

Efforts to Improve Reading Skills Students Through the Structural Analytical Method Synthetic in UPT SPF SDN 105308 Namo Bintang Deli Serdang

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ABSTRACT

The low reading skills of grade II students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, academic year 2025-2026 can be seen from the lack of consistency in voicing writing, pronunciation, unnatural intonation, reading not fluent, reading spelling and students' inability to understand the contents of the reading. This type of research is Classroom Action Research. This research was conducted collaboratively with grade II teachers at UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026. The subjects of this study were grade II students of UPT SPF SDN 105308 Namo Bintang totaling 20 students. Data collection techniques used observation and documentation techniques. The research instrument used an observation sheet for teachers, an observation sheet for students and an initial reading skills test at the end of learning. The data analysis technique used was descriptive qualitative. This study also used two cycles in each cycle with two meetings. By implementing the Structural Analytical Synthetic method, students of class II UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, their initial reading skills have increased, students can analyze sentences into words, words into syllables, syllables into letters then return sentences to their original state, students can also voice sentences with correct pronunciation and intonation, in addition, learning using picture media, letter cards, word cards, and sentence cards make students more active, and feel happy to follow the learning. The increase in initial reading skills can also be seen from the students' scores which reached the minimum completion criteria set by the school, which is 65. In the pre-action, the average initial reading score was 60.0. Post-action cycle I showed an average score of 69.0 while in cycle II the average score reached 70.5.

Keywords: Reading Skills, Structural Analytical Synthetic Method

I. INTRODUCTION

Reading is a powerful tool for promoting lifelong learning. Teaching children to read provides them with a future, equipping them with the skills to explore any world they choose and the opportunity to pursue their life's purpose. Reading is also a vital learning tool. This crucial role makes reading the first and most important lesson for new students in the early grades for new students (Nelson et al., 2024).

Reading instruction in second grade is the initial stage of reading. The reading skills acquired by students in second grade form the basis for reading instruction in the next grade, namely, advanced reading skills. Reading instruction provided in the second grade of elementary school is entirely emphasized on the mechanical aspect, meaning that the type of reading skills practiced is "technical reading" with the primary goal of educating students from being unable to read well (Abunales & Lacay, 2025). Reading skills in second-grade students are defined as the ability to transform written symbols into meaningful sounds or noises. As the ability that underlies subsequent skills, early reading skills require teacher attention, because if the foundation is not strong, students will have difficulty developing adequate reading skills at the advanced reading stage. Therefore, second-grade teachers must strive diligently to provide their students with an adequate foundation of reading skills. This can be achieved through effective learning implementation. To implement learning well, planning is necessary regarding materials, methods, and development (I. Arbis, 2025).

When students have difficulty reading a text, the task of learning to read becomes more complex. Ahmad Rofi'uddin and Darmiyati Zuhdi (2001: 43-50) stated that the difficulties that students generally face in learning to read include (1) not recognizing letters; (2) reading word for word; (3) incorrect paraphrasing; (4) poor pronunciation; (5) omission; (6) repetition; (7) reversal; (8) insertion; (9) substitution; (10) using lip movements, index fingers, and moving the head; (11) difficulty with consonants; (12) difficulty with vowels;

(13) difficulty analyzing word structure; and (14) not recognizing the meaning of words in sentences and how to pronounce them (Treiman & Kessler, 2025).

Teachers often encounter difficulties in recognizing letters in the alphabet, namely, the inability of children to distinguish between uppercase and lowercase letters. Reading word for word, namely students stop reading a word, not immediately followed by the next word. Incorrect paraphrasing, namely, when reading, children often make hyphens (stop reading) in the wrong place or do not pay attention to punctuation, especially commas. Poor pronunciation refers to students inaccurate pronunciation of a word. Omission is the act of omitting (not reading) words or phrases from the text they are reading (Teixeira et al., 2023). Reversal is the activity of reading using a right-to-left orientation; for example, the word "bubu" is read as "ubet."

Considering the potential impact of reading failure, reading skills need to be stimulated from an early age. Various factors influence students' reading success. In general, these factors come from the teacher, student, environment, subject matter, and learning method. These factors are related to the reading-learning process, and if not addressed properly, they can impact students' reading success (Safitri et al., 2025).

In this study, the researcher considered the location of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency. From the observations carried out and based on the results of interviews with class II teachers, the researcher took the research subjects of class II students with the consideration that the reading skills of class II UPT SPF SDN 105308 Namo Bintang are still low. The low reading skills of students can be seen from the lack of accuracy in voicing writing, pronunciation, and intonation that are less natural, reading is not fluent, and the voice is less clear. Teachers are often faced with many students who still experience difficulties regarding the relationship of letter sounds, namely difficulty reading letters, syllables, simple sentences, as well as the inability to understand the content of the reading. There are even students who still have difficulty distinguishing letters because they have not memorized the letters of the alphabet, and many students read spelling out loud.

The impact of low beginning reading skills in second grade is evident in the results of daily, midterm, and final tests, the average of which falls short of the minimum passing grade (KKM) requirement. Therefore, remedial courses are required to improve scores to meet KKM.

Another factor affecting early reading skills is that reading materials do not match students' language experiences. They learn to read only from readings found in Indonesian language textbooks and Student Worksheets (LKS), therefore, the content of the readings does not pay attention to everyday language that students already understand, and many words are not understood by students. According to Cankuvvet et al. (2025), students' language experiences can be used as a starting point for language learning because, with language experiences, students become familiar with something they have previously known. To determine students' language experiences, one can record or note the language that students often use at the beginning of elementary school. However, so far, teachers rarely record or note students' words and language to be used as initial reading materials (Cankuvvet et al., 2025).

Furthermore, the reading instruction implemented in schools sometimes does not align with the proper beginning reading procedures. Teachers teach reading by introducing the letters of the alphabet and then arranging these letters into simple sentences that students are instructed to read. Sentences are simply written on the board without the use of various media that facilitate and engage students in reading. Reading instruction rarely utilizes pictures, letter cards, word cards or sentence cards.

Another problem in learning to read for second-grade students of UPT SPF SDN 105308 Namo Bintang is that they have not been able to analyze sentences correctly. This is evident from the many students who still have difficulty in segmenting, pronouncing, and analyzing sentence structures, namely from sentences analyzed into words, words analyzed into syllables, and syllables analyzed again into letters and then returning them back to the original sentence.

The description of the problem above shows that the quality of reading learning in elementary schools needs to be improved so that students have adequate reading or oral communication skills. To optimize learning outcomes, especially in the field of reading skills, a learning method that emphasizes student activity and creativity is needed. The effort to improve the early reading skills of grade II at UPT SPF SDN 105308 Namo Bintang is by applying the Synthetic Analytical Structural method. The Synthetic Analytical Structural method begins learning by displaying the structure of a complete sentence first, then the complete sentence is analyzed into words, words are analyzed again into syllables, and syllables are analyzed into letters, then the letters are arranged again into syllables, words, and finally arranged into sentences as before.

The initial reading period with the Structural Analytical Synthetic method is the initial reading period without books and with books. The steps for initial reading without books include (1) recording or noting down students' language; (2) showing pictures while telling stories; (3) reading pictures; (4) reading pictures with sentence cards; (5) reading sentences structurally; (6) analytical process; and (7) synthetic process (Darmiyati

Zuchdi and Budiasih, 1996/1997: 55-57). Meanwhile, the steps for initial reading with books include (1) reading aloud together; (2) students read each line in turn; (3) if there are students who are not yet able to recognize letters, then pictures, letter cards, word cards, and sentence cards are reused; and (4) paying attention to the pronunciation of vowels, consonants, and punctuation (Supriyadi, 1992: 184-185). The initial reading period with books aims to facilitate and strengthen students' reading. The books used were textbooks and supplementary books.

II. METHODS

A. Research Design

This study used Classroom Action Research (CAR). Etymologically, there are three terms related to Classroom Action Research (CAR): Research, Action, and Class.

Classroom Action Research can be defined as the process of examining learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing the effects of each treatment (Sugiyono, 2019).

This study aimed to improve the reading skills of second-grade students through the Synthetic Analytical Structural method at UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency.

The method or technique of Classroom Action Research used in this study is a collaborative pattern, namely the initiative to carry out Classroom Action Research from an external party who wishes to solve learning problems. The teacher's role is only as a member of the research team, whose function is to carry out the actions as designed by the researcher (Sugiyono, 2017).

This research fosters collaboration and participation between researchers and classroom teachers. Researchers were directly involved in the research process from the beginning to the completion of the report. Therefore, researchers are constantly involved from the beginning of the research planning process, then monitor, record, and collect data, analyze the data, and finally report the results.

B. Subjects and Objects of Research

1) Research Subjects

The subjects in this study were second-grade students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, in the 2025/2026 academic year. (Adjust the number of students and gender composition after obtaining data from the school.)

2) Research Object

This study aimed to improve the reading skills of Class II students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency through the application of the Synthetic Analytical Structural method.

C. Research Setting

The setting in this Classroom Action Research is during Indonesian language learning activities taking place in class II of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency. The school was chosen as the research location because, based on the results of initial observations conducted by researchers at UPT SPF SDN 105308 Namo Bintang, problems were found in Indonesian language learning, namely, low reading skills.

D. Research Design

The research model used is the research model developed by Kemmis and Mc-Taggart (Suharsimi Arikunto, 2002: 84) as shown in the image below:

Information:

Cycle I

1. Planning I
2. Action I
3. Observation I
4. Reflection I

Cycle II

1. Planning II
2. Action II
3. Observation II
4. Reflection II

This study was conducted in cycles, each consisting of planning, action, observation, and reflection. The following explanation is provided based on the figure.

E. Data Collection Techniques

To obtain the data needed in this study, several data collection techniques were used: observation, reading skills tests, student response questionnaires, and documentation.

1. Observation

Observations were conducted throughout the learning process, particularly during the implementation of the Structural Analytical Synthetic Method (SAS). The observed aspects were student behavior during the learning process, such as student activity, attention in responding to assignments, particularly reading assignments given using the SAS method, and reading outcomes achieved after the learning process using the SAS method.

2. Reading Skills Test

A reading skills test was used to measure students' reading abilities before (pre-test) and after (post-test) the implementation of the SAS method. This test was designed to assess aspects of reading skills relevant to the SAS method, such as the ability to read words and sentences and comprehend simple texts.

3. Student Response Questionnaire

A student response questionnaire was used to collect data on students' opinions and feelings regarding the application of the SAS method in reading instruction. The questionnaire contained questions related to students' learning experiences using the SAS method, their level of difficulty, and their interest in the method.

4. Documentation

Documentation was conducted by taking photographs and videos during the learning process. This documentation aimed to record student and teacher activities during the implementation of the SAS method and serve as evidence for the research.

F. Research Instruments

Research instruments are tools used to collect research data (Wina Sanjaya, 2009: 102). Instrument selection was based on the data collection techniques used, including observation, reading skills tests, student response questionnaires, and documentation. The instruments used were as follows:

1. Observation Sheet: Observation sheets for teachers and observation sheets for students were used to record student activities and behavior during learning using the SAS method.
2. Reading Skills Test Questions: Initial reading skills test questions are used to measure students' reading abilities before and after the application of the SAS method.
3. Student Response Questionnaire: This questionnaire was used to collect data regarding students' opinions and feelings towards the SAS method.
4. Documentation: Photos and videos are used to record learning activities.

The evaluation of elementary school students' beginning reading skills includes accuracy in writing, pronunciation, intonation, fluency, and clarity of voice. To carry out this evaluation, teachers prepare and present reading materials in the form of simple, short sentences. Students are given the task of reading aloud to each other. The assessment of beginning reading was measured using a predetermined range of scores.

For example:

1. Pronunciation: 15 – 30
2. Intonation: 15 – 30
3. Fluency: 10 – 20
4. Voice clarity: 10 – 20

Therefore, the highest score a student can achieve is 100, and the lowest score is 50.

G. Data Analysis Techniques

Data analysis is the process of processing and interpreting data to arrange various pieces of information according to their function so that they have a clear meaning and significance in accordance with the research objectives (Arikunto, 2017).

In this study, qualitative and quantitative descriptive data analysis techniques were used. Qualitative descriptive analysis was used to analyze the learning process, specifically the various actions taken by the teacher and student responses to the application of the Structural Analytical Synthetic Method (SAS). Quantitative analysis was used to analyze the results of the students' reading skills test.

H. Success Indicators

In accordance with the characteristics of action research, the success of this action research is marked by changes towards improvement, both related to the learning atmosphere and teaching methods. As an indicator

of success in this research, it is said to be successful if all second-grade students of UPT SPF SDN 105308 Namo Bintang have adequate reading skills that are emphasized on aspects such as the following:

1. Accuracy in voicing writing.
2. Natural pronunciation and intonation.
3. Fluency and clarity of voice in reading sentences
4. Improved understanding of reading content.
5. Improved ability to answer questions related to the text read.

It can also achieve the minimum completion criteria (KKM) value set by the school.

The determination of the minimum completion criteria at the SPF UPT of SDN 105308 Namo Bintang, Deli Serdang Regency, is based on the results of deliberations between the principal, teaching staff, and school committee held at the beginning of each new school year. The materials considered in determining the minimum completion criteria include the level of difficulty of the learning material and the facilities or learning media available at school.

III. RESULTS AND DISCUSSION

A. Research Result

Before conducting the research in Cycle I, the researcher first sought initial data on the value of students' reading skills in Indonesian language lessons for second-grade students at UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026. To determine whether there was an increase in reading skills among second-grade students. The researcher first carried out initial actions, namely observing students' reading skills without applying the Synthetic Analytical Structural method. The initial stage of the research was conducted in the 2025-2026 academic year. The theme was adapted to the second-grade curriculum.

The initial research was conducted to obtain data that would later be used as a comparison to the research data obtained after the application of the Structural Analytical Synthetic method. The research was conducted by asking students to come forward one by one according to their roll numbers to read a provided reading text.

It can be seen that the average reading skill score is 60.0. A total of 8 (40%) students scored above the minimum passing criteria, while 12 (60%) students scored less than 65. A score of 65 is the minimum passing criteria score for the Indonesian language subject, as set by the school.

The data obtained prove that the reading skills of second-grade students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, are still low; therefore, it is necessary to take actions or treatments that can improve reading skills in second-grade students. In this study, the researcher chose to apply the Synthetic Analytical Structural method.

During the pre-action learning process, the teacher also notes down words or sentences frequently used by students, which will later be used as basic reading material, so that students do not experience difficulty in reading and understanding the meaning of words. The teacher's activities include conducting questions and answers, for example, asking students' names, ages, where they go to school, whether they have younger siblings, older siblings, or grandparents, and so on. The teacher also explains the names of the objects around the students.

The action in Cycle I was carried out in the second semester of the 2025/2026 academic year, in February, Week I and Week II, namely every Tuesday and Friday, because second-grade students at UPT SPF SDN 105308 Namo Bintang have an Indonesian language lesson schedule. On these days, the researcher conducted the research. In this first cycle, the material given was reading with the theme of self. The theme of self was chosen so that students would find it easier to read because the material of self is in accordance with the students' own circumstances, and the language is also already known to students. The learning theme is also in accordance with the Education Unit Level Curriculum.

Early reading instruction is conducted according to the steps of the Structural Analytical Synthetic method. In the initial activity, the teacher begins with apperception or hook material that is appropriate to the theme to elicit student responses, namely singing the song "Dua Mata Saya." The song "Dua Mata Saya" contains information about parts of the human body, making it very suitable for beginning to learn the theme of self. All the students sang together. The teacher continues by showing media images while telling a story, after which the images are posted on the board and word cards are placed below them. Here, students begin to learn how to read images. The teacher begins to teach how to read correctly, namely, accuracy, intonation, fluency, and naturalness in pronouncing the writing. To be fluent, students must read repeatedly, according to the teacher's instructions. If students read according to intonation, pronunciation, fluency, and accuracy in pronouncing the writing, the images must be removed so that students only read the text without the aid of images.

The next step is to read structurally, namely reading complete sentences using sentence cards, analytically, namely reading sentences that have been analyzed into words, words into syllables, and syllables into letters, while synthetically, namely arranging letters that have been analyzed in the analytical process from letters into syllables, syllables into words, and words into sentences.

In its entirety, the process of reading Structural Analytical Synthetic is from sentences being analyzed into words, words being analyzed into syllables, and syllables being analyzed again into letters, then from these letters being arranged again into syllables, syllables into words, and finally from words into sentences as before.

After students have read without a book or with the aid of pictures, the next step is for the teacher to teach them how to read a book, that is, reading without the aid of pictures. The teacher provides a simple reading passage that consists of several sentences. The reading must be read aloud according to the teacher's instructions. To determine students' reading ability, each student must take turns reading one line at a time. The teacher also pays attention to the pronunciation of vowels, consonants, and punctuation if any students read incorrectly. For students who still have difficulty, the teacher provides guidance by re-teaching reading with the aid of pictures.

During the learning activities, the researchers observed the teachers and students. The observation activities aimed to determine the conditions of teachers and students during the teaching and learning process after the implementation of the Structural Analytical Synthetic method. The aspects observed in student observations included readiness to participate in the lesson, student activities during the learning process, and the results of reading activities in the form of accuracy in reading, reading fluency, pronunciation, and intonation.

The results of observations in cycle I can be described as follows.

1. Meeting I

The results of observations at the first meeting held on Tuesday, July 22, 2025, namely, the enthusiasm and attention of students were still lacking. Many students were still busy with their own activities, for example, looking for pencils to borrow from friends, drawing, talking to themselves, disturbing friends, walking around, their sitting position was not neat, not listening to the teacher's instructions, and busy playing with the toys they had. The teacher needed quite a long time to organize the students so that they were all ready to participate in learning. After all the students were calm, the teacher started the learning with the material reading the Structural Analytical Synthetic method.

The teacher is quite good at delivering the material, the clarity of voice and learning steps are in accordance with the Structural Analytical Synthetic method. At the beginning of the lesson, the teacher shows several pictures related to the material reading the theme of oneself. The pictures shown are a picture of a child and pictures of body parts. The teacher then describes the pictures. The pictures are posted on the board and written with word cards underneath. For example, a picture of an eye, then below it is posted the word cards "this is the eye", "the eye is for seeing", a picture of a foot, then below it is posted the word cards "this is the foot", "the foot is for walking", a picture of a hand, then below it is posted the words "this is the hand", "the hand is for holding", and so on. Here the students begin to read the pictures, and reading is done repeatedly and together until the students are correct in pronouncing the pronunciation and intonation. The teacher asks several students to read alone in front of the class aloud.

After the students are fluent in reading the pictures, the teacher removes the pictures attached to the board, leaving only the text. Students begin learning to read without the aid of pictures. The teacher also teaches reading using the Structural Analytical Synthetic method, namely sentences that are broken down into words, words are broken down into syllables, and syllables into letters. After students can read correctly, learning continues by reading several simple sentences using Structural Analytical Synthetic. When reading, some students read it incorrectly, for example, this is the eye, which is read by the child as this is the motto, this is my body, only read this is the body, hands are for holding, only read hands are for holding.

The next learning step is the reading period. The teacher distributes simple reading material on the theme of self. The teacher guides the reading while students imitate together. The reading activity is carried out repeatedly. To determine students' reading ability, the teacher has each student take turns reading sentences. For students who are already fluent in reading, the teacher has them come forward to read in front of the class, while the other students imitate. The teacher observes the reading method and corrects students' reading if there are errors in the pronunciation of vowels, consonants, and punctuation. Reading books can be used to determine the improvement of reading skills after not using picture aids.

The difficulties that students still experience in reading are (1) there are words that are missed or not read; (2) reading spelling out loud; (3) incorrect pronunciation of words; (4) reading time is quite long; (5) when reading, there are students who do not pay attention to the writing but instead pay attention to the teacher; (6) reading

in a weak or not loud voice so that it is not heard clearly; (7) there are students who are afraid to read in front of the class; and (8) not yet memorized the letters of the alphabet.

At the end of the lesson, the teacher provided a reading evaluation. The teacher assesses each student's reading progress. The teacher calls out each student's name one by one, starting with the first number on the roll call. Students must come to the front of the class to present their work.

Overall, many students were able to read during the first meeting. The teacher's teaching method was also good, but the teacher's attention to students was not evenly distributed, especially for students who still had difficulty reading. The teacher had not guided all students who had difficulty reading. There were 9 students (45%) who had not reached the minimum completeness criteria, and there were 11 students (55%) who had reached the minimum completeness criteria. The average reading score in Cycle I, Meeting I was 65.5. The minimum completeness criteria for the Indonesian language subject for class II at UPT SPF SDN 105308 Namo Bintang was 65, meaning that with the application of the Structural Analytical Synthetic method, the reading score had reached the minimum completeness criteria.

2) Meeting II

The second meeting, held on Friday, focused on reading on the topic of "self." Students continued reading using the Structural Analytical Synthetic method, which involved reading both with and without a book. In addition to pictures, the media used included letter, word, and sentence cards.

The teacher begins the lesson with apperception by asking about the previous day's lesson material. During the teaching and learning activities, some students have begun to pay attention to the teacher's explanation, although there are still students who are busy playing by themselves. When teachers assign reading assignments, students are quite enthusiastic. The teacher shows several pictures related to the theme of self, then the teacher explains the picture, in addition, the teacher also distributes letter cards, word cards and sentence cards. The pictures are stuck on the board, and students must stick the word card or sentence card under the picture according to the meaning of the picture, after which they must read the sentence they have successfully stuck.

The next step is for students to analyze the sentence using the Structural Analytical Synthetic method and then read it. This reading activity is repeated until the students become fluent in reading. If a student is still having difficulty reading, the teacher immediately approaches them and teaches them how to read using the Structural Analytical Synthetic method.

After reading with the aid of pictures, the next learning step is the book-reading period. The teacher distributes simple reading material on the theme of self. The teacher guides the reading while the students imitate it. The reading activity was carried out repeatedly. To determine students' reading ability, the teacher has each student take turns reading sentences. For students who are already fluent in reading, the teacher has them come forward to read in front of the class, while the other students imitate them. The teacher observes the reading method and corrects students' reading if there are errors in the pronunciation of vowels, consonants, and punctuation. Reading books can be a way to determine the improvement in reading skills after not using pictures.

At the second meeting, students' reading ability had improved compared to the first meeting, but pronunciation and intonation were still not completely correct, and there were still some students who had difficulty reading. At the end of the lesson, the teacher conducts a reading evaluation of simple sentences, using pictures as a guide. This evaluation was conducted to assess the students' individual reading abilities. The teacher calls on students one by one, starting with the number on the roll call list. While reading, students must take turns coming to the front of the class, and the teacher listens to them while assessing them.

Reading skills with the application of the Synthetic Analytical Structural method at the second meeting, the average score reached 69.0. There were 6 students, or 30% of the scores, that had not reached the minimum completion criteria, and there were 14 students, or 70% of the scores, that had reached the minimum completion criteria.

d. Reflection on Cycle I Actions

Reflection is an essential part of every step of the action research process to address the problems. This involves revising previous plans based on field encounters. In this research, reflection activities are focused on three stages: (1) the problem-discovery stage, (2) the action-design stage, and (3) the implementation stage.

At the problem-finding stage, problems can be identified in Indonesian language lessons (focused on reading) for class II of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, namely problems originating from students. Students' reading skills are poor.

In designing and revising, the teacher prepares an action plan in the form of a learning design, namely a Lesson Plan (RPP) using the Synthetic Analytical Structural method to improve students' reading skills individually.

Reading evaluations are conducted at the end of each teaching and learning activity. The learning schedule was carried out in two cycles, each consisting of two meetings. The initial reading themes were the theme of oneself and the theme of cleanliness. The theme of oneself was chosen because the language used for the initial reading material was already familiar to students, making it easy for them to understand. Meanwhile, the theme of cleanliness was chosen because it is related to cleanliness for students themselves and environmental cleanliness. It is hoped that with the theme of cleanliness, in addition to students being fluent in reading, they can also implement a clean lifestyle.

The research was conducted collaboratively between the students and class II teachers of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, all matters and actions were discussed together for the smooth running of the research and the improvement of students' initial reading skills.

The results of the reflection are in the form of findings on the level of effectiveness of the learning design when reading using the Synthetic Analytical Structural method individually and a list of problems that arise in the field, which are then reflected in the next action plan.

The conclusion of the reflection results between teachers and researchers in the form of findings on improving reading skills using the Synthetic Analytical Structural method is as follows: (1) there are words that are missed or not read; (2) reading spelling out loud; (3) pronunciation of words is not correct both in pronunciation and intonation; (4) reading time is quite long; (5) when reading, there are students who do not pay attention to the writing but instead pay attention to the teacher; (6) reading with a weak or not loud voice so that it is not heard clearly; (7) there are students who are afraid to read in front of the class; and (8) not yet memorized the letters of the alphabet.

To determine whether there was an improvement in reading skills, a reading assessment was conducted at the end of the lesson using a modified initial reading guide proposed by Zuchdi and Budiasih. Based on these guidelines, students' reading skills began to improve. For more details, Refer to the following table.

Table 1. Comparison of Reading Skills Values in Pre-Action and Cycle I

| Completeness | Percentage | Average |
|------------------|------------|------------------|
| Not yet finished | Completed | Not yet finished |
| Pre-action | 12 | 8 |
| Cycle I | 6 | 14 |

The data show an increase in the initial reading skill score, with 14 students scoring ≥ 65 , representing 70% of the students, and declared complete. Six students experienced an increase in their initial reading skills, which were incomplete in the pre-action phase and completed in Cycle I.

The implementation of Cycle II actions was carried out in the second week of February, precisely on Tuesday, July 29, 2025, and Friday, August 1, 2025, at UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026. The learning theme was cleanliness. In the introductory step, the teacher starts the apperception process by singing a wake-up song. The teacher also asks students how to maintain cleanliness, both body cleanliness and environmental cleanliness, and many students answer according to their experience in maintaining cleanliness.

In addition, the teacher prepared simple story reading materials on the theme of cleanliness taken from Indonesian language textbooks. Learning was implemented collaboratively between the class teacher and the researchers (students). The learning steps for students included reading without books or reading with the help of pictures and books. The teacher gave examples of how to read according to the correct pronunciation and intonation, and the students imitated together, reading repeatedly until they were truly skilled at reading. The teacher asked several students to read in front of the class, and other students imitated them. In addition, the students had to read sentences in turns. Each student read one line of the sentence. Students also analyzed sentences into words and words into letters, and letters were arranged again into words and sentences as before using letter and word cards.

The first meeting of Cycle II was held on Tuesday, July 22, 2025. Teaching and learning activities were conducted according to the synthetic analytical structural method. The first step taken by the teacher was to display pictures while telling a story and attach writing under the pictures. Students learned to read with the help of pictures and other visual aids. If students were skilled at reading pictures, the next step was to gradually remove the pictures so that only the writing remained, and students began to learn to read without pictures.

The next step was for the teacher to distribute reading material on the theme of cleanliness taken from an Indonesian language textbook. Afterward, the teacher demonstrates proper reading, and the students imitate

the reading together. To assess students' individual reading abilities, the teacher has each student take turns reading a single line of a sentence. As students read aloud, the teacher monitored the accuracy of their pronunciation of vowels, consonants, and punctuation.

To make teaching and learning activities more engaging and prevent students from getting bored easily, subsequent learning activities were conducted in groups. The teacher divided the students into four groups, each consisting of five students. During the group assignments, many students were still confused about joining their groups because they had never studied in groups before, so it took a long time to form them. The purpose of forming study groups was to make students more interested and active in learning and to allow them to learn with their peers.

After all groups were ready to follow the lesson, the teacher distributed letter, word, and sentence cards, and simple readings typed on folio paper. Each group's task was to analyze the reading on the theme of cleanliness according to the Structural Analytical Synthetic method using the cards the teacher had distributed. Before the students analyzed the sentence, the teacher gave an example of how to read correctly, and all students imitated it. The reading was performed repeatedly. As students read, the teacher also paid attention to the pronunciation of the vowels, consonants, and punctuation.

During the teaching and learning activities, the teacher monitored all students and provided special guidance for students who still had difficulty reading and analyzing sentences into words, syllables, and letters. The teaching and learning activities improved overall because all students had started to actively participate in the lesson, and no one was playing around like in the previous two meetings. At the end of the lesson, the teacher conducted an individual reading evaluation of each student. The teacher called the names of students one by one from the first absent number, to read forward in front of the class and the teacher gave an assessment of their reading.

The following is a reading assessment of Class II students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, with the theme of cleanliness in Cycle II, Meeting I.

The reading ability with the application of the Synthetic Analytical Structural method in Cycle II meeting I reached an average value of 66.75. There were 4 students (20%) who had not achieved the minimum completeness criteria, and there were 16 students (80%) who had achieved the minimum completeness criteria.

2) Meeting II

In the second meeting, to improve early reading skills, the Structural Analytical Synthetic method was applied. The learning material was based on the theme of cleanliness. The teaching and learning activities were the same as in the first meeting, namely, reading without a book and reading a book. The first step taken by the teacher was for students to read the pictures, and then they continued with reading the book. The teacher distributed reading materials on cleanliness. The teacher then provided an example of the correct way to read, and the students imitated it together. To determine the students' ability to read individually, the teacher asked each student to read a single line of the sentence in turn. When students read aloud, the teacher paid attention to the accuracy of their pronunciation of vowels, consonants, and punctuation. The teacher also provided guidance to students who had difficulty reading by reusing picture word cards, letter cards, and sentence cards used when reading beginning without a book.

To make teaching and learning activities more engaging and prevent students from getting bored, learning activities utilize media such as word cards, letter cards, and sentence cards. Learning is also conducted in groups. Each group analyzed the sentences using the Structural Analytical Synthetic method and then read the results of the analysis together.

To determine students' accuracy in analyzing sentences into words, syllables, and letters, each student must attempt to analyze the sentences according to the teacher's instructions. At the end of the lesson, the teacher conducts a reading evaluation and provides grades.

During teaching and learning activities, students actively participated in learning, felt happy learning using letter, word, and sentence cards, and learned with peers.

Reading skills with the application of the Structural Analytical Synthetic method in Cycle II, Meeting II, averaged a score of 70.5. There were 2 students (10%) whose scores did not reach the minimum completion criteria, and there were 18 students (90%) whose scores reached the minimum completion criteria.

In creating the design, the teacher prepares an action plan in the form of a learning design, namely compiling a Lesson Implementation Plan (RPP) using the Structural Analytical Synthetic method to improve students' individual reading skills. Reading evaluations were conducted at the end of each teaching and learning activity. Each cycle was conducted twice. The initial reading theme in Cycle II was cleanliness. Students read without books and read books as well.

To determine whether there had been any improvement in reading skills, a reading assessment was conducted at the end of the lesson using the prepared initial reading guidelines. Based on these guidelines, students' reading skills have begun to improve. For more details, refer to the following table.

Table 2. Comparison of Pre-Action Beginning Reading Skills Values, Cycle I and Cycle II

| Completeness | Percentage | Average |
|------------------|------------|------------------|
| Not yet finished | Completed | Not yet finished |
| Pre-action | 12 | 8 |
| Cycle I | 6 | 14 |
| Cycle II | 2 | 18 |

B. Discussion

After conducting research starting from Cycle I and Cycle II through the application of the Structural Analytical Synthetic method to improve the reading skills of Class II students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, it can be explained that the Structural Analytical Synthetic method can improve reading skills.

During the teaching and learning activities with the application of the Structural Analytical Synthetic method, students' reading skills improved, and learning was also more interesting because the teacher used media such as various kinds of pictures, letter cards, word cards, and sentence cards. With the help of pictures and reading materials taken from everyday language that students are already familiar with, it can make it easier for students to read, be precise in pronouncing writing, intonation, and can understand the meaning of words. Students can also analyze sentences into words, syllables, and letters by using cards distributed by the teacher. In addition, teaching and learning activities are also carried out in groups so that students can learn with their peers. Learning does not seem monotonous (Kawanti et al., 2025).

The reading test results of second-grade students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, after implementing learning by applying the Synthetic Analytical Structural method, continued to increase and showed effectiveness. This statement can be proven by the results of research that shows the average value and completeness of reading skills of second-grade students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, the average reading value in the pre-action was 60.0. Based on the 100 assessment scale developed by Arikunto (2006:245) is in the "sufficient" category, namely in the range of 56-65.

Table 3. Rating Scale

| The number 100 | Number 10 | Teachers' Training College | Letter | Information |
|----------------|------------|----------------------------|--------|-------------|
| 80 – 100 | 8.0 – 10.0 | 8.1 – 10 | A | Very well |
| 66 – 79 | 6.6 – 7.9 | 6.6 – 8.0 | B | Good |
| 56 – 65 | 5.6 – 6.5 | 5.6 – 6.5 | C | Enough |
| 40 – 55 | 4.0 – 5.5 | 4.1 – 5.5 | D | Not enough |
| 30 – 39 | 3.0 – 3.9 | 0 – 4.0 | E | Fail |

The average value in Cycle I was 69.5, and Cycle II had an average value of 70.5, which was in the "good" category. Overall, the percentage increase in reading completeness before and after the implementation of the Synthetic Analytical Structural method in reading skills in Indonesian language subjects was 50%.

Students' reading skills increased after the action in the form of applying the Synthetic Analytical Structural method in improving students' reading skills in Indonesian language subjects. This can be proven that before the action was carried out, the average reading completeness of students was 60.0 (there were 8 students who got a score of ≥ 65 , and 12 students who got a score of ≤ 65), while the average reading completeness of students after the action of cycle I reached 69.0 (there were 14 students who got a score of ≥ 65), and 6 students got a score of ≤ 65). Although after the action of cycle I, learning completeness had increased, but cycle II was still carried out because the criteria for research success had not been achieved, namely the completeness of students' reading skills in Indonesian language subjects for class II of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026, was 75%. In cycle II, the students' reading skill completion reached 90% (there were 18 students who scored ≥ 65 , and 2 students who scored ≤ 65). Students who successfully obtained scores equal to or above the minimum completion criteria set by the school were students who had correctly voiced their writing, pronunciation, intonation, fluency, and clear voice when reading (Maknun et al., 2025).

Based on the description above, it shows that in general the application of the Synthetic Analytical Structural method, which in its learning implementation uses various kinds of media such as pictures, sentence cards, word cards, and letter cards, can improve the reading skills of Class II students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026. This is in accordance with the opinion of Wina Sanjaya (2008:210), who stated that media has a very important contribution to the learning process, namely:

1. Learning can be more interesting;
2. Learning becomes more interactive;
3. The quality of learning can be improved;
4. Students' positive attitudes towards learning materials and the learning process can be improved.

The improvement in reading skills was marked by an average value of 70.5 in the cycle II category, which was in the "good" category, and reading completeness reached 90%. Based on the results of the study above, it is proven that the application of the Synthetic Analytical Structural method is considered successful and can improve reading skills in the Indonesian language subject of grade II students of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, Academic Year 2025-2026.

Based on the evaluation results, two students did not complete their reading skills, namely not getting a score of more than 65. This is because many factors influence reading skills. According to Sanjaya (2008:15-18) one of the variables that influences the success of the learning system is the student factor. Students are organisms that develop according to their developmental stage. Factors that can influence the learning process from the student's perspective include aspects of the student's background, which, according to Dunkin, are called formative pupil experiences and physical factors that students have (pupil properties).

Background aspects include student gender, place of birth and residence, socioeconomic level, and family background. Characteristics include basic abilities, knowledge, and attitudes. Each student has different abilities, which can be categorized into high-, medium-, and low-ability students. High-ability students are typically characterized by high motivation to learn, attention, and seriousness in participating in lessons. Conversely, students classified as low-ability are characterized by a lack of motivation to learn and a lack of seriousness in participating in lessons, including completing assignments. Student attitudes and appearance during the learning process are also other aspects that can influence the learning system. Sometimes, students are found to be very active (hyperkinetic) and others are quiet. Many students are also found to have low motivation to learn. All of this will affect the learning process in the classroom. Such differences require different treatment both in student placement or grouping and in the teacher's treatment in adapting to learning styles. Students who are still incomplete and slow in reading require more time to learn and more guidance than students who are fast learners. Therefore, teachers must help slow students by providing guidance in reading more.

Although the results of this study demonstrate that the application of the Structural Analytical Synthetic method can improve students' reading skills, some students' grades did not improve or even decreased. This is likely due to students' physical and psychological conditions during the learning process. Lack of interest and motivation, as well as poor physical condition during the learning process, can lead to poor concentration. This impacts reading ability, resulting in a lack of fluency or reading with proper pronunciation and intonation.

IV. CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that the application of the Structural Analytical Synthetic method in the learning process in class II of UPT SPF SDN 105308 Namo Bintang, Deli Serdang Regency, in the 2025-2026 academic year, has shown significant effectiveness in efforts to improve students' reading skills. This is reflected in several important indicators, including a marked improvement in students' accuracy in vocalizing their writing, including more accurate pronunciation and intonation. Students were able to pronounce words more clearly and provide intonation appropriate to the context of the sentences. Students' reading fluency also improved significantly. They were able to read text more fluently, without many interruptions or unnecessary pauses. Students show increased ability in analyzing language structure, namely the ability to break down sentences into words, words into syllables, and syllables into letters, as well as the ability to rearrange these elements into complete and meaningful sentences. Students' confidence in reading in front of the class also increased significantly. They became more confident in performing and reading in front of their peers. In addition, students' activeness and enthusiasm in participating in the learning process also increased, which was supported by the use of diverse and interesting learning media, such as picture cards, letter cards, word cards, and sentence cards.

Quantitatively, the student learning outcomes also showed significant improvement. In the pre-action phase, the class average score was 60.0%, with a reading completion rate of 40%. After implementing the Structural

Analytical Synthetic method in cycle I, the average score increased to 69.0, with a completion rate of 70%. In Cycle II, the average score reached 70.5, with a completion rate of 90%. This indicates that the implementation of the Structural Analytical Synthetic method effectively improves students' beginning reading skills, especially through group learning, which provides opportunities for students to learn and interact with their friends.

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Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

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Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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