

## THE EFFECT OF STRUCTURAL ANALYTIC SYNTHETIC (SAS) METHOD USING WORD CARD LEARNING MEDIA ON THE INITIAL READING SKILLS OF GRADE 1 STUDENTS

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### ARTICLE INFO

#### **Article History:**

*Received: 2025-01-22*

*Accepted: 2025-02-18*

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#### **Keywords:**

**Keywords 1;** SAS Method

**Keywords 2;** Word Card Media

**Keywords 3;** Reading Skills

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### ABSTRAK

*The problem in this study is the low reading skills of students, where students sometimes forget to remember letters, students sometimes forget to connect words, and there are still students who stammer in spelling a reading. This research aims to find out: 1) an overview of the application of the Structural Analytic Synthetic (SAS) method using word card learning media to the beginning reading skills of grade 1 students of SDN 99 Kadieng Maros Regency; 2) the effect of the Structural Analytic Synthetic (SAS) method using word card learning media on the beginning reading skills of grade 1 students of SDN 99 Kadieng Maros Regency. This research is an experimental research with the type of research is pre-experimental design in the form of one group pretest-posttest design. The data collection techniques used were observation, reading tests, and documentation. The data analysis techniques used were descriptive and inferential analysis. The results showed that: 1) the description of the application of the Structural Analytic Synthetic (SAS) method using word card learning media took place very well, because the percentage category for each meeting had changes seen from teacher and student observations; 2) the results of descriptive and inferential analyses obtained from the results of reading tests in the from of pretests and posttests that have been carried out, it can be concluded that the application of the Structural Analytic Synthetic (SAS) method using word card learning media has an influence on the beginning reading skills of grade 1 students. This can be seen from the results of hypothesis testing with a significance value of  $0.000 < 0.05$ .*

## 1. INTRODUCTION

Instruction is an exertion to humanize human creatures, raise human nobility so that people can recognize each other. Instruction is the primary back within the advance of the country. The advance of the country can be measured by the quality and framework of instruction that exists (Hamzah, 2024).

Instruction is the learning of information, aptitudes and propensities of a gather of individuals passed down from one era to the another through instructing, preparing or inquire about. Instruction can too be characterized as a cognizant and precise exertion to realize a way better standard of living or to advance (Indah Wati, Srinur; Mulyadi; Alannasir, 2023).

Instruction is basically the correct of each person child of the country to be able to enjoy it. Instruction could be a cognizant exertion made by people in arrange to create their potential through the learning prepare. Theexistence of instruction is very important, has been recognized and at the same time incorporates a exceptionally strong legality as expressed within the 1945 Structure article 31 passage 1 which states that: "each citizen has the proper to instruction" (Nur Fajrin, 2023).

Perusing is exceptionally imperative to do since we'll ace all information through perusing. Moreover with data, what we know comes from our perusing fabric. The command to perused is found within the Qur'an surah Al-Alaq verses 1-5 which peruses:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: "Perused within the title of your Master, who made man from a clot of blood, perused, and your Master is the foremost charitable, who instructs man by the word of his mouth; he instructed man what he did not know.

The over verse appears that perusing is an required movement for people to progress their degree of life. The way better the perusing action, the way better the quality of life. This surah too contains an arrange for people to studied and learn more (Rahmawati, 2024).

Realizing the standards of the Indonesian country as expressed within the preface of the 1945 Structure has been directed in article 31 section 2, which states that "The government looks for and organizes a national instructing framework, which is directed by law". Thisstatement is in agreement with the substance expressed within the Law of the Republic of Indonesia Number 20 Section 3 of 2003 concerning the National Instruction Framework (SISDIKNAS), to be specific: Instruction could be a cognizant and plannedeffort to form a learning environment so that understudies effectively create their potential to have devout otherworldly quality, self-control, identity, insights, and abilities required by themselves, society, country and state (Hamzah, 2020b).

One of the more imperative dialect aptitudes is perusing. With the progression of innovation within the field of print media, thousands or indeed hundreds of thousands of titles/topics from different areas of information are distributed each day. As it were by having effective and successful perusing aptitudes can different valuable data be caught on effectively. Perusing is an action that points to get it the substance of perusing through word-by-word or sentence-by-sentence acknowledgment exercises (Hamzah, 2020a).

Indonesian is the official and national dialect of the republic of Indonesia. Indonesian has an critical part in instruction, communication, culture and country building. Hence, Indonesian dialect learning in essential schools must get uncommon consideration, so that understudies can ace dialect aptitudes which incorporate tuning in, talking, perusing and composing, as well as creating an appreciation of writing and culture. Be that as it may, in reality, Indonesian dialect learning in essential schools still faces different challenges. These challenges can have a negative affect on the quality of Indonesian dialect learning in essential schools which in turn will influence the quality of instruction in common (Sagita, Riris & Hamzah, 2024).

Dialect could be a communication device and the foremost vital portion of people's lives to communicate since dialect can offer assistance give data, primary thoughts, thoughts, concepts or sentiments to others. Dialect aptitudes are secured in four aptitudes, specifically tuning in, talking, perusing, and composing (Rahman et al., 2024).

Perusing is the capacity to utilize contemplations and activities to perform visual exercises

articulate an arrangement of letters into words and sentences according to perusing procedures and get it the substance of perusing accurately (Arwita Putri et al., 2023).

Starting perusing is an movement in early or middle review basic schools that must get consideration by instructors. The capacity of review 1 understudies in perusing is the primary fundamental learning to decide whether learning in understudies can be pronounced fruitful. Starting perusing is exceptionally imperative for understudies so that they can have an understanding of a perusing or content sentence in a straightforward scope (Saadah et al., 2024).

Starting perusing may be an expertise that readers got to ace and get it. Within the to begin with step of perusing, a number of letters of the letter set from A to Z are presented to learners. Moreover, the letters are memorized by the learners by articulating them according to the sound of the letter set (Muammar, 2020).

The perusing aptitudes procured in starting perusing will incredibly impact assist perusing aptitudes. As an capacity that underlies ensuing capacities, early perusing aptitudes truly require instructor consideration, since in case the establishment isn't solid, understudies will have trouble in being able to have satisfactory perusing abilities. Subsequently, perusing is used as the subject of this investigate (Silfiyah et al., 2021).

Based on the comes about of preparatory perceptions on December 20, 2023 at SDN 99 Kadieng, Maros Regency on perceptions and interviews conducted by analysts with one of the review 1 instructors of SDN 99 Kadieng, it appears that the teacher's early perusing learning has not utilized learning media and the learning strategies utilized are still customary, students' capacities are moreover still generally middle for perusing aptitudes.

So that there are a few understudies who are not familiar in perusing smoothly which of course will make it troublesome for understudies to take an interest within the instructing and learning prepare, with various problems experienced within the school environment, such as: (1) understudies now and then disregard to remember letters; (2) understudies now and then disregard to associate words; (3) there are moreover understudies who stammer in spelling a perusing; (4) need of support of consideration from guardians to their children's perusing aptitudes, since guardians are as well active with their social exercises; (5) there are a few understudies who did not go to kindergarten some time recently entering basic school (Sumber: SDN 99 Kadieng Kabupaten Maros).

Based on a few of the issues over it can be expected that the assurance of the issue is the middle perusing aptitudes of understudies where understudies now and then disregard to keep in mind letters understudies some of the time disregard to put through words and there are still understudies who stammer in spelling a perusing To overcome this issue the Auxiliary Expository Engineered SAS strategy utilizing word card learning media is one sort of method and media that can be utilized within the learning handle of starting perusing for understudies There's a require for learning strategies and media that can offer assistance understudies move forward their starting perusing aptitudes and understudies can learn whereas playing and can increment inspiration and be dynamic in learning exercises

Endeavors to make strides the quality of instruction, instructors are a component that includes an exceptionally important role, the nearness of instructors as teachers who have quality and polished skill in educating and learning exercises will significantly bolster the realization of the anticipated quality of instruction. So instructors and understudies require learning media and learning strategies in making a difference the learning process that will take place. Learning media may be an apparatus utilized in learning to cultivate students' desire and inspiration to memorize. The utilize of learning media will make it simpler for instructors to pass on the fabric from the learning itself. In expansion, the utilize of learning media will make it less demanding for understudies to get it and get it what is passed on by the educator (Arsini & Kristiantari, 2022).

The Auxiliary Explanatory Engineered (SAS) strategy helped by picture word card media is an elective that can be utilized to overcome the issues that happen. The Auxiliary Explanatory Engineered (SAS) method may be a learning approach that employs presentation and overall observation (basic) in a brief way, presentation and assist perception (expository), and presentation and perception (manufactured) so that it is simple to get it. This approach guides understudies in learning early

perusing by breaking down sentences into words, words into syllables, syllables into letters or phonemes, and after that taking after a synthetic process. Compared to other early perusing learning strategies, this strategy may be an exceptionally suitable approach to utilize since it serves as a foundation for understudies to think systematically. The stages of the Basic Expository Engineered (SAS) strategy are planned to assist understudies begin perusing rapidly at the following opportunity with a few introductory steps (Saadah et al., 2024).

Word cards are little cards with pictures, content, or images that serve to remind and coordinate children to something that's being seen or learned. The measure is almost 15x10cm or customized agreeing to the circumstances of a course. Picture word card media shows pictures went with by words. Each picture incorporates a distinctive meaning, clarification and translation. So that through this it can make strides students' memory, increment their understanding, and pull in their intrigued. Understudies can moreover utilize pictures to improve their creative ability so that they can relate the subject matter to the encompassing reality (Agustina et al., 2023).

The significance of this inquire about is since it can be seen that the foremost vital thing in children's instruction is perusing aptitudes which can offer assistance understudies in taking after the learning handle and can get it the fabric displayed in composed shape. There are still understudies who are not familiar in perusing, understudies in some cases disregard to keep in mind letters, students sometimes disregard to put through words, and there are moreover a few understudies who did not go to kindergarten some time recently entering basic school. Hence, it is necessary to have strategies and media that must be connected within the learning prepare of starting perusing aptitudes of review I rudimentary school understudies.

Analysts trust that by applying the Basic Explanatory Engineered (SAS) strategy utilizing word card learning media, children will be spurred to extend their intrigued in perusing from an early age and can improve their essential capacities within the field of dialect which in quintessence can communicate with the encompassing environment appropriately and accurately.

Based on the portrayal of the foundation of the issue over, the creators would like to conduct a think about entitled "The Impact of the Basic Explanatory Engineered (SAS) Strategy Utilizing Word Card Learning Media on the Starting Perusing Aptitudes of Review I Understudies of SDN 99 Kadieng, Maros Regency".

Based on the depiction and foundation of the issues that have been expressed over, the issue details are as takes after:

1. What is the description of the application of the Structural Analytic Synthetic (SAS) method using word card learning media to the beginning reading skills of grade 1 students of SDN 99 Kadieng, Maros Regency?
2. Is there an effect of the application of the Structural Analytic Synthetic (SAS) method using word card learning media on the beginning reading skills of grade 1 students at SDN 99 Kadieng, Maros Regency?

## 2. METHODS

The inquire about utilized is quantitative inquire about This investigate strategy is exploratory investigate with the sort of inquire about is preexperimental plan within the shape of one bunch pretestposttest design Where this plan includes a pretest some time recently being given treatment so that in this ponder the comes about of the treatment can be known more precisely since it can compare with the circumstance some time recently and after being given treatment treatment Within the execution of the one bunch pretestposttest plan exploratory inquire about by giving a pretest to decide the introductory capacity of students beginning perusing aptitudes some time recently being given treatment after which a posttest is given to decide the ultimate capacity of understudies starting perusing aptitudes after being given treatment.

This investigate variable comprises of two sorts specifically the free variable and the subordinate variable The free variable is the Auxiliary Expository Manufactured SAS strategy utilizing word card learning media which is symbolized X whereas the subordinate variable is understudies starting perusing aptitudes which is symbolized Y.

The populace in this think about were all review 1 understudies of SDN 99 Kadieng Maros Rule whereas the investigate test was review 1 understudies totalling 34 understudies Information collection procedures were carried out by implies of perception sheets utilized to see the execution of the viewpoints watched on the instructor and understudy perception sheets within the application of the Auxiliary Explanatory Engineered SAS strategy utilizing word card learning media perusing test sheets conducted to survey understudies starting perusing aptitudes which were carried out twice where pretest and posttest some time recently and after treatment and documentation within the shape of learning gadgets and inquire about reports.

The information examination methods utilized in this inquire about are clear measurable information investigation and inferential measurable information examination. The information analyzed in this ponder are information related to the learning execution of the Auxiliary Expository Manufactured (SAS) strategy utilizing word card learning media conjointly information related to students' starting perusing abilities agreeing to the pretest and posttest comes about accomplished by understudies. Clear factual dataanalysis is utilized to portray the usage of the learning handle that applies the Auxiliary Explanatory Engineered (SAS) strategy utilizing word card learning media to students' starting perusing aptitudes as seen from the pretest and posttest comes about, whereas inferential information examination is utilized to conduct prerequisite test examination and theory testing. The prerequisite tests utilized are typicality test, homogeneity test, and the ultimate test will be carried out by conducting a theory test to decide whether there's an impact of the application of the Manufactured Expository Auxiliary Strategy (SAS) utilizing card learning media on the introductory perusing abilities of review 1 understudies of SDN 99 Kadieng, Maros Rule.

### **3. RESULTS AND DISCUSSION**

#### **RESEARCH RESULTS**

##### **a. An Overview of the Application of the Structural Analytic Synthetic (SAS) Method Using Word Card Learning Media on the Beginning Reading Skills of Grade 1 Students of SDN 99 Kadieng**

Based on the information collected utilizing the perception sheet, this is often balanced as required to total the research. The comes about of educator perceptions within the instructing and learning prepare within the application of the Manufactured Expository Basic strategy (SAS) utilizing word card learning media where before carrying out learning the instructor has arranged the fabric to be conveyed, particularly within the Engineered Expository Auxiliary learningmethod (SAS) utilizing word card learning media not as it were prep ares the material but other than that it is fundamental to prepareteaching modules that will be utilized within the learning prepare at that point plan sentence card learning media, word cards, syllable cards and letter cards that will be utilized within the learning prepare.

The steps of the learning handle of applying the Auxiliary Explanatory Engineered SAS strategy utilizing word card learning media incorporate 1 the instructor clarifies approximately the picture word cards at that point the educator takes out one by one the picture word cards by educating each letter and inquiring almost the pictures on the picture word cards at that point the educator presents the contrast between consonant letters and vocal letters 2 the instructor notices the letters and the understudies copy at that point the understudies start to specify the letters pointed out by the educator themselves 3 the instructor guides understudies to watch the pictures and inquires questions to understudies at that point the instructor guides understudies to examined basic sentences based on pictures and sentence cards after which understudies can peruse sentences without looking at the pictures 4 the instructor guides understudies in examining the structure by isolating it into words words into syllables and syllables into letters 5 the instructor guides understudies within the manufactured prepare by recombining each component into a total sentence structure as some time recently after that the instructor guides understudies in making conclusions by directing understudies to studied sentences in a engineered explanatory structure 6 the educator guides understudies to join sentence cards word cards and syllable cards 7 the instructor guides understudies to connect word cards to the proper picture.

From the depiction of the comes about of instructor perception, which is valuable for knowing whether or not the learning handle that applies the Basic Explanatory Engineered (SAS) strategy utilizing word card learning media to the beginning perusing aptitudes of review 1 understudies isimplemented, where the learning prepare carried out points to see the starting perusing aptitudes of review 1 understudies of SDN 99 Kadieng, Maros Rule.

The comes about of instructor action perceptions of the application of the Auxiliary Explanatory Engineered (SAS) strategy utilizing word card learning media can be seen within the taking after table:

**Table 3.1 Teacher Activity Observation Results**

	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V
Acquisition score/ maximum score	Pretest	27/45	33/45	43/45	Posttest
Percentage (%)		60%	73,33%	95,55%	
Qualification		Good enough	Good	Very good	

Based on the table over, the pointers of instructor movement execution at assembly I (to begin with) conducted a pretest on understudies, at assembly II the whole score gotten was 27 with a percentage success rate of 60% which was within the great sufficient category. The third assembly the entire score gotten was 33 with a rate victory rate of 73.33% which is within the good category. Assembly IV the entire score gotten was 43 with a rate victory rate of 95.55% which is within the exceptionally great category. At that point at the fifth (final) assembly a posttest was conducted on understudies.

Moreover, the comes about of perceptions of understudy movement watched by analysts, understudies carry out the learning handle with incredible excitement and excitement. For this reason, studentlearning exercises are exceptionally imperative to be progressed within the learning process so that there's interaction between understudies and instructors which can improve students' starting perusing abilities within the fabric given by the instructor and understudies can examine sentences, studied words, examined syllables and perused letters fluidly and absolutely.

Based on the comes about of perceptions of understudy movement within the application of the Auxiliary Expository Engineered (SAS) strategy utilizing word card learning media can be seen within the taking after table:

**Table 3.2 Student Activity Observation Results**

	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V
Acquisition score/ maximum score	Pretest	27/45	33/45	43/45	Posttest
Percentage (%)		60	73,33	95,55	
Qualification		Good enough	Good	Very good	

Based on the table over, it appears that the pointers of understudy movement execution of the Basic Expository Engineered (SAS) strategy utilizing word card learning media. For assembly I (to begin with) the analyst conducted a pretest on understudies, at assembly II the entire score gotten was 27 with a rate of success rate of 60% which was within the goodenough category, since at assembly II the introductory exercises of understudies carried out 2 exercises precisely agreeing to the perception

sheet, the center exercises of understudies carried out 3 exercises precisely concurring to the perception sheet and the ultimate exercises of understudies carried out 1 action precisely concurring to the perception sheet.

The third assembly the overall score gotten was 33 with a rate success rate of 73.33% which was within the great category, since at the third assembly the introductory exercises of understudies carried out 3 exercises precisely concurring to the perception sheet, the center exercises of understudies carried out 3 exercises precisely agreeing to the perception sheet and the ultimate exercises of understudies carried out 3 exercises precisely concurring to the perception sheet.

Assembly IV the entire score gotten was 43 with a rate success rate of 95.55% which was within the exceptionally great category, since at the fourth assembly the starting exercises of understudies carried out 4 exercises precisely concurring to the perception sheet, the center exercises of understudies carried out 5 exercises precisely concurring to the perception sheet and the ultimate exercises of understudies carried out 5 exercises precisely concurring to the perception sheet. At that point at the fifth (final) assembly a posttest was conducted on understudies.

Essentially, it shows that from the primary assembly to the final assembly has expanded, hence the application of the Basic Explanatory Manufactured (SAS) strategy utilizing word card learning media has to be moved forward and kept up its adequacy. This can be seen from the usage of the learning handle that takes put where understudies are dynamic in learning, understudies get it more around learning by seeing firsthand the fabric displayed by analysts with word card learning media, basic sentence cards, syllable cards, and letter cards, understudies can effortlessly get it the fabric given, in activities taken utilizing understudy movement perception sheets have expanded exceptionally well so that analysts know the starting perusing abilities of review 1 understudies of SDN 99 Kadieng.

**b. The Effect of the Synthetic Analytical Structural Method (SAS) Using Word Card Learning Media on the Beginning Reading Skills of Grade 1 Students of SDN 99 Kadieng**

Based on the comes about of investigate conducted by analysts at SDN 99 Kadieng, Maros Rule from September 30 - October 05, 2024, information collected through instruments were gotten so that the comes about of early perusing skills in the shape of scores from review 1 understudies of SDN 99 Kadieng, Maros Rule can be known.

Information on the comes about of starting perusing of review 1 understudies of SDN 99 Kadieng can be found as takes after:

**Table 3.3 Pretest Score**

Descriptive Statistics	Statistics Value
Number of samples (N)	34
Average (Mean)	48,38
Median	45,00
Mode	25
Highest score (maximum)	90
Lowest score (minimum)	25
Score Range	65
Standard deviation	20,988
Sum	1645
Variance	440,486

From the comes about of the calculation of the table over, the esteem of N (number of tests) is 34 understudies, the normal esteem (cruel) is 48.38, the middle esteem is 45.00, the mode esteem is 25, the most noteworthy score esteem is 90, the least score esteem is 25, the score extend is 65, and the standard deviation esteem is 20.988, the whole esteem is 1645, the fluctuation esteem is 440.486. The rate and recurrence dissemination of the pretest comes about of the starting perusing abilities of review 1 understudies of SDN 99 Kadieng can be seen within the table underneath:

**Table 3.4 Frequency and Percentage Distribution of Pretest Scores**

No.	Intervals	Frequency	Percentage(%)	Category
1.	85 – 100	3	8,82	Very Good
2.	70 – 84	4	11,76	Good
3.	56 – 69	6	17,64	Simply
4.	41 – 55	5	14,70	Less
5	0 – 40	16	47,05	Very Less
Amount		34	100	

Based on the information in table 4.4 over, understudy information within the category of exceptionally great 8.82% with a add up to of 3 understudies, great 11.76% with a add up to of 4 understudies, adequate 17.64% with a add up to of 6 understudies, less 14.70% with a add up to of 5 understudies, and a really destitute category 47.05% with a add up to of 16 understudies. Looking at the comes about of the existing rate, it can be said that students' starting perusing aptitudes some time recently being given the treatment of the Basic Explanatory Synthetic (SAS)method utilizing word card learning media are within the exceptionally destitute category.

Within the posttest of starting perusing abilities amid the inquire about, there were changes in understudies after being given treatment. These changes are within the shape of students' starting perusing abilities whose information are gotten after being given a posttest. These changes can be seen from the taking after information:

Information on the comes about of the introductory perusing abilities of review 1 understudies of SDN 99 Kadieng after the application of the Basic Expository Engineered (SAS) strategy utilizing word card learning media:

**Table 3.5 Posttest Score**

Descriptive Statistics	Statistics Value
Number of samples (N)	34
Average (Mean)	85,88
Median	90,00
Mode	100
Highest score (maximum)	100
Lowest score (minimum)	50
Score Range	50
Standard deviation	15,786
Sum	2920
Variance	249,198

From the comes about of the calculation of the table over, it is gotten that the starting perusing aptitudes of review 1students of SDN 99 Kadieng, after the application of the Auxiliary Explanatory Engineered (SAS) strategy utilizing word card learning media, the number of tests (N) is 34, the normal esteem (cruel) is 85.88, the middle esteem is 90.00, the mode esteem is 100, the most noteworthy score is 100, the most reduced score is 50, the score extend is 50, the standard deviation esteem is 15.786, the entirety esteem is 2920, the fluctuation esteem is 249.198. The rate and recurrence dispersion of posttest comes about of review 1 students' starting perusing aptitudes can be seen within the table underneath:



**Table 3.6 Frequency and Percentage Distribution of Posttest Scores**

No.	Intervals	Frequency	Percentage(%)	Category
1.	85 – 100	23	67, 64%	Very Good
2.	70 – 84	7	20,58%	Good
3.	56 – 69	0	0	Simply
4.	41 – 55	4	11, 76%	Less
5.	0 – 40	0	0	Very Less
Amount		34	100%	

Based on the information in the table over, it can be concluded that the perusing abilities of review 1 understudies at the posttest arrange employing a test instrument, the data obtained from understudies within the exceptionally great category are 67.64% with a add up to of 23 understudies, great category 20.58% with a add up to of 7 understudies, adequate category 0% with a add up to of understudies, lacking category 11.76% with a add up to of 4 understudies and exceptionally insufficient category 0% with a add up to of understudies. Looking at the comes about of the existing rate, it can be said that the level of students' starting perusing abilities after applying the Auxiliary Explanatory Engineered (SAS) strategy utilizing word card learning media is tall.

In agreement with the inquire about speculation, to be specific "The application of the Auxiliary Expository Manufactured (SAS) strategy utilizing word card learning media has an impact on the beginning reading abilities of review 1 understudies of SDN 99 Kadieng Maros Rule", the procedure utilized to test the theory is inferential measurements utilizing the t-test. Hence, speculation testing is carried out, but to begin with the suspicion test is carried out which comprises of typicality test and homogeneity test.

Typicality test is utilized to decide whether the information that has been gotten is regularly conveyed or not. Typicality test information was gotten from the pretest and posttest comes about of students' starting perusing abilities. Typicality test utilizing the Factual Bundle For Social Science (SPSS) adaptation 26 system, with the test criteria that the information is ordinarily disseminated on the off chance that the noteworthiness gotten is  $> 0.05$ . The taking after are the comes about of the pretest and posttest information typicality test:

**Table 3.7 Normality Test Results**

Data Normality	Shapiro Wilk	Description
Pretest Posttest	0,137	$0,137 > 0,05$ p-value > a normal

Based on the information within the table over, the comes about of the pretest and posttest information typicality test are regularly distributed data. This may be demonstrated from the comes about of the information typicality test, it is known that the esteem of  $0.137 > 0.05$ , so it can be concluded that the information gotten from the pretest and posttest are regularly conveyed.

The homogeneity test is carried out to decide the information from the homogeneity test lesson the information to be tried for homogeneity are the comes about of the pretest and posttest. The homogeneity test was carried out utilizing the Measurable For Social Science SPSS adaptation 26 framework with the test criteria that in the event that the centrality esteem  $0.05$  at that point the homogeneity information is typical but on the off chance that something else the information isn't homogeneous. The taking after is the pretest and posttest homogeneity test information:

**Table 3.8 Homogeneity Test Results**

Data	Sig	Description
Pretest and posttest	$0,090 > 0,05$	Homogeny

Based on the information within the table over the comes about of the pretest and posttest information homogeneity test are homogeneous information. This will be demonstrated from the comes about of the information homogeneity test it is known that the centrality esteem is  $0,090 > 0,05$ . So it can be concluded that the information gotten from the pretest and posttest are said to be

homogeneous information.

Moreover, theory testing was carried out with a combined test T-Test utilized to test two interconnected information tests. This investigation was carried out by testing the pretest and posttest comes about utilizing the Measurement For Social Science (SPSS) Form 26 framework. Matched test T-Test is to test test information to see contrasts. The information necessity is said to be noteworthy on the off chance that the Sig (2-tailed) esteem is  $<0.05$ . This examination points to decide the contrast in students' starting perusing aptitudes between some time recently treatment and after treatment. The taking after are the comes about of the pretest and posttest speculations:

**Table 3.9 Hypothesis Test Results**

Data	T	Df	Sig (2-tailed)	Description
Pretest and posttest	-15,686	34	0,000	$0,000 < 0,05$

The taking after are the information comes about of the tcount> table esteem, the comes about gotten within the table are  $-15,686 > 1,697$ , showing that the comes about of speculation testing with a importance esteem of  $0,000 < 0,05$  implies that  $H_0$  is rejected and  $H_1$  is accepted, which implies that there's adifference between pretest and posttestbeginning perusing aptitudes, which suggests that there's an impact of the Auxiliary Explanatory Engineered (SAS) strategy utilizing word card learning media, it can be concluded that the theory test is as takes after:

Hypothesis  $H_0$ : there's no impact of the Basic Expository Manufactured (SAS) strategy utilizing word card learningmedia on the starting perusing aptitudes of review 1 understudies of SDN 99 Kadieng, Maros Rule.

Hypothesis  $H_1$ : there's an impact of the Basic Expository Manufactured (SAS) strategy utilizing word card learningmedia on the starting perusing abilities of review 1 understudies of SDN 99 Kadieng, Maros Rule. Based on the test comes about  $H_0$  is rejected and  $H_1$  is acknowledged. In this way, there's an impact of the Basic Expository Manufactured (SAS) strategy utilizing word card learning media on the starting perusing abilities of review 1 understudies of SDN 99 Kadieng, Maros Rule.

## DISCUSSION

At the primary assembly understudies were given a pretest to decide the starting capacity of students' starting perusing abilities, the moment, third, and fourth gatherings given treatment (treatment) where the instructor connected the learning steps of applying the Basic Explanatory Manufactured (SAS) strategy utilizing word card learning media counting: 1) the educator clarifies around picture word cards after that the instructor takes out one by one picture word cards by instructing each letter and inquiring the picture on the picture word card after that the instructor presents the contrast between consonant letters and vocal letters; 2) the educator notices the letters and the understudies mirror, at that point the understudies start to specify the letters pointed out by the instructor themselves; 3) the instructor guides the understudies to watch a picture and inquires questions to the understudies at that point theteacher guides the understudies to studied straightforward sentences based on pictures and sentence cards, after which the understudies can examine sentences without looking at the picture; 4) the educator guides the understudies to analyze the structure by isolating it into words, words into syllables and syllables into letters; 5) the educator guides the understudies to carry out the manufactured handle by recombining each component into a total sentence structure as some time recently after the instructor guides the understudies in making conclusions by directing the understudies to examined sentences in a engineered expository structure; 6) the educator guides the understudies to join sentence cards, word cards and cards; 7) the instructor guides understudies to attach the word card to the right picture.

The comes about of perceptions of the usage of the learning prepare by applying the Basic Explanatory Engineered (SAS)method utilizing word card learning media found that at the primary assembly of the treatment the learning prepare was within the great sufficient category since the procurement score of 27 out of a greatest score of 45 come to 60% in the great sufficient category.

The application of the Basic Explanatory Manufactured (SAS) strategy utilizing word card learning media at the moment assembly of treatment within the learning handle was within the great

category, since at this assembly the procurement score of 33 out of a maximum score of 45 come to 73.33% within the great category.

Whereas the application of the Auxiliary Explanatory Manufactured (SAS) strategy utilizing word card learning media at the third assembly of treatment in the learning process is within the exceptionally great category, since at this assembly the procurement score of 43 out of a greatest score of 45 come to 95.55% within the exceptionally great category.

In this third lesson, it is way better than the primary and moment, this will be seen from the changes in understudy movement in taking an interest within the learning handle and understudy activeness in replying questions from the instructor, understudies start to get it the fabric given. In expansion, understudies are too familiar in perusing sentences, perusing words, perusing syllables and perusing letters. This appears that the learning prepare is going exceptionally well, since the rate category for each assembly has changed by applying the Auxiliary Explanatory Engineered (SAS) strategy utilizing word card learning media.

Based on the information from the pretest comes about, the normal esteem of students' starting perusing abilities is 48.38, the information gotten from understudies with categories, specifically exceptionally great 8.82% with 3 understudies, great 11.76% with 4 understudies, adequate 17.64% with 6 understudies, less 14.70% with 5 understudies, and exceptionally destitute category 47.05% with 16 understudies. Looking at the comes about of the existing rates, it can be said that students' beginning reading aptitudes some time recently being given the treatment (treatment) application of the Auxiliary Expository Engineered (SAS) method utilizing word card learning media are within the exceptionally destitute category.

Whereas the normal esteem of the posttest comes about is 85.88, so the beginning reading abilities of review 1 understudies after applying the Manufactured Expository Basic strategy (SAS) utilizing word card learning media have great comes about compared to some time recently the application of the Manufactured Expository Basic strategy (SAS) utilizing word card learning media. In expansion, the rate of categories, to be specific the fabulous category 67.64% with a add up to of 23 understudies, the great category 20.58% with a add up to of 7 understudies, the adequate category 0% with a add up to of understudies, the category less 11.76% with a add up to of 4 understudies and the category exceptionally less 0% with a add up to of understudies. Looking at the comes about of the existing rate, it can be said that the level of students' starting perusing aptitudes after the application of the Auxiliary Explanatory Manufactured (SAS) strategy utilizing word card learning media is tall.

The effect of applying the Auxiliary Explanatory Manufactured (SAS) strategy utilizing word card learning media on students' perusing aptitudes can be known through inferential measurable examination, to begin with conducting a typicality test, homogeneity test and theory testing. Typicality test of pretest and posttest comes about in review 1 understudies utilizing the Shapiro-Wilk test with comes about appearing that all information are ordinarily conveyed. After that, the homogeneity test was carried out between the pretest and posttest utilizing Levene's test with comes about appearing that the information was said to be homogeneous. The following step is to conduct speculation testing.

Based on the comes about of inferencial factual examination utilizing combined test T-Test, it can be seen that the tcount esteem is -15.686 with a recurrence of 34, at a noteworthy level of 0.05, the table = 1.697 is gotten. Subsequently, the comes about of theory testing with a importance test of  $0.000 < 0.05$  implies that  $H_0$  is rejected and  $H_1$  is acknowledged, which implies that there is an normal distinction between pretest and posttest starting readingskills, which suggests that there's an impact of the Auxiliary Expository Engineered (SAS) method utilizing word card learning media on students' starting perusing abilities. Based on the comes about of this think about, the application of the Auxiliary Analytic Synthetic (SAS) method utilizing word card media features a noteworthy impact on the starting perusing aptitudes of review I understudies of SDN 99 Kadieng, Maros Rule.



(Picture 1)



(Picture 2)



(Picture 3)



(Picture 4)



(Picture 5)



(Picture 6)

#### 4. CONCLUSIONS AND SUGGESTIONS

##### CONCLUSION

Based on the information gotten, it can be concluded that the portrayal of the application of the Basic Explanatory Engineered (SAS) method utilizing word card learning media is exceptionally great, since the rate category for each assembly includes a alter seen from instructor and understudy perceptions. Based on the information gotten, it can be concluded that students' beginning reading abilities have changed, since some time recently giving treatment it was categorized as exceptionally destitute. In the mean time, after the treatment was categorized as exceptionally great. Typically prove by the comes about of the pretest and posttest scores that have been given to review 1 understudies of SDN 99 Kadieng, Maros Rule within the shape of perusing test sheets. Based on the theory testing thathas been carried out, it can be concluded that the application of the Auxiliary Explanatory Engineered (SAS) strategy utilizing word card learning media has an effect on the introductory perusing aptitudes of review 1 understudies of SDN 99 Kadieng, after getting the comes about of theory testing with a importance value of  $0.000 < 0.05$ , meaning that  $H_0$  is rejected and  $H_1$  is acknowledged, which suggests that there's a difference within the perusing aptitudes of pretest and posttest students, which implies that there's an impact of the Basic Explanatory Manufactured (SAS) strategy utilizing word card learning media on the beginning perusing abilities of review 1 understudies of SDN 99 Kadieng, Maros Rule.

##### ADVICE

Based on the discoveries related to the inquire about comes about of the application of the Auxiliary Explanatory Manufactured (SAS) method utilizing word card learning media that influences the starting perusing aptitudes of review 1 understudies of SDN 99 Kadieng. So a few proposals are put forward as takes after: 1) learning by utilizing word card media can be chosen to make strides students' starting perusing aptitudes; 2) for understudies is anticipated to take an interest more amid learning exercises so that learning targets can be accomplished and understudy learning results can be moved forward; 3) for other analysts, it is suggested to conduct broader investigate to extend the comes about of the consider.

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