

THESIS

ANALYSIS OF STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT THROUGH PROJECT-BASED LEARNING METHODS IN REAL-LIFE AT THE SECOND GRADE OF SMA NEGERI 1 GAMBIRAN



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(UIMSYA)
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DEGREE PREREQUISITES

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EXPOSITION TEXT THROUGH PROJECT-BASED LEARNING
METHODS IN REAL-LIFE AT THE SECOND GRADE OF SMA
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THESIS

Presented to Faculty of Tarbiyah and Teachers Training
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In English Education Department (S.Pd.)

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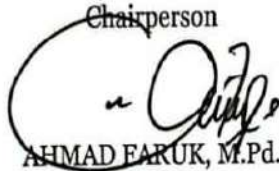
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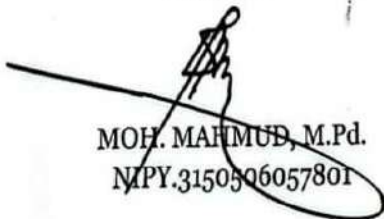
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MOTO AND DEDICATION

MOTTO:

إِذْ أُلْقَىٰ حَسْبُ اعْتِقَادِهِ رُفِعَ ﴿١٧﴾ وَكُلُّ مَنْ لَمْ يَغْتَقِدْ لَمْ يَنْتَفِعْ

نظم العمرطى (المقدمة: 17)

“Karena pencapaian seorang generasi pemuda itu sesuai dengan keyakinannya. Barangsiapa yang tidak mempunyai keyakinan, maka tidak akan memperoleh kesuksesan.”

DEDICATION:

With immense gratitude and boundless love, I dedicate this work to:

My cherished father and mother, whose affection is as vast as the sea and whose prayers illuminate each step I take. To my cherished younger brother, the most mischievous yet steadfast, who frequently interrupts me during my work, but secretly shows his affection for me in his adorable manner. My teachers and guides, who diligently illuminate the path of understanding in the shadows of my thoughts. Every one of your expressions is a seed that flourishes into a vast forest of wisdom within my spirit. To my friends from the dormitory, who transformed into family in times of distance from my own, who understood the unvoiced sound of tears and where laughter emerged even amidst challenges. Particularly to MB 3, where all joy, narratives, fatigue, and zeal converged. I express my gratitude for serving as a second home throughout this difficult journey. And to my former self, who persevered despite facing tumultuous storms of uncertainty. And to my future self, I aspire to maintain a commitment to knowledge, embody humility, and consistently cultivate significance in every endeavour.

DECLARATION OF AUTHENTICITY OF THESIS

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I solemnly declare that this thesis is entirely the result of my own research/work, except for the parts where the sources are referred to.



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ABSTRAK

Ningrum, Ingel Ayu. 2025. ANALYSIS OF STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT THROUGH PROJECT-BASED LEARNING METHODS IN REAL-LIFE AT THE SECOND GRADE OF SMA NEGERI 1 GAMBIRAN. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Pembimbing: Ridwan, M.Pd.

Kata kunci: Menulis, Teks eksposisi, Project Based-Learning

Tujuan dari penelitian ini adalah untuk menganalisis kemampuan siswa dalam menulis teks eksposisi analitik melalui metode pembelajaran berbasis proyek (Project-Based Learning) yang dikaitkan dengan kehidupan nyata. Penerapan metode ini dikarenakan siswa terlihat kurang minat dalam menulis atau memperhatikan lingkungan sekitar. Selain itu, siswa juga cenderung enggan mengungkapkan pendapat dan sering kali kesulitan menerima pandangan teman sekelasnya khususnya mengasah ide untuk menulis. Penelitian ini dilakukan pada siswa kelas XI-5 SMA Negeri 1 Gambiran dengan menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data meliputi observasi, wawancara, dokumentasi, dan analisis hasil tulisan siswa.

Hasil penelitian menunjukkan bahwa penerapan Project-Based Learning dapat meningkatkan kemampuan menulis siswa, khususnya dalam menulis teks eksposisi analitik. Siswa menjadi lebih aktif dalam mengemukakan pendapat, mampu menyusun argumen secara logis, dan menunjukkan pemahaman yang lebih baik terhadap struktur dan kaidah kebahasaan teks eksposisi. Selain itu, keterkaitan topik proyek dengan kehidupan nyata membuat siswa lebih tertarik dan termotivasi dalam proses menulis.

Dengan demikian, metode Project-Based Learning terbukti efektif dalam meningkatkan keterampilan menulis siswa melalui pendekatan yang kontekstual dan partisipatif. Penelitian ini merekomendasikan penggunaan metode serupa dalam pengembangan kemampuan menulis teks lainnya di jenjang pendidikan yang lebih tinggi.

ABSTRACT

Ningrum, Ingel Ayu. 2025. ANALYSIS OF STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT THROUGH PROJECT-BASED LEARNING METHODS IN REAL-LIFE AT THE SECOND GRADE OF SMA NEGERI 1 GAMBIRAN. Thesis. English Education Department. Faculty Of Tarbiyah and Teachers Training, Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Ridwan, M.Pd.

Keywords: Writing, Exposition text, Project Based-Learning

The purpose of this study was to analyze students' ability to write analytical exposition texts using a project-based learning method linked to real-life situations. This method was implemented because students appeared to lack interest in writing or paying attention to their surroundings. Furthermore, students tended to be reluctant to express their opinions and often struggled to accept the views of their classmates, particularly in developing ideas for writing. This study was conducted with grades 11-5 of SMA Negeri 1 Gambiran using a descriptive qualitative approach. Data collection techniques included observation, interviews, documentation, and analysis of student writing.

The results showed that the implementation of Project-Based Learning improved students' writing skills, particularly in analytical exposition texts. Students became more active in expressing their opinions, were able to structure arguments logically, and demonstrated a better understanding of the structure and linguistic rules of exposition texts. Furthermore, the connection of the project topic to real-life situations increased students' interest and motivation in the writing process.

Thus, the Project-Based Learning method proved effective in improving students' writing skills through a contextual and participatory approach. This study recommends the use of similar methods in developing writing skills in other texts at higher levels of education.

FOREWORD PAGE

Alhamdulillah, all praise be to Allah SWT, this thesis can be completed thanks to His grace, blessings, and love.

May peace and blessings always be upon the Prophet Muhammad SAW, who is a role model for his people.

The author fully realizes that the successful completion of this thesis cannot be separated from the support of various parties. Therefore, the author would like to express his deepest gratitude and appreciation to:

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The only way the author can provide a suitable compensation is to offer a prayer to Allah, the Most Gracious and Merciful, asking Him to thank everyone for their kindness.

No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The author also apologizes for any errors that may be contained in the writing of this thesis, as a weak human being.

Finally, the author submits everything to Allah 'Azza Wajalla, with the hope that this thesis is compiled with His consent and can provide benefits. Amin Ya Robbal 'Alamin.

Banyuwangi, June 18th 2025

Ingel Ayu Ningrum

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CHAPTER I

INTRODUCTION

1.1 Research Background

Language is a vital communication tool in many aspects of human life, particularly for self-expression, integration, adaptation, and social control. In other words, language may be utilized to build collaboration with other people for both personal and societal benefit. Furthermore, language can be used for discussion, opinion sharing, and issue-solving (Rimang et al., 2021).

English holds a significant place as an international language in the current global era. According to the 2021 Ethnologies: Language of the World study, English is the most frequently used language globally, with 1.348 billion people using it for communication, either as their first or second language (Nurfitriani et al., 2021). In addition, all material is offered in English in various life domains, including business, politics, economics, technology, and education. To stay up with the quick advancements in science and technology is a compelling reason for everyone to learn English.

There are four key competencies in English language acquisition that all students should be proficient in. These four abilities—speaking, listening, reading, and writing—are called the "four skills" in English. Each of these abilities plays a crucial part in developing strong communication abilities. One of the essential abilities that will be covered in this course is writing. Students' proficiency in other language competencies is impacted by how well they grow in each language competency. Gaining writing skills motivates students to participate completely in their education and training to become effective writers in the future (Fadhila & Rakhmawati, 2024)

Writing skills refer to the ability to express thoughts, information, or emotions through written words in a clear, effective, and organized manner. This involves thinking about what to say, planning how to say it, writing it down, and then

revising it to ensure that the reader can easily understand the intended message.

The importance of writing skills applied to students is considerable, both in educational contexts and in everyday life. Writing helps students to organize ideas and think critically. The writing process requires students to consider, analyze, and logically organize information. These skills are very important for developing analytical and critical thinking skills, which will be useful in various aspects of life.

Writing activities must be matched with student activity to promote contact between teachers and classmates. Writing outcomes are one indicator of successful writing. As a result, students must adhere to the writing practices established by the teacher before, during, and after writing. The teacher's role in the exercise is limited to that of a class facilitator. To get the intended results, a fun and engaging learning strategy is required. (Nery & Novia, 2022). Describe a learning paradigm in which students are actively participating in an issue.

Writing exposition text is a crucial skill for conveying information, structured, and objectively. The exposition text aims to explain or describe a topic so that readers or listeners can understand the issue or concept being discussed. For the information conveyed to be easily accepted, the exposition must be structured with a logical and orderly structure. This requires the writer to follow certain stages in the writing process, which include the preparation, writing, and revision stages. These stages are important to ensure that the content of the exposition remains focused and does not deviate from the purpose to be achieved in writing (Antrisna Putri et al., 2022).

The curriculum exchange in Indonesia highlighted the importance of students gaining a deeper understanding of their learning. Teachers need to select the right teaching model based on the specific needs of their class or students, making sure that the lessons are engaging. This means using a model that allows students to take an active role in their education, while teachers serve mainly as guides in the learning journey (Nurhadiyati et al., 2020).

State Senior High School SMA Negeri 1 Gambiran is located in the Sriwijaya Street complex No. 11 RT/RW 2/1 Sumberjaya Hamlet, Wringinagung Village, Gambiran District, Banyuwangi Regency, East Java Province. SMA Negeri 1 Gambiran is one of the high schools under the auspices of the Ministry of Education and Culture of East Java. This school was established in 1992 and has experienced massive development in terms of school buildings, teaching staff and staff, and facilities and infrastructure. This school has implemented the 2013 curriculum in grade 12 in the 2024/2025 academic year implemented the Merdeka Curriculum in grades 10 and 11 in the 2024/2025 academic year and implemented a five-day workday system.

Based on the observation of researcher when was PPL at SMA Negeri 1 Gambiran, several factors underlie the selection of this learning model by researchers, including the discovery of problems in the learning process, such as students showing a lack of interest in writing or paying attention to their surroundings. In addition, students also tend to be reluctant to express their opinions and often have difficulty accepting the views of their classmates.

Lack of ability to understand writing and lack of writing skills can cause divisions. The exposition text requires an understanding of an event, but cannot be seen directly in its observation, thus increasing the difficulty of students in learning it. Choosing the right learning model will help students in learning material, one of which is the material for writing exposition text.

Therefore, the teacher implemented this classroom action research using the Project-Based Learning (PJBL) model to improve students' writing skills in exposition texts. By providing students with the opportunity to try writing exposition texts based on their arguments, they are expected to improve their writing skills. Based on the author's previous experience and observations as an English teacher, many students still struggle to express their ideas in writing, especially in expository texts. Appropriate methods are needed to improve students' writing skills to meet the basic competency requirements, particularly in exposition texts.

Project-based learning is a great way to help students work both alone and in groups. It encourages them to create meaningful projects, whether they are working individually or collaborating with others. One effective approach to this is the Project-Based Learning (PBL) model. When applied to teaching expository texts, PBL aims to give students a richer learning experience. This method allows students to pick topics that interest them, dive into research, and create well-organized exposition texts based on what they discover. It helps them build critical thinking skills, organize their information clearly, and present convincing arguments supported by reliable data. Plus, PBL emphasizes teamwork, enabling students to exchange ideas and deepen their understanding of the subjects they are exploring.

Project-based Based Learning is an educational approach that focuses on long-term projects where students engage in designing, creating, and showcasing products aimed at addressing real-life issues. This method helps students deepen their understanding and skills by working on projects that connect to the subjects they are studying and the competencies they need to develop. It also involves activities that enhance problem-solving, decision-making, investigative abilities, and practical skills. Through Project-Based Learning, students participate in scientific activities such as asking questions, making observations, conducting experiments, reasoning, and collaborating with others to gather information and data. (Aisha et al., 2023).

Project-Based Learning (PJBL) is a creative educational method that focuses on learning in real-world contexts by engaging students in challenging tasks. (Rahmania, 2021). Project-Based Learning (PJBL) is an educational approach where students either work alone or in teams to develop and complete a project that connects to real-life situations. This method emphasizes not only achieving academic goals but also enhancing social skills, collaboration, communication, and creativity.

Using the Project Learning (PJBL) method for learning exposition texts can help students grasp the material better. This approach encourages students to be more engaged and

think critically, especially when they face real-life problems while writing exposition texts.

1.2 Research Problem

How is the student's ability to write analytical exposition text through the Project-Based Learning method?

1.3 Research Objectives

To analyze the students' ability to write analytical exposition text through the Project-Based Learning method.

1.4 Research Significance

The findings from this research are anticipated to offer both theoretical insights and practical knowledge, detailed as follows:

1.4.1 Theoretical Benefits

The aim of this study is to enhance our understanding of how English learning has evolved and to improve critical thinking skills by using project-based learning methods.

1.4.2 Practical Benefits

This research aims to provide insights into the composition of analytical exposition texts, thereby enhancing the methodology for identifying students' strengths and weaknesses in this writing genre. Furthermore, it is anticipated that the findings will serve as a source of inspiration and motivation for future researchers pursuing studies in this area, offering them guidance to conduct more effective research.

1.5 Definition of Terms

1.5.1 Writing Skills

Writing is a crucial skill to possess. However, it tends to be the hardest skill to master when you compare it to the other four skills: reading,

listening, and speaking (KRISTIANA, 2023). Writing is an ability that can train students to express their ideas and organize them systematically. In conveying ideas, students need to understand the grammar structure that should be used. This is a problem for students in writing because the process of writing takes a long time compared to learning other skills.

1.5.2 Analytical Exposition

The purpose of the exposition is to showcase, categorize, explain, illustrate similarities, and highlight differences in the information. (Nery & Novia, 2022). Exposition text is a key type of writing that focuses on examining and discussing various issues or problems in detail. Specifically, analytical exposition takes a closer look at the author's detailed thoughts and opinions regarding a certain topic. This kind of writing is considered argumentative because it aims to back up a specific viewpoint on a debatable subject. The social role of analytical exposition has two main goals: first, it tries to persuade the reader or listener about the significance and relevance of the topic at hand. Second, it aims to offer a thorough analysis and justification of the author's stance using logical reasoning and clear arguments. (Of & Sciences, 2024).

1.5.3 Project-Based Learning

Project-Based Learning (PJBL) represents an educational approach that prioritizes student engagement. In this model, learners take an active role in their educational journey, which fosters critical thinking skills essential for problem-solving. Furthermore, PJBL enhances students' abilities in scientific processes, enabling them to address scientific challenges effectively. This is achieved through a series of activities that include formulating questions, engaging in discussions, making observations and predictions, conducting

experiments, and systematically collecting and analyzing data. The primary objective of Project-Based Learning is to immerse students in the learning experience, thereby promoting a more dynamic and effective educational environment. As a result, students become more proactive participants, leading to improved learning outcomes (Nurhidayah et al., 2021).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

This chapter presents of review of a related study, which contains some points, Writing skills, Analytical Exposition Text, project-based learning.

2.1.1 Writing skill

a. Definition of writing skill

Writing is an important task that students encounter during their studies. By engaging in writing, students should be able to share their ideas and thoughts, whether they are based on facts or creativity. (Wahab et al., 2023). Apart from that, writing is part of a person's communication skills, especially for students, especially in compiling and using written language well and correctly. (Saparuddin et al., 2024).

Writing exercises are an essential component of students' overall learning experience. Writing activities have numerous benefits, including the ability to explore further one's abilities and potential and the development of new ideas. Writing activities push us to absorb, look for, and master more information that is opposed to the topic we write about (Priyanto et al., 2021).

Writing is all about discovering ideas by putting them down on paper. When we talk about exploring ideas, we mean that students can dive into a topic and express their thoughts, which is essential for creating strong writing.

In conclusion, Writing encourages individuals to communicate their thoughts and feelings based on personal experiences or imagination. Some writers strive to communicate with their audience, whereas others Keep their writings to themselves. Writing is also a great communication tool.

b. The purposes of Writing Skills in Language Teaching

In addition, speaking and writing abilities are crucial for media communication with people. Writing can be difficult for many students because it requires more than just vocabulary and grammar knowledge; it also requires the ability to arrange words and sentences effectively, which is essential for coherent paragraphs and overall well-structured written pieces. Writing abilities are also very important for communication with people through media in addition to speaking (KRISTIANA, 2023).

The State University of New York has identified four main purposes of writing: to express personal thoughts, to share information, to convince others, and to create literary works. (Beno et al., 2022).

1. To express personal thoughts

The main goal of expressing oneself is to connect with others and to add to our shared ideas and culture, helping to create and strengthen human relationships.

2. To share information

The author typically describes that the style of writing is straightforward, precise, well-structured, comprehensive, and most importantly, impartial.

3. To convince others

The author's objective is to shift the perspectives of the readers or, at the very least, encourage them to reevaluate their stance on a particular debate and contemplate the author's viewpoint.

4. To create literary works

A type of writing that isn't focused on traditional composition but aims to entertain rather than just provide information.

Thus, when we write something, we have chosen one of the three purposes listed above to ensure that the audience understands the point of the writing. Every person has a purpose in writing so that others can understand what they are writing. Thus, the primary goal of writing is communication.

Based on the ideas above, it is clear that writing can be employed in a variety of ways. Many individuals use it to convey messages, express thoughts, respond to provided information, persuade, and make written suggestions for specific purposes.

c. The Process of Writing

The writing process is all about how a writer goes through different steps to create their work. As mentioned before, there are four main stages in this process: planning, drafting, editing, and producing the final draft. Before starting to write, the writer needs to think about the topic they want to explore on paper. (Nabila, 2022) According to Harmer (2009), there are several stages of the writing process. The stages are outlined below:

1. Planning

The first step is planning. The initial phase involves careful planning. This foundational step in the writing process includes the collection of ideas, which encompasses choosing a topic, refining that topic, and gathering relevant information to substantiate the concept. Students compile a list of ideas pertinent to the topic. They outline what they intend to include in their first draft. At this stage, it is essential to consider three key aspects: the purpose of the writing, the intended audience, and the organizational structure of the content that will arrange the facts, ideas, or arguments effectively.

2. Drafting

After the students have gathered a list of ideas pertinent to the topic, they may commence drafting their initial version. They should record their thoughts as intended, without concern for any errors.

3. Editing

At this stage, students are encouraged to revise their initial drafts upon completion. The purpose of this revision is to identify the strengths and

weaknesses of the text. The editing process may incorporate feedback from both peers and instructors, whether delivered orally or in writing. Such feedback will aid students in refining their essays. The revision process reflects the original writing, indicating that this phase is essential for ensuring the coherence of the text and for generating additional ideas. Moreover, it prompts students to recognize and rectify any writing errors.

2.1.2 Analytical Exposition Text

a. Definition Of Analytical Exposition Text

Exposition text is a form of writing that addresses a particular issue or problem. This type of text can be categorized into two distinct types: analytical and hortatory. Analytical exposition presents information without offering suggestions, whereas hortatory exposition includes recommendations regarding the issue at hand, indicating actions that should or should not be taken (Beno et al., 2022).

Analytical exposition serves to articulate the writer's perspective on a particular phenomenon, providing a structured argument that enhances understanding of the subject matter. Its primary function is to clarify and support the writer's viewpoint through detailed analysis. (Fitriana, 2022). Defines analytical exposition as a written discourse that systematically discusses and presents a single perspective on a chosen issue. This definition underscores the structured and purposeful nature of analytical exposition, highlighting its role in shaping and influencing reader perspectives through clear, well-supported arguments. Moreover, analytical exposition is highly recommended for inclusion in the curriculum of Senior High Schools, as it not only enhances students' critical thinking skills but also sharpens their ability to construct coherent and persuasive arguments. (Of & Sciences, 2024).

An analytical exposition is a type of text that articulates the author's perspective on a particular

issue. The primary social function of an analytical exposition is to convince the reader or listener of a specific viewpoint and to examine the topic in order to substantiate the thesis or opinion presented by constructing a coherent argument in its favour (Afrilyasanti, 2021, p. 119).

b. Generic Structure of Analytical Exposition Text

According to (Afrilyasanti, 2021, p. 126) there are three elements of structure of an analytical exposition: the Thesis (introduction), Arguments, and Reiteration (conclusion):

1. Thesis (Introduction)

The thesis, or introduction, presents the writer's opinion about a particular topic. This section introduces the subject and indicates the writer's stance on the issue. It serves as the foundation for the entire text, providing the reader with an understanding of the writer's perspective and the main point that will be argued throughout the piece.

2. Arguments

The arguments section is the core of the analytical exposition text. Here, the writer presents various arguments to support their thesis. Each argument is backed by evidence and detailed explanations. The arguments should be logical and well-structured to persuade the reader of the writer's viewpoint. This section often contains multiple paragraphs, each dedicated to a specific argument and its supporting details. The writer must ensure that the evidence provided is credible and relevant, enhancing the overall strength of the argument.

3. Conclusion (Reiteration)

In the conclusion or reiteration, the writer restates their position to reinforce the thesis. This section revisits the main idea of the text and serves as the closing statement. Unlike other types of writing, the conclusion in an analytical exposition does not include invitations for further action or

recommendations. Instead, it focuses on reaffirming the writer's stance and summarizing the key points made in the arguments. This helps to leave a lasting impression on the reader and solidifies the writer's position on the topic.

Examples of concluding phrases include:

- a) In conclusion ...
- b) Based on the data described above ...
- c) So, my conclusion is...
- d) Based on the theory provided above, I believe...

Table 2.1

Example of analytical exposition text

Why is healthy breakfast the most important meal of the day?	
A nutritious breakfast is crucial as it kickstarts the day by supplying the energy our bodies require. It enhances focus and plays a key role in keeping our metabolism active all day long.	Thesis
Firstly, A healthy breakfast provides the energy your body needs after hours of sleep. After sleeping, your body needs fuel to start your activities and go through the day with enthusiasm. Foods that contain complex carbohydrates, protein, and healthy fats will provide long-lasting energy so that we can stay active and productive throughout the morning. Secondly, A nutritious breakfast plays an important role in improving concentration and memory. Research shows that people who eat breakfast tend to have better concentration, sharp thinking skills, and a more stable mood. This is especially important for students and workers who need high focus to carry out their tasks. Thirdly, A healthy breakfast helps regulate	Arguments

your body's metabolism. Eating in the morning can help regulate blood sugar levels and prevent overeating during the day. A breakfast rich in fibre, such as fruits and grains, can facilitate digestion and support a healthy body metabolism.	
Therefore, a healthy breakfast is not just a habit, but an important need for the body. By providing energy, increasing concentration, and maintaining the body's metabolism, a healthy breakfast equips us to live the day better and more productively.	Reiteration

c. Language Features of Analytical Exposition text

To understand the generic structure of an analytical exposition text, this form of writing effectively analyses the topic to reinforce the validity of the stated position. According to (Afrilyasanti, 2021, pp. 127–128), these language features include:

1. Using Simple Present Tense

The simple present tense is essential in analytical exposition texts as it effectively communicates facts and opinions, thereby enhancing the persuasiveness and authority of the arguments presented. Its use fosters a sense of immediacy and relevance, which is crucial for engaging the audience.

2. Using Thinking Verbs

Thinking verbs such as "believe," "think," "consider," and "assume" are commonly used in analytical exposition texts. These verbs indicate the writer's cognitive processes and help to express their viewpoints and reasoning. By using thinking verbs, writers can articulate their arguments more clearly and convincingly.

3. Using Connective Words

Connective words, also known as transition words or linking words, are essential in analytical exposition texts. They help to connect ideas, create

coherence, and guide the reader through the arguments. Examples of connective words include "therefore," "however," "furthermore," and "consequently." These words and phrases ensure that the text flows smoothly and that the relationships between different points are clear.

To produce a well-written analytical exposition text, writers must master these language features and apply them effectively in their writing. By doing so, they can create a structured, coherent, and persuasive text that communicates their viewpoint and supports their thesis with strong, evidence-based arguments. Understanding and utilizing these components are crucial for anyone aiming to excel in writing analytical exposition texts.

2.1.3 Project Based Learning

a. Definition of Project-Based Learning

According to (Murniati, 2021) Project-based learning is an educational approach that has gained significant traction in developed nations, including the United States. This concept is referred to as "project-based learning." This method is characterized by its innovative nature, focusing on contextual learning through intricate and multifaceted activities.

Project-Based Learning is an educational approach that prioritizes the resolution of genuine issues encountered in daily life, facilitated through hands-on learning experiences within the community. This methodology can also be understood as project-oriented education, experiential learning, or authentic learning, all of which are grounded in real-world challenges.

Project-Based Learning (PBL) is an educational approach that prioritizes the resolution of genuine, everyday challenges through hands-on learning experiences within the community. This methodology can also be described as project-oriented education, experiential learning, or authentic learning, all of which are grounded in real-world issues. By enabling students

to apply the concepts taught by educators directly, PBL significantly enhances their ability to navigate real or contextual problems effectively.

b. Characteristics of Project-Based Learning

According to (Training, 2022)The characteristics of project-based learning are:

1. Students operate within a defined framework when making decisions.
2. There exists a challenge or issue that lacks a predefined resolution.
3. Students hold the responsibility for sourcing and organizing the information they collect.
4. Students are responsible for accessing and managing the information they gather.
5. Assessment occurs on an ongoing basis.
6. Students consistently engage in self-reflection regarding their activities.
7. A conclusive product is created and assessed for its quality.
8. The classroom environment fosters a culture that accepts mistakes and adaptability.

c. The goal of Project-Based Learning

The English method aims to engage students in a manner that enables them to utilize English effectively for communication and as a means to enhance their academic pursuits. Establishing clear objectives is essential before the implementation of any instructional activities. (Training, 2022). There are some goals of project-based learning:

1. Enhance student engagement
2. Relate educational experiences to real-world occurrences in the surrounding environment
3. Cultivate positive work habits among students
4. Foster communication and social skills
5. Develop students' critical thinking abilities
6. Strengthen students' competencies
7. Boost students' self-assurance

d. Procedures of Project-Based Learning

Several strategies can be employed by teachers to effectively implement Project-Based Learning. (Training, 2022). Those are:

1. Speculation

Speculation involves the teacher selecting project topics primarily aligned with the curriculum and engaging in discussions with students. During this phase, both the teacher and students explore potential avenues that will facilitate the project's progression, particularly for novice or lower-level learners.

2. Designing

The process of designing encompasses the activities associated with a project, which involve the organization of its structure. This includes the formation of groups, the assignment of roles, and the determination of methodologies and information sources.

3. Conducting

The conducting phase of the project involves students implementing the plans and designs established in the prior stage. During this phase, students collect information, engage in discussions with their peers, seek guidance from the teacher regarding any challenges faced, and ultimately present their final outputs, which may take the form of presentations, performances, publications, or other formats.

4. Evaluation

Evaluation involves the appraisal of activities conducted by participants, along with a discussion regarding the extent to which the original objectives and goals have been met, the execution of the process, and the overall outcome of the project.

- e. Steps of Project-Based Learning

According to (Argawati & Suryani, 2020) There are several stages of project-based learning that educators

can implement when instructing students. These stages include the following:

1. The instructor requests that students organize themselves into groups for the purpose of completing a project.
 2. The instructor provides the subject matter for the project.
 3. The instructor determines the duration allocated for the completion of the project.
 4. The instructor presents and clarifies all components necessary for the project, including a) stationery, b) ruler, c) cutter, and d) adhesive.
 5. The instructor encourages students to engage in discussions regarding the content as they collaborate on their project.
 6. The instructor observes the students' activities while offering assistance in the project preparation process.
 7. The instructor facilitated peer review to identify students' writing errors, enabling them to make necessary revisions.
- f. The Advantages and Disadvantages of Project-Based Learning

According to (Training, 2022) Advantages and Disadvantages of Project-Based Learning: These are as follows:

1. Advantages
 - a) Project-based learning involves engaging students in genuine activities that extend beyond mere input acquisition in writing.
 - b) Research suggests that project-based learning can significantly improve students' English language proficiency, particularly in writing skills.
 - c) This approach serves as a source of motivation, particularly for younger students.
 - d) Project-based learning fosters greater proficiency in the target language and encourages independence among learners.

- e) It has been characterized as an effective method for facilitating the concurrent development of both language and content skills.
- 2. Disadvantage
 - a) Project-based learning can falter in the absence of a teacher, particularly if educators lack adequate training or the necessary skills and competencies to facilitate their students' understanding of essential concepts effectively.
 - b) The implementation of project-based learning necessitates collaboration among students, which may lead to disagreements or conflicts. Consequently, it may prove challenging for teachers to identify and address these dynamics during the execution of project-based learning.

2.2 Previous Studies

The investigator identified multiple prior studies that shared commonalities with the current research, which focuses on Project-Based Learning as a means to enhance the writing of analytical exposition texts, detailed as follows:

First, (Martini & Sobari, 2021) “Learning To Write Exposition Text Using A Project-Based Model In High School Students”. This study aims to evaluate the effectiveness of project-based learning models in teaching exposition text production to tenth-grade students. It seeks to determine whether these models enhance the students' ability to create exposition texts and to analyse the differences in their skills before and after the implementation of the project-based approach. The research was conducted with a sample of 25 students from the MIPA-3 class at SMAN 1 Cisarua. A qualitative descriptive research method was employed, utilizing various instruments such as lesson plans, assessments, observation sheets, and questionnaires, which were subsequently analysed to conclude. The findings indicate that utilizing a project-based model for teaching exposition text production is effective, fostering active participation

and making the learning experience enjoyable and diverse for the students. Observational data and student feedback reveal a strong preference for the project-based approach among the participants.

Second, (Susianti, 2022) Wrote the study with the title “Improving Students’ Ability To Develop Ideas In Writing Analytical Exposition Text Through Project-Based Learning”. This classroom action research aims to address the challenges faced by students in generating ideas during the writing of analytical exposition texts. The participants in this study were the students from class X-1 at SMA Kesatrian 2 Semarang. The outcomes of project-based learning, represented through mind maps and the analytical exposition texts produced by the students, were examined using a qualitative approach with a descriptive analysis design. The findings indicated that the mind mapping activity significantly enhanced the students' writing skills. This improvement was evidenced by the students' ability to effectively develop ideas from their selected topics by the appropriate structure of analytical exposition texts, achieving an average score of 81.7. The application of project-based learning models, coupled with mind mapping activities, proved to be beneficial in enhancing students' capabilities in idea development for writing analytical exposition texts across two learning cycles.

Third, wrote the study with the title “Improving exposition writing proficiency through the application of problem-based learning method for senior high school students”. The objective of this research was to evaluate the enhancement of students' writing abilities following the implementation of the Problem-Based Learning (PBL) method, as teachers often exhibit a lack of methodological diversity. The study's population consisted of all students from class X at SMA Negeri No. 2, a public senior high school located in the Dewantara district of North Aceh. A total of 112 students were organized into four classes, from which samples were selected from two classes: one designated as the control group and the other as the

experimental group. In total, 48 students participated from both classes. This research employed a quantitative methodology, and a non-parametric Mann-Whitney test was conducted to assess any differences in the average scores between the two independent sample groups. The findings indicate a significant disparity in the writing proficiency of students taught through the PBL model compared to those instructed via traditional methods. The experimental class achieved a mean post-test score of 91.3, which surpasses the control class's mean post-test score of 62.0. Therefore, it can be concluded that the application of a problem-based approach significantly improves students' abilities to produce exposition texts that meet established criteria.

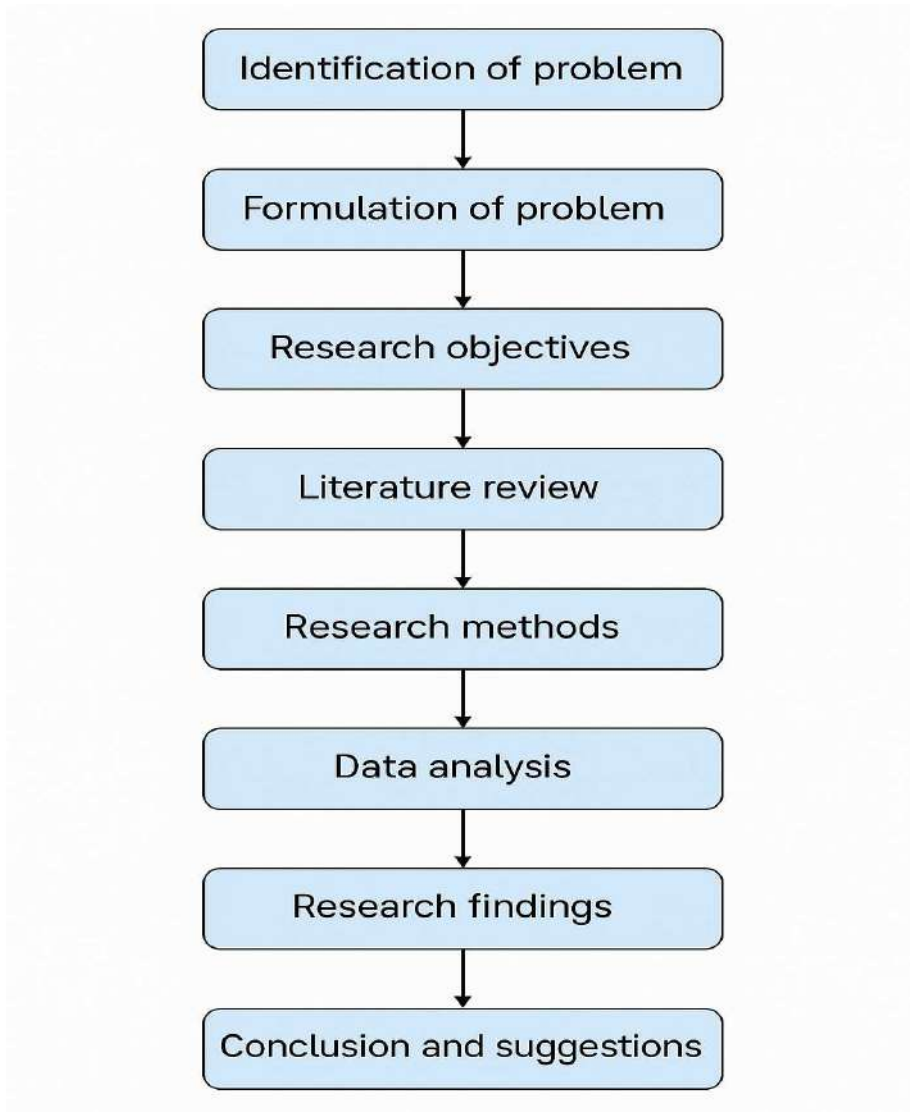
The fourth previous study, entitled "Improving Students' Writing Skill through Project-Based Learning, Process Writing, and Instagram," was written by (Khulel, 2022). The objective of this collaborative classroom action research was to assist students in enhancing their ability to compose hortatory exposition texts. The participants in this study consisted of 33 students from the XI IBB class at MAN 1 Lamongan. The research was structured according to a Classroom Action Research (CAR) framework. A writing test served as the primary data collection instrument for this investigation. The integration of project-based learning with process writing and the use of Instagram proved beneficial in improving students' writing skills. Students demonstrated an increase in their average writing scores, surpassing the minimum passing grade. Notably, all students achieved an improvement of at least ten points compared to their initial test scores. Additionally, 81.8% of the students attained the minimum passing mark.

Fifth, wrote the study with the title "Potential Implications of Problem-Based Learning on Developing Learners' Exposition Text Writing Skills in Indonesian Language Classroom". This study aimed to examine the enhancement of exposition text writing skills among lower-grade students through the implementation of the

Problem-Based Learning (PBL) model. The participants in this research were lower-grade students (X) from SMAS Sunan Drajat Sugio. This investigation employed Classroom Action Research (CAR) with a qualitative approach. The data collection instruments included observation sheets, student questionnaires, and assessments of learning outcomes. Data were gathered through the use of observation sheets, response questionnaires, and results from student learning tests. Observations of student engagement revealed a significant increase from Cycle I to Cycle II, with an improvement of 45.16%. This notable advancement indicates the effectiveness of the PBL model, as evidenced by the fact that 96.77% of students were actively involved in the learning process during Cycle II. Moreover, the evaluation of student responses also reflected progress, showing an increase of 29.04% from Cycle I to Cycle II, which suggests a positive reception of this teaching method among the students. Additionally, the learning outcomes of students utilizing the PBL model demonstrated considerable improvement, beginning with a completion rate of 45.16%. This rate rose to 64.51% in Cycle I and ultimately reached 100% in Cycle II. Consequently, the application of the PBL model has been shown to have a significant positive impact, effectively enhancing students' engagement, responses, and exposition text writing skills within the classroom environment.

2.3 Research Thought Flow

Analysis Of Students' Ability In Writing Analytical Exposition Text Through Project-Based Learning Methods In Real-Life At The Second Grade Of SMA Negeri 1 Gambiran



Picture 2.1 Research Thought Flow

This research is entitled “Analysis of Students’ Ability in Writing Analytical Exposition Text Through Project-Based Learning Methods in Real-Life At The Second Grade Of SMA Negeri 1 Gambiran”. This research uses several previous studies, namely: (Martini & Sobari, 2021), (Susianti, 2022), (Rasyimah et al., 2023), (Khulel, 2022), (Barokati et al., 2023). This research discusses: How are the students’ abilities in writing analytical exposition text through the Project-Based Learning method?

By using the PBL method, students not only learn the theory of analytical exposition texts but also practice them in real situations. Relevant projects allow students to understand the structure of the text, develop ideas with logical arguments, and produce good writing based on direct experience. This method provides a deep, meaningful, and sustainable learning experience.

CHAPTER III

RESEARCH METHOD

The method used in this study is a qualitative descriptive method. In this research method, there are two words, namely method and research. The method comes from Greek, which means *methodos*, which means a way or way to achieve a goal or target in a problem, then the word research, which means a way used to achieve something with full accuracy, systematically, perfectly, and using certain methods.

3.1. Research Design

In this study, the investigator employed a qualitative methodology. Qualitative research serves as an inquiry framework that prioritizes the exploration of meaning, comprehension, concepts, attributes, symptoms, symbols, or descriptions associated with a particular phenomenon. This approach is characterized by its focused and multi-faceted nature, embracing a naturalistic and holistic perspective, emphasizing quality, and utilizing various methods, all of which are conveyed in a narrative format. In essence, the primary objective of qualitative research is to uncover answers to specific phenomena or questions through the systematic application of scientific techniques grounded in a qualitative framework. This type of research seeks to gain insights into the experiences of individuals, shedding light on aspects such as personal lives, historical contexts, behaviours, organizational dynamics, social movements, and kinship ties (Panjaitan, 2017).

This study employed a qualitative descriptive approach. Qualitative research methods are well-suited for addressing intricate research issues. This type of research is advantageous as it focuses not just on the outcomes but also on the research process itself. Qualitative research is characterized by its descriptive nature and utilizes analytical tools to address research inquiries. The focus on the process and the quest for understanding is more pronounced, which

can lead to the development of new theories and the collection of more thorough data. (Waruwu, 2024).

The researcher employed content analysis as the chosen research method. Content analysis is a qualitative research approach that emphasizes the consistency of communication content, the interpretation of its significance, and the examination of symbols within the framework of symbolic interactions in communication. In this investigation, the researcher explored the implementation of the Project-Based Learning (PJBL) approach to improve students' abilities in writing exposition texts. (Clark et al., 2021).

3.2 Location and Time of Research

This research was conducted in August-September 2025 at State Senior High School SMA Negeri 1 Gambiran, located in the Jalan Sriwijaya No. 11 RT/RW 2/1 Dusun Sumberjaya complex, Wringinagung Village, Gambiran District, Banyuwangi Regency, East Java Province.

3.3 Research Subjects

The research subject serves as an informant, defined as an individual who supplies information regarding a specific situation, condition, or context of the research site. Various perspectives suggest that the research subject is fundamentally linked to the source of data collected during the study. This subject is inherently connected to the research problem being investigated and represents a critical locus for data acquisition within the research framework. Consequently, the research subject emerges as a primary focus in the process of data collection.

3.4 Informant

The subjects involved are often referred to as informants. They are important sources of information to answer research problems. In this study, the source of information or research subjects choose students of class XI-5 MIPA totally 36 students to analyse their writing skills.

3.5 Data and Source of Data

The researcher's methods were observation and document utilization. The study subjects were English teachers of class XI-5 MIPA at SMA Negeri 1 GAMBIRAN.

a. Primary Data Sources

Primary data sources refer to the information that will gather, analysed, and shown by the research directly from the source. In this study, the main source of data comes from the research findings of English teachers and students from class XI-5 MIPA.

b. Secondary Data Sources

Secondary data sources act as extra tools that help complete the missing pieces from primary data. Secondary data includes class absences, student grades, and documentation. This information sources consist of documents related to SMA Negeri 1 GAMBIRAN and other important references for the research.

3.6 Data Collection Procedure

This research held at SMA Negeri 1 Gambiran, exactly XI-5 MIPA. The technique of data collecting in this research have some steps such as (1) Observation (2) Interview (3) Documentation.

a. Observation

Observation is a data collection method used to collect research information, where the data can be obtained by researchers through the use of the five senses.

b. Interview

An interview is a meeting between two individuals with the aim of exchanging information and ideas through a question-and-answer session, so that meaning regarding a particular topic can be constructed.

c. Documentation

Documentation is written material based on notes and documents used to complete data needed to complete data needed in research. These documents

can be in the form of photos, documents owned by informants, and interview results that can be obtained from informants so that they can be more trusted if supported by documentation data. This is done to find out the real picture in the field and get primary sources about teaching and learning activities.

3.7 Data Validity

The researcher employed triangulation to assess the validity of the data. Triangulation serves as an effective method for establishing concurrent validity, especially within the realm of qualitative research (Istiqomah, 2021). This research focuses on examining how well students can write analytical exposition texts by using project-based learning techniques in real-life situations. To make sure the data we gather is reliable, it's important to have precise measurement tools, effective data collection methods, and accurate interpretation of the findings that align with the study's goals. We need to pay attention to different types of validity, such as content validity, construct validity, and criterion validity.

According to Milles and Huberman (Hayashi et al., 2021) Assert that the credibility of research findings can be assessed through the process of triangulation. This method involves verifying data from multiple sources, employing diverse approaches, and conducting assessments at different intervals. The practice of re-evaluating data enhances the reliability and precision of the information gathered. Triangulation is implemented through three primary strategies: This study employs various triangulation techniques, specifically source triangulation and method triangulation. Source triangulation involves gathering data from multiple informants, including both teachers and students, regarding the actions undertaken. Method triangulation encompasses the collection of data through diverse means such as observations, interviews, and documentation. Interviews were carried out with English teachers from class XI-5 at SMA Negeri 1 GAMBIRAN.

The researcher employed a written test as a tool for conducting this study, aiming to assess the student's performance. The test included various real-life topics, one of which was the significance of a healthy breakfast as the most important meal of the day. After presenting these topics, each student was required to create an exposition text that included a thesis statement, supporting arguments, and a conclusion. To help students grasp the concept of analytical exposition texts, the researcher provided several examples before they began writing their own.

The researcher began by selecting various topics or themes that pertain to expository texts found in daily life for the study. To align with the study's goals, the researcher made adjustments to the material. Next, the researcher consulted with the research supervisor to ensure that the chosen topics were suitable for the study and to gather any suggestions for improvement. Following this, the researcher communicated the topics to the class leader, organized the students into different groups, and instructed the class leader, acting as the student coordinator, to share the themes related to exposition texts in the class's WhatsApp group. The students were tasked with writing an exposition text based on the structure that had been previously discussed, which includes a Thesis, Arguments, and a Reiteration or conclusion. Each group member was responsible for presenting their arguments. Once the students completed their assignments, the researcher collected their writings and evaluated them using a rubric that Will made by researcher.

3.8 Data Analysis

The data were analysed by using descriptive methods. The researcher used content analysis in this research, adopting from Donal Ary et al.'s theory in (Fisya & Fudhla, 2022, p. 52) To examine the information. The data was analysed using a few steps. These will be described as follows:

a. Familiarizing and Organizing

The first part of looking at data is to identify and sort it out so that it can be accessed easily later on. In the beginning, the researcher needs to get to know the data by going through the notes or worksheets multiple times.

b. Coding and Reducing

Following the organization and familiarization with the data for efficient retrieval, the subsequent phase involves coding and reducing, which constitutes the core of data analysis. This stage entails the identification and refinement of categories and themes. Coding serves to extract concepts from the raw data. The initial phase of coding is often termed axial coding, open coding, initial coding, or tentative coding. A prevalent method involves thoroughly reading and re-reading the data to identify meaningful units—such as words, phrases, sentences, cognitive patterns, behavioural trends, and significant recurring events. Each identified unit of meaning should be self-explanatory without requiring supplementary context. These preliminary codes are subject to modification in subsequent analyses. They may either reflect the actual language of the respondents (in vivo codes) or be constructed by the researcher to encapsulate the various expressions of the underlying concepts. Alternatively, the researcher might employ an analytical framework, which consists of a set of pre-established concepts derived from existing literature that serve as coding categories. In this instance of data analysis, the researcher utilized field notes to evaluate students' proficiency in writing analytical exposition texts through project-based learning methodologies in real-world contexts.

Following an assessment of students' competencies in learning activities, the researcher eliminated data deemed irrelevant to the research topic and subsequently organized the remaining information into suitable categories.

c. Interpreting and Representing

The process of interpretation seeks to gain insights from the data collected from students. The evaluation results indicate that 70% of students successfully identified the main idea of the expository text, while 30% struggled with understanding supporting details, including inconsistencies in the topic. This finding suggests that while a majority of students grasp the central concept, there are notable challenges in their ability to focus on finer details.

Additionally, regarding text structure, 30% of students were unable to recognize key elements such as the thesis, argumentation, and reaffirmation. This challenge highlights the necessity for a more targeted learning approach that emphasizes the structure of exposition texts. The interpretation of this data is instrumental in pinpointing both the strengths and weaknesses of students, thereby providing a foundation for the development of more effective educational strategies.

The next step is to represent the data in the findings. Representation involves how the data is presented. Here, the researcher presents the data by category and provides descriptions.

Once the data has been analysed, the subsequent step involves presenting the findings. This presentation aims to illustrate the results both visually and narratively, making them more accessible to teachers, students, and other stakeholders.

One effective method of representation is through an assessment rubric table, which allows for a more detailed evaluation of individual competencies. The analysis indicates that a significant majority of students (70%) have successfully grasped the key concepts in the expository text and can produce well-structured texts with compelling arguments. Conversely, 30% of students have struggled to comprehend the main ideas and to create texts that meet these criteria.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

This study aimed to assess the proficiency of second-grade students at SMA Negeri 1 Gambiran in composing analytical exposition texts. The researcher evaluated the test by observing the students' writing behaviours to analyse the text structure and the generic components of analytical exposition. As previously detailed, the generic structure of an analytical exposition text consists of three key elements: Thesis, Argument, and Reiteration.

The researcher demonstrates the writing proficiency of second-grade students at SMA Negeri 1 Gambiran in composing analytical exposition texts. The indicators measured, as outlined in the previous chapter, include content, organization, vocabulary, language use, and mechanics.

4.1.1 Field Data Overview

Senior High School SMA Negeri 1 Gambiran is located in the Jalan Sriwijaya No. 11 RT/RW 2/1 Dusun Sumberjaya, Wringinagung Village, Gambiran District, Banyuwangi Regency, East Java Province. SMA Negeri 1 Gambiran is one of the high schools under the auspices of the Ministry of Education and Culture of East Java. This school was established in 1992 and has experienced massive development from school buildings, teaching staff and staff and facilities. This school has implemented the 2013 curriculum in grade 12 in the 2024/2025 academic year and implemented the Merdeka Curriculum in grades 10 and 11 in the 2024/2025 academic year and implemented a 5-day working system which is led by Mr. Akhmad Darmawan, S.Pd. M.P.

In terms of physical facilities, the school has expanded and improved classroom buildings, laboratories, libraries, and sports facilities, in order to create a comfortable learning environment and support

the learning process. In terms of teaching staff, SMA Negeri 1 Gambiran has competent and experienced teachers in their respective fields. The administrative staff at this school also provides very important support for the smooth running of daily operations.

4.1.2 Field Data Verification

The research findings are presented and analysed to address the research question regarding students' analytical skills in writing exposition texts through project-based learning. The researcher draws on observations, interviews, and document analysis to present the results, providing a comprehensive overview of the data, then the researcher described, elaborated and interpreted the data till becoming whole description.

The implementation of learning to write exposition text using the Project Based Learning model is focused on writing the exposition text. Learning Steps to Write Exposition Text Through the Project Based Learning Model is carried out in stages that is, first students must understand the example of the exposition text given by the teacher. Then students understand the information before being given a number of topics relating to the exposition text in order to be able to write the exposition text correctly according to the understanding and examples taught previously.

A. Planning stage

1. Learning material preparation

Before starting learning activities, a teacher must prepare learning tools and materials so that students can be well conditioned.

Here are the devices:

- a. Analysis of CP (Independent Curriculum) Elements at SMA Negeri 1 Gambiran using the independent curriculum (see appendix 7 , page 69)
- b. Learning objectives, it is hoped that after receiving analytical exposition material,

students will be able to compose analytical exposition texts related to real issues around them

- c. Learning Materials (*see appendix 7, page 71*)
- d. Learning Methods and Models for the teacher's method must choose the appropriate method and model so that students can easily understand the material such as using the Student Centered Learning Approach with the Project Based Learning (PJBL) Learning Model and the WWH Strategy Learning Method.
- e. Learning Media and Resources, using appropriate media and sources that are definitely needed in learning so that students are interested and motivated in following the learning such as module, laptop, book, and Student Worksheet (LKS) (*see appendix 7, page 72*)
- f. Assessment includes Cognitive assessment: Test of understanding of structure & linguistic elements then Project Assessment: Rubric for assessing content, language, creativity, and presentation Attitude Assessment: Teamwork, responsibility (*see appendix 7, page 76*)

2. Implementation of action

Implementation of writing skills in exposition text material (Analytical Exposition) through the Project-Based Learning method based on the observation results.

The firstly in the pre-activity the English teacher starts by praying before learning and checking the attendance of students, Provide Motivation and Learning Objectives then explaining the learning objectives or basic competencies to be achieved. The teacher uses the project-based learning method because it is very suitable for analytical exposition material.

In addition, in the main activity as follows:

- a. Introduction to the Materials

The teacher begins the activity by introducing the topic of analytical exposition. Students are asked to guess the parts of each paragraph in a sample text to activate their prior knowledge.

b. Explanation and Validation

After the initial guessing activity, the teacher explains and validates the correct structure of analytical exposition, including the social function, text structure (thesis, arguments, and reiteration), and linguistic elements.

c. Project Announcement

The teacher informs the students that they will be working on a creative project. The project involves writing an analytical exposition text using communicative language.

d. Forming Groups

Students were divided into groups consisting of 8 or more members.

e. Topic Selection

The teacher provides several topics related to the theme of "healthy life." Each group selects one topic.

f. Identifying Problems

Each group identifies the main problem or issue related to their chosen topic to form the basis of their thesis statement.

g. Writing the Text

Students begin working collaboratively on their analytical exposition text. The text must include: A thesis that introduces the issue, several arguments to support the thesis, A reiteration as the conclusion.

h. Providing Arguments

Each student in the group contributes at least one argument that supports the thesis and aligns with the theme.

i. Teacher Monitoring and Feedback

Throughout the process, the teacher circulates among the groups to monitor progress and provide guidance. If errors in structure or language are identified, the teacher offers clarification and correction.

j. Finalizing the Project.

Groups revise and finalize their analytical exposition text based on teacher feedback.

For post activity, students collect their project results to the English teacher and the teacher checks the students' writing. Then the teacher evaluates the learning activities in the classroom such as asking about difficulties in learning, concluding the learning materials that have been discussed and the learning activities are closed with prayer.

3. Observation and Evaluation

Observations were conducted by researchers during teaching and learning activities on writing expository texts using the project-based learning model. The results obtained from these observations included behaviours observed during the learning process.

students become more actively involved in the learning process, especially in group discussion activities, topic research, and argumentation. Through project-based learning method designed based on real issues around them, such as school environmental cleanliness, the dangers of excessive gadget use, and the importance of reading, students are able to relate expository text material to everyday life.

The project-based learning method given encourage students to think critically, work together, and express their ideas systematically in the form of exposition writing. The final product produced in the form of exposition text shows a

complete structure, appropriate use of language, and logical and fact-based argument development. Based on the assessment results, it is known that most students have achieved learning completion with a minimum score according to the Minimum Completion Criteria (KKM), which is 75. This is an indicator that the Project-Based Learning method is effective in improving students' ability to understand and write exposition texts.

the results of observations conducted during the learning process using the Project-Based Learning (PJBL) method on expository text material, several important findings were obtained which showed that the implementation of this method in improving students' ability to write exposition text:

a. Increased Active Student Participation

During the learning process, students appeared more active in discussing, asking questions, and expressing their opinions. This was seen when they were asked to determine project topics that were relevant to everyday life, such as school environmental issues, the use of social media, and adolescent health.

b. Increased Ability to Formulate Ideas

With the project approach, students are encouraged to conduct simple research, search for data, and formulate arguments based on facts. This has an impact on improving the quality of the structure of the expository texts they create, especially in terms of writing theses, arguments, and reaffirmations.

c. Collaboration and Responsibility in Teams

Group projects require each team member to contribute according to the

agreed role. Observations show that students learn to work together, share tasks, and complete projects by the specified deadline.

d. Increased Creativity and Independence

In designing projects (e.g. creating wall magazines, presentations, or short videos on exposition topics), students showed creativity in choosing media and presenting their arguments. In addition, students became more independent in planning and executing tasks.

e. Obstacles Encountered

Some of the obstacles found included limited time in implementing the project, differences in abilities between group members, and the lack of digital literacy in some students which hindered online data searches.

f. Exposition Text Product Results

The final product in the form of an exposition text produced by students showed improvements in terms of structure, coherence, and language use. The majority of students were able to identify and organize parts of the exposition text (thesis, argumentation, and reiteration) better than before the implementation of the PJBL method.

4.2 Discussion

Based on classroom action, the results of the study showed a significant improvement in expository writing skills through the application of the Project-Based Learning (PjBL) model. This study demonstrated that the use of the PjBL model was highly effective in improving the writing skills of grade XI-5 MIPA students at SMA Negeri 1 Gambiran, particularly in the aspects of content development, text structure, idea organization, language use, and writing mechanics.

Analysis of Student Writing Skill Improvement in the Classroom: The analysis of students' writing ability assessments obtained through five main aspects: content, organization, vocabulary, language use, and mechanics (see *appendix 7d*) revealed that the average score achieved by students was 85-98 on a scale of 100. This value indicates that, in general, students' writing skills are included in the "Excellent" category. This indicates that students are beginning to develop ideas well, write according to the structure of expository text, and pay attention to linguistic rules and writing mechanics.

The results of the observation, the teacher has shown good abilities in planning and implementing learning. The teacher begins the learning by conveying the objectives, providing examples of exposition texts that are relevant to everyday life, and providing explanations regarding the structure and linguistic characteristics of exposition texts. In addition, the teacher also divides students into several groups to work on exposition text writing projects based on real issues that they observe in the surrounding environment.

The teacher provides active guidance to each group, and provides constructive feedback on the results of students' work. This has a positive impact on students' learning motivation and their involvement in the learning process.

CHAPTER V

CLOSING

5.1 Conclusion

After obtaining and analysing the data in the previous chapter, the author presents the conclusion in the last chapter of this paper. The conclusion is drawn based on the formulation of the research problem, as follows: data description shows in the students' ability to write analytical exposition texts.

Students are more active in expressing opinions, engaging in discussions, and working on assignments. The implication of these results is that efforts to improve student engagement and learning outcomes can be achieved through the implementation of the Project-Based Learning method.

Based on the results of the analysis of the application of the Project-Based Learning (PJBL) method in learning to write expository texts also the PJBL method provides a positive contribution to students' writing skills. PJBL is proven to be able to improve students' critical thinking skills in compiling logical and systematic arguments according to the structure of the exposition text, encourage students' active involvement in the learning process through collaborative activities and projects that are relevant to real-life contexts, help students understand the structure and linguistic rules of expository texts more applicable through meaningful learning experiences, and increase students' attraction, motivation and confidence in expressing ideas through writing. Thus, the Project-Based Learning method is worthy of being used as an alternative effective learning strategy in improving the ability to write exposition texts at the high education level.

5.2 Research Implications

Research Implications based on the results of research on the application of the Project-Based Learning (PjBL) method in writing exposition texts in class XI-5 of SMA Negeri 1 Gambiran:

5.2.1 Theoretical Implications

The results of this study contribute to language learning theories, especially in writing skills. This study proves that writing skills are not only related to linguistic aspects, but also involve critical thinking skills, logic, and good reasoning structures. The finding that students were able to achieve an average score of ≥ 85 indicates that they have mastered the five main aspects of writing namely content, organization, vocabulary, language use, and mechanics.

5.2.2 Practical Implications

Practically, the results of this study can be a reference for English teachers in designing more innovative, meaningful, and contextual writing learning strategies. The Project-Based Learning method has been proven to increase student engagement and encourage them to produce more structured, logical, and communicative writing. Therefore, teachers are advised to integrate the PjBL approach in writing activities, especially in learning analytical exposition texts. In addition, teachers also need to pay special attention to the aspect of language use (grammar), considering that some students still experience obstacles in this regard. Additional exercises are needed that focus on mastering sentence structure, consistent use of tenses, and subject-verb agreement so that students' writing is more perfect.

5.3 Research Limitations

This study has several limitations. First, the study was only conducted in one class, namely class XI-5 of SMA Negeri 1 Gambiran, so the results may not be generalizable to other classes. Second, the limited duration of project learning, which is 100 minutes per session, is not enough to explore the full potential of PjBL in improving students' writing skills because writing skills require many meetings. Third, this study does not discuss in depth the influence of other factors such as

students' socio-economic background or individual learning styles on the effectiveness of PjBL.

5.4 Suggestions

Based on the research results and existing limitations, the researcher provides several suggestions as follows:

a. For English teacher

It is advisable to implement the Project-Based Learning (PjBL) approach when teaching students to compose analytical exposition texts. This method emphasizes the importance of choosing topics that are both pertinent and engaging for the learners. Additionally, it is crucial to allocate adequate time for each phase of the project to ensure thorough understanding and completion.

b. For students

Students are anticipated to engage more actively and take on greater responsibility during the project-based learning process. This approach allows them to seize the opportunity to enhance their writing abilities. Furthermore, it fosters the development of critical thinking skills, which are essential for their academic growth.

c. For another researcher

It is advisable to undertake comparable research with an expanded scope, incorporating additional classes or schools, and taking into account other factors such as student learning preferences or the integration of technology in Project-based Learning (PjBL).

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TK	2008	2010	TK RAUDHATUL JANNAH	
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SMP	2016	2018	SMP NEGERI 01 TUJUH BELAS	
MA	2018	2020	MA NEGERI BENGKAYANG	MIPA
S1	2021	2025	UNIVERSITAS KH MUKHTAR SYAFA'AT	TADRIS BAHASA INGGRIS

Riwayat Pendidikan non formal

Jenjang pendidikan	Tahun masuk	Tahun lulus	Nama sekolah/lembaga
4 ula	2021	2022	PP. Darussalam Blokagung
wustho	2022	2024	PP. Darussalam Blokagung
1 Ulya	2024	2025	PP. Darussalam Blokagung

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APPENDIX

1. Guidance Card

NIM	2111221030	
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FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	A NONO A W L I O Y I O S I O R I O S I O I O C I O F I O I O S I O T I O U I O D I O E I O N I O T I O I S I O I O A I O B I O N I O L I O N I O T I O Y I O I O I O N I O I O W I O R I O I O T I O N I O N I O G I O I O A I O N I O A I O L I O Y I O T I O N I O C I O A I O L I O I O E I O X I O P I O O I O S I O I O T I O N I O C I O N I O I O T I O E I O X I O T I O I O T I O H I O R I O O I O U I O G I O H I O I O P I O R I O O I O U I O E I O C I O T I O I O B I O A I O S I O E I O D I O I O L I O E I O A I O R I O N I O N I O G I O I O M I O E I O T I O H I O O I O D I O S I O I O N I O I O R I O E I O A I O L I O I O L I O N I O F I O E I O	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	25 Desember 2025	01 Januari 2025	BAB I	introduction, background research problem, objective, significances
2	20242	19 Desember 2025	24 Desember 2025	pengajuan judul	membuat judul
3	20242	31 Mei 2025	31 Mei 2025	Bab 5	conclusions
4	20242	30 Mei 2025	31 Mei 2025	Bab 5	research implication, research limitation suggestions
5	20242	29 Mei 2025	30 Mei 2025	Bab 4	revise discussions
6	20242	28 Mei 2025	29 Mei 2025	Bab 4	discussions
7	20242	26 Mei 2025	27 Mei 2025	Bab 4	Revise field data verification
8	20242	25 Mei 2025	26 Mei 2025	Bab 4	revise field data verification
9	20242	24 Mei 2025	25 Mei 2025	Bab 4	revise field data verification
10	20242	21 Mei 2025	22 Mei 2025	BAB 4	Finding and discussion, research finding
11	20242	15 Mei 2025	16 Mei 2025	BAB III	revise data validity, data analysis
12	20242	14 Mei 2025	15 Mei 2025	BAB III	data and sources of data, data collection,
13	20242	14 Januari 2025	15 Januari 2025	BAB III	data collection, data validity, data analysis
14	20242	08 Januari 2025	14 Januari 2025	BAB III	RESEARCH DESIGN, research subject, data and sources of data
15	20242	02 Januari 2025	03 Januari 2025	BAB I	Significance
16	20242	02 Januari 2025	07 Januari 2025	BAB II	theoretical review dan previous study

2. Certificate of Conducting Research



UNIVERSITAS KH. MUKHTAR SYAFAAT
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Lamp. : -
Hal : **IZIN MEMINTA DATA PENELITIAN PPL**

Kepada Yang Terhormat:
Kepala SMA Negeri 1 Gambiran
Banyuwangi

Di - Tempat

Assalamu 'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Dosen Pembimbing : Ridwan, M.Pd.

Untuk dapat mendapatkan izin meminta data penelitian PPL yang telah dilaksanakan pada tanggal 19 Agustus – 26 September 2024 di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"Analysis of Student's Ability in Writing Analytical Exposition Text Through Project Based Learning Methods in Real-Life"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu 'alaikum warahmatullahi wabarokatuh.

Blokagung, 10 Mei 2025



Dr. Siti Aimah, S.Pd.I., M.Si.
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PEMERINTAH PROVINSI JAWA TIMUR
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Nama : Ingel Ayu Ningrum
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Instansi : Universitas KH. Mukhtar Syafaat

Sudah melakukan penelitian PPL di SMA Negeri 1 Gambiran Kabupaten Banyuwangi pada tanggal 19 Agustus s.d 26 September 2024 dalam rangka penyusunan Laporan Penelitian dengan judul :

" *Analysis of Students' Ability in Writing Analytical Exposition Text Through Project Based Learning Methods in Real - Life* "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gambiran, 14 Mei 2025



Akhmad Darmawan, S.Pd., M.P.
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3. Certificate of Free Plagiarism Maximum 25% from the faculty



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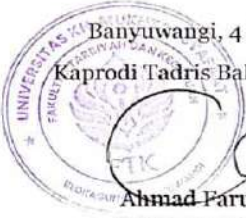
SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Skripsi:

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Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Jenjang	: Sarjana (S.1)
Dengan Hasil	: 23%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian skripsi.

Banyuwangi, 4 Juni 2025
Kaprodi Tadris Bahasa Inggris

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Keterangan:

*menggunakan aplikasi Turnitin.

4. Interview Guidelines

Guidelines for teacher

1. Dalam pembelajaran tentulah seorang guru harus memilih suatu metode pembelajaran, metode apakah yang ibu gunakan dalam kegiatan pembelajaran?
2. Apakah anda pernah menggunakan metode project-based learning dalam pembelajaran writing?
3. Apakah menurut Anda PjBL efektif untuk meningkatkan kemampuan menulis siswa?
4. Apakah Anda melihat peningkatan dalam struktur, kohesi, dan koherensi tulisan siswa setelah menggunakan PjBL?
5. Seberapa besar peran kerja kelompok dalam meningkatkan kemampuan menulis siswa?
6. Apakah Anda pernah mengalami kendala waktu dalam menyelesaikan proyek di dalam jadwal pelajaran?

Guidelines for student's

1. Apakah kamu tahu apa itu teks analytical exposition? Bagaimana kamu memahaminya?
2. Bagaimana pendapatmu tentang proyek yang diberikan?
3. Apakah kamu merasa proyek ini membantu kamu memahami materi?
4. Bagaimana proses penulisan teks dilakukan?
5. Apakah kamu mengalami kesulitan saat menyusun argumen?
6. Apakah kamu merasa kemampuan menulismu meningkat?
7. Apa hal baru yang kamu pelajari selama proyek berlangsung?
8. Bagaimana kerja sama dalam kelompokmu?
9. Apakah kamu merasa nyaman bekerja dalam proyek seperti ini?
10. Apa yang paling kamu sukai dari metode ini?

5. Interview Transcript

Researcher: Selamat Pagi, bu. Izin mewawancarai ibu. Maaf mengganggu waktunya. saya sedang melakukan research bu untuk skripsi saya. Tentang kemampuan menulis siswa dengan menggunakan metode project-based learning. Dalam pembelajaran tentulah seorang guru harus memilih suatu metode pembelajaran, metode apakah yang ibu gunakan dalam kegiatan pembelajaran? Dan sebelum memulai pembelajaran apa yang perlu dipersiapkan?

Ibu oriza: Baik mbak, saya menggunakan metode scaffolding. saya mempersiapkan perangkat pembelajaran terlebih dahulu seperti modul, power point, materi, rubik penilaian dan lain-lainnya

Researcher: oke bu, apakah ibu pernah menggunakan metode project ased learning dalam skill writing?

Ibu oriza: selalu project-based learning dalam skill wiring apalagi pada materi Analytical exposition yang hortatory mbak. Jadi pada materi ini mereka akan mencari masalah dulu pada tema yang telah ditentukan kemudian barulah membuat project Bersama grupnya

Researcher: project-based learning kendala nya biasanya seperti apa bu?

Ibu oriza: mereka kadang sedikit males, karena writing tidak hanya butuh dua kali pertemuan bisa lebih dari 4 kali pertemuan. Kita juga harus mengoreksi satu per satu tulisan siswa dan harus memberi feedback itu yang membuat lama.

Researcher: jadi memang skill writing itu sangat membutuhkan ketelitian. Baik bu terima kasih sudah memberikan saya informasi dan maaf mengganggu waktunya

Ibu oriza: iya sama sama mbak

6. Research Documentation

Interviewing with English teacher



Implementing PJBL in the class of 11-5



7. Other attachments supporting the research

a. LEARNING OUTCOME ELEMENTS

Menyimak - Berbicara	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Membaca dan Memirsa	Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks

	visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.
Menulis dan Mempresentasikan	Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

b. LEARNING MATERIALS

Definition

Analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. The social function of this text is to convince the reader that the presented topic is

an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic.

Purpose: To reveal the readers that something is the important case

Generic Structur:

Thesis, Arguments, Reiteration/Conclusion

Explanation about Generic Structure of Analytical exposition:

Thesis: In section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition.

Arguments: The topic discussed by the author is a very important topic or need attention. In this section this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical exposition has more than two arguments. The more arguments appear, the more confident the reader.

Reiteration: This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

c. MODUL AJAR

UNIT PEMBELAJARAN

ANALYTICAL EXPOSITION TEXT

1. Nama Sekolah	SMA NEGERI 1 GAMBIRAN
2. Nama Penyusun	Angel Ayu Ningrum
3. Mata Pelajaran	Bahasa Inggris

4. Kelas / Semester	F / XI / Gasal
5. Alokasi Waktu / Jumlah Pertemuan	3 JP X 45 Menit
6. Domain/Elemen	1. Menyimak - Berbicara 2. Menulis - Mempresentasikan
7. Kompetensi Awal / Prasyarat	Peserta didik mengenal kalimat memberikan pendapat, saran dalam berargumentasi
8. Profil Pelajar Pancasila	1. Bergotong Royong ❖ Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam kelompok 2. Mandiri ❖ Melakukan proses brainstorming pada kegiatan awal pembelajaran 3. Kreatif ❖ Menyusun teks Analytical Exposition sederhana dalam berbagai konteks situasi dalam kehidupan sehari-hari. 4. Berfikir Kritis ❖ Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan Text Analytical Exposition dalam berbagai konteks situasi dalam kehidupan sehari-hari.
9. Sarana Dan Prasarana	Media: Video, Lembar Kerja Peserta Didik, Powerpoint Alat/Bahan: Spidol, Papan Tulis, Laptop, Phone Sumber Belajar: Youtube, Internet, E-Book
10. Target	1. Peserta didik

Kegiatan Pembelajaran

Pertemuan 1:

Pada pertemuan pertama, memulai dengan memberikan peserta didik tayangan video mengenai materi “analytical exposition”. Penayangan sebuah video dalam proses pembelajaran bertujuan untuk memfasilitasi Pembelajaran Kolaboratif video yang dapat menjadi titik awal untuk diskusi kelompok atau proyek kolaboratif, Mempermudah Pemahaman Materi karena video dapat menyajikan informasi secara lebih menarik dan mudah dipahami dibandingkan dengan teks bacaan. Penggunaan suara, gambar, dan animasi dapat membantu siswa menangkap informasi lebih cepat dan efektif.

Setelah itu, guru menjelaskan materi terkait pengertian & tujuan, struktur teks dan unsur kebahasaan dari analytical exposition dengan kegiatan awal menebak bagian tiap paragraph, kemudian guru menambah dan memvalidasi.

Kemudian guru menyampaikan bahwa peserta didik akan membuat project yang kreatif berupa membuat teks analytical exposition dengan Bahasa yang komunikatif dan akan dikerjakan secara kolaboratif dengan teman kelompok.

Pertemuan 2:

Pada pertemuan kedua ini, peserta didik di fokuskan untuk membuat teks eksposisi sesuai format yang telah diberikan. Guru memantau dan memberikan penjelasan untuk memperbaiki kesalahan kelompok jika ada kesalahan dalam menyusun teks eksposisi.

Pertemuan 3:

Pertemuan ketiga ini setelah menyelesaikan proyek, siswa mempresentasikan hasil karya mereka di depan kelas secara berkelompok dan memberikan penilaian berdasarkan kriteria yang telah disepakati.

Pertemuan 4:

Pada pertemuan ke empat, guru melaksanakan evaluasi materi yang telah diberikan.

PRACTICE WRITING ANALYTICAL EXPOSITION

“HEALTHY LIFE”

GRADE 11 SMA NEGERI 1 GAMBIRAN

Topic:

- 1. Clean Hands are safer hands**
- 2. Fragrant Hands can create comfort**
- 3. The important of washing your face**
- 4. The presence of brushing teeth and dental hygiene**

Thesis:

- Background; what is the problem / issue
- Why is it important / why we need talk about it

Argument:

- To mention part of arguments
Firstly, ... Secondly, ... Thirdly, ...
First, ... Second, ...
- Also, Moreover, furthermore etc.

Reiteration:

- To summarize or conclude the points

Summarizing

In short, ...

In a word, ...

Concluding

In conclusion, ...

On the whole, ...

In brief, ...

Altogether, ...

To sum up, ...

In all, ...

Etc.

etc.

Language Features:

- Use simple present tense
- Using expression of stating opinion: I believe, I think, You should
- Using relational process: because, if
- Using internal conjunction: but, or, ...
- Using casual conjunction: so, thus, hence, therefore, arising out of this, in that case, otherwise, as a result, accordingly.
- Using contrast conjunction: different from, similar to, instead of
- Using concessive conjunction: although, even though

d. RUBRIK PENILAIAN

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Organization	clear introduction, logical progression, strong conclusion	well-organized with a clear beginning and end	some organization issues, but generally follows a clear structure	lack of organization, unclear progression
content	relevant, insightful and well-supported with evidence	relevant and supported with evidence, but could be more	some relevance and support, but lacks depth or insight	irrelevant or unsupported content

		insightful		
grammar & mechanic	few or no errors in grammar, punctuation, and spelling	some errors in grammar, punctuation, and spelling, but do not significantly impact meaning.	frequent errors that affect meaning	numerous errors that make the writing difficult to understand
vocabulary	varied and appropriate vocabulary	adequate vocabulary, but could be more varied	limited vocabulary with some repetitive or inappropriate word choices	poor vocabulary with many errors and limited word choices
style	engaging and appropriate tone	clear and concise style with some variation	lacks clarify or engagement in some areas	difficult to read or understand due to poor style

The Student's Score in Writing Analytical Exposition Text

No	Name	O	C	M	V	S	Total score
1	ALAN HARDIANSYAH WIBAWA	8	8	7	10	7	80
2	ARINDA GALUH PUSPANINGRUM	8	8	8	10	8	84
3	ARIZKA HASYA KARIMA	8	7	8	9	8	80
4	ASMA HARUM MAWAR ENDAH	8	8	8	8	8	80
5	BERYL FAIQ FIRJATULLAH	8	8	8	8	8	80
6	CAHYA PUTRI ANGGRAINI	8	8	8	9	8	82
7	DECHA ESTU ANGGRAENI	8	8	8	8	8	80

8	DEVI CELICA ACCENT VERNA	9	9	8	10	8	88
9	DEVIONA ALINZQI	9	9	9	9	8	88
10	DINDA PINGKI RAMADANI	9	8	8	9	8	84
11	DWI CHANDRA PRASETYO	8	8	8	9	8	82
12	ERLITA DWI SEPTIA NUR AZIZAH	8	8	8	8	8	80
13	FAREL AULYA SETYAWAN	9	9	9	10	9	92
14	FARREL JUNO RAKHA SYIFA	9	9	8	9	8	86
15	FEBRYLINA RAHMAWATI	8	9	8	9	8	84
16	GHOLIBATUL REZA	8	8	8	8	8	80
17	JOYATHA MAZAYA	8	8	9	8	8	82
18	LEETRISA LOVI ROSEMARY WAHYUDI	8	9	8	9	8	84
19	M. NURIS ILHAM MUBAROK	9	9	9	10	9	92
20	MOCHAMAD FARIEL ALFAHRI	8	8	8	8	8	80
21	MOHAMMAD ANGGER LAKSONO	10	10	9	10	10	98
22	MOHAMMAD NOVAN IRAWAN	8	8	8	8	8	80
23	MOHAMMAD RADIF HASIM WAHYUDI	8	8	8	9	8	82
24	MUHAMMAD AHSAN HADZIQI	9	9	8	8	8	84
25	NABILLA ZAHIRAH ANANDHITA NOSA	8	8	8	9	8	82
26	NADESTHA AZ-ZAHRA PRISTYA EQ- RANA PUTRI	9	9	8	9	9	88
27	NADIELLA DESTRIA MIRANTI	8	8	8	8	8	80
28	NAELLA ADISTYA PUTRI	8	9	8	8	8	82
29	PEDROSA ADI KURNIAWAN	8	8	7	8	8	78
30	RIZAL RAHMAN PAMBUDILUHUR	8	8	8	8	8	80
31	SHEVA OLE GUNNAR PUTRA CAHYONO	9	9	8	9	8	86

32	SIWI YULIANA	8	8	8	8	8	80
33	TIARA RAHMADANI	9	9	8	8	8	84
34	TRINA ARVIANA NOVITASARI	8	8	8	8	8	80
35	VIRANI IZZA LAFIFAH	8	9	8	8	8	82
36	WELLTER ALFANINDRA NABABAN	8	8	8	8	8	80

e. FINAL SCORES

Skor (%)	Category	Description
85-100	Excellent	The writing is highly structured, with well-developed ideas and minimal errors in grammar and mechanics.
70-84	Good	The writing is generally clear and well-organized, with relevant ideas and only minor issues.
55-69	Fair	The basic ideas are present but lack development; some grammar and vocabulary issues are evident.
40-54	Poor	The writing lack's structure, clarity, and has frequent language errors.
<40	Very poor	The writing is incoherent, lacks content relevance, and contains

		persistent grammatical and mechanical errors.
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f. Results of project

No. _____
Date: _____

KELOMPOK 1

Anggota: Alan Hardiansyah Wibawa

- : Beryl Faiz Firsatullah
- : Dwi chandra prasetyo
- : Farei auliyah setyanan
- : Arianda baiah Puspaningrum
- : Anzka Hayra Karima
- : Asma Harum Mawar Endah
- : Cahya putri Anggraini
- : Decha Estu Anggraeni

TOPIC → Clean Hands are Safer Hands

Thesis : Maintaining clean hands is one of the simplest yet most effective ways to prevent the spread of diseases and protect personal and public health. Cleaning hands is not only after eating, but also before you doing some activities that like in ~~laboratory~~ Laboratory or after holding something.

Arguments: first, hands are a common medium for germs to spread because we use them to touch various objects and surfaces daily. Germs like bacteria and viruses easily cling to our hands.

second, washing hands with soap and water effectively removes these harmful microorganisms.

Third, clean hands reduce the transmission of infectious diseases such as flu, diarrhoea, and even covid-19, which can be dangerous.

fourth, washing hands before eating helps prevent foodborne illness by stopping germs from entering the body.

Fifth, proper hand hygiene is especially important to protect vulnerable groups such as young children, the elderly, and people with weakened immune systems.

sixth, schools and workplaces that promote handwashing experience lower rates of absenteeism due to illness.

seventh, regular handwashing helps control the spread of antibiotic-resistant bacteria, which are difficult to treat.

eight, Overall, clean hands contribute to a healthier community by minimizing the chance of disease outbreaks.

ninth, cleaning hands is important, because we do anything use hands so we have to clean it.

Reiteration: Therefore, keeping our hands clean is essential not only for our own safety but also for the health and well-being of those around us.

Kelompok 2

Anggota :

- : Farrel Juno Rakha Syifa
- : M. Nuris Itham Mubarak
- : Mohammad Farrel Al Fahri
- : Mohammad Angger Laksono
- : Devi Cevica Azzent Verna
- : Davidna Azzadi
- : Dinda Pingki Ramadani
- : Erlita Pwii Septia Nur Azizah
- : Febrylina Rahmawati

Topic → Fragrant Hands can create comfort

Thesis : Having fragrant hands plays an important role in social comfort and personal confidence by signaling cleanliness and enhancing mood.

Arguments: Firstly, hands that smell pleasant create a good first impression in social and professional settings, especially when shaking hands or handing over objects.

Secondly, fragrant hands reflect good personal hygiene, showing that a person cares about themselves.

Thirdly, using scented soaps or hand sanitizers can elevate one's mood and make them feel refreshed throughout the day.

Fourthly, pleasant fragrances help reduce stress and anxiety, creating a more relaxed environment for both the individual and those they interact with.

Fifthly, the desire to maintain fragrant hands encourages people to wash their hands more frequently, which improves overall hygiene.

Sixthly, having fragrant hands avoid embarrassment and discomfort caused by unpleasant odors, especially in close interactions.

Seventhly, fragrances can become part of a person's identity or style, leaving a memorable impression on others.

Eighthly, fresh-smelling hands enhance physical contact like handshakes, making interactions feel more comfortable and welcoming.

Ninethly, fragrance hands are able to make us be confident, and seem cleaning.

Reiteration: In summary, fragrant hands not only show cleanliness but also foster comfort and positive feelings in everyday social interactions.