The Effect of Synthetic Structural Analytical Method on Beginning Reading Ability of Students in Makassar City

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Abstract

This study aims to see the effect of the application of the Structural Analytical Synthetic (SAS) method on the students' initial reading ability. This research is quasi-experimental research using the "Posttest-Only Control Group Design" design. The population in this study were all students of class II SDN in Makassar City, which consisted of 314 schools with a total of 13,188 students. Sampling used the solving formula and proportional random sampling technique so that the research sample was obtained, namely class IIA1 SD Rappocini Makassar as a control class with a total of 30 students and class IIA2 SD BTN Makassar local government as an experimental class with a total of 30 students. The data obtained were analyzed with descriptive statistics and inferential statistics. The results of descriptive statistical analysis show that the students' initial reading ability using the Structural Analytical Synthetic (SAS) method the average value obtained is 81.90, with a maximum value of 100 and a minimum of 68.33 and these results are in very good category, while Student learning outcomes using conventional methods the average value obtained is 55. 61, with a maximum value of 80 and a minimum of 47.5, and these results are in the medium category. The results of inferential statistical testing with Independent Samples T-Test obtained a significance value of $p = 0.001 < = 0.05$. This means that H0 is rejected and HI is accepted, thus the application of the Structural Analytical Synthetic (SAS) method has an effect on the early reading ability of SDN students in Makassar City.

Keywords
reading ability
method
structural analytical synthetic (SAS)
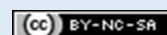
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Introduction

Law of the Republic of Indonesia Number. 20 of 2003 concerning the education system states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their competencies to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. themselves, society, nation, and state (Depdiknas, 2003). In line with this, Ahmadi (2016) argues that education is a process of human interaction with the environment that takes place consciously and planned in order to develop all its potential, both physically (physical health) and spiritually (thought, taste, work, creativity, and good conscience). That causes positive changes and progress, both cognitive, affective, and psychomotor that take place continuously in order to achieve their life goals.

Therefore, in the world of education, the presence of teachers is a very significant factor. The teacher is the most important part of the learning process. Therefore, various problems related to teachers certainly cannot be separated in every effort to improve the quality and quality of education. This is understandable because the presence of other factors related to the teaching and learning process will be meaningless without the presence of an educator. The teaching and learning process will not run perfectly without the presence of educators. Educators are the most important part and occupy key positions in the teaching and learning process because they interact directly with students, both in formal and informal education (Muhlison, 2014).

Reading is one of the language skills that must be possessed by all students. Reading requires a skill of its own so that our goals in reading can be achieved (Hamid M.S, 2011). A good reading will improve students' Indonesian learning outcomes. Learning reading skills is one of the language skills that cannot be separated from writing, speaking, and listening skills. In the implementation of learning, learning to read is a continuous effort, and children who see the high value of reading in their personal activities will be more active in learning than children who do not find the benefits of reading activities. Reading is increasingly important in an increasingly complex society. Every aspect of life involves reading (Rahim Farida, 2005)

Beginning reading is a stage in the process of learning to read for elementary school students in the early grades. Learners learn to acquire the ability and master reading techniques and capture the content of reading well. The purpose of pre-reading is so that students can recognize letters, and read simple words and sentences fluently and precisely. At the initial reading level, students do not yet have real reading skills but are still in the learning stage to acquire reading skills or abilities. Although various efforts have been made to make students fluent in reading, it is not uncommon to find a group of students who have difficulty in reading.

Early reading learning in elementary school is closely related to early writing learning because it aims to make children able to recognize letters, identify, clarify letters and be able to assemble letters into syllables, words, and sentences. In this case, the teacher must be able to guide students to be able to string letters into syllables, string syllables into words, and string words into sentences. However, not all teachers in elementary schools carry out reading lessons according to the stages of student development or in accordance with the theory which states that the sound (letter) will change its pronunciation if there is another sound (letter) that accompanies it so that it becomes one of the factors of students' difficulties in learning. read. The lack of understanding of teachers in the process, stages, and methods of learning to read early in elementary school makes reading learning tend to be low, both in skills and in terms of student interest.

We conducted interviews with several teachers at SDN Rappocini Makassar and SDN Unggulan BTN Pemda Makassar as an initial step to identify problems in the field, we obtained information that most of the lower grade students had difficulty reading. This difficulty is an obstacle for students in understanding a reading that is being studied. These students experience obstacles in understanding the lesson and of course, this becomes an obstacle to the next learning process. This problem was also seen during the implementation of the service-learning program in 2020 which was one of the course assignments given to students at UIN

Alauddin Makassar, Department of Teacher Education at Madrasah Ibtidaiyah, namely Indonesian Language Learning. The results of our analysis as one of the implementers of the program saw that there were still many students who continued to advance but still had difficulty in reading. Based on the results of the program that we carried out, there was an increase in students' reading ability through the application of the Synthetic Structural Analytical Method (SAS).

There are many research results related to the SAS method, one of which is a study conducted by Siti Aminah with the title "The Effect of Synthetic Analytical Structural Methods on Beginning Reading Ability in Grade I at SD Muhammadiyah Kleco I Yogyakarta". The results of this study indicate that there is an effect of applying the Structural Analytical Synthetic (SAS) method compared to using the conventional method. This shows avalue (sig 2 tailed) of 0.000 which is smaller than 0.05 which means that there is a difference in the initial reading ability before being given treatment and after being given treatment, with an N-gain value of 0.83 which means it can improve early reading ability. , including the high category because it is above 0.7 (Aminah Siti, 2018).

Based on the description above, this is our reference for conducting research with the title "The Effect of the Synthetic Structural Analytical Method (SAS) on the early reading ability of students in Makassar City".

Method

The type of research used in this study is quasi-experimental research (quasi-experimental) with a posttest-only control group design. The research design in this study adapts the research design developed by Fraenkel, Wallen, and Hyun. The research was conducted at an elementary school in Makassar City. The sample selection used the solving formula and proportional random sampling technique so that class IIA1 SD Rappocini Makassar was selected as the control class with 30 students and class IIA1 SD BTN Makassar Regional Government as the experimental class with 30 students. The selection of the control class also refers to several considerations, namely the number of students in the same class, the same academic ability, and the same student learning outcomes.

The data collection technique used in this study is the provision of tests and observations. In this study, prior to the posttest, the learning process was carried out in 4 meetings in each class, namely the control class and the experimental class. The control class was applied to learn using conventional methods while the experimental class was given treatment by applying the Structural Analytic Synthetic (SAS) method. The analysis carried out in this study is descriptive statistical analysis and inferential statistics.

Results and Discussion

This research was carried out using two classes from different schools, namely, class IIA1 SD Rappocini Makassar as a control class with a total of 30 students with conventional treatment and class IIA2 SD BTN Pemda Makassar as an experimental class with a total of 30 students with Structural Analytic Synthetic treatment (SAS). Data on students' initial reading ability was obtained through test instruments given to students. In this study, the test was in the form of a reading text containing simple sentences to measure the students' initial reading ability. Furthermore, the research results were obtained through descriptive data analysis and inferential statistics. The description of the students' initial reading ability can be seen in Table 1 below:

Table 1. Description of Students' Beginning Reading Ability

Statistic	Reading Ability Score	
	Postest (Control)	Postest (Experiment)
Number of Respondents	30	30
Average	55,61	81,90
Median	52,91	81,25
Standard deviation	7,41	7,55
Variant	54,88	61,59
Range	32,50	31,67
Minimum	47,50	68,33
Maximum	80,00	100,00

Based on Table 1, the average posttest score for the control class is 55.61, the median is 52.90, the lowest score is 47.50, the highest score is 80.00, the variance is 54.88 with a standard deviation of 7.41. In addition, it can also be seen that the posttest average value of the experimental class after the implementation of the Structural Analytical Synthetic (SAS) method is 81.90, the median is 81.25, the lowest value is 68.33, the highest value is 100.00, the variance is 61.59 with standard deviation 7.55.

If the posttest score data for the control class and the posttest experimental class are grouped into five categories related to the use of the Structural Analytical Synthetic (SAS) method to improve students' initial reading ability, the distribution of frequency and percentage scores is obtained as shown in Table 2: below:

Table 2. Distribution of frequency and percentage scores

Interval Score	Category	Postest Frequency	Postest Frequency
80 – 100	Very good	1	19
68 – 79	Good	2	11
55 – 67	Currently	8	0
45 – 54	Not enough	19	0
< 45	Very less	0	0
Total		30	30

Based on the table above, for the control class posttest scores, it can be seen that 1 person (3.33 percent) is in the very good category, 2 people (6.67 percent) are in a good category, 8 people (26.67 percent) are in the moderate category. , and 19 people (63.33 percent) in the poor category and no students in the very poor category. Based on the posttest results, the average value obtained by students without using the Structural Analytical Synthetic (SAS) method is 55, 61. So it can be concluded that the students' ability to read beginning with conventional methods is in the medium category.

While the posttest scores after the implementation of the Structural Analytical Synthetic (SAS) method are based on the table above, 19 people (63.33 percent) are in the very good category, and 11 people (36.67 percent) are in a good category, while none of the participants' students in the moderate, poor and very poor categories. Based on the results of the posttest the average value after using the Structural Analytical Synthetic (SAS) method is 81.90. So it can be concluded that the students' ability to read the beginning using the Structural Analytical Synthetic (SAS) method is in the very good category.

Inferential statistical analysis in this study, carried out several tests such as normality test, homogeneity test, and hypothesis testing using the SPSS Ver.24 application program. The three tests can be seen in Table 3 below:

Table 3. Inferential statistical analysis test

Inferential Statistical Analysis Test	Testing Technique	Significance
Normality test	*Kolmogorov-Smirnov*	Posttest control = 0,083 Posttest eksperimen = 0,06
Homogeneity Test	*Homogeneity of Variance*	0,083
Hypothesis testing	*Independent Samples T Test*	0,001

Based on Table 3 above, the results of the data normality test using the Kolmogorov-Smirnov technique show that the posttest scores of the experimental class and control class are normally distributed, with the sig value of the posttest 0.067 which is greater than 0.05. While in the control class the significant value (sig.) of the posttest was 0.083 which was also greater than 0.05. In accordance with the normality test decision making, that is, if the value of sig 0.05 then the data is normally distributed.

The results of the homogeneity test using the Homogeneity of Variance testing technique showed that the research data was homogeneous, with a Sig value of 0.083 which was greater than 0.05. In accordance with

the homogeneity test decision making, that is, if the value of sig. 0.05 then the data is declared homogeneous. The results of hypothesis testing using the Independent Samples T-Test testing technique showed that the Sig value of the research data was 0.01 less than 0.05. So it can be concluded that the research hypothesis is that there is an effect of the Structural Analytical Synthetic (SAS) method on the ability to read beginning is accepted, in accordance with the decision making of the Independent Samples T-Test testing technique, if the value is sig. 0.05 then H0 is rejected and H1 is accepted.

Based on the results of research that has been carried out in class IIA1 SD Rappocini Makassar as a control class and class IIA2 SD BTN Makassar local government as an experimental class, it shows that there is a significant difference between the learning outcomes of the experimental class using the Structural Analytic Synthetic (SAS) method and the control class using the Structural Analytic Synthetic (SAS) method. using conventional methods. Descriptive analysis shows that the comparison of the average value achieved by the experimental class is 81.90 which is higher than the average value in the control class, which is 55.61. While in hypothesis testing, using the Independent Samples T-Test, a significance value of 0.001 is obtained where the significance value is smaller than the significance level value of 0.05 (0.001 0.05). Thus, H0 is rejected and H1 is accepted, it can be said that there is an influence of the Structural Analytical Synthetic (SAS) method on the initial reading ability of SDN students in Makassar City.

Conclusion

The results of this study provide an overview of the implementation of the Structural Analytical Synthetic (SAS) method on the early reading ability of elementary school students in Makassar City. Where the results of the study obtained data that the average posttest results of students using conventional methods were 55.61 and included in the medium category. Meanwhile, students who used the Structural Analytical Synthetic (SAS) method got an average score of 81.90 and were included in the very good category. The results of inferential statistical testing with Independent Samples T-Test obtained a significance value of $p = 0.001 < = 0.05$. This means that H0 is rejected and HI is accepted, thus the application of the Structural Analytical Synthetic (SAS) method has an effect on the early reading ability of SDN students in Makassar City,

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