

## **The Use of Discovery Learning Model and Authentic Material to Improve Students' Writing Ability of Procedure Text**

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### **ABSTRACT**

The ability to communicate in English, the ability to collaborate, and creativity are needed for SMK graduates, including students of the Multimedia Class. However, English language skills specifically for MM class are still lacking, around 73.46% or 7 students stated that writing is an obstacle. Therefore, Discovery Learning (DL) research using authentic materials was applied to achieve learning outcomes and determine the improvement of students' learning outcomes, especially in composing procedure texts. Classroom action research, where each cycle has stages of planning, implementation, observation, and reflection of action, was carried out at SMK Muhammadiyah Aimas through three cycles (6 meetings) involving 13 students majoring in Multimedia class X in odd semester. The teacher acted as the main researcher. Data was collected using tests and product assessment sheets. Data analysis was carried out by comparing the results in cycles I, II and III quantitatively, while observation data was investigated qualitatively. The results showed that Discovery Learning and the Use of Authentic Materials are likely to be effective in improving the learning outcomes of students in class X majoring in Multimedia. In terms of process, students felt that their learning outcomes improved from an average of 73.46 to 81.38. A score improvement was also seen in the students' test results which increased from 46.2% in cycle I to 77.23% in cycle II, and further to 81.38% in cycle III. In conclusion, Discovery Learning and Authentic Material can be an alternative effort to create meaningful experiences in creative learning, independence, and skill in communicating orally and in writing.

**Key words:** Discovery learning, authentic material, procedure text

### **INTRODUCTION**

Writing as a component of language must receive special attention. This is because a person will not be proficient in writing if they do not learn and practice regularly. Writing is also not just knowledge and skills that must be mastered, but has become a necessity, especially for intellectuals (Bastin, 2022: 111). Based on observations that have been made by researchers, a problem was found in the form of low competence of grade XI students at SMK Muhammadiyah Aimas in terms of writing procedural texts. One of the causes of the problem is because teachers do not use appropriate learning models and media when delivering the material. In

addition, teachers tend to emphasize English learning on knowledge or cognitive only, and not on the use of language for skills (Mardiana, 2021: 1-18).

The problem exists in the ability of Multimedia students in class XI in analysing the structure and linguistic rules of procedural text is still low. This is evidenced by the acquisition of daily grades of many students who have not reached the KKM. The KKM for English subjects at SMK Muhammadiyah Aimas is 70, while students who score above the KKM are only 46% or around 6 out of 13 students. This proves that the learners' ability to analyse the structure and linguistic rules of procedural text is still low. The findings of the problem resulted in less than the maximum value obtained by students. With this, it can be interpreted that the learning objectives have not been achieved properly. As a result of this, students tend to lack motivation to think and cause students to become passive.

Discovery learning is one of the learning models that is in accordance with the Merdeka Curriculum. This is because in the Merdeka Curriculum, students are required to be active and able to think creatively (Ayu, 2018: 1-3). Discovery learning is learning that activates students to use various learning resources that can be obtained inside or outside the classroom. Discovery learning is a scientific learning that should be used in implementing the Merdeka Curriculum which includes five learning activities, namely: observing, asking questions, conducting experiments or seeking information, reasoning or associating to process information and developing networks or communicating the results of investigations (Khasinah, 2021: 402-413).

Writing procedure text is a material that must be taught to vocational students in even semester. In learning procedure text in class XI, the basic competency of skills that must be mastered by students is to compile procedure text, oral and written, in the form of manuals related to the use of technology and tips, by paying attention to social functions, text structure, and linguistic elements correctly and according to context. In these basic competencies, there is one part that is the topic of research, namely learning to write or create procedure texts. Writing is a skill competency that must be mastered by students. Writing procedure text means producing a writing or text that describes how something can be completed according to stage by stage based on the problems in the text. In procedure text learning activities, students are not only directed to understand the steps, but also directed to be able to explain the contents of the procedure text.

This thought became the basis for researchers to conduct research with the title "Improving Procedure Text Writing Skills Using Discovery Learning Model and Authentic Material in Class XI Students of SMK Muhammadiyah Aimas". By considering various existing literature, this research was carried out to answer the question of how much influence the Discovery Learning Model and the use of authentic materials applied to class XI students of the Multimedia Department at SMK Muhammadiyah Aimas, Sorong Regency in the 2022/2023 academic year. This research is a Classroom Action Research, which later this research is expected

to contribute useful knowledge about the application of Discovery Learning and Authentic Materials to improve student learning outcomes, especially writing. In addition, this research is expected to contribute to learning theory to improve students' skills in English in accordance with their majors, and subsequently open up opportunities for further research to be carried out.

## **LITERATURE REVIEW**

### **Previous Related Study**

Yunita Wulandari (2020) with the title "The Effect of Online Discovery Learning Model on English Learning Achievement and Writing Skills of Grade XI High School Students". The purpose of this study is to describe the differences in English learning achievement and writing skills between students who learn with the discovery learning model and students who learn with the direct instruction model, in online mode. This research is quasi-experimental research with pre-test-post-test non-equivalent control group design. The data were analysed descriptively and using MANCOVA statistics. Hypothesis testing was conducted at the 5% significance level. The results of the research conducted in online mode show: 1) there are differences in writing skills and English learning achievement together between learners who learn with the discovery learning model and learners who learn with the direct instruction model, 2) there are differences in English learning achievement between learners who learn with the discovery learning model and the direct instruction model, with better results for learners who learn with the discovery learning model, 3) there are differences in writing skills between learners who learn with the discovery learning model and the direct instruction model, with better results for learners who learn with the discovery learning model. Based on the results of the study, it can be concluded that the discovery learning model significantly has a better effect on students' English learning achievement and writing skills.

Application of Discovery Learning Model to Improve English Learning Outcomes, by Ni Wayan Sarmini. This research was conducted because of several problems found in class VII C SMP Negeri 3 Dawan in the 2016/2017 academic year in learning English, namely the low learning outcomes of writing English texts and the lack of student motivation in following the learning process. Based on the initial observation conducted in class VII C, it was found that the average value of students' learning outcomes was only 68.25 with 30% classical completeness. Whereas the KKM set was 71 with 75% classical completeness. The research subjects were students in class VII C SMP Negeri 3 Dawan in the 2016/2017 academic year, totaling 20 students consisting of 12 girls and 8 boys. The object of this research is the improvement of students' English learning outcomes. After the application of the Discovery Learning model, there was an increase in the average student learning outcomes to 70.6 with classical completeness of 45% in cycle I. In cycle II, the average student learning outcomes increased to 76.6 with 90% classical completeness. From the results of this study, it can be concluded that the application

of Discovery Learning Model can improve English learning outcomes of students of class VII C SMP Negeri 3 Dawan in the 2016/2017 academic year.

The Use of Discovery Learning Model to Improve Students' Reading Comprehension Skills in Class Xi TKJ SMK Negeri 3 Makassar by Salmawai Zainuddin (2023). This study seeks to determine whether the discovery learning approach can improve students' reading comprehension skills in English courses. SMKN 3 Makassar, Mannuruki Village, Tamalate District, Makassar City was the research location for two months (October – November 2020) in the odd semester of the 2020–2021 school year, starting the third week of October 2020. diagnostic test kits and multiple-choice tests for cycle 1, 2, and 3 are used in the data collection procedure. The test is used to collect information about the talent of the research subjects. The results showed that if added up, the increase in student learning outcomes that reached KKM (complete) from pre-action to cycle 3 was 97.14%. For the invention to be used.

### **Discovery Learning Model**

In the learning and teaching process, a teacher is required to apply learning models that are tailored to the abilities of students. Often teachers must develop learning models so that the objectives of the learning process are achieved. Learning models are developed by teachers as a reference in the implementation of learning related to the achievement and development of student competencies which include attitude, knowledge, and skills competencies. In accordance with the learning characteristics described in Permendikbud No. 103 of 2014 and Permendikbud No. 22 of 2016 (Directorate of Upper School Development, 2017: 26-28), a learning model that is developed has the following objectives: (1) Encourage students to be interactive in their learning, both with the teacher, among each other, and between themselves and learning resources, (2) Inspire students to further increase their creativity and curiosity towards understanding a concept and (3) Provide sufficient space for student initiative, creativity and independence.

Discovery learning is a model to develop an active way of learning students by finding themselves, investigating themselves, then the results obtained will last long in memory, not easily done by students. In line with this according to Wijaya (2018: 1-9) states that this Discovery Learning model requires active students in learning, this model is not used for students to increase the thinking power of students to be more critical and logical with what they face, with critical thinking students can find their own knowledge provided by the teacher. Ahdar (2019: 67) states that the discovery learning model is learning where the learning material is sought and found by students through various activities so that in this learning the teacher's job is more of a facilitator and guide for students. Meanwhile, according to Cintia (2018: 67-75), the Discovery Learning Model has the aim of training students to be independent and creative, including in discovery students can be actively involved in learning. Reality shows that student participation in learning increases when discovery is used.

Based on the responses of the experts above, the researcher concludes that discovery learning is a model that wants students to find their own answers to questions or statements given by the teacher so that students can develop their abilities to develop better the extent to which they are able to express their ideas and measure their performance. Discovery Learning provides an opportunity for students to think independently, because from independence students can think openly and open new knowledge with the discovery of knowledge, they don't know yet.

### **Authentic Material**

Many theories explain the definition of authentic materials in the learning process. One of them is Nunan (1999) in Purwaningrum (2019: 56-65) said that "authentic materials as the materials 'which have been produced for purposes other than to teach language'". Based on this opinion, it can be understood that authentic materials are not always designed for language teaching purposes. Sometimes authentic materials are prepared for other purposes such as information media and publications in the wider community and not only used in academic environments.

Shakibaei (2019: 164) reveals "Authentic materials are texts produced by native speakers for a non-pedagogical purpose". Based on this opinion, it can be understood that authentic materials are texts compiled by linguists for purposes other than learning. The purpose of preparing authentic materials in this case is for other functions besides pedagogical functions such as social, economic or other fields. Based on this opinion, it can be understood that authentic materials are text materials that are not specifically functioned for learning purposes, especially language teaching. These texts are compiled for other functions such as information sources that are not related to the learning system.

Besides authentic materials in the form of text, pictures are also included in authentic materials in language teaching (Pawlak, 2020: 102259). By using authentic materials in the form of images, it can greatly help students to express what they see into writing or writing. Students are expected to be able to further develop essay ideas by looking at a real picture which of course the picture is in accordance with what they see or encounter in their daily lives.

In language teaching, especially English, the use of authentic materials will greatly assist teachers in learning because they are easier to access and obtain due to their simpler form. In addition, Peacock (1997) in Yuniarti (2021: 1-9) added that authentic materials have a positive impact on increasing the level of task habits, concentration, and learner involvement in target activities compared to artificial materials. Authentic materials can also help users to be more flexible in using them, anywhere and anytime, so that the language learning process using authentic materials feels lighter and more enjoyable.

## **Writing Skills of Procedure Text**

Writing is an activity of a person to express ideas and convey them through written language to the public to be understood. Thus, writing skills are productive skills that require students to use what they have. According to Yuliati (2019: 60-69) "writing is a creative process of expressing ideas in the form of written language for purposes, such as informing, convincing, or entertaining. In learning to write procedure texts, students are required to know the text structure, text content, text characteristics, and how to write procedure texts. The information in the procedure text is presented in a logical sequence of events, is procedural because the steps are sequential and cannot be reversed. Based on the description above, it can be concluded that procedure text is a text that teaches about the stages or steps that can be used in making or doing something. In practicing procedure text, it can be done by following the steps in order according to the instructions.

## **METHOD**

### **Design and Samples**

This type of research is Classroom Action Research (PTK). According to Arikunto (2006: 130) classroom action research is an observation of activities that are deliberately raised and occur in a classroom. Based on the above opinion, it can be concluded that this study aims to determine the improvement of students' ability in learning to conclude the content of procedure text with discovery learning model in class X students of SMK Muhammadiyah Aimas, Sorong Regency. This class action research was conducted in the odd semester of the 2022/2023 school year. Precisely implemented from September 1, 2022 to October 10, 2022. This study aims to improve and enhance the learning process at SMK Muhammadiyah Aimas, especially English lessons, in the skill of writing procedural texts. The sample used was class X students majoring in Multimedia, with a total of 8 female students and 5 male students.

### **Instrument and Procedure**

The instruments used to collect data are as follows:

1. Observation Sheet

The learning activity observation sheet is used as an instrument to measure the implementation of learning to write procedural texts through the Discovery Learning method and the use of authentic materials in the form of observation notes on all learning activities and activities carried out by students and teachers during the learning process.

2. Procedure Text Writing Assessment Sheet

The assessment sheet in writing procedure text is used in assessing students' abilities by using the elements of writing in accordance with the guidelines in English writing.

The elements of procedure text writing used to assess are:

Items To Be Assessed	Total Skor
Indicator 1: Title - Title states the process of making/product - Title is written with initial capital letter - The title is clear according to the content	30
Indicator 2: Content/Steps - The beginning of the text already contains an introduction in the form of definition and function of the procedure text - States the purpose/what will be made/ done - The sequence of steps is coherent and clear - There are no punctuation errors - There are no word/sentence usage errors	50
Indicator 3: Closing - Make motivational and good luck sentences as closing sentences - Give an opinion related to the content of the previous text	20

After assessing the results of student work, then the student's score is categorized according to the predicate range, according to the table of skill score ranges below:

Score	Skill interval
100 – 89	A
89 – 79	B
79 - 70	C
≤ 70	D

Source: Suharsimi Arikunto (2010: 18)

This research is called Classroom Action Research according to Kemmis and Taggart. Broadly speaking, there are 3 cycles where each cycle has four stages or steps that must be carried out, namely diagnosis, Action Planning, Action Taking, Evaluation, and Reflection. The four stages are interrelated in the implementation of classroom action research. The following is a description of the research procedures that will be used by researchers in this study.

### **Diagnosis**

The researcher (teacher) identifies the problems that arise in learning to write.

### **Action Planning**

After that, analyzing the problems found and finding alternative solutions to learning models in learning procedure text. Researchers in learning procedure text chose the Discovery Learning learning model and the use of authentic materials.

Students who will be the research sample are class X students majoring in Multi Media at SMK Muhammadiyah Aimas. At this stage the researcher prepares devices such as lesson plans, student response questionnaires, learning implementation observation sheets.

### Action Taking

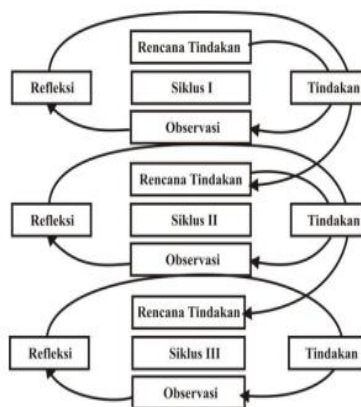
The design of classroom action research is implemented or applied of what needs to be considered is that there must be a teacher's commitment to follow the previously planned design without changing the reasonableness of behaviour, and avoid situations of rigidity, meaning let it flow as usual so that the information obtained is accurate.

### Evaluation

At this stage, the teacher evaluates the actions that have been taken. If the results obtained are still not good, the teacher is obliged to find solutions to the problems that cause the results obtained to be less good.

### Reflection

At this stage, the researcher analyses the data that has been collected from the observations and then presents the research data. From the results of the analysis in the form of shortcomings and weaknesses in learning, researchers determine the corrective steps that will be taken in the next cycle. From this reflection stage:



Gambar 3.1 Spiral Penelitian Tindakan Kelas  
(Kemmis dan MC.Taggart, 1998 dalam David Hopkins, 1993:48)

### Data Analysis

To obtain the data, showing the level of students' ability in writing the content of procedural texts, tests were conducted. Tests were conducted in each cycle. The test was given by the English subject teacher to conduct an evaluation to measure the students' skill level. The data generated is quantitative data. Quantitative data is data



in the form of nominal/numbers so that the analysis can use descriptive statistics. In this study, researchers used simple statistics in the form of average scores and frequencies, and percentages. The results of further data analysis are shown in table below:

Score Interval	Skills Score
100 – 89	A
89 – 79	B
79 - 70	C
≤ 70	D

## RESULT AND DISUSSION

Writing skills are a combination of theory and practice elements whose success is largely determined by practice. If you only rely on theory, the results are not optimal. Students will find it difficult to be able to write well and correctly, especially if what is written is scientific work. Writing skills are abilities that cannot be obtained simultaneously because when writing a person is required to be able to convey ideas as well as possible by using language symbols so that ideas can be understood. Currently, the ability of writing skills in Indonesia are very low, so the development of student competencies is far behind other countries in the world. This makes the learning objectives not achieved and the scores obtained by students on average get scores below the KKM, while the Minimum Criteria Completeness (KKM) value set for procedure text writing skills is 70. Students can be said to be able to write procedure text if they are able to achieve the indicators set by the teacher. During the learning process in the classroom students are less stimulated to think, students tend to be silent and passive, pay less attention to the teacher, and the low interest of students in the concept of English subject matter being taught. When the teacher presents the material, most students do not understand the material being taught. This is evidenced by the low interest of students to take an active role in the learning process in class.

To overcome this difficulty, the English teacher began to conduct Classroom Action Research with the aim of improving the ability of her students especially in the ability to write procedure texts. Based on the results obtained during the implementation of classroom action, there were significant changes in the ability to write procedure texts. In cycle 1, students' writing in class learning on exercises assigned by the teacher. Based on the procedure text written by students in the picture, three things can be concluded. First, students have not been able to express their ideas on paper, as seen from the few descriptions presented by students. Second, students have not been able to write a procedure text with a complete structure. In the text there is only a title structure, steps. Third, students have not been able to understand the elements of the grammatical rules of procedure text. Fourth, students still do not pay attention to the correct EBI writing. The results of the scores obtained in cycle 1 can be seen in table below:

<b>Cycle 1 Result</b>					
<b>Students Ability in Writing Procedure Text</b>					
	<b>Skor</b>	<b>Frekuensi</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	25	1	6,26	6,26	6,26
	50	1	6,26	6,26	6,26
	60	1	6,26	6,26	6,26
	65	2	25.00	25.00	25.00
	70	1	6,26	6,26	6,26
	75	5	31,25	31,25	31,25
	80	2	12,50	12,50	12,50
	85	1	6,26	6,26	6,26
	<b>Total</b>	<b>13</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

Based on the data table above, at the diagnostic stage, it is known that one student got the lowest score of 25 or 6.26%, one other student scored 50 or 6.26%, one student scored 60 or 6.26 percent, four students scored 65 or 25%, one student scored 70 or 6.26%, five students scored 75 or 31.25%, two students could score 80 or 12.50%, and one student scored 85 or 6, 26%. So, the number of students who are less than the KKM is 7 students. Then the teacher continued the research to cycle 2. In cycle 2, the teacher tried to use pictures or authentic materials to help students in composing procedure text. There was a significant change when the teacher told students to find pictures to help them develop ideas in their writing. Using authentic materials in the form of pictures can really help students to express what they see into writing. Students are expected to be able to further develop essay ideas by looking at a real picture which of course the picture is in accordance with what they see or encounter in their daily lives. The effect of using discovery learning and authentic materials can be seen by the changes in grades as in the table below:

<b>The Result of Cycle 2</b>					
<b>Students' Writing Ability of Procedure Text</b>					
	<b>Skor</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>

<b>Valid</b>	70	3	23.1	23.1	23.1
	75	3	23.1	23.1	23.1
	78	2	15,3	15,3	15,3
	80	3	23.1	23.1	23.1
	85	1	7,7	7,7	7,7
	88	1	7,7	7,7	7,7
	<b>Total</b>	<b>13</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

The results of their work when corrected also showed a change where students were coherent in writing the text. They create a title and then based on the pictures they have they string words into a procedure text essay. The scores obtained also increased. One student was able to obtain a score of 88 or 7.7%. One student scored 85 or 7.7%. Three students or 23.1% scored 80. Two students or 15.3% scored 78, three students scored 75 or 23.1%, and 3 students scored 70 or 23.1%.

In cycle 3, the teacher still used pictures or authentic materials to help students in composing procedure texts. There was a significant change when the teacher told students to continue their work. By using authentic materials in the form of pictures, students can express what they see into writing. They have been able to further develop their ideas by looking at a real picture which of course is in accordance with what they see or encounter in their daily lives. The effect of using discovery learning and authentic materials can be seen with the changes in grades as in the table below:

<b>The Result of Cycle 3</b>					
<b>Students' Writing Ability of Procedure Text</b>					
<b>Skor</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>	
<b>Valid</b>	88	6	46.2	46.2	46.2
	85	2	15.4	15.4	15.4
	80	2	15.4	15.4	15.4
	75	2	15.4	15.4	15.4

	50	1	7.6	7.6	7.6
	Total	13	100,0	100,0	100,0

In cycle 3, there was a significant change in students' writing ability. Most learners had started to develop their ideas into a procedure text. The results of their work when corrected also showed a change where learners were coherent in writing the text. They did not just make a title and then based on the pictures they had they strung the words into a procedure text essay, but they had begun to develop their abilities by adding information on the definition and function of the posters and animated cartoons they made.

The scores obtained also increased. Six students were able to obtain a score of 88 or 46.2%. Two students scored 85 or 15.4%. Two students or 15.4% scored 80. Two students or 15.4% scored 75, one student scored 50 or 7.6%. There was one student whose results decreased because he did not write the steps of making. This is because the student lacked concentration in the fifth and sixth meetings.

## CONCLUSION

This Classroom Action Research (PTK) is about the Application of Discovery Learning Model and Authentic Material in the form of pictures to improve students' ability to write procedure text in class X Multimedia SMK Muhammadiyah Aimas. Based on the results of the study, the following conclusions can be drawn; first English learning, especially the material of composing procedure text in class X Multimedia at SMK Muhammadiyah Aimas which is carried out by applying the Discovery Learning model and the use of Authentic Materials can improve the ability of student learning outcomes. Second, the level of students' ability to compose procedure text can improve well, the increase in students can be seen where in the initial observation of the research the completeness of students was only 46.2% in cycle I with an average score of 73.46 and in cycle II with a percentage of completeness of 77.23% with an average score of 73.46. Furthermore, in cycle 3, student completeness became 92% with an average score of 81.38. These results also show that this class action research achieved the indicator of students' completeness in compiling procedure text in English language learning.

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