



Implementation and Effects of the Synthetic Analytical Structural Method Improving Writing Skills in Muslim School

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Article Information:

Received March 15, 2024

Revised April 28, 2024

Accepted May 19, 2024

Keywords: *Difficulty writing, selection of methods, structural analytical synthetic learning*

Abstract

Students' success in becoming proficient in writing is determined by the teacher's use of appropriate methods. Teachers should have various method choices in the learning process so that students can easily understand the subject matter. This research aims to analyze the effects of using synthetic analytical structural methods in teaching writing for elementary schools in muslim school. The researcher used the participant type classroom action research method as a research method, data sources were taken from twenty participants using pre-test daily student values, questionnaires and direct observation of researchers at all stages of the research, all participants were selected using a simple random sampling technique. All data were analyzed using SPSS 21 software with descriptive analysis. Overall, the teacher stated that the implementation of the synthetic analytical structural method went well in the process of learning writing material. Furthermore, data analysis of learning outcome scores shows that the synthetic analytical structural method can improve students' writing abilities. This increase in ability can be seen from the cumulative scores of the first and second cycles with the pre-test score which was previously at 66.67% increasing to 83.33%. This means that the synthetic analytical structural method can actually be used as a solution as an effective method for educating students to be proficient in writing.

INTRODUCTION

Writing is a type of productive language skill, writing skills can be said to be the most complicated language skills among other types of language skills (Argiandini, 2019; Saksi Tarigan, 2021; Hanief, 2022). This is because writing skills are not just about copying words and sentences, but also developing and expressing thoughts and ideas in an orderly writing structure. In this modern era, writing skills are needed to communicate (Argiandini, 2019). Writing is used by educated people to note, record, convince, report, inform and influence (Devi, 2018). Various types of writing skills are a tiered unit that must be mastered.

How to cite:

Delfitraweri, D., Melindawati, S., Satrial, A., Dahliana, D., Rahmatika, N., Yolanda, S. A., Cahyani, R. I. (2024). Implementation and Effects of the Synthetic Analytical Structural Method in improving Writing Skills in Muslim School. *UKAZ: International Journal of Islamic Studies*, 1(1), 1-8.

E-ISSN:

Published by:

XXXX-XXXX

Apart from that, writing activities are describing and reconstructing as well as carrying out the process of discovering and extracting ideas to be expressed (Radiusman et al., 2021). It is necessary to realize that the writing process is greatly influenced by the basic knowledge possessed, such as the ability to choose and use vocabulary, apply punctuation, and understand the content of the message of communication conveyed through writing (Zebua, 2022; Firanata, 2024). Several internal factors cause students to have difficulty writing, namely: weak fine motor skills, weak visual memory abilities, low interest and motivation to learn, and good study habits of students in home classes (Hulwah & Ahmad, 2022).

Not everyone is skilled at arranging words to convey what they feel through speech. Writing can be a means to train yourself to put together words and express emotions and feelings into something that can be told to other people. Several solutions that can be taken to deal with students' difficulties in writing are: providing motivation to students, using interesting learning media, using appropriate learning methods, and using appropriate learning resources (Maskar et al., 2021). Overcoming obstacles in writing can be done by not being lazy to start, finding the right time, reading a lot, and creating a new atmosphere or environment for writing (Aflahah et al., 2021).

Based on the results of initial observations and interviews conducted with elementary school class teachers, out of 20 students there were 5 students who had difficulty writing, there were still students who could not differentiate letters, write letters, words and sentences correctly, clearly and neatly (Khairina et al., 2023). This problem arises because teachers are not precise in choosing learning methods, where teachers only use the lecture method which makes students feel bored when studying in class (Hakim & Syofyan, 2018). In this learning process teachers are really required to have skills in teaching, especially in implementing a learning method in the classroom (Rosni, 2021). This is because the learning method is very influential in the learning process (Pratama et al., 2020). If the teacher applies inappropriate methods during the learning process in class, this will make students feel bored and bored, especially for low class students, because we know that low class students are very active.

Meanwhile, from the student aspect, some students still experience difficulties in writing the beginning (Mumpuni & Afifah, 2022). The causes of difficulties include, among other things, lack of learning support from parents, teachers' lack of optimal use of media, it can also be caused by teachers' lack of accuracy in choosing approaches or methods in learning to write so that the assessment results do not meet the target achievement.

Here it can be seen that many students feel bored and lack motivation in learning, which results in the learning process not being carried out well. Other data that shows that it is necessary to carry out this classroom action research is that the results of student scores are still low. This can be seen from the following student score table:

Table 1. The Results of Student Scores

No	Subyek	KKM	Value	Completeness	
				Complete	Not Complete
1	Subyek 1	75	70		√
2	Subyek 2	75	80	√	
3	Subyek 3	75	70		√
4	Subyek 4	75	70		√
5	Subyek 5	75	80	√	
6	Subyek 6	75	75	√	
7	Subyek 7	75	60		√
8	Subyek 8	75	70		√
9	Subyek 9	75	60		√
10	Subyek 10	75	70		√
11	Subyek 11	75	55		√

12	Subyek 12	75	80	√	
13	Subyek 13	75	70		√
14	Subyek 14	75	80	√	
15	Subyek 15	75	50		√
16	Subyek 16	75	75	√	
17	Subyek 17	75	75	√	
18	Subyek 18	75	60		√
19	Subyek 19	75	70		√
20	Subyek 20	75	80	√	
Total		1400	8	12	
Average		70	44,44	66,66	

This research was conducted at the Muhammadiyah Elementary School in muslim school for the 2023/2024 academic year from January to February 2024. The technique used to collect data in this research was observation carried out by researchers by systematically observing and recording the symptoms being investigated (Susetya, 2017). The observations carried out by researchers in this research were collaborative observations, namely observations assisted by colleagues. This observation is carried out formally in the classroom while learning is taking place.

METHOD

The researcher employed a participant-type classroom action research method to investigate the effectiveness of the SAS method in improving students' initial writing skills in muslim school (Priyono et al., 2019; Ramdhani, 2020; Yanti, 2019; Yuslia et al., 2021). This method involved iterative cycles of planning, action, observation, and reflection, aimed at refining teaching practices and enhancing educational outcomes. The study's data sources included twenty participants, who were selected through a simple random sampling technique to ensure a representative sample. The primary data were collected using pre-test daily student scores, questionnaires, and direct observations by the researcher throughout all stages of the study. The pre-tests provided a baseline measure of the students' initial writing abilities, while the questionnaires gathered student feedback on the learning process and their perceptions of the SAS method. Direct observations allowed the researcher to monitor student engagement, participation, and interactions in real-time. All collected data were meticulously analyzed using SPSS 21 software, employing descriptive analysis techniques to summarize and interpret the findings (Efendi et al., 2019; Saputri et al., 2021; Syafril & Yaumas, 2017). This approach ensured a comprehensive and reliable evaluation of the impact of the SAS method on the students' writing skills, providing valuable insights for educational practice.

RESULTS AND DISCUSSION

In this section the researcher will describe all the results of the research that has been carried out, in the first part the researcher will describe the process of learning to write using the SAS method. Next, the second part will present the results of improving the learning process which has been implemented through two stages related to the methods used implementation of the SAS method in learning writing skills (Kusuma & Makhbubah, 2022). As is known, each method has stages of the learning process, each method has its own characteristics and uniqueness. The theories in the SAS method are the meaning of writing, writing ability, writing skills, writing activities, writing functions, and types of initial writing skills.

The SAS method was discovered and developed by Momo he is one of the people who applies the synthetic analytical structural method to improve students' initial writing abilities (Khoridah et al., 2019). The SAS method is an analysis method like the sentence and word method that prioritizes meaning, which consists of forms, arrangements and structures that have meaning. To make it easier for readers to understand the method in question, it can be seen in Figure 1 below:

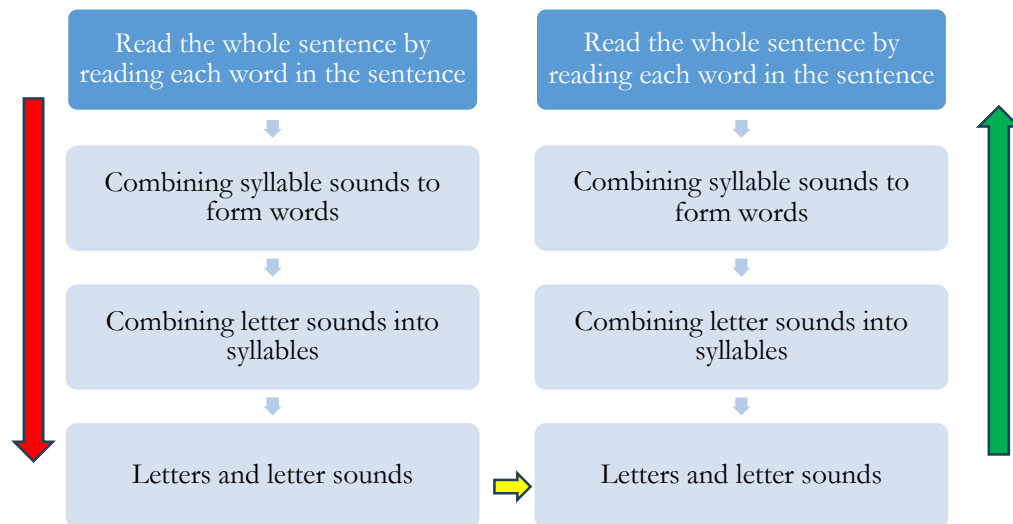


Fig 1. The SAS Method

The effect of the SAS method in learning writing skills is to make the child easy to follow the procedure and will be able to read quickly on the next occasion, based on the linguistic basis of this method will encourage the child to master reading fluently. The low student learning outcomes shown in the initial test regarding initial writing are: Student learning achievement scores were obtained from tests of bolding, copying or copying letters, words and sentences. The results of the initial test for initial writing material can be seen in the table below:

Table 2. The Results of Use SAS Method

No	Value Range	Frequency	Percentage
1	> 61	6	25%
2	51 – 60	5	22%
3	41 – 50	7	37%
4	< 40	2	16%

Based on the score data above, it can be seen that before the action was implemented, of the 20 Muhammadiyah Elementary School students, only 11 students scored above the minimum completion score. A total of 9 students out of 20 students obtained scores below the completion score limit, namely 75. From this data, it proves that the majority of students' reading and writing abilities are still low in learning Indonesian. Starting from this reality, the researcher took an alternative to improve Indonesian language learning achievement, namely by carrying out Indonesian language learning (improving initial writing skills) using the SAS method.

Action Cycle I

Cycle I actions were carried out for 1 week, in 2 meetings. Each meeting is 2 x 35 minutes. This research began on Monday 17 January and 19 January 2024. This research was conducted using the SAS method, classroom action research consisting of several cycles. Guided by the Indonesian language subject teaching module, the researcher carried out Indonesian language learning steps using the SAS method.

The steps or actions taken were carefully planned by the researcher who was then consulted with the supervisor. The researcher prepared an observation sheet which will be used to determine student participation during the learning process, while as an evaluation tool the researcher created test questions in the form of descriptions to determine the level of students' understanding of the initial writing material. In this stage the teacher applies learning using the SAS method in accordance with the learning plan provided. has been prepared. The learning activities that have been prepared in cycle I using the SAS method will be carried out in 2 meetings.

1st meeting, at the 1st meeting, the material was for writing letters, words and sentences with indicators: writing, copying or copying letters. The teacher begins the lesson by greeting, praying together and taking attendance of the students. The teacher

gives appreciation by asking questions and answers with the students about the letters. The teacher's core activity explains material about copying/exemplifying letter shapes. The teacher distributes mini flannel boards along with letter cards to students. Each bench consisting of 2 students gets 1 flannel board. Then the teacher shows several pictures that have been prepared. Students are asked to name the picture by asking students to raise their hands first before answering. Then the teacher asks students to look for the letters according to the picture they see and place the letters on the flannel board guided by the teacher.

2nd meeting, at the second meeting, indicators: breaking down sentences into words, syllables and letters then combining them back into sentences. The teacher provides apperception by asking and answering questions about the lessons taught in the previous week. In the core activity, the teacher shows several pictures, then students are asked to name the pictures. The use of the SAS method in learning to start writing, for example = picture (table), this is a table, then the teacher gives an example of how to break it down from sentences, into words, syllables and letters. First, the teacher writes the sentence using small letters on the blackboard "this is a table." The students copy the sentence in their notebook. The second step is to write the words as a description of this sentence. Students copy the description of the words in their notebook. In the third step, the teacher writes the syllables as a description of this word table, students copy the description of the syllables in their notebook. In the fourth step, the teacher writes a description of the letters as a description of the syllables i-n-i-m-e-j-a, students copy the description of the letters in their notebooks. In the fifth step, the teacher combines the letters back into syllables. In the sixth step, the teacher connects syllables into words. In the seventh step, the teacher combines the words back into sentences, namely: "This is a table". Students copy in notebooks because the aim of this lesson is to improve students' skills in writing lowercase letters, so at every step of learning to write the teacher always writes in lowercase letters.

Data obtained through observation is collected and analyzed. Based on the results of observations made during the action implementation process, the first meeting in cycle 1 showed changes both in student activities and in achieving learning outcomes, namely copying or copying letters.

Based on the results of observations during the learning process, students were quite active in paying attention to the teacher's explanations and answering the teacher's questions, but lacked initiative. The students' ability to copy or imitate letters at the 1st meeting had shown significant changes, because the class average score was 75.21 and the average number of students who could achieve this was 16 students out of 20 students in the class.

Learning is successful if the class average score reaches 65 and the percentage of students who can achieve an average of 63 is 80%. Thus, the data on the average class score which reached 75.21 and students who achieved an average of 20 (83.33%) shows that the learning carried out was successful.

Based on the learning achievements achieved by students in cycle I, it can be seen that the 1st and 2nd meetings were successful. As a note, students who get grades less than the average must improve them with exercises so that their learning achievement increases.

Cycle II Actions

Cycle II action planning activities were carried out on Monday, January 29 2024 at Muhammadiyah Elementary School. Cycle II actions were carried out on Wednesday, January 31 and Monday, February 5 2024, activity planning was carried out in 2 meetings. Each meeting lasts 2 x 35 minutes.

First meeting, at the 1st meeting, we studied material on writing words and sentences with the indicator: writing, copying or copying words. The initial activity began with praying together, attending students, asking for news as encouragement

and apperception, asking and answering questions with students about the material that had been taught at the previous meeting.

Second meeting, at the second meeting, the indicators that will be studied are breaking down sentences into words, syllables, letters and connecting them back into sentences. The initial activity began with arranging seats and apperception by asking questions and answers with students about the material that had been taught at the previous meeting.

The teacher's core activity explains again about analyzing sentences by breaking them down into words, syllables and letters and synthesizing them back into sentences. This activity is repeated until students understand. Then the teacher gives students the opportunity to ask questions. Next, the teacher read a story entitled "Buffalo and Tiger". The students were asked to listen. The teacher and students ask and answer questions about the story. Then the teacher writes a sentence taken from the story, namely the sentence the buffalo is angry. The teacher explains the sentence as in the previous lesson.

The results of data analysis on the implementation of learning using the SAS method in cycle II, in general, have shown significant changes, where teachers in implementing learning have become more stable and flexible with small shortcomings including lack of control over time and less appreciation for students.

By looking at the results of the research above, it can be explained the reason for calculating the average score and learning completeness obtained by children after receiving Indonesian language teaching using the SAS method. Improvement can be seen from before the action and after the action, namely cycle I and cycle II. Cycle I consist of 2 meetings, cycle II consists of 2 meetings

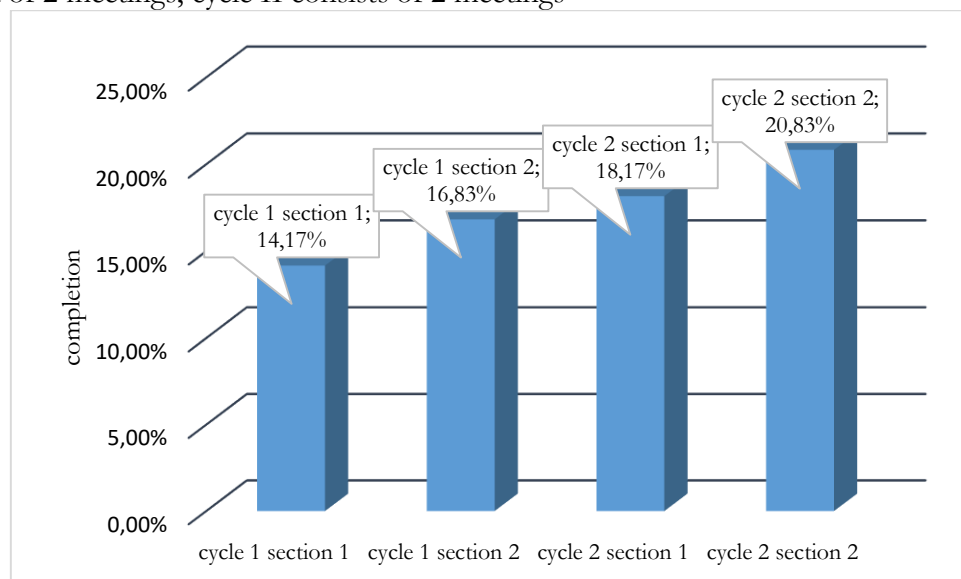


Fig 2. increasing students' abilities in cycle 1 and cycle 2

From the figure 2 above, it is understood that the results of improving students' writing skills in cycle 1, meeting 2, increased from meeting 1 from 14.17% to 16.83%. In cycle 2, meeting 2 increased from meeting 1 from 18.17% to 20.83%. So, it can be understood that there was an increase in learning outcomes from cycle 1 16.83% to cycle 2 20.83%. Thus, this model can be used by Indonesian language teachers to improve learning outcomes in the material of improving student writing outcomes in the lower grades of elementary schools.

CONCLUSION

Based on the results of classroom action research carried out in two cycles by applying the SAS method in learning Indonesian for lower class students, it can be concluded that the use of the SAS method effectively enhances students' initial writing

skills. This is evident from the increase in student learning outcomes from 16.83% in cycle I to 20.83% in cycle II. The implementation of the SAS method not only provides a significant improvement in writing skills but also demonstrates that this method is a viable and beneficial approach for teaching writing skills to lower class students. Overall, the SAS method has proven to significantly improve student learning outcomes.

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