

**THE EFFECT OF USING THE SYNTHETIC STRUCTURAL ANALYSIS
(SAS) METHOD WITH THE ASSISTANCE OF
FLASHCARD MEDIA ON BEGINNING READING
ABILITY IN ELEMENTARY SCHOOL**

(Quasi-Experimental Research in Class II Theme 1 My Experience at Home at
SDN 042 Gambir Batununggal Bandung City Academic Year 2023/2024)

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ABSTRACT

This research was motivated by the low early reading ability of second-grade students at SDN 042 Gambir. This issue is caused by various factors, both internal and external. Internal factors include a lack of interest and motivation in reading, low attention and focus, as well as difficulties in distinguishing letters and combining syllables. Meanwhile, external factors consist of limited parental guidance and support, a home environment that does not encourage reading activities, and the use of ineffective teaching methods. To address these issues, this study focuses on the use of the SAS (Structural Analytic Synthetic) learning model with the aid of flashcard media, aiming to determine its effect on students' early reading skills. The research employed a quasi-experimental method, with data collection techniques including tests, observation, interviews, and documentation. The sample consisted of 54 students selected using purposive sampling, with class II-B serving as the experimental group and class II-A as the control group. The results showed that the average pretest score for early reading ability was 49.66 in the experimental class and 44.18 in the control class. After the intervention, the average posttest score increased to 87.77 in the experimental class and 75.48 in the control class. Based on the effect size test, a value of 4.45 was obtained, which falls into the high effect category. Therefore, it can be concluded that the SAS learning model assisted by flashcard media has a significant positive impact on improving early reading skills among second-grade students at SDN 042 Gambir.

Keywords: sas method, early reading skills, flashcard media, elementary school