. It means that if the t-value is higher than t-table, Ho is accepted. Thus, it can be reported that there is no difference ability in writing between introvert and extrovert students. Hence, dealing with personality type, it is clearly declared that the type of students' personality cannot be linked with their writing ability.

Table 5: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.372	.547	1.401	18	.172	3.16000	2.25558	-1.46035	7.78035
Equal variances not assumed			1.155	13	.301	3.16000	2.73504	-3.89069	10.21069

5. Conclusion

After applying Problem Based Learning for teaching descriptive text, generally it can be said that both introvert and extrovert students need to be triggered to help them in developing their ideas. It is because building idea cannot come instantly. Students need activities, environment, and situation which can be used to support in presenting ideas. By creating those factors, it is believed that students can think creatively and acquire new idea which then they can apply in written form.

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