

THE EFFECT OF READING METHODS ON INCREASING THE READING ABILITY OF PRIMARY STUDENTS

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ABSTRACT---The purpose of this research is to analyze the reading ability of students who learn through the reading method of structural analysis synthesis (SAS) with the reading method of pictures and syllables (Gasuka). The research was conducted using an experimental method with Pretest-Posttest Control Group Design. The technique of collecting data used the oral test. The data analysis technique was conducted through a normality test, homogeneity test, and two- t-test. The results showed that there were differences in students' reading ability between groups taught using SAS reading method with Gasuka reading method. Other results also show that the group using the SAS reading method has an average value of N-gain of 0.55, while in the group using the Gasuka reading method has an average value of N-gain of 0.59. So, it can be concluded that the SAS reading method and Gasuka reading method can improve students' reading ability.

Keywords--- Reading Method, Structural Analysis Synthesis Method, Gasuka Reading Method, Reading Ability.

I. INTRODUCTION

Reading is one activity that people do to get the information or the meaning (Chen, 2017) of the language of writing. To understand the meaning of language or writing required the reading ability through practice and habituation early on. Reading ability for elementary school students is a fundamental activity (Rahim, 2007) to understand the language and make it easier for students to learn many subjects at the next level. Thus, reading ability should be owned by elementary school students in the first grade in the form of early reading, which will be the basis of learning to read in a higher class (Nippold, 2017). Through the early reading, students are expected to recognize letters, syllables, sentences, and able to read, consisting of many contexts of reading at a higher level. It can be interpreted that the reading ability for the first class through early reading is the first step in having the ability to speak the wider horizons of knowledge (McIlraith & Language and Reading Research Consortium, 2018). Students 'reading ability is not only dependent on students' interest and motivation when they start to learn to read. When entering formal schooling, the role of parents and teachers dominates this reading activity (Bano, Jabeen, &

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Qutoshi, 2018). Especially in school, reading activities conducted by teachers together with students to obtain the reading ability is an obligation that cannot avoid. To that end, teachers must be able to anticipate the way for students to acquire reading ability that students can use in higher classes. The longer the students have the reading ability, the more difficult the students can understand the lessons that require a deeper understanding (Zipoli Jr, 2017).

The teachers should be able to choose and use appropriate reading methods, to achieve a good reading ability for students (Irish & Parsons, 2016) and following the development of first-grade students. The use of reading methods should be able to develop student developments (Fedora, 2014). Not only cognitive development, but also some aspects of development such as psychomotor, affective, and communication. Teachers should be able to create a creative and innovative method for reading activities to be a fun activity for students (Seechaliao, 2017). Activities that do not give fear or boring are considered to do.

But the fact is, there are still many teachers who do not pay attention to the use of reading methods that can help students gain their best reading ability. The teachers are stuck on a method of reading that is still difficult to do by the students. The method of reading used still begins with lettering letters by letter, raising letters or spelling into words so that eventually form a single sentence. The spelling method requires a process that is still difficult for students to do (Ouellette, Martin-Chang, & Rossi, 2017). The students must memorize in advance all the letters and must be repeated so that students do not forget between the form and the sound of the letters (Uliyanti, n.d.). Another challenge is the difference in the ability and development of students in starting a reading lesson that is crucial to the success of this spelling method. Although not all children have difficulty using the spelling method, most of the students have difficulty in reading using this method, so its impact will be seen when students are studying in a higher class.

Structural Analytical Synthesis method or SAS is one of the reading methods that becomes an alternative for teachers to be used in teaching students to gain reading ability. The SAS method emphasizes that humans see things as a whole with curiosity accompanied by high curiosity (Solchan et al., 2010). The SAS method is the method used to help students read and write the beginning for elementary school students, which focuses on several steps that consist of 1) structural, to show the whole; 2) analytical, decomposition process; 3) analytic, re-incorporation into structural. The emphasis of the SAS method is on the learning experiences, curiosity development, and enhanced sense of memory (Solchan et al., 2010). Below is an example of using the SAS method in English and Indonesian.

First steps (structure): Students pay attention to simple pictures and sentences provided by the teacher. Next, the students read a simple text by removing the image.

Second steps: analysis of sentence structure (in Indonesian):

itu majalah ayah
i-tu ma-ja-lah a-yah
i-t-u m-a-j-a-l-a-h a-y-a-h

Third steps: combining complete sentence structure (in Indonesian):

i-t-u m-a-j-a-l-a-h a-y-a-h
i-tu ma-ja-lah a-yah
itu majalah ayah

Another method that can improve students' reading ability is the picture and syllable or Gasuka method. The Gasuka method is a reading method that uses a reading card media that is adapted to the initial syllable with objects that have similarities with syllables and pronunciation sounds. This reading card is beneficial for students to analyze syllabic sounds into objects found by the students every day. Thus it can increase the memory and ease of students in reading. The Gasuka method is also delivered in an easy and fun way by singing and playing (Rasmitadila, 2014). In addition to improving reading ability, Gasuka method helps students in improving the psychomotor, language, communication, and social development. Below is an example of using the SAS method in English and Indonesian.

First steps: students read the reading card by mentioning the image and the initial syllable of the picture.
(in Indonesian):



a



da



ba



la

Second steps: reading syllables without pictures into words and sentence:

a da ba la
adabala

Some of the reading methods used can contribute to helping students acquire the ability to read them, and this study aims to determine the different uses of the SAS reading method with the Gasuka reading method. The research question in this research is whether there is a difference between using SAS reading method and Gasuka reading method in increasing students' reading ability of elementary school.

II. METHODOLOGY

This study used the quasi-experiment method, using two classes as the first experiment group (E1) and the second experiment group (E2). Group E1 uses the SAS reading method, and the group E2 uses the Gasuka reading methods.

1) *Research Design*

The research design used in this research is Pretest-Posttest Control Group Design, with design as below:

Table 1: Research Design Pretest-Posttest Control Group Design

E1	O ₁	X ₁	O ₁
E2	O ₂	X ₂	O ₂

Note:

O₁ : Pre-test

O₂ : Post-test

X₁ : The SAS reading method

X₂ : The Gasuka reading method

2) *Population and Sample*

The research was conducted at one private elementary school in Depok, West Java. The population of this study is the first-grade academic year 2018/2019 in the first semester. The total population is 50 students, consisting of two classes, with similar characteristics. Class divisions are not based on specific considerations, such as IQ or any particular achievement. The research sample was all population amount, which was 25 students in class IA and 25 students in class IB. Sampling using cluster random sampling was used, which is sample selection based on an existing group. Class IA as group E1 using the SAS reading method and class A2 as E2 using the Gasuka reading method.

3) *Research Instruments*

The instrument used is an oral reading test, which consists of four indicators of mechanical reading ability, namely the ability to read letters, syllables, words, and sentences. Each ability to read letters, syllables, and words consists of 5 oral questions, while the ability to read sentences consists of 3 oral questions. The provision of verbal tests is given before and after the application of both reading method.

4) *The procedure of the Treatment*

The study was conducted in both classes, both group E1 and group E2, with the same reading material. Two teachers have had the same teaching experience that is in a low class, for about three years. The difference lies in the reading method used. The reading material used is limited to teaching vowels a, i, and u. The data was collected 20 times with the details of the once initial test, 18 times the learning process, and once the final test. Within a week is done for five days, with a duration of 1 hour per meeting.

5) *Data Analysis*

Analysis of research data by performing N-Gain calculation with the following categories:

$g \geq 0.7$ (high gain index)

$0.3 \leq g < 0.7$ (medium gain index)

$g < 0.3$ (low gain index)

The data obtained from N-Gain are then tested on the normality and homogeneity of data. To test the hypothesis t-test conducted by using the help of IBM SPSS 21 with significance level $\alpha = 0.05$. Criteria determine hypothesis decision-making if $\text{Sig} > 0.05$, then H_0 is accepted, and H_1 is rejected.

III. RESULTS AND ANALYSIS

1) *Pretest Reading Ability*

Before the t-test analysis, normality test, homogeneity test using SPSS 21 for the two groups E1 and E2 were used. Normality test results, homogeneity test, and t-test can be seen in Table 2.

Table 2: Summary of Pretest Data of E1 and E2 Groups

Group	Normality Test	Homogeneity Test	t-Test
E1 (N:25)	0.320	0.879	1.4
E2 (N:25)	0.318		

Table 2 shows that the normality and homogeneity test results of pretest data on E1 and E2 groups are normal and homogeneous distributed. The result of the t-test of pretest data shows that there is no significant difference in the reading ability between-group E1 and group E2. The results show that students' reading ability between the E1 group and E2 group has the same ability.

2) *Reading Ability Data for Groups E1 and Group E2*

The data of the students' reading ability, which consists of pretest value, posttest, and gain reading ability using SAS reading method and Gasuka reading method can be seen in Table 3.

Table 3: Pretest, Posttest and N-gain Average Score of Students' Reading Ability

Average Value				
Group	Pretest	Posttest	N-gain	Category
E1	60.2	82.4	0.55	Medium
E2	58.8	83.2	0.59	Medium

Table 3 shows that the normality and homogeneity test results of pretest data on E1 and E2 groups are normal and homogeneous distributed. The result of the t-test of pretest data shows that there is no significant difference in reading ability between-group E1 and group E2. The results show that students' reading ability between the E1 group and E2 group has the same ability.

3) *Results Reading Ability Analysis*

Before testing the reading ability hypothesis against both groups, normality and homogeneity tests were performed using SPSS 21. Table 4 was the result of the normality and homogeneity test of students' reading ability.

Table 4: Summary of Posttest Data of E1 and E2 Groups

Group	Normality Test	Homogeneity Test	t-Test
E1 (N:25)	0.320	0.489	-0.8
E2 (N:25)	0.592		

Table 4 shows that normality and homogeneity test results of posttest data on E1 and E2 groups are normal and homogeneous distributed. The result of the t-test of posttest data shows that there is a different reading ability between-group E1 using SAS reading method with group E2 using Gasuka reading method.

IV. DISCUSSION

Based on the pretest result of reading ability in group E1 and group E2 indicates that both classes have the same reading ability before being given treatment. It can be seen from Table 4 the pretest and posttest averages that are not significantly different (60.2 and 58.8), and the difference test results against the average value of the pretest indicate no significant difference between the two groups. The result of the treatment given in the form of SAS reading method and Gasuka reading method 18 times face-to-face meeting with the same oral problem in both groups shows that there was an improvement of the students' reading ability. This can be seen from the average posttest in both groups, which is 82.4 in group E1 and 83.2 in group E2.

The posttest results in the group E1 using the SAS reading method were performed following the steps of the SAS method. The use of the SAS method provides an opportunity for teachers and students to work together in reading activities (Setyani, 2012). Several steps of the activities of teachers in the group E1 using the SAS method resulted in improving the students' reading ability. In the first step in the form of structural stages characterized by the activities of storytelling, the provision of sentence cards tailored to the story provides an opportunity for students to direct the meaning of the story and its formation sentence. The use of stories and sentences is expected to increase the curiosity and interest of students in early reading activities (Baldwin & Ching, 2017; Caminotti & Gray, 2012). The interest of students in reading because it is done with the things favored by students, which is a good first step. In addition to storytelling, structural activities performed also singing adds to the spirit of students to learn to read (Campbell & Hlusek, 2015).

The second step is the analytic stages consisting of the activities of deciphering the sentence into letters, as well as reading the descriptions in sequence. This analytic concept provides an understanding that students not only recognize letters but also understand the sentences being studied. The students have difficulty in understanding the letters that make up the word (Gellert & Elbro, 2017). Still, by deciphering the sentence into words, the students will more easily read fluently words or sentences. In the third step is synthetic, students read the arrangement of letters that have been described from the previous sentence aims for students to read smoothly. This process usually takes time and repetition so that students can read.

The SAS method is a reading method that can be used as an alternative in overcoming students' reading difficulties, especially in the first classes. Students are expected to have a learning experience by providing

opportunities for students to develop curiosity following the stages of psychological development of students. This condition allows students easy to accept and improve reading ability's addition, develop knowledge of words, sentences, and students' reasoning power (Ernalis, 2006). The use of the SAS reading method and the Gasuka reading method gives different results of students' reading ability. Although not significantly differentiate the value of the difference, but some factors that cause differences in results can be seen from the process or step in introducing the word, letter, or sentence. In the SAS method, students are introduced with sentence-letter-sentences. This process takes a long time to recognize sentences and letters and rearranging the letters into sentences so that this step is less effective.

Other difficulties that occur in the application of the SAS method is the lack of creativity, skill, and patience of teachers in designing and modifying activities, including reading materials to be used by students. The lack of suitable media and facilities, and easy to use students in the story-telling activities following the contents of the story. The amount of media that will be used often does not allow this method to be used by schools with minimal means of learning. If looking at different students' abilities, it would be challenging for teachers to use the SAS method. The difference in the ability to cause insufficient in the classroom is only done by one teacher but must be assisted by another teacher. Therefore, the time spent using the SAS method is longer than the Gasuka method. However, the advantages that can be felt in the use of SAS method can explore the ability to tell and speak the language of students. Students can develop imaginations derived from images or stories built by teachers. Students are also trained to think systematically and thoroughly against an activity. This is in line with Gestalt's theory of putting forward-thinking and learning as a whole (Ma & Van Oystaeyen, 2015). This is the basis for students trained to learn to become more meaningful through learning experiences with storytelling (Koh, 2017; Ní Chróinín, Fletcher, & O'Sullivan, 2018). Students will more easily find their ideas with their language.

Posttest results in group E2 using Gasuka reading method indicate that there is an increase in reading ability. The Gasuka method is one of the methods performed following the development of students, done in a fun way (Rasmitadila, 2014). The first step is the introduction of a reading card that begins with a letter that is the most easily pronounced letters of students. The teacher introduces a reading card containing pictures and syllables. The use of the card reader is expected to help students in analyzing images to syllables and letters that make it easier for students (Álvarez, Taft, & Hernández-Cabrera, 2017) to read easily and quickly (Karakoc, 2018; Rasmitadila, et al.; 2019). Reading cards containing images that are commonly found in the students' daily routines allow students to automatically "memorize" the syllable. For students to read more quickly, other activities done by the teacher is to invite students to sing letters, performing physical games so that students more easily remember the syllables are taught.

The second step is to introduce students to Gasuka's reading book tailored to the reading card so that students are familiar with reading activities. If students have mastered the reading card, then to read the Gasuka's reading book becomes easy. The third step is to read the sentence according to the syllable that has been studied previously. The use of syllables and the help of images on the reading card while learning to read makes it easy for students to read the sentence (Rasmitadila, 2014). Without having to spell out letters, syllabic sequences to sentences are a quick process in reading excuses for first-grade students. The final step in the Gasuka method is letter recognition. The introduction of students to letters will not be difficult for students, because students already know the letters

when reading syllables. Letter recognition is done when the student is ready to learn to write. Students are introduced letters one by one from the constituent syllables.

The introduction of syllables, along with pictures on the reading card, helps students accelerate syllable recognition. This process accelerates the students stringing sentences without having to decipher the sentence into letters as in the SAS method (Rasmitadila, 2014). Letter recognition is done if the student is ready to learn to write, so the reading process is very effective. Some of the difficulties faced by teachers on Gasuka method can also be seen in the lack of creativity of teachers in building activities that can add to students' learning experiences, unlike the SAS method that begins with storytelling. However, Gasuka's method gives the principle that students can not only read but also must like to read, so as to provide in-depth understanding to teachers to use Gasuka method according to the principle. The Gasuka method puts forward the principle that learning to read can be done in a fun and easy way. This is following Piaget's theory, that teaches children to read adjust to the development and level of age (Crossland, 2017). Cognitively, students are trained to find ideas and ideas in the reading card, develop their imagination, and even make their own stories more independently (Nurrenbern, 2001; Schcolnik, Kol, & Abarbanel, 2016). The use of a reading card as a tool in composing a sentence allows students to understand the meaning of the use of the card so that it can merge words into one sentence with ease. This impact led to more effective use of time on the use of the Gasuka method than the SAS method. Some stages in stringing sentences are another Piaget theory application that students can construct their knowledge following the ability of students. The benefits of both reading methods are to provide learning experiences, develop student curiosity, foster reading interest, and motivation to learn to read (Rasmitadila, et.al, 2020; De Naeghel, Van Keer, & Vanderlinde, 2014). Besides, train students 'self-confidence, especially in language, enhance interaction in learning (Ernalis, 2006) and ultimately improve students' reading ability. The use of reading methods following aspects of student development will facilitate teachers to improve the students' reading ability (McDermott & Gormley, 2016; Rachmadtullah and Rasmitadila, 2020). For students, the process of learning to read is a process that will open up a broader knowledge.

V. CONCLUSION

The conclusion of this research is based on the results of research using the SAS reading method, and the Gasuka reading method can improve the students' reading ability. Both reading methods can be used for students who are difficult to read, especially in low grades. The teacher can create a happy classroom atmosphere when using the reading method for students to start reading. At a further level, the use of both methods can be used so that students like to read.

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