



The Effectiveness of Animated Video-Assisted Synthetic Analytical Structure Models in Improving Students' Initial Reading Skills

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Abstract

Low initial reading ability in 1st grade elementary school students is often caused by the use of less varied learning methods and less interesting media. This study aims to test the effectiveness of the use of the Synthetic Analytical Structure (SAS) method assisted by animated video media on improving the initial reading ability of elementary school grade 1 students. The research method used is quantitative with a True Experimental Design design in the form of *Pretest Posttest Control Group Design*. The data collection technique uses tests and documentation. The study sample consisted of 46 students who were divided into an experimental group and a control group from a total population of 126 students. The final average of the experimental class was 82.45 and the control class was 75.33. So that the analysis of the final average similarity test or posttest of the class there is a significant difference between the experimental class and the control class. The improvement in the learning outcomes of students in the experimental class was 0.45 (moderate) and the control class was 0.16 (low). The experimental class experienced a higher increase in learning outcomes than the control class. In conclusion, the integration of animated videos into the SAS method is able to attract learning interest and make it easier for students to understand word structure, so that it is effective in improving initial reading skills at the elementary school level.

Keywords: Reading Beginnings, SAS Method, Animated Video

Abstrak

Rendahnya kemampuan membaca permulaan pada siswa kelas 1 SD sering kali disebabkan oleh penggunaan metode pembelajaran yang kurang variatif dan media yang kurang menarik. Penelitian ini bertujuan untuk menguji efektivitas penggunaan metode Struktur Analitik Sintetik (SAS) berbantuan media video animasi terhadap peningkatan kemampuan membaca permulaan siswa kelas 1 SD. Metode penelitian yang digunakan adalah kuantitatif dengan desain True Experimental Design bentuk *Pretest Posttest Control Group Design*. Teknik pengumpulan data menggunakan tes dan dokumentasi. Sampel penelitian terdiri dari 46 siswa yang terbagi menjadi kelompok eksperimen dan kelompok kontrol dari jumlah populasi 126 siswa. Rata-rata akhir dari kelas eksperimen adalah 82,45 dan kelas kontrol 75,33. Sehingga analisis uji kesamaan rata-rata akhir atau posttest dari kelas tersebut ada perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Peningkatan hasil belajar siswa kelas eksperimen sebesar 0.45 (sedang) dan kelas kontrol sebesar 0.16 (rendah). Kelas eksperimen mengalami peningkatan hasil belajar yang lebih tinggi dibandingkan kelas kontrol. Kesimpulannya, integrasi video animasi ke dalam metode SAS mampu menarik minat belajar dan mempermudah siswa dalam memahami struktur kata, sehingga efektif dalam meningkatkan kemampuan membaca permulaan di tingkat sekolah dasar.

Kata Kunci: Membaca Permulaan, Metode SAS, Video Animasi

Background

Language has a central role in the intellectual, social, and emotional development of students and is a support for success in learning all fields of study. Language learning is expected to help learners get to know themselves, their culture, and the cultures of others, express ideas and feelings, participate in the community that uses the language, and discover and use the analytical and imaginative abilities that exist within them.

Language skills consist of four interconnected components, namely: listening, speaking, reading, and writing. The four components are a unit (literacy) that must be developed in a balanced manner. For elementary school students, the transition from verbal communication (listening and speaking) to written communication (reading and writing) is a crucial phase that determines their future academic success.

Anggraeni and Yayan (2020:13) stated that reading at the beginning is the first step for students to learn to recognize letters, spell letters into syllables until they become words. Initial reading learning is given in the lower grades, namely from grade I to grade III.

The role of grade I teachers plays an important role in the field of teaching Indonesian, especially reading. Students who have low reading skills will have difficulty understanding the information conveyed in the form of symbol recognition and a series of written symbols.

Tarigan stated that reading is an activity that is carried out in order to get various messages to understand the meaning contained in the text, (Harianto, 2020). The reading ability of 1st grade elementary school students is the ability of students to understand and interpret written texts, be it letters, syllables, words, sentences, or paragraphs. This reading ability includes the ability to recognize letters, recognize syllables, recognize words, understand sentences, understand paragraphs, and understand the meaning of texts.

Reading begins is the initial stage for 1st grade elementary school students to be able to recognize written symbols and turn them into meaningful sounds. It is the "gate" for all science. According to Munawaroh and Ana, (2016). Initial reading has the purpose of providing skills to students to turn series of letters into series of

meaningful sounds, as well as to launch reading techniques in children.

The purpose of learning to read at the beginning according to Kuntarto, (2013:8) is to provide knowledge and skills to students to introduce the techniques of beginning reading and to introduce and grasp the content of reading well. If the initial reading ability is not completed in grade 1, then students will experience a negative domino effect in the next classes. Students will have difficulty in working on questions or understanding written information, and even lose confidence in the school's social environment.

Based on the results of observations made at SD Negeri Bumijawa 1 on October 8, 2024 that in general, the reading ability of grade 1 students is still low, this can be seen from the learning and reading tests conducted by grade 1 teachers at that time, namely there were 14 students out of 22 students who experienced difficulties in reading the low reading ability of grade 1 students of SD Negeri Bumijawa 1 due to several factors, such as; Teachers have not used the right media and models in teaching, learning is still centered on the teacher so that students' teaching activities are low and do not develop, the teaching strategies used by teachers do not vary so that they are less attractive to students, and students seem less enthusiastic, less enthusiastic in learning.

Indicators of students' difficulty in reading at the beginning include students not recognizing letters, students having difficulty distinguishing letters, students are not sure that the letters they read are correct, students do not know the meaning of the words or sentences they read. To overcome these problems, the author took steps by updating the learning model applied in the classroom. The learning model that will be applied is the SAS (Structural Synthetic Analytics) model assisted by animated videos.

According to Dewi (2018:10), the SAS method is a method that starts teaching by displaying the sentence structure in its entirety first, then the sentence is analyzed which is finally returned to its original form. The SAS method is one of the teaching methods developed by the curriculum and teaching methods reform agency (PKMM) by the ministry of education and culture (Ricky, 2022).

The Synthetic Analytical Structural Method (SAS) is one of the methods that is able to improve early childhood reading skills (Despa, 2023). According to Heriwardianti (in Siti Chairuzadi 2024:11) the SAS method can be used to analyze and string words by looking at the overall structure, then identifying one by one the elements of a word or sentence. The technique in learning uses this method by displaying a whole sentence which is then broken down into words to letters that stand alone and reconnects them into a whole sentence (Haryono, 2019:15). This method takes into account the child's language experience. Therefore, learning will be more meaningful for children because it starts from something that the child knows and knows and this will have a positive impact on children's memory and understanding (Khotimah, 2019:16)

The learning media used in this study is an animated video made independently by the researcher using the Canva application. According to Husni (2021:17), animated video is the movement between different frames in a predetermined duration of time, so that it can create the impression of moving, and there are sounds that support the movement of the image, such as the sound of conversation or dialogue and other sounds. This video is specially made to combine the content of the material with the characteristics of the students' abilities in the school. This animated video features engaging moving images to transform hard-to-understand material into easier visual explanations. That way, students are expected to be able to remember the material more easily compared to using conventional methods.

Problem Formulation

Based on the background and identification of the problems that have been focused on, the researcher formulated the problems in this study, namely:

1. How is the application of the Synthetic Analytical Structure (SAS) model assisted by animated videos effective in improving the initial reading ability of grade 1 elementary school students?
2. How effective is the Synthetic Analytical Structure (SAS) model assisted by animated videos in improving the initial reading ability of grade 1 elementary school students?

Research Objectives

Based on the formulation of the problem poured, this study aims to:

1. Describe the application of the Synthetic Analytical Structure (SAS) model assisted by animated videos to improve the initial reading ability of grade 1 elementary school students.
2. Testing the effectiveness of the Synthetic Analytical Structure (SAS) model assisted by animated videos in improving the initial reading ability of grade 1 elementary school students.

Research Benefits

This research is expected to provide the following benefits:

Theoretical Benefits: This research is expected to be useful to increase educational insight and knowledge, especially regarding the use of the SAS model to help with problems with early reading ability for elementary school students.

Practical Benefits

For Students: This research adds insight for students in the ability to read translations. Students will get new experiences in learning to read so that they can increase their interest and learning achievement.

For Teachers: This research can be an alternative in the selection of learning strategies, especially early reading learning, teachers can use the SAS model.

For Schools: This research can be useful in the evaluation process and improve the quality of the learning process in schools, especially learning Indonesian language so that ultimately the quality of the school can be improved.

Research Methods

Referring to the formulation of the problem and the purpose of the research as well as the framework of thought, the research design

used is an experimental model. Experimental model, which is a research model used to find the influence of certain treatments on others under controlled conditions (Sugiyono, 2013: 107). Experiments are carried out with the intention of seeing the consequences of a treatment. The design used in this study is *true experimental design* in the form of *pretest posttest control group design*. As explained by Sugiyono (2013, p. 113), the *pretest-posttest control group design* is that there are two groups that are randomly selected, then given a pretest to find out the initial state of whether there is a difference between the experimental group and the control group.

Based on the research design described above, this study was conducted in two groups, namely the experimental group that learned using the *Syntetic Analytical Structure* (SAS) learning model with the help of concrete object media and the control group that learned using the Syntetic Analytical Structure learning model. The application of the SAS model in this study is divided into several stages that are integrated with the video: Structural Stage (S): Showing an animated video that displays contextual images and complete sentences. Analytical Stage (A): Through animation, sentences are broken down into a word, words into syllables, and syllables into letters. As well as the Synthetic (S) stage: The letters are combined back into a syllable, word, and return to become a whole sentence.

The population in this study is all grade I elementary school students in Bumijawa. The sample used in this study is all population members of SDN Bumijawa 01 and SDN Bumijawa 06 with a total of 46 students, because the quality of education is almost the same and the geographical location is quite close. The quantitative data collection technique is carried out by conducting a test of problem-solving ability. The form of questions used to measure reading ability. The reading ability test was carried out twice, namely before and after the application of the SAS model assisted by animated videos in the experimental class and the SAS model in the control class.

Results and Discussion

This study uses experimental research, the research subjects are divided into 2 classes with different schools, namely the experimental class and the control class. Data analysis to determine the ability to read the beginning quantitatively. In the data collection process, the researcher uses

test and documentation methods. The test method is used as a tool to measure students, namely to obtain data on reading ability at the beginning of the experimental class and controls before and after being given different treatments, while the documentation method is used to obtain data on students' names and general picture data of SD Negeri Bumijawa 01 and SD Negeri Bumijawa 06.

This research activity was carried out from April 7 – May 28, 2025 in the first grade of SD Negeri Bumijawa 01 and SD Negeri Bumijawa 06. Class I of SD Negeri Bumijawa 06 as a control group and Class I of SD Negeri Bumijawa 01 as an experimental group. The experimental class using the Structural Synthetic Analytic (SAS) method consisted of 22 students, while the control class consisted of 24 students. The list of students in the experimental and control classes can be seen in appendices 3 and 4.

The results of the pre-test obtained the average score for the experimental class was 64.77 with a total of 22 students. Meanwhile, the control class obtained an average score of 66.13 with a total of 24 students. After being given treatment for the experimental class, namely with the Structural Synthetic Analytic method assisted by video animation, an average score of 82.45 with a total of 22 students could be obtained. Meanwhile, the average score of the control class taught with conventional learning was obtained with an average score of 75.33.



Figure 1. Conventional Learning



Figure 2. Application of the SAS Method

After receiving different treatment between the experimental class and the control class, the final test was held, namely a posttest with the same weight of questions. From the experimental class of SD Negeri Bumijawa 01, it can be seen that from a total of 22 students who took the test, an average score of 82.45 was obtained. As for the control class of SD Negeri Bumijawa 06, it is known that from the number of 24 students who took the test, an average score of 75.33 was obtained. In the posttest normality test for the experimental class χ^2 count = 12.17 for the control class χ^2 count = 3.31 with $\alpha = 5\%$ and $dk = 6-1 = 5$ obtained χ^2 table = 11.07. It can therefore be concluded that the experimental class and the control class are normally distributed due to the χ^2 calculation $< \chi^2$ table. The final homogeneity test obtained $F_{cal} = 1.109$ and $F_{table} = 2.06$. So $F_{cal} < F_{table}$ means that the posttest values of the experimental group and the control group have homogeneous variance.

In other words, the Structural Synthetic Analytic (SAS) learning model assisted by animated videos has a significant effect on the learning of initial reading material. The use of animated videos has been shown to increase students' attention. Observation data showed: Student Focus: Students were more concentrated during the decomposition process (analytics) because of the visualization of moving letters in the video. Motivation: Students are more enthusiastic about imitating the pronunciation of letter sounds exemplified in animated audio.

Based on the test results obtained, the average experimental class was 82.45 with a standard deviation (S) of 9.74. Meanwhile, the average in the control class was 75.33 with a standard deviation (S) of 10.26. From this calculation, $dk = 24 + 22 - 2 = 44$, with a significant $\alpha = 5\%$ so that $t_{count} = 2.408$ and $t_{table} = 1.67$ were obtained. So H_a was accepted so that there was a difference in the learning outcomes of students in the experimental class at SD Negeri Bumijawa 01 after receiving treatment.

The hypothesis test in this study used an average difference test between the experimental class and the control class. From the results of the t-test calculation, $t_{count} = 2,408$ was consulted with the t_{table} at $\alpha = 5\%$, $dk = (n_1 + n_2 - 2) = 24 + 22 - 2 = 44$. This shows that the $t_{count} < t_{table}$. So H_0 was rejected and H_a accepted. This means that the experimental class and the control class have an average that is not the same or significantly different.

Table 1. *Test the difference between two averages*

Classes	Eksperimen	Controls
Quantity	1814	1808
N	22	24
X	82.455	75.333
Variations (S2)	94.950	105.390
Standard deviation (S)	9.744	10.265
Stuttgart	2.408	
Dk	44	
Table	1.671	

The increase in learning outcomes in both classes was calculated using the N-gain calculation with an increase in the learning outcomes of the control class by 0.200 (low) and the experimental class by 0.459 (medium). The experimental class experienced a higher increase in learning outcomes than the control class.

Table 2. *Improved Learning Outcomes*

Average	Controls	Eksperimen
Pretest	66.12	64.77
Posttest	75.33	82.45
N-Gain	0.200	0.459
Remarks	Low	Medium

The results of this study prove that the SAS (*Structural Synthetic Analytics*) model is very effective in improving the Initial Reading Ability of Grade 1 Elementary School Students based on three main indicators, namely: Advantages of Animation Video Visualization: Animated videos bridge the concrete thinking of grade 1 students. Letters that are usually considered abstract are now more interesting because of color, sound, and movement. This is in accordance with the characteristics of children's cognitive development who will easily receive information through visual and auditory stimuli together. SAS Model Step Effectiveness: SAS Model Learning can train students' logic of thinking from general to specific, then back to general. The process of breaking sentences into letters can help students understand sound symbols in depth, while the process of putting them back together (synthetic) can strengthen the

ability to string words. The existence of animated videos can facilitate a transition process so that students do not feel burdened. Improvement of Reading Skills: The results of the study show an improvement in the aspects: Suitability in voicing writing: Students are more fluent in pronouncing syllables. Pronunciation reasonableness: Students' intonation when reading whole sentences becomes better. Fluency: students' time in spelling words is significantly reduced compared to the time before the implementation of the SAS model.

This is in line with the results of research by Irfan and Nurlailal (2024) who said that the application of the Structural Synthetic Analytic (SAS) method using flash card media has a positive influence on improving the reading ability of 2nd grade students of MI At-Ta'qwa Wawonduru. Similarly, in this model, which uses other media, namely song media (Khadijah, 2023), it also shows its effectiveness in motivating students to be active in learning and easily understand vocabulary.

Khairunnisa (2022) also stated that the SAS model is very suitable for beginner students because it is able to provide the impression of meaningful and fun learning and considers linguistic and psychological foundations. Based on observation data and documentation during the study, there is a striking difference in classroom atmosphere between the use of video-assisted SAS models and conventional methods:

Documentation in the experimental class, students showed high enthusiasm when the animated video was played. Theoretically, this is supported by Allan Paivio's Dual Coding Theory, where information received through two channels (image and sound) will be more easily stored in long-term memory. Animated videos can also visualize how lips move when pronouncing letters, which is difficult for students to imitate if only through the teacher's verbal instructions.

Observations showed that when students were asked to arrange letter cards into syllables, there was intense social interaction and physical activity. The SAS model can encourage students to be active in a manipulative way. This

in line with Vygotsky's theory. about the Zone of Proximal Development (ZPD), where teacher guidance (scaffolding) through video media and letter cards makes it easier for students to achieve higher reading competence than independent learning.

In contrast, the results of the documentation in the control class showed a high level of attention distortion. Without interesting media, students tend to be passive, get bored quickly and do activities outside of the teacher's instructions. This proves that the lecture method is not effective for the "digital native" generation who need dynamic visual feedback.

The success of this research occurred because of the synergy between methods and media. The SAS model provides a logical flow of thought for the child's brain (from global to specific), while animated videos provide emotional appeal. The combination of the two creates a joyful *learning experience*.

The increase in the N-gain value in the "Medium" category (0.459) in the experimental class proved that this treatment was consistently able to boost students' initial reading ability from the basic level to a more complex level of comprehension, beyond the achievement of students who were only fixated on textbooks and teacher lectures.

Conclusion

Based on the results of the study entitled "The Effectiveness of the Synthetic Analytical Structure Model Assisted by Animation Video in Improving the Initial Reading Ability of Grade 1 Elementary School Students" at SD Negeri Bumijawa 01 and SD Negeri Bumijawa 06 Bumijawal District, Tegal Regency, it was concluded that the use of the Synthetic Analytical Structure (SAS) learning model assisted by animated videos was effective in improving the initial reading ability of grade 1 elementary school students.

With the integration of animated videos in the SAS model, it is effective in overcoming learning problems in grade 1 students. The existence of animated videos can make it easier for students to understand the process of deciphering sentences into letters. It can also increase students' motivation to learn, because the use of audio-visual media is able to eliminate boredom compared to the use of conventional methods.

This is evidenced by the acquisition of a higher average final score of the experimental class than that of the control class, as well as the results of hypothesis tests that show a significant level. In addition, this effectiveness was reinforced by the increase in learning outcomes (N-Gain) of the experimental class that was in the

medium category, significantly exceeding the control class with the low category.

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Curriculum Vitae

Adi Purnomo was born in Tegal on November 11, 1973. Domiciled in Bumijawa, Tegal Regency, he is known as a diligent, disciplined, and highly committed person to the development of education and learning. Since taking primary education to college, he has shown a consistent enthusiasm for learning as part of efforts to improve his competence and professionalism.

Formal education was pursued at SD Negeri Bumijawa 03 and graduated in 1986, then continued his education at SMP Negeri 1 Tegal City and graduated in 1989. Senior secondary education was completed at SMA Negeri 1 Tegal City in 1992. In order to increase his academic and professional capacity in the field of education, he continued his studies at the Diploma 2 Program PGSD Open University and graduated in 2007, then completed the Bachelor Program (S1) PGSD Open University in 2011 and is currently completing his studies at the Open University Postgraduate Program.

Armed with experience and competence in the field of basic education, he currently carries out his mandate as the Principal of SD Negeri Bumijawa 1. In his leadership, he strives to improve the quality of education, build a positive school culture, and encourage the creation of a disciplined, creative, and character-oriented learning environment for students.