



DEVELOPMENT OF A WRITING MODULE BASED ON SAS METHOD ON DESCRIPTION TEXT MATERIAL TO IMPROVE LEARNING OUTCOMES OF CLASS II STUDENTS AT SDN 054904 BAMBUAN

Salsa Septiani¹, Pira Astuti²

^{1,2} STKIP Al-Maksum Langkat, Stabat, Indonesia

Email: ¹ sseptiani522@gmail.com, ² viraastuti12@gmail.com

Abstract

The aim of this research is to identify improvements in learning outcomes for initial writing skills using the SAS method for students at SDN 054904 Bambuan. This research is descriptive research designed through classroom action research. Classroom action research was carried out in two cycles, with four sessions as many as were carried out in each cycle. This research was conducted in Class II SDN.054904 Bambuan 15 students. A total of 7 men and 8 women. The instruments for this research are test sheets and observation sheets. Data was analyzed quantitatively and qualitatively. The quantitative results achieved were: (1) In the first cycle, a score was achieved which was the average learning achievement of class II students at SDN 054904 Bambuan at the first meeting which reached 63.33 and at the second meeting it was 73. In the second cycle the average learning outcomes were determined Class II students at SDN 054904 Bambuan were even higher, reaching 77.66, so it can be concluded that the increase reached 85.56. Specifically changes in students' attitudes towards the material, motivation, enthusiasm and learning outcomes. Therefore, we use the SAS method for the first writing subject at grade II elementary school SDN 054904 Bambuan . Based on the results of previous research and discussions, the application of the SAS method changes students' learning patterns from less active to more active, and helps students learn initial writing skills, so it can be concluded that motivation to do this increases.

Keywords : Structural Analytical and Synthetic (SAS), Writing skills, Learning outcomes

Introduction

Education is a learning process that is systematically designed to develop individual potential and skills in cognitive, affective and psychomotor aspects. Education can occur at various levels, from formal to informal, and aims to increase knowledge, understanding, and develop character and skills. Elementary school education is the foundation in the formation of Indonesian human character. The importance of elementary school as forming a person's foundation is so important that the length of elementary school (SD) is up to 6 years. The 6 year period that a child goes through is expected to be able to build on the knowledge that will be obtained later at the next level of education. In accordance with the articles contained in the National Education System Law (Sisdiknas). Article 1 number 1 states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society, nation and state". So education is pursued seriously by all elements involved in it. The students expected by the law on the national education system are students who actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. If students are created who comply with these laws, that is the golden generation in question. A generation that is capable of

facing the challenges of its time to lead this country with intelligence that includes spiritual, social, knowledge and skills . Based on observations made at SD N Bambuan 054904 . Researchers found several grade I students who experienced problems in learning to write at the beginning. This can be seen in the students' chaotic writing, namely the results of the writing not neat, not using spaces, the writing going up and down does not match the lines of the book because in the early or beginning classes students are taught to learn to write more intensely. According to Gunawan & Heryanto (2019) there are several indicators in beginning writing, namely (1) clarity of letters, (2) accuracy of spelling, (3) integration between sentences, (4) suitability to the object, 5) accuracy in using words in sentences, (6) neatness.

Thus, it is very necessary to carry out research to describe efforts to develop writing skills in lower class students in elementary schools. With the aim of describing students' problems in writing, describing efforts to develop writing skills in lower class students. Improving students' writing skills is the process of developing their writing skills through various learning methods and strategies. Here are some reference sources that can help understand the concept. Writing is also a person's thinking activity to express their thoughts and ideas in a work for other people to read. Therefore, writers need to have good skills in expressing the ideas they express in written language. Writing, from the perspective of Indonesian language education studies, is essentially a written language learning activity that can be used as a communication tool to convey messages about the author's thoughts and ideas to readers. Considering that written language is a means of communication in society, someone needs to learn how to write well so that it is easily understood by readers. To have the ability to write requires a learning process and school is one place where this learning process takes place. At school, students receive various lessons, one of which is Indonesian Language Education. Through the Indonesian language education learning process, students are taught to have the ability and skills to speak Indonesian well and correctly. Furthermore, it is hoped that there will be an increase in students' skills in Indonesian both orally and in writing. Therefore, efforts to learn Indonesian language skills need to continue to be improved in order to achieve better results. The problem formulation in this research was prepared based on the background provided explained above, the researcher formulated the problem as follows: "Is the SAS method effective in improving writing skills II students ? " Some of the benefits of this research are as follows:

2. Theoretical benefits
 - a) The general benefit of this research is to increase knowledge about how to improve your beginning writing skills
 - b) Elementary School students .
 - c) As a material for improving learning methods in schools, especially in Indonesian language subjects
 - d) As reference material used by teachers in the learning process Indonesian.
3. Practically, it is hoped that the results of this research can provide input for parties who have an interest and care about educational progress, namely:
 - a) For Schools
Improve students' initial writing skills and provide input to the principal in an effort to improve the learning process at teachers to increase facilities and infrastructure so that the quality of education can increase.
 - b) For teachers
This research serves as input and consideration for elementary school teachers using the SAS method as one of the learning methods can be used to improve initial writing skills.
 - c) For student
Students become more fluent in writing at the beginning level by using

SAS method.

The SAS (Synthetic Analytical Structural) approach in learning writing aims to teach students about analytical and synthetic text structures. Analytically, students understand parts of the text, while synthetically, they learn to organize them. Studies support that this approach can improve students' understanding of text structure, enrich vocabulary, and improve writing skills. The use of SAS-based modules can be an effective strategy in helping class II students develop writing skills, especially in descriptive text material. This approach provides a systematic and structured foundation to guide students in the writing process. In a literature review regarding strategies to improve the writing skills of second grade students, several effective approaches have been identified. These strategies include using role models to provide practical examples, providing constructive feedback to improve students' writing, and utilizing writing activities based on the context of students' daily lives. Research also highlights the importance of integrating elements of creativity in teaching writing, such as the use of pictures, serial

stories, and shared writing projects. Applying methods that are fun and relevant to students' lives can be the key to increasing their motivation and writing results.

Research Methodology

In this research, there are two types of data, namely 1) quantitative data in the form of initial writing ability scores and the percentage of students completing the KKM, 2) qualitative data in the form of a list of student names, observation guidelines, learning processes, and the results of interviews with class I teachers. Researchers use research procedures through 4 stages which include planning, implementing actions, observing and reflecting. The research location was carried out on class II students at SDN 054904 Bambuan. This type of research is Classroom Action Research (PTK) with the subjects being class II students at SDN 054904 Bambuan, totaling 15 students and class I teachers. In this research, there are two types of data, namely 1) quantitative data in the form of initial writing ability scores and student completion percentages. achieve KKM, 2) qualitative data in the form of a list of student names, observation guidelines, learning processes, and results of interviews with class I teachers. Data collection techniques use interviews, observation, tests and documentation. Interviews were used to find out the teacher's learning techniques during the initial writing learning process before implementing classroom actions. Margono (in Rubiyanto, 2009: 75) defines observation as systematically observing and recording symptoms that appear on the research object. This observation is used to observe the teacher's teaching actions in carrying out actions using the Synthetic Structural Analytical (SAS) method and students' activities when learning to write. The test carried out in this research aims to determine the level of success in implementing the action. Documentation was used to obtain school data, a list of names of class I students, and photos of the implementation of research actions. To ensure the stability and truthfulness of what was collected in the research, the researcher used triangulation techniques. The triangulation used is source triangulation. While testing the validity of the instrument, researchers used content validity. The achievement indicator in this research is if the percentage of students who have reached the Minimum Completeness Criteria (KKM) ≥ 70 is 80%.

Result & Discussion

Research result

Action Cycle I has four phases: planning, taking action, observing, and reflecting. At the planning stage, researchers design learning using the SAS method, people make lesson plans, prepare learning media and resources, make observation sheets, and carry out learning assessments, we have prepared the tools. At the action stage, researchers used the SAS method to carry out the learning process. The next stage is observation, which is carried out to observe the learning process while acting. After obtaining observations, the researcher considers Cycle I. The results of the reflection are used to identify deficiencies that need to be corrected in the next cycle. The success rate before the action (pre-cycle) up to now can be seen in the following table.

Table 1. Writing Ability Values from Pre-Cycle to Cycle II

No.	Name	Mark Precycle	Mark Cycle 1.1	Mark Cycle 1.2	Cycle Value 2.1	Cycle Value 2.2
1.	Siti Fatimah	60	50	55	70	95
2.	Ayu Pratiwi	40	60	60	85	80
3.	Doni Dermawan	50	70	80	80	90
4.	Aisha	70	70	65	85	70
5.	Budi Hermawan	80	60	75	70	100
6.	Cici Rahayu	40	50	60	65	90
7.	Mira Haryati	70	70	80	80	70
8.	Deswita Maharani	60	70	70	80	65
9.	Hariawan	40	60	90	95	90
10.	Fahri Syahputra	60	70	70	80	100
11.	Aldi Prayoga	50	60	70	90	80
12.	Arum Wardani	70	80	75	75	100
13.	Habib Maulana	50	70	90	60	90
14.	Muhammad Dimas	70	70	80	85	80
15.	Ningrum	70	70	80	85	85
	Average value	58.66	65.33	73	77.66	85.66

Based on the table above, it can be seen that there was an increase in writing ability from before the action (pre-cycle) to cycle II. The increase that occurs can be seen from the average class score and the percentage of student completion. The average class score from before the action (pre-cycle) to cycle I of the first meeting was 58.66 to 65.33 and the second meeting was 73. From cycle I of the second meeting to cycle II of the first meeting was 73 to 77.66 and the second meeting was 85.66. Meanwhile, looking at the percentage of students who obtained a score above the KKM as follows: before the action (pre-cycle) was implemented, only 6 students achieved the KKM or 40%, however After carrying out actions in the learning process using the SAS method, the percentage of completion increases. In the first cycle of the first meeting, there were 9 students who scored above the KKM or 60%, in the first cycle of the second meeting there were 11 students or 73.33%, in the second cycle of the first meeting there were 12 students or 80%, and in the second cycle of the second meeting there were 12 students or 80%. 14 students or 93.33%. This increase shows the success of using the SAS method to improve initial writing skills.

Discussion result

SDN Class I I Indonesian In the first writing lesson in language subjects there is no interaction between students, educators and learning resources before action is taken (pre-cycle). Dialogue is only one way. This means that the teacher simply dictates the reading or reading material in front of the class, and the students write their assignments in the book. Students are not given the freedom to express their ideas and write themselves. Learning should be used as a process of interaction by students with educators and learning resources in a learning environment (Hasbullah, 2009: 306). The initial process of learning to write is still traditional because teachers have not found a suitable alternative learning method. In addition, because teachers do not use media in the learning process, students are less interested in learning the first writing skill, which has an impact on the value of the first writing skill. In fact, students can write well if the teacher is skilled and has enough practice in using different teaching methods. (Henry Guntur Tulligan, 2008: 9). This is expected to improve the initial writing skills of first year students in Indonesian language subjects. As shown by research by Sigit Ardiyanto (2010), the use of the SAS method improves initial reading comprehension skills. In this study, researchers conducted interviews and observations before implementing the learning intervention to obtain data on the writing skills learning process before the cycle. The researcher then carried out actions consisting of two cycles. In this research, the researcher acts as a teacher who teaches Indonesian language subjects, and the class I I teacher acts as an observer who observes the learning process during the action. From the results of implementing actions from Cycle I to Cycle II, it can be seen that the SAS method can improve the ability to start writing, this is supported by the advantages of the SAS method. Start writing, get to know the approach that language is a structure and be able to think analytically, present an organized structure (sentences, words, syllables, letters), help students develop their language Present the required learning material, be in harmony with their own environmental situation. (Subana, -: 20). Apart from that, the SAS method is a writing teaching method that follows the principle of self-discovery, which makes students develop a great curiosity in learning to write (Supriyadi, 1996: 334-335). This makes students more interested in following the writing learning process using compared to traditional learning carried out by the teacher.

Conclusion

Based on the analysis of the research results that have been carried out, it can be concluded that there has been an increase in students' writing skills in Indonesian language subjects by applying the SAS method in class II at SDN 054904 Bambuan. This can be shown in the average results of the writing skills tests carried out at the end of each cycle, namely the average class score from before the action (pre-cycle) to the first cycle of the first meeting was 58.66 to 65.33 and the second meeting was 73. From the cycle I second meeting to cycle II first meeting from 73 to 77.66 and second meeting to 85.66. Meanwhile, looking at the percentage of completeness of students who obtained a score above the KKM as follows: before the action (pre-cycle) was carried out, only 6 students reached the KKM or 40%, but after carrying out the action in the learning process using the SAS method, the percentage of completeness increased. In the first cycle of the first meeting, there were 9 students who scored above the KKM or 60%, in the first cycle of the second meeting there were 11 students or 73.33%, in the second cycle of the first meeting there were 12 students or 80%, and in the second cycle of the second meeting there were 12 students or 80%. 14 students or 93.33%. Based on the research and analysis that the author has carried out, the researcher provides suggestions to future researchers so that it is possible to improve the SAS method, it should be further developed and expanded to overcome beginning reading problems in class II students at SDN 054904 Bambuan.

References

- Artena, Suarmei. (2014). The Influence of the SAS Method Assisted with Letter Card Media on the Reading and Writing Skills of Class II Students (Journal of Mimbar PGSD, Ganesha Education University, PGSD Department).
- Dimiyati and Mudjiono, (2010). Learning and Learning. Jakarta: PT Rineka Cipta, page 5.
- Ekowati, (2008). Writing learning strategies. March Eleventh. University Press. Surakarta
- Gardner, H. (1993). Multiple Intelligences: The Theory in Practice. New York: Basic Books.
- Graves, D.H. (1983). "Writing: Teachers and Children at Work." Portsmouth: Heinemann.
- Maulana Ibrahim's Miracle, (2015). Application of the Picture To Picture Model to Improve Ability to Write Description Text. Indonesian education university.
- Murray, D. M. (1985). "Writing as Process: How Writing Finds Its Own Meaning." In: Perl, S. (Ed.), "Landmark Essays on Writing Process." Davis: Hermagoras Press.
- Nadrotul Muhibah, et al (2020) Improving Beginning Reading Ability Through Structural Analytical and Synthetic Methods (SAS) in Indonesian Language Subjects. Sultan Maulana Hasanuddin State Islamic University, Banten.
- Sigit Ardianto (2010). Improving Beginning Writing Skills Through the Sas Method for Class I Indonesian Language Subjects at SDN 1 Gedangan, Cepogo District, Boyolali Regency, Academic Year (2010 / 2011). Sebelas Maret University, Surakarta.
- Suryabrata, S. (2017). Educational Psychology. Jakarta: Kencana.