

## Implementation of the PjBL learning model assisted by the TikTok application in the literary expression course

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### KEYWORD

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### ABSTRACT

This study aims to improve the learning quality of the Literary Expression course using the TikTok application as a learning medium in the application of the PjBL model to the seventh semester students of the Indonesian Language Education Study Program FKIP Bengkulu University. The assignment of making this TikTok video is an implementation of the PjBL model where students not only perform analysis but also explore, collect information, interpret, and assess. This research was conducted in two cycles. The results of this study indicate that the use of the TikTok application as a learning medium in the application of the PjBL model can improve student learning outcomes. The achievement targets were obtained in cycle II with the following details: 15 students or 42% got category A, 17 students or 47% got category B, 4 students or 11% got category C, and none or 0 students got category D. The results of the response questionnaire showed a final score of 24 .61 or obtained an average of 4.1 which means that the category most chosen by students is agree. These results indicate that the implementation of the project assignment of making short stories expressing videos using the TikTok application is of interest to students. Not only reaching aspects of knowledge implementation but also increasing students' creativity and interest in learning activities.

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## Introduction

The online learning system is still a polemic for policy makers and policy implementers. The learning process which is considered boring and less meaningful for students is the main point of rejection by many parties for continuing learning with the online system. However, this rejection must also consider the fact that there are still quite a few areas in Indonesia where the development of cases of Covid-19 infection is high. Seeing this situation, the ideal learning possibility is to combine learning systems not only offline but also using online learning systems. The combination of this combined offline and online learning system will

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require the readiness of many parties, both from the government, students, educators, and the learning environment, especially in the era of the Merdeka Campus and Independent Learning policies in tertiary institutions. Students in this policy era are given the freedom to sip the knowledge they need.

The term Z generation or millennial children that are embedded in today's students refers to their closeness to digital technology. The importance of education policy is also conveyed by Sulisworo (2016) who argues that qualified human resources have relevance to increasing the competitiveness of the Indonesian people themselves. With the presence of digital technology, the teacher is no longer the only source of learning, this is in line with the opinion of Hannson et al. (2020) said that the teacher's role has shifted to that of a facilitator and is not the only source of learning for students. Enayati and Abbas (2020) in the International Journal of Language Education stated that media helps the learning process as a communication process so that it takes place optimally. With this communication, it is hoped that the learning process will take place more effectively, efficiently, and fun for students.

Gerlach & Ely (as cite in Arsyad, 2016) state that if media is properly understood, it includes people, material and events which will give students insight into knowledge, skills, and attitudes. Briggs in Rusman (2008) states that learning media as: the physical means of conveying instructional content, books, films, videotapes, etc. Furthermore, Briggs also stated that the media is a tool to stimulate students so that the learning process occurs. This statement is in line with the opinion of Kustandi et al. (2011) which states that learning media is an intermediary or delivery of messages from the sender to the recipient of the message. More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information. In addition, Susanto (2012) says learning media is anything that can help students and teachers achieve learning goals.

Utilization of digital technology in the education system can construct ways of learning, increase competence, and develop students' skills in various aspects. During a pandemic that is still spreading, digital technology is present to accompany students and this situation should be an opportunity for educators to carry out the learning process by utilizing modern technology as an interactive learning media in the eyes of students such as the TikTok application. Bohang (2018) said that there are more than 10 million active users of the TikTok application in Indonesia where most users are school-age millennials. This data shows that this application is popular, in Indonesia in 2018 this application was named the best application in the Play store owned by Google. Not only that, TikTok is also the most entertaining application

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category (Imron, 2018). The TikTok application is an audio-visual based application that allows someone to help express himself on social media.

This form of self-expression here can be done in many ways, whether it's making videos that can increase creativity, making lip-sync and making challenge videos that can foster self-confidence (Adawiyah, 2020). In other words, the TikTok application can become a learning medium that will be accepted by students. Apart from the popularity of this application, another thing that makes the TikTok application a learning medium is that it has a wide openness to develop creativity for students. This opinion is supported by the results of research conducted by Aji & Setiyadi (2020) where tick tock is an effective medium because it can meet students' needs for novelty and experience in the digital world. Students can become directors or actors in the projects they are working on. Not only soft skills are developed but at the same time hard skills are also trained in using this application. In addition, there is research that focuses on students' opinions regarding the TikTok application, namely research conducted by Mana (2021) which says that the TikTok application is an application that benefits and is entertaining for students.

In lectures on literary expression students will express literary works in the form of (1) poetry, (2) prose, and (3) drama. In poetry expression activities students are directed to produce good poetry writing and can read poetry well too. In prose expression activities, students are trained to produce good short stories and can also read a short story. Lastly is the activity of drama expression in which students are expected to be able to make drama scripts or can also act out dramas. The use of the TikTok application as a learning medium in literary expression courses has a relevant connection considering that this application has a feature where students can play roles that prioritize aspects of student expression and creativity in accordance with the content contained in the short story reading material which is part of the material in the course literary expression.

The use of the TikTok application as a medium in implementing the Project Based Learning (PjBL) learning model has the aim of improving the quality of learning in literary expression courses. According to Klein et. al (as cite in Wisyantini, 2014) project learning is a learning strategy that empowers students to acquire new knowledge and understanding based on their experiences through various presentations. Joyce & Weil (1982) say project learning is a learning model that uses projects/activities as media. Learners receive assignments to explore, assess, interpret, synthesize, and information to produce various forms of learning outcomes. Students are asked to create a literary expression project using the tick tok application as a form of the learning process. It is hoped that the use of the TikTok application

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as a learning medium that is close to students can motivate student learning enthusiasm where learning activities become more fun, rational, emotional, and affective for students. Then the formulation of the problem that can be concluded based on the previous explanation is how the use of the TikTok application as a learning medium in implementing the PjBL model can improve the quality of learning in the Literary Expression course.

Relevant research on the use of the TikTok application as a learning medium was carried out by Rasyid (2020) entitled Online Poetry Learning with Application-Based Learning Media (TikTok) Class X SMA Negeri 3 Pati at the Postgraduate National Seminar held by Semarang State University. The results of this research are that the innovation of using the TikTok application in learning to read a poem will be a new breakthrough if it can make good use of it in the learning process. The many supporting features that can create very interesting videos will make students enthusiastic in reading a poem.

The difference between the relevant research above and the research that the researchers will conduct is the combination of Literary Expression and the PjBL model in the TikTok application. In addition, if previous research made learning poetry as an object to be studied, this is different from researchers who made short story reading material in the subject of literary expression to express their literature using the TikTok application media. The limited research on the use of the tick tock application as a learning medium, especially in literature courses is also the reason researchers want to do this research. The research on the use of the TikTok application as a learning medium in the application of the PjBL model in the Literary Expression course is classroom action research using a descriptive method which will be carried out in two cycles. The use of learning media based on the TikTok application allows learning objectives to be achieved in the era of the independent learning policy - independent campus and allows the creation of affective and comprehensive learning outcomes for students.

## Method

This study applies the PjBL model by utilizing the TikTok application as a learning medium in the Literary Expression course with a focus on short story literary works. This classroom action research was conducted in two cycles where the flow consisted of 4 stages namely, (1) the planning stage (planning), (2) action (acting), (3) observation (observing), and (4) reflection (reflecting). The data in this study were collected through non-test techniques, namely using observation sheets and a response questionnaire given at the end of each cycle. Data analysis in the questionnaire was based on the sum of the final scores based on the Likert scale with a range of 1 for the lowest and 5 for the highest. In addition to the questionnaire,

there is also an observation sheet where data analysis is carried out by finding the average result with the following formula.

$$X = \frac{\epsilon X}{\epsilon X_{maks}} \times 100\% \tag{1}$$

X is the value sought in percent,  $\epsilon X$  is Total student grades,  $\epsilon X_{maks}$  is Total score.

## Results and Discussion

This research was carried out online in accordance with the instructions for teaching and learning activities in the pandemic era decided by the government and the University of Bengkulu. Next, it will explain the details of the classroom action research process that the researcher did which consisted of 2 cycles and each cycle consisted of four stages, namely (1) the planning stage (planning), (2) action (acting), (3) observation (observing), and (4) reflection (reflecting).

### Cycle 1

At the planning stage, the preparation of learning tools needed during the teaching and learning process is carried out, including: (1) preparing RPS for the Literary Expression course, (2) preparing material in the form of power points, (3) preparing poetry assessment observation sheets and also response questionnaires. students in poetry expression material which is done online via zoom. Next is the implementation stage which consists of initial activities, core activities, and final activities. The core activity in cycle 1 is that students individually express their literature in the field of poetry by making poetry scripts by choosing one of the themes, namely treasure/throne/woman which students will read through zoom. Furthermore, the lecturer makes observations to provide assessments to students according to the assessment indicators that have been set. The table 2 describes the distribution of learning outcomes in cycle 1.

Table 2. Distribution of Learning Outcomes in Cycle I

Range of Letter	Grades	Description	Acquisition of Cycle I Value	
85-100	A	Very good	8	22%
70-84	B	Well	15	42%
50-69	C	Pretty good	13	36%
0-49	D	Not good	0	0%

From the table 2, it can be seen that the target achievement set was not achieved in cycle 1. Category A grades only consisted of 8 students or 22%. Category B scores were obtained by 15 students or 42%, and category C grades amounted to 13 students or 36%. Meanwhile, for category D, none of the students fall into this category. The results of working

on essay questions which amounted to 10 items by students showed that students' understanding of the poetry material was not in accordance with the target set where the target was the number of students who scored very well was 30%. The percentage of the target is still quite far from the results obtained in cycle 1 which is only 22% for the number in the very good category. In addition, the average score obtained by 36 students from the practice of expressing poetry through zoom media is 72.86, which means that the score obtained by students is categorized as good but has not reached the achievement target. After practicing poetry expression in the zoom room, the researcher distributed a questionnaire that had been tested for feasibility to the students. This questionnaire was distributed by the researchers through a google form which was then filled out by students after the practice of expressing poetry was completed. Tabel 3 are the results of student responses for learning poetry expression using the zoom space.

The table 3 shows the distribution of answers from 36 students' responses to the practice of poetry using zoom media. The questionnaire consisting of 6 statements obtained a final score of 18.86 or obtained an average score of 3.1, which means that the category of answers most chosen by students was quite agree.

**Table 3.** Student Response Questionnaire Results in Cycle

NO	STATEMENT POINTS	ASSESSMENT CRITERIA				
		SS	S	CS	KS	TS
1	I understand the application of the structure of poetry in writing poetry	6	10	20	0	0
2	I feel happy when I make poetry writing assignments	3	8	25	0	0
3	I know the things that must be considered in literary expression in the form of poetry	6	20	10	0	0
4	I feel able to express poetry reading well	2	9	10	15	0
5	I feel successful reading poetry via zoom	1	3	7	15	10
6	I love expressing poetry readings with zoom	4	7	10	10	5

In other words, these results indicate that the overall implementation of poetry practice using zoom media has not reached the learning target. In other words, the learning outcomes in cycle 1 are not in accordance with the achievement target due to the lack of interest and motivation of students in the implementation of poetry reading practice using zoom media.

**Cycle II**

The planning carried out in cycle 2 is almost the same as the planning carried out in cycle 1 which includes compiling RPS, summarizing short story material in the form of power point, preparing observation sheets for short story expression practice, and also preparing response

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questionnaires. The planning carried out puts forward the implementation of the PjBL model by giving project assignments using the TikTok application. The implementation of the core activities in cycle 2 focused on how to implement the PjBL learning model by providing project assignments in the form of making short story expression videos using the TikTok application. Students are asked to produce videos expressing short stories using the TikTok application individually. This assignment begins with providing knowledge about short stories and examples of how to express these short stories. Furthermore, students are asked to read comprehensively a short story and understand the meaning contained in it. Then after repeated reading, students are asked to summarize and reduce the short story text into a version of the reader's understanding. Readers are asked to produce a text which will later be expressed by the reader himself. Students are allowed to display one character's point of view or even more depending on their understanding of the short story. After the text is ready, the reader then designs and realizes the real form of the short story text through the costumes used, the background presented, the high and low voice spoken, music and effects that support the content of the text.

These preparations and exercises are the capital for recording the expression of short stories in the form of videos using the TikTok application. At the time of recording, in addition to presenting concepts and backgrounds that have been prepared, students must also pay attention to expressions, facial expressions, attitudes, intonations, appreciation in expressing the contents of short stories. After the recording is complete, students are allowed to take advantage of the features in the TikTok application such as voice dubbing, adding background music, editing, and improving the quality of the recorded video, and even students can collaborate with other TikTok users. After everything is ready, students upload the video to their TikTok account. Here are some screenshots that show students' creativity in expressing short stories in the literary expression course.

The two pictures are expressions of short stories with the same short story title, Human Kamar by Seno Gumira Ajidarma. In picture 1, a student named Juan Carlos in the video takes a background in a room with minimal lighting. It can be seen that there is a contradiction between the dim light in the room and the scorching heat of the sun outside. This gives the impression of how the characters are trying to present a pure room human character, which is different from the surrounding environment. This is in line with the meaning the author wants to convey in his short story.

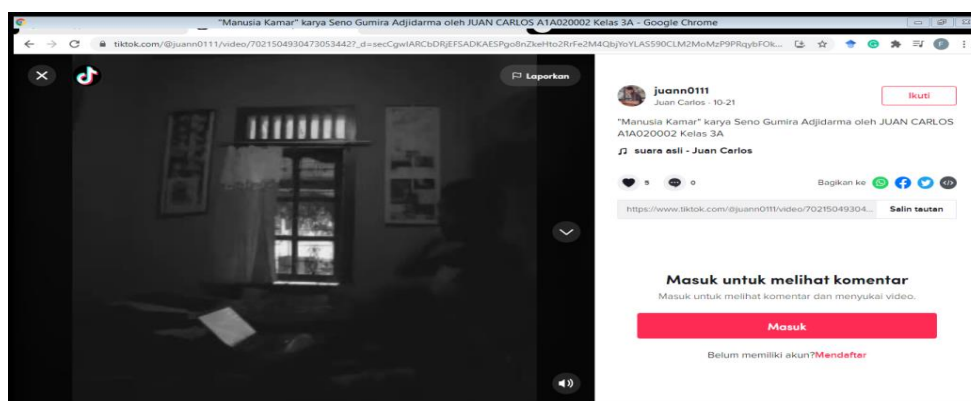


Fig 1. Screenshot of the short story expression video clip

In contrast to Juan, Siska Wulandari in picture 2 tries to interpret the room humans who are not in the room. Wearing a dark colored costume, Siska walked on an empty road, staring at the strong waves. The independence that the author wants to convey through her short story is displayed by Siska by liberating her body and soul.

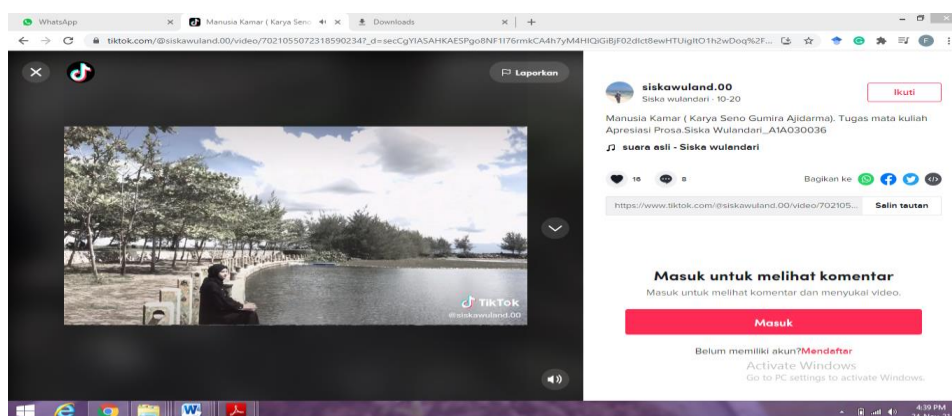


Fig 2. Screenshot of the short story expression video clip

The difference between the two students in interpreting the Human Room short story presents a variety of points of view. The addition of dramatic effects such as film screens makes uploaded videos have cinematographic value. The assignment of making this TikTok video is an implementation of the PjBL model where students not only analyze problems in short stories but also explore, collect information, interpret, and evaluate projects related to the production of short story expression videos. This learning allows students to develop their creativity with various points of view and use the TikTok feature according to the tastes and interests of application users. Not only reaching aspects of knowledge implementation but also increasing students' creativity and interest in learning activities. After everything is ready, students can share their tiktok video link to the class group to be assessed by the lecturer. The table 4 is describes the results of the assessment of the practice of expressing short stories using the TikTok application.



**Table 4.** Table of Distribution of Learning Outcomes in Cycle 2

Range of Letter	Grades	Description	Acquisition of Cycle I Value	
85-100	A	Very good	15	42%
70-84	B	Well	17	47%
50-69	C	Pretty good	4	11%
0-49	D	Not good	0	0%
Amount			36	100%

The average value obtained by students in the practice of short stories expression in cycle 2 showed good results with the average value obtained was 83.5. The assessment aspect consists of 5 assessment indicators, namely 1) vocal and intonation, 2) appreciation, 3) synchronization of the use of the TikTok feature with the contents of the short story, 4) facial expressions, and 5) interactively successfully applied by students. Giving sufficient time to work on literary expression projects and using applications that are preferred by students, correlates with seriousness and maximalism in doing assignments. This can also be seen from the resulting video. Where the average student produces a TikTok video expressing an interesting short story.

From the table 5, can be seen that the achievement targets set were achieved in cycle 2. Category A scores were obtained by 15 students or 42%. Category B scores were obtained by 17 students or 47%, and category C grades amounted to 4 students or 11%. Meanwhile, for category D, none of the students fall into this category. shows students' understanding of the short story material in accordance with expectations where more than 30% of students, namely 42% or 15 students scored in the very good category. Furthermore, the researchers distributed questionnaires to students via google form to find out student responses to the project assignments they had done.

These results show that the use of technology and content in learning has a significant relationship. The use of relevant applications in delivering material will help learners more easily understand the material being studied. In addition, it is also believed to increase student activity in the learning process in the classroom (Koehler et al., 2013; Rosyid, 2015; Wuryaningtyas & Setyaningsih, 2020).

In addition, the application of PjBL based on technology can provide maximum results on learning outcomes. The PjBL model in learning can help improve learners' ability in problem-based learning and support participants' critical thinking skills (Nandiana et al., 2021; Prabowo, 2012; Yusuf, 2021). Therefore, the application of the PjBL model with Tiktok media in this learning can have a positive impact on learning (Shiva et al., 2013; Wulan Fitriana &

Prabowo, 2018).

The Table 5 are the results of student responses for learning short story expressions using the TikTok application.

**Table 5.** Student Response Results in Cycle 2

No.	Statement Points	Assessment Criteria				
		SS	S	CS	KS	TS
1	I feel excited to express my interest in short stories using the tiktok application	6	25	3	1	1
2	I feel happy when I make literary expression assignments using the tiktok application	28	4	1	2	1
3	I find it easier with the help of the TikTok application in learning literary expressions	10	20	5	1	0
4	I feel able to express my interest in literature through the TikTok app.	8	17	10	1	0
5	I feel that it is easier for me to study literary expression with the implementation of PjBL using the tick tok application	15	14	6	1	0
6	I understand the material of literary expression (short story literary works) better	10	15	10	1	0

The distribution of answers from questionnaires that have been filled out by students on the implementation of PjBL with project assignments for making short stories expressing videos using the TikTok application is shown in the table. The questionnaire consisting of 6 statements obtained a final score of 24.61 or obtained an average of 4.1 which means that the category most chosen by students is agree. The results of this response are correlated with the results of the practice of expressing short stories and also the results of the short story material understanding test where the scores both indicate the achievement of the predetermined learning outcomes targets. In other words, these results indicate that the implementation of the project assignment for making short stories using the TikTok application is of interest to students.

## Conclusion

Research conducted on 36 students taking the Literary Expression course showed that the use of the TikTok application as a learning medium in implementing the PjBL learning model could improve student learning outcomes in the Literary Expression course. Allowing sufficient time to work on projects of literary expression and use of applications favored by students correlates with seriousness and maximalism in carrying out assignments. This is also evident from the resulting video. Where on average students produce tick tock videos expressing short stories in an interesting way. The assignment of making a TikTok video is an implementation of the PjBL model where students not only analyze problems in short stories

but also explore, gather information, perform interpretation, and evaluate in working on projects related to the production of the resulting short story expression videos. This learning allows students to develop their creativity with various points of view and utilize tick tock features according to the tastes and interests of application users. The uploaded videos will be seen by millions of TikTok users, of course students want to present the best videos to show others. It does not only cover aspects of knowledge implementation but also increases student creativity and interest in learning activities. The results of this study indicate that a combination of modern technology and literary expression courses can improve learning outcomes. The results of this study also show that the implementation of project assignments for making videos for expressing short story works using the TikTok application is in demand by students. It does not only cover aspects of knowledge implementation but also increases student creativity and interest in learning activities

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