

The Effect of Authentic Problem – Based Learning in Enhancing Reading Comprehension

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Abstract. Limited background knowledge, lack of student motivation, limited vocabulary, and difficulties to comprehend materials are still problematic commonly for students' in reading comprehension. The purpose of this study is to enhance reading comprehension through authentic problem-based learning of eight grade students in SMPN 1 Babat. A mixed method design is employed with quasi-experimental of pre-test and post-test group experimental class and control class, and a survey to check students readiness which are analyzed quantitatively. The researchers are working to employ authentic problem-based learning by allotting materials contextually to real situation such as journey/trip, holiday and travelling videos then let students discuss story from the text to solve problems unconsciously. The result of T-test indicates that Authentic problem based learning was better than using conventional learning in reading comprehension. An interview of the respondents is also employed to see opinion of students related to affective aspects. Results show that there is significant result of the increasing comprehension of the students (p is below 0.05). Data from questionnaire also show which most of the respondents rocket motivation and interested in reading comprehension in which they are enthusiastic to learn fun, easy, and active in class. Usefull procedures of implementation as well as further recommendations are also provided in this study.

Keywords: *Authentic Problem Based Learning, Reading Comprehension.*

1. INTRODUCTION

Based on previous research about authentic material for a decade focus on enhancing reading achievement.[1] and Reading is the most needed basic skill of all, so an individual can employ in every reality of life.[2] Studies show authentic materials can be involved by students' reading comprehension in the reading class activity. The difficulties in comprehending passage on reading is one of the common phenomena, it happened because many factors like as: the lack of students of motivation, the limited of the vocabulary and the difficult of the material.[3] mention that there are basically two types of language teaching and learning materials; authentic and pedagogic material. Using authentic materials successful in developing reading comprehension of students and involvement in reading class.[4] It refers to whether or not the text interests students to read and whether or not it is appropriate for their goals in learning English.[5] The use of authentic materials is sufficient to increase students' reading comprehension when they were used together that authentic tasks which contribute communicative enterprises. Students could concentrate on the lesson and actively engaged in teaching and learning process. They can check detail information of the

texts, deduct the meaning of unexpected words and understand info enterprise information when it is not explicitly stated[4]. Teaching reading using authentic materials be able to enhance students' comprehension of short functional text.[6] Reading comprehension of the Iranian intermediate EFL students can be enhanced by the side effect of authentic material. The use of authentic task-based authentic material in Turkish language course increase the reading comprehension, writing skills and writing motivation of primary school students were used together with authentic tasks which contributed communicative activities.

To drive the students here the researcher give some treatments and survey to leaners in experimental group of SMPN 1 Babat by giving authentic problem-based learning in studying reading [1]. the use of authentic materials is sufficient to increase students' reading comprehension when they were used together with authentic tasks which contribute communicative activities. Students could concentrate on the lesson and actively engaged in teaching and learning process. They were able to scan detail information of the texts, deduce the meaning of unfamiliar words and understand information when it is not explicitly stated. In this treatments, the researcher used authentic problem-based learning according to students'

problems/difficulties in studying reading. Giving kinds of short functional text and playing some videos which relate with the text, discuss to solve their problem with their friend in the group which those can help students in comprehending the text/passages easier than they just read the text on their book.

This present study focus on giving authentic problem-based learning in enhancing students' reading comprehension. With regard to the main intention of the present research by the following research questions:

1. What is the significance effect of authentic problem -based learning in enhancing students' reading comprehension achievement?
2. How can authentic problem - based learning enhance student's motivation in reading comprehension?

2. LITERATURE REVIEW

2.1. Authentic Problem Based Learning

Authentic material refers to those taken from real life sources and they are not designed for teaching and learning purposes. The most common expert of authentic materials which be able to used in the classroom are newspaper, magazine, songs, tv, radio, video and materials from the internet [7]. defines authentic texts as "real-life texts, not written for pedagogic processes". One of the main purposes of authentic materials in the classroom is to "expose" learners to as much real language as possible. Therefore, the students can gain real information and know what is going on in the world around them. "Authentic texts can be supporting because they are evidence that the language is used for real-life purposes by real people"[8]. Moreover, they have a positive effect on comprehension and learner satisfaction [5]. Thus, it can be implied that the use of authentic materials affect the students' reading comprehension also he determines that several studies have found out that authentic materials can improve reading development by offering students to new vocabulary and expression[9]

Problem based learning (PBL) is part of this custom of essential, factual learning. In PBL, students learn by solving problem and following on their experiences. [10] PBL is well appropriated to help students become active learners because it establishes learning. It has dual attention on helping students increase strategies and construct knowledge. [11] A review of PBL is timely because issues of accessible thinking and lifelong learning have come to the fore in discussions of classroom reform. PBL is concentrate, experiential learning formulated around the investigation, explanation, and resolution of meaningful problems. In PBL, students work in small collaborative groups and study what they want to know in order to solve a problem. PBL is one of part of approves that include anchored instruction an project-based science [10]. There are at least two key issues that go to the heart of all of these approves to learning through problem solving.

2.2. Reading Comprehension

Reading is the instruction between a reader and a text to blend information from the reader's background knowledge, the aim the text to raise meaning. [12] Reading Comprehension: is the process of concurrently eliciting and formulating meaning through interaction and entanglement with written language.[13]

3. METHODOLOGY

The participated was conducted in SMP N 1 Babat. The data has been taken from 66 eight-grade students consisting of 33 males and 33 females with an age range between 13-14 years old. A non-random sampling method was used to select the experiment group and the control group. The researcher took two classes as the experiment class= 32 students and the control class= 34 students. English is considered a foreign language they learn but never use outside the classroom. Their languages of common use are Indonesian Language and Javanese Language.

TABLE 1. The Distribution of the Research Instruments

Group	Class	Instrument	Treatment	Instrument	Student's number
Experimental	VIII-A	Pre-test	Authentic problem-based learning	Post-test	32
				Questionnaire	
Control	VIII-B	Pre-test	Conventional (textbook)	Post-test	34

In this study, the writer applied a quantitative data analysis technique. Because this study was quasi-experimental; the instruments to assemble the data were or reading test and questionnaire. The researcher provided the questions for pre-test and post-test. Each test consists of twenty five questions.

It can be seen that the Pearson product- moment validity test with the results of r with the range of 0,353 – 0,776, they are more than 0,349 (r TABLE 32 (n-2)) and the significance values are smaller than 0.05. Thus, the questions used by each pre-test and post-test are declared valid.

TABLE 2. a. Recap The Results Of Pre-Test (Experiment class)

Item	<i>Pearson Correlation</i>	Significance	Meaning
No.1	,696**	,000	Valid
No.2	,359*	,044	Valid
No.3	,378*	,033	Valid
No.4	,610**	,000	Valid
No.5	,374*	,035	Valid
No.6	,356*	,045	Valid
No.7	,353*	,047	Valid
No.8	,399*	,024	Valid
No.9	,394*	,025	Valid
No.10	,637**	,000	Valid
No.11	,386*	,029	Valid
No.12	,591**	,000	Valid
No.13	,503**	,003	Valid
No.14	,776**	,000	Valid
No.15	,583**	,000	Valid
No.16	,354*	,047	Valid
No.17	,462**	,008	Valid
No.18	,377*	,033	Valid
No.19	,527**	,002	Valid
No.20	,399*	,024	Valid
No.21	,368*	,038	Valid
No.22	,451**	,010	Valid
No.23	,527**	,002	Valid
No.24	,399*	,024	Valid
No.25	,481**	,005	Valid

TABLE 2. b. Recap The Results Of Post-Test (Experiment class)

Item	<i>Pearson Correlation</i>	Significance	Meaning
No.1	,903**	,000	Valid
No.2	,672**	,000	Valid
No.3	,494**	,004	Valid
No.4	,504**	,003	Valid

No.5	,437*	,012	Valid
No.6	,708**	,000	Valid
No.7	,424*	,016	Valid
No.8	,407*	,021	Valid
No.9	,383*	,030	Valid
No.10	,903**	,000	Valid
No.11	,564**	,001	Valid
No.12	,502**	,003	Valid
No.13	,466**	,007	Valid
No.14	,690**	,000	Valid
No.15	,627**	,000	Valid
No.16	,567**	,001	Valid
No.17	,387*	,029	Valid
No.18	,486**	,005	Valid
No.19	,418*	,017	Valid
No.20	,624**	,000	Valid
No.21	,534**	,002	Valid
No.22	,452**	,009	Valid
No.23	,397*	,024	Valid
No.24	,357*	,045	Valid
No.25	,381*	,031	Valid

The questionnaire was used to know the motivation of the students that used Authentic problem- based learning in the learning process. It consists of 20 item statements. Based on TABLE 3 , the validity test results of the motivation questionnaire learning with Authentic problem-

based learning shows the range of 0.418 – 0.792, they are more than 0.396 (r TABLE 25 (n-2)) and the significant values are smaller than 0.05, so 20 statements of the motivation questionnaire are declared valid and can be used for research.

TABLE 3. The Validity of Motivation Questionnaire

Items	Pearson Correlation	Significance	Meaning
Item 1	,775**	0,000	Valid
Item 2	,628**	0,000	Valid
Item 3	,839**	0,000	Valid
Item 4	,631**	0,000	Valid
Item 5	,834**	0,000	Valid
Item 6	,497**	0,004	Valid
Item 7	,746**	0,000	Valid
Item 8	,731**	0,000	Valid
Item 9	,759**	0,000	Valid
Item 10	,524**	0,002	Valid

Item 11	,362*	0,042	Valid
Item 12	,743**	0,000	Valid
Item 13	,703**	0,000	Valid
Item 14	,751**	0,000	Valid
Item 15	,712**	0,000	Valid
Item 16	,688**	0,000	Valid
Item 17	,670**	0,000	Valid
Item 18	,747**	0,000	Valid
Item 19	,765**	0,000	Valid
Item 20	,703**	0,000	Valid

Based on TABLE, the Cronbach's alpha value of pre-test on experimental class (0.604); pre-test on control class (0.594); post-test on experimental class (0.759) and post-test on control class (0.707)

show all variables are greater than 0.700, so it can be known that the questions used for pre-test and post-test are reliable.

TABLE 4. The Reliability Test

Groups	Cronbach's Alpha	N of Items
Pretest of Experiment	,604	25
Pretest of Control	,594	25
Posttest of Experiment	,759	25
Posttest of Control	,707	25

Based on TABLE 5, the Cronbach's alpha value of the motivation questionnaire amounted to 0,931, it means such a test has a high reliability because it

has exceeded 0.7 of provisions, so that 20 statements of the questionnaire have been declared reliable and can be used for research.

TABLE 5. The Reliability of Motivation Questionnaire

Cronbach's Alpha	N of Items
,931	20

4. RESULT

4.1. Normality Test

In normality test, the researcher used Kolmogorov-Smirnov. If the value of Asymp.Sig.(2-tailed) is more than 0.05 it can be said that the data presented normal distribution. On the contrary, if the data calculation of the one-sample Kolmogorov-Smirnov delivers a value below 0.05, then the regression model did not meet the assumption of normality.

From TABLE 6, it can be seen that the significance value of pre test on experiment class is 0.073, the significance value of pre test on control class is 0.164, the significance value on post-test of experiment class is 0.101, and the significance value of the post-test on control class is 0.062. Those numbers show significance for all variables are above 0.05, it can be known that the results of pre-test have the normal distribution data.

TABLE 6. Normality Test

		Authentic Problem Based Learning (Pre test)	Conventional Learning (Pre test)	Authentic Problem Based Learning (Post test)	Conventional Learning (Post test)
N		32	34	32	34
Poisson Parameter ^{a,b}	Mean	60,38	59,41	75,88	70,71
Most Extreme Differences	Absolute	,217	,178	,183	,181
	Positive	,217	,167	,183	,237
	Negative	-,257	-,224	-,224	-,263
Kolmogorov-Smirnov Z		1,225	1,038	1,033	1,058
Asymp. Sig. (2-tailed)		,100	,231	,236	,213

The significance value of Students' Motivation Questionnaire using the Authentic problem based learning in Experiment class is 0.400 with the description in TABLE 7. That number shows the significance for the variable is

above 0.05, it can be concluded that the result of Students' Motivation Questionnaire using the cooperative-instructional video in Experimental class has a normal distribution

TABLE 7. Normality of Students' Motivation Questionnaire

One-Sample Kolmogorov-Smirnov Test		
		Penggunaan Autentic Material Using Problem Based Learning Pada Siswa Kelas VIII A
N		32
Poisson Parameter ^{a,b}	Mean	76,81
Most Extreme Differences	Absolute	,158
	Positive	,127
	Negative	-,158
Kolmogorov-Smirnov Z		,895
Asymp. Sig. (2-tailed)		,400

4.2. Homogeneity Test

Having known the level of normality data, the next test is homogeneity. Homogeneity test is used to know the level of similarity of variance between two groups' namely experimental group and control

group. To accept or reject the hypothesis by comparing sig on *Levene's statistic* with 0.05 (sig > 0.05). The result of the TABLE 8 shows the significance of all the test are above 0.05, indicating that the variances of the data are homogeneous.

TABLE 8. Homogeneity Test

Groups	Test	Levene's Statistik	df1	df2	Sig
Experiment and Control	Pre	1,189	1	64	0.280
Experiment and Control	Post	0,093	1	64	0.761
Experiment	Pre and Post	0,941	1	62	0.336
Control	Pre and Post	5.769	1	66	0.191

4.3. Student’s Learning Result

The result of learning with Authentic problem – based learning is better than learning with conventional method. Mean of experiment class

increase from 60,38 to 75.88 while for control class 59,41 to 70.71. Increased grade point average where the experimental class is higher than the control class. The data presented in TABLE 9.

TABLE 9. Students Learning Result

Group	Test	N	Min	Max	Mean	Std. Deviation
Experimental	Pre	32	48	80	60.38	8.400
	Post	32	64	92	75.88	7.430
Control	Pre	34	36	76	59.41	10.000
	Post	34	56	88	70.71	6.873

The motivation questionnaire using five-point Likert-type scales. Items on the scales are anchored at 1 = strongly disagree, 2 = disagree, 3 = neutral 4= agree and 5 = strongly agree. The learning motivation of students which used Authentic problem-based learning of the students in experiment class show the average answer of the positive statement on item 1 to item 10 has an average value of 3.93. It means that the students of

experimental class agree with the use of APBL. While, for negative statements in item 11 to item 20 has an averaged value of 3.71. It means that the students of experimental class disagree with the negative statements of the questionnaire asked by the researcher. This means that students become motivated in the use of APBL on English subject. It is according to the description in TABLE 10 as follows.

TABLE 10. Result of Students’ Learning Motivation Questionnaire

Number of Questionnaire	N	Min	Max	Mean	Std. Deviation
1	32	3	5	4.31	0.535
2	32	2	5	4.44	0.801
3	32	2	5	3.78	0.608
4	32	2	5	4.19	0.896
5	32	2	4	3.41	0.789
6	32	3	5	4.31	0.535
7	32	2	5	4.44	0.801
8	32	2	5	3.78	0.608
9	32	2	5	4.19	0.896
10	32	2	4	3.41	0.798
11	32	2	5	3.16	1.019
12	32	3	4	3.84	0.369
13	32	3	4	3.84	0.369
14	32	2	4	3.75	0.508
15	32	2	4	3.84	0.3491
16	32	2	4	3.53	0.718
17	32	3	5	3.94	0.564
18	32	2	5	3.53	0.803
19	32	2	5	3.75	0.718
20	32	3	4	3.84	0.369

4.4. Hypothesis Test

After the data are stated normal and homogeneous, then both requirements are fulfilled for the t-test. This test is done to take the decision whether the hypothesis is accepted or rejected. The hypotheses of this study are:

Ho : The use of APBL cannot build the students' motivation and accomplishment in reading comprehension

H1 : The use of APBL can build the students' motivation and accomplishment in reading comprehension

4.5. The Significant Difference Value of Pre-Test between Experiment class and Control class

The analysis of *independent-Sample t-test* of pre-test in the experimental class and control class is

aimed to know whether there is significant difference in the value of pre-test in the experimental class and the control class. The conclusion of the study is stated significant if $t_{count} > t_{TABLE}$ at significance level of 5% and the value of $p < 0.05$.

In the Independent sample test obtained a significant value (2-tailed) of 0.674 and a calculated value of 0.422 and a t-value of 66 (n-2) obtained at a 5% significance level of 1.998. Because the value of $t_{count} < t_{TABLE}$ ($0.422 < 1.998$) and $sig. > 0.05$ ($0.674 > 0.05$). So it can be concluded that there is no significant difference between the pretest of learning outcomes in learning that uses Authentic Problem Based Learning and the pretest of learning outcomes in learning using Conventional Learning. It is according to the description in TABLE 11 as follows.

TABLE 11. T-Test Calculation of Pre-Test Results between Experimental Class and Control Class

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre test Value	Equal variances assumed	1,189	,280	-,422	64	,674	-,963	2,281	-3,593	5,519
	Equal variances not assumed			-,425	63,209	,673	-,963	2,269	-3,570	5,496

4.6. The Significant Difference Value of Post-Test between Experiment class and Control class

The analysis of independent-Sample t-test of post-test in the experimental class and the control class is aimed to determine whether there is significant difference in the value of post-test in the experiment class and the control class. The conclusion of the study is stated significant if $t_{count} > t_{TABLE}$ at significance level of 5% and the value of $p < 0.05$.

In the Independent sample test obtained a significant value (2-tailed) of 0.005 and a t_{count} of

2.936 and obtained a t_{TABLE} value of df 66 (n-2) at a 5% significance level of 1.998. Because $t_{count} > t_{TABLE}$ ($2,936 > 1,998$) and $sig. < 0.05$ ($0.005 < 0.05$). Thus, H_0 is rejected and H_1 is accepted. So it can be concluded that there is a significant difference between the post-test of learning outcomes in learning that uses the Authentic Problem Based Learning of Class VIII A students and the post-test of learning outcomes in learning using Conventional Learning of Class VIII B students of SMP Negeri 1 Babat Lamongan. It is according to the description in TABLE 12 as follows.

TABLE 12. T-Test Calculation of Post-Test Results between Experiment Class and Control Class

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test Value	Equal variances assumed	,093	,761	2,936	64	,005	5,169	1,761	1,652	8,686
	Equal variances not assumed			2,929	62	,005	4,600	1,765	1,642	8,696

4.7. The Significant Difference Value of Pre test and Post test in Experiment Class

The analysis of independent-Sample t-test of pre-test and post-test in the experiment class aims to determine whether there is significant difference in the value of pre-test and post-test in the experiment class. The conclusions of the study stated significant if $t_{count} > t_{TABLE}$ at significance level of 5% and a value of $p < 0.05$.

In the Independent sample test obtained a significant value (2-tailed) of 0,000 and a t_{count} of

7.818 and obtained a t_{TABLE} value of df 66 (n-2) at a 5% significance level of 1,999. Because $t_{count} > t_{TABLE}$ (7,818 > 1,999) and sig. <0.05 (0,000 <0.05). So it can be summarized that there is a significant difference between the pretest and posttest scores on learning outcomes in learning using Authentic Problem Based Learning in class VIII A students at SMP Negeri 1 Babat Lamongan or H_0 is rejected and H_1 is accepted. It is according to the description in TABLE 13 as follows.

TABLE 13. T-Test Calculation between Pretest and Post test Result of Experiment Class

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Class Experimenta l (VIII-A)	Equal variances assumed	,941	,336	7,818	62	,000	15,500	1,983	11,537	19,463
	Equal variances not assumed			7,818	61,090	,000	15,500	1,983	11,536	19,464

4.8. The Significant Difference Value of Pre test and Post test in Control Class

The analysis of independent-Sample t-test of the pretest and the posttest in the control class aims to determine whether there is significant difference in the value of the pretest and the posttest in the control class. The conclusions of the study stated significant if $t_{count} > t_{TABLE}$ at significance level of 5% and a value of $p < 0.05$.

H_0 : There is no significant difference between the pretest and posttest scores on learning outcomes in learning that use Conventional Learning of class VIII B students in SMP Negeri 1 Babat-Lamongan.

H_1 : There is a significant difference between the pretest and posttest scores on learning outcomes in

learning that use Conventional Learning of class VIII B students in SMP Negeri 1 Babat-Lamongan.

The Independent sample test obtained a significant value (2-tailed) is 0.024, the value of t_{count} is 2.326 and the value of t_{TABLE} of df 66 (n-2) at the significance level of 5% is 2.011. Because the value of $t_{count} > t_{TABLE}$ (5.427 > 2.011) and sig. < 0.05 (0.000 < 0.05). Thus, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between pre-test and post-test result of students in control class who learn without using cooperative-instructional video. It is according to the description in TABLE 14 as follows.

TABLE 14. T-Test Calculation between Pretest and Post test Result of Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Class Control (VIII B)	Equal variances assumed	5,769	,191	5,427	66	,000	11,294	2,081	7,139	15,449
	Equal variances not assumed			5,427	58,490	,000	11,294	2,081	7,129	15,459

5. DISCUSSION

This study purpose to determine the effectiveness of learning using the authentic problem -based learning on students’ motivation and learning outcomes in reading comprehension. Based on the background research, the literature review and the data processing results of the study show there are differences in learning outcomes significantly between learners who were taught using the authentic problem-based learning with learners who were taught using conventional learning (textbook) in which students are given learning using the authentic problem-based learning obtain the learning outcomes higher than students who were given conventional learning (textbook).

The research question asks whether the use of authentic problem based learning have any effect in enhancing students’ reading comprehension. One of the main aims of this study was to find out the effect of authentic problem based learning in enhancing reading comprehension. To answer this research question, the result obtained from the pre-test and post-test that the means of the authentic problem based learning in the post-test was higher that the pre-test. In other word, the use of authentic problem based learning in experimental group students (VIII A) get higher score after get treatment from the researcher than in pre-test. The researcher gave some treatments according to students’ problems in studying reading; played kind of videos about holiday/trip, journey and travelling. It helped students in comprehending the story in passages with relate TABLE context that is one of students’ lack. They cannot comprehend the passages because they thought that they cannot relate with the story so when they read the passages and watched the video simultaneously, they were easier to comprehend the passages. On the other aims of this study was to find

out the use of authentic problem-based learning in enhancing reading comprehension according to the teachers’ explanation that they were only focus on their curriculum or SKL, they were not understanding their students’ needs and lacks. Meanwhile, students have any different level to comprehend the text whether they discuss in a group, they will share, take and give experience each other to solve the problem in the text but when the teacher gives other innovative way to help students in this case, the students felt that they are noticed by their teacher and they have support to get better score in reading comprehension.

6. CONCLUSION

The purpose of this study was to explore the effect of authentic based learning in enhancing students’ reading comprehension accomplishment and the student’s motivation The data analysis and findings of this research revealed that use authentic problem based learning has any effect on experimental group students, it showed on the result of post-test which experimental group were given treatment. Therefore, the first null hypothesis was rejected and the second one was accepted. Based on the result, the use of authentic problem based learning have any effect in enhancing students’ reading comprehension.

Student motivation in comprehension in recount text of the sentence in the theme of travelling, holiday, and journey subjects English using learning Authentic Problem -Based Learning have a very significant influence, this is proved by the assessment of student questionnaire responses (motivation) after a given treatment learning use of Authentic Problem-Based Learning that is the average score of students ' answers-value of 3.93 or rounded up to 4 i.e. in the category of agree, in

addition, students also feel happy, active, and it is easier to understand the reading, so it can be concluded that by using the learning Authentic Problem-Based Learning can improve student learning outcomes and motivate students in reading recount text with the theme of travelling, holiday, and journey.

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