



## The Influence of the Structural Analytic Synthetic Methods on the Early Reading Ability of Children in Kindergarten-B-Age in Sabilul Huda Kaloran Islamic Kindergarten

Diana Esti Handayani<sup>✉</sup>, Neneng Tasuah

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Department of Early Childhood Teacher Education, Universitas Negeri Semarang, Indonesia

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### Abstract

This study aims to determine the effect of the Structural Analytic Synthetic method on the early reading ability in kindergarten-B-age children. The research approach used is a quantitative approach to the type of experimental approach. The research design used is research design from pre-experimental design is a one-group pretest-posttest design. The subjects in this study were kindergartners B in Sabilul Huda Kaloran Islamic Kindergarten, totaling 35 children. The data collection technique used is to scale the aspects of the development of early reading skills in kindergarten-B-age children with a total of 34 valid items that have previously been tested, so that they can be used in research. The data analysis techniques used in this study were descriptive statistical data analysis and hypothesis testing using paired sample t-test. All calculations were processed using IBM SPSS 20. Early reading ability of children in kindergarten-B-age before being given treatment in the very low category reached 14.5%, the low category reached 40%, the high category reached 45.7% and the very high category reached 0%. Whereas after being given treatment in the very low category reached 0%, the low category reached 5.7%, the high category reached 68.6% and the very high category reached 25.7%. This shows that there is an increase in the percentage of early reading skills in kindergarten-B-age children before and after treatment. Based on paired sample t-test calculation, it is known that the  $t_{count} = -16.002 > t_{table} = 1.673$  so that  $H_0$  is rejected and  $H_a$  is accepted, in other words, there are differences in the average pretest and posttest results, which means that there is an influence of structural analytic synthetic methods on the early reading ability of children in kindergarten-B-age in Sabilul Huda Kaloran Islamic Kindergarten.

### How to cite

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## INTRODUCTION

Education based on the opening of the 1945 Constitution is one of the efforts that can be made to educate the life of a nation. Meanwhile, based on Law Number 20 of 2003 chapter VI article 13 paragraph 1, it states that the education pathway consists of formal, non-formal, and informal education that can complement and enrich each other. Formal education is a systematic, tiered, education that is held in schools in general. Non-formal education is a channel of education outside of formal education that can be carried out in a structured and tiered, organized, and systematic activity. Non-formal education has goals and activities that are organized, organized in the community and institutions to serve the special learning needs of students. Activities that take place starting from the family, relationships with neighbors, work environment, and games are classified as informal education.

The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning Early Childhood Education is the implementation of early childhood education as a coaching effort aimed at children from birth until the age of six years to help physical and spiritual growth and development so that children have the readiness to enter further education. Besides, it functions to foster, grow, and develop the full potential of the child optimally, so that basic abilities are formed following the stages of their development. One of the developments that needs to be stimulated early on is the development of reading skills. Reading plays an important role in the world of education and everyday life of humans, including in the scope of early childhood, especially in the era of information and communication that is increasing rapidly as it is today. Reading becomes a valuable knowledge for education and will determine the success of children in learning to the next level of education. Reading is a practical, logical, and a tool for opening information windows to achieve progress and success. Reading will add vocabulary, increase knowledge, practice speaking, communicate, train reasoning power, and respond to the content it reads.

Early reading is applied at the kindergarten level with the aim that the kindergarten age children have readiness in reading and to facilitate children in learning to read to the next school level, namely at the Elementary School level. According to Dhieni in Masyithoh (2016), teaching early reading to children in kindergarten age so that children have a provision that is children can

understand spoken language, children can pronounce words clearly, children can remember the words they have read, children can pronounce the sounds of letters according to their shape, and children have shown an interest in reading it. By reading, children can also develop imagination and creativity and develop children's communication skills.

Based on these explanations, the researcher used one method specifically used to develop early reading skills in early childhood, namely structural analytic synthetic methods. It is hoped that this method can facilitate the process of learning to early reading in early childhood. In addition, it can make learning more effective and can guide children in developing their early reading skills. Early reading learning needs to be introduced early on because, through early reading activities, children will recognize letter symbols, letter shapes, letter sounds, and read words. This is following the Regulation of the Minister of Education and Culture of the Republic of Indonesia (PERMENDIKBUD) No. 137 of 2014. The ability does not develop by itself but needs to be taught gradually and repeatedly because children at this age are still in the age of play and it is not yet possible to expose them to formal learning situations and a serious atmosphere. However, to be able to have good reading skills, it is necessary to teach these learning activities to expand knowledge and experience, improving the quality of children, as well as preparation for continuing to the next level of education.

Based on Government Regulation No. 74 of 2008, the selection of appropriate learning methods aims to achieve learning with maximum results. In early reading and writing learning, it requires appropriate learning methods according to the characteristics and abilities of children. Structural analytic synthetic method is one method that can be used in early reading and writing learning. In the operational process, this method has steps based on operations, namely structural is to show the whole, analytic, which is to decompose and synthetic, that is to combine the original structure.

The structural analytic synthetic method is in line with the principle of linguistics which views sentences as coming from the smallest language units formed by the units of language underneath, namely words, syllables, and phonemes (letters). To stimulate the development of early childhood language intelligence, it can be done through a series of early childhood education activities, one of which provides appropriate stimulation so that children develop well. According to

Aulia (2012), language has a central role in the intellectual, social, and emotional development of children and is a supporter of success in learning all fields of study. Language learning is expected to help children recognize themselves, their culture and the culture of others, express ideas and feelings, participate in communities that use the language and discover and use the analytic and imaginative abilities that exist within them. In addition, language is used as the main means of communication so it must be developed optimally so that children's activities in exchanging ideas take place well.

The structural analytic synthetic method considers the child's language experience. Children's language skills are not obtained suddenly but gradually. The development of children's language skills is following physical, mental, intellectual, and social development. This development can be characterized through simple words in the form of words that contain meaning. One of these abilities is obtained through reading activities. Reading skill is a part of developing language skills. Children in kindergarten-B-age are not required to be fluent in reading, the important point is that children at that age are expected to be familiar with letters, sounds according to the shape of letters and read words well and in accordance with the stages of their development have increased. Because one of the important development stages to be developed from an early age is the stage of children's language development. Language is a communication tool used to think, express feelings, and accept the thoughts and feelings of others. The stages of children's language development are quite complex and have different phases in each child. For this reason, teachers must be able to recognize the stages of children's language development to monitor their development well. At the age of four years and older, children have started to socialize with the surrounding environment. The language ability of children at this age is already good and their vocabulary understanding improves. At this age, children can remember the name of a friend and speak using three to four words. Besides, children can already speak using several words clearly and can distinguish many colors, shapes, and start learning to tell stories. Children can also ask questions to give opinions. This will have a positive impact on children's memory and understanding. Learning is very useful to increase the quality of children because a variety of strategies and methods used by teachers will create quality learning. The method is used to convey material to children so that the delivered material

is easier to understand.

Structural analytic synthetic methods following the principle of inquiry (find by themselves). Children know and understand things based on their findings. In this case, it can be developed through activities outside the classroom (outdoor). The teacher can take the child to an open place, like nature. In addition to children discovering new things, children also feel happy and do not feel bored. This will make the child's curiosity increase and will gradually make the child's vocabulary increase. Attitudes like this will help children in achieving learning success.

Based on observations at the Sabilul Huda Kaloran Islamic Kindergarten, data was obtained that the learning outcomes of the cognitive realm of kindergarten-B-age children were still not optimal. This is because children's interest in reading is still low and when learning to read takes place, teachers tend to only tell stories based on the books they are reading, introduce words on the board without guidance to children about how to read well and correctly, and some children play alone with their friends. Besides, there is a lack of motivation and guidance so that there are still many children whose reading abilities are less than optimal.

This research focuses on the structural analytic synthetic method and early reading in kindergarten-B-age children in Sabilul Huda Kaloran Islamic Kindergarten because, in this kindergarten, the interest in reading and children's interest in books is still low. They are busy with themselves and prefer to play alone with their friends and pay less attention to the teacher when the learning process of reading in school takes place. This has become one of the inhibiting factors of learning to read in early childhood, namely the lack of interest in children in books and children's willingness to read. For this reason, teachers need to foster and increase interest in reading in early childhood by continuing to provide motivation, direction, and guidance to children. In addition, the teacher provides reinforcement in the form of rewards for example in the form of stars if the child is successful in learning to read. By giving rewards, the child will be more motivated to learn to read.

Based on the explanation above, the researcher conducted a study entitled The Effect of Structural Analytic Synthetic Methods on the Early Reading Ability of Kindergarten-B-age Children in Islamic Sabilul Huda Kaloran Kindergarten to be carried out in Sabilul Huda Kaloran Islamic Kindergarten. From these problems, it indicates that the Structural Analytic Synthe-

tic Methods is one of the methods to improve children's early reading skills. So, it is very important to research "Is there an effect of structural analytic synthetic methods on the early reading ability of Kindergarten-B-age children?" The purpose of this study is to determine the influence of structural analytic synthetic methods on the early reading ability of Kindergarten-B-age children. In an effort to improve early childhood reading ability that is still lacking, therefore this research is needed to determine the differences in the early reading ability of children before and after being treated with structural analytic synthetic methods in kindergarten-B-age children.

## RESEARCH METHODS

The method in this study used a quantitative research approach to the type of experimental research approach. The design of this study used a pre-experimental design with a one-group pretest-posttest design. Pre-experimental design is an experimental design that is not the real one; there are still external factors that also influence the formation of the dependent variables. The control variables and samples that were selected with certain techniques cause this to happen (Sugiyono, 2016). The dependent variable in this study is the early reading ability of kindergarten-B-age children, while the independent variable in this study is the structural analytic synthetic method. The populations in this study were the Sabilul Huda Islamic Kindergarten which is a kindergarten institution with a condition where the children were lacking interest in reading so that the early reading ability is not optimal, but the teacher continues to provide motivation, direction, and guidance to children. The samples in this study were children in kindergarten-B-age in Sabilul Huda Kaloran Islamic Kindergarten, with the reason that the researcher used was the consideration that children in kindergarten-B-age were more easily conditioned in this study. This research was conducted on December 1, 2019, until January 15, 2020. The data collection technique in this study used a scaling instrument for children's early reading ability based on PERMENDIKBUD Number 137 of 2014.

## RESEARCH RESULTS AND DISCUSSION

This section contains an explanation of the results of research related to the effect of structural analytic synthetic methods on the early reading ability of kindergarten-B-age children in Sabilul Huda Kaloran Kindergarten.

**Table 1.** Pretest Results Data

Interval Class	Total	Percentage	Category
34-59	5	14.3%	Very Low
60-84	14	40.0%	Low
85-109	16	45.7%	High
110-136	0	0.0%	Very High

The table above shows the results of the pretest about the early reading ability of kindergarten-B-age children and the percentage of the number of children or respondents in a range of classes with a certain score. The results of the pretest show that the early reading ability of kindergarten-B-age children is less than the maximum and must be increased again.

**Table 2.** Posttest Results Data

Interval Class	Total	Percentage	Category
34-59	0	0.0%	Very Low
60-84	2	5.7%	Low
85-109	24	68.6%	High
110-136	9	25.7%	Very High

The table above shows the posttest results after the treatment was given. Based on the data above, it can be seen that there is an increase in the number of early reading skills scores of kindergarten-B-age children before and after the early reading treatment is given using structural analytic synthetic methods.

From the above data, it can be concluded that the results of this study are that there are differences between before and after treatment with structural analytic synthetic methods. It means that the structural analytic synthetic methods affect the early reading skills scores of kindergarten-B-age children. This is proved by the calculation of the Paired Sample t-Test as follows.

Paired Sample t-Test				
		T	Df	Sig. (2-tailed)
Pair 1	Pretest	-16,002	34	.000

Based on the "Paired Sample t-Test" output table above, we know the Sig. (2-tailed) is 0,000 < 0.05, then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is an average difference between the results of the pretest and posttest, which means that there is an influence of the structural analytic synthetic methods on the early reading skills scores of kindergarten-B-

age children. Furthermore, from the table above, it can be seen that the tcount is negative which is -16.002 and if it is positivited it becomes 16,002, then Ho is rejected and Ha is accepted. So there are differences in the mean results of pretest and posttest which means that there is an influence of structural analytic synthetic methods on the early reading skills scores of kindergarten-B-age children in Sabilul Huda Kaloran Islamic Kindergarten.

### 1. Early Reading Ability of Children Before and After Treatment

The assessment of early childhood reading skills. In this study, the assessment was conducted to determine the value of all the implementation of reading learning that has been done. The results of the assessment can be used as feedback to make the effectiveness of teaching and learning activities better than before. Based on PERMEN-DIKBUD Number 137 of 2014, there are aspects in early reading skills early childhood, namely the child can arrange letters of the alphabet into words, children can mention the relationship between sound and shape of letters, and children can spell letters into syllables.

The results of this study are in line with the research results of Syawaluddin, et al (2018) which states that structural analytic synthetic method provides benefits in the learning process of early reading of children, which helps children in learning to read. This will make the child's reading ability to increase. This structural analytic synthetic method has learning steps, that are structural, which means displaying the word as a whole, analytic which means decomposition of words into separate letters and synthetic which means to recombine separate letters into whole words.

Based on the results of the pretest data, it can be seen early reading in children on the aspects of arranging letters of the alphabet into words; children still have difficulty in distinguishing vowels and consonants. For the aspect of mentioning the connection between sound and letter shape, children still have difficulty in distinguishing the sound of letters that have a sound that is almost the same as the letters b, d, g. And in the aspects of spelling letters into syllables, children have difficulty spelling simple syllables, for example spelling words with the same initial syllables, such as the word *mama*, *mandi*, *bola*, *bolu*, etc. These results also provide a clearer picture that the early reading ability of kindergarten-B-age children Sabilul Huda Kaloran Islamic Kindergarten is still lacking and must

be increased again.

Then, as a reinforcement of the following posttest results, a description based on the posttest data will be described in the early reading ability of kindergarten-B-age children in Sabilul Huda Kaloran Islamic Kindergarten after the application of structural analytic synthetic methods in learning to read. Based on the results of the percentage of posttest data, it is seen that the children's early reading skills have increased. The results of the posttest on the aspect of arranging letters of the alphabet into words have increased, wherein in this aspect of the ability to recognize the letters of the child's alphabet is very good. The same thing happened in the aspect of mentioning the relationship between sound and letter form too. In this aspect, the child's ability to pronounce/distinguish the sound of letters is good, the results of the posttest are bigger than the results of the pretest. It is characterized by the child being able to distinguish the sound of letters that have a sound that is almost the same such as b, d, g. As for aspects of spelling letters into syllables is also increased marked by the child has been able to spell words with the same initial syllable, such as *mama*, *mandi*, *bola*, *bolu*, etc.

Based on the explanation above, it can be concluded that the structural analytic synthetic method has a positive impact on the early reading ability of kindergarten-B-age children in Sabilul Huda Kaloran Islamic Kindergarten. There is a difference between the pretest result data and the posttest result data of the early reading of children. In every aspect of the early reading ability of kindergarten-B-age children has increased. In the research conducted, the aspect that experienced the most prominent improvement was the aspect of the ability to recognize letters. In this aspect, the introduction alphabet letters of children is very good, wherein this aspect, children can distinguish vowel letters such as a, i, u, e, o and consonantal letters such as b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. This is as stated in the aspect of children's early reading ability based on PERMENDIKBUD Number 137 of 2014.

### 2. Early Childhood Reading Ability

According to Eliza, D. (2012) the development of basic skills in kindergarten includes several aspects. One of them is the development of reading skills. The development of reading skills is included in the development of language skills. Of course, experts interpret reading readiness as a tendency to get reading readiness of children who learn to read not only depend on intelligence, physical maturity, or muscle and nerve maturi-

ty but also depend on hearing, visual ability, print media habits, and knowledge to know letters.

According to Frey, N., & Fisher, D. (2010) the introduction of letters and words in children's reading learning must be studied further to create a meaningful language. Language understanding must continue to be trained efficiently. If the child has difficulty in language, it can potentially interfere with the understanding of reading abilities.

According to Darwadi in Nurfalalah (2013) states that 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 a foundation so that children can continue reading the beginning.

According to Leonhardt in Dhieni (2014), reading is very important for children. There are no activities that do not require reading. By reading, children can understand many things. Reading is an asset to learn various sciences. With the development of information technology, it demands the support of a reading culture. Reading culture must be planted early on. Children who love to read will have a higher linguistic sense.

According to Montessori, children at the age of four and above will learn early reading and writing with great enthusiasm, because they are still in a period of general sensitivity to language. They have just mastered the language unconsciously and want to learn everything at a more conscious level and the activity of early reading and writing allows them to do so. Dr. Montessori in Darnis (2018) says children can be understood through their concepts. Children construct their soul development (Child's Self-construction), sensitive periods, absorbent souls, and laws of development (The natural laws governing the child's psychic growth). As stated above, Montessori believes that children have an innate pattern of psychic development. In addition, children also have strong motives for the formation of their souls (self-construction).

According to Steinberg in Ahmad (2011), early reading emphasizes the introduction and pronunciation of sound symbols in the form of letters, some words in a simple form. And reading is an auditive and visual activity to obtain meaning from symbols in the form of letters or words which includes the process of decoding or technical reading and the process of understanding. Besides, early reading is reading read which way to teach it is programmed to pre-school children.

According to Annisa & Tasu'ah (2016), the ability to early reading is a language ability that is recessive and influences children's language abili-

ties. This is one of the abilities that children must have in socializing. Language is the ability of communication to express thoughts and feelings of symbols expressed through understanding.

According to Sumadyo (2011: 1), early reading ability is an interactive activity to pick and understand the meaning contained in written material.

According to Morrison (2012: 265), the early reading ability is an activity to recognize letter names, the speed of the child in naming letters, phonemic understanding, and children's experiences in reading and reading books by others.

According to Anderson in Dhiah (2013), early reading ability is the early reading in skill theory which means emphasizing the process of encoding reading mechanically.

According to Asmawati (2015), early reading is learning about the alphabet, knowing uppercase and lowercase letters, exploring words, making simple stories, and getting to know words with the same initial letters to children.

Based on the theory above, it can be concluded that the early reading ability of early childhood is the activity of recognizing letters of the alphabet and the letter sounds to produce words that contain meaning that is carried out in stages and the capability or ability of children to recognize multiple letter sounds, combining letter sounds into syllables so that the meaning appears in the word. In addition, it can add to the vocabulary, understanding, and insight in children and is still within the scope of children's language development in the field of literacy as a foundation for provision to proceed to the next reading stage.

## CONCLUSION

Based on the results of the analysis and discussion that has been obtained, the researcher concludes that there is an influence of structural analytic synthetic methods on the early reading ability of early childhood in kindergarten B. This is proved from the hypothesis test that has been done by the researcher that is by using t-Test to determine the differences before and after given treatment using pretest and posttest result data. Based on paired sample t-test calculation, it is known that the  $t_{count} = -16.002 > t_{table} = 1.673$  so that  $H_0$  is rejected and  $H_a$  is accepted, in other words, there are differences in the average pretest and posttest results which means that there is an influence of structural analytic synthetic methods on the early reading ability of kindergarten-B-age children in Sabilul Huda Kaloran Islamic Kindergarten.

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