

## THE IMPLEMENTATION OF SAS (SINTETIC ANALITYC STRUCTURAL) METHOD TO INCREASE THE BEGINNER READING ABILITY AT THE THIRD GRADE STUDENTS' OF SDN 28 MATARAM.

Muhammad Asrul Hasby<sup>1</sup>

<sup>1</sup>English Lecturer, Faculty of Culture, Management and Business, Mandalika University of Education, Indonesia

[muhammadasrulhasby@undikma.ac.id](mailto:muhammadasrulhasby@undikma.ac.id)

| ABSTRACTS   | ARTICLE INFO  |
|---|---|
| <p>This research is motivated by the low reading ability of students in class 3B Elementary School Negeri of 28 Mataram, West Nusa Tenggara. One solution to solve this problem is to use the synthetic structural analysis (SAS) method. The purpose of this study was to describe the improvement of students' initial reading skills using the synthetic structural analytical method (SAS) in third grade students of SDN 28 Mataram. This research method is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle consists of two meetings and four stages, namely planning, implementation, observation, reflection. The subjects of this study were 3B students of SDN 28 Mataram, totaling 20 students. The collection technique is in the form of observation, test, and documentation. The results of this study can be concluded that the ability to read at the beginning of class 3B SDN 28 Mataram in the first cycle of students who completed 14 students or 70%, and in the second cycle students who completed the whole were 17 students or 85%. Thus, it can be concluded that using the synthetic structural analytical method (SAS) can improve reading ability at the beginning of class 3B at SDN 28 Mataram.</p> | <p><b>Article History:</b><br/><i>Received: July 4<sup>th</sup>, 2024</i><br/><i>Revised: July 15<sup>th</sup> 26, 2024</i><br/><i>Published: July, 2024</i></p> <p><b>Keywords:</b><br/><i>Beginner Reading, SAS (Sintetic Analytic Structural) Method</i></p> |

### INTRODUCTION

English subjects have a strategic function, namely as a means of fostering national unity and unity, a means of increasing knowledge and skills in the context of preservation and cultural development, a means of increasing knowledge and skills to achieve and develop science, technology, and the arts.

To achieve the above target goals, the Ministry of National Education formulates the Basic Competencies of basic English subjects as follows; 1) listening; 2) speak; 3) reading; and 4) writing. In the effort to implement the 2013 Curriculum, the thought about the importance of the existence of the development of a learning model in English language teaching, is seen as a very basic demand of needs. In this regard, elementary schools can produce graduates who have the basics of character, proficiency, skills, and adequate knowledge to develop their potential optimally. The variables that can determine the success of English learning are determined by teachers, learners, teaching materials, learning processes, and assessments.

Based on the formulation above, English learning activities should be able to develop and direct students with all the potential they have optimally, that is, teachers can encourage students to think critically. The success of the implementation of the learning process in the classroom is related to the teacher's ability, both as a learning designer and in the field. Teachers are required to be able to make reforms, especially in English learning, namely by designing learning based on learning experiences for students so as to produce meaningful learning.

Meaningful learning if it leads to a learning approach that supports the creation of student learning actively and creatively will be able to motivate students in their learning activities. The significance of the learning process and results is also determined by the teacher's performance in demonstrating his or her professionalism in the field, starting from developing a learning plan to being able to use a variety of methods at the operational level, media, learning resources, and assessments developed.

The tendency that occurs in the field, after observation of the learning process that takes place in class 3B, teachers are still "grammatical centric". Teachers teach a lot of grammar (language structure) for students to know and memorize. Even though the structure of language is taught to be understood, by the way students are trained to form words to form sentences. Teachers who use conventional learning methods will not provide opportunities for students to express, create, explore, and innovate, so they do not stimulate students to arousing interest, and passion for learning. The use of reading texts by teachers causes low levels of students' listening ability. In classroom management, teachers dominate learning more than students, so that there is no pattern of interaction between teachers and students and other students.

Based on the observations of researchers that have been carried out, the problem that occurs is that the students' initial reading ability is still low, especially the 3B grade students of SDN 28 Mataram whose initial reading ability is still very low, this is evidenced by the students' learning outcomes in the initial reading ability is still below the minimum completeness criteria (KKM) that has been set by elementary schools is 70. The sample are 20 students, only 8 students were able to read well (20%), while 12 students were still not able to read well (80%). The 12 students who were not able to read well were divided into several categories, including, not knowing letters and not fluent in pronouncing letters, unable to spell letters into syllables, unable to spell syllables into words, and many others who were not fluent in reading a sentence. The causative factor for the low results of students' reading ability is due to the fact that students' reading ability is still very lack, such as fluency in reading is not fluent, in addition to that pronunciation and intonation in reading are not right. Other factors that cause students' low reading ability includes students' interest in reading is still very lack. This is evidenced by the fact that there are still many students who are lazy to read both at school and at home. Guidance from family and motivation given to students, both from teachers and families, is still lack, and the learning techniques used by teachers are still conventional.

Therefore, this research is expected to solve the problems that occur, in order to improve the initial reading ability of 3rd grade students of SD Negri 28 Mataram. From the description of the problem above, a method is needed that can fix the problem. One of the methods that teachers can use as a way to solve these problems is to use the Synthetic Structural Analysis (SAS) method. The use of the SAS method in learning to read and write at the beginning of the early class, is an alternative in helping or guiding students towards their own discovery, namely by using the help of props/media. Language learning from an early age cannot be ignored, which should start at the age or early grades of elementary school. Therefore, this research is expected to solve the problems that occur, in order to improve the initial reading ability of 3rd grade students of SD Negri 28 Mataram. From the description of the problem above, a method is needed that can fix the problem. One of the methods that teachers can use as a way to solve these problems is to use the Synthetic Structural Analysis (SAS) method. The use of the SAS method in learning to read and write at the beginning of the early class, is an alternative in helping or guiding students towards their own discovery, namely by using the help of props/media. Language learning from an early age cannot be ignored, which should start at the age or early grades of elementary school.

This learning is a strategic means as a beginning in acquiring knowledge about words, and the next sentence can continue to develop in line with the growth and development of students' reasoning power. The Analytical and Synthetic Structural Method (SAS) is a type of method that can be used for the initial reading and writing learning process for beginner students. According to (Solchan, 2014:22) states that learning to read and write begins with this method by displaying and introducing a whole sentence. The Structural Analytical and Synthetic Method (SAS) is a method devoted to learning to read and start reading in the lower grades, however, the structural analytical method and synthetic (SAS) can be used in various fields of teaching, especially English.

The SAS method is an initial reading learning using the process of deciphering sentences into words, words into syllables, syllables into letters/phonemes and then continued with the process of synthetic. The results of the decomposition are returned in the following order: from letters/phonemes in the form of syllables, combining syllables into words, and combining words into the original sentence. The SAS method is one of the methods that has 3 important processes by connecting letters into words then the word is decomposed and recombining the letters in the structure again.

Lamb and Arnold (Rahim, 2011:16) suggest that the inhibiting factors for early reading come from physiological, intellectual, environmental and psychological. Childhood is a sensitive period to receive various kinds of stimuli from the environment by showing the spensibility of a period of development where early childhood obtains new information through its experiences. This information is obtained by seeing, hearing and trying new things. These various things will have a positive impact on growth and development. Such as the development of fine verbal and motor functions and skills that fuse between fine muscles

and the five senses, such as the growth of vocabulary and the beginning of the arrangement of sentences necessary for preparation for writing and reading.

The realization of quality education has relevance to the needs and characteristics of students who are able to compete in the development of science and technology in the era of globalization, and are able to create a society that has the ability to read. Reading is the most important part of a child's academic development at school age. According to Far, in H. Dalman, "reading is the hear of education", meaning that reading is the heart of education. The developmental phase of middle and late elementary school children takes place at the age (9 to 10 years), they begin to have to master the basic skills of reading, writing and arithmetic, enter the wider world with their culture and begin to pay attention to achievement and self-control, especially in terms of reading.

Other relevant research has been conducted before by Ernalis researchers whose results show that: (1) teachers have mastered the skills of designing initial reading and writing learning in elementary schools using the SAS method; 2) learning components such as aspects: materials, strategies, methods, media, sources learning and evaluation developed by teachers has referred to the demands of the SAS method; 3) the SAS method in learning to read and write initially, can be implemented by teachers with elementary school first grade students who are shown the active role of elementary school first grade students ; 4) the application of the SAS method is able to increase teacher activities and student creativity in the learning process.

Based on the above background, the researcher is interested in conducting a research entitled "Application of the SAS Method to Improve the Initial Reading Ability of Grade 3B Students of State Elementary School 28 Mataram".

## **RESEARCH METHOD**

The method used in this study is classroom action research . Classroom action research is research that uses all students as the subject of the lesson carried out by teachers in the classroom with the aim of improving or improving the learning process (Marta, 2017: 76). This research was conducted at State Elementary School 28 Mataram, Mataram District in Class 3B with a total of 20 students. This research was carried out in the second semester of the 2023/2024 year. In this study, the subjects of the study are students and teachers of grade 3B of SD Negeri 28 Mataram. The subject taken in this study is the subject of English.

The research instruments used in this study are divided into two categories, namely learning tools in the form of syllabus and lesson plans, and data collection instruments in the form of observation sheets and initial reading ability tests. The procedure for implementing this class action research goes through 4 stages in each cycle. Each cycle contains four steps, namely: the planning stage, the implementation stage, the observation stage and the reflection stage. In detail, the stages of this research can be described in the following figure:

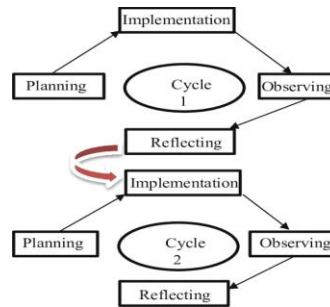


Figure 1 Classroom Action Research Cycle (Arikunto, 2017:42)

The research procedure starts from the preparation of research instruments in the form of lesson plans, syllabus, making observation sheets, making learning media, the implementation stage in the form of implementing the learning process in accordance with the lesson plans that have been made, the observation stage in the form of monitoring student activities, reflection stage in the form of discussing the results and evaluating the learning outcomes.

The data collection technique in this study is in the form of observation (derived from the results of the observation sheet), test (by giving a few simple sentences to students according to the material lessons to measure the results of students' initial reading skills given in oral form in class) and documentation (which comes from taking pictures by researchers to reinforce the results of the research).

The data analysis techniques used in this study are qualitative data and quantitative data. Qualitative data analysis techniques are in the form of descriptions of everything that researchers encounter during the research process. Quantitative data analysis techniques are obtained based on tests given to students. Quantitative data analysis was carried out by looking at the completeness of learning after answering the test questions given. The test conducted in the form of an oral test is the classical completeness using the formula:

$$KK = \frac{JP}{JS} \times 100$$

Note :

KK = Classical completion percentage

JP = Number of students who complete

JS = Number of the whole students

If the students' classical completeness reaches 75% of all students, then the students' starting reading ability is classically improved. The criteria for initial reading ability can be seen from the following table:

Table 1 Categories Beginner Reading

| Interval (%) | Category  |
|--------------|-----------|
| 85-100       | Excellent |
| 71-84        | Good      |

|              |      |
|--------------|------|
| 65-70        | Fair |
| Less than 65 | Less |

## RESEARCH FINDINGS AND DISCUSSION

The results of the research in cycle I clearly seen in the following table 2:

Table 2 Results of Cycle I Research

| Interval                        | Cycle |            |
|---------------------------------|-------|------------|
|                                 | N     | Percentage |
| 85-100 (Exelent)                | 7     | 35%        |
| 71-84 (Good)                    | 5     | 25%        |
| 65-70 (Fair)                    | 2     | 10%        |
| Less than 65 (poor)             | 6     | 30%        |
| Total students                  | 20    | 100%       |
| Average                         | 76,5  |            |
| Categorize                      | Good  |            |
| Number of students complete     | 14    | 70%        |
| Number of students not complete | 6     | 30%        |

Based on table 2, it is known that overall the percentage of student completion in the first cycle reached 70% or 14 students who completed. The percentage of students who do not complete is 30% or 6 students. The average learning outcome in the first cycle reached 76.5 with the good category. Based on the results obtained by students in cycle I, it can be concluded that the success of the initial reading ability of grade 3B students of SDN 28 Mataram has exceeding the minimum completeness criterion (KKM) is 70. Even though it has exceeded the KKM, for more details, this research will be continued with cycle II.

Table 3 Results of Cycle II Research

| Interval            | Cycle |            |
|---------------------|-------|------------|
|                     | N     | Percentage |
| 85-100 (Exelent)    | 15    | 75%        |
| 71-84 (Good)        | 2     | 10%        |
| 65-70 (Fair)        | 0     | -          |
| Less than 65 (poor) | 3     | 15%        |
| Total students      | 20    | 100%       |

|                                 |      |     |
|---------------------------------|------|-----|
| Average                         | 84   |     |
| Categorize                      | Good |     |
| Number of students complete     | 17   | 85% |
| Number of students not complete | 3    | 15% |

Based on table 3, it is known that overall the percentage of student completion in cycle II reached 85% or 17 students who completed. The percentage of students who do not complete is 15% or 3 students. The average learning outcome in cycle II reached 84% with the good category. Based on the results obtained by students in cycle II, it can be concluded that the success of the initial reading ability of grade 3B students of SDN 28 Mataram has exceeding the minimum completeness criterion (KKM) is 70.

This classroom action research was conducted at 3B SDN 28 Mataram, this research was carried out to find out the extent of students' initial reading ability . The activity is carried out into two cycles; each cycle consists of two meetings. As it is known that in the first cycle the students' initial reading results have shown an improvement from before the action, the students who completed only 3 students this is due to the teacher have not used methods that are in accordance with the competencies to be achieved.

To overcome the weaknesses that occur in pre-action, it is necessary to carry out a learning method that can improve students' initial reading. One of the methods that can be used is the synthetic analytic structural method (SAS) which can make students more active and interested in learning by using image media and involving students in learning. The researcher also compared it with other studies that both used the synthetic structural analysis method (SAS) and the process of improving initial reading ability was the same using cycles and in each cycle there was an increase, in the first cycle 76% and in the second cycle it increased to 84%. These results show that the use of synthetic analytic structural methods (SAS) is said to be successful. Thus, there is an improvement in initial reading ability in 3B students of SDN 28 Mataram by using the synthetic analytical structural method (SAS).

## CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the application of the synthetic analytical structural method (SAS) can improve the initial reading ability of 3B students of SDN 28 Mataram. This is due to an increase in good. Teacher activities and student activities and along with the increase in students' initial reading ability using the synthetic analytical structural method (SAS). In the first cycle which completed 14 students or 70%, based on the 14 completed were categorized as 7 excellent students, 5 good students. In the second cycle, 17 students or 85% were completed. Based on the 17 students who completed the course, it can be categorized as 15 students are excellent and 2 students who are good at reading.

**REFERENCES**

- Arikunto, S. (2017). *Research Procedure A Practice Approach*. Rineka Cipta.
- Marta, R. (2017). Improving Mathematics Learning Outcomes with a Think Pair Share Type Cooperative Model in Elementary Schools. *Journal of Scholars*:
- Solchan, T.M. (2014). *Pendidikan Bahasa Indonesia di SD. Tangerang selatan*. Universitas Terbuka.
- Dalman, H. (2018). *Keterampilan Menulis*. Depok: Rajawali Pers.