IMPROVING STUDENTS' COLLABORATION IN WRITING ANALYTICAL EXPOSITION TEXT THROUGH PROJECT-BASED LEARNING (PjBL)

(A Classroom Action Research at SMA Muhammadiyah 1 Pontianak

in the Academic Year 2025/2026)

THESIS

by

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MASTER STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
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All research procedures reported in this thesis were approved by the research supervisors and did not violate any faculty or university research ethics.

Pontianak, Januari 2026



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ABSTRACT

Collaboration is an essential skill in English education that supports students' active engagement and learning outcomes. This study aimed to improve students' collaboration through Project-Based Learning (PjBL) in writing analytical exposition texts. The research was conducted at SMA Muhammadiyah 1 Pontianak from September to October 2025 and involved 30 eleventh-grade students. A classroom action research design with a qualitative approach was employed. The data were gathered using observation checklists that focused on three aspects of collaboration, namely shared understanding, contribution, and regulation, supported by field notes and interviews. The findings of Cycle 1 revealed that most groups demonstrated improvement in shared understanding; however, contribution and regulation remained limited and required frequent teacher intervention. In Cycle 2, data from observations and interviews showed improvement across all groups, with students demonstrating more balanced contributions, clearer self-regulation, and increased independence during collaborative writing activities.

Keywords: *Collaboration, project-based learning, analytical exposition teks, classroom action research*

DEDICATION

This thesis is dedicated to

My beloved parents

Tan Salahudin and
Rostika Widyanti

My beloved husband and son
Rommy Hermanto and
Kautsar Arrasya Ramadhan

My beloved family

My almamater UNTAN

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CHAPTER I

INTRODUCTION

This chapter introduces the study and is divided into five sections: research background, research problem, research purpose, scope and limitations of the research, terminology, and significance of the research.

1.1. Research Background

Collaboration has become one of the important 21st-century skills required for students to participate effectively in academic and social contexts. In English language learning, collaboration not only promotes social interaction but also enhances cognitive engagement during complex tasks. However, many students still struggle to work collaboratively, particularly when they are required to produce written texts that demand higher-order thinking such as analytical exposition.

In senior high school, writing analytical exposition texts is often seen as a challenging task. It requires students to construct logical arguments, present clear reasoning, and develop coherent paragraphs. These cognitive demands can overwhelm students, resulting in a tendency to rely on individual work rather than engaging in meaningful collaboration with their peers.

One of the recurring problems identified in this classroom, particularly in writing activities, is the lack of students' collaboration during group work. Based on the researcher's preliminary classroom observation as the English teacher at the school, conducted during regular classroom instruction prior to this research,

students' collaboration in writing analytical exposition texts was not optimally developed. This condition was observed during teaching and learning activities.

In writing sessions, students were assigned to work in groups to produce analytical exposition texts. However, the collaborative process within the groups tended to be limited. In many groups, only one or two students dominated the writing process, while the others showed minimal involvement. This was evident from the unequal distribution of tasks, limited exchange of ideas, and the absence of joint decision-making during the writing process.

During classroom observations, several observable behaviours occurred repeatedly. First, some students relied heavily on more active peers and waited for instructions rather than contributing ideas. Second, some students focused only on completing individual parts of the task without engaging in discussion about the overall structure, arguments, and purpose of the analytical exposition text. Third, group discussions were often brief and lacked coordination, with little evidence of planning, monitoring, or revising the text collaboratively. These behaviours reflected limited shared understanding, weak collective contribution, and insufficient collaborative regulation among group members.

When students were asked about their participation in group work, many stated that they were uncertain about how to express and negotiate ideas within their groups. Although they demonstrated individual understanding of the topic and text structure, they tended to work separately rather than collaboratively. As a result, the writing process became fragmented, and the final texts did not represent a collective construction of ideas.

To address the problems above, the teacher implemented Project-Based Learning (PBL). Karyawati & Ashadi (2018) claimed that Project-based learning is an effective strategy for achieving twenty-first-century skills, as it enhances students' communication and collaboration skills. This means that the PJBL can help students improve essential soft skills, such as critical thinking, communication, collaboration, and creativity.

Project-Based Learning (PjBL) allows students to take charge of their own learning by using teamwork and inquiry to conduct research and make projects that express their knowledge and comprehension (Bell, 2010). A student-centered, collaborative, interdisciplinary, and integrated teaching and learning process is what project-based learning offers. Students have the opportunity to learn in a real-world, challenging, and interdisciplinary environment through project-based learning, which teaches them how to plan, execute, and evaluate projects that require significant time and consistent effort. An appropriate method for improving the teaching and learning process is through project-based learning.

The integration of Project-Based Learning (PjBL) in the instruction of writing as a foreign language has been extensively examined in the academic literature. Rahman et al. (2021) explored the efficacy of Project-Based Learning (PjBL) in enhancing English writing skills among students. This research employed both quantitative regression analysis and qualitative interviews to gain a thorough understanding of how Project-based Learning influences students' writing performance. It adds to the existing body of literature by offering empirical support for the effectiveness of PjBL.

In their 2018 study, Karyawati and Ashadi explored the role of an English drama lecturer in facilitating an international class program at a university in Salatiga. Their research focused on developing 4C skills—communication, collaboration, critical thinking, and creativity—through a Project-Based Learning (PjBL) approach. Titled "Innovation in the Classroom: Engaging Students Learning English as a Foreign Language Through Project-Based Learning," this study provided insights into the teaching strategies used in the English drama class. Employing a case study design, the researchers gathered data from one English drama lecturer and 20 students enrolled in the International Class Program (ICP) through interviews and classroom observations. The findings revealed a high level of engagement among ICP students in classroom activities. Additionally, the lecturer successfully fostered a dynamic and supportive learning environment, which contributed to the students' active participation and skill development.

Project-Based Learning (PjBL) represents an instructional model that inherently fosters collaboration among students. As articulated by Bell (2021), PjBL necessitates students' engagement in extended tasks that encompass investigation, communication, and the production of a tangible outcome. Aifah & Astriani (2024) provide empirical evidence that PjBL enhances teamwork, communication, and joint problem-solving skills, resulting in students taking more active roles in idea generation and collective responsibility. Similarly, Nur khasanah (2025) highlights that PjBL encourages balanced participation and significantly increases learner engagement. These findings collectively suggest that PjBL is an effective