

PBL METHOD AND LEARNING MOTIVATION ARE INFLUENCED STUDENTS READING COMPREHENSION SKILL

Agustinah¹, Artanti², MGS.Firdaus³

^{1,2,3}UNIV.PGRI Palembang

tinaa3447@gmail.com

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ABSTRACT

this study aims to find out whether problem-based learning methods and learning motivation have an impact on the reading comprehension skills of eighth-grade students at SMPN 39 Palembang. 60 students from SMPN 39 Palembang were selected as samples for this study using a two-stage random selection procedure during the academic year 2022–2023. A factorial research design was used in this investigation. Tests and questionnaires were used to get the data.. When the data were studied using paired sample t-test, independent sample t-test, and two-way ANOVA test findings of $0.000 > 0.05$, it was discovered that problem-based learning methods had a substantial impact on students' reading comprehension skills. Second, problem-based learning techniques have a considerable impact on students with low learning motivation who struggle with reading comprehension. Thirdly, students who use problem-based learning strategies and have high levels of learning motivation have a major impact on their ability to comprehend what they read. Finally, significant interactions between motivation and learning affect how well students understand recount texts taught by PBL and how well they understand SMPN 39 Palembang. Hence, both high and low-learner-motivation students benefited from the PBL approach.

Keywords: Problem Based-Learning Method, Conventional Method, Learning Motivation, Reading Comprehension.

INTRODUCTION

One of the fourth ability in learning English is reading. The students have problems in the learning process. The condition is the problem of students' learning motivation to learn English, It provides reading motivation. When students have strong reading comprehension abilities, they can use their reading in meaningful ways. To put it another way, students can use the information they have learned to write essays, respond to questions, or maybe even come up with something altogether new.

There are factors for students' low motivation. First, Laziness is a problem for every student. Especially before the school exam session. Laziness can start from being lazy to read books, or write, feeling lazy to do practice questions, and other sudden laziness. Fighting laziness in learning has its techniques and ways. You can fight

the laziness of studying with a diligent attitude and learning style according to the child's preferences. Then you need to know what losses you get if you let the feeling of laziness continue to reside in you.

Second, students frequently report poor concentration on learning, particularly in a noisy, unsupported environment. Third, the teacher-centered approach to learning makes the process tedious and sleepy. To solve problems in education as well as overcome them, first reassure your child to concentrate on learning. There are numerous advantages to focusing on education for your child, which include enabling them to understand and absorb the teaching material being taught and having it simpler to memorize lessons. Second, the scientific learning model incorporates problem-based, project-based, and discovery learning (PBL). The learning model must be executed, studied, and developed for educators to raise the standard of learning. As a result, teachers must develop instructional materials that adhere to the chosen model approach. The instructor must be able to design and choose the best model. From a pedagogical standpoint, On the constructivist philosophy of learning, PBL is based (Schmidt, 1993; Savery & Duffy, 1995; Hendry & Murphy, 1995). PBL is a learning model in which students solve a problem by using phases of the scientific approach so that learners acquire knowledge about the problem while also developing problem-solving skills. Understanding PBL methodologies is obtained through contact by using issue paragraphs and the setting for learning. Involvement by using issue and problem investigation cognitive dissonance is a process that stimulates learning. Knowledge grows due to constructive social negotiation and the evaluation of one's point of view. Constructivism, which is the core of PBL, is not a new concept.

Discovering the idea of the text is a comprehensive assessment of the reading process. This feature is synonymous with problem-based learning (PBL). This presupposes that pupils ought to have the ability to improve their critical thinking skills, as well as their teamwork, social connections, and soft skills. PBL is a teaching method that focuses on involving pupils in the educational environment and possessing them to deal with problems utilizing their knowledge and analytical skills. PBL emphasizes the process of gathering experience, social contact, information exchange, and group cohesion as professional competencies rather than the process of finding a solution. PBL can also be used to teach students

life and job skills by incorporating character traits also including religious practice, inquisitiveness, interaction, creative thinking, discipline, and environmental responsibility.

Even though reading skills had already been educated for a lengthy moment, the results were presumed unsatisfactory due to the difficulty of mastering the skill. The teacher was not the most important factor in a pupil's reading ability because the students had the chance to brush up on English in the classroom as well. They did, however, have varying degrees of success, particularly in reading. A variety of factors have an impact on students' reading abilities. Internal variables, such as language learning techniques and reading attitudes, may contribute to the learners' reading difficulties. It is critical to learn how to improve one's reading speed, motivation, and reading habits. Students who do not read may struggle to understand what they do read. Reading should be highlighted beginning in early childhood to develop the habit. Nevertheless, as technology has progressed in the latest years, children's habitual reading has declined. Cell phones, television, video games, computer games, and other technological advances have all had a negative impact on reading rates.

A shortage of vocabulary, a lack of interest in the subject of the reading material, a lack of acquaintance with the language that is utilized in the book recommendations, a poor reading backstory, and other factors can make it difficult for students to understand reading content. Furthermore, the teacher can use a range of techniques to establish a fascinating classroom environment, which will increase students' intention to acquire a foreign language while also improving their reading skills. The writer is going to examine students' motivation for problem-based learning methods at SMP Negeri 39 Palembang in this study. Based on observations and data gathered by the writer. 1) The students' reading comprehension test scores are low, and 2) their motivation to learn English is low. 3) As a teaching style, the teacher used a traditional method. The writer delves deeper into the students' reading habits. Therefore, the writer is interested in choosing the title "PBL Method and Learning Motivation are Influenced Students Reading Comprehension Skill". The objectives of this research were to find out if:

1. A significant difference in reading comprehension between students who have high learning motivation taught by using the problem-based learning method and those who are not.
2. Significant reading comprehension differences exist between students with low learning motivation who are taught utilizing the problem-based learning method and those who do not.
3. Students with high and low levels of learning motivation have significantly different levels of reading comprehension, according to lessons. using a problem-based learning method.
4. The significant difference in reading comprehension between students who have high learning motivation and low learning motivation taught with no experimental treatment.
5. There is any interaction effect between reading comprehension and learning motivation through eighth-grade students' reading comprehension.

LITERATURE REVIEW

The concept of Reading Comprehension

Comprehension, according to the RAND Reading Study Group, is the method for gaining meaning out of written text through involvement and interaction (2002). According to McNamara and Magliano (2009), this procedure occurs within a larger social context and takes into account both the reader's and the text's characteristics. According to Duke (2003), understanding is a method by which readers interact with content in the hopes of making sense of it by merging the text's contents with their points of view.

Van Dijk and Kintsch (1983) and According to Kintsch (1998), reading comprehension is the process of extrapolating the meaning of the text. The objective is to comprehend the book as an entire entity, not to make educated guesses based on a few phrases or sentences. Reading comprehension generates a mental image of the significance of a text when combined with knowing what the readers already know. which is being addressed in terms of a mental representation or a scenario model (Johnson-Laird, 1983). Kintsch, 1998. This model provides a summary of

the lessons learned by The RAND Reading and Study Group (2002). According to Keenan, Betjemann, and Olson (2008), for reading comprehension to be successful, a diversity of lower- and higher-level methods and abilities must be appropriately extended and arranged. As a consequence, there are numerous potential sources for word recognition gaps, and these references vary depending on the audience's reading ability and age.

Extensive Reading

Extensive reading can be several different definitions. According to Hafiz and Tudor (1989), providing students with a diverse array of intriguing and essential resources and tasks will significantly affect their understanding of L2. According to Hedge, they are "exercises in skimming and scanning" (2003). So many scientists have recently expressed a strong desire to read extensively; however, the depth of Based on, reading changes student resources for students and motivation. Without a doubt, a highly driven and qualified educator can choose the best resources and practice for their pupils. A lot of reading should be included in EFL/ESL classes. curricula as long as the texts are applicable and properly categorized, as it helps improve students' reading abilities. They can enhance their reading ability, language skills, learning independence, cultural awareness, confidence, and motivation to pursue higher education by participating in this program.

Intensive Reading

Students this kind of reading carefully review each page to ascertain its purpose and become acquainted with the various writing styles. Through this reading, which is relied on a variety of readings, pupils can practice these skills in their most basic form. These techniques may focus on both the learner and the book. One must first understand how texts are structured before employing strategies examples include linguistic, schematic, and metacognitive. procedures (Hedge, 2003). According to Stahl's 2003 research, intensive reading activities and linguistic proficiency are linked. Teachers must read a lot of books to improve the three learning processes known as pre-reading, during-reading, and post-reading. This will improve approaches to language preparatory work, retention, and activation. According to Simmons, Kwok, Taylor, Davis, Pollar, Durodo, Gonzalez, Simmons, Simmons, Simmons, and Simmons, intensive reading is an important strategy for improving reading comprehension (2011).

Concept of Learning Motivation

Motivation is defined as the process that initiates, directs, and sustains goal-directed action (Simaibang, 2017). In terms of language acquisition, motivation is everything. It fosters confident speakers of other languages by instilling confidence in them. Furthermore, it satisfactorily develops students who stay engaged even after completing a specific goal.

High Motivation

Motivation influences the teaching and learning process since it might appear to be a pleasant environment in the classroom. The instructor must assist the student in demonstrating motivation. "However, whenever a teacher shows concern and is informative, the pupils have a greater tendency to stay interested in what is going on, and as a consequence, their self-esteem is more likely to be cultivated," writes Harmer (2006, p. 100). According to (2006, p.56), "many theories and scholars have wondered if a student's potential to acquire fresh knowledge varies based on whether they are willing to do it or not." So we can tell the students are eager to read:

1. Learners love reading the book because it makes them think. It's entertaining to read.
2. Before beginning class, students will read the reading book and discuss their reading difficulties with the teacher.
3. The students head to the library to learn and converse with their peers. Based on the findings, it is possible to conclude that high and low motivation influence students' willingness to learn. Students who are highly motivated to read will also most likely read more frequently and perform well in reading competitions.

Low Motivation

Harmer (2006, p. 101) stated that "Achievement is nothing like inspiration. Nothing demonstrative like a repetitive loss." pupils who lack motivation are not the same as students who are extremely motivated to learn to read. According to Gardner, as cited in Rizky (2016), more motivated students perform nicer than less motivated students. He goes on to say that when someone is encouraged, they have a reason (motivation) to engage in the activities involved, put forth the effort, and keep

going. In other words, motivated readers believe reading is a fun activity, whereas less motivated readers may believe the opposite.

Concept of Problem-Based Learning

Self-directed learning techniques emphasize a person's capacity for finding out and integrating knowledge-relevant information to solve a problem. All of this must take place in a group setting to help insure that each student can take part in learning at every stage. This teaching method is considered especially motivating. Another example is writing-to-learn techniques used in PBL. Short in-class writing tasks help students perform better on the conventional idea and content-based tests (Butler, Phillmann, and Smart, 2001; Davidson and Pearce, 1990; Drabick, Weisberg, Paul, and Bubier, 2007; Stewart, Myers, and Culley, 2010).

The syntax of Warsono and Hariyanto's (2013) problem-based learning method is as follows. The first phase of the teacher's behavior entails exposing students to difficulties. The teacher introduces incidents, demonstrations, or tales to highlight struggles, explains the logistics required, and stimulates pupils to get involved in the problem-solving activities of choice. Phase 2: Getting students ready to learn Teachers guide and instruct students in defining and planning pertinent learning tasks. Phase 3: supervising individual and group research Teachers encourage students to collect data and conduct experiments to better comprehend and solve problems. Phase -4 Create and submit the work Teachers aid and educate students through arranging and producing assignments similar to films, videos, and models, as well as assigning tasks that will benefit the students. Stage (5) Investigate and evaluate the problem-solving strategy. Teachers guide students through the process of reflecting on and evaluating an event.

METHOD

Type of Research

The methodology used in this study was real experimental Factorial Design. This methodology allows for the examination of new independent variables by modifying the control group's pre-post-test design. (Variable modifier) "Factorial Design increases the variety of interactions that can be investigated in an experimental investigation," write Fraenkel et al (2012). They are essentially

designs for control groups used before, after, and during tests (with or without random assignment) or post-test alone control group designs (with), which allow for the exploration of additional independent variables. A factorial design also allows researchers to investigate how an independent variable comes into contact with one or more other factors, known as modifying factors. Figure 1 depicts the Factorial Design.

Figure 1

Experimental Group	R_____O1_____X_____O2
Control Group	R_____O3_____C_____Y1_____O4
Experimental Group	R_____O5_____X_____Y2_____O6
Control Group	R_____O7_____C_____Y2_____O8

(Fraenkle et. all (2012:277))

Research Subjects and Data

The research was carried out on eighth-grade students at SMPN 39 Palembang during the academic year 2022-2023. It's on Jl. M. Amin Fauzi no. 109 Gandus. Palembang is located in Sumatera Selatan. This study lasted two months, from September to October 2022. Using the problem-based-learning method, teach reading comprehension in Recount text.

According to Frankel et al. (2012), a sample in a research study is a subset of the population from which data is drawn. The researcher chooses the sample by means of two random sampling techniques: cluster random sampling and simple random sampling. Cluster random sampling and simple random sampling are commonly used in combination. Random sampling in clusters selects groups, clusters, or subjects rather than individuals (Frankel et al, 2012).

A questionnaire was used to assess and analyze students' learning motivation in reading classes. For collecting data on students' learning motivation, the researcher used a learning motivation questionnaire designed to measure a student's motivation. The writer used a pre-made questionnaire in this study. There are 20 items of questions for this, taken by Tsailing Liang (2002). The questions are translated into Bahasa Indonesia so that students can easily respond to them.

SPSS is used to check the test's validity. r - count must be significantly larger than the r - table to be valid. If the r - count of the statistics calculation is

significantly larger than the r - table, the test is valid. The Cronbach's alpha Coefficient is used by the researcher to assess the reliability of a reading test. SPSS 22 Version was used to analyze the data from the try-out results. Fraenkel, et al. (2012-157), "if the reliability coefficient is higher than 0,70, the test items were considered reliable, but if it is less than 0,70 they were considered unreliable.

FINDINGS

To analyze the data gathered, the writer employed statistics. These were: (1) the statistical analysis of determining the normality of the data; and (2) the statistical analysis of determining the homogeneity of the data.

A test of normality

The pretest and post-test results in the experimental and control groups were compared using the normality test to determine whether or not the data were distributed normally. The author utilized SPSS 22 to examine the data's normalcy.

Table 1. Tests of Normality

Interaction Dependent Variable	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statis tic	df	Sig.	Statist ic	df	Sig.
Reading Skill Pretest_Class1	.137	30	.157	.981	30	.850
Pretest_Class2	.136	30	.168	.967	30	.460
PostTest_Class 1	.136	30	.168	.967	30	.460
PostTest_Class 2	.109	30	.200*	.956	30	.238

a. Lilliefors Significance Correction

According to statistical calculations making use of the Kolmogorov-Smirnov Test's normalcy test, the experimental pre-and post-test results for the pupils' groups 1 were 0.157 and 0.168, respectively. The pre-test and post-test experimental groups 2 for the students were 0.168 and 0.200, respectively. Because the significance level was greater than 0.05, All results were categorized as having a normal distribution.

1. Homogeneity test

Using a statistic from SPSS version 22, the Levene statistic was used to determine whether or not the samples are homogeneous by analyzing the scores on the posttest for both the experimental and control groups of students. The sample was considered homogeneous when the p-value was bigger than the average significant difference at the 0.05 level. As can be seen in Table 2.

Table 2. Levene's Test of Equality of Error Variances

Dependent Variable: Reading Skill			
F	df1	df2	Sig.
13.334	3	116	.000

The significance score was calculated using the Levene Statistic and found to be 0.000. It was homogeneous because the Levene Statistic (Homogeneity test) value was greater than the significance level of 0.05.

Testing for Hypotheses

Table 3. Paired Sample T-test Hypothesis 1

Pairwise Comparison						
Dependent Variable: Reading Skill						
(I)	(J)	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference	
PBL Methode	PBL Methode				Lower Bound	Upper Bound
Pretest	Posttest	-12.083*	2.203	.000	-16.447	-7.720
Posttest	Pretest	12.083*	2.203	.000	7.720	16.447

According to table 3, there is a significant difference between high learning motivation students who are taught using the Problem-Based Learning method and those who are taught utilizing conventional method. In other words, the null hypothesis (H₀) has been rejected.

Table 4. Paired Sample T-test Hypothesis 2

Dependent Variable: Reading Skill				
PBL Methode	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Pretest	63.467	1.558	60.381	66.552
Posttest	75.550	1.558	72.465	78.635

According to table 4.7, there is a big difference between low learning motivation those pupils who are instructed using the problem-based learning method and people who are taught utilizing the traditional method. The null hypothesis (H0) is thus rejected.

Table 5. Paired sample test

Tests of Between-Subjects Effects						
Dependent Variable: Reading Skill						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	10395.825 ^a	3	3465.275	23.802	.000	.381
Intercept	579769.008	1	579769.008	3982.268	.000	.972
PBL_Method	4380.208	1	4380.208	30.086	.000	.206
Class_Sample	4380.208	1	4380.208	30.086	.000	.206
PBL_Method *	1635.408	1	1635.408	11.233	.001	.088
Class_Sample						
Error	16888.167	116	145.588			

Total	607053.000	120
Corrected Total	27283.992	119

a. R Squared = .381 (Adjusted R Squared = .365)

Table 5 revealed that the p-value was 0.000, which was less than 0.05. It was thus crucial. It indicated that H₀ is rejected, whereas H_a is accepted. Therefore. Methods of instruction were significantly influenced. The experimental group's use of the problem-based learning approach to improve students' reading comprehension may be said to be more successful.

Table 6. The result of Students' Learning Motivation Using Conventional Method

Dependent Variable: Reading Skill	
PBL Method	
Class Sample with Motivation Grade	
	Mean
	Std. Deviation
	N
Pretest	
Class1	53.7333
	19.18860
	30
Posttest	
Class1	73.2000
	8.07892
	30
Total	
Class1	63.4667
	17.58993
	60

In this study, the researcher employed the t-test for unrelated samples. Students' post-test results from the control and experimental groups are compared using this test. Using SPSS 22, perform the t-test and examine it. According to Table 4.9, the mean score from the experiment's post-test 1 was 77.90, with a standard deviation

of 9.143. Based on the information above, hypothesis 1 (H₀) is disproved. H_a is consequently accepted. It implies a considerable difference between pupils who are taught using the standard way and those with high and low learning motivation.

Table 7.

Two-way ANOVA Analysis of Problem Based-Learning Method on Reading Comprehension Achievement

Pairwise Comparisons						
Dependent Variable: Reading Skill						
(I) PBL Method e	(J) PBL Method e	Mean Difference (I- J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Pretest	Posttest	-12.083*	2.203	.000	-16.447	-7.720
Posttest	Pretest	12.083*	2.203	.000	7.720	16.447

Table 7 above was used to determine that the p-output was 0.000. This result is noteworthy because it is less than 0,05. Thus, the alternative hypothesis (H_a) was approved, whereas the null hypothesis (H₀) was rejected. As a result, there are substantial interactions between the approach to problem-based learning and learning motivation that affect how well eighth-grade students at SMPN 39 Palembang understand what they are reading.

DISCUSSION

In terms of data analysis, reading comprehension of the students was taught using the Problem Based-Learning Method, and some interpretations are made based on statistical calculations related to the writer's findings as follows:

First, students who are taught using the problem-based developing skill and possessing a strong desire to learn to have a mean score of 77.90, a standard deviation of 9.143, and a standard error of the mean of 1.664. The significance score was determined through statistics computation using the independent samples t-test

to be 0.000, which is less than (0.05). It indicates that As a result, there was a significant difference in reading comprehension between students while the null hypothesis (H₀) was rejected, the alternative hypothesis (H_a) was accepted at SMPN 39 Palembang who were highly motivated to learn and were taught using problem-based learning. Researchers conclude that problem-based learning methods have a significant impact on students' reading achievement.

Second, the scores of students reading comprehension on recount text before using the PBL method in experimental group 2 show that pupils with low test scores' average reading comprehension were 66.552, and the average student score with high reading comprehension was 78.635. According to Table, 4.10 the significance level was discovered to be 0.00. This number is less than 0.05. The scores of pretest experimental group 1 and posttest experimental group 1 differ significantly. , Rejecting the null hypothesis (H₀), while the alternative hypothesis (H_a) is accepted. Researchers conclude that problem-based learning methods have a significant impact on students' reading achievement.

It was discovered that learning motivation had a significant impact according to the eighth-grade students' achievement in recount text reading comprehension at a public junior high school in 39 Palembang. It stated that when a learner had favorable reading comprehension, they would have strong reading comprehension achievement. Table 4.7 shows that the problem-based learning approach has an effect on and contributes to reading comprehension skills (p. 73). In essence, the research's findings on the impact of problem-based learning on reading comprehension skills demonstrated that problem-based learning was related to the student's reading comprehension abilities. According to the table of descriptive criteria for the problem-based learning method, there were it aids in the development of long-term memory retention in students.

Students who practice problem-based learning are more adept at working in groups and interacting with others. Instead of having students memorize courses verbatim, problem-based learning improves their higher-order thinking abilities, comprehension, and application of knowledge. It increases students' motivation to study, solve problems, and determine what is applicable in the real world. PBL allows children to cooperate, practice, communicate, and improve their social skills.

Learning motivation and problem-based learning techniques were found to have a significant and simultaneous influence on the understanding of the text abilities of a group of eighth-graders at SMPN 39 Palembang. It indicated that if a student had strong learning motivation and used a problem-based learning approach to their studies, they would become driven to succeed in their reading, and their ability to understand what they read would improve.

This study discovered that eighth-grade students at SMPN 39 Palembang had high levels of positive reading comprehension and learning motivation. Based on the results of their survey. Because there were so many students, particularly from areas where the school's facilities were overcrowded, it was discovered that they rarely visited the library and found it both interesting and uninteresting. This finding suggests that the participants' extrinsic incentives played a significant role in their motivation to learn.

Despite the previously provided results, this study had several limitations that should be addressed. Even though it was discovered that problem-based instructional techniques and learning ideas influenced students' reading comprehension abilities, the test result was still in the average range.

CONCLUSION

According to the findings and analysis discussed in the previous chapter. The following is a summary of the findings:

There was a noticeable variation in reading comprehension between those who have a strong desire to study and students with little desire to study at SMPN 39 Palembang who were taught by using the problem-based learning method.

1. The application of problem-based learning methodologies had a significant impact on both high and low levels of student's motivation for learning. As a result, it is the conclusion that the problem-based learning strategy, It is employed to enhance pupils' learning outcomes in reading comprehension, is more successful and has increased creativity among students at SMPN 39 Palembang who are a part of the experimental group in eighth grade.
2. At SMPN 39 Palembang, reading comprehension differed significantly from one group to the next. Between those who excelled at reading comprehension and were taught by using problem-based learning methods compared to those who were used to teach the traditional method.

3. Students in the eighth grade at SMPN 39 Palembang who were taught using the problem-based learning technique showed substantial motivational interaction effects on their understanding of the recount text

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