International Journal of
Students Education

BERPUSI PUBLISHING

DEVELOPMENT OF BIGBOOK BASED ON SYNTHETIC ANALYTICAL STRUCTURE METHOD (SAS) IN INDONESIAN LANGUAGE LESSONS TO IMPROVE LITERACY OF CLASS 2 STUDENTS OF PRIMARY SCHOOL 101759 LANGKAT

Novita Sari[1], Vera Apriyani[2], Dzalika HR Ditanti PA[3]

[1,2,3] Primary School Teacher Education, Education, STKIP Al-Maksum Langkat, Stabat, Indonesia
Email: [1] novt52603@gmail.com , [2] veraapriyani327@icoud.com, [3] dzalikahrdiyantipa@gmail.com

Abstract
Study This aim For develop bigbook based method structural analytic synthetic (SAS). Study This is research and development or Research and Development (R&D). Development model used in study namely 4D, consisting from definition, design, development and deployment. Study This is only reached the stage development . Study carried out at SD Negeri 101759 Langkat. Subject study that is student class II totaling 20 students. Object study that is bigbook based method structure analytic synthetic (SAS). Data collection techniques, namely observation, interviews, and tests. Based on the results and discussion are known that bigbook based method structural analytic synthetic (SAS) has worthy used. This matter seen from results validation Language with percentage 84.78% incl category worthy. Validation results material with percentage 95.00% incl very worthy category. Media validation results with percentage 92.50% incl very worthy category. Meanwhile, results validation practitioner with percentage 92.50% incl very worthy category. Based on the results and discussion above, you can concluded that bigbook based method structure analytic synthetic (SAS) in the lesson Indonesian for increase literacy worthy For used student class 2 SD 101759 Langkat

Keywords : Bigbook, structural analytics synthetic (SAS), Indonesian , literacy

Introduction

Children's education age early is vehicle education that provides framework base in form and develop basics knowledge, attitudes and skills child. This education aim for develop all over the potential that exists within oneself child and hope child can become a complete human being. Therefore it, delivers appropriate stimulation is essential done. Stimulation the must can develop all over aspect existing developments child in a way whole including aspect cognitive, language, social emotional, physical motor skills, art, religious and moral values. One of necessary developments stimulated is development language. Language is Foundation development literacy. Literacy child age early involve awareness basics and understanding language (Biddle, Nevarez, Henderson, Kerrick ; 2014). With literacy that develops optimally then child can control ability read and write at level furthermore. Remember importance literacy in children age early, preferably capable components support mastery literacy in Kindergarten is a must keep going developed. One of component the support in question is use of internal media increase ability literacy child. This matter in accordance with opinion Flewitt (2011) stated that readiness child in reach development literacy need various kinds of media. There are some possible factors influence ability literacy students, for one is media use. Position of teaching media There is in component method teach as one of the effort for heighten the process of interaction between teachers and students and interactions student with environment learning (Nana Sudjana and Ahmad Rivai, 2002: 7). Learning process class beginning need media for convey material lesson in a way maximum, because it is for children age class beginning is at in

stage operational concrete. Characteristics student class beginning have range concentration short so that need support for interesting attention to what they learn (USAID, 2014:41). So with use the expected media can increase interests, skills student specifically in read. One of support learning read beginning is use of appropriate media with needs and characteristics student. Moment This Already lots of interesting learning media in teach Skills read one of them is a big book medium. Big Book media is book characteristic story especially those raised, good text nor the picture, so possible happen activity read together between teachers and students . Book This own characteristics special like full colorful, has a word that can repeated , and have pattern simple text. Big Book media is a good fit used in class beginning because have appropriate characteristics with need students in class beginning. With using the Big Book teachers can choose fill customized story with theme in learning. Besides the Big Book fits perfectly used in learning modeling reading and writing beginning.

That matter in line with Curtain and Dahlberg's opinion about Big Book media is that Big Books make it possible student learn and repeat reading. Many experts stated education that the Big Book is very good used in class beginning Because help increase interest student in reading (USAID, 2014:3). Big Book does not only teach you student for read however in Big Book media it can also be done develop attitude and character Good for child besides the Big Book can also add insight and knowledge student. In learning media use only felt not optimal. Required something method appropriate learning to be able increase ability read beginning . One of possible methods used in learning read beginning is SAS method (Structural Analytic Synthetic). The SAS method is one type usual method used for the learning process reading and literacy for student beginner. Difficult students literacy often show habits and behavior behavior that doesn't reasonable. Symptoms his movements full tension like restlessness, rhythm voice rising, and biting lips. Beside that, students feel difficulty in matter student no recognize letters, students difficult differentiate letters and students not enough Certain with the letters he reads that Correct. Besides that is, when the teacher teaches read Still There is visible students not enough enthusiastic, lazy, and lacking active. Besides that's it, teachers too only use textbook from school in teach read to student. Literacy is one of skills important language for life man. Learning literacy should taught since early so that children capable read and implement activity daily with good (Santrock 2007). Besides useful for life, reading is also important for obtain very broad knowledge Aulia ,et al (2019, p . 964). Literacy be one tool communication for child for can absorb knowledge taught, both at school or at home. Besides That with read outlook child will increase wide. Literacy is skills that must be mastered student because skills the in a way direct will related with the entire learning process rahim students (2018, p. 3). Literacy said as very influential factor to success child Because with Skills literacy child can accept learning with Good . The factor in question is to what extent is the child can follow learning Because part big activity Study done withl literacy According to statistical data from (UNESCO) in 2017, out of a total of 61 countries, Indonesia was ranked 60th with level low literacy. Rank 59 is filled by Thailand and ranking final filled by Botswana. Meanwhile Finland occupied ranking First with level high literacy, almost reaches 100%. Besides that is , research data International The Program for International Student Assessment (PISA) in 2015, that ability literacy read Indonesian students are ranked 64th out of 72 countries. The average reading score obtained Indonesian students are 397, with International average score 496. This data show that ability in read Indonesian students in the international world Still low. Therefore that learning literacy is very important taught since early so child capable read and understand activity What will done in every day. In accordance with this data, in the field Lots found reluctant children read book. One of reason they No No Want to read because experience difficulty in read . Literacy language focused on development skills base individual for understand and use skills language like Skills speaking, reading, writing and listening as an integral part Rahman (2018, p . 14). Literacy This important For mastered student Because Language for tool communicate , express feeling, and understanding something idea.

For get Skills literacy that , necessary exercise since early. As opinion Treasure (2015, p . 145) which states that Skills read obtained somebody when they enter formal education as well learning main and first for student school basics in class beginning . Skills read beginning given moment child was in class low, at school base. Skills This important given at the start Because can support implementation of the learning process, understanding field studies other, and as base for Skills read carry on ideal age for introduce reading is from four half until six year Hainstock (in Kurniaman , 2017, p. 150). This is it it's time divert with easy interest child in Language verbal. Other related problems with method convey learning is Still exists more learning teacher- centered compared student. This matter can understood that with character inclined students active, the teacher chooses use method that makes The students sat quietly in their respective chairs memorize letters with method like that's it, students feel learning read beginning So boring and difficult understood. Reasonable if later day student become lazy about reading. Smoothness and accuracy child reading in stages Study read beginning influenced by the teacher's activity and creativity . Good teacher is a teacher who can control Skills in give learning and giving facility to student in accordance with his needs. In line with opinion Minariskawati (2016, p. 2) is one of them task professional teachers

are skilled in carry out learning as well as responsible answer guide and build participant educate . Skilled in carry out the learning in question that is open, manage and close learning. In carry out learning required materials, various media, models and various factor appropriate support as well as do activity such as ideas, demonstrating, motivating, apperception, guiding, facilitating, disciplining, asking and answering and giving strengthening. Insufficient method creative and not involve students , as well no there is a media used , namely necessary obstacles overcome so that it can be done answer challenges in an era of full global competition with information now this. For going to society that has favorite high reading naturally must started teaching read that shows impression fun , so teaching read beginning is beginning for embed view the. There are many approaches , methods , techniques and media that can be used used for learning read creative start for students join in active as well as relevant with characteristics development students , one some of which refer to research This is SAS method (Structural Analytic Synthetic) assisted by Big Book media in learning read beginning . SAS method is method For teach read the beginning which refers to the foundation psychological , foundation pedagogical , and foundational knowledge language (linguistics). So that can said that method This relevant to characteristics student class I school basic (Aminah and Yuliawati 2018, p. 4). For more support relevant learning with characteristics development students at school basic , method This using big book media in learning read beginning.

Big books are an excellent learning medium used in class beginning because can help increase interest student in read Educational Personnel Education Institute (2014, p . 43). There is many kinds of images and text that have characteristics multicolour , possible child can interested for open and see content in the big book. Large font size possible children easy read every sentences in it. With reality that, finally student feel fast bored in accept lessons , and students No motivated For know and understand material presented . There is Lots possible methods used For teach read to students in class low . Method the like alphabetical method, method spell, word method, global method , SAS method, method read together, method syllable, method read guided. Based on that's all Lots method in read , then method read together considered very appropriate used. Read together need the presence of internal media learning . The media has role important in increase interest student for Study read . One of the media used in read together is a big book. The big book is sized book large equipped with text and images size big so that makes it easier child in observe every letter nor symbols contained in book the Big book is also equipped with full image color and flow clear story. Characteristics of big books based on experts is size large 40 cm x 60cm, loading large , colorful , composed images and writing from 10-15 pages, pictures own meaning, pattern of repeated words, type and size letter clear, flow story simple and easy understood child. The special features of the big book are: give opportunities for children for involved in situation real with a fun , developing way all aspect language and experience social child, liked child , improve motivation and activeness child. Developed big book after pass stages evaluation product, good feasibility test limited from expert materials and media experts, as well as trials products that include field tests initial , field test main and field tests expanded, big book media product results development the Already worthy become product possible ending disseminated and implemented to users. In accordance with category quality big book media products that have been set , i.e that every rated aspect in developed products considered worthy If all evaluator evaluate quality minimal product with category enough, then big book media is considered worthy as a learning medium Good from facet appearance product nor aspect quality product. Product yield development of the big book accordingly with opinion of Tompkins & Hoskisson (1995); Jalongo (2007); Curtain & Dahbelrg (2010); Hall & O'Connor (2006) stated that the big book is sized Enough big with large writing and visible images clearly what is used For activity read together and can seen by all children in class. Book Big (Big Book) is book reading that has large size, writing and images. The size of the big book must be consider facet legibility all over students in class. Big Book can used in class beginning Because own appropriate characteristics with need student. Teachers can choose the Big Book that contains it story and topic in accordance with interest student or in accordance with theme lesson . In fact, teachers can make own Big Book accordingly with need. With thereby researcher see need development of Big Book media as learning media facilities read together. Through the Big Book, students expected can give chance to student for involved in activity literacy with interesting way.

Research Methodology

Study This is research and development or Research and Development (R&D). Development model used in study namely 4D, consisting from definition , design , development and distribution (Ikhbal & Musril ,2020). Study carried out at SD Negeri 101759 Langkat . Subject study that is student class II totaling 20 students . Object study that is bigbook based method structure analytic synthetic (SAS). Data collection techniques, namely observation, interviews, and tests.

Table 1. Likert Scale Criteria

No	Answer	Score
1	Very good	4
2	Good	3
3	Enough	2
4	No Good	1

(Lubis et all , 2023)

The formula used to measure the percentage of validation results is as follows:

$$NP = \frac{R}{SM}X \; 100\%$$ (Rambe et al , 2022)

Information:

NP   = Desired percent value
R   = Intermediate score obtained
SM   = Maximum score
100% = Fixed number

Table 2. Criteria Due Test Classification Product

No	Score	Classification
1	90% X < 100%	Very Worth It
2	80% X < 90%	Worthy
3	70% X < 80%	Enough Worthy
4	60% X < 70%	No Worthy
5	0% X < 60%	Very not Worthy

(Parinduri et al, 2022)

Result & Discussion

Research result development with title, " Big Book Based Development SAS Method in Indonesian Language Lessons for Increase Literacy Student Class 2 SD 101759 Langkat ". Development model used in study namely 4D, consisting from definition, design, development and deployment . Study This is only reached the stage development. Following These are the stages in study as following :

a. Definition
Stage This is stages First in study this, stage This researcher do a number of observation among them that is curriculum , materials learning , characteristics student. from results observation this, researcher will do design product that will made solution as problems that occur.

b. Planning
Stage this is stages second in study this, researcher has make design product that will developed. The product will developed this is based on results analysis that has been done researcher previously . Design product that will created by researchers that is bigbook based method structure analytic synthetic (SAS).

c. Development
Stage This is stage third in research this , at stage this developed products that is bigbook based method structure analytic synthetic (SAS). Products developed will validated by experts language, expert materials , media experts , and experts practitioner . Developed products this, aims For know appropriateness from bigbook based method structure analytic synthetic (SAS). Bigbook is based on s method structure analytic synthetic (SAS) developed has revised based on suggestions and input from experts. As for the results validation that has been done can seen in the table under This :

Table 3. Expert Validation Results

No	Validation	Percentage	Category
1	Linguist	84.78%	Worthy
2	Material expert	95.00%	Very worthy
3	Media expert	92.50%	Very worthy
4	Practitioner expert	82.69%	Worthy
	Total	**88.74%**	**Worthy**
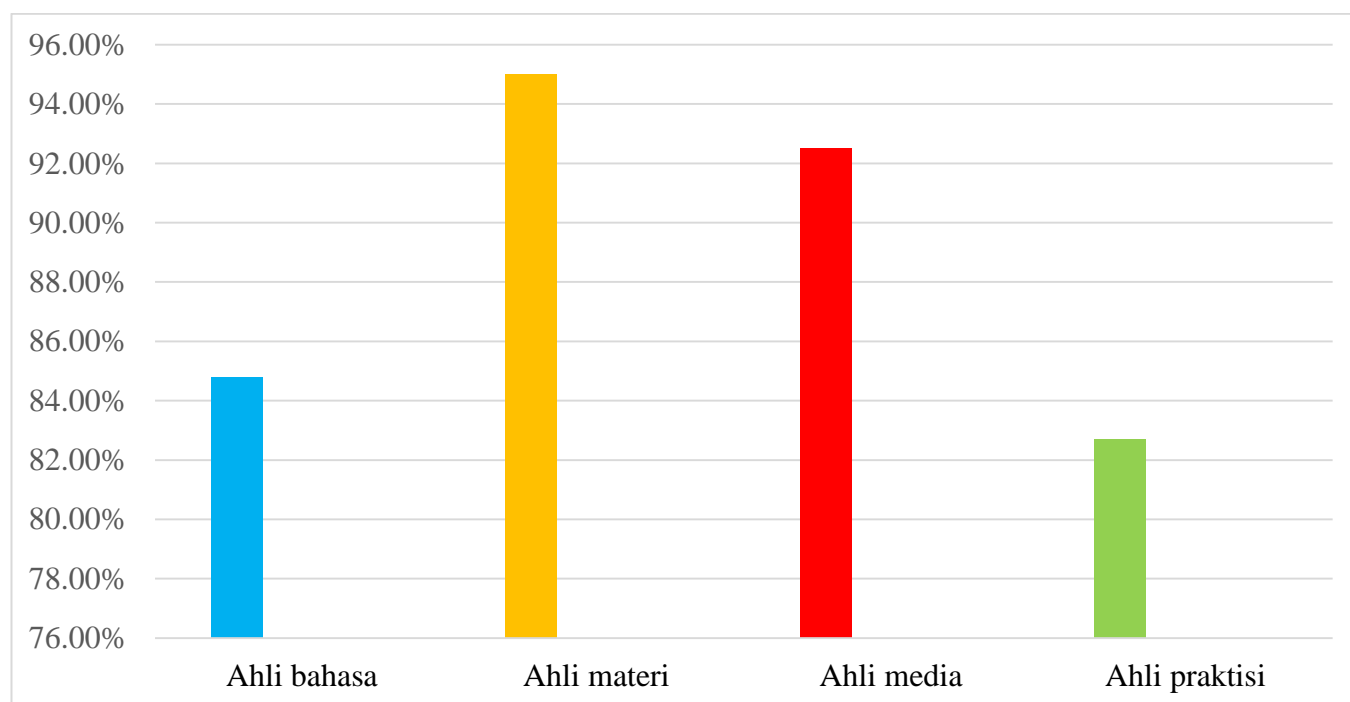
Based on the results and table above , are known that bigbook based method structural analytic synthetic (SAS) has worthy used. This matter seen from results validation Language with percentage 84.78% incl category worthy. This matter supported by Minawarti et al (2023) said results Language with a percentage of 77.5% is said worthy . Validation results material with percentage 95.00% incl very worthy category. This matter supported by research Novianti & Lubis (2023) said results validation material 97 % were categorized as very feasible. Results media validation with percentage 92.50% incl very worthy category. This matter supported by Syelviana & Hariani (2019) said media results with percentage 83.35% incl category worthy. Validation results practitioner with percentage 92.50% incl very worthy category. This matter supported by Amaliyah et al (2023) stated results validation with percentage 89.90% incl Very worthy category. Study This supported by several study relevant among them that is study Lubis (2022) said based on results calculation The gain score value is obtained calculation mark gainc score is obtained the average gain score in the class experiment of 0.75 with category tall. Whereas gains score value in class control namely 0.46 with category currently . Pretest scores students in class experiment and control . In class experiment before using the Big Book an average of 45.28. In class control obtain the average value is 45.12. Whereas mark posttest students in class experiment after using the Big Book average 86.80. Posttest scores class control obtained an average of 72.40. Research result show that both data posttest results Study student have mark tcount (=0.000) so there is difference because sig (2-tailed) < 0.05 and tcount worth positive so H0 is rejected. Based on matter that, then can concluded that " there is difference which is significant results Study between taught students with using the Big Book. This matter show that the use of the Big Book is very effective used For increase results Study . This matter supported by research Kusumowati & Mukhlishina (2023) said results from research " Development of "BIGBOOK" Media in Class 1 of SDN Tegalgondo declared "valid" after held evaluation validity by media experts as well material. Must be implemented study repeat regarding the learning media applied by teachers student.Word Key: Media bigbbok,reading understanding, research development. Based on the results and discussion above, you can concluded that bigbook based method structure analytic synthetic (SAS) in the lesson Indonesian for increase literacy worthy for used student class 2 SD 101759 Langkat.

Conclusion

Based on the results and discussion are known that bigbook based method structural analytic synthetic (SAS) has worthy used. This matter seen from results validation Language with percentage 84.78% incl category worthy. Validation results material with percentage 95.00% incl very worthy category. Media validation results with percentage 92.50% incl very worthy category. Meanwhile, results validation practitioner with percentage 92.50% incl very worthy category. Based on the results and discussion above, you can concluded that bigbook based

method structure analytic synthetic (SAS) in the lesson Indonesian for increase literacy worthy For used student class 2 SD 101759 Langkat.

Refrences

Amaliyah , N., Safei , S., & Rivai , INA (2023). Development Of Thematic Based Big Book Media In Class Iv Science Subjects At Inpres Pa'baeng Baeng Primary School, Makassar City. *Journal Islamic Education Madrasah Ibtidaiyah* , *5* (1), 70-79.

Department Of Education And Culture . 2003. Dictionary Great Indonesian. Jakarta : Library Hall

Ikhbal , M., & Musril , HA (2020). Learning Media Design Physics Android Based . *Information Management For Educators And Professionals: Journal Of Information Management* , *5* (1), 15-24.

Kusumowati , RHNW, & Mukhlishina , I. (2023). Development Of Bigbook Media In Learning Read Understanding Student Grade 1 In Elementary School . *Journal Basicedu* , *7* (4), 2136-2142.

Lubis , FC (2022). Development Of Bigbook Media In Learning Thematic In Class V State Elementary School 163080 Tebing Tinggi. *Proceedings Of Elementary Education* , *1* (1), 265-274.

Lubis, R. R., Dwiningrum, S. I. A., & Zubaidah, E. (2023). Development Powtoon Animation Video In Indonesian Language Learning To Improve Student Learning Outcomes Elementary Schools. *Journal Of Computer Science, Information Technology And Telecommunication Engineering*, *4*(2).

Mirnawati , LB, Faradita , MN, & Anggraenie , BT (2023). Big Book Theme Media Development Togetherness In Support Learning Skills Listen Student Class II Elementary School . *UMSURABAYA PROCEEDINGS* .

Ningpramesthi . (2014). Enhancement Ability Literacy Through Utilization Of Big Book Story Media Experience For Students Class II SDN Popoh 03 Regency Blitar . Faculty Education Science . Malang State University. Thesis

Normaliza, A.R & Nik, I.H. (2010). Student's Perception Towards The Usage Of The Big Book. Gading Business And Mangement Journal Vol.14.

Novianti , Y., & Lubis , RR (2023). Development Of Audiovisual-Based E-Modules In Improving The Learning Independence Of Primary School Students In Stabat District. *Journal Genta Glorious* , *14* (1).

Nurkhasanah . (2016). Effort Increase Ability Disclose Language Through Method Tell A Story With Big Book Media At PAUD Al Muttaqien Sukabumi Bandar Lampung. Faculty Teaching And Science Education . Lampung University. Thesis

Parinduri, W. M., Lubis, R. R., Rambe, T. R., & Rambe, N. Development Of Flipbook Based Smart Card Learning Media In Science Learning To Improve Student Learning Motivation Class III SD. *School Education Journal PGSD FIP Unimed*, *12*(3).

Puspaningrum . (2015). Influence Use Of Big Book Media Against Ability Literacy Information Student Elementary School . Surabaya State University: JPGSD Volume 3 Number 2 Sadiman , A. (2014). Educational Media . Jakarta: PT Rajagrafindo Homeland .

Rambe, N., Parinduri, W. M., & Lubis, R. R. (2023). Character Education-Based Modules In Indonesian Language Learning To Improve Student Learning Outcomes In Elementary Schools. *Pedagogik Journal Of Islamic Elementary School*, *6*(2), 135-146.

Syelviana , N., & Hariani , S. (2019). Big Book Media Development In Learning Read Beginning In Class I Of Elementary School . *Journal Primary School Teacher Education Research* , *7* (1), 2559-2569.

Thunder Tarigan , Henry. 1986. Listening As Something Skills Speak . Bandung Space . Mulyati. 2015. Evaluation Of Learning Outcomes . Yogyakarta: Aditya Media