

IMPROVING READING AND WRITING SKILLS THROUGH SYNTHETIC STRUCTURE ANALYSIS (SAS) METHOD FOR STUDENTS OF CLASS 1 SD NEGERI 2 TAKIMPO, DISTRICT OF BUTON, SOUTHEAST SULAWESI

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ABSTRACT

Improving reading and writing beginning through the synthetic structure analysis method (SAS) as the focus of research departs from the reality in the field and the results of interviews with Indonesian teachers who are also grade 1 teacher at SD Negeri 2 Takimpo, generally in teaching reading and writing beginning using synthetic analysis structure methods but has not been implemented optimally, so students have not been able to read and write fluently. Based on this, this research is focused on learning to read and write beginning. The aim is to improve the reading and writing skills of the beginning students of class 1 SD Negeri 2 Takimpo by using the synthetic structure analysis method. The approach used in this research is a qualitative approach with an action research design. The research design was prepared using recycling cycle units including (1) planning, (2) implementation, (3) observation, (4) reflection. Reflection is carried out at the end of the cycle which is used as the design for the preparation of the next cycle planning. The stages of implementing the action are carried out collaboratively between researchers and practitioners. The form of learning to read and write beginning which is believed to be able to improve students' initial reading and writing skills is a form of learning that uses the implementation of the synthetic structure analysis method which consists of two parts, namely learning without using books and learning using books. The implementation is carried out in three stages, namely (1) the pre-reading and pre-writing stages, (2) the reading and writing stages, (3) the post-reading and post-writing stages. Based on process evaluation and evaluation of results in each lesson and based on success criteria, it was agreed in this study that it had been stated that (1) learning in the first cycle of action, both in terms of process and results had not been successful, there were still reading students who had not been able to pronounce letters perfectly, and in writing there are still deficiencies in letters in words, (2) learning in cycle II, both in terms of process and results have been successful, students are able to read and write sentences, (3) action learning in cycle III, both process and results have been successful, students are able to read and write using books.

Keywords: *synthetic analysis structure method, alphabet, reflection*

INTRODUCTION

Language is a communication tool that is only owned by humans. Therefore, the purpose of language teaching also refers to communicative competence, namely the ability to master language knowledge and knowledge to use language properly and correctly. Using language properly and correctly will be reflected in the four basic language skills, namely: listening, speaking, reading and writing.

Students will absorb information if they can read. Because reading is the most effective means of obtaining information (knowledge) contained in countless books, journals, newspapers, magazines, and other written works. Meanwhile, if students master writing skills, they can express ideas, opinions, and feelings to other parties through written language.

One of the objectives of the Indonesian language subject in the education unit level curriculum is for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing. There are four competency standards in learning Indonesian that must be mastered by students, namely listening competency standards, speaking competency standards, reading competency standards and writing competency standards (Depdiknas, 2006:22). In the reading competency standard, especially in grade I, students are able to read fluently with the correct pronunciation and intonation, while in the writing competency standard, students are able to write five sentences dictated by the teacher. If you still have difficulty learning to read, you will generally also have difficulty writing. Reading and writing are two aspects of language skills that are interrelated and inseparable. Burns, et al (Abbas, 2006:127) argues "that reading and writing mutually support one another".

Based on the goals that must be achieved by students, the teacher is expected to instill the concept of learning to read and write early in the lower grades, especially grade I. So that at the grade level students are able to read and write fluently. Even at the next reading stage, namely reading comprehension which consists of literal, interpretive, critical, and creative understanding, as well as at the writing stage, which is related to the use of structures and the development of ideas, students no longer experience difficulties.

The expectations mentioned above do not match reality, because there are still students who cannot read and write fluently. While the method of learning carried out by the teacher basically uses the synthetic analysis structure method but in its teaching application it only follows the existing textbooks. The use of synthetic structure analysis methods is not carried out systematically. Meanwhile, the more appropriate the method used by the teacher in teaching, it is hoped that the more effective the achievement of learning objectives will be, Faturrahman, et al (2007: 55).

The advantage of using the synthetic structure analysis method is that it is based on the assumption that the child's observations start from the whole (gesalt) and then to the parts, where the child is invited to decode short written sentences which are considered as intact language units, then invited to analyze them into

words, syllables, and letters, then return to a complete sentence (Abdurrahman, 2003:216).

Based on the description above, this study applied the synthetic structure analysis method in learning Indonesian, especially reading and writing beginning for first grade students at SDN 2 Takimpo, Buton Regency, Southeast Sulawesi.

METHOD

This study uses a qualitative approach. Moleong (2000) states that qualitative research has the following characteristics: (1) the researcher acts as the main instrument, because in addition to collecting data and analyzing data, the researcher is also directly involved in the research process, (2) has a natural background, the data is obtained and researched will be presented in accordance with what happened in the field, (3) the results of the research are descriptive, because the data collected does not use numbers but in the form of words or sentences, (4) the process is more concerned with the results, (5) there are limits to the problems determined in the research focus, and (6) data analysis tends to be inductive. While the method of implementing this research using action research. Creswell (2012) states that action research is system procedures done by teachers to gather information about, and afterward improve, the ways their particular educational setting operates, their teaching, and their student learning.

FINDINGS & DISCUSSION

Findings

Description of Cycle I Action Data

a. Planning learning to read and write beginning with the synthetic structure analysis method cycle I

Based on the test results obtained by students, students are grouped into high mastery level, medium mastery level and low mastery level. While the implementation of learning is prepared, which contains (1) the identity of the implementation plan which includes schools, subjects, subject matter and time allocation, (2) competency standards, (3) basic competencies, (4) indicators, (5) learning objectives, (6) learning materials, (7) learning methods, (8) learning activities, (9) media and learning resources, (10) assessment. To observe the activities of researchers and students during learning used observation sheets. Observation of learning activities in this research activity involved 1 observer, namely a class 1 teacher who was also a teacher of the Indonesian language subject at SDN 2 Takimpo.

The learning material implemented in action I is a simple sentence. Action learning I was carried out using letter cards in two meetings with a time allocation of 2 x 30 minutes. The learning objective is to be able to read and write simple sentences correctly. The evaluation given is to give oral and written tests, while the implementation of this learning requires props/media. For this reason, the researcher prepared letter cards and pictures according to the stages of

implementing the synthetic structure analysis method, namely learning without using books and learning by using books.

b. Implementation of learning to read and write beginning using the synthetic structure analysis method cycle I

The implementation of learning to read and write beginning through the implementation of the synthetic analysis structure method in class I SD Negeri 2 Takimpo for cycle I was held in two meetings and was divided into three stages, namely the pre-reading and pre-writing stages, the reading and writing stages, and the post-reading and post-writing stages. At the pre-reading and pre-writing stages it begins with preparing for learning, conveying learning objectives, conveying the steps of teaching and learning. Pre-reading and pre-writing activities, the teacher teaches students how to sit properly, how to use writing tools. This activity is carried out in groups from group 1 to group 4. The activity of writing letters in the air is carried out by writing several letters and students can follow along and be able to recognize the letters written. Then the teacher distributed the papers and the students were assigned to write five sentences on the blackboard using the SAS method, but previously asked each group to read the five sentences. This activity lasts approximately 40 minutes. The second meeting was followed by activities during reading and writing stages. After the students received the material through learning, then the teacher held a formative test I. These test scores are then compared to the initial test scores to see if there is an improvement.

Exposure to reading and writing learning data at the beginning of the stages of the SAS method in cycle I, it can be concluded that in terms of achieving indicators for each learning stage, teacher and student activities can be carried out properly. But the learning outcomes have not been fully implemented as planned, namely at the post-reading and post-writing stages. This is due to the limited time available. Cumulatively the average achievement of teachers and students is good (B).

c. Cycle I Research Findings

The success of cycle I was observed during the process of implementing the action and after the action, which was observed by one observer, namely the class I teacher who is also the Indonesian language subject teacher at SD Negeri 2 Takimpo. The focus of observation is the behavior of teachers and students using observation sheets. The time used for the first cycle is less efficient. Less efficient time is used because it exceeds the allocated time, which starts at 08.00 – 10.30 WITA. The learning action should have ended at 10.00 WITA. The problem is that the teacher spends too much time at the learning preparation stage because what is faced is new students causing the atmosphere to feel a bit stiff. So that the post-reading stage and the post-writing stage were not carried out.

d. Cycle I Data Analysis

The teacher's success using the SAS method in learning to read and write at the beginning of the first cycle shows that, in pre-reading and pre-writing, only four indicators can be implemented properly out of the five expected indicators (80%) so that they are categorized as good (B). One point that is not implemented is guiding students to do a good sitting posture. The stages when reading and when writing, three indicators that can be implemented properly out of the five indicators expected (60%) so that they are categorized as sufficient (C). Two points were not implemented, namely (1) providing reading and writing practice on letter cards, (2) helping students grow self-confidence. The post-reading and post-writing stages of the five indicators could not be carried out properly from the five indicators expected (0%), so that it is categorized as very lacking (SK).

Based on the results of the analysis and process activities of the teacher in learning to read and write at the beginning of cycle I, it was concluded that the achievement of the target of teacher activity in learning to read and write beginning based on the synthetic structure analysis method was on average sufficient (C).

Data on students' initial reading and writing activity processes based on the SAS method in cycle I at the learning stages, namely the pre-reading and pre-writing stages, the reading and writing stages, and the post-reading and post-writing stages. In the pre-reading and pre-writing stages and when reading and when writing, it shows that only 17 students can carry out the five indicators that have been set (70.8 %). While in the post-reading and post-writing stages all students cannot carry out the five predetermined indicators, due to inefficient time allocation.

Based on the results of the data analysis of the first cycle, contemplation (reflection) was carried out. The data shows that the preparation for the pre-reading and pre-writing stages of teacher and student activities needs to be improved, namely the delivery of learning objectives is more clarified so that students can understand them. But when reading and writing, it is necessary to involve students to be active in expressing pictures in their own words and each student can use letter cards. While in the post-reading and post-writing stages, the teacher must motivate students to be able to read and write fluently.

Based on observations, interviews and field notes, the expected learning objectives in the first cycle of action have not been successful because there are still students who are not fluent in reading and writing and the post-reading and post-writing stages have not been implemented.

Description of Cycle II Action Data

a. Planning learning to read and write beginning with the method of synthetic structure analysis cycle II

Cycle II action learning was given in order to facilitate research subjects in reading and writing by using letter and picture cards. Based on the learning design

of cycle II, it can be concluded that there are similarities between cycle I and cycle II. This similarity can be seen from the points of the learning stages, namely the pre-reading and pre-writing stages, the reading and writing stages, and the post-reading and post-writing stages.

b. Implementation of learning to read and write the beginning by using the method of synthetic structure analysis cycle II

Learning in cycle II action lasts for 60 minutes or two hours of lessons. The researcher remains as a teacher as in the action cycle I. The implementation of the synthetic structure analysis method to improve early reading and writing learning is observed through three stages. The pre-reading and pre-writing stages and the stages when reading and when writing are still the same activities, while in the post-reading and post-writing stages, the teacher assigns students to pay attention to what the teacher writes on the blackboard. Then give assignments to students in a guided manner to read and write. This activity is in accordance with the learning objectives and it seems that students are starting to develop a courageous attitude and a confident attitude. This activity was continued by giving a final action test. An increase in score can be used as an indication of increased knowledge and understanding as a result of learning the synthetic structure analysis method.

c. Findings of Research Cycle II

Based on the display of data on the implementation of learning to read and write beginning based on the SAS method in cycle II, which consists of learning planning and learning implementation, it was found that the use of time was categorized as efficient. The material chosen by the teacher is very influential on the process and results of students' reading and writing. Research subjects can participate in learning and be active in doing the tasks given.

d. Data Analysis Cycle II

Cycle II data analysis was based on observations, field notes, interviews and documentation of student work. teacher activity in the action process consists of three stages. The second cycle shows that, at the pre-reading and pre-writing stages, 5 indicators can be implemented well out of the 5 expected indicators (100%) , so they are categorized as very good (SB). At the reading and writing stages, 5 indicators can be implemented well out of the 5 expected indicators (100%), so they are categorized as very good (SB). Whereas in the post-reading and post-writing stages, 2 of the 5 indicators that had been expected (40%) could be implemented well , so that they were categorized as very lacking (SK). Three points were not implemented, namely (1) providing guidance and reading and writing practice, (2) giving reading and writing assignments, (3) guiding students to correct mistakes in reading and writing. In this second cycle, it shows that at the

pre-reading and pre-writing stages, 19 students were able to carry out the 5 indicators well (79.2 %). In the reading and writing stages, 18 students were able to carry out 5 indicators well (75%0. Meanwhile, in the post-reading and post-writing stages, 17 students were able to carry out 2 of the 5 expected indicators (70.8 %). The total number the reading and writing score is 100. Based on the analysis of the results of the final cycle II action test, the ability to read is 83.3 % and the ability to write is 87.5%. Reflection is carried out based on exposure to data, research results and research findings of cycle II, namely learning to read and write beginning where the target has not reached 100%. Efforts that can be made in cycle III are students assigned to read and write using books according to the stages of the synthetic structure analysis method. So that the results achieved in learning to read and write beginning do not experience a decline.

Description of Action Data Cycle III

a. Planning learning to read and write beginning with the synthetic structure analysis method cycle III

As in the actions of cycles I and II, in the actions of cycle III, the researcher prepared observation sheets so that observers could carry out their duties properly. Learning planning is prepared based on the results of reflection on cycle II actions, with a time allocation of 60 minutes. The learning objective is that students are able to read and write simple sentences correctly.

b. Implementation of learning to read and write the beginning by using the synthetic structure analysis method cycle III

Learning to read and write at the beginning of the third cycle of action was held in three meetings. The researcher remains as a teacher as in the actions of cycle I and cycle II. Achievement of the initial reading and writing level by using fixed books with three stages, namely the pre-reading and pre-writing stages, the reading and writing stages, and the post-reading and post-writing stages.

c. Cycle III Research Findings

The pre-reading and pre-writing stages are categorized as very good (SB). The teacher awakens student schemata through apperception activities. The teacher's activity when reading and writing is categorized as very good (SB). This learning activity is in accordance with the goals and focus of the initial reading and writing material, where the teacher carries out activities to generate student schemata, directing students to be able to read and write fluently. The post-reading and post-writing stages of teacher activity are categorized as good (B). The teacher guides students in reading and writing sentences. Students look active and motivated to do the task given by the teacher, namely reading and writing a reading text.

d. Cycle III Data Analysis

The third cycle shows that of the 15 planned indicators starting from the pre-reading and pre-writing stages, the reading and writing stages, and the post-reading and post-writing stages can be implemented very well (100%). The teacher's activity in the third cycle influences the success of students in carrying out reading and writing activities. Based on the results of the test percentage analysis, it was found that in general reading ability was 87.5% and writing ability was 91.6%, while the final reading test was 91.6% and the final writing test was 95.8% so that it was categorized as very good (SB). Comparison of the average percentage of student learning outcomes in each cycle can be seen in the following table:

Table 1 Average Score in Reading

Student Aspect	Initial test	Formative Test Cycle I	Formative Test Cycle II	Cycle III Formative Test	Final Test
% Completeness	66.66 %	70.8 %	83.3 %	87.5 %	91.6 %
% incompleteness	33.4 %	29.2 %	16.6 %	12.5 %	8.4 %

Table 2 Average Score in Writing

Student Aspect	Initial test	Formative Test Cycle I	Formative Test Cycle II	Cycle III Formative Test	Final Test
% Completeness	79.2 %	83.4 %	87.5 %	91.6 %	95.8 %
% incompleteness	20.8 %	16.6 %	16.6 %	8.4 %	4.2 %

Based on the presentation of the data and the results of data analysis, both teacher and student aspects, it can be concluded that the act of learning to read and write beginning based on synthetic analysis methods in cycle III experienced significant developments. This can be seen from the average achievement in very good qualifications (SB). Thus there is no need to design learning in the next cycle.

Discussion

Discussion of research results consists of (1) learning planning, (2) implementation, (3) evaluation of student learning outcomes. These three stages are discussed as follows:

1) Planning Beginning Reading and Writing Learning through the Implementation of the Synthetic Analysis Structure Method.

Based on research data that has been designed by the teacher there are elements of (1) learning materials, (2) learning objectives to be achieved, (3) teaching aids or media/images that are appropriate to learning needs, (4) techniques and experiences student and teacher learning in the form of teaching and learning activities (KBM), (5) availability of initial reading and writing process format sheets and learning evaluation tools. These components are

contained in all plans that have been designed by the teacher collaboratively, both in cycle I, cycle II, and cycle III. The results of the research on the effectiveness of learning to read and write beginning based on the synthetic structure analysis method revealed that the teacher had made a preliminary reading and writing learning design model through the synthetic structure analysis method in the form of a lesson plan (RPP), before carrying out learning in class. This activity is in accordance with the opinion of Hamalik (2001: 135) stating that teaching plans are made to help teachers identify students' needs, students' interests and encourage student learning motivation. The learning phase is carried out in cycle I, cycle II, and cycle III. The similarity of each cycle lies in the use of time allocation for each stage of learning, indicators of teaching and learning steps, and the choice of learning materials.

Based on the learning design made collaboratively through the process and adapted to relevant learning theories, each lesson is proven to be effective.

2) Implementation of Learning

Beginning reading and writing based on the synthetic structure analysis method of cycle I at the pre-reading and pre-writing stages revealed that the seven indicators that had been set could be implemented properly by the teacher in guiding students to be ready for reading and writing learning activities. Readiness to read is in line with Syafi'ie's opinion (1991: 10) that readiness to read occurs when they have mastered a set of abilities that enable them to learn to read, including the ability to see differences in the objects they see, the ability to distinguish sounds and sounds. -the sounds he hears (visual and auditory discrimination), knows pictures, knows that the writing is the same as the speeches written on paper, that the letters have something to do with sounds.

The stages when reading and when writing there are five indicators that have been set. The five indicators have been carried out by the teacher well. Schemata generation activities are carried out by assigning students to observe pictures, letter cards and ask questions. This activity is in line with the opinion of Tompkins (1991: 265) which states that the activity of generating schemata by observing pictures, illustrations, and reading titles is the initial process of starting reading.

In the post-reading and post-writing stages, there are three indicators that are targeted, and all three cannot be carried out due to time constraints, namely providing guidance and reading and writing exercises, giving assignments to tell pictures, and giving reading and writing assignments.

This study revealed that the research subjects could do the pre-reading and pre-writing stages well. During the reading and writing stages, there were research subjects whose reading had not been able to pronounce letters perfectly, and in writing there were still deficiencies in letters in words. Based on the discussion in cycle I, it has been proven that there has been no progress, this is due to inefficient time allocation so that the post-reading and post-writing stages are not carried out.

The initial reading and writing ability of grade I students has not yet reached the desired stage, namely being able to read and write fluently. Efforts that can be made to increase the activity of students reading and writing beginning in cycle II is to carry out student activities guided by the signs of success that have been targeted.

In the pre-reading and pre-writing stages, the teacher generates student schemata by asking and answering letters and words, and invites students to participate in lesson preparation. During the reading and writing stage, the teacher modeled reading and writing based on the synthetic structure analysis method. Students are guided to be active in using letter and picture cards in composing a word or sentence. This is in line with the suggestions of Rhoders and Marling (1998: 152) that students should be given assignments freely to interact with objects, pictures/illustrations related to reading. In the post-reading and post-writing stages, the teacher gives guidance on reading and writing, then assigns students to read and write, and gives students a final test. Giving tests carried out in each cycle. Tests can describe achievements and talents (Roekhan and Martutik, 1991: 1).

Based on the discussion in cycle II, it can be concluded that the teacher's activities guiding students to read and write beginning with the stages of the synthetic analysis structure method are proven to be able to direct students to be able to read and write. This can be seen in the success of the process and learning outcomes of students experiencing development from cycle I to cycle II.

Cycle III activities are done to improve the process and results of reading and writing learning that has been done. In the pre-reading and pre-writing activities, the teacher still raises students' schemata by holding apperception activities. This activity went well.

The stages when reading and when writing have increased, both teacher and student activities. While the post-reading and post-writing stages, the teacher guides students to be able to read and write using books. After that, assign students to read and write a reading text. In this activity, the activeness and ability of students in reading and writing can be seen. This is in line with what Syafi'ie said (Rahim, 2007: 15) that in order to achieve maximum reading results, the reader must master the activities in the reading process. Based on the discussion of cycle III, it can be concluded that teacher activities guiding students to read and write by using books through the synthetic structure analysis method are proven to be able to improve the reading and writing abilities of grade I students.

3) Evaluation of Student Learning Outcomes

The activity provides an evaluation of the results in each cycle going well. Evaluation of learning outcomes is carried out in each cycle I, cycle II, cycle III. An outcome evaluation was carried out to assess the impact of implementing the initial reading and writing process. Assessment is carried out continuously and can continuously provide data that reflects the actual state of students. The implementation of evaluation is in line with the opinion of Usman and Setiawati

(1995: 37) that evaluation is carried out continuously until special events are recorded/assessed in full.

Cycle I, cycle II and cycle III revealed that the formative tests and final reading and writing tests carried out by the teacher were in accordance with the intention to describe student achievement. The success of the test can be seen from the average test cycle I to cycle III and the average final test is good. Cycle I reading ability 70.8%, cycle II reading ability 83.3 % , cycle III reading ability 87.5% and final reading test 91.6%. Cycle I writing ability 83.4 % , cycle II writing ability 87.5%, cycle III writing ability 91.6% and final writing test 95.8%. Thus the implementation of the synthetic analytical structure method in learning to read and write at the beginning has proven to be effective.

CONCLUSION

Based on the background that has been stated, it can be concluded as follows: the use of the synthetic structure analysis method in learning can improve the process of learning to read and write at the beginning of class I SD Negeri 2 Takimpo. This is evidenced by an increase in student learning outcomes from the first cycle with sufficient qualifications to become good qualifications in the second cycle. Likewise, in the third cycle, the qualifications were very good.

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