



THE EFFECT OF LEARNING METHODS ASSISTED BY SAS (SYNTHETIC ANALYTICAL STRUCTURES) WITH LETTER CARD MEDIA ON PARTICIPANTS' BEGINNING READING ABILITY STUDENTS AT PRIMARY SCHOOL 49 BANDA ACEH

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Abstract

The research objective was to determine the effect of the SAS (Synthetic Analytical Structure) learning method assisted by letter card media on students' initial reading skills at Primary School 49 Banda Aceh on the theme of clean and healthy life in school. This research was conducted by pre-experimental method with one group pretest-posttest design which was held at Primary School 49 Banda Aceh, in the odd semester of the 2018/2019 academic year. The sample in this study were students of grade II Primary School 49 Banda Aceh with a total of 28 students. Data collection was carried out by giving students pre-test reading questions in the form of command questions as many as 10 pre-test questions and 10 post-test questions. A normality test is done to see the normality of the data and showed that the data were normally distributed with an average value $t_{\text{calculated}} < t_{\text{table}}$ ($3.8597 < 11.07$). Based on the results of the study, it can be concluded that there is an effect of the use of the SAS learning method assisted by card media on the improvement of students' initial reading skills at Primary School 49 Banda Aceh with a value of $t_{\text{count}} > t_{\text{table}}$ ($10.147 > 1.703$), while in the test the increase in N-Gain is a high category. Percentage 57.14%, and 42.86% medium category. The conclusion is that there is an increase in the beginning reading ability of students who are taught using the SAS method aided by letter card media.

Keywords: SAS Learning Method, Letter Card Media, Beginning Reading Ability.

A. Introduction

Reading is the key to the storehouse of knowledge. The knowledge stored in books must be explored and sought through reading activities. The most important lesson is reading. Without reading lessons a student will not be able to learn any lesson because

reading is the main thing in the learning process. Reading activities cannot be separated in the learning process because reading skills do not only include language lessons, but also covers a whole host of other learning themes. According to Tarigan (2008: 103) an intellectual, wise, curious attitude coupled with efforts to explore new fields of knowledge will make reading interest increase and wider. Knowledge in school is only a small part of the knowledge obtained by students. Based on the results of observations by researchers conducted at Primary School 49 Banda Aceh, especially in class II on the theme of clean and healthy living in school, there are several main problems including: (1) when learning takes place, only a small proportion of all students can read the beginning; (2) the students' lack of ability to vocalize letters. This is indicated by the fact that at least the students cannot pronounce basic words and read simple sentences; (3) most students who can recognize letters are still slow in sequencing them; (4) the methods applied by teachers have not varied. The percentage of initial observations based on the pre-reading ability criteria is as follows.

Table 1.1 Percentage of Early Observation Results Students' Beginning Reading Ability

No.	Indicator	Frequency (f)	Percentage (%)
1	Recognizes consonants and vowels	18	60
2	Can combine letters into syllables and can spell them well	12	40
3	Can combine words into sentences with correct and correct reading	12	26.7
4	Can combine syllables into words	10	33.3
Average			40

The problems above can be proven by the final results of student learning that have not been completed, of all students in grade II Primary School 49 Banda Aceh only 40% can achieve the Minimum Completion Criteria (KKM). While another 60% get a score below the KKM score that has been set at Primary School 49 Banda Aceh, the KKM that has been determined is 70. This means that out of 30 students there are still 18 students who cannot read well and only 12 students can recognize letters, and read it well. Therefore, the researcher is interested in replacing the frequently used method with a new learning method for students, namely the SAS (Synthesis Analysis Structure) learning method based on card media. The SAS method is a method specifically for learning to read and write beginning in elementary school. Kurniasih and Sani (2016: 34)

explain that the SAS method is a method of learning to read the beginning through several stages: structural displays the whole and introduces a complete sentence; analytic performs the decomposition process; synthetic performs recombination into its original structural form.

B. Method

This research is an experimental research that focuses on the *Pree Experimental* research method, in the form of *One Group Preetest-Posttest Design*. According to Pertiwi (2012), the *pre-experimental design* method is research carried out in one group of students (experimental group) without any comparison group or control group. The experimental class was carried out by applying the SAS learning method assisted by letter card media on students' initial reading ability on the theme of clean and healthy living in schools at Primary School 49 Banda Aceh. The independent variable in this study is the SAS learning method assisted by letter card media, while the dependent variable is the ability to read the beginning.

According to Sugiyono (2010), experimental research can be said to be a research method used to find the effect of certain treatments on others under controlled conditions. The experimental research design consists of four types, namely; 1) *Pre-Experimental*; 2) *True-Experimental*; 3) *Factorial Experimental* and 4) *Quasi Experimental*. According to Sugiyono (2010), the *one group pre-test and post-test design* model scheme is as follows:

$$O_1 \rightarrow X \rightarrow O_2$$

Information:

O_1 : *Pre-test* to see students' initial reading ability before learning using the SAS method assisted by letter card media. X: Treatment, namely the application of learning with the SAS method assisted by letter card media.

O_2 : *Post-test* to see students' initial reading skills before learning using the SAS method assisted by letter card media.

This research was conducted at Primary School 49 Banda Aceh, which is located at Jalan Pendidikan Gampoeng Lamjabat, Meraxa District, Banda Aceh City. Population is the whole object under study. Sugiyono (2011: 55) states that population is a generalization area consisting of objects / subjects that have certain quantities and characteristics that are determined by researchers to be studied and then drawn

conclusions. The population in this study were all students at Primary School 19 Banda Aceh.

Processing and data analysis in this study was carried out on the scores of students' pre and post reading abilities before and after learning in class. In general, validity is classified into three broad categories, namely *content validity*, *criterion-related validity* and construct validity. Basically, to test the validity it is divided into two parts, namely internal validity and external validity. Internal validity according to. Testing the validity of the content is not through statistical analysis but through rational analysis, namely by seeing whether the items are in accordance with the predetermined boundaries of the measuring domain. After developing a grid of instruments based on field studies and preliminary studies of students' initial reading skills, to determine that this test is suitable for use in a study, testing is needed. Valid and reliable instruments will get the research results to be valid and reliable (Sugiyono 2011: 173).

This study only used one class, namely the experimental class. The data analyzed in this study were the students' pre-reading ability calculated using the percentage test, normality test, data hypothesis test and N-Gain test. The percentage test is calculated using the percentage formula, the normality test is calculated using the chi square formula, the hypothesis test is calculated using the t test formula while N-Gain is calculated using the gain index formula.

C. Finding and Discussion

1. Finding

a) Test Analysis of the Percentage of Students' Beginning Reading Ability

The following is the result of the percentage of *pre-test* scores for students' *pre*-reading ability at Primary School 49 Banda Aceh which were analyzed using the percentage formula. The full analysis results can be seen in Table.

No	Student Code	N value		Category
		Score	Percentage	
1	May	19	63.3	Enough Capable
2	Mra	15	50	Less fortunate
3	Tri	10	33.3	Less fortunate
4	Matt	18	60	Enough Capable
5	Alm	10	33.3	Less fortunate
6	Zas	25	83.3	Able

No	Student Code	N value		Category
		Score	Percentage	
7	Nav	10	33.3	Less fortunate
8	Reh	15	50	Less fortunate
9	Att	23	76.7	Able
10	Bad	26	86.7	Able
11	Fan	13	43.3	Less fortunate
12	Hab	15	50	Less fortunate
13	Brother	22	73.3	Enough Capable
14	Kha	13	43.3	Less fortunate
15	Mfa	18	60	Enough Capable
16	Say	21	70	Enough Capable
17	Say	25	83.3	Able
18	Raf	10	33.3	Less fortunate
19	Sit	13	43.3	Less fortunate
20	Fal	16	53.3	Enough Capable
21	Nur	15	50	Less fortunate
22	May	19	63.3	Enough Capable
23	Nur	10	33.3	Less fortunate
24	Nad	10	33.3	Less fortunate
25	Sif	14	46.7	Less fortunate
26	Ann	14	46.7	Less fortunate
27	Ame	22	73.3	Enough Capable
28	Akm	21	70	Enough Capable
Total			1539.8	
Average			54.99	

Explains that the results of students' initial reading ability are still low, this can be seen from the average results obtained in the capable category only 14.3% with a frequency of 4, in the moderately able category only 32.1% with a frequency of 9, at the underprivileged category is only 52.6% with a frequency of 15, while in the incapable category the percentage is 0 meaning that not a single student cannot read at all.

b) *Post-test* Percentage Test Analysis

The following is the analysis of the *post-test* percentage test for students' pre-reading ability at Primary School 49 Banda Aceh which was analyzed using the percentage

formula. For more details, an analysis of the complete manual reading results of students can be seen in the table.

No.	Student Code	Score		Category
		Score	Percentage	
1	May	27	90	Able
2	Mra	25	83.3	Able
3	Tri	22	73.3	Enough Capable
4	Matt	26	86.7	Able
5	Alm	22	73.3	Enough Capable
6	Zas	30	100	Able
7	Nav	23	76.7	Able
8	Reh	25	83.3	Able
9	Att	28	93.3	Able
10	Bad	30	100	Able
11	Fan	25	83.3	Able
12	Hab	28	93.3	Able
13	Brother	28	93.3	Able
14	Kha	26	86.7	Able
15	Mfa	26	86.7	Able
16	Say	30	100	Able
17	Say	30	100	Able
18	Raf	23	76.7	Able
19	Sit	25	83.3	Able
20	Fal	27	90	Able
21	Nur	25	83.3	Able
22	May	27	90	Able
23	Nur	22	73.3	Enough Capable
24	Nad	23	76.7	Able
25	Sif	22	73.3	Enough Capable
26	Ann	26	86.7	Able
27	Ame	29	96.7	Able
28	Akm	29	96.7	Able
Total			2429.9	
Average			86.78	

Which is about the *post-test* analysis of students' pre-reading ability, explains that the results of students' pre -test reading ability are good, this can be seen from the average results obtained in the capable category of 85.7% with a frequency of 24 compared to the previous one in the *pre-test*. 14.3% with a frequency of 4 means that there is an increase, in the quite capable category of 14.3% with a frequency of 4 compared to the previous 32.1% in the *pre-test* with a frequency of 9, in the underprivileged category it is 0% with a frequency of 0 compared previously in the pre- test it was 52.6% with a frequency of 15, while in the incapable category the percentage was 0 meaning that not a single student could not read at all.

The test for improving the results of students' *pre- reading* ability was analyzed using the N-gain formula through the *pre-test* and *post-test results* . The results of data analysis on the improvement of students' beginning reading skill details can be seen in table.

No.	<i>Pre-test</i>	<i>Post-test</i>	<i>N-Gain</i>	Category
1	19	27	0.73	High
2	15	25	0.67	Moderate
3	10	22	0.60	Moderate
4	18	26	0.67	Moderate
5	10	22	0.60	Moderate
6	25	30	1.00	High
7	10	23	0.65	Moderate
8	15	25	0.67	Moderate
9	23	28	0.71	High
10	26	30	1.00	High
11	13	25	0.71	High
12	15	28	0.87	High
13	22	28	0.75	High
14	13	26	0.76	High
15	18	26	0.67	Moderate
16	21	30	1.00	High
17	25	30	1.00	High
18	10	23	0.65	Moderate
19	13	25	0.71	High
20	16	27	0.79	High

No.	Pre-test	Post-test	N-Gain	Category
21	15	25	0.67	Moderate
22	19	27	0.73	High
23	10	22	0.60	Moderate
24	10	23	0.65	Moderate
25	14	22	0.50	Moderate
26	14	26	0.75	High
27	22	29	0.88	High
28	21	29	0.89	High

Explains that the test for increasing students' beginning reading ability at Primary School 49 Banda Aceh has increased. This can be seen from the results of students in the high category of 57.14% with frequency

2. Discussion

The SAS learning method assisted by letter card media in learning early reading skills at SD Neneri 49 Banda Aceh is not just ordinary learning but learning that involves students directly. Thus, the results of the learning experience of students become more meaningful.

Based on the results of data analysis, the learning process with the SAS learning method assisted by letter card media obtained an average final test score of 26 with an average percentage of 86.7 capable categories. This shows that there is an effect of the SAS learning method assisted by letter card media on Indonesian language learning at Primary School 49 Banda Aceh.

Based on the *n-gain* analysis, it was found that the increase in students' initial reading ability reached 57.14% in the high category. This shows that learning through the SAS learning method assisted by letter card media is able to make students better understand the concept, namely being able to read well. The increased ability of students to read early due to learning with the SAS learning method assisted by letter card media by involving students directly.

Increased ability to read at the beginning because students are able to understand ideas that are recorded, modified, or arranged in perfect word forms, and so on. All teacher explanations can be understood and remembered by students, and are able to record lessons learned through contextual examples.

The ability to read at the beginning can be obtained by *sharing* with other people, between friends, between groups sharing experiences with others, with the study group

it is hoped that communication in various directions will occur between students. Kartini, Diah. 2014. claims that in learning with the letter card-assisted SAS learning method, there are three scientific principles that are often used, namely: interdependence, differentiation and self-organization.

D. Conclusion

Based on the results of data analysis on students 'pre-reading ability of the card-assisted SAS learning method in, it can be concluded that there is an effect of using the card-assisted SAS learning method on the improvement of students' beginning reading skills at Primary School 49 Banda Aceh. It can be concluded that there is an increase in the pre-reading ability of students who are taught using the SAS method assisted by letter card media.

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