

# The Effect of Project-Based Learning Model on the Quality of Students' Writing on Analytical Exposition Text

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**Abstract:** *In foreign language learning, writing skills are broadly considered as one of challenging aspects for students due to their inherent complexity and insufficient pedagogical scaffolding. In response to these challenges, Project-Based Learning (PBL) is increasingly recognized as a proficient instructional model that foster meaningful student engagement in the writing instruction process. This study examined the effect of PBL on the quality of the students' Analytical Exposition Text writing. This Quasi-Experimental Design examined 42 eleventh-grade students who were designated as the total population and divided into experimental and control groups through a simple lottery technique. The experimental group gained PBL writing instruction, while the control group gained conventional writing instruction. The research data were gathered through a post-test of Analytical Exposition Text Writing and analyzed by using Descriptive Statistics and Independent Sample T-test. Quantitative analysis demonstrated that the mean value of the experimental group (76.40) exceed that of the control group (72.38), exhibiting a statistically significant difference ( $p=0.036<0.05$ ). These findings revealed that the application of PBL significantly enhanced the quality of students' Analytical Exposition Text writing. Therefore, PBL can be considered an alternative effective instructional model in teaching writing.*

**Keywords:** Analytical Exposition Text; Project-Based Learning; Writing

## 1. INTRODUCTION

Writing skills in foreign language learning involve complex cognitive processes, encompassing grammatical accuracy as well as the ability to structure ideas, select appropriate linguistic forms, and articulate arguments coherently in written texts (Heaton, 1988). In academic contexts, writing holds an essential skill because it requires concurrent mastery of both cognitive and linguistic competencies as the primary means of expressing thoughts and constructing arguments in writing.

Despite its crucial role, writing skills remain a major challenge for students. One form of writing that reflects this challenge is Analytical Exposition Text, which demands advanced writing skills. This text requires students to articulate their viewpoints supported by coherent and orderly reasoning along with relevant factual evidences. However, students frequently encounter cognitive, linguistic, and psychological obstacles, including a limited understanding of textual structure, limited lexical resources, and low confidence in writing (Nurlatifah, 2022). Furthermore, students also frequently experience difficulties in generating ideas, formulating cohesive arguments, and applying grammar and vocabulary accurately, which consequently leads to lower writing quality (Elfa, 2020). These difficulties reflect the fact that writing Analytical Exposition Texts requires the critical reasoning and idea organization skills that are not yet fully developed in most students.

In addressing this issue, a learning model is required that facilitates active student engagement in the writing process.

Project-Based Learning (PBL) has gained prominence as a proficient instructional model that demonstrates active students engagement through the completion of contextual and meaningful projects. PBL promotes students to investigate real-world problems, collaborate, and produce learning products. Through this process, students are directly involved in the construction of knowledge and the development of integrated language skills (Thomas, 2000), thereby fostering critical reasoning and the ability to organize ideas systematically.

In line with it, several studies have reported the positive effects on using PBL in writing instruction. Alotaibi (2020) discovered that PBL significantly enhanced the persuasive writing performances of secondary school students. Endriyanto's (2023) research at junior high school reported that PBL was significantly effective than conventional method in learning narrative text writing. Similar findings were reported by Sakaria et al. (2024) who demonstrated that PBL increased students' learning motivation and expository writing skills. At the higher education level, Arochman et al. (2024) also revealed that PBL enhanced argumentative writing quality, particularly in terms of idea organization and linguistic accuracy.

Contrary to previous findings, the effectiveness of PBL has not consistently yielded positive results. Harbi et al. (2024) reported that PBL did not demonstrate a substantial impact on the high school students' expository writing within specific contexts. In addition, previous studies have predominantly focused on text genre other than Analytical Exposition Texts and have been conducted at multiple levels of education. This indicates the necessity for further empirical research regarding

the application of PBL in teaching Analytical Exposition Text writing on high school level.

Accordingly, this study intended in examining the potential of applying PBL in enhancing the quality of high school students' Analytical Exposition Text writing. This study focuses on the Analytical Exposition Text genre at high school level using a Quasi-Experimental Design, and it is expected to offer empirical insights regarding the prospective of PBL in enhancing the quality of students' writing and advancing research on project-based writing instruction in high school.

## 2. LITERATURE REVIEW

### 2.1 Project-Based Learning (PBL)

Project-Based Learning (PBL) is a student-centered learning model that uses projects as the primary medium for exploring core concepts and complex knowledge. According to Thomas (2000), PBL emphasizes collaborative, time-bound learning activities oriented toward achieving tangible products or outcomes. In this model, students are given the autonomy to construct their own knowledge through a process of in-depth discovery. This differentiates PBL from traditional learning, this model positions the teacher as a facilitator who guided students to work independently to address real-world challenges, enabling students not only to understand theory but also to apply it creatively (Rofik, 2023).

PBL implementation is carried out through a systematic process that begins with posing fundamental questions, planning the project design, and developing a mutually agreed-upon schedule. Throughout the process, the teacher monitors the project's progress and guides student investigations before finally testing the results and evaluating the learning experience (Ministry of Education and Culture, 2014). Through this syntax, PBL is effective in honing 21st-century skills, such as critical thinking, communication, and teamwork, because students are actively engaged in reflecting on each stage of problem-solving until an authentic artifact or solution is created.

### 2.2 Writing

Writing is a complex and creative cognitive process, not just the mechanical activity of putting words on paper. According to Harmer (2004), writing is a method for expressing individual ideas, feelings, and opinions in a structured written form. This ability is not merely a technical skill, but rather a communication process that allows writers to convey a profound message to readers. In an educational context, writing serves as a tool for students to strengthen their mastery of grammar and vocabulary through the logical and coherent organization of their thoughts.

The writing process is a systematic activity involving four main stages according to Harmer (2004): planning,

drafting, editing, and finalization. These stages ensure that initially abstract ideas can be repeatedly developed and refined until they become a mature piece of writing. Through this process, writers have the opportunity to correct the structure and clarity of the message before the final product is published or submitted.

The success of this process was measured through the five components of writing quality proposed by Jacobs (1981): content, organization, vocabulary, language usage, and mechanics. These five elements served as parameters to ensure that the writing product not only contained relevant ideas but was also presented with a logical structure and appropriate linguistic rules. Therefore, the combination of sequential work stages and the fulfillment of technical components is the key to producing quality written work.

### 2.3 Analytical Exposition Text

Analytical Exposition Text is a text genre that aims to convince readers that an issue is important and deserves attention. Structurally, according to Knapp and Watkins (2005) this text consists of:

Thesis: Introduction to the topic and statement of the author's position.

Arguments: A series of arguments supporting the author's position.

Reiteration: Reaffirmation of the author's position to strengthen the argument.

Language-wise, this text is characterized by the use of the simple present tense, internal conjunctions, and persuasive evaluative vocabulary.

## 3. METHODOLOGY

This study used a Quasi-Experimental with Post-Test only Control Group Design to investigate the effect of PBL on the quality of students' writing. Students were divided into experimental and control groups, where the experimental group was taught through PBL writing instruction, whereas the control group was taught through conventional writing instruction. After the treatment was completed, the two groups were administered a writing post-test and assessed using the same rubric.

The research participants comprised 42 eleventh-grade students who were designated as the total population. The equivalence of students' baseline abilities was tested based on the students' English midterm examination scores, which were analyzed using ANOVA. The test results showed a homogeneous level of ability among students. Furthermore, group selection was carried out using a simple random sampling technique through a lottery method to divide participants into experimental and control classes.

Data were collected through a post-test of Analytical Exposition Text Writing administered to both groups. The test

instrument was developed in accordance with the Emancipated Curriculum syllabus to ensure alignment for writing learning outcomes of high school level. During the post-test, students were directed to write a single Analytical Exposition Text by selecting one of three topics provided within a predetermine time limit.

The quality of the students' writing was assessed through an analytical scoring rubric encompassing five assessment aspects, namely content, organization, grammar, mechanics, and vocabulary. The assessment was conducted by two independent raters to enhance the scoring reliability (inter-rater reliability).

The collected data were quantitatively analyzed employing Descriptive Statistics to present the mean values and score distributions for both groups. Furthermore, an Independent Sample T-test was employed to analyze the differences in results of post-test between the two groups and to determine their statistical significance. All data analysis was performed using SPSS software version 30.

## 4. RESULTS AND DISCUSSION

### 4.1 Results

This study investigated the potential of PBL implementation in enhancing the quality of students' Analytical Exposition Texts writing. Writing quality assessment was conducted through a writing post-test administered to both the experimental and control groups following the implementation of the learning intervention for each group. During the test, students were required to select one of three topics to create an Analytical Exposition Text.

Data were analyzed employing Descriptive Statistics and Independent Sample T-tests to investigate differences in writing quality between the experimental and control groups, as summarized in the following table.

**Table 1: The Results of Descriptive Statistics and Independent Sample T-test**

Group	N	Mean	Std. Dev	t	Sig. (2-tailed)
Experimental	21	76.40	59.8	2.165	0.036
Control	21	72.38	6.07		

As illustrated in Table 1, the mean value of the experimental group is 76.40, exceeding the control group of 72.38. Furthermore, the results of the T-test shows a significance value (Sig. 2-tailed) of 0.036, which is less than 0.05. These results indicate that there is a significant difference in writing quality between students gained PBL instruction and those gained conventional instruction. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

### 4.2 Discussion

Statistically, the findings demonstrate that the implementation of PBL significantly affected the quality of students' writing on Analytical Exposition Texts. This is reflected in the higher mean values of the experimental compared to the control group, indicating that PBL effectively enhance students' writing skills.

The improvement of the quality of students' writing is associated with the main characteristic of PBL, which positions students as active learners. Through project activities, students engage in the process of exploring topics, gathering information, developing arguments, and presenting results collaboratively. This process encourages students to think critically and systematically organize their thoughts, which directly affects the quality of their writing. This aligns with Thomas (2000), who asserts that PBL enables students to learn through direct engagement in meaningful activities.

Furthermore, the feedback and revision process during completing the project contributes to improving writing quality. Students not only produce a single draft but also revise their writing based on feedback from the teachers and peers. This process helps students improve their thesis clarity, arguments quality, and linguistic accuracy. These findings support Hyland's (2003) perspective, which emphasizes that revision is a crucial part of the writing process to increase awareness of the audience, purpose, and context of their writing.

The result of this study agreed with the prior studies that reported the effectiveness of PBL in teaching writing. Alotaibi (2020) found that PBL significantly enhanced the persuasive writing performances of secondary school students. Other research by Endriyanto (2023) and Sakaria et al. (2024) also showed that PBL surpasses conventional learning in improving writing skills.

Despite these positive results, this study has several limitations. The relatively short duration of PBL implementation limited students' opportunities to develop projects more comprehensively. Furthermore, the limited number of participants and the single-school context of the study warrant consideration in generalizing the findings. Therefore, future studies are recommended to involve longer duration and more diverse populations.

## 5 CONCLUSION AND SUGGESTION

This study concluded that PBL significantly affected the quality of students' Analytical Exposition Text writing with a significance value of 0.036, which is less than 0.05. The results demonstrated that students' engagement in project activities fostered the cultivation of critical thinking skills, the organization of ideas, and more accurate language use in writing. Through the processes of collaboration, feedback, and revision, PBL provided meaningful and contextual learning

experiences that contributed to improving the quality of high school students writing.

Notwithstanding the findings support the potential of PBL in teaching writing, this study is limited by the duration of implementation and the relatively limited number of participants. Therefore, future studies are recommended to investigate the application of PBL over a longer period and in more diverse populations to gain more comprehensive results regarding the effect of PBL on the students' writing skills.

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