



# Improvement of Initial Reading Skills through Analytical and Synthetic Structural Methods (SAS) in Grade 1 SD Inpres Timbuseng with Literature Study

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## Abstrak

Tujuan dari penelitian ini adalah untuk menemukan tema utama dan kategori penelitian tentang peningkatan kemampuan membaca permulaan melalui metode struktural analitik dan sintetik. Data yang diambil untuk memenuhi tujuan penelitian ini, penulis melakukan pencarian dari beberapa sumber yang relevan dari google scholar. Artikel ditentukan dengan empat kombinasi kata kunci, kemudian artikel dimasukkan dalam kumpulan data, peneliti menerapkan metode struktural analitik dan sintetik (SAS). Artikel yang akan menjadi sumber penelitian dibatasi lima tahun terakhir. Metodologi penelitian yang dominan dari artikel yang diulas adalah kualitatif. Empat tema utama yang terungkap dari analisis konten kualitatif adalah: metode SAS, penyebab kemampuan membaca permulaan dengan metode SAS, kasus kemampuan membaca permulaan dengan metode SAS, solusi mengatasi kemampuan membaca permulaan dengan metode SAS. Artikel disaring mulai dari Deskripsi topik, kriteria kelayakan dan strategi pencarian. Total artikel yang dikaji adalah 15 dari sumber yang berbeda. Kemudian dikaji lagi sesuai tema pada judul didapat. Penyebab anak kurang berminat membaca adalah yang pertama dan utama karena belum sadarnya orang tua akan pentingnya membaca sejak dini. Kedua, buku-buku yang ada di perpustakaan sekolah kurang menarik, tidak bergambar, dan tidak diwarnai sesuai kesukaan anak. Ketiga, minat masyarakat terhadap pendirian taman baca lingkungan sangat rendah, padahal membaca yang baik dapat meningkatkan prestasi akademik siswa. Salah satu faktor penyebab kesulitan siswa dalam membaca ialah penggunaan metode di aktivitas pembelajaran Solusi yang ditawarkan guru adalah menggunakan beberapa metode dan media pembelajaran yang sesuai dengan kondisi anak dan Langkah utama yang dilakukan peneliti saat menerapkan metode SAS antara lain membagi kalimat menjadi beberapa kata, membagi kata menjadi beberapa suku kata, membagi suku kata menjadi bunyi huruf, dan menggabungkan bunyi huruf menjadi bunyi suku kata dan kombinasi bunyi sebanyak suku kata

**Kata Kunci:** Metode SAS, membaca permulaan, Penyebab, solusi

## Abstract

The aim of this research is to find the main themes and categories of research on improving beginning reading abilities through analytical and synthetic structural methods. Data taken to fulfill the objectives of this research, the author conducted a search from several relevant sources from Google Scholar. Articles are determined by four combinations of keywords, then the articles are included in the data set, researchers apply analytical and synthetic structural methods (SAS). The articles that will be the source of the research are limited to the last five years. The dominant research methodology of the articles reviewed is qualitative. The four main themes revealed from the qualitative content analysis are: SAS method, causes of initial reading ability using the SAS method, cases of initial reading ability using the SAS method, solutions to overcome initial reading ability using the SAS method. Articles are filtered

*starting from topic description, eligibility criteria and search strategy. The total of articles studied was 15 from different sources. Then review it again according to the theme in the title obtained. The reason why children are less interested in reading is first and foremost because parents are not aware of the importance of reading from an early age. Second, the books in the school library are less interesting, have no pictures, and are not colored according to the child's preferences. Third, public interest in establishing environmental reading parks is very low, even though good reading can improve students' academic achievement. One of the factors causing students' difficulties in reading is the use of methods in learning activities. The solution offered by the teacher is to use several methods and learning media that are appropriate to the child's condition. The main steps taken by researchers when applying the SAS method include dividing sentences into several words, dividing words into several syllables, dividing syllables into letter sounds, and combining letter sounds into syllable sounds and sound combinations as many as syllables.*

**Keywords:** SAS method, initial reading, causes, solutions

### Introduction

Education is one of the basic human needs that must be fulfilled, with a higher goal than just life, so that people are more respected and occupy a higher position compared to those with low education. Education is also an element of humanity that cannot be separated. From the womb to adulthood and old age, humans go through an educational process received from parents, society and the environment (Hanifia Sugira & Amelia, 2022). One of the main goals of education is to develop potential and educate society to be better. Teaching and learning activities that take place in the school environment are always associated with reading, reading is one of the most important skills mastered by students. Reading is the process of seeing and understanding by reading a text aloud or by heart, reading is one of the 4 language skills that students must have (Sembiring, 2023). Law no. 20 of 2003 article 3 concerning the national education system which functions to "develop abilities and shape the character and civilization of the nation which results in the intelligent life of the nation, aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen."

Reading is a language skill that everyone must have to expand knowledge, experience, sharpen reasoning, improve thinking abilities and achieve modern progress. Reading is closely related to learning Indonesian, because reading is one of the four aspects of language (reading, writing, speaking, listening/listening) which is applied as a basic language skill that must be possessed from birth. Reading is an activity or

cognitive process that attempts to find various information contained in written words. This means that reading is a thinking process that aims to understand the content of the text being read. So reading is not just looking at the set of letters that make up words, groups of words, sentences, paragraphs and utterances, but reading is an activity of understanding and interpreting symbols/signs/writing that have meaning so that the message conveyed by the author can be accepted by the reader. (Muhibah et al., 2020) Considering the importance of reading activities in mastering various fields of knowledge, especially in the field of teaching, it is natural that every school has reading activities to achieve the goals of teaching activities. One of them is teaching reading at an early age in elementary schools (Muhibah et al., 2020).

Early reading learning aims to develop students' reading abilities from an early stage. Reading usually begins when children enter the first year of elementary school. Reading is the process of changing signs/symbols/writing into meaningful sounds (Muhibah et al., 2020). Reading ability cannot be separated from the initial reading skills taught in first and second grades. According to (Rizal, 2019) early reading is a learning program that targets early reading skills in the first years of school, when children start school. For lower class students (I and II), it is very important for teachers to use methods in reading. The Ministry of National Education, (2000:4) offers various methods intended for beginning students, including: spelling method, sound method, peel chain method, global method, word method and SAS method.

One method that is considered suitable for initial reading in this research is the SAS method. The SAS method (system structure

analysis) is a method that begins with learning by displaying the entire sentence structure, then the complete sentence is analyzed, and finally it is returned to the original sentence, namely synthesis. (Irawan et al., 2022).

### Ability to Read Reviews

The problem that children often face when reading is that when teaching reading, teachers often encounter children who have difficulty in the relationships between letters, syllables, words, simple sentences, or children who do not understand the content of the reading. Reading skills need to be mastered immediately by elementary school students, because this skill is directly related to the entire student learning process. The academic success of students who take part in the teaching and learning process at school is largely determined by their mastery of reading skills. Students who are less able to read will experience difficulties in participating in learning activities in all subjects (Smart, 2022). Students' difficulties in reading are one of the reasons why children are not interested in reading. Hutapea (Artika, 2022) believes that the reason why children are less interested in reading is first and foremost because parents are not aware of the importance of reading from an early age. Second, the books in the school library are less attractive, have no pictures, and are not colored appropriately. children's favorites... Third, public interest in establishing environmental reading parks is very low, even though good reading can improve students' academic achievement. One of the factors causing students' difficulties in reading is the use of methods in learning activities. So far, class I teachers in their initial reading learning activities have only focused on the existing books and have made little use of objects or pictures in the classroom, so that the process seems continuous and does not activate students, even though students can be invited into dialogue to explain. names of objects in the room and so on. Utilizing objects found around them will help students to be more practical in remembering and understanding what the teacher says. (Ursula Dwi Oktaviani et al., 2023)

To improve beginning reading skills in grade I elementary school, researchers applied the SAS (Synthetic Structural Analytical) method. In Nunu Mahnun (Mahrani, 2023) it is stated that the SAS Method (Synthesis Analysis

Structure) is a method developed by the PKMM (Renewal of Curriculum and Teaching Methods) Ministry of Education and Culture of the Republic of Indonesia which was programmed in 1974 which is based on 3 (three) principles consisting of from child psychology, structural linguistics, synthetic phonics.

The details of these 3 (three) principles are as follows:

1. SAS method (Synthesis Analysis Structure) which is based on child psychology, namely:

a. Once Grade 1 students have broken down sentences or words into individual letter sounds, they can then combine the letter sounds into syllables and then combine the syllables into words (bottom-up approach).

b. Students then read the entire sentence by reading all the words.

2. SAS (Synthesis Analysis Structure) method which is based on structural linguistics, namely:

a. SAS (Synthesis Analysis Structure) has its roots in structural linguistics because SAS (Synthesis Analysis Structure) recognizes that sentences consist of several words and words consist of several syllables and syllables consist of several letters (top-down approach).

b. To learn to read, students must recognize and move between two different structures.

3. The SAS method is based on synthetic phonics, namely:

SAS has its roots in synthetic phonics because SAS recognizes that an important part of learning to read is knowing that letters make sounds. That the letter i sounds like /iiii/ when we say it. Beginner readers, when reading the word if they sound out each letter and then combine or synthesize the sounds as seen in the word to form a word. Beginning narrative reading is a way to start teaching reading by presenting stories taken from dialogue between students and teachers or between students and students. The success of learning in class, especially reading, is determined by several factors, including: application of methods and strategies, use of media, class situation, and student involvement. One of the right strategies to improve the teaching process is to use the synthetic structure analysis (SAS) method. The SAS method is a method of teaching reading that begins with

telling a story and showing supporting pictures. Then invite students to read the picture and then read the sentence. Students practice reading sentences without the help of pictures (structural process) (Ursula Dwi Oktaviani et al., 2023).

According to (Hanifia Sugira & Amelia, 2022), the use of learning methods and tools is very useful in teaching introductory reading to first grade elementary school students. Grade 1 elementary school students are usually only 6 years old and are still at the concrete thinking level, meaning they can easily recognize real things. Apart from that, the various tools used by teachers will arouse students' interest in participating in learning. Taking into account the problems above, it is necessary to update the learning methods that have been established in class, using the Synthetic Analytical Structure (SAS) learning method. The SAS method is a method of briefly introducing and observing the whole (structure), then introducing and observing more deeply (analyzing) the parts, followed by a special, in-depth introduction and observation (synthesis) so that it is easy and can be understood. According to (Sembiring, 2023) the SAS method includes learning to read first by breaking sentences into words, words into syllables, syllables into letters/phonemes, then a synthetic process continues.

From the explanation above, in this research the author provides several research questions:

"How can the use of the Synthetic Analytical Structure (SAS) method improve beginning reading skills in class I students at SD Inpres Timbuseng"?

## Method

### Research subject

This research was conducted in Class I of Timbuseng Inpres Elementary School, located in Koccikang Hamlet, Timbuseng Village, District. Pattassang District. Gowa The sampling technique uses a saturated sampling technique because of the minimal population to be studied. In this research, the subjects used as data sources were students in class I. With a total of 23 students consisting of 13 male students and 10 female students.

### Research type and design

Type and Research Design The research used in this research is Classroom Action

Research (PTK). According to research (Mahrani, 2023) classroom action is a research activity carried out on a number of target groups of students, with the aim of improving the learning situation in the classroom to ensure the quality of learning. The research design used to examine information related to this research was Classroom Action Research (PTK) which was carried out in 2 cycles. Each cycle consists of 4 (four) stages referring to planning, implementation, observation and reflection. For more details, see the following picture.

The Action Plan is one of the preparations carried out by researchers in carrying out the planning stages that will be carried out in the classroom.

The plans that will be prepared by researchers are:

1. Prepare the materials to be delivered, namely the RPP.
2. Prepare the materials
3. Prepare supporting materials according to plan, namely pictures, text cards, word cards and simple sentences
4. Prepare one of the student observation sheets to assess the ongoing learning process.
5. Prepare evaluation tools.

This classroom action research refers to the PTK Kemmis and Mc Taggart procedures which are carried out through a dynamic and complementary process consisting of four essential moments, namely as follows:

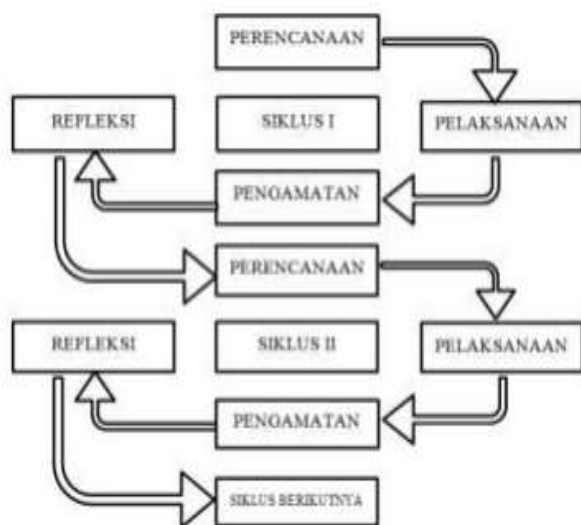
I. Planning Planning is prepared based on problems and action hypotheses that are tested empirically so that the expected changes can identify aspects and results of PBM. Matters that become material for discussion in the action planning stage include pre-test questions, materials, learning scenarios, and preparation of Individual Learning Plans (RPI).

II. Action Actions that are carried out consciously and under control, actions are given in accordance with the learning tools that have been prepared at the planning stage.

III. Observations Observations need to be planned and also based on open views and thoughts and responsiveness. The object of observation is the circumstances and constraints of planned actions and their effects, as well as the problems that arise in contexts related to vation are the entire process of related actions, their effects (intentional and unintentional).

IV. Reflection There are several important activities in reflection activities, such as:

- (1). Reflecting again on the strengths and weaknesses of the actions that have been taken,
- (2). Answering the causes of situations and conditions that have occurred during the implementation of the action,
- (3). Estimating solutions to complaints that arise,



- (4). Identify obstacles or plans that may be faced,
- (5). Estimating the consequences and implications of planned actions.

This research consists of two cycles carrying out the same stages to obtain the expected results.

This research was carried out in 2 cycles which included 5 main phases. The main steps that researchers take when applying the SAS method include dividing sentences into several words, dividing words into several syllables, dividing syllables into letter sounds, and combining letter sounds into syllable sounds and sound combinations as many as syllables. (Mahrani, 2023).

#### Data collection technique

##### 1. Observation

Observation is used to observe the development of learning carried out by students and teachers before implementing the action, during the implementation of the action, until the end of the action. In this activity, researchers collaborate with teachers. Researchers and teachers make plans together. The teacher carries

out the learning process according to the material that has been provided.

##### 2. Test

A test is a series of questions or other tools used to measure a student's initial reading ability or the talent possessed by an individual or group.

##### 3. Documentation

Documentation is a data collection technique that is not directly shown to the research subject, but through documents. Documents are written records whose contents are written statements prepared by a person or institution for the purposes of examining an event, and are useful as a source of data, evidence, natural information to further expand knowledge of something being investigated (Irawan et al., 2022)

#### Instrument

##### 1. Test

Initial reading learning ability The initial reading learning ability test instrument regarding learning to read using the SAS method is given to children who have difficulty learning to read initially. The test is carried out to measure the reading ability of children who have difficulty reading before the action (pre test) and after the action (post test) is given. (Irawan et al., 2022) who pay attention to the elements in reading practice in grade I elementary school include: determination in voicing sentences, natural fluency in reading sentences, natural intonation, clarity of pronunciation, loudness of voice, and courage.

##### 2. Instruments

Observation sheet The observation guide is used to find out whether teachers and students have implemented related learning activities using the SAS method. Apart from that, the observation sheet is used to find out whether the synthetic structure analysis (SAS) method has been implemented according to the procedure and design.

#### Data analysis

The data analysis technique is a qualitative data analysis technique, namely a test of students' initial reading skills, process indicators and learning outcomes after applying the SAS method, namely 75% of participants obtained initial reading skills scores according to the minimum completeness criteria (KKM) standards in the Indonesian language lesson content. The criteria used to determine the level

of criteria for assessing the achievement of students' initial reading skills in this study are shown in table 1 below.

**Table 1: Achievement Categories of Students' Beginning Reading Skills**

Category	Ability value
Very good	8,0 – 10,0
Good	6,6 - 7,9
Enough	5.6 - 6,5
Not enough	4,0 - 5,5
Very less	3,0 – 3,9

(Source: adapted from (emi listiana, 2023))

## Result and Discussion

### Results

#### Cycle I

In the action planning stage of cycle I, researchers and class II teachers used the SAS method in teaching beginning reading activities in class. The application of the SAS method is carried out so that students can carry out initial reading activities well. Cycle I was carried out in two collaborative meetings between researchers and class II teachers. At the planning stage, researchers prepared lesson plans, teacher observation sheets, student participant observation sheets, and prepared initial reading skills test sheets. Researchers used the time allocation for the first and second meetings for teaching and learning activities and for the third meeting to evaluate learning from the first and second meetings.

The actions taken in cycle I are based on the learning plan that was prepared at the planning stage. The implementation took place in class II at SD Inpres Kaili. In the action stage, the

researcher carried out classroom actions in accordance with the RPP that had been prepared. Implementation of learning using the SAS method consists of 3 meetings.

The results of observations made by educators in the first cycle of the first meeting were that the learning process was still not conducive, students were still busy with their own activities, and there were many things that needed to be corrected and improved. However, in general, the learning process in cycle I, the first and second meetings, went smoothly. The results of teacher observations in cycle I showed that the average score of teacher observations was 7.5% in the good category.

After the researcher carried out learning in cycle I, he then reflected on the results of the researcher's observations as follows:

1) Learning to read using the SAS method has been implemented well. Students are actively involved in reading and following guidance from the teacher, although not yet completely so there are still many students who cannot read syllables, words and simple sentences and some students are able to read but are not yet fluent in reading therefore, they still need guidance from Teacher.

The results of observations made by educators in the first cycle of the first meeting were that the learning process was still not conducive, students were still busy with their own activities, and there were many things that needed to be corrected and improved. However, in general, the learning process in cycle I, the first and second meetings, went smoothly. The results of teacher observations in cycle I showed that the average score of teacher observations was 7.5% in the good category.

After the researcher carried out learning in cycle I, he then reflected on the results of the researcher's observations as follows:

2) There are still many errors in pronunciation and reading accuracy, many students still think for a long time when reading and lack confidence. So there are still many students who lack confidence, so there are some students who cry when they are asked to read.

3) The results of the first cycle evaluation showed that 16 students (57.1%) achieved the KKM score in the sufficient category and 12

students (42.85%) did not achieve the KKM score.

Learning outcomes are not yet optimal, so an improvement plan is carried out, because there are still many students who have not reached the criteria for completion, so planning for further action is carried out.

#### Cycle II

In the second cycle stage, educators have made improvements based on the reflections in cycle I. In cycle II, learning starts to go well from learning in cycle I, because most of the students can read well.

This cycle II action is the result of reflection from cycle I with improvements to the SAS method implementation plan remaining the same as in cycle I. The action steps taken by the researcher are: the initial, core and closing activities are the same as cycle I, but the researcher prepares a lesson plan and media that will be used in the learning process and developed based on the syllabus used by class II students at SD Inpres Kaili then prepare learning materials for beginning reading, making letter cards, syllable cards, word cards, sentence cards and using student books. After that, to determine the increase in students' initial reading abilities, one by one reading tests were used and assessment instruments in the form of observation guidelines for each student's response during the learning process and initial reading ability tests. Implementation of learning using the SAS method consists of 3 meetings in the form of initial, core and closing activities.

The results of teacher observations in cycle II showed that the average score of teacher observations was 93.8% in the good category. The learning outcomes test carried out at the end of cycle II is in the form of an oral test which is based on initial reading indicators in the form of fluency, intonation, pronunciation and clarity of voice carried out by students. an average score of 80 was obtained, the number of students who completed was 23 students (82.1%) and 5 people (17.9%) who did not complete. The results of observations made by educators in cycle II are that in the learning process there has been a lot of improvement in initial reading skills and in the learning process students also appear more focused.

The learning process in cycle II then reflects the results of the observations. Based on the results of observations when educators carry out the learning process using the SAS method, a picture is obtained, namely:

- 1) The learning implementation in cycle II was carried out well, students were actively involved and followed the teacher's guidance.
- 2) The classical presentation of students' initial reading skill scores in cycle II was 82.1% with 23 students so the research could be stopped

Application of the SAS (Synthetic Structural Analysis) Method to Improve the Early Reading Skills of Grade 1 Students at SD Inpres Timbuseng by completing Classical Lessons by Applying the SAS Method. This view is also supported by the results of theoretical research, which argues that early learning of reading skills at school is an important language skill that is taught in elementary schools at an early age. value Because through reading skills it is hoped that students will be able to express the letters, syllables, words and sentences they have read. Therefore, teachers are required to apply appropriate learning methods for beginners in learning to read.

This view can be interpreted as one model that is suitable for implementing speaking skills in elementary schools. The application of the SAS method can improve students' initial reading skills so that they obtain classical completeness. This view is reinforced by (Emi Listiana, 2023) that this method is specifically for learning to read and write at the beginning of elementary school classes. The meaning of this statement is that the SAS method is a method in the initial reading and writing learning process for beginner students. Learning to read and write beginnings (MMP) using this method begins the lesson by displaying and introducing a complete sentence.

#### Conclusion

(Emi Listiana, 2023), The SAS (Synthetic Structural Analysis) method for improving initial reading skills in class II elementary schools, SD Inpres Kaili aims to describe: the steps of the SAS (Synthetic Structural Analysis) method can improve reading abilities, initial reading skills and improve students' reading skills. starting in class II at SD

Inpres Kaili. This research uses a collective action research method which takes place in two cycles, each cycle consisting of planning, implementation, observation and reflection stages. The results obtained include: using the steps of the SAS method can have a good effect and improve the initial reading ability of class II students at SD Inpres Kaili.

(Ursula Dwi Oktaviani et al., 2023) Students' responses to the use of the synthetic analytical structure (SAS) method to improve initial reading skills in class I A students at SD Negeri 18 SP 2 Nobal for the 2022/2023 academic year had a very good impact. Students feel happy with learning to read using the synthetic analytical structure (SAS) method, students become more understanding and understanding when learning is linked to everyday life. Based on the results of the analysis and discussion as presented in the results and discussion, it can be concluded that the application of the synthetic analytical structural method can improve the initial reading ability of students at SDN 81 Pekanbaru. This is due to an increase in both teacher activity and student activity and in line with the increase in students' initial reading ability by using synthetic analytical structural method starting from cycle I, 18 students completed or 72% with an average of 70. In cycle II it increased to 23 students who completed or 92% with an average of 76.5. (Rizal, 2019)

This means that PTK can be declared "successful". This success is shown by the following indicators: (a) Students succeeded in reaching the complete learning category (100%), even 38% fell into the "very complete" category. (b) Student learning outcomes reach an average score of 75, exceeding the set criteria, namely an average of 70. (Litasari, 2021)

Efforts made to improve students' reading skills for beginning reading refer to classroom action research which consists of 4 stages, namely Plan, Act, Observe, and Reflect. In using the SAS method, which is applied to the Indonesian language learning process in beginning reading, it is by presenting attractive pictures and simple sentences so that students can understand them. From the learning process using the SAS method, students can read the beginning easily and effectively. Students are taught and given examples of simple sentences

using the SAS method. Students are taught how to read with correct pronunciation, a loud voice and clear intonation. For this reason, students who dare to ask questions and dare to come to the front of the class to read are given rewards so that they are more enthusiastic and motivated to be more active. Students were also invited to clap enthusiastically and sing slogans together so that they were more enthusiastic and the class atmosphere was livelier and more cheerful. Applying the Synthetic Analytical Structure (SAS) method is quite helpful in improving students' initial reading skills, because it is effective, fun, productive and active in learning.

(Smart, 2022) Based on the discussion and data analysis, it can be concluded that using the synthetic analytical structure (SAS) method for Indonesian language subjects in class I students at SD Negeri 20 Manyampa: Using the synthetic analytical structure (SAS) method results in initial reading ability in class I students at SD Negeri 20 Manyampa increased from Cycle I to Cycle II.

(Artika, 2022), Through the use of the SAS Method, it can improve initial reading skills in Class 1 MIN 5 Seluma students in 2022/2023. This was proven in the implementation of cycle I and cycle II. Student learning outcomes are said to be successful if the percentage of classical completeness is 70% with each individual's KKM score being 75. The results obtained in cycle I were 43% or 6 students were declared complete. Meanwhile, cycle II reached 78.57% or 11 students who were declared complete.

The results of applying the SAS method in Indonesian language learning for grade 1 students at SD Negeri 62 Pare Pare have proven to be quite effective in providing results in improving students' initial reading skills. The SAS method can stimulate students to involve themselves actively, because students, apart from listening, reciting and taking notes, also use teaching aids. The Syntactic Analysis Structure Method (SAS) is a preliminary reading method which in its operation has structural, analytical and syntactic reading steps. The SAS method can stimulate students to involve themselves actively, because students, apart from listening, reciting and taking notes, also use teaching aids. (Ikhwah, 2023).

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