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Teaching Writing Analytical Exposition Text Through Problem Based Learning

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Abstract: Problem Based Learning connects classroom material to real life situations and fosters students' critical thinking. This study aims to describe the implementation of PBL in teaching analytical exposition writing, the challenges faced by the teacher, and the students' experiences at the tenth grade of MA Tahfidzul Qur'an Istiqomah Sambas Boarding School Purbalingga. This research involved one teacher and 23 students and employed a descriptive qualitative case study method. The data were collected through observation, interviews, and documentation. The results showed that several preparations were required in implementing PBL, including preparing modules and learning objectives, defining problems as the focus of learning, preparing learning media and resources, designing assessment and evaluation, and allocating the necessary time. Furthermore, the implementation of PBL consisted of five steps: problem orientation, organizing students, investigation, developing and presenting results, and evaluation and feedback. In addition, the study found two main problems in the implementation of PBL, namely students' lack of vocabulary mastery and students forgetting the material that had been taught. Moreover, the students experienced several aspects during the writing process, such as understanding the problems given by the teacher, showing interest in the problems, collaborating in group work, finding strategies to develop arguments, facing challenges in writing analytical exposition texts, dealing with vocabulary difficulties, presenting the results, and developing critical thinking skills.

Keywords: analytical exposition text; problem based learning; problem of PBL; students experiences.

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Introduction

Writing is widely recognized as one of the most essential skills in English language learning because it enables students to express ideas, communicate information, and construct arguments effectively. In senior high school, students are expected to master various genres of writing, including analytical exposition text, which requires them to present logical arguments and support their opinions systematically. However, writing analytical exposition texts remains challenging for many students due to difficulties in generating ideas, organizing arguments coherently, and applying appropriate vocabulary and grammatical structures. These challenges often result in students producing weak arguments and poorly organized texts, limiting their ability to communicate their

viewpoints effectively. Previous studies have also reported that students frequently struggle to develop critical reasoning and persuasive arguments when composing analytical exposition texts (Kusumahati et al., 2023). To address these challenges, various instructional approaches have been introduced to promote active learning and improve students' writing performance. One approach that has attracted considerable attention is Problem-Based Learning (PBL). PBL is a student-centered learning approach that engages students in solving authentic and contextual problems through investigation, discussion, and reflection. According to Barrows (1996), PBL uses problems as the starting point of learning and encourages students to construct knowledge independently and collaboratively. Through this process, students are expected to develop not only subject knowledge but also critical thinking, communication, and problem-solving skills. Since analytical exposition writing requires students to analyze issues, formulate arguments, and present logical reasoning, PBL is considered a suitable approach for teaching this genre of writing. Several studies have investigated the implementation of PBL in teaching writing. Fitratunnas (2024) examined the implementation of PBL in teaching narrative texts and found that the approach encouraged student participation and collaborative learning, although teachers experienced challenges related to time management and instructional guidance. Similarly, Abidin (2020) reported that the implementation of PBL in teaching report writing through online learning faced difficulties because several stages of the model were not conducted effectively.

Meanwhile, Zahra & Samsi (2022) found that PBL supported students' engagement in learning procedural texts and encouraged active participation during classroom activities. These studies indicate that PBL has considerable potential to support writing instruction; however, their primary focus was on classroom implementation, students' general responses, and instructional challenges. Despite the growing body of research on PBL in writing instruction, limited attention has been given to students' experiences during the implementation of PBL, particularly in the context of analytical exposition writing. Previous studies have not sufficiently explored how students perceive the learning process, what difficulties they encounter, and how they respond to problem-solving activities throughout the writing process. Understanding students' experiences is important because it provides deeper insights into how PBL influences students' engagement, motivation, and development of writing skills. Therefore, further investigation is needed to explore not only how PBL is implemented but also how students experience the learning process in a real classroom context. This study was conducted at MA Tahfidzul Qur'an Istiqomah Sambas Boarding School Purbalingga, where Problem-Based Learning has been implemented in English writing instruction. The study aims to investigate the implementation of Problem-Based Learning in teaching analytical exposition writing, identify the challenges encountered during its implementation, and explore students' experiences throughout the learning process. To achieve these objectives, this study employed a qualitative case study design involving classroom observations, interviews, and documentation. The findings are expected to contribute to the growing literature on PBL in writing instruction and provide practical insights for teachers seeking to enhance students' analytical exposition writing skills.

Literature Review

Writing Skill

Writing is one of the essential productive skills in English language learning that enables students to express ideas, opinions, and information in written form. Unlike speaking, writing requires learners to organize ideas systematically and communicate them clearly to readers. According to Harmer (2004), writing is a process of expressing thoughts and ideas through written language that can be understood by others. Therefore, writing involves not only linguistic knowledge but also the ability to develop and organize ideas effectively. Writing is considered a complex skill because it requires students to integrate several aspects simultaneously, including content, organization, vocabulary, grammar, and mechanics. Pratiwi & Trisusana (2024) identify these five aspects as important components of effective writing. Students must be able to generate relevant ideas, organize them logically, select appropriate vocabulary, apply grammatical rules accurately, and use correct punctuation and spelling.

Writing skill is also closely related to students' ability to think critically and organize information effectively. In academic contexts, writing does not merely involve producing grammatically correct

sentences, but also requires students to analyze information, evaluate evidence, and communicate ideas in a logical manner. According to Harmer (2004), effective writing demands both linguistic competence and cognitive skills because writers must consider the purpose of the text, the audience, and the organization of ideas. Therefore, students often experience difficulties in writing when they lack sufficient vocabulary, grammatical knowledge, or critical thinking abilities. These challenges become more apparent in argumentative genres such as analytical exposition text, where students are expected to present opinions supported by logical arguments and relevant evidence. Writing also involves a process rather than a single activity. Ma'rufah et al., (2021) explains that the writing process generally consists of planning, drafting, editing, and producing the final version. Through these stages, students develop ideas, transform them into written texts, revise their work, and improve the clarity of their writing. This process encourages learners to think critically and reflect on their ideas before presenting them in a final form. In the context of analytical exposition writing, students are expected to present opinions and support them with logical arguments and evidence. Consequently, writing instruction should not only focus on language accuracy but also encourage students to analyze issues, evaluate information, and construct persuasive arguments. Such requirements make student centered approaches, such as Problem-Based Learning, relevant for supporting the development of writing skills.

Problem Based Learning

Problem-Based Learning (PBL) is a student centered instructional approach that uses authentic problems as the starting point of learning. According to Barrows (1996), PBL encourages students to construct knowledge through investigating and solving real-world problems rather than receiving information passively from teachers. Similarly, Ismail & Imawan (2021) explain that PBL begins with presenting contextual problems that students may encounter in their daily lives, allowing them to develop understanding through inquiry, discussion, and problem-solving activities. Through this approach, students are expected to become active learners who are capable of identifying problems, gathering information, evaluating evidence, and proposing solutions collaboratively. Several characteristics distinguish PBL from traditional teacher centered instruction. Learning is centered on students, who work collaboratively in small groups to investigate authentic problems and construct knowledge independently. In this process, teachers act as facilitators who guide discussions, provide learning support, and monitor students' progress rather than directly delivering information (Syamsidah & Suryani, 2018). These characteristics encourage students to develop critical thinking, communication, collaboration, and self-directed learning skills.

Barrows (1996) proposes five stages of PBL implementation: problem orientation, organizing students for learning, guiding investigation, developing and presenting results, and analyzing and evaluating the problem-solving process. During problem orientation, students are introduced to a contextual issue that serves as the focus of learning. They then work collaboratively to identify what they know and what information is needed to solve the problem. In the investigation stage, students gather information from various sources, discuss findings, and formulate possible solutions. The outcomes of the investigation are subsequently presented through written reports or oral presentations before being evaluated through reflection and feedback. These stages provide opportunities for students to engage actively in the learning process and apply knowledge in meaningful contexts. Previous studies have highlighted several benefits of PBL in educational settings. Al Mubarak (2017) argues that PBL promotes deeper learning, improves long-term knowledge retention, enhances teamwork and interpersonal skills, and provides opportunities for students to apply knowledge in real-life situations. These benefits make PBL particularly relevant for teaching analytical exposition writing, which requires students to analyze issues, develop arguments, and communicate ideas logically and systematically. Another important aspect of Problem-Based Learning is its potential to foster higher-order thinking skills. Through the process of identifying problems, collecting information, evaluating sources, and formulating solutions, students engage in analysis, evaluation, and synthesis activities. These cognitive processes are categorized as higher-order thinking skills that are essential for academic success. According to Barrows (1996), PBL encourages learners to become independent problem solvers who actively construct knowledge through inquiry and reflection. As a result, students are not only expected to acquire subject knowledge but also to develop critical thinking, creativity, and decision-making skills that can be applied in real-life situations.

Analytical Exposition Text

Analytical exposition text is an argumentative genre that aims to persuade readers that a particular issue or phenomenon deserves attention and discussion. Mark & Anderson (1997) define analytical exposition as a text that presents one side of an issue by providing reasons and evidence to support the writer's viewpoint. Similarly, Veneranda et al., (2014) state that analytical exposition text allows writers to express opinions and arguments regarding a specific issue without necessarily encouraging readers to take immediate action. Therefore, the primary purpose of analytical exposition text is to convince readers of the validity and importance of the writer's position. The social function of analytical exposition text is to persuade readers through logical arguments and reasoning. Dahler (2017) explains that this genre seeks to influence readers by presenting arguments that support a particular claim, while Supriyadi (2024) emphasizes that the text is used to communicate opinions and viewpoints about social issues or phenomena. To achieve this purpose, writers must provide relevant evidence and clear reasoning to strengthen their arguments.

According to Refnaldi (2013), analytical exposition text consists of three main components: thesis, arguments, and reiteration. The thesis introduces the issue and presents the writer's position. The arguments provide reasons and supporting evidence to justify the position, while the reiteration restates the writer's viewpoint and reinforces the overall argument. Because analytical exposition writing requires students to analyze issues, evaluate information, and construct logical arguments, it demands both writing competence and critical thinking skills. The characteristics of analytical exposition text make it closely related to the principles of Problem-Based Learning. Through authentic problems and collaborative investigation, students are encouraged to examine issues critically, gather relevant information, and formulate arguments based on evidence. Therefore, Problem-Based Learning provides meaningful opportunities for students to develop analytical exposition writing skills while strengthening their critical thinking and problem-solving abilities.

Research Method

This study approach to examine the implementation of problem-based learning in teaching writing. Sugiyono (2016) explains that qualitative research is conducted in a natural setting. The qualitative approach was chosen because it can provide a richer and more in depth picture of teachers' efforts to create a conducive learning environment. Data were collected through three main techniques: non-participant observation, semi-structured interviews, and documentation. Observations were conducted at MA Tahfidzul Qur'an Istiqomah Sambas Boarding School Purbalingga starting in January 2026, with a total of five sessions. The aim was to directly observe how problem-based learning is implemented in teaching analytical exposition texts. Interviews were used to gain deeper insights into the perspectives of both teachers and students regarding their experiences in writing analytical exposition texts, while documentation included lesson plans, classroom rules, and teaching materials. Research instruments were developed in the form of an observation checklist and an interview guide based on relevant Problem based learning theories. Data analysis in this study followed the techniques outlined by Miles & Huberman (1994), including data reduction, data presentation, and drawing conclusions.

To ensure the reliability of the findings, triangulation of data sources and techniques was applied. The validity of the data was strengthened through ongoing engagement and careful observation throughout the research process. This procedure ensures that the findings accurately reflect the reality in the classroom and support the validity of the research conclusions. The research participants were an English teacher and male and female students. During data reduction, all raw data was first transcribed, including class observation notes and interview recordings. These transcripts were then read repeatedly to identify meaningful units related to the implementation of problem-based learning in teaching writing. Interview transcripts were coded line by line, and meaningful statements were grouped into categories aligned with classroom management theories. Observation notes and documentation such as photos, teaching modules, and checklists were also examined to identify recurring patterns in teacher behaviour and teaching practices. Through the categorization process, the data was summarized into five main categories. These categories were derived by aligning with Barrows' (1996) five step theory problem based learning.

Findings and Discussions

This chapter focus on presenting the findings and discussion related to how the teacher implementation problem based learning in teaching writing analytical exposition text at the tenth grade of MA Tahfidzul Qur'an Istiqomah Sambas Boarding School Purbalingga, based on the theoretical framework of Barrows (1996).

Planning Stages of PBL Implementation

The findings revealed that the teacher conducted several preparatory activities before implementing Problem-Based Learning (PBL) in teaching analytical exposition writing. These preparations included designing learning objectives and teaching modules, determining contextual problems as learning triggers, preparing instructional media and learning resources, designing assessment procedures, and allocating instructional time. Such preparation indicates that the teacher viewed planning as an essential component of successful PBL implementation. The teacher's emphasis on clearly defined learning objectives is consistent with writing process theory, which highlights planning as the initial stage of effective writing instruction. According to Harmer (2004), writing involves organizing ideas and communicating messages clearly to readers. By establishing clear objectives and providing structured learning modules, the teacher created opportunities for students to understand the purpose of analytical exposition writing and develop arguments systematically. Similarly, Richard (2019) argues that effective writing instruction requires attention to audience, purpose, and organization. Therefore, the planning activities supported students in producing more organized and purposeful texts. Another significant finding concerns the use of contextual problems as the foundation of learning activities. The teacher selected issues that were relevant to students' daily lives and used them as the starting point for discussion and writing tasks. This finding supports Barrows' (1996) view that problems should serve as the organizing focus of learning in Problem-Based Learning. Through authentic problems, students were encouraged to analyze issues critically, gather evidence, and formulate arguments, which are essential skills in analytical exposition writing.

The preparation of instructional media and learning resources also contributed to the effectiveness of the learning process. The use of PowerPoint presentations, videos, and digital platforms such as Canva provided students with multiple sources of information and facilitated collaborative learning. This finding aligns with Fahmi & Rachmijati (2021), who argue that PBL encourages students to utilize various resources to construct knowledge and solve problems. The integration of technology further supported students in organizing and presenting their ideas more effectively. Furthermore, the teacher designed assessment procedures and evaluation strategies before the implementation process began. This practice reflects the process-oriented nature of writing instruction, in which feedback and evaluation play important roles in improving students' writing performance. Consistent with Ratnaningsih, (2016), assessment should address various aspects of writing, including content, organization, vocabulary, language use, and mechanics. Therefore, the evaluation procedures prepared by the teacher provided a framework for monitoring students' progress throughout the learning process. Overall, the planning stage demonstrates that effective implementation of Problem-Based Learning requires systematic preparation. The findings suggest that careful planning supports the integration of writing instruction and problem-solving activities, thereby creating meaningful learning experiences for students. These findings extend previous studies by showing that successful PBL implementation depends not only on classroom activities but also on comprehensive preparation before instruction begins.

Steps of The Implementation of Problem Based Learning Method

The findings revealed that the implementation of Problem-Based Learning (PBL) in teaching analytical exposition writing at the tenth grade of MA Tahfidzul Qur'an Istiqomah Sambas Boarding School Purbalingga followed the five stages proposed by Barrows (1996), namely problem orientation, organizing students, investigation, developing and presenting results, and evaluation. The teacher implemented these stages systematically to facilitate students' writing development and critical thinking skills. At the problem orientation stage, the teacher introduced analytical exposition text through brainstorming activities, discussions, and a video about cyberbullying. Students were

encouraged to express their opinions regarding the issue and identify problems that would become the focus of their writing activities. This finding supports Barrows' (1996) view that learning should begin with authentic problems that stimulate students' curiosity and critical thinking. The use of cyberbullying as a contextual issue helped students connect classroom learning with real-life situations, which is one of the essential characteristics of Problem-Based Learning. The second stage involved organizing students into groups and assigning them topics related to social media, cyberbullying, and information verification. Students collaborated to search for information, discuss ideas, and prepare analytical exposition texts. This finding indicates that PBL promoted collaborative learning and active student participation. It is consistent with Syamsidah and Suryani (2018), who argue that group discussion is an important component of PBL because it allows students to exchange ideas and construct knowledge collectively. The investigation stage was carried out in the computer laboratory, where students explored information from various sources, including websites and artificial intelligence tools. Students collected evidence, translated relevant information into English, and developed supporting arguments for their analytical exposition texts. The investigation stage played an important role in helping students gather information and evidence before writing. In analytical exposition writing, students are expected to support their opinions with logical arguments and factual evidence. Through searching for information, discussing sources, and selecting relevant evidence, students learned how to construct stronger arguments. This finding supports Refnaldi (2013), who states that analytical exposition texts require writers to present opinions supported by convincing arguments. Therefore, the investigation process enabled students to move beyond personal opinions and develop evidence-based writing.

This finding reflects Barrows' (1996) principle that students actively construct knowledge through investigation rather than passively receiving information from the teacher. However, the findings also revealed that students' limited vocabulary affected their ability to develop arguments effectively. This result supports Ratnaningsih (2016), who states that vocabulary mastery is essential for expressing ideas clearly in writing. The developing and presenting results stage was observed in the girls' class, where students organized their ideas into analytical exposition texts and presented their work using Canva. Through presentations, students communicated their arguments and received feedback from their teacher and peers. This finding demonstrates that PBL not only enhances writing ability but also develops communication and presentation skills. The result is in line with Harmer (2004), who explains that writing involves organizing ideas and communicating them effectively to an audience. However, the implementation of this stage was not fully achieved in the boys' class due to limited instructional time, resulting in the absence of formal presentations.

Finally, the evaluation stage was conducted through writing assessment, presentation assessment, and classroom reflection. Students were evaluated based on several aspects of writing, including content, organization, vocabulary, language use, and mechanics. Reflection activities enabled students to review their understanding of analytical exposition texts and identify areas for improvement. This finding supports Ratnaningsih (2016), who emphasizes that writing assessment should evaluate multiple components of writing to provide comprehensive feedback for students. Overall, the findings suggest that the implementation of PBL was consistent with the framework proposed by Barrows (1996). The approach encouraged students to think critically, collaborate with peers, investigate authentic issues, and construct arguments systematically in analytical exposition writing. Nevertheless, challenges such as limited vocabulary mastery and insufficient instructional time affected the effectiveness of several learning activities, particularly during the investigation and presentation stages.

Evaluations of The Implementation of Problem Based Learning

The findings revealed that the evaluation stage of Problem-Based Learning (PBL) was conducted through writing assessment, group presentations, and classroom reflection activities. Students presented the results of their analytical exposition texts using Canva, while the teacher assessed both their writing performance and presentation skills. The assessment focused on several aspects of writing, including content, organization, vocabulary, language use, and mechanics. This finding is consistent with Oshima & Hogue (2007), emphasizes that effective writing assessment should cover multiple components of writing competence. Furthermore, the evaluation process provided opportunities for students to reflect on their learning outcomes and identify areas that required

improvement. Through reflection and feedback, students reviewed the purpose, generic structure, and language features of analytical exposition texts. This practice supports the final stage of Problem-Based Learning proposed by Barrows (1996), namely analyzing and evaluating the problem-solving process. However, the findings also indicated that limited vocabulary mastery remained a challenge for many students, affecting their confidence in expressing and presenting arguments. This result supports Pratiwi & Trisusana (2024), who argue that vocabulary is a fundamental component of language competence and plays a crucial role in conveying ideas effectively.

Furthermore, the evaluation process provided opportunities for students to reflect on their learning outcomes and identify areas that required improvement. Through reflection and feedback, students reviewed the purpose, generic structure, and language features of analytical exposition texts. This practice supports the final stage of Problem-Based Learning proposed by Barrows (1996), namely analyzing and evaluating the problem-solving process. In this stage, students are encouraged to examine the effectiveness of their solutions and learning strategies, enabling them to develop a deeper understanding of the subject matter. The reflection activities also helped students connect the knowledge gained during the learning process with future learning tasks, which is one of the key characteristics of meaningful learning in PBL. In addition, the use of Canva as a presentation medium contributed to students' engagement and creativity during the evaluation process. The findings indicate that digital tools can support students in organizing information and presenting arguments more systematically. This result aligns with previous studies that highlight the role of technology in enhancing students' participation and communication skills in collaborative learning environments. By presenting their work visually and orally, students were encouraged to develop both writing and presentation skills simultaneously.

However, the findings also indicated that limited vocabulary mastery remained a challenge for many students, affecting their confidence in expressing and presenting arguments. This result supports Pratiwi and Trisusana (2024), who argue that vocabulary is a fundamental component of language competence and plays a crucial role in conveying ideas effectively. Students with insufficient vocabulary tended to experience difficulties in elaborating their arguments and selecting appropriate words to support their ideas. Consequently, teacher feedback and guidance became essential in helping students improve their writing performance and develop a deeper understanding of analytical exposition texts. This finding suggests that although PBL provides opportunities for active learning and self-reflection, its effectiveness in writing instruction is strongly influenced by students' language proficiency, particularly their vocabulary mastery. Another important aspect of the evaluation process was the opportunity for students to receive feedback from both the teacher and their peers. Through presentation and reflection activities, students became more aware of their strengths and weaknesses in writing analytical exposition texts. Feedback helped students identify errors related to vocabulary, grammar, and organization, while reflection encouraged them to evaluate their own learning progress. This finding supports Harmer (2004), who argues that feedback is an essential component of writing instruction because it helps learners revise and improve their written work. Therefore, evaluation in PBL functions not only as an assessment tool but also as a learning process that promotes continuous improvement.

Challenges Encountered in the Implementation of Problem-Based Learning

The findings revealed three main challenges in implementing Problem-Based Learning (PBL) in teaching analytical exposition writing: limited vocabulary mastery, students' difficulty in recalling previously learned material, and limited instructional time. Among these challenges, vocabulary mastery emerged as the most significant obstacle. Students often experienced difficulties in developing and expressing ideas in English due to their limited vocabulary knowledge. This finding supports Widiana & As Sabiq (2021), who argue that vocabulary is essential for expressing ideas accurately, and Thornbury (2023), emphasizes that sufficient vocabulary is fundamental for effective language production. The vocabulary problem also influenced students' confidence during classroom discussions and presentations. Students who lacked sufficient vocabulary tended to rely heavily on translation tools and teacher assistance when expressing their ideas. As a result, they often spent more time translating information than developing arguments. This finding indicates that language proficiency remains an important factor affecting the effectiveness of Problem-Based Learning in

writing classes. As analytical exposition writing requires students to construct logical arguments and conclusions, limited vocabulary hindered their ability to communicate ideas clearly. Another challenge was students' tendency to forget previously learned material. As a result, some students struggled to respond to guiding questions and solve problems independently during the learning process. Consequently, the teacher frequently provided additional explanations and scaffolding to support students' understanding. This finding is consistent with Barrows' (1996) view that teachers in PBL act as facilitators who guide students through questioning and support strategies when difficulties arise.

Time limitation was also identified as a challenge during the implementation process. While the girls' class completed all stages of PBL, including presentation and evaluation, the boys' class was unable to conduct the presentation stage because of insufficient instructional time. Consequently, the discussion results were reviewed collectively without formal presentations. This finding supports Richards & Renandya (2022), who notes that PBL requires considerable time and effort because it involves several interconnected stages. The incomplete implementation of the presentation stage suggests that limited classroom time may reduce opportunities for students to develop communication and presentation skills, which are important outcomes of PBL. Limited instructional time not only affected the completion of learning activities but also reduced opportunities for students to practice communication skills through presentations. Presentation activities are important because they allow students to explain their arguments, respond to questions, and receive feedback from others. Consequently, when presentation sessions cannot be conducted, students may lose valuable opportunities to develop both speaking and critical thinking skills.

Students Experience of Problem Based Learning Method

The findings revealed that students experienced several benefits and challenges during the implementation of Problem-Based Learning (PBL) in learning analytical exposition writing. First, students showed different levels of understanding when identifying the problems presented by the teacher. Some students required additional explanation, while others could immediately understand the task. This finding supports Barrows (1996), who emphasizes that PBL begins with problem identification and encourages students to actively construct knowledge through guided inquiry. Second, students perceived the learning topics as interesting and relevant to their daily lives. Issues such as cyberbullying and social media use increased students' motivation to participate in discussions and develop arguments. This finding is consistent with Silver (2004), who states that authentic and real-life problems enhance student engagement in PBL activities.

Third, students actively collaborated in small groups by dividing responsibilities, such as searching for information, translating sources, organizing ideas, and designing presentations. Although participation levels varied among members, collaborative learning enabled students to exchange ideas and develop solutions collectively. This result aligns with Barrows (1996) and Vargas-rodríguez et al., (2021), who highlight collaboration as a fundamental component of PBL. Furthermore, students employed various strategies to construct arguments, including searching for information through online sources, discussing ideas with group members, and utilizing digital tools such as Google and Chat GPT. These activities helped students gather evidence and organize logical arguments for their analytical exposition texts. The finding supports Nur (2014), who argues that PBL encourages students to investigate problems and formulate solutions using multiple information sources.

Despite these positive experiences, students encountered several challenges. Many students reported difficulties in developing thesis statements, constructing arguments, and writing conclusions. In addition, limited vocabulary knowledge hindered their ability to express ideas effectively in English. Consequently, students frequently relied on dictionaries, peers, and teacher assistance. This finding is in line with Toba et al., (2019), who emphasize the importance of vocabulary mastery in expressing ideas accurately in writing. The findings also showed that students presented their work through written texts and digital presentations using Canva. This activity allowed students to communicate their ideas more systematically while developing presentation and communication skills. Moreover, most students reported that PBL encouraged them to think more critically because they were required to analyze problems, evaluate information, and formulate logical arguments. This result supports Ni'mah et al., (2024), who argue that PBL promotes critical thinking through collaborative problem-solving and discussion activities.

Overall, the findings indicate that the implementation of PBL provided meaningful learning experiences for students by enhancing their engagement, collaboration, argument development, presentation skills, and critical thinking. However, vocabulary limitations and difficulties in organizing ideas remained significant challenges during the writing process.

Conclusion

This study found that Problem-Based Learning (PBL) was successfully implemented in teaching analytical exposition writing at the tenth grade of MA Tahfidzul Qur'an Istiqomah Sambas Boarding School Purbalingga through several stages, namely problem orientation, organizing students, investigation, developing and presenting results, and evaluation, as proposed by Barrows (1996). The implementation of PBL encouraged students to actively participate in problem-solving activities, collaborate with peers, develop arguments, and present their ideas through analytical exposition texts. The findings also revealed that PBL provided positive learning experiences for students by increasing their engagement, collaboration, critical thinking, and argument development skills. However, several challenges were identified, including limited vocabulary mastery, difficulties in recalling previously learned material, and limited instructional time, which affected the effectiveness of some PBL activities.

This study contributes to the growing body of knowledge on the use of PBL in English writing instruction, particularly in teaching analytical exposition texts at the senior high school level. The findings suggest that PBL can be an effective approach for promoting active learning and developing students' writing and critical thinking skills when supported by appropriate teacher guidance and classroom management. Future studies may investigate the effectiveness of PBL in improving students' writing achievement quantitatively or explore its implementation in different educational contexts and text genres.

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