

Analysis of Initial Reading Ability with Synthetic Analytical Structural Methods

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Abstract

It is a fundamental for lower grade learning that initial reading must be mastered by students before continuing to the advanced reading stage. Therefore, this study had an aim to determine the initial reading ability with the SAS (Synthetic Analytical Structural) in first grade students of MI RM Darul Abror. This research used a qualitative approach with a case study method, the instruments used were observation, interviews, tests and documentation. The results showed that first grade students had different reading ability and levels of difficulty from one another. The test results revealed that the initial reading ability first grade students were included in the respectable category. Students who had a high level of reading ability are two with a high level of reading ability caused by diligent practice by reading books, compiling letter cards and companions. Thus, it can be concluded that the Synthetic Analytical Structural (SAS) method is remarkably in the learning process of *Bahasa Indonesia* in term of initial reading ability.

Keywords: Initial reading, initial reading ability, synthetic analytical structural.

1 INTRODUCTION

Teaching initial reading to students is not an easy job. As a teacher, it is necessary to design this initial reading learning well so that it is able to cultivate the habit of reading as something fun. With adequate initial reading abilities, they will more easily get information from various sources (Ramadanti et al., 2021). Mastery of initial reading is also a basic provision for mastering various subjects. If the student does not have the ability to read the initial then the student will have difficulty typing up to the next level. Therefore, students must have this initial reading ability so that when stepping on the next class they already have basic provisions and can enter the ability to read comprehension. (Ai Sabrina et al., 2016).

Initial reading ability is one aspect of language skills that lasts for two years for the first first grade and second first grade of elementary school. Reading at the initial level is an activity to learn to recognize written language and students are required to voice the symbols of language sounds (Asri et al., 2022). To obtain the ability to read, three conditions are needed, namely: a) the ability to recognize letters; b) stringing letters into syllables; and c) stringing syllables into a word (Nurjanah et al., 2016).

The Synthetic Analytical Structural Method (SAS) is one of the initial reading learning methods that goes through several stages, namely: The structure displays the whole and shows a whole sentence, then the analytic performs the deciphering process, then the synthetics merges back into the original form. The Synthetic Analytical Structural Method (SAS) is perfect for lower first grade students because it has been tested beforehand. In addition, this method is also in line with the stages of children's thinking development, so it is very suitable for use in the lower first grades. The application of the Synthetic Analytical Structural (SAS) method cannot be separated from the role of educators. The reason is it

was designed by the educator to select and use the results to be obtained from ongoing activities in the application of the methods used. However, each method has its advantages and disadvantages (Satriyo, 2023).

Synthetic Analytical Structural Method (SAS) is one type of method commonly used for the initial reading learning process for beginner students. Learning to read initial with this method begins the lesson by displaying and introducing a whole sentence. The SAS (Synthetic Structural Analytics) method is a way to teach initial reading to students by displaying a whole sentence which is then broken down into words into stand-alone letters and combining them back into whole sentences (Saputra, 2012).

2 RESEARCH METHODS

The research method used is qualitative research with a case study approach to determine the initial reading difficulties of students in MI RM Darul Abror. Yin suggests that these case studies are empirical discoveries that investigate real events. (Yin, 2019). This case study is included in qualitative research, or the focus of the research is a case that requires careful and in-depth observation and analysis. Research methods are ways or procedures for obtaining research data scientifically, it is emphasized that educational research methods are defined as natural methods to obtain accurate data. The goal is to find, develop and prove something that is definitely true. Knowledge that can then be used to understand, solve and predict problems in the field of education.

Arikunto suggests "the case study method as a type of descriptive approach, is research carried out intensively, in detail and in depth on an organism (individual), institution or certain symptoms with a narrow area or subject". A case study is a research strategy that focuses on understanding the dynamics present in a single setting. Case studies usually combine data collection methods such as, observation, interviews, and documentation. (Arikunto, et al., 2006).

In qualitative research, the deeper the research, the deeper the data obtained, to produce a good quality research. It can be concluded that qualitative research with the case study method is a type of social research that investigates, understands and examines the problems that occur. Methods that can be used to collect data are observation, interviews, and documentation.

3 RESULT AND DISCUSSION

The data presented is preliminary reading capability data with the Synthetic Analytical Structural (SAS) method. In this chapter will be stated about the description of data, research findings, discussion of research findings.

3.1 Research Findings

The findings of this study are in the form of exposure to the results obtained by researchers through observation, interviews, field notes and documentation. Researchers conducted interviews with several first grade students of MI RM darul Abror. The data analyzed are in accordance with the research objectives and problem formulation in this study.

3.1.1 The process of learning initial reading abilities with the Synthetic Analytical Structural (SAS) method

Based on interviews with first grade teachers, it is known that teachers use various methods of reading the surface taught to students, because they use various methods.

Observations made by researchers in first grade found that students learn with Synthetic Analytical Structural (SAS) methods according to their respective abilities, before learning the teacher leads prayers together and writes sentences on the blackboard and

students read together. After being explained by the teacher, students read aloud in front according to the sentences that the teacher has written. One by one students are called to read in front of the class, the teacher guides students to read correctly, if there are wrong letters will be corrected by the teacher. Students who are able to read on their own are welcome to sit back, but students who are not able to read on their own are repeated until nothing is wrong anymore.

3.1.2 Difficulties experienced by students in learning initial rearding abilitys

As for the results of interviews with first grade MI student RM Darul Abror, researchers obtained data on initial reading difficulties, namely not being able to sound letters into a word, difficulty remembering syllables, difficulty reading long sentences.

Based on the results of the researchers' observations about the fluency of students in reading which includes the ability to recognize A-Z, being able to sound a letter into a word, being able to pronounce sentences clearly, being able to arrange words into a sentence and being able to read aloud and reading comprehension. Researchers conduct research during the implementation of learning activities. The average first grade was already fluent in reading, but researchers found 4 students who had difficulty in reading. 2 students have not been able to combine syllables into a word and read them still in a spelled way. The other 2 students have not been able to compile words into a sentence and fluency in reading is still broken and comprehension in reading is still lacking. From the results of interviews that have been conducted with students, it shows that students have difficulties in:

1. Some students still have trouble combining syllables into a word
2. Students are still unable to construct words into a sentence
3. Students are still unable to read aloud and read comprehension

3.1.3 How the Synthetic Analytical Structural (SAS) method solves students' difficulties on initial reading abilities

In addition to conducting interviews with first grade students, researchers also made observations. Researchers also obtained data on the initial rearding abilitys experienced by students in taking the test. In the Synthetic Analytical Structural (SAS) method, the teacher displays all sentences, after that the teacher carries out the process of deciphering sentences (words into syllables), and finally the teacher recombines all letters into complete sentences.

Researchers observed the ability to read the initial with the Synthetic Analytical Structural (SAS) method to determine the ability to read the initial of first grade MI RM Darul Abror. If there are students who have difficulty in initial reading, then the student must arrange the letters into a meaningful word. The assistance provided by the teacher is to ask students to arrange syllables that have been remembered by students.

3.2 Discussion of Research Findings

This study aims to improve initial rearding abilitys. In this study using test instruments carried out by filling out observation sheets and test sheets for students, field notes and documentation in the form of photos listed on the attachment page (Rafika, 2020). Learning difficulties are often experienced by students, difficulties experienced by students when composing words into a sentence and vice versa. Some students are not able to read aloud and are still confused letters such as "b" to "d" or "ny" to "ng".

Word hyphenation is the process of beheading or cutting a word so that the word can be written and pronounced or spelled. For example, reading the word "explain" is read "explaining". Only that remembered part is mentioned. Furthermore, when reading activities are carried out, it is not uncommon to find students who do not pay attention to punctuation, for example when their period does not stop, when there is a question mark they read like reading a statement not a question. This error occurs in all first grade students who have difficulty in reading the initial.

Table 1. Riza Student Reading Proficiency Results

No	Indicators	Score			
		1	2	3	4
1.	Able to recognize letters A-Z randomly			√	
2.	Able to sound letters in a word			√	
3.	Able to pronounce sentences clearly		√		
4.	Able to arrange words into a sentence and vice versa.		√		
5.	Fluency of reading aloud and reading comprehension		√		

Riza's students can read but there are still a few errors, in indicator 1 he can say letters fluently and clearly, indicator 2 Riza's students can already say the letters contained in a word without any errors, in indicator 3 Riza's students get a score of 2 because they are not able to understand pronouncing sentences clearly, in indicator 4 they get a score of 2 because when composing words into a sentence, When he composed a sentence, he still looked confused, and was seen repeatedly resaying word by word that had not been composed. Indicator 5 has not been able to read aloud and reading comprehension is too hasty, causing many errors in pronouncing letters and syllables when reading not seeing punctuation marks present. A reading proficiency test given to Riza students on May 8, 2023.

4 CONCLUSION

The results of observations show that the initial reading ability of first grade students of MI RM Darul Abror is still low. Learning to read the initial by applying the Synthetic Analytical Structural (SAS) method, namely by displaying meaningful whole sentences, but the thing that needs to be considered in applying this Synthetic Analytical Structural (SAS) method is from how to read it, even though the Synthetic Analytical Structural (SAS) method is displayed in whole sentences (structural), which is then carried out the process of deciphering / analyzing (analytic) sentences into words, Words become syllables, syllables become letters and merge back into original sentences (synthetic), do not change the way they read into letters, but still read in a whole sentence so as to help students read sentences fluently and understand the meaning of the sentence.

Based on the results of research and discussion, it can be concluded that the application of the Synthetic Analytical Structural Method (SAS) in the initial reading learning process in first grade students of MI RM Darul Abror can have a positive influence on students' initial reading abilities. The ability to read the initial of students is increasingly visible after using the Synthetic Analytical Structural (SAS) method applied in the reading learning process for one month. This is contained from the results of the reading test, the average score obtained by students of 83.87 is in the good category. In contrast, the average of student before using the Synthetic Analytical Structural (SAS) method was in the low category. Thus, it can be concluded that the Synthetic Analytical Structural (SAS) method is remarkably applied in the learning process of *Bahasa Indonesia* in the aspect of initial reading.

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