

The Effect of Motivation and Learning Models on English Reading Skills

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Abstrak

Penelitian ini bertujuan untuk mengetahui: (a) pengaruh Model Pembelajaran Predict Observe Explain "POE" dan Problem Base Learning (PBL) pada siswa yang mempunyai motivasi belajar, (b) Interaksi antara motivasi dan model pembelajaran "POE" Predict Observe Explain dan Problem Based Learning terhadap keterampilan membaca siswa, (c) Manakah yang lebih baik, keterampilan membaca siswa yang mempunyai motivasi belajar tinggi, sedang atau rendah dan diberi perlakuan dengan model pembelajaran PBL dan POE. Dalam penelitian ini, metode yang digunakan adalah eksperimental semu (Quasi experimental), dengan desain/pendekatan faktorial 2 x 2. Populasi penelitian ini adalah semua siswa kelas VIII MTs Darul Falah Ternate Tahun Akademik 2022/2023. Sampel penelitian terbagi dalam 2 kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis variansi dua jalan dengan sel tak sama. Hasil penelitian menunjukkan bahwa model Pembelajaran Problem Based Learning lebih baik jika dibandingkan dengan model pembelajaran Predict Observe Expect. Artinya hipotesis penelitian yang menyatakan bahwa secara keseluruhan model Pembelajaran Berbasis Masalah lebih baik dibandingkan dengan model pembelajaran Predict Observe Explain.

Kata Kunci: *Motivasi, Model Pembelajaran dan Membaca.*

Abstract

This research aims to determine: (a) the influence of the Predict Observe Explain "POE" and Problem Base Learning (PBL) learning models on students who have motivation to learn, (b) the interaction between motivation and the "POE" Predict Observe Explain and Problem Based learning models Learning on students' reading skills, (c) Which is better, the reading skills of students who have high, medium or low learning motivation and are treated with PBL and POE learning models. In this research, the method used was quasi-experimental, with a 2 x 2 factorial design/approach. The population of this research were all class VIII students at MTs Darul Falah Ternate for the 2022/2023 academic year. The research sample was divided into 2 groups, namely the experimental group and the control group. The data analysis technique used in this research is two-way analysis of variance with unequal cells. The research results show that the Problem Based Learning model is better when compared to the Predict Observe Expect learning model. This means that the research hypothesis states that overall the Problem Based Learning model is better than the Predict Observe Explain learning model.

Keyword: *Motivation, Learning Models, and Reading*

INTRODUCTION

In the process of learning English, there are some elements of language skills and literature. This skill includes four aspects, namely listening, speaking, reading, and writing skills (Saddhono,

Kundharu, dkk. 2012). Learning English is aimed at improving students' skills in communicating correctly and accurately in English, both orally and in writing. Thus, mastery of the four aspects of the language is necessary in fulfilling the objectives of learning English, one of which is reading skills. Saddhono explained that reading is one of the four language skills, according to, reading is understanding the contents of ideas/ideas expressed, implied or quoted in the reading process.

The success of students in learning activities at school is largely determined by the factor of mastery of reading skills to understand what is read and have an interest in the reading material they read. Dalman (2003) explained that liking reading is the desire to master every word and content contained in a text, so that readers can understand what is stated in the text. So the essence or nature of reading is understanding. Meanwhile, Tarigan (2008) argues differently that reading comprehension here is a type of reading that aims to understand the reading material he has read. Synonymous with this opinion, according to Ekwil, reading comprehension is the ability to recognize the main idea of a text, to recognize it thoroughly and thoroughly to develop visual imagination (Ekwil, 2000). This is in line with the impact of reading comprehension, namely reading to get main ideas, facts, get sequences of tests and draw conclusions from the reading material.

On the other hand, according to Ortlieb & Evan (2022) there are also revelations about the importance of teaching reading comprehension strategies to students which are mostly unknown (1978/1979). The results of his research summarize that students can improve their reading skills if they use appropriate learning strategies in teaching reading comprehension. The teacher must be able to combine methods in the learning process, and the method that is usually used by the teacher is the method that is commonly used because the student's skills basically depend on the teacher's role in the learning process. Questions and answers, homework and more. Referring to the results of the interview on 3 February 2022 with the class VII teacher that the students' reading comprehension skills were sufficient, this was evident from the results of interviews with teachers in class, which included (1) the teacher still applied usual methods such as exercises and questions and answers, about reading skills, the teacher guides students to read, then the teacher makes conclusions about the material being read, (2) students still do not understand, the reading material they read because students tend to paraphrase the material they read less, so that students' reading comprehension is still considered adequate. (3) when reading, many students still ask what are the main ideas that make it difficult for students to understand the material they are reading. (4) students lack interest in reading, students read during the upcoming exam (5) students are less serious in reading activities, instructed by the teacher. In order for the learning process to be more effective, teachers must pay attention the models that can make students more motivated to read in learning. Researchers have ideas to provide solutions to these problems. One way that can be used to increase motivation to read is through reading so that students' reading comprehension skills become better.

This State of Art refers to several previous studies which were used as the author's reference for research to be carried out, which will then be used as a benchmark and comparison in conducting this research. Various results of literature reviews and research findings have contributed significantly to the development of learning models that are in accordance with the characteristics and motivation of students when compared with other variables that can have a positive influence on improving skills. From the results of the analysis and synthesis, the authors found things that were different from previous researchers where most researchers were more dominant in examining variable A, for example (models or strategies, and or learning techniques) and cognitive styles on writing or reading skills, and or speaking as what the writer did when he was at the S2 and S3 levels. (Supriyadi, Mayuni dan Lustyantie, 2019). In this regard, the researcher modified and developed this study for the independent variables (POE and PBL learning models) to become POEB learning models which had never been done before so that they became a unified whole learning model in improving language skills. This POEB model is a combination of the POE and PBL learning models based on the deficiencies of each of the syntactic between the two learning models. This research provides a complement and the latest findings regarding learning English reading skills. Through the use of appropriate learning models (POE and PBL) and in accordance with student motivation, it is easier to achieve good reading skills in accordance with what is expected.

Reading is one of the skills learned by a learner. Globally, all educational institutions support overall skills development and provide access to essential information at work and in school. In teaching English through reading, students get most of the information from books, teaching materials and others. This certainly expands the knowledge and abilities of students simultaneously (Rauldatul, 2018). In addition to this, it can also help students talk to others easily because students have learned the skills needed to expand their store of knowledge about many things in life. Reading ability can also make students develop good communication. Linse (2005) stated that there are two main reasons why someone reads, the first is for pleasure and the second is for information. Students get pleasure and feel satisfied when they understand what they read. This is because students get more information in the world such as education, government and events. To obtain the purpose of reading, namely to obtain general or detailed information from the text, students must understand the text critically. This can help students become more successful in applying and improving everything that has been learned and understood in class. Seyler (2004) concluded that reading comprehension is the process of using syntactic, semantic, and rhetorical information found in printed texts to reconstruct it in the reader's mind, using the knowledge of the world he has.

In addition, Bielby (1999) stated that reading is also a tool to communicate with others through the form of reading. In other words, reading is an activity to produce such as main ideas, topic sentences, supporting details, and many others. According to Bielby, reading is a complex process. According to Grabe & Fredricka (2002), reading is something many of us take for granted. This means that when people read as much as possible they get knowledge to be conveyed by others. In addition, reading can open up new words, can make us rich from knowledge. Johnson (2008) mention reading is an activity that continuously develops skills. This means that when people read with practice, they boost their skills. While Grabe and Stoller (2002) also illustrated that reading is always purposeful not only in the sense that readers read in different ways based on the purpose of reading, but also in the sense that any motivation to read a given text is triggered by some goal or individual task, either internally imposed. "Purpose of reading: 1). Reading to find simple information and reading to skim, 2). Reading to learn from the text, 3). Reading to integrate information, writing and critiquing texts, and 4). Read for general understanding.

According to Johnson (2008) and Grabe & Fredricka (2002) reading can be defined as the ability to digest words that are examined or read and absorb information in cognitive processes in understanding written linguistic messages and to examine and understand the meaning of written or printed characters, words or sentences. Reading is a complex process of interpreting information from reading texts correctly. Reading has many principles and there are processes that involve word recognition, understanding, fluency, and motivation. Heilman (1981) states that reading is the process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best seen as a multifaceted process influenced by several thinking and language skills.

Soedarso (1991) argued that reading skills play a very significant role in a reading. Teachers are required to be able to generate interest and passion for student learning to improve their skills. There are several things that can be done by the teacher, including (1) helping students to increase vocabulary through introducing synonyms for words, antonyms, affixes, and explaining the meaning of an abstract word by using their local language or mother tongue, (2) improving the ability students in the meaning of word structures, sentences and accompanied by necessary exercises, (3) can increase students' reading speed by asking them to read silently, avoiding lip movements, and explaining the purpose of reading. Akhadijah (1992) gift, et al also stated that "with adequate reading skills, it will be easier for them to gather information from various written sources". By reading, students will know and understand the meaning behind the contents of the reading.

The previous research conducted by Purwanti, Pratiwi & Sartini (2023) concluded that the research results showed an increase in students' fluent reading abilities after intervention with the PBL model and APE media. In the first cycle, some students showed an increase in their ability to read fluently, while other students had not reached the target. However, in the second and third cycles, the majority of students succeeded in improving their fluent reading abilities. The contribution of this research is to the development of learning strategies and improving student

learning outcomes. Thus, this research shows that the PBL model assisted by APE media can be effective in improving class students' fluent reading abilities. What this research has in common with this study is the focus on the study. This research examines reading ability through the PBL model and APE media. Meanwhile, this research looks at the influence of motivation and PBL and POE models on reading skills. While Afriyeni, Mukhaiyar & Susanti (2013) conducted similar research. The research results show that the application of Intensive Reading Technique can improve reading comprehension for each indicator. While While Yupani, Garmiham & Mahadewei (2013) mention that the Predict-Observe-Explain (POE) learning model assisted by material containing local wisdom has an influence on science learning outcomes for class IV students in Cluster III Jembrana District for the 2012/2013 academic year.

In more detail, Supriyadi (1992) Supriyadi (1992) classifies reading goals as follows. a. Filling free time or looking for entertainment. b. Interests of study (academically). c. Looking for information, gain knowledge. d. Enrich the vocabulary treasury, and others. Reading is a form of communication, using written language or symbols (text). Reading is also a two-way communication between writer and reader. Reading is interpretation and understanding. All of these responses are correct (Daiek, 2004). The written word is meaningless if you don't understand, or think about, what the writer said. The reading process begins with word decoding, that is, deciphering the letters that make up individual words (Deanne, 1983). But reading is much more than processing letters and sounds. The true meaning of a text lies in the relationship of the words to each other. Isolating the steps makes the process appear mechanical or reducible to a formula. But nothing about reading is mechanical or formulaic.

Iskandar (1999) mention that the various theories relating to a person's motivation have been developed by psychologists who pursue popular theoretical frameworks, namely: behaviorism, cognitive psychology, and humanism. Cognitive adherents explain something that can affect a person's attitude, namely the thought process, because followers of cognitive understanding rely on a person's relationship to how he processes news and provides explanations in certain circumstances. According to humanist understanding, it is also mentioned about humans who do things in their environment and make choices according to what they do, but they are more concerned with the general path of one's development, activity from sources and removing obstacles to individual development. Koeswara (1995) believes in the discipline of psychology, namely motivation is a view that is used by someone to explain the abilities he has and joins a community of practitioners who are pioneers in changing a person's attitude. While the motivational theorists in laying the groundwork for their views on motivation theory can be grouped into three main characteristics, namely: (1) a biological approach, (2) a behavioristic approach, and (3) a cognitive approach. In line with this view, Terry and Franklin (1987) argued about the potential contained in a person's personality that moves someone to do something to fulfill certain goals.

Imron (1996) explained the results of the study show that someone who has high motivation in learning, it is also associated with increased skills. High motivation of a student, it can be seen from the achievements in learning. While students who have low motivation, the skills they have are also not much different. Weiner in Gredler reveals that if someone has strong learning motivation, then their skills will increase because they will explore their own potential to carry out the tasks given by the teacher. In connection with the above ideas, Sardiman (1994) explained that with motivation students can do something useful. By having motivation in the learning process, the results will look good and satisfying. Thus, persistence in learning and providing continuous motivation will be able to produce good achievement and language skills. Staton in Sardiman argues that learning, if in a student there is a willingness to learn and know something. This willingness to encourage someone to learn is called learning motivation. Therefore, as a teacher, we must provide motivation and encouragement to students so that they do not afraid of feeling bored in learning to read English. On the other hand, Winkel (1991) also concluded about learning motivation, namely something that is psychologically a student that results in learning activities, determines the direction of learning and provides reinforcement of the learning process in order to benefit from this goal. To foster enthusiasm for learning, giving motivation plays a very significant role, so that students' energy becomes enthusiastic in learning.

In general, Majid (2013) a model is defined as a conceptual framework that is used as a guide in carrying out an activity. In another sense, a model is also defined as an actual thing or things, just like the "globe" is a model of the earth in which we live. Based on these reflections, the teaching and learning model is understood as a conceptual framework and a systematic process for organizing learning experiences to achieve specific learning objectives, serving as a guide for instructional designers, as well as teachers, in planning and implementation. Unlike the others, according to Suprijono (2011) this model is the basis for practice regarding learning outcomes on the theoretical degradation of learning psychology and learning theory designed based on the analysis of conducting curriculum and that means at the grade level level.

This learning technique was first developed and introduced by White and Gunstone as an effective learning method to generate insights or ideas and lead discussions about students' ideas. This technique aims to reveal students' abilities in predicting, observing and explaining. This technique works well if students get the opportunity to observe demonstrations carried out by the teacher or by their own friends assigned by the teacher. According to Novitasari, dkk (2013), students' mastery of concepts using the Observational Predictive Interpretation learning model is better than using conventional learning models.

Shofiah, Bektiarso and Supriadi (2017) concluded that It is clear from the results of the class experiment that both the students' memory and the quality of the experiment both improved (POE). Predictive Observation Learning Model Explaining using three main steps that must be done is predictability, namely making predictions about an event. Then the teacher wrote down what the students predicted. To answer this question, the teacher invites students to carry out observation activities, namely observation through experimentation. The teacher guides students to carry out experimental activities using the data obtained to draw conclusions. If so, students are increasingly convinced that the concept of owner. But if the prediction is not correct, the teacher will help students find an explanation. Therefore, students can improve this concept. The steps for learning the Predict Observe Explaint learning technique are generally as follows: a). Students are divided into small groups consisting of 38 to depending on the number of students in the class and the level of difficulty of the teaching materials. The more difficult it is, the more students are needed in the group to come up with a wider variety of ideas. b). Prepare presentations related to the topics to be studied. c). Try to make this activity interesting for students, so that they try to observe carefully. d). Explain to students what you are doing. *Step 1: make a prediction (predict):* a). Ask students individually to write down their predictions of what will happen. b). Ask them what they think about what they will see and why they think that way. *Step 2: make observations (observation):* a). Run a demonstration. b). Allow enough time for them to focus on their observations. c). Ask students to write down what they observed. *Step 3: explain (explain):* a). Ask students to correct or add explanations to their observations. B). Once each student is ready with a paper for explanation, carry out a group discussion.

Problem-based learning is understood as learning-based learning, a type of learning model related to students in an activity (project) to produce a product. Student participation begins based on planning, design, implementation and reporting activities in the form of products and reports (Warsono, 2014). This learning model also emphasizes the long-term learning process, students participate in direct daily life problems, learn to understand and solve practical, interdisciplinary and related problems. Students are the main players. Design, deployment and signal output. Activity (students concentrated). Problem-based learning model syntax, namely: 1). Basic concept, 2). Define the problem, 3). Independent study, 4). Knowledge Exchange, and 5). Review (review).

Nafiah & Suyanto (2014) defined that the study's findings indicate that: (a) the use of the PBL model can improve students' critical thinking abilities in the learning of PC repair and resetting by 24.2%; (b) following the use of the PBL model, students' critical thinking abilities in the learning of PC repair and resetting are very high at 20 students (69%); high categories at 7 students (24.2%). low categories as 2 students (6.9%) and very low categories as 0 students (0%); (c) the application of the PBL model is capable of improving the students' learning outcomes in the learning of PC repair and re-setting at 31.03%; and (d) the students' learning outcomes following the application of the PBL model include the number of students who reach the KKM as much as 29 students (100%).

Nafiah & Suyanto put more emphasis on research to improve critical thinking skills using PBL, while the researchers here conducted the experimental research. In line with Nafiah & Suyanto's research, there is similar research related to the use of the Problem Based Learning model. Meanwhile, research conducted by Shofiah, Bektiarso and Supriadi (2017) places more emphasis on the use of the Predictive Observation Learning model. The results of his research revealed that the use of the POE model is more appropriate to use than the manual or traditional one. If that research focuses on critical thinking skills and mastery of concepts, then this research focuses on reading skills. However, these studies have similarities in the form of research groups, namely learning models. Based on the analysis results previous research and existing problems, the researcher wants to conduct related research reading skills using motivation and learning models. As has been briefly reviewed by the researcher, this research wants to examine the influence of motivation and learning models to improve students' reading skills in English. The aim of this research is to provide information to readers, especially teachers, to see the importance of motivation and learning models used by subject teachers in teaching. The motivation and learning model used by the teacher will influence students' reading abilities or skills.

METHODOLOGY

The setting of this study was at the eight class of MTs Darul Falah, Ternate Indonesia on academic years 2022/2023. All 32 students voluntary participated in the study. The two classes with 32 students could be accessed for the study. All participants have the same position for being the sample of this current study as the department has the policy to randomly redistribute the students every academic year, which is aimed at avoiding superior classes. Those two classes were taught by the same teachers. Regarding this condition, non-probability sampling was used in this study. Based on the coordination with the department management that and the English lecturers, it was decided that the sample of this current 2 x 2 factorial design. Before entering the study, determine the sample members for each group that was taken from 27% of the top group and 27% from the bottom group based on the rating. Based on the ranking, 27% of the top group was declared as a group of students who were high motivation and 27% of the lower group was declared as a group of students who were low motivation. Thus, it produced four groups which consisting of eight samples, namely the experimental group that had high motivation, the experimental group that had a low motivation, the control group that had a high motivation, the control group that had a low motivation. This means that A_1B_1 consists of eight students, A_2B_1 consists of eight students, A_1B_2 consists of eight students, and A_2B_2 consists of eight students (See table 1).

Tabel 1. *Sample on Each Group*

Variabels	Free	Learning Models		Total
	Problem Base Learning (PBL) (A_1)	Predict	Observe Explain learning models (A_2)	
PBL (B_1)	8	8		16
POE (B_2)	8	8		16
Total	16	16		32

Emzir (2015:106)

A factorial design of 2 x 2 (see table 2) with control and experimental groups was used in this study (Emzir, 2015). It was relevant that the writer intended to examine the cause and effect of the independent variables and dependent variables. In this study, the data was analyzed using ANOVA and Tukey's test for the two independent variables, namely: learning model (motivation and PBL and POE) (table 2).

Table 2. *Treatment by Level 2 x 2 Design*

Variabels	Free	Learning Models
	PBL (A_1)	POE (A_2)
MI (B_1)	A_1B_1	A_2B_1
MII (B_2)	A_2B_1	A_2A_2

In this study, the sample consisted of 24 students that divided into two groups, namely the experimental group and the control group. The data obtained through the reading tests and motivation tests. The first instrument comprises of 40 questions that divided into two parts. The first part consisted of 30 essays questions and the second parts of 10 multiple choice question. The second instrument comprises of 25 cognitive style questions. The Kuder-Richardson formula (KR-20) is used to determine the reliability of the coefficient. The instrument was administered lastly. The data was analyzed through several steps. The requirements of the analysis test that used is the normality test of Liliefors test and Homogeneity of population test using F test and Bartlett test at significance level $\alpha = 0,05$. If it meets these two requirements, the research data was analyzed again through two-way variance analysis (ANOVA) at the significance level $\alpha = 0.05$. The Tukey Test was used for post-hoc analysis of significant results.

RESULTS AND DATA ANALYSIS

Hypothesis 1: The overall, are there a differences in English reading skills between students who study with the Problem Based Learning learning model and students who study with the Predict Observe Expect learning model.

Based on the analysis of variance at a significant level $\alpha = 0.05$, obtained $F_{\text{count}} = 7.031$ and $F_{\text{table}} = 4.20$ (see table 3 line 1 for test scores below). The resulted F_{count} is greater than F_{table} , it means that H_0 is rejected and H_i is accepted, so there are a significant difference between the group of students who take the lessons with the problem based learning models and with group of students who take the lessons with the Predict Observe Explain learning models of students' of English reading skills. Thus, it can be concluded that the problem based learning model is better than the Predict Observe Explain learning models. This means that the research hypothesis which states that the overall of problem based learning model is better than the Predict Observe Explain learning models can be accepted. (table 3).

Table 3. Summary of Two-Path ANOVA

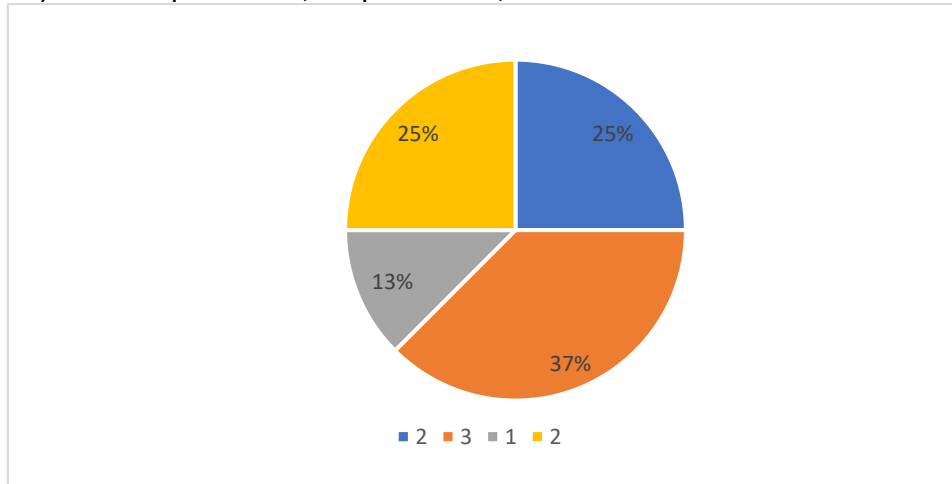
Source of variance	JK	db	RJK	FO	Ftab $\alpha = 0.05$
Between A	7.031	1	7.03125	5.133	4.20
Between B	14663.281	1	14663.28125	276.596	4.20
Interaction AB	7.031	1	7.03125	6.133	4.20
In	1484.38	28	53.013		
Total	16161.71875	31			

Hypothesis 2: The Interaction between Motivation and Learning Models toward students' English reading skills.

Based on the analysis of variance about the interaction between motivation and learning model of the students' of English reading skills seen in the ANOVA calculation (see table 3 line 3 for test scores above), that the price at a significant level of $\alpha = 0.05$, obtained $F_{\text{count}} = 6.133$ and $F_{\text{table}} = 4.20$. Because F_{count} is greater than F_{table} , it means that H_0 is rejected and H_i is accepted, so there are a significant interaction between motivation and learning models (PBL and POE) of the students' of English reading skills. After the interaction has been tested, then, the next step is doing the further test. The further test was used to find out about: a) the difference scores of the students' of English reading skills who were treated with the Problem Based Learning model and who were treated with the Predict Observe Explain learning models for groups of students which has the motivation of MI ($A_1B_1 - A_2B_1$); and the difference scores of English reading skills groups of students who were treated with Problem Based Learning models and who were treated with Predict Observe Explain learning models for groups of students which has the motivation of MII ($A_1B_2 - A_2B_2$).

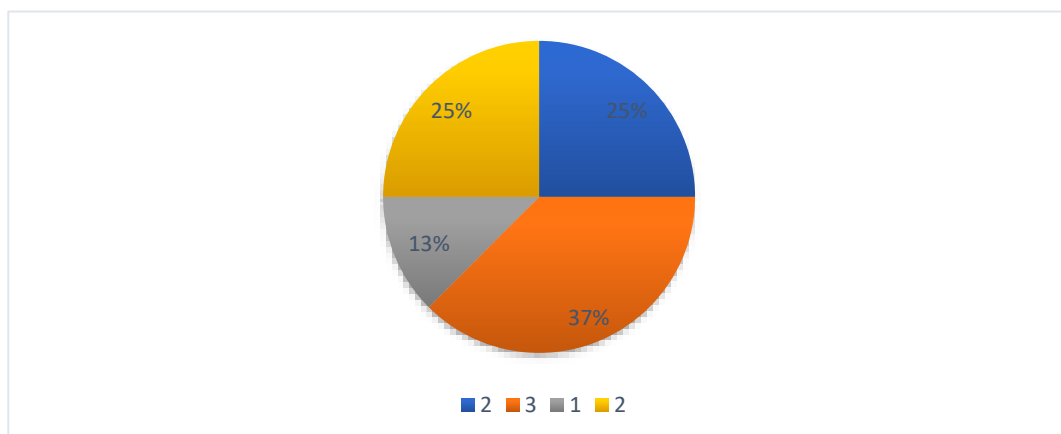
Pie chart 1 below displays the frequency of distribution and percentage the data of English reading skill of the student's which is given the Predict Observe Explain learning models and has the motivation of MI (A_2B_1). From the frequency of distribution, the list of students' skill scores of the Predict Observe Explain learning models and has the motivation of MI (A_2B_1), there are 2 respondents in number 1 of interval 81 - 83 (25.0%) the absolute of frequency are 2 respondents that got the average reached score, at number 2 interval 84 - 88 (37,50%) student got the average value above by reaching the absolute of frequency are 3 respondents.

While the score at number 3 interval 89 - 91 (12.50%) as in low score with the absolute of frequency is 1 respondent. Then the score on number 4 interval 92 - 96 (25.0%) with the absolute of frequency are 2 respondents (See pie chart 1).



Pie Chart 1. The distribution of frequency skill test score of English students which is given the Predict Observe Explain learning models and has the motivation of MI (A_2B_1).

Pie chart 2 below displays the frequency of distribution and percentage the data of reading skill of English students which is given the treatment with the Problem Based Learning model and has the motivation of MII (A_1B_2). From the frequency of distribution score of reading skill variable of English students which is given the Problem Based Learning model and has the motivation of MII (A_1B_2) as many as 8 respondents in number 2 interval 83 - 85 (50,0%), the average score by reaching the absolute of frequency are 4 respondents, at number 3 interval 86 - 87 (25,0%) student get value above average by reaching the absolute of frequency are 2 respondent. While the score at number 1 interval 54 - 82 (12,5%) and number 4 interval 88 - 89 (12,5%) as in low value with the absolute of frequency is 1 respondent (See pie chart 2).



Pie chart 2. The distribution of frequency skill test of English students' scores which are given the Integrative learning model and has the cognitive styles of field dependent (A_1B_2).

In this study, the formula that used to test the hypothesis of free variables and the dependent variable or criterion and main effect is the two-way of Variance Analysis (ANOVA) formula (see table 1 for test scores). The independent variables are; (1) learning model (PBL and POE) and (2)

motivation (MI and MII). While the dependent variable or criteria is the reading skill of English students. After all hypothesis test requirements are met, if there is an interaction effect between motivation and the learning model on the students' reading skill score, then a further test is performed using the Tuckey test (t-test).

The score of students' English reading skills which is given the problem based learning model and has the motivation of MI (A_1B_1) compared with the students' reading skills score of the students group which is given the Predict Observe Explain learning models and has the cognitive styles of MI (A_2B_1), $Q_{count} = 6,645$ $Q_{table} = 4.53$ (see table 3 for test scores). Thus, Q_{count} is greater than Q_{table} , so H_0 is rejected, therefore it can be assumed that there is a significant difference score of English students' reading skills which has the motivation of MI between the problem based learning model and the Predict Observe Explain learning models. In other words, the students who have the motivation of MI and got the treatment with problem based model more precisely than those who received the treatment with the Predict Observe Explain learning models to the score of English listening students. (See table 3).

Tabel 4. Summary of Tukey Test Calculations

No	Compared groups	Q_{count}	$Q_{table}(\alpha = 0.05)$	Comparison	Conclusion
1	$A_1B_1 - A_2B_1$	6.645	4.53	$Q_{hitung} > Q_{table}$	Significant
2	$A_1B_2 - A_2B_2$	5.012	4.53	$Q_{hitung} > Q_{table}$	Significant

Thus, the research hypothesis stated that students which have a motivation of MI which is given the treatment with problem based learning model is more appropriate compared with the students which is given the treatment with Predict Observe Explain learning models to the score of English listening student skills are acceptable. Such findings support the previous result (Nilson, 2010; Azari et al., 2013 ; Bowman et al., 2007 ; Boettger & Lam, 2013 ; Chabbi et al., 2017 ; Flynn & Beasley, 2009 ; Kumar et al., 2016; Syuhida, et al, 2017) the reading skill could be integrated with the learning models and motivation or other in teaching and learning of a language. The results of the research showed that there are an interaction between the problem based learning model and the Predict Observe Expect learning model with motivation for English reading skills and the difference between the motivation (MI) of students who study with PBL and POE and students who have motivation (MII) studied with PBL and POE. Therefore, it is hoped that the results of this research can be applied by teachers and lecturers in the learning process to improve reading skills. H_1 is accepted, means that there is a very significant interaction effect between factor A (Learning Model) and factor B (Motivation) or the influence of the learning model on English reading skills depends on student motivation.

DISCUSSION

This study was conducted to determine the effect of motivation and learning models on students' reading skills in English and focus on the identification, description and classification of reading learning models. The findings of this research indicate that motivation and language learning models can explain the influence of differences in students' reading comprehension abilities. The results of this research support the findings of Rofiqoh, Faradita & Afiani (2023); Rikmasari, Sundari & Nuraini (2022); Ernawati (2020); Farah & Handayani (2015); Handi & Solfarina (2019); Hidayah & Yuberti (2018); Nisa, Saleh & Permana (2022); Retariandalas (2017); Omid, Omid & Behzad (2015); and Shintani & Wallace (2014) as well as Zanjani & Izadpanah (2016) and Khodadady & Zeynali (2012). Hidayah & Yuberti (2018) concluded that the POE model influences students' understanding of concepts. Nisa, Saleh & Permana (2022) stated that learning motivation does not have a positive and significant influence on reading interest and speaking skills, but through reading interest learning motivation has a positive and significant influence on speaking skills. Likewise, Retariandalas (2017) stated that students' reading interest and learning motivation together have a significant effect on science learning achievement. Rofiqoh, Faradita & Afiani (2023) concluded in their research that learning using an audio-visual based problem-

based learning model can improve elementary school students' critical thinking abilities. Rikmasari, Sundari & Nuraini (2022) stated that to overcome students who tend to memorize material, through the POE learning model students can discover concepts themselves through direct experiments, so that students will feel the learning process is more meaningful. The same pattern was also carried out by Omid, Omid & Behzad (2015) in their research showing that students' field independent cognitive style had a positive and significant relationship with their translation achievement. The cognitive style of the independent field is higher than that of the dependent field in translation tasks and translation performance can improve significantly. Meanwhile, Shintani & Wallace (2014) in their research explained that (1) listening support can improve listening skills; and (2) contextually, linguistic support has a better effect than contextual support. Zanjani & Izadpanah (2016) in their research also stated that listening strategies can be used to improve students' listening skills. Khodadady & Zeynali (2012) stated that the results of their research showed that listening skills could be influenced by students' cognitive styles.

By comparing the results of the four studies, it can be understood that learning models and cognitive styles can not only improve the listening skills but also could help to provide an understanding of their listening. These studies explain that in order to achieve the successful in the learning process, students can do various ways to motivate themselves. Although this study has contributed and new insights to students of English in Indonesia, especially in listening material, there are also some of weaknesses. First, the purpose of this study was to examine the learning models and cognitive styles to improve English listening skills in Indonesia. Further research needs to be done to determine whether the findings of this study can be applied to English language material. Second, this research was carried out only in a limited context in Indonesia. Further research needs to be done in other contexts in Indonesia to determine the extent to which the findings of this study can be applied to other Indonesian EFL students. Third, our goal in conducting this research is not only to answer our research questions, but also to begin the process where teaching understanding of EFL students in Indonesia can be improved.

CONCLUSION

The goal of learning English is to increase students' proficiency in speaking and writing English clearly and properly. Thus, in order to achieve the goals of learning English, including improving one's reading abilities, it is imperative to become proficient in all four facets of the language. Reading, according to Saddhono, is one of the four language abilities; reading involves comprehending the ideas/ideas expressed, suggested, or paraphrased during the reading process. A conceptual framework that serves as a roadmap for performing an action is what is meant by the term "model." A model can also be defined as a real item or things, just as the "globe" is a representation of the planet on which we live. These reflections lead to an understanding of the teaching and learning model as a conceptual framework and a methodical procedure for setting up learning experiences to accomplish particular learning goals, serving as a manual for instructional designers as well as teachers in the planning and execution of learning activities. There is a significant difference between the group of students who take the lessons using the problem-based learning models and the group of students who take the lessons using the Predict Observe Explain learning models of students' of English reading skills. The resulted Fcount is greater than Ftable, which means that H_0 is rejected and H_i is accepted. The problem-based learning paradigm is therefore superior to the Predict Observe Explain learning models, it can be applied. The study's findings revealed a connection between the Predict Observe Expect learning model and the problem-based learning model in terms of motivation for English reading skills, as well as a distinction between students who study with PBL and POE and those who have motivation (MII) for their studies.

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