

THE EFFECT OF STRUCTURE ANALYSIS SYNTHESIS (SAS) METHOD WITH BOOK WHICH ENTITLED “BACALAH”

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Abstract. Reading is an aspect of language skills that affect students' success in understanding various subjects. Reading Skills, of course, begin with initial reading; preliminary reading is critical so that students have reading skills. This study aims to see and understand the effect of assisted reading books SAS method to improve the ability to read Early Grade II Elementary School students. The technique applied is an experimental method based on the post-test Pretest design of one group with T-test data analysis. The results showed mean pretest = 24.7 and mean posttest = 73.1. This means there is a significant difference between the initial reading ability of students before treatment and after treatment with the SAS method. The results of the T-test analysis have a significance value of 0.000 which indicates that the significance value < 0.05 , then H_0 is rejected, and H_a is accepted. Therefore, with the help of reading books, the SAS method dramatically affects the early reading ability of Grade II Elementary School students.

Keywords: SAS Method, Bacalah Book, Beginning Reading Skills

I. INTRODUCTION

The development of children's thinking at this age is very rapid. At this time, all the potential abilities of children can be developed optimally, of course, with the help of people in the child's environment, for example, with the help of parents and teachers. One of the abilities of children developing at this age is speaking and reading. [1]

Reading is an activity or cognitive process that seeks to find various information contained in writing. this means that reading is a thought process to understand the text's content. Reading is an aspect of language skills that affect students' success in understanding various subjects. [2] Reading is the process by which the reader receives the message that the author wants to express through words or writing. Literacy activities are an effort to meet the needs of the challenges of changing times. Through literacy learning activities, a person already has a provision to face the challenges now and in the future. [3] Therefore beginning reading is essential for low-grade students because to be literate, a student must be able to read.

Reading seeks to generate broad and deep interest in its benefits for life. [4] The ability to read is directly related to the student's learning process as a whole, so elementary school students must master reading. Students' success in learning depends on classroom teaching and their student's participation in the learning process. Students who need help to read well will have difficulty keeping up with learning in all subjects. The primary purpose of reading is to find and obtain information, pay attention to the material and interpret the reading. [5] Beginning reading learning is learning to read to master the writing system as a visual representation of language. [6]

With the refraction of reading, characters who love to read and form a solid educational foundation will be created. [7] Reading activities in low grades greatly determine the level and interest of students in reading activities. When students feel that reading is necessary, in the following learning process, students will make reading a very high habit; as a

result of reading habits, students have broader and more meaningful insights and information. [8]

Beginning reading learning for Grade II students is needed to prepare for the advanced reading stage. Learning to read from the beginning should be carried out with fun methods and media so that students do not feel burdened and depressed in learning to read. The fluency and accuracy of children reading at the stage of learning to read in school are influenced by the activity of students and the creativity of teachers who teach in the classroom. Teachers also play an essential role in improving students' reading skills. The critical role concerns the role of facilitators, motivators, learning resources, and organisers in the learning process. In the learning process, teachers need media for teaching aids. [9]

Based on the data collection on the ability to read the beginning of students at the time of internship on-campus teaching program Batch 4 at SD Negeri Sangkali Kecamatan Citeureup, it indicated that there are 20 students of 52 Grade II students who still have difficulty in reading the beginning. The reading ability of Grade II students in SD Negeri Sangkali Kecamatan Citeureup shows that some students understand or are fluent in reading, and others still need to be fluent in reading. The importance of beginning reading for Class II is that students can smoothly and efficiently read simple words and sentences.

In addition to finding out the difficulty of reading, the researchers also tried to find out more efforts have been made by teachers to overcome the problem of difficulty reading in the beginning to minimise the challenges that occur in students. [10] The fluency and accuracy of children in reading are certainly also influenced by the activeness and creativity of teachers in using methods in teaching. Reading difficulties can occur in different ways during the learning process, and this acquisition is a significant factor in supporting future knowledge. [11]

The problem of low reading ability of students in II must be solved immediately. Class in Sangkali; It cannot go

unpunished as it can have a considerable impact and harm students, teachers, and schools as education providers. The effect will be felt increasingly after they reach a higher class. Thus, students with low reading skills will face significant obstacles or challenges as students have to learn more complex material in these classes because reading skills are required in almost all subjects.

Based on this, an alternative that can be used to overcome problems in stimulating language development in early reading is the SAS method (synthetic, analytic structure). Although "there is no best method and no worst method." Each method has its advantages and disadvantages. The best way is the one that adapts to the user, that is to say, which conforms with the pupils' characteristics and needs. [12] The SAS method (structural analytic Synthetic) was chosen because this method can be used to stimulate the ability to read. Beginning in lower grade students, this method helps create a comfortable and enjoyable learning atmosphere and is implemented gradually and stays consistent with the world and the needs of children. The use of the SAS method in learning to read the beginning is one alternative in helping or guiding children towards self-discovery in teaching reading the front in early childhood where this method is displayed sentence structure as a whole, then analyzed into words, syllables and letters using the help of props/media that are interesting and innovative for children.

The lack of SAS methods makes teachers creative, skilled, and patient. This type of request is considered very difficult in the current educational situation. Many facilities need to be created to implement this method in problematic schools. The SAS method is intended only for urban students and cannot be used in the countryside. [13] By looking at the shortcomings of the SAS method, the researcher applies the SAS method with the help of *Bacalah's book*.

Bacalah's book is one of the learning media teachers use to teach students who are still not proficient in reading. Almost all students like to learn to use books read, because by learning to read books, students are easy to learn to read. The ability to read is essential as a basis or foundation to determine success in the activities of students, especially in early-grade students. Reading is needed to enhance knowledge and experience and sharpen learners' reasoning. [14]

The treatment steps that are carried out include 1) Preparing the design of Indonesian language learning by essential competencies; 2) conducting diagnostic assessments as assisted pretest *Bacalah book*; 3) application of classical Indonesian learning using the SAS method approach for four months (during the campus teaching program); 4) conduct individual preliminary reading exercises with the SAS approach assisted by reading books; 5) reflect on learning; 6) conduct post-tests with the SAS method assisted by reading books to determine the improvement of students' initial reading skills.

Based on the above background, the problems raised and examined in this study are as follows: "Is using the method of synthetic, analytical structure (SAS) assisted *Bacalah book* can improve the ability to read the beginning of Indonesian subjects for students in Class II of SD Negeri Sangkali for the

2022-2023 school year"? The purpose to be achieved in this study is to determine the improvement of the ability to read the beginning after using the method of synthetic, analytical structure (SAS) assisted *Bacalah book* on the subject of Indonesian Class II of SD Negeri Sangkali academic year 2022-2023.

II. METHOD

This study uses a quantitative research type with a pre-test method with a single-group pre-test design. [15] This method is used to collect data on the increase in reading ability of primary school students before and after treatment. The treatment in this study used the SAS method with the help of *Bacalah's book*. Before applying the treatment, a pre-test was performed, then the therapy was learned using the SAS method with the help of reading books, and, at the end of the class, a post-test was applied. The research design of a pre-test and post-test group can be seen in Table 1.

Table 1. *One Group Pretest Posttest Design*

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

Details:

O₁: initial test (pre-test) before treatment is administered

X: Treatment with the SAS method

O₂: final test (post-test) after treatment

The study was conducted at Sangkali State Primary School, Citeureup District, Bogor. The research was carried out in the odd semester 2022/2023 with research article II in the category of 20 students, that is, 14 boys and 6 girls. The subjects of this study were 20 2nd year students who still could not read. Therefore, the sampling method used is purposeful random sampling. The instrument used in this study is a test instrument, namely an oral test. Test the device's validity in the form of confirmation and relevant questions. In this study, the validity test uses construct validity. Validity is a specific and specialised evaluation method used in this study. The data collection technique in this study was the initial reading ability through an oral test. The test is administered twice, before students receive treatment (pre-test) and after students receive treatment (post-test) - analysis of t-test data using SPSS 26 for Windows.

III. RESULTS AND DISCUSSION

Based on the observation of second-grade students from SD Negeri Sangkali, which consisted of 52 students, 22 students did not initially have difficulty in reading, and 20 had barriers or challenges in reading. Problems faced by SD Grade II Negeri Sangkali students may affect other grades.

Students' initial reading ability data are taken from the pretest value obtained by students before receiving treatment using the SAS method. Data on students' initial ability were obtained by giving 20 test questions. Before students get treatment using the SAS method, a known pre-test final score with the acquisition of the overall results of 494 with an

average of 24.7 can be less good. The initial reading ability Data of students is the data taken from the implementation of post-test scores achieved by students after receiving treatment in the form of SAS treatment methods in the experimental class. After students get treatment using the SAS method, the known pre-test final score with the overall results of 1463 with an average of 73.1 is perfect.

	Hasil	rata-rata	presentase
Pretest	494	24,7	25%
Posttest	1463	73,15	75%
Jumlah	1957		

Table 1 shows differences in the percentage of results.

Based on this statement, the average pre-test score before treatment is given SAS method 24.7 is said to be less good. While the average score of the post-test after treatment SAS method 73.1 is perfect, it can be seen that after the post-test, there are good changes in the application of SAS methods. The difference in the average scores of the pre-test and post-test showed that reading ability increased initially. The following is a comparison table of the pre-test and post-test values results that show the differences before and after treatment given in the form of the SAS method.

Tabel Statistik Deskriptif

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	24.7000	20	2.53606	.56708
Posttest	73.1500	20	4.96594	1.11042

Table 2 Descriptive Statistics

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	95% Confidence Interval of the Difference					
Pair				Lower	Upper				
1	Pretest - Posttest	-48.4500	3.34782	-50.01683	-46.88317	-64.721	19	.000	

Table 3 T-test results

Based on the data from the three tables above, it can be concluded that students experience an increase in value after being given synthetic, analytical structural method (SAS)

treatment. The average grade of initial ability is 24.7, and the middle stage of Final power is 73.1.

Test the hypothesis of differences before and after treatment using the SAS method. Hypothesis in this study there are differences before and after treatment using the SAS method. The use of the SAS method can affect the ability to read the beginning of Grade II Elementary School students; the hypothesis of this study is Ha: there are differences in the ability to read the front of Grade II Elementary School students before and after being given the SAS method approach, Ho: there is no difference in the ability to read the beginning of Grade II Elementary School students before and after being given the SAS method course. The results of hypothesis testing are as follows: Based on the T-Test table, the results of significance value (2-tailed) show a value of $0.000 < 0.05$. Then Ho rejected, and Ha accepted that there is a significant difference between the ability to read the beginning after and before getting treatment (treatment). So using the SAS method (structural analytic Synthetic) influences the ability to read the opening for Grade II Elementary School students.

Based on the study's results, the synthetic, analytical structural method (SAS) is appropriate to be used as one of the alternative learning methods for beginning reading skills. Synthetic, analytical structural methods (SAS) can give the impression of learning more meaningful and fun and implemented gradually and do not deviate from the world and the needs of children. The use of the SAS method in learning to read the Beginning in his unique Elementary School in the lower grades is one alternative in helping or guiding children towards their discovery in teaching reading the Beginning at lower rates where this method displayed sentence structure as a whole, then analysed into words, syllables, and letters using the help of props/media. [16] Moreover, learning with the SAS method is seconded by the Bacalah book, which the Bacalah book makes it easier for teachers to apply the SAS method. So, it seems clear that the synthetic, analytic structural method (SAS) assisted by reading books affects the ability to read Beginning in Grade II students of SD Negeri Sangkali.

The results of this study are the development of synthetic, analytic structural learning methods (SAS) to develop the ability to read the beginning of the child, where the ability to read the front is the ability to put more emphasis on the recognition of symbols sounds and series of letters and then connect with the meaning contained in the series of letters.

The ability to read the beginning of children in this study is a power that is reviewed based on indicators and components of children's beginning reading ability, including recognising symbols and letter sounds, combining letters and letter sounds into syllables and words, and saying simple sentences. Because students' reading skills are assessed from reading comprehension, word reading, listening comprehension, working memory, attention, vocabulary, and grammar knowledge. [17]

The synthetic, analytical structural learning method (SAS) in SD Negeri Sangkali positively impacts the school

environment. The positive impact of the results of the experimental group score means that this study can be generalised and applied in places with the same problems and characteristics as the treatment used in the experimental group. It is expected that in the future, the results of this study can be a national policy because the ability to read the beginning of children can not be underestimated; children need the ability to read this beginning to channel letters, syllables, words, and sentences presented in written form into oral form. Therefore, improving the ability to read at the child's beginning is necessary. [18] The synthetic, analytic structural method (SAS) can be an alternative to enhance the ability to read the front of the existing in children, so it is expected that in the future, the synthetic, analytic structural learning method (SAS) will be constantly revitalised so that it can be used as a treatment to improve the ability to read the beginning of children in school. So the results of this study can be used as a reference in improving the ability to read the birth of children in SD Negeri Sangkali.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis and discussion in this study, it can be concluded that the results of the study ability to read the beginning of Grade II Elementary School students before being given treatment using the SAS method are still in the category of less good with an average score of 24.7 with a percentage of 25%. In contrast, the ability to read the beginning of Grade II Elementary School students after treatment by using the method SAS is categorised as very good or has increased with the obtained score on the average reading beginning of 74.1. with a percentage of 75%, there is a significant influence. So the SAS method (synthetic, analytical structure) considerably influences the ability to read the beginning.

Teachers should choose a method to motivate students to read the beginning and build a conducive classroom learning atmosphere and fun. It is expected that the purpose of the learning process by planning can be implemented and achieved well. [19]

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