

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

**THE SAS METHOD TO IMPROVE EARLY READING SKILLS IN
PRIMARY SCHOOL CHILDREN****Mutiara Salsabilah¹, Rini Endah Sugiharti², Ririn Nurcholidah Anisa³**¹²³Islamic University 45 BekasiSalsabilahmutiara79@gmail.com¹ rini.endah@unismabekasi.ac.id²
ririn.nurcholida.anisa@unismabekasi.ac.id**Abstract**

Language is the main component that determines progress in science, the ability of the younger generation to use language greatly affects the level of education of a country. Reading is a language skill that should be learnt at an early age. This skill is divided into beginner and advanced levels. In grades one and two. Reading skills are taught so that students recognise letters, syllables, words and sentences. Failure to start reading can impact on comprehension of other material. Studies show that the Structural Analytic Synthetic (SAS) method works effectively in improving the reading skills of beginning students. It has a systematic and planned procedure to analyse and combine letter symbols into words and sentences. Many researchers have shown that this method improves students. Therefore, this technique can be a solution to overcome students who have poor initial reading skills at the primary level. To find and analyse relevant literature regarding the application of the SAS method in beginning reading, the researcher used the study literature review (SLR) method for this research.

Keywords : SAS method, initial reading, study literature review

Abstrak

Bahasa adalah komponen utama yang menentukan kemajuan dalam ilmu pengetahuan, kecakapan generasi muda dalam menggunakan bahasa sangat mempengaruhi tingkat pendidikan suatu negara. Membaca termasuk keterampilan berbahasa yang harus dipelajari sejak usia dini. Kemampuan ini dibagi menjadi tingkat pemula dan lanjutan. Pada kelas satu dan dua. Keterampilan membaca diajarkan agar siswa mengenal huruf, suku kata, kata, serta kalimat. Kegagalan untuk memulai membaca dapat berdampak pada pemahaman materi lainnya. Studi menunjukkan bahwa metode Struktural Analytik Sintetik (SAS) bekerja dengan efektif dalam peningkatan kemampuan membaca siswa pemula. Sistem ini memiliki prosedur yang sistematis dan terencana untuk menganalisis dan menggabungkan simbol huruf menjadi kata dan kalimat. Banyak peneliti telah menunjukkan bahwa metode ini

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

meningkatkan siswa. Karena nya, teknik ini dapat menjadi solusi untuk mengatasi siswa yang memiliki kemampuan membaca awal yang buruk di tingkat dasar. Untuk menemukan dan menganalisis literature yang relevan mengenai penerapan metode SAS dalam membaca permula, peneliti menggunakan metode study literature review (SLR) untuk penelitian ini.

Kata Kunci : metode SAS, membaca permulaan, study literature review

INTRODUCTION

The key to the success of a country's education system lies in the mastery of language skills, which enable individuals to monitor and understand the development of science and technology. To learn a language, there are reading, listening, speaking and writing skills.

The teaching of reading at the primary level is divided into two phases, namely the introduction to reading phase which is taught in grades one and two. The aim of this phase is to help students understand the alphabet, syllables, words and sentences to develop reading skills in different contexts. In the higher grades, such as grades three, four, five and six, advanced reading is done.

Beginning reading is the first stage of learning that pays more attention to the recognition of symbols and letters related to letters, and provides a basis for students to progress to the early stages of reading (Santika & Samsudin, 2022).

According to (Herman et al., 2017) there are indicators of beginning reading 1) Mentioning recognised letter symbols, 2) Knowing the sounds of the early alphabet. 3) Able to distinguish letters. 4) can distinguish the sounds of animals and other objects. 5) Can read syllables, 6) Can string syllables into words, 7) Can read words. 8) can associate words with pictures.

According to (N. Sari et al., 2020) in his journal shows that only four students achieved completeness, namely an average score of 59.0 which is still less than the KKM set at 70. While those who reached the KKM were 4, namely 7.25%. Meanwhile, according to (Naki, 2024) in his journal there are problems that occur in the field, students are still poor at reading, which means they cannot pronounce syllables or read fluently.

This situation is certainly a form of failure from the learning of beginning reading. To solve this problem, there needs to be educational, innovative and fun learning activities so that students feel interested and motivated to learn beginning reading.

Based on the review of journal articles that have been conducted, the author found several learning strategies that can be applied to learning to read, especially in basic reading. One of them is the use of the SAS (Structural Analytic Synthetic) method for early reading

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

and writing learning approach, which is done while telling stories and showing supporting pictures. This SAS method starts learning by introducing complete sentences (Fauriza & Nurmalina, 2022).

The SAS method is one of the reading instruction approaches that begins with the story and illustration phase. After that, students are encouraged to interpret the picture and then read the sentence below it. The picture is then set aside, so that the student can only read the sentence itself. The sentences are then evaluated into words, syllables, and letters. The final stage involves organising the alphabet into syllables, and then syllables to form complete sentences (Silfiyah et al., 2021). Then the researcher also inserts the results of previous research conducted by (N. Sari et al., 2020) The results showed that the implementation of SAS succeeded in improving students' language skills, with the percentage of completeness reaching 74.7%, while the percentage of incompleteness was only 63.25% or 4 students. This indicates that the initial reading ability test was declared successful. In cycle 1, beginning reading skills reached a percentage of completeness of 7.27%, which then jumped to 74.7%, with a success rate of 7.14%.

The Structural Analytic Synthetic (SAS) method has several advantages in its use. One of the opinions that the author quotes comes from (Wardiyati, 2019) among others:

1. This method can be used as a basis for analytical thinking
2. With proper implementation arrangements, this method can make it easier for students to go through the reading steps in subsequent lessons.
3. This method can have an influence on students reading correctly and fluently.

It can be concluded that the advantage of the SAS method lies in the linguistic principle that pays attention to the smallest units of language that can be conveyed in the form of sentences. With well-structured steps and based on linguistics this method will support students to master reading skills fluently.

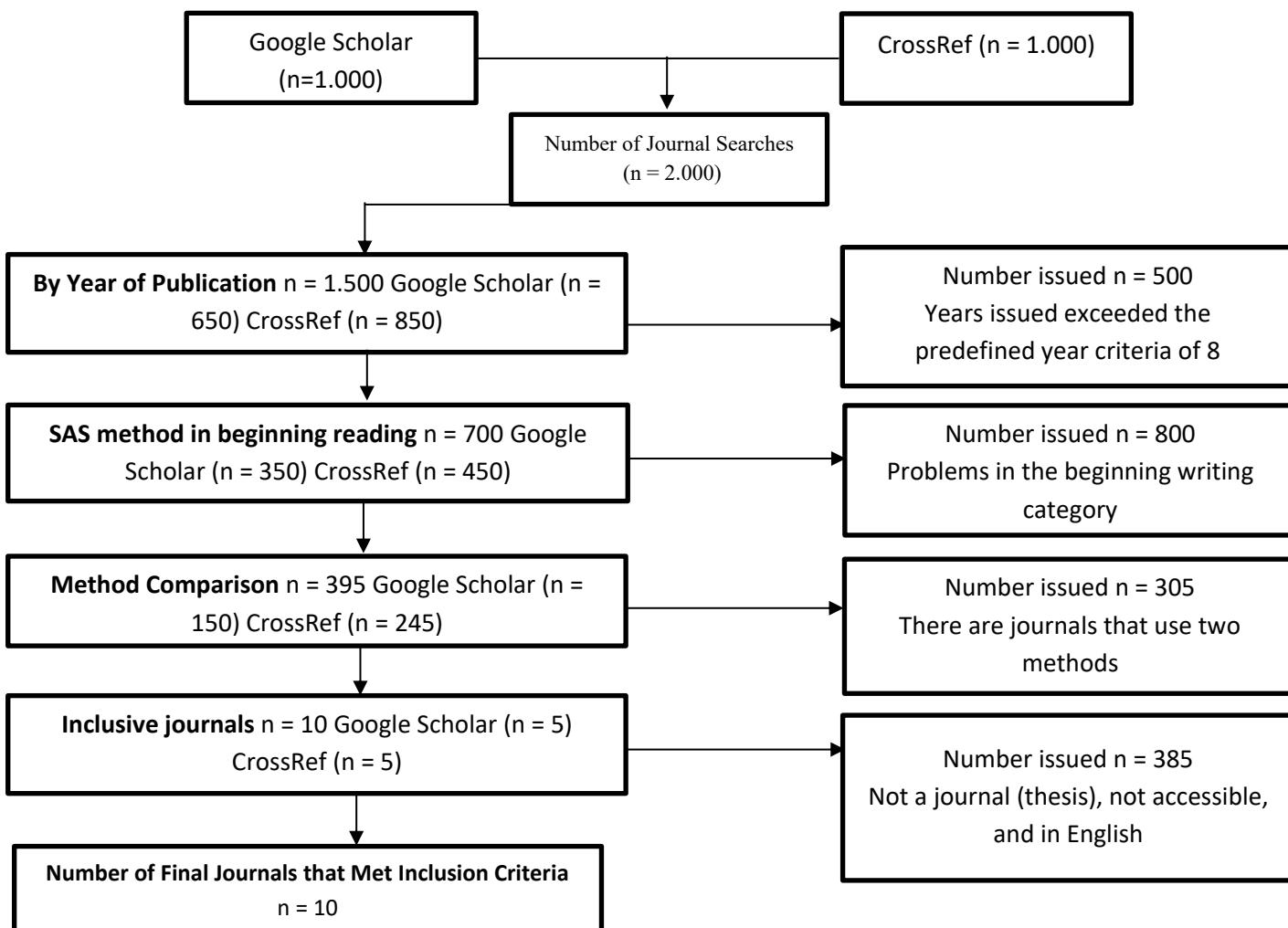
RESEARCH METHODS

The research method used in this research is Systematic Literature Review (SLR) which is designed to obtain information and data that has been collected from time to time by reviewing written sources, namely scientific journal articles according to the title to be researched (Aryani et al., 2022) mentioned that by using this method, researchers are able to systematically review and scrutinise journals and follow the prescribed steps in each process.

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

The stages that must be carried out according to (A. Sari et al., 2021) in the Systematic Literature Review (SLR) are identification, screening, and eligibility so that the results of the Literature study can be recognised for their credibility. On Monday, 29 July 2024 at 14.59, the following stages were carried out:

Table 1. Stages of Prism



RESULTS AND DISCUSSION

1. Research Methodology Used

Based on the 10 journals that have been analysed, there are 5 research articles that use experimental methods, and 5 research articles that use PTK methods. To show an increase in using the Synthetic Analytical Structure method, the following is a description of each method used.

a.) Experimental Research Methods

Based on the journal articles that have been reviewed, there are several types of journals that use this research method, including one group pretest posttest design, pre-experimental (nondesign), non independent sample, nonequivalent control group design. The average increase in completeness is as follows:

Table 2. Experimental Research Methods

No.	Researcher	Subject Researcher	KKM	Average score		Effect in Experimental class
				Experimental class	Control class	
1.	Siti Aminah, Fitri Yuliawati (2018)	Class I sidiq has 29 students and class I fatonah has 28 students.	75	92,83	72,43	20,4

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

2.	Aida Nursati (2020)	Class II was 29.	70	92,65	83,75	8,9
3.	Siti robi'ah AI A, Diyan marlina, Fida rahmantika Hadi (2022)	Class I, 28 students	70	85,93	82,07	3,86
4.	Rukayah, Abd Kadir, Sitti Jauhar (2022)	19 students	75	92,65	55,97	36,68

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

5.	Afifatus silfiyah, Syamsul ghufron, Muslimin ibrahim, Pance mariati (2021)	24 students	85	92,66	73,33	19,33
Average Value of Experimental Class						17,87

In the journals that researchers have, there are 5 articles with experimental methods with an average increase of 17.87. With this method it is proven that there is an influence between the control class and the experimental class using the SAS method. The research steps in using the experimental method in general are determining the problem, determining the sample, determining the hypothesis, preparing the device, preparing the assessment tool, conducting instrument trials, conducting validity and reliability tests, conducting research, conducting hypothesis testing, and finally drawing conclusions.

The study of siti aminah et,al (2018) used pretest-posttest with nonquivalent control group research design. The sampling technique used cluster sampling, the sample came from class I sidiq as many as 29 students and class I fatonah 28 students, experimental class students were given different treatments, namely the conventional method given to the control class and the Synthetic Analytical Structure (SAS) method equipped with picture media and letter cards, then given a post-test.

Aida Nursati's (2020) study used one group pretest-posttest as well as the same sampling technique. For this study, a non-independent sampling technique was used, the sample came from 29 grade II students in the 2019/2020 academic year. To

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

compare the condition before and after the treatment, a baseline test was conducted before the treatment, a later treatment, and an end-of-learning test. To collect data, this study used initial and final tests consisting of simple sentences and photographs.

b.) Classroom Action Research Method (PTK)

Based on the journal articles that have been reviewed, there are 10 journal articles that use the ptk method. As for the improvement of early reading completeness in low grades, it is described below:

Table 3. Classroom action research methods

No	Research	Subject Researcher	Average score					Improvement
			KKM	Sebelum siklus	Siklus 1	Siklus II	Siklus III	
1.	Nelpita sari, Musnar Indra Daulay, Nurhaswinda (2020)	A total of 14 students	70	59,0	66,8	7,14	-	51,86
2.	Syarifah Hasibuan (2019)	A total of 30 students	70	50,00	66,50	90,00	-	40

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

3.	Theresia Kristiany Sembiring (2023)	A total of 14 students	70	64,28	60,91	81,78	-	17,5
4.	Anisatul Ulfa, Lailatussaadah, Raziah (2021)	A total of 15 students	70	-	67,2	79,06	-	11,86
5.	Hasnul Khotimah, Hary Soedarto Harjono, Hadiyanto (2019)	A total of 14 students	70	65,7	66,7	73,3	-	7,6
Average Value								25,76

In this classroom action research method, there are 5 journals that support that the use of (SAS) can improve early reading in low grade students. The average result of 5 journals is an increase of 25.76. The stages of the PTK method are as follows:

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

- 1) Planning: researchers prepare all equipment starting from data collection instruments such as lesson plans, evaluations, LKS, teacher and student observation sheets.
- 2) Implementation: this stage is adjusted to the learning and steps of using the SAS method.
- 3) Observation: at this stage, researchers want to know the learning process that has been carried out with the measurement of the observation sheet that has been prepared during the planning stage.
- 4) Reflection: aims to find out the weaknesses that exist during the learning process.

Based on journal articles, there are 4 journals that use pre-cycle and 1 journal that does not use pre-cycle, this is because researchers want to see an initial picture of students' reading skills before being given treatment, and can be seen through the average score during the beginning reading test at the pre-cycle stage. Of the 5 journal articles that have been examined, there are journals that use cycle II according to Kemmis and Mc Taggart, PTK is a form of reflective investigation in implementation through cooperation regarding a certain social condition. The components include planning, action, observation, reflection, and re-planning. Percentage results from journal articles (N. Sari et al., 2020) (Hasibuan, 019) (Sembiring, 2023) (Anisatul et al., 2021) (Hasnul Khotimah, 2019) is 25,76.

The obstacles encountered when researchers conducted this classroom action research method were the limited expertise of researchers such as experiencing difficulties during planning/implementation and unprepared time. The solution to these obstacles is to conduct training and support for researchers as well as organise schedules well and plan research activities so that they do not interfere with the routine learning process.

CONCLUSIONS

Based on the analysis of 10 journal articles, researchers found problems that occur in elementary schools related to early reading skills, such as students who cannot pronounce vowels and dead letters b/d, u/o, and f/p. To overcome these problems, the proposed solution is the use of the Synthetic Analytic Structure (SAS) method. Previous research using the methodology (PTK) showed that PTK can improve reading skills in elementary school

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

students. The achievements obtained show that the application of the SAS method can provide good changes for students' beginning reading, so this method is proven to be very effective in learning beginning reading.

The researcher recommends for further research is to use media that can improve learning that is concrete, intense, and simple that can make learning more active.

REFERENCE

Anisatul, U., Lailatussaadah, & Raziah. (2021). Peningkatan Kemampuan Membaca Permulaan Siswa Melalui Penerapan Metode Sas (Struktural Analitik Sintetik) Pada Siswa Kelas 1 SD Negeri 55 Banda Aceh. *Jurnal Intelektualita*, 10(1), 105–118.

Aryani, V., Susanti, E., Peby Andriyani, R., & Setyawati, R. (2022). Analisis Kesulitan Keterampilan Membaca Permulaanpada Siswa Kelas I. *Seminar Nasional LPPM UMMAT*, 1, 424–436.

Emgusnadi, E. (2018). Metode Pembelajaran Sas Untuk Meningkatkan Keterampilan Membaca Siswa Kelas I Sd Negeri 021 Sitorajo Kari Kecamatan Kuantan Tengah Kabupaten Kuantan Singingi. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 2(5), 659. <https://doi.org/10.33578/pjr.v2i5.6111>

Fauriza, S., & Nurmalina. (2022). Penggunaan Metode SAS dalam Meningkatkan Keterampilan Membaca Permulaan Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 6(1), 8529–8534.

Fauziah, N. (2022). Analisis Hubungan Keterampilan Membaca Permulaan dengan Keterampilan Menulis Permulaan Siswa Sekolah Dasar pada Masa Pandemi Covid-19. *Jurnal Basicedu*, 6(2), 1541–1550. <https://doi.org/10.31004/basicedu.v6i2.2346>

Hasibuan, S. (2019). PENGGUNAAN METODE SAS DALAM PENINGKATAN KEMAMPUAN MEMBACA PERMULAAN PADA SISWA KELAS I SDN 106162 MEDAN ESTATE. *SCHOOL EDUCATION JOURNAL PGSD FIP UNIMED*, 9(2), 184–190. <https://doi.org/10.24114/sejpgsd.v9i2.13712>

Hasnul Khotimah, D. (2019). Penggunaan Metode SAS (STrukyural Analitik Sintetik) dalam Pembelajaran Membaca Permulaan. *Jurnal Pendidikan Tematik Dikdas*, 4(2), 16.

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

Herman, H., Saleh, S., & Islami, N. M. (2017). Penerapan Media Aplikasi Education Games Berbasis Budaya Lokal Untuk Meningkatkan Kemampuan Membaca Permulaan Pada Anak di Taman Kanak-Kanak. *Seminar Nasional LP2M UNM*, 2(1), 481–486.

Naki, M. (2024). Penerapan Metode Sas (Struktural Analitik Sintetik) Untuk Meningkatkan Kemampuan Membaca Siswa Kelas Ii Di Sekolah Dasar. *Journal of Education and Teaching Learning*, 2(2), 85–92. <https://doi.org/10.59211/mjpjetl.v2i2.41>

Rafiqqa. (2020). Metode Membaca Permulaan Di Kelas 1 Sekolah Dasar. *SHEs: Conference Series*, 3(3), 2366–2372. <https://jurnal.uns.ac.id/shes>

Santika, S., & Samsudin, A. (2022). Penggunaan Model Struktural Analitik Sintetik Untuk Meningkatkan Kemampuan Membaca Permulaan Pada Siswa Kelas Ii Sekolah Dasar. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, 8(2), 2228–2240. <https://doi.org/10.36989/didaktik.v8i2.521>

Sari, A., Ibrahim, M. M., & Idris, R. (2021). Model Pembelajaran Market Place Activity (Mpa) Dalam Meningkatkan Hasil Belajar Biologi. *Jurnal Biotek*, 9(2), 196. <https://doi.org/10.24252/jb.v9i2.23636>

Sari, N., Daulay, musnar indra, & Nurhaswinda. (2020). *JOURNAL ON TEACHER EDUCATION Research & Learning in Faculty of Education PENINGKATAN KEMAMPUAN MEMBACA PERMULAAN* Keywords : Reading Beginning , Synthesis Analysis Structural Method. 2, 231–238.

Sari, R. P., Suryani, N. A., & Imran, R. F. (2018). Peningkatan Kemampuan Membaca Permulaan Dengan Menggunakan Metode Bermain Flash Card Subaca. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 1(2), 36–55. <https://doi.org/10.24042/ajipaud.v1i2.3741>

Sembiring, T. K. (2023). Meningkatkan Keterampilan Membaca Permulaan dengan Menggunakan Metode Struktural Analitik Sintetik (SAS) di Kelas II SDN 5 Palangka Tahun Ajaran 2022/2023. *Sangkalemo : The Elementary School Teacher Education Journal*, 2(1), 48–53. <https://doi.org/10.37304/sangkalemo.v2i1.7685>

Edisi : Vol. 9, No. 2, Juni/2025, hlm. 435-447

Silfiyah, A., Ghufron, S., Ibrahim, M., & Mariati, P. (2021). Pengaruh Penerapan Metode SAS (Struktural Analitik Sintetik) terhadap Kemampuan Membaca Permulaan Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3142–3149.
<https://doi.org/10.31004/basicedu.v5i5.1321>

Wardiyati, H. (2019). Penerapan Metode Sas (Struktural Analitik Sintetik) Untuk Meningkatkan Keterampilan Membaca Siswa Kelas Rendah Di Sekolah Sasar. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 3(5), 1083–1091.
<https://doi.org/10.33578/pjr.v3i5.7837>