

The Influence of the SAS Method (Synthetic Analytical Structural) to Improve the Vocabulary Mastery Ability of Grade I Students in Elementary Schools

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Abstract

This research is a quantitative study to determine the effect of the SAS (Synthetic Structural Analytical) method to improve the vocabulary mastery abilities of class I students in elementary schools in the 2023/2024 academic year. Tebayak Hamlet, Tegal Maja Village, Tanjung District, North Lombok Regency. In this type of quantitative research, the pretest approach uses a single group pretest and posttest design. The collection technique used by researchers is pretest and also uses observation, interviews and instrument tests, which shows students' ability to master vocabulary. This is proven by the average pre-test score of 53.5% while the post-test average is 76.0%. Likewise, the results of the calculations obtained are t calculated at $12.795 > t$ table 0.444 with a significance of 5% , thus t calculated $> t$ table, it can be concluded that there is a significant influence of the SAS (Synthetic Structural Analytical) method to improve students' vocabulary mastery abilities. class I in elementary school.

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1. INTRODUCTION

Reading is an important and necessary aspect of developing language skills. According to Tarigan, reading is a process that is carried out and used to obtain the message that the writer wants to convey through the medium of words/written language. Therefore, reading is taught during primary education so that students do not fall behind in reading. Reading is also part of language skills at the third level after listening and speaking. Meanwhile, according to Elvi Susanti mReading is an action that does not just transfer writing but also involves many things.

The SAS method is a method specifically for learning to read and write, of course it can also be used in various types of learning, including reading. In principle, this SAS method has operational steps with a structural sequence, namely displaying the whole, analytical is a decomposition process and synthetic is a combination back to the original structural form. This SAS method is very influential and also really helps students in learning to read because this method is the basis for analytical thinking. Therefore, the researcher took research on the SAS (Synthetic Analytical Structural) Method using syllables to determine students' syllable knowledge and also developed the SAS method for students.

Meanwhile, language plays a very important role in human life. This can be proven by the use of language as a means of communication and interaction in everyday life, humans communicate through two languages, namely verbal and non-verbal. Verbal communication can be carried out using spoken or written language media, while non-verbal communication can be carried out using methods other than language. In reading, of course, students can master and master the syllables they know in syllables, of course this will make good

communication possible by mastering special reading skills. By using this syllable method, students can easily recognize the syllables given by the teacher. Of course, this syllable method does not make students feel bored, students will experience new experiences.

The difficulty experienced by class I students at SDN 2 Tegal Maja is the lack of mastery of syllables in Indonesian including reading. It can be proven that students use their local language more when communicating with friends and with teachers, but teachers continue to provide and also develop and mastery of syllables to student.

Therefore, as a student, students are expected to have adequate vocabulary mastery so that they can have complete language skills and good communication skills. For students, especially in elementary schools (SD), language is the most needed communication tool, especially in teaching and learning activities so that students are able to carry out learning activities well. Through good language skills, students will be able to convey obstacles, carry out consultations, express opinions, state answers, collaborate with groups and be able to interact with other people to support learning activities. Thus, students' vocabulary mastery must be further improved so that there are no gaps in communication, especially during learning activities. In this case, the teacher designs a method, namely the syllable method, which is easy for students and students can also find new experiences in learning. Students also don't get bored when the teacher starts learning using this syllable method. This syllable method is used so that students can develop the syllables that will be given by the teacher. This method is also very important for students because students will not feel sleepy when carrying out the syllable method learning. The syllable method will be used by the teacher giving students groups and the teacher will write down several words that the students will connect according to the correct sentence, the teacher writes the words on the board and the students will connect the sentences. This method is of course to improve students' abilities and also students' mastery in reading.

The low level of Indonesian vocabulary mastery of students at SDN 2 Tegal Maja, especially class I, is caused by: (1) students still tend to use regional languages when communicating at home so that they carry over to school; (2) students lack special interest in Indonesian language subjects and reading; (3) teachers tend to use the lecture method when teaching Indonesian language lessons; (4) teachers have never evaluated students' level of mastery of Indonesian vocabulary; (5) the type of media used by the teacher; (6) teacher strategies in teaching.

By using this method it will be easier for the teacher and to know more about the extent of the students' mastery of syllables, of course students will experience different learning using the SAS method. Using the SAS method will of course not make it difficult for students when learning begins, students will better understand the syllables given by the teacher, using the SAS method is of course easy, usually the teacher will write down the syllables which will become a sentence or paragraph. This SAS method is probably not commonly used by teachers, in fact it is often used by teachers when starting learning because it is not difficult and is also very easy for students to understand.

The SAS (Synthetic Anatomical Structural) method is a model specifically for learning to read in lower grades, but at SDN 2 Tegal Maja of course in class I there are students who still have difficulty with syllables and even these students have difficulty distinguishing between the letters b, d, therefore the researcher uses This SAS method is to provide students with the ability and skills to master syllables. The sas method also uses the process of decomposing sentences into words, words into syllables, syllables into letters and then continues with the synthetic process. The parsing results are replaced following the sequence.

Therefore, based on the description above, the researcher intends to conduct research with the title "The Influence of the SAS (Synthetic Structural Analytical) Method to

Improve the Vocabulary Mastery Ability of Class I Students at SDN 1 Tegal Maja and at SDN 2 Tegal Maja in the 2023/2024 Academic Year".

2. RESEARCH METHOD

This research uses quantitative methods. Researchers conducted research at SDN 2 Tegal Maja. Researchers conducted this research because researchers were interested in using the SAS method with students, especially class I, and of course because there were students who did not master syllables and could not differentiate between syllables that were almost the same as bd, students sometimes standardized pronunciation. because the letters are almost the same.

Meanwhile, population is defined as a generation area consisting of objects or subjects. The characteristics studied by researchers come to the conclusion that the population is not just people but includes all the characteristics or traits possessed by the subject. The population and sample in this study were all students, especially class I. Data collection methods are the methods used by researchers to collect data to obtain results and conclusions from research. Muliawan explained that in general, methods of collecting data and information in research are divided into 6 forms, namely: (1) observation; (2) interview (interview); (3) trial (experiment); (4) questionnaire or questionnaire; (5) literature/library sources. However, this research only used three methods to collect data. These three methods were used to determine the progress made by students in implementing learning using the syllable connection game as a medium. Instrument validity is one of the testing steps to see whether the questions and statements used in the late instrument are valid or not. In this case, the researcher carried out the validity test results using SPSS 16 software.

3. RESEARCH RESULT

The research results showed that the SAS method was able to have an influence on grade 1 students at SDN 2 Tegal Maja, proven when the researcher gave them an instrument test with 10 multiple choice questions and explained the method that would be taught. By using the SAS method for grade 1 students at SDN 2 Tegal Maja for the 2023/2024 academic year, using the SAS method will be more effective and students will not feel bored when starting learning. This was proven when researchers started giving tests to students and there were several students who had poor syllable skills and there were also students who had sufficient vocabulary skills.

Of course, this method is very influential for students because students are able to master and understand the vocabulary they learn more easily.

In this research, researchers need to know whether or not Merode SAS has an influence on vocabulary learning by grade 1 students at SDN 2 Tegal Maja. The data used include validation tests, hypothesis tests and also reliability tests using the t test with the help of the SPSS application.

From the results of the tests that the researchers have carried out, based on these data the researchers can describe that the results of R_{count} each question have a value $<$ of the R value table namely 0.497. Apart from that, if the decision is based on the significance value of the validity test, then based on this table the significance value of each pretest question has a significance value of <0.05 so that from these two basis for decision making the results of the validity test of the pretest instrument get valid results.

From the results of the tests that the researchers have carried out, based on these data the researchers can describe that the results of R_{count} each question has a value $<$ of the R value table namely 0.497. Apart from that, if the decision is based on the significance value of the validity test, then based on the table, the significance value of each posttest question

has a significance value of <0.05 so that from both bases for decision making, the results of the validity test of the posttest instrument get valid results.

From these two test results, the researcher can conclude that the instrument pretest and the posttest that the researcher has compiled can be used as an appropriate data collection tool for research at the actual research location.

The normality test is a test carried out with the aim of assessing the distribution of data on a group of data or variables.

Decision making on normality test results

- a. If the significant value is > 0.05 , then it is declared to be normally distributed.
- b. If the significant value is $<$ then it is declared abnormal.

Based on the results of the normality test, it can be seen that the significance value in the Shapiro Wilk and Kolmogorov Smirnov tests is <0.05 so that from both results the researcher can conclude that the data obtained by the researcher is normally distributed.

Hypothesis testing is carried out to prove the hypothesis whether hypothesis H1 is rejected or accepted. In this case the researcher carried out a hypothesis test using the paired T test Samples T test.

Based on the test results, the researcher obtained the significance value in the T test of $0.000 < 0.05$ so that in this case the hypothesis accepted is valid

In this study, we found that the results obtained were significant in the T test, namely $0.000 < 0.05$ and showed that it was significant in the hypothesis with the results that accepted. Researchers use the UI T to find results that are appropriate for researchers to find the influence of using the SAS method.

The results show that the SAS method has an important influence on the vocabulary of grade 1 students at SDN 2 Tegal Maja and the hypothesis is declared acceptable. This hypothesis was accepted with the results of the item test instrument using 10 questions given to students and also the test instrument using the T sample paired test to determine the results of the item instrument with each value $<$ of the R table value, namely 0.497. In addition, if the decision is based on the significance value of the validity test, then based on this table the significance value of each posttest question has a significance value of <0.05 so that from the two bases for decision making the results of the validity test of the posttest instrument get the same results. valid

From these two test results, the researcher can conclude that the pretest and posttest instruments that the researcher has compiled can be used as appropriate data collection tools for research at the actual research location so that for the SAS Method influential to determine students' vocabulary mastery using a question item instrument with valid results.

Based on research conducted by researchers using the T test and also the pre test with each value $<$ of the R table value, namely 0.497 using 10 questions. showing if the results of the T test are declared valid

On study This hypothesis result shows that H_0 is rejected and H_1 is accepted, this can be proven by the sig result. In the T test with $0.000 < 0.05$ according to the criteria, namely the sig value. <0.05 . Bloom emphasized in (Susanto: 2013) that three levels of cognitive, affective and psychomotor influence learning outcomes. The cognitive level includes knowledge, understanding, application, analysis, and judgment; The affective level consists of five levels: receiving, responding, assessing, managing, and experiencing. In short, good learning outcomes result from good teaching. The expected learning outcome is knowledge that can be applied practically. Learning tailored to students' interests, concerns and needs makes learning easier. Learning outcomes is a term used to describe the changes experienced by students as a result of learning activities. The level of student success in learning certain material at school is measured by material test scores.

4. CONCLUSION

The application of learning using the SAS (Synthetic Analytical Structural) method in class I SDN 2 Tegal Maja, increased learning outcomes as evidenced by an increase in vocabulary in learning. In the research conducted by the author, namely regarding the Influence of the SAS (Synthetic Analytical Structural) Method to Improve Class I Vocabulary Mastery Ability in Elementary Schools in the 2023/2024 Academic Year, it can be concluded that there is an influence in the use of the SAS method on the pre-test and post-test of class I students at SDN 2 Tegal Maja.

We can know this from the results of the t-test analysis $n-2) 20-2 = 18$, thus the price of t table $18 = 0.468$ with t count = 12,795, then it is obtained if t count > from t-table or $12,795 > 0.468$ then H1 is accepted and H0 is rejected. So it can be concluded that the influence of the SAS (Synthetic Structural Analytical) method is to improve class I vocabulary mastery in elementary schools for the 2023/2024 academic year.

5. REFERENCES

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