



APPLICATION OF THE SAS METHOD USING SONG MEDIA IN IMPROVING THE BEGINNING READING ABILITY OF CLASS II STUDENTS OF STATE PRIMARY SCHOOL COT KUTA

Eli Yusnita¹, Siti Mayang Sari², Akmaluddin³, Sariakin³
¹²³⁴Bina Bangsa Getsempena University, Banda Aceh, Indonesia

* Corresponding email: eliyusnita42@guru.sd.belajar.id

ABSTRACT

The research, entitled "Application of the SAS Method with Song Media in Improving Beginning Reading Ability of Class II Students of SDN Cot Kuta", aims to determine the activities of teachers and students in the application of the SAS method with Song Media as well as improving students' reading comprehension skills through the application of the SAS method with song media. in class II SDN Cot Kuta. This study uses a qualitative approach and the type of PTK research. Subjects in the study of class II students were 22. Data collection techniques were carried out using observation sheets and tests. Data analysis uses the frequency distribution formula. Based on the results of the study it can be seen that the teacher's activities in the process of managing learning in cycle I by applying the SAS method and song media achieved a percentage value of 73.75% in the good category. In cycle II it increased to 85.52% with a very good category. Student activities in the learning process in cycle I by applying the SAS method and song media achieved a percentage value of 70% in the good category. In cycle II it increased to 94.44% with a very good category. Students' initial reading ability in cycle I was 64%, in cycle II it rose to 86%. So it can be concluded that improving students' initial reading skills through the SAS method and song media can improve their initial reading skills.

Keywords: Method, Media, Beginning Reading Ability

INTRODUCTION

One method that can be applied to learning at the elementary level such as Madrasah Ibtidaiyah is the SAS (Synthetic Structural Analytical) method. The SAS method is a type of method commonly used for the initial reading and writing learning process for beginner students (Nurhasanah, 2016). The advantage of the SAS method is that it can be used as a basis for analytical thinking, makes it easy for children to follow procedures and will be able to read quickly at the next opportunity, helping children master reading fluently (Kharizmi, 2019). Learning using the SAS method will certainly be more interesting and make it easier for students to combine it with song media (Laksono et al., 2020). Songs are included in audio media because songs are very closely related to the sense of hearing (Zahara & Sina, 2020).

Specifically in this research, the researcher focused on the song entitled "My Two Eyes" created by Soerjono or better known as Pak Kasur. Children's songs by Mr. Kasur have a good influence on children's development. This is an interesting thing to observe because Pak Kasur's songs are still widely used as model songs in family and formal learning and Pak Kasur creates songs that are cheerful, educational and patriotic for Indonesian children, including songs with the title "My Two Eyes" which describes parts of the human body (Fahri et al., 2022).

Based on the information regarding the SAS method assisted by song media with the title "My Two Eyes" above, it is certainly very suitable in efforts to improve beginner reading skills in children at the elementary school level, considering that the majority of children's beginner reading abilities are still low. Hutapea said the causes of children's low interest in reading were, first, parents were less aware that reading from an early age was important (Amini & Pujiharti, 2021). Second, the availability of books in the school library that are less attractive, have no pictures and are not colored according to children's preferences (Andriani et al., 2019). Third, there is very little public concern for establishing reading parks in the surrounding environment (Bohach, 2015).

METHODS

This research is a qualitative research. This type of research is Classroom Action Research (PTK) which consists of four main steps, namely planning, acting, observing, and reflecting (Arikunto, 2019). The subjects in this study were 22 students consisting of 10 male and 12 female class II students. Data collection in this research was carried out by observing teacher and student activities and conducting beginner reading ability tests. Meanwhile, data analysis uses the frequency distribution formula.

RESULTS AND DISCUSSION

In fact, good reading can improve student learning outcomes. Learning reading skills is a language skill that cannot be separated from writing, speaking and listening skills. Learning to read in Indonesian language learning at elementary school level II is described in Basic Competency (KD) 3.1 which reads "Detailing expressions, invitations, commands, rejections contained in story or song texts that describe attitudes towards living in harmony and KD 4.1 which states "imitate expressions , invitations, commands, refusals in children's stories or songs using polite language." Meanwhile, SBDP lessons include KD 3.1, namely "recognizing musical elements through songs and KD 4.1, namely "imitating musical elements through songs".

Learning to read in elementary school is divided into two, namely, (a) beginning reading in grades I, II and III, (b) advanced reading in grades IV to VI. Beginning reading emphasizes the introduction of vowels, consonants and diphthongs so that it is done by reading aloud and fluently (voicing). Beginning reading is the initial stage in learning to read which is focused on recognizing symbols or signs related to letters so that it becomes the foundation for students to continue to the initial reading stage (Wigati, 2015).

The purpose of starting reading in lower grades is so that students can read simple words and sentences fluently and accurately, have the ability to understand and voice writing with reasonable intonation. The fluency and accuracy of children's reading at the beginning of learning to read is influenced by the activity and creativity of teachers who teach in lower grades. In other words, teachers play a strategic role in improving students' reading skills. Likewise, this research focuses on aspects of beginner students' reading skills.

Based on the results of initial observations at SDN Cot Kuta for the 2022/2023 academic year, the researchers found several problems, including students' reading ability which was still very low. In general, there are still

many students who are not fluent in spelling well and correctly. This is because the teacher does not use interesting learning methods or media, causing students to not be enthusiastic in learning, especially reading the beginning. This was reinforced by the initial data that the researchers found regarding the reading comprehension ability of class II students at SDN Cot Kuta, some of whom had not reached the KKM score of 70 set by the teacher, of which 22 (100%) 9 (41%) could not read well. 10 (45%) are still considered good and there are even 3 (14%) students who cannot read at all.

One of the solutions that the researchers proposed in this study to improve the reading ability of Class II students at SDN Cot Kuta is to apply the SAS method with song media. Researchers believe that this song media method has an attraction for students to be enthusiastic and motivated to learn to read so that it can get students used to actively studying in class.

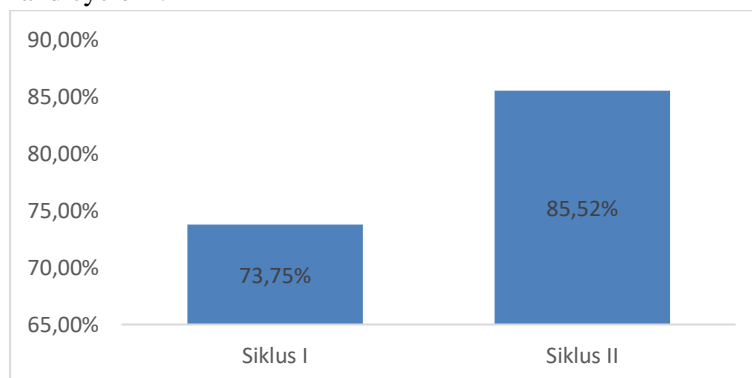
The learning process in cycle I is still weak in teacher activity and student activity which can be influenced by a lack of communication between teachers and students. At this stage the learning outcomes do not yet meet the KKM score of 70. Researchers make improvements in cycle II, things that can be prepared in the form of evaluation and reflection on actions that have taken place in cycle I stage. In cycle II stage teacher activity and student activity have increased, this can be shown from the results of observations of teacher activities, student activities and learning outcomes that meet KKM 70 as set out in the school. Wahidwarni (2020) explains that a person can be said to have succeeded in learning if he is able to show changes in himself. These changes include in terms of thinking ability, skills or attitude towards an object.

1. Teacher Activities during Learning Cycles I and II

Cycle I teacher activities in managing learning received different scores and the overall average score for teacher ability was 73.75% and was included in the good category. However, teachers have not been able to convey apperception and convey the steps of the SAS method and the song media is still not well understood by students. In the core activities, teachers are not good at directing students to be able to decompose words into syllables, teachers are not good at directing students to decompose syllables into letters and teachers are not good at directing students to synthesize letters into syllables.

In cycle II, it showed that every aspect of teacher activity observed in managing learning received an overall score of 85.52% and was included in the very good category, where every learning step had been carried out well and optimally. The results of observations obtained from teacher activities in

managing learning in cycle I obtained a percentage score of 73.75% in the good category and in cycle II it increased to 85.52% which could be categorized as very good. This learning of Indonesian using the song "My Two Eyes" in cycle I and cycle II is presented as showing that the teacher is making improvements and renewal efforts to increase his activities in learning by using the SAS method and song media. The following is a comparison of teacher activities in cycle I and cycle II:

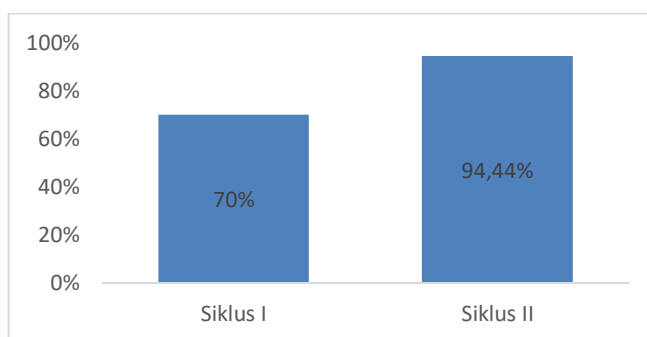


2. Student Activities during Learning Cycles I and II

Student activities in the learning process took place by applying the SAS method and song media in cycle II and obtained a percentage score of 70% and were included in the good category. However, there are still several aspects of student activities that are not yet active in the learning process and still need improvement, namely: students still seem less ready to participate in learning activities using the SAS method, students are less able to answer small questions in apperception activities carried out by the teacher, students are still having problems In analyzing a sentence into words related to body parts, students are still constrained in decomposing words into syllables and students are still constrained in synthesizing letters into syllables. This still reflects the lack of motivation to learn in cycle I, which according to Uno (2018) can arise due to intrinsic factors, namely the desire and desire for learning needs and extrinsic factors, namely the presence of awards, a conducive learning environment and interesting learning activities.

In cycle II, student activity in the Indonesian language teaching and learning process increased, namely 94.99%, which was included in the very good category. Thus, learning in cycle II of student learning activities during the learning process went very well with the application of the SAS method with song media in initial reading activities. Information on the results of

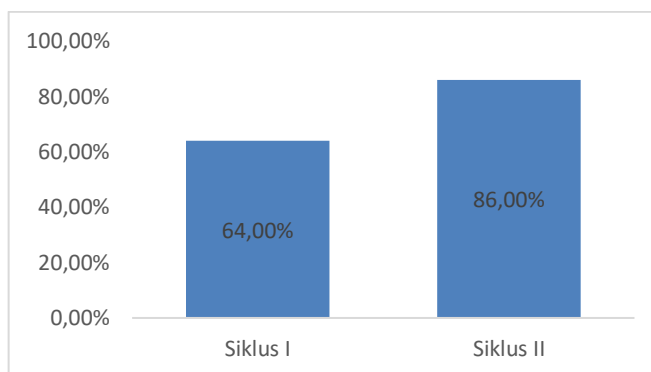
observations obtained in cycle I regarding student activities obtained a percentage score of 70%, including the good category, and in cycle II there was an increase, namely the percentage value became 94.44% in the very good category. So it can be seen that student activity in the learning process using the SAS method and song media in cycle II experienced a good increase. This is in line with Dhyna Novelsa (2016), who said that the success of cycle II reached the very good category because in the last learning activity students were able to carry out all activity indicators. The following is a comparison of student activities in learning Indonesian using the SAS method and the song "My Two Eyes" in cycle I and cycle II, presented in the form of a diagram below.



3. Learning Results of Cycles I and II

The completeness of student learning can be seen from researchers using test questions as a research instrument. New students are said to have completed their studies if the score obtained meets the Minimum Completeness Criteria (KKM) set for that class, namely 70 for individual completeness, while the classical score is 75% as determined at school. To find out whether students have achieved complete learning outcomes, researchers give tests in each cycle. And in each cycle students are tested by observing students' beginner reading abilities which are adjusted to research indicators.

The percentage of student learning completeness in cycle I was 14 students who completed (64%), while 8 students did not complete (36%). In cycle II there was an increase to 19 (86%) students who completed (Very Good) and only 3 (14%) students who did not complete. It can be concluded that students' classical learning mastery for cycle II is very good. The following is a comparison of student learning completeness in learning Indonesian using realia media in cycle I and cycle II, presented in the form of a diagram below.



Based on Figure 3 above, it shows that the results of classical student mastery through the use of the SAS method and song media in the initial reading material applied by the teacher in class II SDN Cot Kuta has reached (86%) in cycle II. However, there were 3 students who had not achieved learning mastery due to differences in students' ability to read, as we know that each student has different abilities, there are students who have high, medium and low abilities in the learning process, cannot understand the material. what their teacher teaches is not focused on what the teacher teaches, they have to take a deeper approach. In line with Rosiana Khomsah and Dhyna Novelsa, said that the success of students' learning completeness in cycle II experienced a very good increase, because in cycle II students were able to understand the material and questions given by the teacher. This illustrates that there is an increase in the quality of learning carried out through the SAS method and song media on the initial reading ability material both in terms of teacher activity, student activity and learning outcomes.

CONCLUSION

The teacher's activities in the process of managing learning in cycle I by applying the SAS method and song media reached a percentage value of 73.75% in the good category. In cycle II it increased to 85.52% with a very good category. Student activities in the learning process in cycle I by applying the SAS method and song media reached a percentage score of 70% in the good category. In cycle II it increased to 94.44% with a very good category. Students' initial reading ability in cycle I was 64%, in cycle II it rose to 86%. So it can be concluded that improving students' initial reading abilities through the SAS method and song media can improve their initial reading abilities.

ACKNOWLEDGEMENT

The author would like to thank the SDN Cot Kuta school for their great help in collecting data during the writing of this paper so that it was completed well. Thank you for My Lecturer speciality for Dr. Siti Mayang Sari, M.Pd, Dr. Akmaluddin, M.Pd, Dr. Sariakin, M.Pd. Thanks for all lot of.

REFERENCES

- Amini, S. K., & Pujiharti, Y. (2021). Pengembangan Canva sebagai Media Pembelajaran Ekonomi di SMP Pondok Pesantren Tholabie Malang. *Ecoducation Economics & Education Journal*, 3(2), 204–217.
- Andriani, A., Dewi, I., & Sagala, P. N. (2019). Development of blended learning media using the mentimeter application to improve mathematics creative thinking skills. *Journal of Physics: Conference Series*, 1188(1). <https://doi.org/10.1088/1742-6596/1188/1/012112>
- Bohach, B. (2015). “ Padding ” Literacy Pedagogy : Pre-service Teachers Prepare for Teaching in 1:1 iPad Environments. *Society for Information Technology & Teacher Education International Conference*.
- Fahri, F., Lubis, M. J., & Darwin, D. (2022). Gaya Kepemimpinan Demokratis Guru pada Motivasi Belajar Siswa. *Jurnal Basicedu*, 6(3), 3364–3372. <https://doi.org/10.31004/basicedu.v6i3.2616>
- Kharizmi, M. (2019). Kesulitan Siswa Sekolah Dasar Dalam Meningkatkan Kemampuan Literasi. *Jurnal Pendidikan Almuslim*, .
- Laksono, D., Iriansyah, H. S., & Oktaviana, E. (2020). Pengembangan Media Pembelajaran Video Interaktif Powtoon Pada Mata Pelajaran IPA Materi Komponen Ekosistem. *Jurnal Nasional Pendidikan STKIP Kusuma Negara III*, 1(1), 255–262.
- Nurhasanah, A. (2016). Penggunaan Metode Simulasi Dalam Pembelajaran Keterampilan Literasi Informasi Ips Bagi Mahasiswa Pgsd. *Jurnal Pendidikan Sekolah Dasar*, 2(1), 87–95.
- Zahara, Z., & Sina, I. (2020). PERAN MEDIA TEKNOLOGI PENDIDIKAN PADA KEGIATAN BELAJAR MENGAJAR DI TENGAH PANDEMIK COVID-19. *Rausyan Fikr : Jurnal Pemikiran Dan Pencerahan*. <https://doi.org/10.31000/rf.v17i2.3035>