



The Effect of Survey, Question, Read, Recite, and Review (SQ3R): Method and Learning Motivation of Achievement in Learning Indonesian Language



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Abstract

This study aims at examining the effect of SQ3R reading methods and student achievement, learning motivation and student achievement, as well as the influence of reading method SQ3R and learning motivation on the 5th-Grade students' achievement in learning the Indonesian language at elementary schools regional III district of Langgudu, Bima. The population of this research is the 5th-grade students at elementary schools of Regional III, district of Langgudu, Bima. In terms of sampling, this study used purposive sampling technique by considering the purpose and certain considerations. In collecting data, this study distributed questionnaire related to an SQ3R reading method and student learning motivation and gave the test to examine students' learning achievement. The data were analyzed by using: descriptive statistics including SQ3R reading method data and students' learning motivation; then using inferential statistics including multiple regression, multiple correlation significance tests (F test), partial test and then multiple correlation calculations. Based on the results of the descriptive statistical analysis, it is found that the percentage of reading method SQ3R is 37.7% and student learning motivation is 44.2%. Multiple regression equations between reading method of SQ3R and student's learning motivation to student achievement is $Y = 20,606 + 0,343X1 + 0,549 X2$ and value of significance obtained 72,167 is less than $\alpha = 0,05$; hence, there is significant influence on reading method SQ3R and motivation to learn on 5th-grade students' achievement in learning Indonesian language at elementary schools, in Regional III district of Langgudu, Bima. Based on multiple correlation analysis, it shows obvious influence of variable of reading method SQ3R and motivation learn on student achievement that can be shown by the amount of plural coefficient (1,992) with $r = 0,813$ significant at $\alpha = 0,05$, $df = 75$, and with coefficient determination (0,652 or 65,2 %). It indicates that the value of student achievement variable can be explained by the variable value of reading method SQ3R and learning motivation.

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1. Introduction

Basically, education aims at nurturing learners to gain knowledge, skills, and positive attitude in life. An educational and learning process is said to succeed if learners gain a better chance of the improvement of knowledge, change of skills, and positive change of behavioral maturity. The problem of education that is still existed is the low quality of education, including in learning the Indonesian language. This is due to students' difficulties in understanding the content of instructional materials becoming the substance of the curriculum that tend not to meet the needs of students.

The development of science and technology has had an impact on various fields, especially in the field of education. Such progress requires the development of a learning society. One of the effective learning processes is done by reading. Reading that previously became the major lesson and practice, is now getting less attention, both from students and teachers. When in fact, reading teaching can be a means to guide students to become an independent reader, foster interest in reading, and have good reading skills. Students learn to acquire skills and master reading techniques and understand reading content well. Therefore, teachers need to design reading learning well in order to foster reading habits as a fun activity.

Reading skills as one of the receptive written language skills need to have elementary school students to be able to understand the contents of the reading involved in writing. Therefore, the role of teaching the Indonesian language especially teaching reading in elementary school becomes extremely important. Student reading skill is closely related to student's learning achievement. The more skilled the students are in reading, the better the learning achievement the students will get. Therefore, to obtain maximum learning achievement, students must motivate themselves in reading and should make the ability to read as priority scale that must be mastered by students. The selection of good methods in the learning process is obviously fundamental. However, in general, teachers have not applied certain methods, especially in learning reading in the Indonesian language. This phenomenon is happened in reading class of 5th-Grade students at Elementary Schools in in Regional III District of Langgudu, Bima. Based on the results of preliminary through observation on the result of Mid-term test II, it was identified that the students had not shown maximal reading skill. Therefore, it needs an appropriate reading method to improve students' achievement in learning the Indonesian language. One of the alternative methods that can be used in improving students' achievement in learning the Indonesian language is an SQ3R reading method, it is an alternative to meet those expectations. The SQ3R method as its name implies this technique is an abbreviation of each step that an intensive reader must go through. The stages include Survey, Question, Read, Recite, and Review. It is a reading technique in studying reading material. Its realization is a set of skills captions to cultivate every aspect of reading that is meaningful to the reader.

Research Problem

Based on previously stated background, the formulation of the problem in this study of how is the effect of SQ3R method and learning motivation on 5th -grade students' achievement in learning the Indonesian language at Elementary Schools in Regional III District of Langgudu, Bima?

Research Objective

Based on the research problem above, the purpose of this study is:

In order to examine the effect of the use of the SQ3R reading method and learning motivation on the 5th-Grade students' achievement in learning the Indonesian language at Elementary School in Regional III District of Langgudu, Bima.

Research Significances

a. Theoretical Significances

This research of SQ3R reading method is expected to be studied in more depth research and contribute benefit for learning process improvement especially in learning reading and can be used as a reference for subsequent and related research.

b. Practical Significance

1) Teacher

- a) To enhance teachers' knowledge of the use of learning methods to improve students' reading skills.
- b) To enhance teachers' knowledge and creativity in improving student learning motivation and students' learning achievement.

It is expected that the results of this study can improve students' reading skill in learning Indonesian language materials and improve students' insight of the various learning resources being read.

b) School

- a) The result of this study can be used as a consideration to decide school policy for students related to how to spend leisure time by reading and optimize library facilities as a learning resource for students
- b) The results of this study are expected to positively contribute to the school in order to improve the efficient and effective learning strategies.

Theoretical Framework

1. Learning Definition

According to [Susanto \(2013: 1-3\)](#), the notion of learning is not new, it is very widely known, but in this study, each expert has different understanding and definition, but all of them essentially have the same perceptions. The following will be presented various definitions of learning according to experts.

According to [R. Gagne \(in Susanto, 2013\)](#), learning can be defined as a process in which an organism changes its behavior as a result of experience. In accordance with [Burton \(in Susanto, 2013\)](#), learning can be interpreted as a change of individual behavior as a result of the interaction between individuals and other individuals and between individuals and the environment so that they are able to interact with the environment well. While according to [E.R. Hilgard \(in Susanto, 2013\)](#), learning is a change of reaction activity to the environment. Such activity changing include knowledge, skills, behavior, and those are gained through practice (experience). Hilgard asserts that learning is a process of seeking knowledge that occurs within a person through practice, habituation, experience, and so on.

Based on the above definitions, it can be concluded that learning is an activity that a person deliberately in the consciousness to gain new concepts, understandings, or knowledge that allows him or her to gain behavioral change that is relatively good in terms of thinking, feeling and acting.

2. Learning Method

The learning method is the way in which the teacher organizes the class in general, or in presenting the lesson material in particular (in [Susanto, 2013: 43-44](#)). Methods are required in order to achieve the learning objectives, in which its implementation can facilitate students receive and understand the subject matter provided by the teacher. According to [Winarno Surakhmad \(in Susanto, 2013\)](#), the method is a way in which the function is a tool to achieve a goal. While [Madjid \(in Susanto, 2013\)](#) is concerned on the method, it should be emphasized that any method planned by the teacher should be able to accommodate thoroughly the principles of teaching and learning activities: 1) student-centered; 2) learning by doing; 3) develop social skills; 4) develop curiosity and imagination, and 5) develop creativity and problem-solving skills. Absolutely, the teachers must enhance their knowledge and practice their skills, so that they are able to present interesting learning.

Based on the above definition, it can be concluded that the method of learning is a way or method selected by educators to optimize teaching and learning process aiming at achieving the expected learning objectives.

SQ3R Method

Definition of SQ3R Method

a) Purpose

SQ3R is a learning method of reading consisting of five steps namely Survey, Question, Read, Recite, and Review. The main objectives of the implementation of this method are (1) to improve students' understanding of the content of the reading, and (2) to maintain the understanding over a longer period of time.

b) Rationale

[Francis Robinson \(in Abidin, 2012\)](#) after examining the level of reading of his students, found the fact that his students only remember half of what they have read. This is a bad reality for students, both elementary and high school students. To solve this problem, Robinson used the SQ3R learning method as a method to improve long-term understanding and memory. This method is excellent to encourage students in the learning process.

What is SQ3R? SQ3R is a five-step method: Survey, Question, Read, Recite, and Review. The first two steps are based on research activities on (1) skimming reading value and summarize the initial part before reading, and (2) the value of reading question knowledge before being commissioned to read. Surveys are done by skimming to find out the outline of reading materials and know what materials are presented. The question provides a special activity for reading and instructions on how to read. Questions can also be used as a guide in reading as well as determining how easy they are to remember what the content they read. Because the question provides the specific information we are looking for, the question helps us to remember the information.

When Robinson's students used the first three steps, researching, asking, and reading, students turn out to have a high level of understanding. This progress does not make Robinson proud because he knows about 80% of what he read will be forgotten after two weeks. When the reading test is repeated, the reader will forget about 80 percent to 20 percent after a two-week period. Because of that influence, Robinson built the last two components, those are a retelling and repeating.

c) Stages of SQ3R Method

In general, learning by using SQ3R method can be done through the following stages.

Pre-reading

1) Survey

Students are asked to analyze the title, first paragraph, and image and then read the introduction and last paragraph or summary. In the survey stage, students only read the title and the main idea to give the reader a broad picture of the reading content and the reading structure.

2) Question

After researching the passage, at this stage, the students must use the information they obtained from the headline and the main idea for composing the question. The prepared questions should be taken from the reading section of the student's reading in the order in which the discourse is arranged.

Reading

1) Read

The reading stage is done by the students to find the answer to the question that they have made. In this context, reading does not mean looking at every word or every line of all paragraphs. At this stage, students must apply skimming reading, read the layout, and repeat reading the materials needed to answer questions. The purpose of this reading activity is to seek information to answer the questions. Students should be accustomed to reading flexibly means reading speed is adjusted to the type of information that must be obtained from the reading.

2) Recite

After finding the answers to each question, the students must compile a summary of the content of the reading based on the answers they made using their own language. This activity is very important to convince students' understanding of what they get during reading activities. To be able to remember important information, students are asked to write down each key idea of the paragraph contained in the reading material.

Post-reading

1) Review

At this stage, students are asked to look back at the reading material and compare their writing to the actual reading material. If there is an error, the students must improve their writing based on the content of the reading material (Abidin, 2012: 107-109).

d) Strengths dan Weaknesses of SQ3R Method

The strengths of the SQ3R reading method are able in:

- a. Improving learners' skill in reading.
- b. Improving the memory of the learner.
- c. Avoiding boredom during reading.

The weaknesses of the SQ3R reading method are:

- a. Learners only focus on what they read.

- b. It takes a relatively long time (Budyanto, 2016: 134-135).

The Definition of Reading

According to Crawley and Mountain (in Rahim, 2011: 2) reading is essentially a complicated activity that involves many aspects, not only pronunciation but also visual, thinking, psycholinguistics, and metacognitive activity. It is the visual process of reading is the process of translating symbols (letter) into spoken words. Besides, as the process of thinking, reading includes word recognition activities, literal comprehension, interpretation, critical reading, and creative understanding. Reading as a psycholinguistic process, the reader's schema helps students build meaning, while phonological, semantic, and syntactic features help them communicate and interpret messages. The metacognitive process involves planning, rectifying a strategy, monitoring, and evaluating. Readers at this stage identify reading tasks to develop appropriate reading strategies, monitor their understanding, and assess the results.

Syafi'ie (in Rahim, 2011: 2-3) proposed three terms that are often used to provide the basic components of the reading process, namely recording, decoding and meaning. Recording refers to words and phrases and then associates them with sounds according to the writing system used, while the decoding process refers to the process of translating a set of graphics into words. The process of recording and decoding usually takes place in the early classes, namely elementary classes (I, II, and III) which are known by beginning reading. The emphasis of reading at this stage is the perceptual process, which is the correspondence of a series of letters with sounds of language. Meanwhile, the process of understanding meaning is more emphasized in high school classes. In addition, for decoding skills, the reader must also have the capability of understanding the meaning. Understanding meaning takes place through various levels, ranging from the level of literal understanding to the interpretive, creative, and evaluative. Thus, it can be said that reading is a process of perceptual and cognitive processes.

Based on the description above, it is concluded that reading is understanding the thoughts and feelings of others by the medium of writing. The goal is to understand the written language correctly and regularly.

Learning Motivation

According to Hamzah B. Uno (in Suprijono, 2012) Indicators of learning motivation can be classified as follows: 1) The existence of desire and motivation to succeed; 2) There is an encouragement and need in learning. 3) Presence of future hopes and aspirations; 4) The existence of awards in learning; 5) The existence of interesting activities in learning and; 6) The existence of a conducive learning environment that allows learners to learn well.

According to Mc. Donald (in Sadirman, 2011: 73-75), motivation is a change of energy in a person marked by the emergence of "feeling" and preceded by a response to the existence of a goal. Understanding put forward by Mc. Donald contains three essential elements.

1. Motivation initiates the change of energy in each individual human being. The development of motivation will bring some energy changes in the "neurophysiological" system existing in human organisms. Because it involves the change of human energy (although the motivation comes from human itself), its appearance will involve the human physical activity.
2. Motivation is characterized by the emergence of one's "feeling" and affection. In this case, the motivation is relevant to the psychological, affection and emotional problems that can determine human behavior
3. Motivation will be stimulated because of the purpose. Therefore, motivation, in this case, is actually a response to an action such as a goal. Motivation does not arise from human itself, but its emergence is aroused or driven by the existence of other elements. In this context, it is the purpose that strongly engages with the need.

By those three elements, it can be concluded that motivation is something complex. Motivation will cause a change of energy that exists in man so that it will relate to psychiatric symptoms, feelings, and emotions that stimulate human to act or do something. All this is driven by a purpose, a need or a desire.

Furthermore, related to learning activities, the important thing is that how to create a condition or a process that leads the student to do learning activities, in this context, of course, teacher role is extremely important. How teachers make efforts to grow and motivate students to conduct learning activities properly. To be able to learn well, it requires process and good motivation.

Based on the definitions proposed by some experts above, it can be concluded that the motivation to learn is the spirit of learning from students themselves to obtain maximum results in the learning process.

Learning Achievement

WJS. Poerwadarminta (in Djamarah, 2012) argues that achievement is a result that has been achieved (conducted, done, and so on). In line with Mas'ud Khasan Abdul Qohar (in Djamarah, 2012), achievement is what can be created, the results of work, the satisfied results obtained by way of work perseverance. While Harahap et al (in Djamarah, 2012), restrictedly define that achievement is an educational assessment of student development and progress regarding the mastery of the lesson material presented to them and the values contained in the curriculum.

In line with Sardiman (in Djamarah, 2012) who proposes a concept that is learning as a series of activities of body and soul, psychophysical activity to the development of the whole person, which involves the elements of creativity, taste, and intention, cognitive, affective, and psychomotor. The result of this learning activity will be seen from the change of behavior as a result of experience. This experience will eventually form the individual person towards maturity. This has been put forward by Cronbach with his opinion, that learning is shown by a change of behavior as a result of experience.

Djamarah (2012) define that basically, achievement is the result obtained through activity. While learning is basically a process that results in a change in the individual, namely the change of behavior. Thus, learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of activity in learning. Progress gained not only in the form of knowledge but also in the form of skill. To know student's mastery of to certain subjects, that evaluation should be conducted. By the evaluation, it will be able to know students' progress. Thus, it can be understood that learning achievement is an educational assessment of students' progress towards all matters learned in the school regarding the knowledge or skills released after the assessment results.

Based on the explanations of the experts above, it can be concluded that the achievement of learning is the result of a process of maximum achievement of something that is learned and understood. Student achievement can be shown through the grade or score as the result of the learning process.

Research Hypothesis

There is a significant positive effect of SQ3R reading method and learning motivation on 5th-Grade students' achievement in learning the Indonesian language at Elementary Schools in Regional III District of Langgudu, Bima in Academic Year 2016/2017.

2. Research Methods

2.1 Research Setting

Place

This research was conducted at class V in Elementary Schools in Regional III District of Langgudu, Bima.

Population

The population in this study are all 5th-grade students at Elementary Schools in Regional III District of Langgudu, with a total number of student are of 112 students.

The students' description in each class is shown in the table below.

Table 2.1
5th -grade Students' description in Regional III, District of Langgudu, Bima, in Academic
in 2017/2018

No	Class	Students		Total
		Male	Female	
1	V SDN Karumbu	20	12	33
2	V SDN Soro Afu	13	10	23
3	V SDN Inpres Karumbu	13	8	21
4	V SDN Inpres Rimba	6	4	10
5	V SD/Mi Karumbu	15	11	26

2.2 Sample

The sample is essentially a part of the population area. Correspondingly, [Maolani and Cahyana](#) suggest the sample is part of the number and characteristics possessed by the population ([Maolani and Cahyana, 2015: 39](#)). In accordance with [Sugiyono \(2014: 81\)](#) sample is part of the number of characteristics possessed by the population.

Based on that explanation, it can be concluded that the sample is part of the population that has certain characteristics or circumstances to be studied. In this research, the sample is part of the 5th-Grade students at Elementary Schools in Regional III, District of Langgudu, Bima.

The results of the sample distribution in each class are presented in Table 2.2 below.

Table 2.2
Distribution of Selected Students as Sample
at Elementary Schools in Regional III, District of Langgudu, Bima

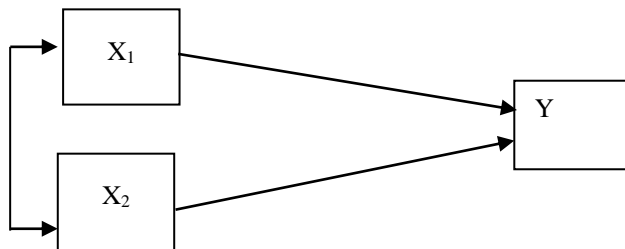
No	School Name	Class	The number of students
1	SDN Karumbu	V	33 Students
2	SDN Soro Afu	V	23 Students
3	SDN Inpres Karumbu	V	21 Students
Total			77 Students

2.3 Sampling Technique

The class selection was conducted through purposive sampling with consideration, the three schools are one of the Elementary Schools with accreditation "A". Those three schools are SDN Karumbu in which in compiling the class, SDN Karumbu is classified as the good class (as the reference of other classes of other elementary schools which are in Regional III), while SDN Soro Afu and SDN Inpres Karumbu are classified as the middle class. However, the condition of each class is relatively the same or homogeneous, such as the public school with the same curriculum used, the teacher who taught the subjects of Indonesian language are the same as the class teacher or homeroom teacher, the evaluation tool used during the mid-test and or semester is the same, the location of the school is equally located in the capital district, the availability of facilities are relatively the same, and the students' parents profession are equally varied (clerks, farmers, traders). Based on these considerations, the recruitment of school and class samples is done purposively or based on certain considerations.

2.4 Research Design

This study uses quantitative correlation approach considering the data used is numerical data with the aim to examine the effect between two independent variables, namely the use of reading method SQ3R (X1) and learning motivation (X2) on one dependent variable, that is learning achievement (Y). The pattern of relationships between variables is visualized as shown below.



Picturer 1.2 Research Design Pattern

Descriptions: X₁ : The use of SQ3R reading method
 X₂ : Learning motivation
 Y : Learning achievement

2.5 Instrument

A research instrument is a tool used to measure natural phenomena as well as observed social phenomena (Sugiyono, 2014). The instrument in research is used to answer research problems and to test hypotheses. Instruments in this research is a test used to determine the influence of two factors that affect learning achievement.

2.6 Data Collection

The test was used to obtain data on student learning outcomes to measure students' abilities after the implementation of the SQ3R reading method. The tests were given in the form of essay and objective test. The test was designed by the author with the aid of Indonesian language textbooks and Indonesian language teachers in school.

2.7 Data Analysis

The data collected in this study is data that must be analyzed and processed carefully, meticulously, and systematically. The data obtained were analyzed by inferential statistics.

a. Inferential Statistical Analysis

Inferential statistics (often called inductive statistics or probability statistics) are statistical techniques used to analyze sample data and the results are applied to populations (Sugiyono, 2014).

b. Multiple Regression Analysis (Simultaneous Test)

Multiple regression analysis is used by the researcher, if the researcher intends to predict how the state of the dependent variable (ups and downs), if two or more independent variables as a manipulated predictive factor (should change its value). Thus, multiple regression analysis will be performed when the number of independent variables is at least two (Sugiyono, 2014). Regression equation will be determined by using software SPSS 16.0 so that it will be obtained regression equation as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Description:

X_1 = value of SQ3R reading method variable

X_2 = value of learning motivation variable

Y = value of learning achievement variable

a = regression constant (value of Y) when $X_1 = 0$ and $X_2 = 0$

b_1 = regression coefficient, showing the increase or decrease of dependent variable based on the independent variable (X_2)

b_2 = regression coefficient, showing the increase or decrease of dependent variable based on the independent variable (X_2), (Sugiyono, 2014).

For examining significant correlation coefficient test, it used significance F test. If significant F test < 0.05 then H_0 is rejected and H_a accepted, that is, X_1 and X_2 simultaneously have an effect on Y . If significant F test > 0.05 then H_0 accepted and H_a rejected, that is X_1 and X_2 simultaneously have no effect on Y .

H_0 (null hypothesis)

There is no significant positive effect of SQ3R reading method and learning motivation on 5th-grade students' achievement in learning the Indonesian language at Elementary Schools in Regional III, District of Langgudu, Bima.

H_a (Alternative hypothesis)

There is a significant positive effect of SQ3R reading method and learning motivation on 5th-grade students' achievement in learning the Indonesian language at Elementary Schools in Regional III, District of Langgudu, Bima.

3. Results and Analysis

3.1 Data Description

Hypothesis testing was conducted by using data obtained from the data collection during the research. The data gathered in this study is data of students' achievement in learning the Indonesian language at Elementary Schools in Regional III, District of Langgudu, Bima.

3.2 Inferential Statistical Analysis

a) Multiple Regression Analysis (Simultaneous Test)

The formula of Multiple regression is $Y = a + b_1X_1 + b_2X_2$. Based on multiple linear regression analysis using SPSS 16.0 software, it was obtained a constant value which are: $a = 20,606$; coefficient $b_1 = 0,343$; and coefficient $b_2 = 0,549$. Thus, the multiple regression equation is $Y = 20.606 + 0.343X_1 + 0,549X_2$. For more details, it can be seen in table 3.1 below.

Table 3.1
Regression Equation Model

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta		
(Constant)	20.606	4.905		4.201	.000
X1	.343	.118	.270	2.901	.005
X2	.549	.085	.604	6.486	.000

Source: Primary data management

$$Y = 20,606 + 0,343X_1 + 0,549X_2$$

It was obtained a constant value (β_0) of 20.606 which indicates that if the variable of the SQ3R reading method and learning motivation respectively zero then the average value of student learning outcomes is 20,606. Regression coefficient X1 (SQ3R method) of 0.343 means that if the variable SQ3R learning method increased by 1 then the average value of student learning outcomes will increase by 0.343, assuming variable motivation (X2) remains or constants. The coefficient of regression X2 (learning motivation) equal to 0,549 indicates that if the value of learning motivation variable has an increase of 1, then the average value of student achievement will increase equal to 0,549.

b) Multiple Correlation Significance Test (F Test)

Multiple correlation analysis of F test using SPSS 16.0 software is used to analyze the effect of SQ3R reading method and learning motivation on learning achievement. For more details, it can be seen in table 3.2 below.

Table 3.2
ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7705.495	2	3852.748	72.167	.000 ^b
	Residual	3950.582	74	53.386		
	Total	11656.078	76			

To test the effect of simultaneously SQ3R reading method and learning motivation on learning achievement (H3), it is obtained the F-count value of 72,167. F-table value at α : 0.05; df_1 : 2 and df_2 74 is 3.120. Since the value of F-count is greater than F-table value, it can be claimed that H_a is accepted, SQ3R method and learning motivation simultaneously have a significant effect on the 5th-grade students' achievement in learning the Indonesian language at Elementary Schools in Regional III, District of Langgudu, Bima in Academic Year 2016/2017.

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<https://sloap.org/journals/index.php/irjeis/article/view/21>

c) The Effect of Reading Methods SQ3R and Learning Motivation on Students' Achievement

Based on the analysis result it is found that there is the effect of SQ3R reading method and motivation learn on 5th-Grade students' achievement in learning the Indonesian language at Elementary Schools in Regional III District of Langgudu, Bima. If it is seen from linear regression equation, that is $Y = 20,606 + 0,343X_1 + 0,549 X_2$, it is obtained value of regression coefficient X_1 (method of SQ3R) of 0,343 which means that if variable of SQ3R reading method increase by 1, then the mean value of student learning result will increase into 0,343, assuming the motivation variable (X_2) is constant. The coefficient of regression X_2 (learning motivation) is 0,549 indicating that if the value of learning motivation variable has an increase of 1, then the average value of student achievement will increase into 0,549. Based on the results of significant analysis of correlation coefficient F test, it is calculated $f\text{-score} = 72,167 > f\text{-table} = 3,120$ at significant level 0,05; df 75, because the value of F-score is greater than the value of F-table then it can be said that H_a is accepted, the SQ3R reading method and motivation to learn simultaneously significantly affect 5th -Grade students' achievement in learning Indonesian language at Elementary Schools in Regional III, District of Langgudu, Bima.

There is interaction relationship between two variables, caused individually, a method of reading SQ3R and student's motivation given the influence to student's learning achievement. Therefore, this will have a further impact on the influence of the combination of both on student achievement which is indicated by the interaction. Hence, it can be concluded that the interaction of the use of SQ3R reading methods and students' motivation affect student achievement in the subjects of the Indonesian language.

4. Conclusion

There is a significant effect of SQ3R reading method and learning motivation on student achievement. Based on the results of significant analysis of correlation coefficient F test obtained $f\text{-score value} = 72.167 > f\text{-table} = 3.120$ at a significant level of 0.05; df 75, because the value of f-score is greater than the value of f-table then the decision taken is to accept H_a , that is SQ3R method and motivation to learn simultaneously have a significant effect on student learning achievement with that value including categorized steady positive relationship. And the result can be concluded that the hypothesis (H_a) above is accepted or there is the effect of SQ3R reading method and motivation learn on 5th-Grade Students' achievement in learning the Indonesian Language at Elementary Schools in Regional III, District of Langgudu, Bima in Academic Year 2016/2017.

Recommendation

1. Teacher

By the existence of the significant influence of SQ3R reading method and learning motivation on Indonesian learning achievement, it is expected that teachers begin to consider using this method in the learning process to improve students' learning motivation and students' learning achievement.

2. Students

Based on at the results of this study it is advisable for students to use the SQ3R reading method to improve reading skills in learning Indonesian language materials and to improve knowledge of various learning resources that are read.

3. School

By considering the results of this study, it is suggested that SQ3R reading method can be used as an alternative method of teaching and learning activities. By concerning on the method of reading and the conditions of student learning motivation, the school is expected to prepare some educational facilities, such as adequate libraries, interactive media and, devices, including the completeness of the props, needed students.

4. Further Research

All scholars or academician who want to study this topic further, it is advisable to consider the use of some combination of other variables, so that in future, it can be obtained a diversity of variables that can be an alternative method for education research in Indonesia.

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