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 calculated < 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 count > t 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 Pertwi (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        |
|-----|--------------|-------|-----------------|
| 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. | Pre-test | Post-test | N-Gain | 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     |
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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