

Efforts to Improve Beginning Reading Skills Through the Structural Analytical Synthetic (SAS) Method in Indonesian Language Lessons of Grade 1 Students of Mekarsari 2 State Elementary School Panimbang

Sukmanah¹, Ulil Azmi²

¹Terbuka University Student, Indonesia

²STAI Tgk Chik Pante Kulu Banda Aceh, Indonesia



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ABSTRACT

Objective: This study aims to improve the Beginning Reading Skills of Grade 1 students at SDN Mekarsari 2 Panimbang in Indonesian Language lessons through the SAS method. **Method:** This research employed Classroom Action Research based on the Kemmis and Taggart model, consisting of four stages from the pre-cycle to cycle III. **Results:** In the pre-cycle, the average student evaluation score was 65, with a classical completion rate of 30.4% (11 out of 36 students scored above the minimum passing grade). In cycle I, the average score increased to 71, with a classical completion rate of 52.7% (19 students). Cycle II showed further improvement, with an average score of 83 and a classical completion rate of 89% (32 students). In cycle III, the average score reached 90.5, with a classical completion rate of 95.5% (34 students). Teacher activity scores also improved, from 4.25 in cycle I to 4.46 in cycle II and 4.56 in cycle III. **Novelty:** This study demonstrates the effectiveness of the SAS method in significantly improving beginning reading skills in Grade 1 students while providing insights into managing classroom action-based learning.

INTRODUCTION

Law No. 20 of 2013 Article 3 concerning the national education system which functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students. Reading as a learning material for speaking, can be carried out by relying on simple reading materials, then students are asked to retell the contents of the reading. In the early stages, before students can read, this can be done by teachers and students, listening, then students are asked to restate the contents of the reading according to the results of their listening.

In order to develop children's language skills, especially reading skills at the age of 1st grade students at the elementary school level, an Indonesian language learning method is needed that can be developed to improve reading skills in elementary school students, namely the SAS (Structural Analytical Synthetic) method with pictorial media. Structural language consists of sentences. Analytical means separating, divorcing, dividing, describing, dismantling and others. Synthetic means uniting, combining, arranging, composing. Everyone can follow the level of education because learning has no age limit. Education is a lifelong activity and is a long-term activity, starting from an early age, namely age 0 to old age, meaning it is not limited by age [1]. As Ki Hajar Dewantara said, education is an effort to develop a child's personality, mind, and body.

Elementary school education aims to prepare children. And this PTK during the observation was assisted by colleagues who provided input on all activities carried out during direct observation in the classroom. And from the results of the observation that the ability of grade 1 students of SDN Mekarsari 2 Panimbang in reading the beginning is still low. So in this case the problems that exist at SDN Mekarsari 2 Panimbang can be formulated. "Has the use of the SAS method on grade 1 students of SDN Mekarsari 2 Panimbang increased?" so that grade 1 students of SDN Mekarsari 2 Panimbang in the 2024/2025 academic year can move up to the next level. Reading also has a number of other benefits, such as reading can strengthen brain connections and create new connections, because reading is the best exercise for the mind.

That in implementing the SAS Method, teachers must be creative, skilled and patient [2], [3]. Stated that the steps of the SAS method make it easier for children to master the procedures and make children read quickly and help children master reading [2]. In implementing actions using the SAS method, students can read at their own pace, this is in accordance with the opinion of [4] who stated that the SAS method is in line with the principle of inquiry (finding for themselves). Reading has a number of other benefits, such as strengthening brain connections and creating new connections, Reading is a much more complex task for the human mind compared to other activities such as watching television, Reading is the best exercise for the mind and can improve our memory [5]. Everyone needs to read, because reading is one of the most necessary skills [6], [7].

RESEARCH METHOD

This Classroom Action Research (CAR) aims to improve the beginning reading skills of grade 1 students of Mekarsari 2 Panimbang Elementary School in Indonesian Language lessons through the application of the Structural Analytical Synthetic (SAS) method. The SAS method is an approach that integrates three main steps, namely analysis, synthesis, and structure, to help students understand and organize words and sentences more systematically.

The steps taken include planning, implementation, observation, and reflection, which are carried out cyclically to evaluate the learning process. This study involved two cycles, each consisting of four stages: planning, implementation, observation, and reflection. In each cycle, the teacher used the SAS method to train early reading skills, focusing on understanding letters, syllables, and more complex sentences.

This research was conducted at SDN Mekarsari 2 Panimbang class 1 with the implementation of the research in the odd semester of the 2024/2025 academic year. The aspects observed include student activities in learning and teacher activities in planning and implementing learning. The test technique for students is carried out at the end of learning which aims to determine the extent of the initial reading ability of class 1 students. This test is accompanied by an assessment sheet that is adjusted to the student's competency obtained after learning.

RESULTS AND DISCUSSION

The description of the results of the implementation of Classroom Action Research in class 1 of SDN Mekarsari 2 which was carried out through 3 cycles based on the research of Kemis and Tagert, the details of the implementation are: Cycle 1, carried out on Thursday, November 24, 2024, cycle 2 on Saturday, November 02, 2024 and cycle 3 carried out on Wednesday, November 06, 2024. Beginning: apperception / motivation: good morning greetings / asking for news, praying, filling in class attendance, singing the national anthem, preparing teaching materials, learning modes and teaching aids. The teacher conveys the objectives and steps of learning. The teacher presents a picture and asks the question whether the students know the picture?, then the students read simple sentences based on the picture and sentence cards.

Core: Students pay attention to the pictures and simple sentence texts that have been provided. Students read simple texts out loud structurally. Then the teacher analyzes the sentence structure, the teacher guides students to analyze the sentence structure by separating it into words, words into syllables, and syllables into letters. For example: this is mother's chicken, i-this is a-chicken i-mother, this is mother's chicken. Synthesis (recombining the complete sentence structure as before). The teacher guides students to carry out the synthesis process by recombining each element into a complete sentence structure as before. For example: this is mother's chicken i-this is a-chicken i-mother, this is mother's chicken.

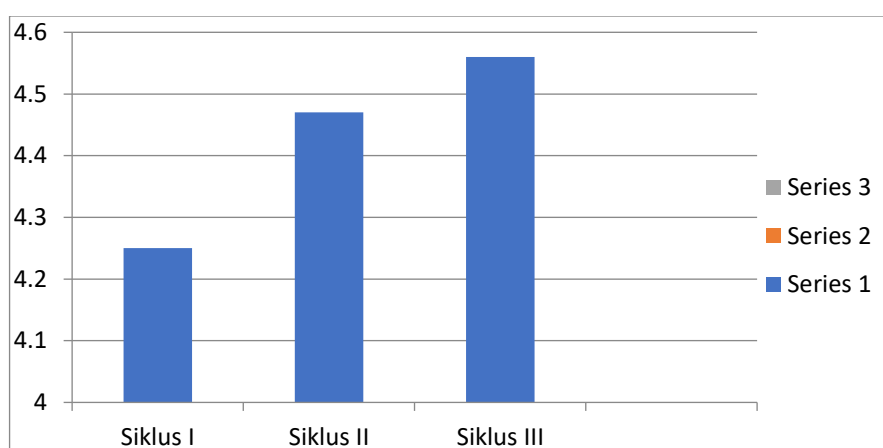
Teacher activities from cycle 1 to cycle 3, in general, have increased and are very good. This can be seen in the following table.

Table 1. Average increase in teacher activity from cycle I, cycle II and cycle III.

No	Aspect	Pre Cycle	Cycle 1	Cycle 2	Cycle 3	Information
1.	The learning process carried out by teachers					
	1.1 Managing learning spaces and facilities		4.5 (SB)	5 (Very Good)	5 (Very Good)	There is Improvement
	1.2 Carrying out learning improvement activities		4.16 (Good)	4.3 (Good)	4.33 (Good)	There is an Improvement
	1.3 Managing classroom interactions		4.2 (Good)	4.4 (Good)	4.4 (Good)	There is an Improvement
	1.4 Managing classroom interactions		4.4 (Good)	4.6 (SB)	4.8 (SB)	There is an Improvement
	1.5 Demonstrate learning improvements		4 (Good)	4.2 (Good)	4.4 (Good)	There is an Improvement
	1.6 Carry out process assessments		4.5 (SB)	4.5 (SB)	4.5 (SB)	There is an Improvement
	And learning outcomes					

1.7 General impression of implementation learning	4 (Good)	4.25 (Good)	4.5 (SB)	There is an Improvement
1.8 Conclusion of implementation learning	4.25 (Good)	4.46 (SB)	4.56 (SB)	There is an Improvement
Average	4.25(B)	4.47(B)	4.56(SB)	There is Improvement

Source: Teacher activity sheet.



Source: Teacher activity.

Figure 1. Recapitulation of the average increase in teacher activity in cycles I, II and III.

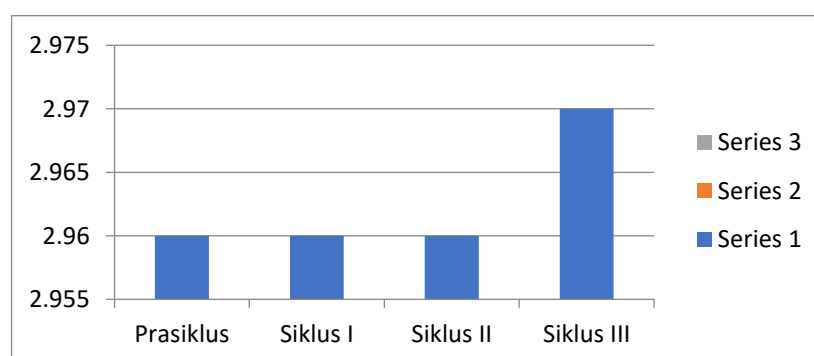
Based on the table 1 and figure 1 on teacher activities in cycles I, II and III, Applying the SAS method to improve reading skills in grade 1 students of SDN Mekarsari 2 Panimbang. In cycle I, a score of 4.25 was obtained with the Good category, in cycle II a score of 4.47 was obtained with the Good category and in Cycle III a score of 4.56 was obtained with a very Good score. Student activities from the pre-cycle, cycle 1, cycle 2 and cycle III generally increased. This can be seen in the table below, namely:

Table 2. Average Increase in Student Activity from Pre-Cycle, Cycle I, Cycle II and Cycle III

No	Aspect	Pre Cycle	Cycle 1	Cycle 2	Cycle 3	Information
1	Student observation					
	Readiness to learn	3.14 (Good)	3.13 Good)	3.14 (Good)	3.11 (Good)	There is an Improvement
	Students pay attention to the teacher's explanation delivery of material	3.1 (Good)	3.11 Good)	3.11 (Good)	3.08 (Good)	There is an Improvement

Students can hold objects and open books in the correct order.	3.0 (Good)	3.0 (Good)	3.11 (Good)	2.97 (Good)	There are Changes
Students work together to name syllables, words and simple sentences (SAS)	3.1 (Good)	3.11 (Good)	3.11 (Good)	3.08 (Good)	There is an Improvement
Students are active in writing letters and writing their own names	2.9 (Enough)	3 (Good)	2.9 (Enough)	2.83 (Enough)	There are Changes
Students can read aloud	2.9 (Enough)	2.98 (Enough)	2.97 (Enough)	2.91 (Enough)	There is an Improvement
Students can read by paying attention to the pauses.	2.9 (Enough)	2.61 (Good)	2.61 (Enough)	2.61 (Enough)	There is an Improvement
Students complete learning activities in an orderly manner	2.6 (B)	2.55 (B)	2.63 (B)	2.83 (B)	There is an increase
Average	2.96 (B)	2.96 (B)	2.96 (B)	2.97 (B)	There is an increase

Source: Student activity sheet.



Source: Average increase in Student Activity.

Figure 2. Average increase in pre-cycle student activity, cycles 1, 2 and 3.

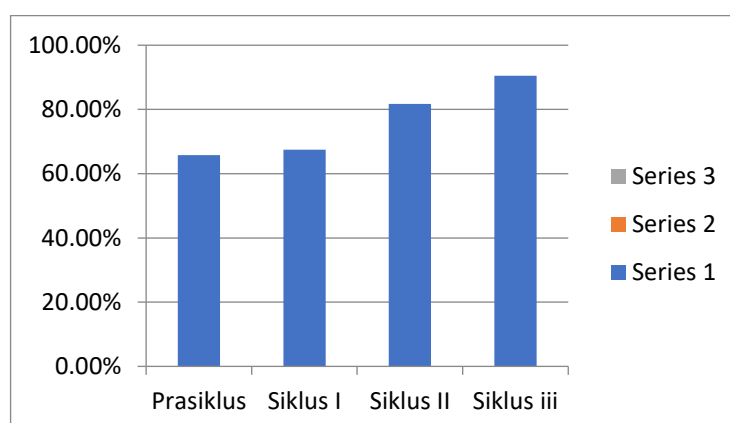
Table 2 and figure 2 of student activities from pre-cycle, cycle I, cycle II, and cycle III by applying the SAS method to improve early reading skills. There was an increase in students of SDN Mekarsari 2 Panimbang. With a value in the pre-cycle of 2.96 in the good

category, cycle 1 with a value of 2.96 good, cycle 2 with a value of 2.96 in the good category and cycle 3 with a value of 2.97 good.

Table 3. Improving student evaluation results in beginning reading skills.

No.	Aspect	Precycle	Cycle 1	Cycle 2	Cycle 3	Information
1	Student learning outcomes					
	1.1 A student question is presented able to complete the word	66%	69.4%	82%	91.7%	There is an Improvement
	2.2. Presented with a question, students are able to complete the syllables	69%	75%	84%	88.9%	There is an Improvement
	2.3. When presented with a question, students are able to complete the letters	75%	75%	86%	91.7%	There is an Improvement
	2.4. Students are presented with a word problem	58%	77.8%	86%	94.4%	There is an Improvement
	2.5. Given a question, students are able to complete the sentence	61%	40.27%	70.83%	86%	There is an Improvement
	Percentage	65.8%	67.50%	81.76%	90.54%	Very Good

Source: Results of students' reading skills test.



Source: Student evaluation results.

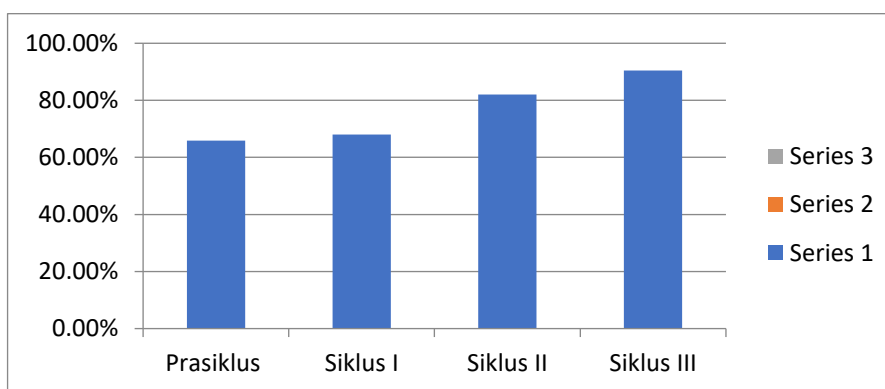
Figure 3. Improving student evaluation results in beginning reading skills.

The table 3 and figure 3 above can be concluded that there is an increase based on the Student Evaluation Results score, the results of the Student evaluation from the pre-cycle, cycle I, cycle II, and cycle III have increased. in the pre-cycle with a value of 65.8%, cycle I 67.50%, cycle II 81.76% and cycle III 90.54%. In this case, the use of the SAS Method can improve the Beginning Reading Ability of grade 1 students of SDN Mekarsari 2 Panimbang. based on the results of student learning evaluations that students meet the minimum completeness criteria applied by SDN Mekarsari 2 Panimbang is 75. Based on the Analysis of the Completeness of Students' Reading Skills classically from the basic score, student worksheets from the Pre-cycle, cycle 1, cycle 2 and cycle 3 on the theme of morning activities in using the SAS method can be seen in the table below:

Table 4. Results of the analysis of students' classical reading skills completion.

Stages	Number of Students	Completed	Not Completed	Classical Learning
Precycle	36	11	25	65.9% (TT)
Cycle I	36	19	17	68% (TT0
Cycle II	36	31	5	82%(T)
Cycle III	36	34	2	90.5%(T)

Source: Results of students' reading skills completion test.



Source: Results of the analysis of students' classical reading skills completion.

Figure 4. Results of the analysis of students' reading skills completion in a classical way.

This classroom action research was conducted at SDN Mekarsari 2 Panimbang, this research was conducted to determine the extent of the initial reading skills of grade 1 students. This activity was carried out in three cycles with each cycle consisting of one meeting.

Improving early reading skills in grade 1 elementary school students is an important challenge in elementary education. One method that has proven effective in achieving this goal is the Structural Analytical Synthetic Method (SAS). This method

focuses on developing reading skills by analyzing and synthesizing syllables, words, and sentences, so that students can understand and master reading skills gradually. Research conducted at SD Negeri 012 Koto Kari shows that the application of the SAS method can significantly improve students' early reading skills, with results showing a clear increase in students' reading comprehension and skills after being applied in learning [8].

In the context of reading learning, it is important to understand that early reading skills involve not only the technical ability to read words, but also understanding the meaning of the reading. Research conducted by Dewi et al. shows that the use of the syllable method can also improve students' early reading skills, which is in line with the SAS approach which emphasizes syllable recognition as the first step in reading [9]. In addition, research by Nurani et al. highlights that many students face difficulties in early reading, which can be overcome by implementing the right method, such as SAS, which provides structure and support in the learning process [10].

One of the advantages of the SAS method is its ability to provide individual guidance to students. In a study conducted by Syawaluddin et al., it was found that the SAS method had a significant positive effect on students' early reading skills, especially when teachers gave special attention to each student in turn [11]. This shows that direct interaction between teachers and students is very important in improving reading skills, and the SAS method allows this approach effectively.

The application of the SAS method can also be combined with the use of interesting learning media, such as syllable cards. Research by Bahrin shows that the development of learning media using syllable cards can improve students' early reading skills [12]. This media not only makes learning more interesting but also helps students understand the concept of syllables and words in a more visual and interactive way. Thus, the combination of the SAS method and the right learning media can create a more effective and enjoyable learning environment for students.

In addition, it is important to consider motivational factors in learning to read. Research by Ramadhani and Wulandari shows that students' motivation in reading greatly influences their ability to understand reading [13]. Therefore, the application of the SAS method that involves interesting and interactive activities can help increase students' motivation to learn to read. By creating a positive and supportive learning atmosphere, students will be more motivated to actively participate in the learning process.

In its implementation, the SAS method must also be adjusted to the characteristics and needs of students. Research by Kasmawati et al. shows that learning devices based on certain methods, such as the Steinberg method, can improve students' early reading skills [14]. This shows the importance of adjusting learning methods and devices to the context and characteristics of students to achieve optimal results.

Furthermore, it is important to conduct regular evaluations to measure students' progress in reading skills. Research by Winarti shows that systematic evaluations can help identify areas for improvement and develop more effective learning strategies [15].

By conducting proper evaluations, teachers can provide constructive feedback to students and adjust teaching methods according to their needs.

Thus, the application of the Structural Analytical Synthetic Method (SAS) in early reading learning in grade 1 of elementary school shows positive and significant results. This method not only helps students develop reading skills but also improves their comprehension of reading. With the support of appropriate learning media, high student motivation, and regular evaluation, the reading learning process can be improved effectively. Therefore, it is important for educators to continue to explore and apply innovative methods in reading learning to achieve optimal results for students.

CONCLUSION

Fundamental Finding : The application of the Structural Analytical Synthetic (SAS) method has significantly improved the early reading skills of Grade 1 students at SDN Mekarsari 2 Panimbang. The research demonstrates that structured approaches to teaching, focusing on analysis, synthesis, and understanding sentence structures, effectively support students in gradually mastering reading skills. Student evaluation results across three cycles showed marked improvement, with scores increasing from 65.8% in the pre-cycle to 90.54% in Cycle III. **Implication :** These findings suggest that the SAS method is an effective tool for addressing challenges in early reading education. By incorporating interactive and visual media, such as syllable cards, and focusing on structured individual guidance, the SAS method enhances learning outcomes while motivating students to participate actively. This approach highlights the importance of combining methodical teaching strategies with engaging and adaptive tools. **Limitation :** Despite its effectiveness, this study is limited to the specific context of Grade 1 students at SDN Mekarsari 2 Panimbang and focuses on the SAS method alone. Factors such as variations in student backgrounds, teacher skill levels, and learning environments may affect the generalizability of the findings. **Future Research :** Further studies could explore the integration of the SAS method with digital learning tools and evaluate its adaptability across diverse educational settings. Expanding research to include older students or other foundational skills could provide deeper insights into the broader applicability of the method. Additionally, longitudinal studies could assess the long-term impact of the SAS approach on students' reading proficiency.

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***Sukmanah (Corresponding Author)**

Terbuka University Student, Indonesia

Email: sukmanahzydna@gmail.com

Ulil Azmi

STAI Tgk Chik Pante Kulu Banda Aceh, Indonesia

Email: ulilazmi83@gmail.com
