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THE EFFICACY OF SQ3R AND SPEED READING METHOD IN IMPROVING STUDENTS' MOTIVATION TO LEARN AND READING COMPREHENSION

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Abstract

The application of the SQ3R (Survey, Question, Read, Recall/Recite, and Review) and Speed Reading methods is important to improve students' learning motivation and reading comprehension ability, which are essential basic skills in supporting successful learning in primary education. This study aims to determine: (1) the difference in the effect of SQ3R and Speed Reading method on learning motivation and reading comprehension ability. the difference in the effect of SQ3R method and Speed Reading method on learning motivation, and (2) the difference in the effect of SQ3R and Speed Reading method on reading comprehension ability. The research method was a nonequivalent control group pretest-posttest experiment. The research sample was purposive sampling technique of 96 fourth grade students. Data collection techniques and instruments are questionnaires and description test questions. Data analysis techniques using Manova test. The results of this study indicate that: (1) there is a difference in the positive and significant effect of SQ3R method and Speed Reading method on learning motivation with a Sig value. 0.001 <0.05, and (2) there is a difference in the positive and significant effect of SQ3R method and Speed Reading method on reading comprehension ability with a Sig value. 0,001 < 0,05. The difference in the effect of SQ3R method and Speed Reading method on students' learning motivation and reading comprehension ability. The conclusion is that the SQ3R method is more effective for increasing learning motivation.

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INTRODUCTION

The importance of motivation and reading comprehension skills in the achievement of subject content, the fact is that there are general problems related to the level of students' reading development. The results of the research on the progress of international reading literacy (PIRLS) in 2021 measuring comprehension, application, and reflection on written text, ranked Indonesia 45th out of 48 participating countriesjuli (Asmoro et al., 2023) .Several cases of learning motivation in elementary schools found a tendency to use conventional teacher teaching methods so that it seems monotonous and has an impact on students' lack of enthusiasm in learning Indonesian, as well as the influence of peers who affect students' learning motivation for the lesson (Atma et al., 2021).

Reading comprehension ability aims for children to have correct reading based on the suitability of reading comprehension (Ceyhan & Yıldız, 2021; Diarani & Syamsi, 2019). In addition, reading comprehension skills support receptive and productive reading skills which aim for students to think critically, creatively and imaginatively (Mustadi, 2020). Therefore,

reading comprehension skills are needed to achieve elementary students' reading proficiency tests (Erya & Pustika, 2021; Istiq'faroh et al., 2020).

The low motivation is because students still chat a lot with their peers and are busy during Indonesian lessons (Popovska Nalevska & Kuzmanovska, 2020). In addition, lack of motivation in reading activities often occurs because students have difficulty reading repeatedly or are lazy to read (Hebbecker et al., 2019), The reason students are lazy to read is because they spend time playing gadgets when at home(Adigun et al., 2021; Mayuni & Amanda, 2023) Meanwhile, at school students rarely read books before the lesson starts and the lack of utilization of the reading corner in the classroom (Sulfemi, 2023; Marleni et al., 2024).

The problem of reading comprehension skills during learning is due to the fact that teachers have never used special methods in reading comprehension, lack of interest, and utilization of reading corners (Dewitz & Graves, 2021;Istiq'faroh et al., 2020). Muharam et al. (2019) argues that the low reading comprehension ability is due to students' lack of interest and lack of motivation in honing their reading skills, as well amads the lack of use of varied learning methods, making students lazy in honing their reading comprehension skills. (Vaughn et al., 2024). Based on observations and interviews, low learning motivation and reading comprehension skills are caused by three factors: First, students' low motivation to explore knowledge from reading sources. Second, the teacher's method in Indonesian lessons is still monotonous conventional method. Third, the teacher has never measured reading comprehension skills.

Referring to the problems at SDN Gugus 5, Gerung Subdistrict, West Lombok, because the teaching methods applied by teachers are not appropriate and seem monotonous, it affects the lack of enthusiasm of children. To overcome the problem, teachers need to design and incorporate learning methods that can create meaningful learning (Otaya et al., 2020). According to Prasetyo et al. (2021) and Setyawan & Mustadi (2020) in order to create meaningful learning, teachers must be good at coordinating the class by using various learning methods that are suitable for fostering learning enthusiasm. Alternative learning methods that can foster learning enthusiasm are applying the SQ3R method and the Speed Reading method.

The use of the SQ3R method at the elementary school level, especially in grade IV, has the advantage of encouraging the reading process of students to think in understanding reading material actively, trained and able to make a question by emphasizing the level of understanding declarative concepts, definitions in reading text or reading material, knowing abstracts, knowing main ideas and making it easier for students to remember material effectively and efficiently (Rada & Jayanti, 2022; Saks et al., 2021;Jalil, 2024). The use of the Speed Reading method at the elementary school level has several advantages that can support the success of learning, reading, fostering concentration in students, and reducing the tendency to repeat reading which can save time and efficiency in dynamic learning between students and other students through reading skills so that the learning atmosphere avoids boredom (Smeplass, 2023).

The urgency of the above problems focuses on improving the quality of Indonesian language learning in phase B of the Merdeka Curriculum, this research is urgent to provide solutions through experimental research that examines the effect of the SQ3R method and the Speed Reading method. By paying attention to the urgency of the problem of low learning motivation at the elementary school level, it is hoped that it can make a significant contribution in developing the quality of learning at the elementary level.

Based on this, several previous studies conducted by Setyowati (2019), Fitriani & Komala (2024) and Wahyuningsih et al. (2023) have discussed the effect of the SQ3R method and the Speed Reading method on learning motivation and reading comprehension skills but

only partially analyzed using the t test and anova. Referring to some of these studies, the novelty of this study is to examine the effect of the SQ3R method and the Speed Reading method on learning motivation and reading comprehension ability simultaneously using manova test analysis.

Based on the background description of the problem, the advantages of the SQ3R method and the Speed Reading method, it is important to conduct further research to examine the effect of the Speed Reading method and the SQ3R method on learning motivation and reading comprehension skills in class IV SDN Gugus 5, Gerung District, West Lombok. This study aims to determine: (1) the difference in the effect of SQ3R and Speed Reading method on learning motivation and reading comprehension ability. the difference in the effect of SQ3R method and Speed Reading method on learning motivation, and (2) the difference in the effect of SQ3R and Speed Reading method on reading comprehension ability. The implication of this research is expected to be a scientific reference for further researchers to examine the effect of SQ3R and Speed Reading methods on learning motivation and reading comprehension skills.

RESEARCH METHOD

Research Design

This study utilized a quantitative research approach with a quasi-experimental design, specifically employing a nonequivalent control group pretest-posttest model. This design was chosen to evaluate the effectiveness of an educational intervention by comparing the learning outcomes between two groups: an experimental group that received the treatment and a control group that did not. Although the participants were not randomly assigned, the groups were selected to be comparable in terms of academic level and school characteristics. Before the intervention, both groups completed a pretest to establish baseline data, and after the intervention, they completed a posttest to measure learning gains. This approach enabled researchers to observe and analyze any significant differences in performance that could be attributed to the intervention. The design also facilitated the assessment of learning improvement over time within each group. Overall, this method provided a structured and reliable way to investigate the impact of the intervention on student outcomes.

Participants

The research participants were 96 students from two elementary schools: SDN 1 Beleka and SDN 3 Beleka. These participants were selected from Grade IV (fourth grade) classes using a purposive sampling technique. The experimental group and the control group were drawn from these two schools, with the allocation of groups based on school settings to prevent contamination between participants. The selection was based on the similarity of school characteristics and students' academic level to ensure the comparability of the two groups.

Data Collection Technqieu

The data in this study were collected using two main instruments: questionnaires and descriptive tests. The questionnaire was used to assess students' responses and attitudes, while the descriptive test measured their learning outcomes before and after the treatment. The instruments underwent both rational and empirical validation processes to ensure their validity and reliability. Rational validation involved expert judgment to evaluate content validity. The content validity index was calculated using Aiken's V formula. Aiken's V provided a quantitative measure of the degree of agreement among experts regarding the relevance of each item. A high value of Aiken's V indicated that the items were valid in terms of content. Empirical validation, on the other hand, was conducted to measure the accuracy of the instruments using product moment correlation techniques. Each item's validity was determined by comparing the calculated correlation coefficient (r_{count}) with the

critical value from the Pearson table (r_{table}) at a significance level of 0.05. Items with r_{count} > r_{table} were considered significantly correlated with the total score and were thus declared valid. Instrument reliability was tested using Cronbach's Alpha to calculate composite reliability. A high Cronbach's Alpha value indicated that the instrument items consistently measured the intended constructs.

Data Analysis

The data analysis in this research involved both descriptive and inferential statistical methods. Descriptive statistics were used to summarize the data from pretest and posttest results in terms of means, standard deviations, and score distributions. These statistics provided an overview of student performance in both the experimental and control groups. For inferential statistics, the Multivariate Analysis of Variance (MANOVA) test was employed to examine whether there were significant differences between the experimental and control groups across multiple dependent variables simultaneously. MANOVA was chosen to capture the combined effect of the intervention on the learning outcomes more comprehensively than univariate tests. The interpretation of the MANOVA results was based on the Wilk's Lambda value found in the Multivariate Test table. According to Sugiharti (2021), if the significance (Sig.) value in Wilk's Lambda is less than 0.05, the null hypothesis (H_0) is rejected. This means that there is a statistically significant difference in means between the groups on the dependent variables collectively. This comprehensive data analysis procedure ensured the validity of the conclusions drawn regarding the effectiveness of the intervention in improving students' learning outcomes.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Descriptive Statistic

Tabel 1
Summary of Pre-test and Post-test Descriptive Statistics Results

Description	Control Class				Experiment Class			
	Pre-test		Post-test		Pre-test		Post-test	
	Learning Motivation	Reading comprehenstion skills	Learning Motivation	Reading comprehenstion skills	Learning Motivation	Reading comprehenstion skills	Learning Motivation	Reading comprehenstion skills
Average	96,53	43,02	105,09	63,58	103,58	50,23	110,21	68,37
Maximum	122	60	125	75	125	60	125	75
Minimum	74	20	88	40	55	40	76	60
Std. Deviasi	11,21	9,11	10,45	7,74	14,58	10,12	10,99	6,79
Number of Respondent	54	54	54	54	43	43	43	43
Average Increase in Learning Motivation	8,57				6,63			
KMP Average Improvenent	20,57				18,14			

Referring to, the descriptive statistical results of the pre-test and post-test of learning motivation variables and reading comprehension skills in the control class and experimental class. It is known that the lowest pre-test average value of learning motivation variables = 96.53 and reading comprehension ability = 43.02 is in the control class using the Speed Reading method. Meanwhile, the highest post-test mean value of learning motivation variable = 110.21 and reading comprehension ability = 68.37 was in the experimental class using the SQ3R method. The maximum value of learning motivation variable = 125 was obtained during the control class pre-test and experimental class post-test, the maximum value of

reading comprehension ability variable = 75 was obtained during the control class and experimental class post-test. Meanwhile, the minimum value of the learning motivation variable = 55 was obtained during the experimental class pre-test and the minimum value of the reading comprehension ability variable = 20 was obtained during the control class pre-test. The pre-test standard deviation value of the control class on the learning motivation variable = 11.21 and reading comprehension ability = 9.11 while the post-test standard deviation value of the learning motivation variable = 10.45 and reading comprehension ability = 7.74. The pre-test standard deviation value of the experimental class on the learning motivation variable = 14.58 and reading comprehension ability = 10.12 while the post-test standard deviation value of the learning motivation variable = 10.99 and reading comprehension ability = 6.79. In connection with that, there is an increase in the average value of the pre-test and post-test results of the learning motivation variables and reading comprehension skills in both the control class and the experimental class.

The average value of the pre-test in the control class on the learning motivation variable was 96.53 after being given the treatment the average value of the post-test was 105.09 so that there was an increase in the average value of 8.57. The average value of the pre-test in the control class on the reading comprehension ability variable was 43.02 after being given the treatment, the average value of the post-test was 63.58 so that there was an increase in the average value of 20.57. Meanwhile, the average value of the pre-test in the experimental class on the learning motivation variable was 103.58 after being given the treatment of the average value of the post-test to 110.21 so that there was an increase in the average value of 6.63. The average value of the pre-test in the experimental class on the reading comprehension ability variable was 50.23 after being given the post-test average value to 68.37 so that there was an increase in the average value of 18.14.

Referring to the analysis above, it is known that the treatment given to both the control class and the experimental class both experienced an increase. However, if seen in the post-test results, the average value of the learning motivation variable and reading comprehension ability has the highest average value when given treatment in the form of the SQ3R method compared to the Speed Reading method. Thus, it can be concluded that the SQ3R method is more effective to increase learning motivation and reading comprehension skills of grade IV elementary school students.

Prerequisite Test

Multivariate Normality Test

The first prerequisite test is the multivariate normality test which is carried out with the aim of knowing whether the data contained in the control class and experimental class comes from a multivariate normally distributed population or not.

Tabel 2
Correlation Coefficient Results of Control Class Before Treatment

		Mahalanobis Distance	Chi
Mahalanobis Distance	Pearson Correlation	1	.957**
	Sig. (2-tailed)		.000
	N	53	53
Chi	Pearson Correlation	.957**	1
	Sig. (2-tailed)	.000	
	N	53	53

Based on Figure, it is known that the scatter plot tends to form a straight line, so the data is multivariate normally distributed. In connection with that, in Table 21, it is known that the correlation coefficient value obtained is 0.957, which shows the coefficient is greater than

0.271 and the Sig value. = 0.000 <0.05, so the control class data before treatment is declared multivariate normally distributed.

Tabel 3
Correlation Coefficient Results of experimental Class Before Treatment

Correlations			
		Mahalanobis Distance	Chi
Mahalanobis Distance	Pearson Correlation	1	.912**
	Sig. (2-tailed)		.000
	N	43	43
Chi	Pearson Correlation	.912**	1
	Sig. (2-tailed)	.000	
	N	43	43

Based on Figure, it is known that the scatter plot tends to form a straight line, so the data is multivariate normally distributed. In connection with that, in Table 22, it is known that the correlation coefficient value obtained is 0.912, which shows that the coefficient is greater than 0.301 and the Sig value. = 0.000 <0.05, so that the experimental class data before treatment is declared multivariate normally distributed.

Tabel 4
Correlation Coefficient Results of Control Class After Treatment

Correlations			
		Mahalanobis Distance	Chi
Mahalanobis Distance	Pearson Correlation	1	.957**
	Sig. (2-tailed)		.000
	N	53	53
Chi	Pearson Correlation	.957**	1
	Sig. (2-tailed)	.000	
	N	53	53

Based on Figure, it is known that the scatter plot tends to form a straight line, so the data is multivariate normally distributed. In connection with that, in Table 23, it is known that the correlation coefficient value obtained is 0.957, which shows the coefficient is greater than 0.271 and the Sig value. = 0.000 <0.05, so the control class data after treatment is declared multivariate normally distributed.

Tabel 5
Correlation Coefficient Results of experimental Class After Treatment

Correlations			
		Mahalanobis Distance	Chi
Mahalanobis Distance	Pearson Correlation	1	942**
	Sig. (2-tailed)		000
	N	43	43
Chi	Pearson Correlation	.942**	1
	Sig. (2-tailed)	.000	
	N	43	43

Based on Figure, it is known that the scatter plot tends to form a straight line, so the data is multivariate normally distributed. In connection with that, in Table 24, it is known that the correlation coefficient value obtained is 0.942, which shows a coefficient greater than 0.301 and a Sig value. = 0.000 <0.05, so the control class data after treatment is declared multivariate normally distributed. Referring to the multivariate normality test above, it can be

concluded that the control class and experimental class data both before treatment and after treatment are declared multivariate normally distributed.

Covariance Matrix Homogeneity Test

The covariance matrix homogeneity test is used to determine whether the covariance in the population is homogeneous (the same) or not. The homogeneity test was conducted with Box's M Test of Equality. The results of the covariance matrix homogeneity test are that the Sig. value in the Box's M test is 0.270> 0.05, so it can be said that the covariance equation between variables is simultaneously equivalent, so the covariance matrix is homogeneous. It is concluded that the Sig. value in the Box's M test is 0.657> 0.05, so it can be said that the covariance equation between variables is simultaneously equivalent, so the covariance matrix is homogeneous. Referring to the explanation of the multivariate homogeneity test results above, it can be concluded that the data before and after treatment are homogeneous.

Manova Test

Simultaneous Hypothesis Test

Tabel 6
Multivariate Test

Method	Sig.	Description
Wilk's Lambda	0,001	There is a Difference

Hypothesis 1

The results of hypothesis testing show that the use of the SQ3R method and the Speed Reading method on learning motivation has a Sig value. = 0,001 < 0,05. This means that there is a difference in the positive and significant effect of the Speed method and the SQ3R method on the learning motivation of fourth grade students of Public Elementary School Cluster 5, Gerung District, West Lombok. Thus, hypothesis 5 which states that there is a difference in the positive effect of the SQ3R and Speed Reading methods on the learning motivation of grade IV students of Public Elementary School Cluster 5, Gerung District, West Lombok is proven so that H0 is rejected.

Hypothesis 2

The results of the hypothesis test showed that the use of the Speed Reading method and the SQ3R method on reading comprehension ability had a Sig value. = 0,001 < 0,05. This means that there is a positive and significant difference in the effect of the SQ3R method and the Speed method on the reading comprehension skills of grade IV Public Elementary School Cluster 5, Gerung District, West Lombok. Thus, hypothesis 6 which states that there is a difference in the positive effect of the SQ3R method and the Speed Reading method on the reading comprehension skills of grade IV students of Public Elementary School Cluster 5, Gerung sub-district, West Lombok is proven so that H0 is rejected.

Manova Test_ Tests of Between-Subjects Effects

Table 7
Tests of Between-Subjects Effects

Methods	Sig.	Description
Post-test_Learning Motivation	0,022	There is an Influence
Post-test_Reading Comprehension Ability	0,002	There is an Influence

Referring to table 2 of the Tests of Between-Subjects Effects results, it is known that (1) the use of the Speed Reading method on learning motivation has a Sig value. = 0,022 < 0,05. That is, there is a positive and significant effect of Speed Reading method on learning motivation so that H_0 is rejected. (2) The use of Speed Reading method on reading

comprehension ability has Sig value. = 0,002 < 0,05. That is, there is a positive and significant effect of Speed Reading method on reading comprehension ability so that H_0 is rejected. (3) The use of SQ3R method on learning motivation has Sig value. = 0,022 < 0,05. That is, there is a positive and significant effect of SQ3R method on learning motivation so that H_0 is rejected. (4) The use of the SQ3R method on reading comprehension ability has a Sig value. = 0,002 < 0,05. That is, there is a positive and significant effect of SQ3R method on reading comprehension ability so that H_0 is rejected. Thus, there is a positive and significant effect of Speed Reading and SQ3R methods on learning motivation and reading comprehension ability partially.

Manova Test- Wilk's Lambda

Tabel 8
Multivariate Test

Methods	Sig.	Description
Wilk's Lambda	0,001	There is a difference

Based on table 3, it is known that the use of Speed Reading method and SQ3R method on learning motivation and reading comprehension ability has a Sig value. = 0,001 < 0,05. That is, there is a difference positive and significant influence of the Speed method and SQ3R method on learning motivation and reading comprehension ability so that H_0 is rejected. Thus, there is a difference in the effect of Speed Reading and SQ3R methods on learning motivation and reading comprehension skills simultaneously.

Discussion

Differences in the Effect of the SQ3R Method and the Speed Reading Method on Learning Motivation of Grade IV Elementary Student

The findings of this study showed that there was a positive and significant difference in the effect of the SQ3R and Speed Reading methods on learning motivation. This was seen from the Sig value, with Wilk's Lambda = 0.001 < 0.05. In other words, there was a significant difference in the positive effect of the SQ3R method and the Speed Reading method on the learning motivation of grade IV students of the State Elementary School of Cluster 5, Gerung District, West Lombok, leading to the rejection of H0. Additionally, based on the average values, the average value of using the Speed Reading method on learning motivation was 105.09, which was lower than the average value of the SQ3R method at 110.21. Therefore, the SQ3R method was more effective in increasing the learning motivation of fourth-grade students than the Speed Reading method.

The reason the SQ3R method was more effective than the Speed Reading method was because the SQ3R method aimed to increase and encourage effective student learning motivation during the learning process, resulting in a better understanding of the material being read (Cataraja, 2022). The application of the SQ3R method in Indonesian language learning became more interesting, which in turn helped to increase students' learning motivation in understanding reading materials (Sudarsono & Astutik, 2024; Zasnimar, 2020). Moreover, the SQ3R method involved student activity in the learning process and emphasized in-depth understanding through the steps of survey, question, read, recite, and review, as opposed to simply increasing the reading speed, which was the focus of the Speed Reading method.

The steps in SQ3R helped to stimulate students' attention, interest, enthusiasm, involvement, and curiosity in reviewing Indonesian learning materials, which are indicators that influence learning motivation (Arhas & Aryandi Septian, 2023; Setyowati, 2019; Wahidin, 2019; Nissa & Renoningtyas, 2021). Therefore, the steps contained in SQ3R played a significant role in increasing student learning motivation in Indonesian language lessons. In this context, when students felt that they truly understood the material they were learning,

they were more likely to feel motivated to continue learning and explore the material more deeply. As a result, the SQ3R method was able to arouse students' curiosity about the material being studied, thereby increasing their learning motivation and encouraging them to think critically, actively engage in learning, and experience meaningful learning (Aziz, 2020; Heriana et al., 2023). Thus, the application of the SQ3R method in Indonesian language learning was more effective than the Speed Reading method in enhancing the learning motivation of grade IV students at the State Elementary School of Cluster 5, Gerung District, West Lombok.

Differences in the Effect of SQ3R and Speed Reading Method on Learning Motivation and Reading Comprehension Ability

The findings in this study showed that there was a positive and significant difference in the effect of the Speed Reading method and the SQ3R method on learning motivation and reading comprehension ability. This was seen from the Sig. value, with Wilk's Lambda = 0.001 < 0.05. In other words, there was a positive and significant difference in the effect between the Speed Reading method and the SQ3R method on learning motivation and reading comprehension skills, leading to the rejection of H0. Referring to the mean values, the mean value of using the Speed Reading method on learning motivation was 105.09, which was lower than the mean value of the SQ3R method, which was 110.21. In addition, the mean value of using the Speed Reading method on reading comprehension ability was 63.58, which was lower than the mean value of the SQ3R method, which was 68.37. Therefore, the SQ3R method was more effective in increasing learning motivation and reading comprehension skills among grade IV elementary school students.

The reason the SQ3R method was more effective than the Speed Reading method was that the SQ3R method aimed to increase and encourage effective student learning motivation during the learning process, which led to positive results in understanding material and reading (Cataraja, 2022). The application of the SQ3R method in Indonesian language learning made the process more interesting, thereby helping to increase students' learning motivation in understanding reading material (Sugiharti et al., 2020; Avrit, 2021). Moreover, the SQ3R method involved students' active participation in the learning process and emphasized deep understanding through the steps of survey, question, read, recite, and review, rather than merely increasing the speed of reading as the Speed Reading method did. When students felt that they truly understood the material they were learning, they tended to feel more motivated to continue learning and explore the material more deeply. Therefore, the SQ3R method was able to arouse students' curiosity about the material being studied, thus increasing their learning motivation and encouraging them to think critically, actively engage in learning, and experience meaningful learning (Abimbola & Aramide, 2021).

Regarding reading comprehension skills, the SQ3R method was more effective than the Speed Reading method because the use of the SQ3R method in elementary schools had advantages over other methods. Specifically, it helped the reading process by emphasizing the level of student understanding in reading material or the content of student reading texts effectively and efficiently (Cataraja, 2022). The SQ3R method encouraged students to actively engage in the reading process by focusing on in-depth strategies for understanding reading texts through the survey, question, read, recite, and review steps, rather than simply increasing reading speed, as the Speed Reading method did. In this regard, Burgos (2023) and Sinulingga et al. (2023) also stated that the SQ3R method was an innovative approach that had been proven to increase student learning activities and improve students' reading comprehension skills. This view was supported by Bulut & Yıldız (2024) and Jaroentasanasiri & Jeanjaroonsri (2023), who noted that applying the SQ3R method made students more active in identifying important points in reading and helped them focus on the essence implied and expressed in the text, which in turn helped students understand vocabulary and answer

questions related to the reading. Thus, the application of the SQ3R method in Indonesian language learning was more effective than the Speed Reading method in increasing learning motivation and reading comprehension skills among grade IV elementary school students.

CONCLUSION

Referring to the results of the research and discussion, it can be concluded as follows. There is a positive and significant difference in the effect of using the SQ3R method and Speed Reading method on the learning motivation of fourth grade students of public elementary schools in Gugus 5, Gerung District, West Lombok. This is indicated by the Sig value. Wilk' Lambda = 0.001 <0.05. Referring to the acquisition of the average value of using the Speed Reading method on learning motivation = 105.09 is lower than the average value of the SQ3R method = 110.21. Thus, the SQ3R method is more effective for increasing the learning motivation of fourth grade elementary school students than the Speed Reading method.

There is a positive and significant difference in the effect of SQ3R and Speed Reading methods on reading comprehension skills of grade IV students of public elementary schools in Gugus 5, Gerung sub-district, West Lombok. This is indicated by the value of Sig. Wilk' Lambda = 0.001 < 0.05. Referring to the acquisition of the average value of the use of the Speed Reading method on reading comprehension ability = 63.58 is lower than the average value of the SQ3R method = 68.37. Thus, the SQ3R method is more effective to improve the reading comprehension ability of fourth grade elementary school students.

To optimize this research in the future, the following are suggested:(1) For researchers, it can be used as a scientific reference to examine the effect of the SQ3R and Speed Reading methods on learning motivation and reading comprehension skills. In connection with that, the items on the instrument that have a content validity value are in the medium category and there are items that fall can be used as an evaluation of improvements for further instrument development. (2) For students, the SQ3R method has the benefit of increasing learning motivation and reading ability. (3) For teachers, the SQ3R method can be applied in increasing learning motivation and reading comprehension skills. (4) For schools, the use of the SQ3R method can be considered as an effort to increase students' learning enthusiasm and reading comprehension skills at the elementary school level.

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