

THE IMPLEMENTATION OF THE SAS METHOD WITH PICTURE CARD ACTIVITIES TO ENHANCE INITIAL READING ABILITIES

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ABSTRACT

The SAS (Synthetic Structural Analytical) method is a beginning reading and writing method that can be used in elementary class learning by introducing complete sentences. This method has steps that are arranged and arranged in a structured manner which can help students to be able to read and write fluently. The aim of this research is to determine the effectiveness of applying the SAS method to individuals with reading difficulties. This research design uses a single subject. The participant in this research was an 8th grade junior high school student who had difficulty reading. The data collection techniques used were observation, interviews and psychological tests. The research results showed that the Synthetic Structural Analytical method had an effect on improving reading ability after receiving intervention 5 times with a duration of 60 minutes each session. This improvement can be measured by increasing the subject's scores on initial reading and writing abilities before and after the intervention. Based on the research conducted, it can be concluded that the SAS method is effective for improving the beginning reading and writing skills of children who have difficulty reading.

KEYWORDS Learning Disorder, Intellectual Disability, Synthetic Analysis Structure (SAS),



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INTRODUCTION

Language is an activity carried out by humans to communicate in everyday life (Abasa & Senduk, 2014). The function of language is as a means of communication in society itself, every human being has certain goals, in fact language can be used to convey opinions. Without language it will be difficult to realize the vision of national education. Therefore, Indonesian language education is one of the main materials that needs to be taught to students at school. Reading

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skills are basic skills for students that they must master in order to be able to participate in the entire learning and education process (Saddhono, 2012).

Learning is a process carried out by educators on students so that changes in behavior occur from cognitive, affective and psychomotor aspects as a result of experience to achieve learning goals (Darmuki, 2020). Learning is a process of changing behavior that requires encouragement or motivation to move in a better direction, from not being able to being able to, from not knowing to knowing (Darmuki et al., 2017). These behavioral changes can come from cognitive, affective or psychomotor aspects (Darmuki et al., 2017). Learning can also be defined as a process where behavior is generated/changed through drill and experience (Hariyadi & Darmuki, 2019). Teaching is instilling knowledge and skills in students to achieve predetermined goals (Darmuki & Hidayati, 2019). The goal is the mastery of knowledge, skills and understanding or attitudes by students. (Suprihatin et al, 2021)

Language skills are the main provision for every learning activity so they must be mastered by students. Language skills can make communication run well. Students must master four language skills, namely: listening skills, speaking skills, reading skills and writing skills. All of these language skills have a close relationship and are interrelated in the learning process and daily life. Reading and writing skills in learning that occurs in class greatly influences student learning success, due to extracting information from various written sources (Loliyana et al., 2022:20). The lack of interest in reading among the public, especially among students, is closely related to reading ability. Someone will read a lot independently if their interest in reading is high. Therefore, teachers are required to increase students' interest in reading. In this way, their reading ability will increase further. The ultimate goal of reading is to understand the content of the reading, but the reality is that not all students can achieve this goal. Many students can read reading material fluently but do not understand the content of the reading material.

Reading comprehension is one aspect of language skills that must be mastered by elementary school students, especially in advanced classes. Through this activity students can obtain information in an active, receptive manner. It is called receptive because by reading a person will obtain information, gain knowledge and new experiences (Nurhadi, 2016). Based on the purpose of reading, learning strategies are needed that train students to interpret each reading and choose appropriate material that attracts students' interest in reading.

Based on observations made the individual's inability to read is still spelling each letter into one complete word such as the words "bo-la", "su-su". R knows the names of objects but cannot write the names of objects, for example a ball. Difficulty distinguishing the letters p and q, then F and V, b and d. Difficulty reading out loud, such as the letters ng and ny. R's inability to copy several words incompletely, such as the word "Tumbuan" to "Tumbuan". Even when dictating, R cannot rewrite what the teacher says.

Based on existing problems, it is necessary to improve the method of teaching reading skills, namely by using the inquiry method. The SAS method is one of the initial reading learning methods which goes through several stages, namely: The structure displays the whole and shows a complete sentence, then

analytics carries out the decomposition process, then synthetics combines it back into the original structural form (Huda, 2018). The use of the SAS method is very appropriate for lower class students because this method has previously been tested. Apart from that, this method is also appropriate to the stages of development of children's thinking so it is very appropriate to be applied in lower grades. The use of the SAS method cannot be separated from the role of educators. Because it is the educator who designs, selects and uses what will be achieved for an ongoing activity in the activity of applying the method used.

RESEARCH METHOD

This research is research using qualitative methods. The research design uses a single case study approach to see the effectiveness of the SAS method on individuals with reading difficulties. Qualitative methods were used to see the process of changes in participants' reading abilities before and after the intervention was implemented. The participant in this research was a man who had experienced difficulty reading at the beginning with the initials YAA

Data collection in this research used the results of interviews, observations, psychological tests, informal reading tests and worksheets that had been completed. Researchers carried out assessments to find out more about the problems experienced by participants. The psychological tests used include: 1) The WISC test to determine intellectual abilities, especially to measure the subject's overall IQ as well as determine language and numeracy abilities and the patterns found in the performance subtests. 2) The VSMS test determines social maturity in adapting and communicating with the environment.

The intervention was provided using the Synthetic Structure Analysis (SAS) method. The choice of this reading method was based on the consideration that the participants' reading abilities were still equivalent to the reading abilities of elementary school children aged 8 years (developmental stage according to Chall, 1979). The aim of the SAS method is to teach reading to elementary age children, it is hoped that it can also help participants to improve their reading skills to the capacity they have. Apart from considering these objectives, the SAS method which involves visual aspects using image media is expected to increase participants' motivation to take part in the intervention. The intervention was carried out over 5 sessions, each meeting lasting approximately 20 to 60 minutes.

RESULT AND DISCUSSION

Based on the results of this assessment, in general participants had high motivation to have good reading skills. However, participants did not focus their attention enough in the learning process so they got bored easily. The learning process only takes 15-20 minutes, apart from that, when carrying out assignments, the subject often daydreams and does not complete the assignment well.

Participants lack the initiative to study at home or at school. Even when studying at home, if the family reminds them to study, the participants will study but not do anything, just sit in front of their books, whereas at school the teacher has to pay intense attention, otherwise the participants will not study and just sit

still, so the teacher complains that the teacher must also pay attention to other friends, not just pay attention to the participants. Participants also never repeated lessons at home unless told to study and their parents also did not accompany the participants in their studies and asked their siblings to accompany them in their studies.

The participants' academic abilities were below average, this shows that the participants had poor potential to capture or understand the information provided. The potential intelligence of participants is not actualized optimally so that clients tend to have low achievement. Based on the results of assessments carried out on participants, the WISC results show that in the aspects of information, understanding, numeracy, equations, number ranges are in the low category. Meanwhile, in terms of vocabulary, completing pictures, arranging pictures, designing blocks, and arranging objects in the very low category. In the symbolic aspect, the subject is in the sufficient category.

In the informal test, it could be seen that participants were less able to read writing that contained diphthongs such as "nyanyi" to "yayi". Incompetence on partpronounce the combination of vowel diphthong letters (nya, ngu) like "mosquito". Cannot distinguish letters that have almost the same shape (bd), (pq), (mn), (uw). R removed several words in the sentence "father read a book" to become "father read a book". When reading a story, participants read it in a flat tone without pauses like spelling. Not very fluent in reading and pausing. Not yet able to read fluently so cannot answer the content of the reading. Replacing words with different meanings ("that's Ali's cat" is read as "that's Ali's peanut." Correcting one's own mistake ("Duku is sweet.") reading "The book is sweet." Self-correcting "Duku is sweet". Participants hesitate when reading, especially the words words containing diphthongs.

According to Havighurst, the process of mastering reading skills occurs at the age of 6-12 years. If a child is unable to master reading skills within this age range, other developmental tasks will be disrupted. This also happened to the participants. When participants do not master reading skills until their current age, they experience difficulties in studying at school.

The reading process involves several kinds of cognitive functions, one of which is attention and concentration. This attention and concentration is used to focus the recorded material and retain the content of the material in short-term memory. Meanwhile, theoretically, the condition of children with intellectual disabilities is weak. In terms of attention, concentration and working memory in the context of reading, it is needed to remember the series of letters that form words, the relationship between the shape of the letters and the sound of the letters, and plays a role in the process of spelling words (Konold, et al in Kumara 2014).

If we refer to Chall's (1979) reading stage theory, at R's current age, R should be in the third stage towards the fourth stage. In this third stage, the motivation for reading R should start to change from "learning to read" to "reading to learn". However, the participant's current condition still has not achieved the goal that he should achieve, namely "reading to learn" because he has not yet mastered all aspects of reading as stated by Abdurrahman (2012). Through the results of the reading assessments that have been carried out, participants have only entered

the second stage, namely the stage where they are able to decode well even though their speed is lacking.

Considering the importance of the influence of children's reading ability in following lessons, investment in participants is focused on reading ability, more specifically on the ability to read words and sentences where participants experience difficulty, namely words and sentences that contain the double consonants "ny" and "ng".

Therefore, the aim of the SAS method intervention that will be given is to improve participants' reading skills where the SAS method is a combination of the phonics method and the linguistic method. Therefore, children are invited to decode short written sentences which are considered as complete language units, then they are invited to analyze them into words, syllables and letters, then synthesize them back from letters to syllables, words and finally back into sentences.

SAS is also a method of analyzing sentences accompanied by pictures and/or without pictures into words, syllables, letters, words and then added again into sentences (Mulyono, 1997). According to the Ministry of Education and Culture (1991) the SAS method is to analyze sentences accompanied by pictures or without pictures into words, syllables, letters, syllables, words, then synthesize them back into sentences.

The advantages of the SAS method are that children can focus on the content of the reading, can attract children's attention because of the visual aids, and can instill the concept of words in sentences. The following is the intervention design that will be undertaken by research participants.

Tabel 1. Intervention design SAS method

Session	Activity	Objective	Time
1	Work contract and building rapport	<ol style="list-style-type: none"> 1. Participants and counselors understand the goals to be achieved through counseling and fill out Informed Consent. 2. Counselors are able to build trust from participants and understand the problems experienced by participants in more depth. 3. Participants are aware and understand the problems they are facing 	20 minutes
2	Arrange words based on syllables	<ol style="list-style-type: none"> 1. Participants were able to put together words with two syllables containing double consonants (ng, ny) 2. Participants were able to put together words with 3 syllables containing double consonants (ng and ny) 	60 minutes
3	Arrange words based on letters	<ol style="list-style-type: none"> 1. Participants are able to string together letters to form a word consisting of two syllables and containing double consonants (ng and ny) 	60 minutes

		2. Participants are able to string together letters to form a word consisting of three syllables and containing double consonants (ng and ny)	
4	Find words	Participants were able to find word cards that matched the instruction pictures	45 minutes
5	Evaluation	<ol style="list-style-type: none"> 1. The counselor and participants review the things that have been done and achieved during the intervention process. 2. The counselor is able to provide positive reinforcement for the progress made by participants 	45 minutes

The Intervention Plan for R consists of several sessions conducted at participant school by the writer. In the first session, the focus is on making participant feel comfortable with the writer and willing to participate in the intervention process. The steps include building rapport, identifying participant difficulties, and engaging R in a reading activity using visual aids. Evaluation is conducted through observation sheets and participant responses.

Subsequent sessions involve activities such as assembling words based on syllables and letters, as well as finding words that correspond to instructional images. The writer provides guidance and assistance to R when needed and praises successful achievements. Evaluation is done by ensuring that participant can read all the given words.

Psychoeducation is also provided to participant assisting teacher and parents/guardians. For the assisting teacher, the writer provides information about R's reading difficulties and the intervention methods to be implemented. Evaluation is conducted by assessing the teacher's involvement in the intervention and the approach tailored to R's condition.

Meanwhile, psychoeducation for participant parents/guardians aims to help them understand that participant reading difficulties are due to his intellectual limitations. The writer provides information about assessment results, characteristics of children with intellectual disabilities, and offers advice on how to support participant learning. Evaluation is done by assessing whether parents/guardians no longer push participant to learn beyond his capacity.

CONCLUSION

Evaluation of the intervention implementation on subject indicates improvement in reading ability after the intervention treatment. Initially, the subject struggled to read words with certain consonant sounds such as "ny" and "ng," but with practice using flashcards, the subject began to show progress in reading these words. Additionally, the subject was trained to write dictated words, where initially the subject only wrote according to pronunciation but later could write correctly.

Enjoyable and non-boring learning models, such as using visual media, also helped the subject focus and understand the correct form and way of writing words.

Intervention was also conducted with the parents, where they were guided to accompany the subject during learning. Creating a regular study schedule, creating a pleasant learning atmosphere, and not scolding the subject when experiencing difficulties were the focus of intervention for parents. With an understanding of the subject's condition, parents can provide appropriate support and monitor the subject's development at home.

On the teacher's side, intervention was carried out by providing information about the subject's development during the intervention process. Teachers were given an understanding of learning methods that can be used to assist the subject, and they received input from the writer regarding effective approaches to teaching the subject. Teachers also focused on creating a fun and non-threatening atmosphere for the subject during the learning process, with the presence of a special assisting teacher to help the subject in reading.

Suggestions and recommendations provided include the need for teachers to implement interventions according to the established methods, praising the subject for effort and progress made, creating individual learning programs for each student experiencing learning delays, and the importance of parents to accompany and monitor the subject's progress to achieve behavioral targets.

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