The Effect of Syllabic Method on Reading Difficulties in Second-Grade Students of SDN 026 Banua - Baru, Polewali Mandar Regency, West Sulawesi Province

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Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh metode suku kata (syllabic method) terhadap kesulitan membaca pada siswa kelas II SD Negeri 026 Banua – Baru Kabupaten Polewali Mandar Provinsi Sulawesi Barat. Metode penelitian yang digunakan adalah kuantitatif dengan jenis penelitian pre-eksperimen desain one-group pretest-posttest. Lokasi penelitian bertempat di SD Negeri 026 Banua – Baru Kabupaten Polewali Mandar Provinsi Sulawesi Barat, dengan sampel penelitian siswa kelas II yang berjumlah 20 orang siswa yang terdiri dari 12 laki-laki dan 8 orang perempuan. Pengumpulan data dilakukan dengan menggunakan tes pretest, test posttest. Pengujian Instrumen menggunakan validitas dan reliabilitas. Teknik analisis data menggunakan analisis statistik deskriptif dan analisis statistik inferensial, dan uji hipotesis dalam bentuk uji paired sample T-Test. Berdasarkan penelitian yang telah dilakukan memperoleh hasil yaitu pengujian hipotesis uji paired sample t test menunjukkan bahwa terdapat pengaruh metode suku kata (syllabic method) terhadap kesulitan membaca pada siswa kelas II SD Negeri 026 Banua – Baru Kabupaten Polewali Mandar Provinsi Sulawesi Barat dibuktikan dengan hasil uji paired sample t test diperoleh nilai sebesar 0,001 < 0,05 atau dengan kata lain terdapat pengaruh yang signifikan pada penelitian ini.

Kata Kunci: *Metode Suku kata; Kesulitan Membaca.*

Abstract

This study aims to determine the effect of the syllabic method on reading difficulties in grade II students at SD Negeri 026 Banua – Baru, Polewali Mandar Regency, West Sulawesi Province. The research method used is quantitative with the type of pre-experimental research with a one-group pretest-posttest design. The research location was at SD Negeri 026 Banua – Baru, Polewali Mandar Regency, West Sulawesi Province, with a sample of 20 grade II students consisting of 12 boys and 8 girls. Data collection was carried out using a pretest test and a posttest test. Instrument testing uses validity and reliability. Data analysis techniques used descriptive statistical analysis and inferential statistical analysis, and hypothesis testing in the form of a paired sample T-test. Based on the research that has been done, the results obtained are hypothesis testing paired sample t-test showing that there is an effect of the syllabic method on reading difficulties in class II students at SD Negeri 026 Banua – Baru, Polewali Mandar Regency, West Sulawesi Province, as evidenced by the results of the paired test. Sample t-test obtained a value of 0.001 < 0.05, in other words, this study has a significant effect.

Keywords: *Syllabic Method; Difficulty Reading.*

Introduction

Education is the key to the future of humans, equipped with intellect and thoughts, making humans and education inseparable. Education is an endless process that never ceases to produce everlasting results, shown to future generations and guided by cultural values and Pancasila Sujana (2019). Knowledge or education is absolutely necessary for the country and nation to function. The quality of a nation is directly correlated with the progress of education. Technology, culture, economy, and other fields all advance in tandem with education in a country.

A child learns or acquires their mother's language by understanding its structure and function and actively seek to enhance their language abilities using methods learned from their environment. Initiating reading is one of the most common ways for early elementary school students to learn how to read (Kumullah et al., 2019). One determining factor of a student's success in making progress is their reading ability. The concept of reading is the activity of discovering the importance of the meaning in the text, according to Nurhadi (2018). This is supported by Ana Widyastuti (2017), where the ability to read begins when a child enjoys exploring books by holding or flipping through them, as language books are the primary communication tool for a child to express desires and needs.

The reading ability of elementary school students is expected to be readily acquired as it directly relates to the entire learning process of students, as stated by Pratiwi (2020). Through reading, students can acquire other language skills, such as writing, listening, and speaking, as mentioned by Susini (2020). The ability to read is crucial for students to possess, as it is one of the ways to acquire knowledge and information. Reading ability serves as a foundation for mastering various fields of study, as highlighted by Rofiqi (2020).

One of the foundations for developing early reading skills is word recognition. The ability to recognize these words is considered a prerequisite for reading fluently and comprehensively. Additionally, this accuracy and fluency serve as the basis for reading comprehension. Riskha Hanifa et al. (2020) stated, "Factors that aid in children's comprehension include availability, consideration, inspiration, child development, child well-being, and child insight.

The method makes learning enjoyable and prevents students from getting bored, this method is very important for learning. The syllabic method is a strategy that starts with presenting syllables and combines them into meaningful words. Learning to read using the syllabic method can empower students with low reading abilities to understand words more accurately and with less effort (Müller et al., 2020). In this strategy, children don't need to know individual letters, but syllables like ba, bi, bu, be, and bo will be introduced. Ca, ci, cu, ce, co, and so on, according to Mustikawati (2015). There are two types of syllabic methods. Both of these methods, in their implementation, involve the process of breaking down and combining, as described by Hidayah & Nawawi (2017).

The research findings of Anggy Giri Prawiyogi, Tia Latifatu Sa'diah, Andes Safarandes, and Qori Nurjanah (2022) on "The Effect of Syllable Method on Initial Reading Skills" are presented. This study aims to examine whether there is a significant relationship between initial reading skills using the syllable method and initial reading skills without the syllable method among first-grade students of SDN Talagasari II. The population in this research consists of 23 first-grade students, all of whom were included as samples. The research uses a quantitative approach with an experimental design. The research method used is Pre-Experimental Design with a One Group Pretest-Posttest type. Data collection involves an oral test. The

initial measurement of initial reading skills before the treatment reveals that 65.21% fall under the very low category, 34.78% in the low category, and 0% in the good, high, and very high categories. After the treatment, the results show that the very high category reaches 13.04%, the high category is 34.78%, the good category is 39.13%, the low category is 8.69%, and the very low category is 4.34%. Data analysis testing indicates that the calculated t-test value (t-calculation) is 27.43, while the tabulated t-test value (t-table) is 2.07. The conclusion is that the t-calculation (27.43) is more significant than the t-table (2.07), thus rejecting the null hypothesis (H0) and accepting the alternative hypothesis (Ha). This implies that using the syllable method has a significant effect on the enhancement of initial reading skills among first-grade students of SDN Talagasari II.

The observation results conducted at SD Negeri 026 Banua - Baru, Polewali Mandar Regency, provided the researcher with information that the initial reading comprehension skills among the students are very limited. From the gathered data, among the 28 students in Grade II, there are some male students, totaling 11 individuals, and 9 female students who are not yet familiar with the alphabet or letters and find it difficult to recognize certain new words, such as struggling to identify words ending in 'ng,' 'n,' and 'm'. Furthermore, the Indonesian language grades of Grade II students in SD Negeri 026 Banua-Baru for reading skills are still below the passing grade or the average score, where the passing grade or the average score for Indonesian language subject should be 80, yet the average score obtained by the students is 50, falling short of the passing grade. Only 3 male students and 5 female students are capable of reading at an initial level, achieving the passing grade or average score of 80.

The effect of the lack of reading skills proficiency among students is that they find it difficult to follow the learning process and struggle to comprehend the content of the learning materials, resulting in suboptimal learning outcomes or performance below the average. This subsequently leads to a lack of academic achievement that the students themselves attain. There are several reasons behind the initial reading comprehension skill deficiency among second-grade students at SD Negeri 026 Banua-Baru, which is experienced by the students themselves, caused by both internal factors within the students and external factors beyond them. Internal factors within the students encompass physical, physiological, and mental aspects, while external variables beyond the students include family and school environmental factors (Gustiawati et al., 2020).

Based on the fact of the lack of understanding of early reading skills among second-grade students of Elementary School, students face difficulties in reading currently, especially at SD Negeri 026 Banua – Baru. This has sparked the researcher's interest in conducting a study entitled "The Effect of Syllabic Method on Reading Difficulties Among Second-Grade Students at SD Negeri 026 Banua – Baru in Polewali Mandar Regency, West Sulawesi Province".

Methods

The research employs a quantitative approach with a pre-experimental design known as the one-group pretest-posttest design. According to Sugiono (2017), the one-group pretest-posttest design involves a pretest before the intervention and a posttest after the intervention. This allows for accurate determination of the treatment effects, as a comparison can be made with the baseline conditions before the intervention. The research methodology's structure is presented in the table below.

Table 1. One-Group Pretest and Posttest Design Research

Explanation:
O1   : Pretest
O2   : Posttest
X1   : Implementation of syllable method

Operationally, the syllable method is an approach to understanding letters for students by collecting syllables into final letters to form words, indicating that reading is a unified movement. For example, observing letters and words, linking them to sounds and their implications, and reaching conclusions about meaning from responses (Havisa et al., 2021). On the other hand, reading difficulties are conditions in which it is challenging to learn sentence parts, words, and everything about tense, direction, and time.

The population in this study consisted of 28 second-grade students from Banua – Baru Elementary School 026, located in Polewali Mandar Regency, West Sulawesi Province. The sample for this research comprised 20 second-grade students from Banua-Baru Elementary School 026, consisting of 12 males and 8 females. The sampling method used was Total Sampling, which involves selecting the entire population as the sample. Since the population size is not too large and does not exceed 100 individuals, a total sample was employed to ensure the researchers' confidence in conducting the study with that sample. In this study, the sampling technique used was the Nonprobability Saturated Type method.

Data Collection Technique

This research employs pretest and posttest data collection techniques. The steps for collecting data are conducted as follows:

a. Pretest

The test was conducted to gather data in order to determine students' reading difficulties in letters, words, and sentences. The test administered at the beginning of the study ("pretest") focused

Grade	Pretest	Treatment	Posttest
Grade 2	O1	X1	O2

on the pronunciation of each letter to establish the students' initial progress in reading difficulty.

b. Treatment

In this case, the researcher applied the syllable method to second-grade students during Indonesian language learning.

c. Posttest

The researcher conducted a series of actions, specifically (final tests), at this stage in order to determine the effects of using the syllable method.

d. Observation

This structure serves as a guide during observations to ensure that researchers obtain accurate data. To understand how the syllable counting method is implemented in teaching, using response observation sheets and student activities in the classroom.

Research Instrument

a. Test

1. Pretest

In the form of multiple-choice questions, which were provided to students without any treatment or prior exposure to the syllable method instruction. This was done to enable the researcher to measure the extent of students' reading comprehension.

2. Posttest

Presented as multiple-choice questions, these were given to students after the treatment or implementation of the Syllabic Method. This was intended to enable the researcher to assess the utilization of the syllabic method and its impact on the outcomes of initial reading learning difficulties among students.

b. Observation

In this section, the researcher presents the observation results conducted during the students' activities in participating in lessons using the syllable method. The observations were conducted over three class sessions with second-grade students at

SD Negeri 026 Banua – Baru in Polewali Mandar Regency, West Sulawesi Province.

Descriptive Statistical Data Analysis Technique

The data analysis technique was performed by calculating the average and improvement of students' initial reading abilities based on the pretest and posttest scores.

Table 2. Categories of Standards Set by the Ministry of National Education

Range	Category
0 – 55	Very Low
56 – 75	Low
76 – 85	Moderate
86 – 95	High
96 – 100	Very High

Source: Ministry of National Education
(Saraka, 2015:24)

Inferential Statistical Data Analysis Technique

The technique used in this research was as follows:

Data Validity Test

The validity of data from a questionnaire or test was evaluated using a validation test. The validation test was determined by comparing the calculated r-value with the tabled r-value. Statements in the test were considered valid if the calculated r value was more significant than the tabled r value at a significance level of 0.05.

Data Reliability Test

Research instrument requirements were considered reliable when the correlation coefficient was more significant than 0.05. An instrument was deemed reliable if its correlation coefficient was positive and significant; conversely, an instrument was considered unreliable if its correlation coefficient was lower. A higher correlation coefficient indicated a more dependable instrument.

Data Normality Test

The normality test was employed to determine whether the experimental group followed a normal distribution, using the Shapiro-Wilk normality test. Based on the analysis result of Asymp. Sig (2-Tailed), if the value was less than the significance level of 0.05, then the data was not normally distributed. On the other hand, if the value of Asymp. Sig (2-Tailed) was more significant than or equal to the significance level of 0.05, then the data was considered normally distributed.

Data Homogeneity Test

The homogeneity of variance test was aimed at determining whether the collected samples had the same variance or not. The homogeneity test was conducted using an analysis called the homogeneity of variance test through SPSS. The requirement for homogeneity was met if the probability (Sig) was > 0.05, and if the probability (Sig) was < 0.05, then the data was not homogeneous.

Hypothesis Testing

Paired sample T-Test was conducted to determine the presence or absence of the effect of the syllable method on reading difficulty after the treatment was administered during the research.

Results and Discussion

Results

Based on the observation results of the syllable method application to 2nd-grade students of SD Negeri 026 Banua Baru, the process took place over three meetings on June 6th, 7th, and 8th, 2023. This study was conducted to obtain information about the effect of the syllable method on reading difficulties among 2nd-grade students of SD Negeri 026 Banua Baru in Polewali Mandar Regency, West Sulawesi Province. Data were collected directly through pretest and posttest

assessments, as well as observations of student activities during the implementation of the syllable method. From the collected data, several activities during the application of the syllable method to 2nd-grade students were identified.

In addition, the results of observing student activities during the learning process across 9 observed aspects over 3 meetings show improvements in students engaging in positive learning activities and a decrease in negative activities as the final meeting approaches. Consequently, the average scores and percentages of student activities are as follows: students present during the classroom learning process accounted for 18, or 90%, students paying attention to teacher explanations scored 14.6, or 73%, students actively asking questions during lessons scored 15, or 75%, students frequently raising their hands when the teacher posed questions in the classroom reached 17.6, or 88.3%, students being active participants in learning achieved a score of 15, or 75%, students frequently leaving and entering the classroom were at 4.3, or 21.5%, students engaging in other activities while the learning process was underway accounted for 4.3, or 21.5%, and students not paying attention to teacher explanations were at 4.3, or 21.5%.

The reading difficulties among second-grade students at State Elementary School 026 Banua-Baru stem from a severe lack of early reading comprehension skills. The challenges in early reading arise from issues with initiating reading and are affected by various factors, both internal and external. Factors affecting reading encompass learning inspiration, family environment, and comprehension material, as discussed by Windrawati (2020). These findings align with the results of the pretest scores conducted by the researcher, indicating an average score of 51. In other words, students' reading abilities are notably low, falling below the average threshold. This underscores the students' struggles with reading.

The data regarding the scores obtained from the pretest and posttest administered to second-grade students of SD Negeri 026 Banua-Baru, located in Campalagian Subdistrict, Polewali Mandar Regency, are presented.

Table 3. Average Scores of Pre-test and Post-test

No.	Type of Test	Number of Students	Average Score
1.	Pretest	20	51
2.	Posttest	20	92.25

Source: Data were processed using SPSS 29

Based on Table 3, it is shown that the number of students is 20 people, while the total number of pretest and posttest results is 1020 and 1845, respectively, after being treated using the syllable method. The average pretest score is 51, and the posttest score is 92.25. The descriptive statistical analysis results for the pretest and posttest data were conducted using the Statistical Package for the Social Sciences (SPSS) version 29 for Windows.

1. Pretest Data

The pretest was conducted before the students were given a different treatment.

Table 4. Pretest Data

Pretest		Frequency
Valid	Low	7
	Very Low	12
	High	1
	Total	20

Source: Data were processed using SPSS 29

Based on Table 2.2, it can be observed that the frequency of pretest results shows that 3 students scored 25, 1 student who scored 30, 2 students scored

35, 2 students scored 40, 3 students scored 50, 1 student scored 55, 2 students who scored 60, 4 students who scored 70, 1 student who scored 75, and 1 student who scored 85.

2. Posttest Data

The posttest was administered after the treatment or application of the syllabic method.

Table 5. Posttest Data

Post Test		Frequency
	Low	12
	Very Low	5
Valid	High	3
	Total	20

Source: Data were processed using SPSS 29

Based on Table 5, it can be observed that the frequency of posttest results shows that there was 1 student who scored 80, 4 students scored 85, 3 students scored 90, 9 students scored 95, and 3 students scored 100.

Inferential Statistical Data Analysis

The prerequisite data was first subjected to inferential statistical analysis intended to test the research hypotheses. Data Validity Test. Data reliability, homogeneity test, and data normality were conducted as part of the prerequisite data test. The following presents the results of the researcher's data analysis.

Data Validity Test

The measurement of the instrument's validity is known as validation. If an instrument can accurately measure the intended outcomes, it is considered valid.

a. Pretest

Table 6. Validity Test of Pretest Questions

Question Item	Total Pearson Correlation	Valid
1	0.582	Valid
2	0.649	Valid
3	0.559	Valid
4	0.547	Valid
5	0.507	Valid
6	0.473	Valid
7	0.604	Valid
8	0.542	Valid
9	0.453	Valid
10	0.571	Valid
11	0.537	Valid
12	0.461	Valid
13	0.497	Valid
14	0.604	Valid
15	0.542	Valid
16	0.621	Valid
17	0.429	Not Valid
18	0.626	Valid
19	0.671	Valid
20	0.664	Valid
21	0.182	Not Valid
22	0.047	Not Valid
23	0.312	Not Valid
24	0.384	Not Valid
25	0.137	Not Valid
26	0.307	Not Valid
27	0.556	Valid
28	0.291	Not Valid
29	0.223	Not Valid
30	0.362	Not Valid

Source: Data from the research findings

Based on Table 6, it can be observed that the validity test conducted on the pretest questions using SPSS version 29 results indicated that out of all 30 items in the questionnaire, 20 questions were deemed valid. These valid questions are as follows: question 1, question 2, question 3, question 4, question 5, question 6, question 7, question 8, question 9, question 10, question 11, question 12, question 13, question 14, question 15, question 16, question 18, question 19, question 20, and question 27. However, there were 10 questions that were considered invalid or not usable. These questions are as follows:

question 17, question 19, question 20, question 21, question 22, question 23, question 24, question 25, question 26, and question 28.

2. Posttest

Table 7. Validity Test of Posttest Questions

Item Soal	Total Pearson Correlation	Valid
1	0.471	Valid
2	0.555	Valid
3	0.555	Valid
4	0.562	Valid
5	0.471	Valid
6	0.587	Valid
7	0.697	Valid
8	0.669	Valid
9	0.449	Valid
10	0.622	Valid
11	0.546	Valid
12	0.506	Valid
13	0.697	Valid
14	0.591	Valid
15	0.555	Valid
16	0.471	Valid
17	0.379	Not Valid
18	0.664	Not Valid
19	0.065	Not Valid
20	0.207	Not Valid
21	0.019	Not Valid
22	0.157	Not Valid
23	0.142	Not Valid
24	0.094	Not Valid
25	0.292	Not Valid
26	0.050	Not Valid
27	0.664	Not Valid
28	0.120	Not Valid
29	0.506	Valid
30	0.471	Valid

Source: Data from the research findings

Based on Table 7, it can be explained that the validity test conducted on the posttest questions, tested using SPSS version 29, yielded results that out of 30 questions, 20 questions were deemed valid. These valid questions include: question 1, question 2, question 3, question 4, question 5, question 6, question 7, question 8, question 9, question 10, question 11, question 12, question 13, question 14, question 15, question 16, question 18, question 27, question 29, and question 30. Additionally, there were 10 questions that were deemed invalid or not used, namely: question 17, question 19, question 20, question 21, question 22, question 23, question 24, question 25, question 26, and question 28.

Data Reliability Test
1. Pretest
Table 8. Reliability Test of Pretest Questions

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	0.865
		N of Items	10[a]
	Part 2	Value	0.88
		N of Items	10[b]
	Total N of Items		20
Correlation Between Forms			0.847
Spearman-Brown Coefficient	Equal Length		0.917
	Unequal Length		0.917
Guttman Split-Half Coefficient			0.917

Source: Data were processed using SPSS 29

The reliability testing data in the table above indicate that all variables in this study have Cronbach's Alpha (α) coefficients of 0.865 and 0.880, which are more significant than 0.5. This implies that all statements in the pretest questionnaire are considered reliable.

2. Posttest

Table 9. Reliability Test of Posttest Questions

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	0.886
		N of Items	10[a]
	Part 2	Value	0.83
		N of Items	10[b]
	Total N of Items		20
Correlation Between Forms			0.876
Spearman-Brown Coefficient	Equal Length		0.934
	Unequal Length		0.934
Guttman Split-Half Coefficient			0.929

Source: Data were processed using SPSS 29

The reliability testing data in Table 9 indicates that all variables in this study have Cronbach's Alpha (α) coefficients of 0.886 and 0.830, which are more significant than 0.5. This means that all statements in the posttest questionnaire are considered reliable.

Data Normality Test

Table 10. Results of the Data Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.104	20	.200*	0.959	20	0.518
posttest	0.114	20	.200*	0.97	20	0.765

Source: Data were processed using SPSS 29

Based on the results of the normality test in Table 10, it can be observed that the significant values for the pretest are 0.518 > 0.05, and for the posttest, are 0.765 > 0.05. Therefore, it can be concluded that the pretest and posttest scores of the experimental group are normally distributed.

Homogeneity Test

Table 11. Homogeneity Test Results

Tests of Homogeneity of Variances		Levene Statistic	Sig.
Pretest	Based on Mean	0.417	0.744
	Based on Median	0.379	0.769
	Based on the Median and with adjusted df	0.379	0.77
	Based on trimmed mean	0.429	0.735

Source: Data were processed using SPSS 29

Based on the homogeneity test of pretest-posttest results in Table 11, it can be observed that the significance value is 0.744, which is more significant than 0.05. This implies that the significant value of 0.744 is larger than 0.05. Therefore, it can be concluded that the variance of pretest-posttest results is homogeneous.

Hypothesis Testing (Paired Sample T-Test)

Table 12. Paired Sample T-Test Results

Paired Samples Test			
Paired Differences		Significance	
	Mean	One-Sided p	Two-Sided p
Pair 1 Pretest - Posttest	-41.25	<.001	<.001

Source: Data were processed using SPSS 29

The testing technique used was the paired sample t-Test with a significance level of α = 0.05. Based on the data processing using SPSS version 29, a sig value (2-tailed) of 0.001 was obtained, which is less than 0.05. Therefore, we can conclude that there is a significant difference in reading difficulty between the pretest and posttest data. In other words, the syllable method has a significant effect on reading difficulty in the 2nd grade of SD Negeri 026 Banua-Baru, Campalagian Subdistrict.

Discussion

This study aimed to determine the effect of the syllabic method on reading difficulties among second-grade students of SD Negeri 026 Banua-Baru, Polewali Mandar Regency, West Sulawesi Province. Based on the analysis of initial reading ability test data of students before the implementation of the syllabic method, the pretest results from 20 second-grade students of SD Negeri 026 Banua-Baru indicated that students did not achieve individual mastery below the average or did not meet the Minimum Mastery Criteria (KKM). Only a few students reached the Maximum Mastery Criteria (KKM), meaning that the reading difficulties among students before implementing the syllabic method were still relatively low. The average posttest scores of the 20 students after the treatment or application of the syllabic method showed that all second-grade students of SD Negeri 026 Banua-Baru achieved a significant improvement in their scores, with average scores exceeding the Maximum Mastery Criteria (KKM) standard.

Based on the explanation above, it can be observed that a significant difference occurred due to the fact that during the pretest, students faced difficulties in reading which consequently led to their inability to comprehend the learning materials and answer the questions correctly. On the other hand, after applying the syllabic method in the posttest, there was an improvement among students. They became more capable of reading words and sentences in the learning materials and answering the given questions. In other words, the syllabic method affected the reading difficulties of second-grade students at SD Negeri 026 Banua – Baru, Polewali Mandar Regency, West Sulawesi Province. This aligns with Kumara's (2014) viewpoint that the syllabic method has an impact on children or students who experience reading delays or difficulties, as through syllables, they can learn the connection between written letters and their sounds as well as rapidly recognize words.

The application of the syllable method to second-grade students of SD Negeri 026 Banua Baru took place over three sessions on June 6th, 7th, and 8th, 2023. The following is a description of the activities regarding the application of the syllable method through the successfully collected data.

(1) In the first session, the researcher prepared teaching material made from colored manila cardboard, which was then attached to a whiteboard. The colored manila paper contained materials related to the syllable method. The material's content consisted of letter combinations forming syllables, syllables forming words, and

words forming sentences. During the lesson, the researcher read aloud the content, and the students repeated what was said by the researcher. Subsequently, the researcher asked each student to come forward one by one to independently read the content of the syllable material displayed on the whiteboard. This approach aimed to prevent students from spelling out each letter as they learned to read, thus accelerating the students' early reading proficiency.

(2) In the second session, the researcher used a syllable learning tool crafted from colored cardboard to dissect syllable combinations. The colored cardboard contained various syllables; the right-hand side included ka, ki, ku, ke, and ko, while the left-hand side included ca, ci, cu, ce, and co. Subsequently, the researcher prompted individual students, one by one, to come forward and read the syllables indicated by the researcher, which formed words, and these words formed sentences. This method was used to provide students with exercises in constructing letters and random syllables into coherent letter and syllable arrangements.

(3) In the third session, the researcher divided the students into several groups, with each group consisting of 4-5 individuals. For this particular lesson, the researcher prepared teaching materials in the form of columned and illustrated sheets of bond paper. These materials were used as exercises for the students to write down the names of the images by filling in letter columns that had been provided. After working on this task within their respective groups, each group then stepped forward, and each individual within the group presented the outcomes of what they had written.

The hypothesis testing results were conducted using the technique of paired sample t-Test with a significant level of α = 0.05. Based on the data processing using SPSS version 29, a sig value (2-tailed) of 0.001 < 0.05 was obtained, indicating that

there is an effect of the syllabic method on reading difficulty among second-grade students of SD Negeri 026 Banua – Baru, Polewali Mandar Regency, West Sulawesi Province. These findings are consistent with Makmur Karim's theory (1984) on the syllabic method, which has the following advantages:

1. Students are able to learn reading without having to spell out each letter one by one in order to accelerate the process of mastering the fundamentals of reading,

2. Students can learn to recognize letters by dissecting or interpreting syllables used in the letter components.

3. Quick and easy presentation,

4. Students can easily recognize various words.

Based on the explanation above, there are research results that are also consistent with previous studies, namely the research conducted by Agus Reinaldi Aznan (2018) in his study titled "The Effect of Syllable Playing Method on Initial Reading Skills in the Subject of Indonesian Language for First Grade Students of SDN No. 197 Inpres Bontopajja, North Galesong Sub-District, Takalar Regency." Based on the analysis of inferential statistics using the t-test formula, it can be observed that the calculated t-value is 13.69. With a degree of freedom (df) of 15 - 1 = 14, at a significance level of 5%, the t-table value is obtained as 2.14. Since the calculated t-value is higher than the t-table value at a significance level of 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating that there is an effect in applying the syllable playing method on the initial reading skills in the subject of Indonesian Language for First Grade Students of SDN No. 197 Inpres Bontopajja, North Galesong Sub-District, Takalar Regency.

Conclusion

The conclusions that can be drawn from this research are as follows: (1) the application of the syllabic method improves students' reading ability as evidenced by the posttest results with an average of 92.25, (2) students' reading difficulties before the application of the syllabic method were very low, as evidenced by the pretest results with an average of 51, (3) the results of the paired sample t-test hypothesis testing indicate that there is an effect of the syllabic method on reading difficulties among second-grade students of SD Negeri 026 Banua – Baru, Polewali Mandar Regency, West Sulawesi Province, as evidenced by the paired sample t-test results a value of $0.001 < 0.05$. In other words, there is a significant effect in this research.

In connection with the above conclusions, there are also suggestions that the researchers propose as follows: Students should cultivate a strong reading habit to enhance their reading abilities. Schools and teachers should consider employing syllable methods and providing training and guidance to enhance early reading skills through syllable-based techniques. This would help address errors and deficiencies for improvement in the future.

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