Beginning reading ability using the method synthetic structural analytics (SAS)

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Abstract

This study aims to describe a literature review on early reading skills using the method synthetic structural analysis (SAS)in grade 1 students at Madrasah Ibtidaiyah Negeri 2 Langkat. This study uses a qualitative research method with a literature review approach. The research stages were carried out by means of article collection, article reduction, article display, discussion and conclusion. Sources of research data are international and national journal articles in 2015-2021. The results showed that from 25 articles, 13 articles were found that matched the topic title. Beginning reading skills using the methodsynthetic structural analysis (SAS)in grade 1 students at Madrasah Ibtidaiyah Negeri 2 Langkat, the implementation is in accordance with the theories that have been used as references. Beginning reading skills using the methodsynthetic structural analysis (SAS)in grade 1 students at Madrasah Ibtidaiyah Negeri 2 Langkat can increase student activity and learning outcomes.

Keywords: Literature Review, Preliminary Reading Skills, Methods Synthetic Structural Analysis (SAS)

INTRODUCTION

Education is a person's activity to increase the potential that exists in him so that he has personality, intelligence, religious spirituality, and skills that will be needed in the future and this is obtained only through teaching and training.The main thing that must be mastered by Madrasah Ibtidaiyah

students is the introduction of letters as reading skills. Letters are secondary symbols of language. For a child, the presence of letters has meaning if they are needed in language life. Children must be able to recognize letters because these letters will make them interested in reading shop names, street names, warning writings, brands, short illustrated stories, children's film titles in mailing addresses (Suyadi, 2021). Children should also recognize letters because they are interested in writing identities, writing short messages or writing down things they like. Therefore, reading and writing material must start from the interests and needs of the child himself (Monagban, 2018). Reading ability is a complex skill that involves letter recognition skills, recognition of linguistic elements, and comprehension skills (Commodari et al. 2020).

The reading stage starts with the introduction of the letters of the alphabet from A/a to Z/z. These letters need to be memorized and students pronounce according to their sounds. After students are introduced to the letters of the alphabet and pronounce them, students can also be introduced to how to read syllables, words and short sentences. In this case, students need to be introduced to assembling the letters that have been pronounced in order to form syllables, words and short sentences. Students are trained to read complete sentences consisting of subject, predicate, object and description patterns as well as compound sentences (Larsen et al. 2020). Special attention, especially from teachers to learning to read, must be done since students are in the beginning class (grades I and II) (Hadian et al., 2018). The accuracy and success of the learning process at the initial stage will have a major impact on the subsequent student learning process

(Kaden, 2020). That is, the teacher who teaches in this class has a big responsibility for the success of the students' reading ability in that class. The synthetic analytic structural method (SAS) is one of the early reading learning methods that goes through several stages, namely: the structure displays the whole and shows a complete sentence, then the analytic performs the parsing process, then the synthetic recombines it back to its original form (Sari, et al., 2014).

Beginning reading learning using the synthetic structural analytic method (SAS) is very suitable to be used during early reading learning for 1st grade students of Madrasah Ibtidaiyah. Because the synthetic structural analytic method (SAS) is a type of method that can be used when learning to read and write beginning. This method when learning uses pictures, words, letters and sentences. So it is very necessary to increase understanding for students, if students have not been able to read a sentence, but students have seen the picture that has been pasted on the blackboard, the teacher begins to introduce the word by teaching the letters to form a sentence written under the picture. Based on the explanation above, the researcher is interested in discussing the literature review on early reading skills using the synthetic analytical structural method (SAS) in grade 1 students at Madrasah Ibtidaiyah Negeri 2 Langkat.
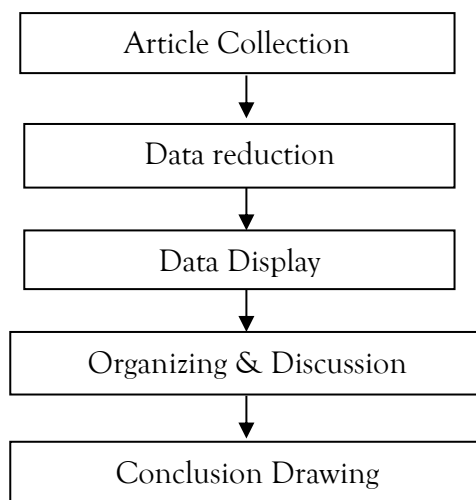
METHODS

This research uses a literature study approach. said that the literature study method is a series of activities related to the methods of collecting library data, reading and taking notes, and managing research materials (Oktaviana

et al., 2021). Literature studies are carried out by each researcher with the main objective of finding the basis for obtaining and building theoretical foundations, frameworks of thought, and determining provisional assumptions or also known as research hypotheses. So that researchers can classify, allocate, organize, and use a variety of literature in their fields (Tang et al., 2021). While the population in this study were first grade students at Madrasah Ibtidaiyah Negeri 2 Langkat.

Research activities are carried out in a structured way through the stages of data collection, data reduction, data display, discussion to conclusions. In this study, 13 articles will be used in accordance with the variables studied. The steps for literature review can be seen in figure 1.

In this research, there is 4 steps such article collection; article reduction; display; organizing and discussing; and conclusion. In the article collection, articles were collected by searching on Google Scholar and some publishers by using some related keywords. Afterward, article reduction means summarizing, selecting the main points, focusing on the important things, looking for themes and patterns, and removing unnecessary ones. Thus, the articles that have been reduced will provide a clear picture and make it easier for researchers to conduct further data collection and look for it if needed. In the next step is organization and discussion, at this stage are carried out based on the type of literature review used. In this case, the selected literature review is in the form of a theoretical study. This type of literature review in the form of a theory study is a special study in which the author describes several theories or concepts that are centered on one particular topic and compares these theories or concepts on the basis of

assumptions, logical consistency, and scope of explanation. Last step is conclusion that drawn based on the results of the previous organization and discussion.

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Figure 1. Steps of Literature Review

(Marzali, 2016)

DISCUSSION

In the early stages of collecting articles based on the variables contained in the title, namely a literature review on early reading skills using the method synthetic analytical structure(SAS) in grade 1 students at Madrasah Ibtidaiyah Negeri 2 Langkat, from 25 articles published from 2015-2021 on early reading skills and the SAS method, 13 articles were found that matched the variables studied. The 13 articles researchers display the data in the table1.

Table 1. Articles Corresponding to the Variables Under Study

No	Research Title	Researcher	Publication Year	Journal Name	Vol. Number
1	The Effect of Application of SAS (Structural Analytic Synthetic) Method on Beginning Reading Ability of Students in Elementary School	*Silfiyah, Ghufron, Ibrahim, Mariati*	2021	BASICEDU Journal	Vol.5 No 5
2	Efforts to Improve My Ability Beginning Reading First Graders Deaf Through Structural Analytical Method synthetic	*Litasari*	2021	Journal of Special Needs Education	Vol. 5 No. 2
3	The Use of the Sas Method with Letter Card Media to Improve Fluent Reading Skills in Class 1 C Students of State Elementary School 9 Ampenan	Syria	2021	Journal of the Reality of Guidance and Counseling (JRbk)	Vol. 6 No. 1
4	Improvement of Beginning Reading Ability through Method Structural Analytic Synthetic (SAS) in Indonesian Language Subjects	*Good luck, khaeroni, farhurohman*	2020	Scientific journals and basic education	Volume 12 No 01
5	Comparison of initial reading skills between the SAS method (synthetic structural analysis) and the global method of image media assistance in class II SDN 045 Tarakan	Herianti, Andari, Augustine	2020	Scientific journal of elementary school teacher education	Vol.4 No.1
6	The application of the synthetic analytical structural	Nursanti	2020	Educational Journal	Vol. 11 No. 2

No	Research Title	Researcher	Publication Year	Journal Name	Vol. Number
	method (SAS) in reading the beginning of class II students at SDN 004 Baturijal Hulu				
7	Improving Beginning Reading Ability Using Structural Analytical Synthetic (SAS) Method for Class I Students at SDN 81 Pekanbaru	Rizal	2019	Journal of education and teaching review (JRPP)	Volume 2 No 2
8	The effect of the Structural Analytical Synthetic (SAS) method on the early reading ability of children in group B	Antari, firm, test	2019	Journal of early childhood education undiksha	Volume 7 No 2
9	The use of the SAS method in improving early reading skills in first grade students at SDN 106162 Medan Estate	Syarifah	2019	SEJ Journal (School Education Journal)	Volume 9 No 2
10	The SAS (Synthetic Analytical Structural) method in improving early reading skills for moderately mentally retarded students	Princess, Shodiq, Asim	2018	Orthopedagogia	Volume 4 No. 1
11	The effect of the SAS method (synthetic analytic structure) on improving early reading skills in grade II students at SDN Mappala, Rappocini District, Makassar City	Syawaluddin, Faisal, Risal	2018	Educational publication journal	Volume 8 No 3
12	Improving early reading skills through the application of the SAS (Structural Analytical Synthetic) method for children aged 5-6 years at	Rosni	2016	EJS Journal	Volume 5 No 2

No	Research Title	Researcher	Publication Year	Journal Name	Vol. Number
13	Taman Harapan Kindergarten Improving early reading skills using the SAS method in grade I elementary school students	Halidjah, Margiati	2015	Equatorial education and learning journal	Volume 4 No 12

In article 1, The effect of the application of the SAS (Structural Analytical Synthetic) method on the early reading ability of students in elementary school. This research was conducted by the teacher using the SAS method. This type of research is quantitative using the one-group pretest-posttest design method. Data collection techniques using interview techniques, observation, documentation and test questions. The results of interviews and giving tests showed that from 24 students there were 23 students who could not read fluently. The results of data analysis using a simple regression test. The results of data analysis obtained sig significance. 0.947 <0.05, which means that the SAS method on students' initial reading skills has a positive influence in improving students' reading skills (Silfiyah, et al., 2021)

In article 2, Efforts to improve my early reading ability of deaf first graders through synthetic analytic structural methods. The purpose of this study was to determine the effect of synthetic analytic structural methods for first graders with hearing impairment. The methodology used in this research is classroom action research with 3 cycles. The results of this study are that there is a significant increase in learning mastery and student

learning outcomes after using the synthetic analytical structural method in cycle 3. This implies that CAR can be declared "successful". This success is shown by the following indicators: a) students succeed in achieving the complete learning category (100%), even 38% including the "very complete" category, b) student learning outcomes reach an average of 75, exceeding the established criteria, namely an average of 70 (Litasari, 2021).

In article 3, the Use of the Sas Method with Letter Card Media to Improve Fluent Reading Skills in Grade 1 C Students of SD Negeri 9 Ampenan. The purpose of this study is an effort to improve the reading ability of grade 1.C students at SD Negeri 9 Ampenan. Reading is a priority because, by reading, children begin to learn independently earlier. Without having adequate reading and writing skills from an early age, children will experience learning difficulties later in life. By reading we can see the world, where we know the word Learning is the result of the interaction between stimulus and response. For this reason, the purpose of this study is to improve reading skills in first grade students by using the SAS method with letter card media. So that it can improve performance in reading fluently, first grade students 1.C SD Negeri 9 Ampenan for the 2019/2020 academic year. This research uses the stages of planning, discussion, observation and reflection, this research is carried out in two cycles, namely cycle I and cycle II.

The description of the results of this study can be seen from each cycle in cycle I, the score is 76,296 (56%) by 14 students from the total number of students in class 1.C as many as 25 students. in the second cycle the total score was 89,636 (92%) as many as 23 students from a total of 25

students, only 2 people did not complete this study. It can be concluded that the SAS method using letter cards can improve fluent reading skills in grade 1.C SD Negeri 9 Ampenan for the 2019/2020 academic year. This SAS method can also be used in learning other than Indonesian (Suriana, 2021). C SD Negeri 9 Ampenan for the 2019/2020 academic year. This research uses the stages of planning, discussion, observation and reflection, this research is carried out in two cycles, namely cycle I and cycle II.

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method using letter cards can improve fluent reading skills in grade 1.C SD Negeri 9 Ampenan for the 2019/2020 academic year. This SAS method can also be used in learning other than Indonesian (Suriana, 2021).

In article 4,Improvement of Beginning Reading Ability through Method Structural Analytic Synthetic (SAS) The research approach used is Classroom Action Research which is carried out in Cycle II. Data collection techniques used are in the form of tests, observations and interviews. The results of this study indicate that the application of the SAS method has operational steps in which the structural sequence is to display the whole, analytic is the decomposition process and synthetic is the process of combining back into the original structure. In addition, in the initial reading ability test activity using the SAS method, students were declared to have increased where in Cycle II the percentage of completeness was 89%, while the percentage of incomplete reading was only 11%. This indicates that the initial reading ability test was declared successful.

In article 5, the comparison of initial reading ability between the SAS method (synthetic structural analysis) and the global method of image media aided. The sample consisted of two classes, namely class IIA as the experimental class and class IIB as the control class. The results showed that there was no difference in the results of the initial reading ability by applying SAS (Synthetic Analytic Structural) Assisted with Image Media and Global Methods Assisted by Image Media. The results of the Independent sample T-test on the students' initial reading ability obtained tcount = 0.193 At the

significance level of 0.05 and df = 56, obtained ttable = 2.00, then obtained tcount ttable.

In article 6, the application of the synthetic structural analytical method (SAS) in reading the beginning of grade II students at SDN 004 Baturijal Hulu. This research was motivated by the low reading ability of students' beginning, so the researchers applied the SAS method in order to help students who still had difficulty reading. This study aims to determine the difference between pretest and posttest by applying the synthetic structural analytic method (SAS) in reading the beginning of grade II elementary school students and to determine the improvement of pretest and posttest in students' initial reading. This type of research is a pretest-posttest type of one group pre-experimental design, an experiment that is only carried out in one group, without comparison. This research was conducted in class II SDN 004 Baturijal Hulu, Peranap sub-district with a total of 29 students. Based on the results of the study, it was found that the average value of reading ability before being given Aida Nur Santi/Jurnal Pendidikan, Vol 11, No 2(2020) 71 treatment (pretest) was 51.68 while the average value of reading ability after treatment (posttest) is 88.65 and the average value of normality gain is 0.76 which is included in the high category and the results of hypothesis testing using t-test with tcount=47,191 and ttable=2,045, it is concluded that tcount>ttable, then reject H0 means significant. This means that there is a significant increase in initial reading in grade II students between before (pretest) and after (posttest) applying the Structural Analytical Synthetic (SAS) method (Nursanti, 2020). No. 2(2020) 71 treatment (pretest) is 51.68 while the average value of reading ability after

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In article 7, the improvement of early reading skills by using the synthetic structural analytical method (SAS) for the first grade students of SDN 81 Pekanbaru. It was carried out using a synthetic structural analytical

method. This research was conducted in two cycles, each cycle consisting of two meetings and four stages, namely planning, implementation, observation and reflection. Based on the results of the study, it can be concluded that before the students' actions were completed, only 15 students or 60%. While in the first cycle increased to 18 students or 72%. In the second cycle, it increased again until it reached 23 students or with a percentage of 92%. So it can be concluded that the synthetic analytic structural method can improve the initial reading ability of SDN 81 Pekanbaru students (Rizal, 2019).

In article 8, the synthetic structural analytic method (SAS) on early reading ability. This research is a quasi-experimental type of research. The population in this study were all children of group B in Cluster IV, Buleleng District. The samples in this study were TK Cudhacrama Singaraja which amounted to 20 children and TK Santi Kumara Singaraja which amounted to 15 children. Data on children's early reading ability were collected using observation and rubric techniques. The data obtained were analyzed using descriptive statistics and inferential statistics, namely t-test. The results showed that there were differences in the initial reading ability using the SAS (Synthetic Analytic Structural) method with those not using the SAS (Synthetic Analytic Structural) method with tcount = 18, 74 and ttable with dk = (n1 + n2 – 2) = 33 with a significance level of 5% = 2.034. Thus, tcount > ttable = 18.74 > 2.034, then H0 is rejected and HA is accepted. So, it can be concluded that there is a significant effect of the Structural Analytical Synthetic (SAS) method on early reading abilities in children. This can be seen from the average score of children who use the SAS method is 55.75

and the average score of children who do not use the SAS method is 31.18. The application of the SAS method in the learning process is used to improve early reading skills in children in overcoming obstacles in the learning process in the classroom (Antari et al., 2019). it can be concluded that there is a significant effect of the Structural Analytical Synthetic (SAS) method on early reading abilities in children. This can be seen from the average score of children who use the SAS method is 55.75 and the average score of children who do not use the SAS method is 31.18. The application of the SAS method in the learning process is used to improve early reading skills in children in overcoming obstacles in the learning process in the classroom (Antari et al., 2019). it can be concluded that there is a significant effect of the Structural Analytical Synthetic (SAS) method on the early reading ability of children. This can be seen from the average score of children who use the SAS method is 55.75 and the average score of children who do not use the SAS method is 31.18. The application of the SAS method in the learning process is used to improve early reading skills in children in overcoming obstacles in the learning process in the classroom (Antari et al., 2019).

In article 9, the use of the SAS method in improving early reading skills. This study uses an interactive qualitative method and a class action research approach (CAR) which is carried out in 2 cycles. Each cycle includes planning, implementation, observation and reflection. the subject of this class action research is the first semester students of even semester Neg. 106162 Medan Estate. While the object is the SAS Method. From the research conducted by examining the initial conditions of students as

measured by reading test equipment and the results of classroom action research with 2 cycles. Based on data analysis, it can be concluded that in cycle 1, students' learning completeness in this material average value is only 66.50, while in cycle 2 by implementing learning strategies with the SAS method, the average value increases to 90.

In article 10, the SAS (Structural Analytical Synthetic) method in improving early reading skills for students with moderate mental retardation. The method used is the experimental method, with the design of One Group Pretest Posttest Design. Analysis of the data using the Anova One Way test. The results showed that the average value of the pre-test = 50.4 and the average value of the post-test = 76.2. This means that there is a significant difference in the initial reading ability of mentally retarded students before and after being given the SAS method. The results of the F test analysis obtained a significance value of 0.002 indicating that the significance value <0.05 then Ho is rejected and Ha is accepted. So it can be concluded that the SAS method has an effect on early reading skills for moderately mentally retarded students (Putri, et al. 2018).

In article 11, the effect of the SAS (Structural Analytical Synthetic) method on improving early reading skills. The approach used in this study is quantitative with the type of research being experimental, with pre-test, treatment, and post-test stages. The research design used is a pre experimental design which is a form of one group research design. Pre Test posttest design. Data collection techniques used are tests, documentation and observation. Data analysis techniques used are descriptive statistical

analysis, normality test, hypothesis testing (t-test), and paired sample t-test. Initial reading skills after giving treatment using the SAS method were more improved than before giving the SAS method in the learning process. After testing the hypothesis using the t-test, it shows that there is a significant difference between students' initial reading skills. In conclusion, the SAS method has a positive effect on early reading skills in grade II students (Syawaluddin, et al., 2018).

In article 12, the improvement of early reading skills through the application of the SAS (Structural Analytical Synthetic) method. This type of research is classroom action research. The research subjects were group B children, totaling 14 children. The results of observations in the first cycle are known from 14 children classically there are 11 children (79%) classified as starting to develop, and 3 children (21%) classified as developing according to expectations. The average value of children's early reading ability is 48.21. In the second cycle, it is known that the increase in children's early reading skills increased, namely 36% (5 children) developed very well, 43% (6 children) developed as expected and (3 children) 21% began to develop. The average value of children's early reading ability is 70.53 and children's classical ability is 79%.

Therefore, In article 13, the ability to read beginning using the SAS method. The research used in this study is a descriptive method with a qualitative approach. The data collection technique in this research is direct observation technique. The data collection tool used is the observation sheet. The subjects in this study were Indonesian language teachers and 9

grade I students. This research was conducted for 2 cycles with the results obtained from the pre-cycle to the second cycle, respectively, namely the percentage of completeness learning outcomes 44.44%, 55.55% and 67.78%.Halidjah, et al., 2015).

CONCLUSION

Based on the results of a literature review on literature review on early reading skills using the synthetic analytical structural method (SAS) in grade 1 students at Madrasah Ibtidaiyah Negeri 2 Langkat, it can be concluded that of the 25 articles published in 2015-2021, 13 articles were obtained that matched the variables. -variables contained in the title. The literature review on early reading skills using the synthetic analytical structural method (SAS) in grade 1 students at Madrasah Ibtidaiyah Negeri 2 Langkat is in accordance with the theories that are used as references. Literature review on early reading skills using the synthetic structural analytic method (SAS) in grade 1 students at Madrasah Ibtidaiyah Negeri 2 Langkat can improve activity and learning outcomes.

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