

SAS-Oriented Pop Up Book Interactive Media: Developing the Beginning Reading Ability of Grade Elementary School Students

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Abstract

SAS-oriented pop up book interactive media encourages the development of elementary school students' initial reading skills. There are two objectives of this research are. To describe the process of using SAS-oriented pop up book interactive media. To explore the growth and development of initial reading skills in grade 1 elementary school students. The overall type of research is research and development. This research is qualitative ethnography. The research subjects were the principal, class 1 homeroom teacher, and class 1 students of Tunggulsari II State Elementary School, Surakarta. Data collection techniques are interviews, observation and documentation. Data validity uses triangulation of sources and methods. Data analysis technique uses flow method. There are two research results in this article as follow. The process of using SAS-oriented pop up book interactive media in beginning reading in grade 1 has good potential for developing beginning reading skills. The growth and development of elementary school students' initial reading abilities shows that in stage 1 the initial reading abilities of grade 1 students are relatively low. Meanwhile, in stage 2, the application of SAS-oriented pop up book interactive media was declared successful and met the criteria for developing initial reading skills in grade 1 elementary school students.

Keywords: pop up book media, SAS, beginning reading, elementary school

Introduction

The education of elementary school age children is a conscious effort to develop human potential through the learning process at school. In the process of learning activities, students must have one of the basic reading skills as a determinant of student learning success (Tawa, 2019). Reading is one aspect of language that every student must master (Ningsi et al., 2022). Reading at the elementary school level encourages students' learning process, by reading students will gain knowledge that is beneficial for the growth and development of their reasoning, social and emotional abilities (Solihah et al., 2023). Reading is one of the four basic language skills and components of written communication (Harianto, 2020). Indonesian language learning in elementary schools is based on the Pancasila Students' Profile, namely students have a high reading literacy spirit (Faradilla Intan Sari et al., 2022). Indonesian language subjects are the main foundation for improving literacy activities because they have four main basic competencies in language learning, namely listening, speaking, reading and writing. Therefore, learning to read at the elementary school level has an important role in fostering interest in reading to form a generation of Pancasila Students' Profiles who have a highly literate spirit and broad insight.

Beginning reading is an effort to develop skills and proficiency in understanding main ideas, which focuses on the ability to master vocabulary and basic language (Jamaludin et al., 2023). The initial reading activity is reading to understand the content of the reading as a whole, both written and implied in the reading material (Tauhid, 2022). Reading begins as a basic skill that elementary school students must master it because reading ability is related to the stages of the student's learning process (Anwar et al., 2020). The process of developing initial reading skills at the elementary school level lasts for two years, covering the lower grade levels, namely first grade and second grade (Hasanah & Lena, 2021). During the initial stage of the reading process, children are provided with guidance to achieve targets in reading fluency. The aim of beginning reading in the lower grades is the aim of reading preparation which is provided with various activities for recognizing letters of the alphabet, vowels and consonants, introducing syllables and sentences, as well as other reading to enter actual reading activities at the high grade level (Huduni et al., 2022). Students' fluency and accuracy in reading at the beginning reading stage is influenced by the teacher's activity and creativity in the beginning reading process (Mashuri, 2021). The latest research on beginning reading emphasizes the importance of developing relevant learning methods and media strategies as well as reading growth to overcome reading difficulties (Purnamasari et al., 2021).

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Based on the results of observations regarding grade 1 students at Tunggulsari II Surakarta State Elementary School, Laweyan District, Surakarta City, it appears that the majority of grade 1 students still experience difficulties in beginning reading. Students have obstacles in remembering the shape of the alphabet, distinguishing between vowels and consonants, difficulty in stringing letters together or spelling words. There are many factors that influence students' low initial reading skills, the obstacle to initial reading process skills in grade 1 is reading media that is less interesting. In the reading process activities only use thematic textbooks, so students get bored easily and are less motivated to read. Apart from that, there are limitations in the availability of media that can support children's reading activities, currently only limited to Islamic Children Like Reading module books.

The interview results show that teachers still have conventional understanding in developing initial reading skills in grade 1 elementary school students. To overcome problems in developing students' reading skills, it is important to use interactive learning media and learning method strategies that are adapted to the characteristic conditions of elementary school age students by using learning media that are friendly, fun and meaningful for students ([R. Winda & Dafit, 2021](#)). Appropriate learning media can obtain better student understanding in developing students' interest in reading ([Yuniarti & Radia, 2021](#)). The approach that can be used is through interactive learning media which is adapted to reading learning methods which can help develop characters who like to read ([Putri et al., 2019](#)).

One of the interactive learning media that can be developed to develop the initial reading skills of grade 1 elementary school students is the SAS-oriented pop up book interactive media. Pop up books are a type of interactive book in which three-dimensional images fold when the page is opened ([Yanto et al., 2023](#)). Pop up books are packaged as attractively as possible to make it easier for children to recognize and name the letters of the alphabet, differentiate between vowels and consonants, and spell letters into simple words or sentences ([P. Winda et al., 2022](#)). The initial reading ability of elementary school aged children in the lower grades is the initial reading ability in mastering the alphabetic code, such as recognizing vowels and consonants, recognizing phonemes, and combining phonemes into syllables or words ([Huduni et al., 2022](#)). The SAS (*Synthetic Analytical Structure*) method is known as the overall reading method ([Mufidatul Helwah et al., 2023](#)). The SAS method is one of the appropriate methods to encourage the development of initial reading skills in elementary schools, especially in lower grades in elementary schools ([Fauziah, 2018](#)). In the SAS method, students are introduced to the technique of starting reading with complete sentences, into words, syllables and letters ([Silfiyah et al., 2021](#)). The process of teaching the SAS method in beginning reading involves reading the complete sentence below the picture, reading the picture sentence, breaking it down into words, breaking down words into syllables, and breaking down words into letters ([Yati et al., 2022](#)). Therefore, the SAS reading method provides students with the opportunity to read with correct pronunciation and intonation in a simple and meaningful way.

The results of previous research related to the reading ability of elementary school students in various countries have been widely carried out. The results of research ([Cicha et al., 2021](#)) in Poland state that the Polish education system is achieving students' reading skills through the development of interactive media. According to ([Eng et al., 2020](#)) in Malaysia, it was concluded that the use of interactive media and appropriate reading methods can improve students' reading abilities. Meanwhile, according to ([Forschungsbefunde, 2018](#)) in Switzerland, interactive media can improve the quality of students' reading abilities. The results of research ([Didachou & Zafiri, 2020](#)) in America state that reading and writing skills can improve through interactive media.

The results of previous research in these four countries are different from the research conducted by the current author. This research focuses on the process of using SAS method-oriented pop up book interactive media to facilitate grade 1 elementary school students in developing their initial reading skills. Therefore, researchers will conduct research "SAS Oriented Pop Up Book Interactive Media: Developing the Beginning Reading Ability of Grade 1 Elementary School Students".

Based on the description above, there are two research objectives in this article. To describe the process of using SAS-oriented pop up book interactive media. To explore the growth and development of reading abilities at the beginning of grade 1 elementary school students. It is hoped that the results of this research will contribute to the development of interesting and effective media and learning methods to encourage students' initial reading skills at the elementary school level.

Methods

The overall type of research is research and development. Research and development is a process in developing existing products and can be accounted for in terms of efficiency, effectiveness and robustness ([Sutama, 2019](#)). This article uses qualitative research with an ethnographic design. Qualitative research is a research method used to understand and describe phenomena in a social context from data ([Susilowati, 2022](#)). Ethnographic design is an approach focused on in-depth understanding of culture, behavior and human experience through direct observation and interactions of individuals or groups who are the subject of research ([Yati et al., 2022](#)).

This research was conducted at Tunggulsari II State Elementary School, Surakarta in the odd semester research time in 2023/2024 academic years. The research subjects were the principal, homeroom teacher for class 1, and 15 class 1 students. The focus of this research goes directly to the object with the aim of revealing the problem being studied at the

research site thoroughly, broadly and deeply. Especially regarding SAS-oriented pop up book interactive media in developing the initial reading skills of grade 1 elementary school students.

Data collection techniques using observation, interviews and document analysis. Students carry out initial reading in the learning process. Researchers analyzed the initial reading abilities of students in grade 1 as a whole. The process of obtaining research data began with conducting observations and interviews to analyze the beginning reading abilities of grade 1 students by reading using SAS-oriented pop up book interactive media. Next, they analyzed student documents regarding the initial reading ability of class 1 students. Researchers provided verification and conclusions on each student classification, namely that they could meet several indicators of high initial reading ability, medium reading ability, and low reading ability. Validity of data using triangulation of sources and methods.

The data analysis technique uses the flow method ([Arfianto et al., 2022](#)). The data analysis process is data collection, data reduction, and drawing conclusions. Data Reduction, data simplification which is done by changing raw data into meaningful information, making it easier to draw conclusions. Data Presentation, a collection of information used to help draw conclusions. Drawing Conclusion, the final stage in data analysis. The compiled data is compared with one another to draw conclusions.

Result and Discussion

Process o Using Pop Up Book Interactive Media with SAS Orientation

Pop up book media is an educational and interactive media designed as a form of learning media for elementary school age children in developing elementary school students' initial reading skills. Pop up book media is a media in the form of a book that has 3-dimensional elements that can move when the page is opened, and provides real and interesting visualizations to develop students' understanding abilities ([Setyanigrum, 2020](#)). Pop up book media is useful for conveying abstract concepts and showing concrete images of objects ([Resta & Kodri, 2023](#)). This media functions to stimulate and train children's language skills in the initial reading process. A pop up book is a learning medium that features moving parts providing visualizations of interesting stories, with images that move when the page is opened ([Solihah et al., 2023](#)). This pop up book interactive media is specifically designed to suit the characteristic conditions of elementary school age children in the process of developing students' reading skills by visualizing objects in the form of letters, words and sentences through interactive image displays oriented to the SAS reading method. Synthetic Analytical Structure or commonly abbreviated as SAS is one method that can be used to develop initial reading skills ([Kurniaman & Noviana, 2016](#)). The SAS method is one of the strategies that can be used in the initial reading process in lower grades, by displaying complete sentences (structure), outlining (analyzing), and then combining them back into the original structure ([Hidayah & Novita, 2016](#)). By using SAS-oriented pop up book interactive media, it helps significantly in the process of developing initial reading skills for elementary school students who are generally only seven years old and are still at the concrete thinking level, that is, students will better recognize real objects ([Oktavia et al., 2021](#)).

The pop up book is designed with illustrations of letters that appear from the pages of the book. It is oriented towards teaching reading using the SAS method in the initial reading process by reading the complete sentence below the picture, reading the sentence with the picture, breaking it down into words, breaking down the words into syllables, and breaking down the words. into letters, and combine them back into whole words. This pop up book media can be used with elementary school-age children, particularly in lower grades ([Ariyani et al., 2023](#)). The following are the steps in the process of using SAS-oriented pop up book interactive media: start with prayer, carry out apperception activities related to the initial reading process, arouse students' reading motivation, communicate reading material and instructions for use pop up book interactive media in the initial reading process, students carry out the initial reading process using SAS oriented pop up book interactive media, students open the book and explore the contents of the pop up book by observing 3 dimensional images of alphabetical objects, growing students' imagination to be motivated to read, students explore interactive images regarding the shapes of letters, words and sentences found under the images then read simple structural texts using the SAS reading method. The method is for students to look at pictures, then find sentences, words, syllables and letters, students carry out a structural analysis process, dividing them into words, words into syllables, syllables into letters and then rearranging the original sentence with structural components as a whole. For example, (picture of a ball) => this is a ball -> this is – this is a ball -> this is a ball. After the initial reading activity process is completed, then evaluate and follow up regarding the initial reading process [Figure 1](#).



Figure 1. Process of Using SAS-Oriented Pop Up Book Interactive Media

Based on the results of observations and interviews of grade 1 students at Tunggulsari II State Elementary School, Surakarta, the process of using SAS-oriented pop up book interactive media in beginning reading in grade 1 has good potential for developing beginning reading skills. This can be seen from the differences in the growth and development of grade 1 students' initial reading abilities before and after using SAS-oriented pop up book interactive media showing positive results. The process of using SAS-oriented pop up book interactive media in its operation in class 1 is able to attract students' interest in reading. Students prefer to read using pop up book media because the content of the book reading is interactive and varied. Apart from that, pop up book media gives students a real picture of the shape of the alphabet, consonant and non-consonant letters. Students' reading ability using SAS-oriented pop up book interactive media shows positive results. The process of using pop up book media in class 1 provides an illustration that the use of SAS-oriented pop up book interactive media can develop the initial reading skills of class 1 elementary school students. The aim of the process of using this pop up book interactive media is to develop the initial reading skills of grade 1 elementary school students, namely, students can name the letters of the alphabet a-z, differentiate between vowels and consonants, and spell simple words or sentences.

Growth and Development of Beginning Reading Skills in Grade 1 Elementary School Students

The process of reading activities to develop initial reading skills was carried out by all 15 grade 1 students. The ability to develop initial reading was explored from the results of observations of grade 1 students' reading process activities. Based on the results of student research related to initial reading ability, it can be implemented in two stages, namely, in the first stage pre-cycle conditions or initial conditions of initial reading ability and in the second stage in the process beginning reading skills using SAS-oriented pop up book interactive media. Furthermore, we obtained students who had the reading fluency category with high initial reading ability or fluency, medium or smooth initial reading ability, and students who had low initial reading ability or could not yet read. According to [Ni Putu Andini Desiyanti Laksmi dan I Nyoman Bawa Bagiada](#), in the thematic book for class 1 several indicators of beginning reading are mentioned. Indicators of initial reading ability are presented in the following [Table 1](#).

Table 1. Indicators of initial reading ability

No.	Aspect	Indicator	Sub Indicator
1.	Pronunciation	Ability to read sentences with correct pronunciation	a. Get to know the letters a-z b. Read the letters of the alphabet a to z either in order or randomly
2.	Intonation	Ability to differentiate vowels from consonants	a. Read vowel symbols and letter sounds b. Read consonants and letter sounds c. Able to recognize letters
3.	Fluency	Ability to pronounce words with correct pronunciation	a. Read words consisting of 3 letter characters b. Read words consisting of 4 letter characters
4.	Loudness/ Accuracy	Ability to read simple sentences aloud and with correct pronunciation	a. Read sentences consisting of 2 character words b. Read sentences consisting of 3 character words

Initial Conditions of Reading Ability at the Beginning of the Research Site

In the indicator of the ability to recognize and begin reading in the pronunciation aspect related to the ability to read the letters of the alphabet a-z with the correct pronunciation, there are 6 (six) children who are in the high or fluent category, namely Febri, Salsa, Dani, Kenzo, Defran, and Rika. Then 5 (five) children in the moderate or advanced category, namely,

Vania, Camas, Gibran, and Dania. Meanwhile, 5 (five) children are in the low category or cannot read, namely, Adalia, Asifa, Kaila, and Abi.

In the indicator of initial reading ability in the intonation aspect related to the ability to differentiate vowels from consonants, there are 5 (five) children in the high or fluent category, namely, Febri, Salsa, Dani, Kenzo, and Defran. Then 5 (four) children in the medium or advanced category, namely, Rika, Vania, Camar, and Gibran. Meanwhile, 6 (six) children are in the low category or cannot read, namely, Dania, Adalia, Jalu, Asifa, Kaila, and Abi.

In the initial reading indicator in the fluency aspect related to the ability to read 3-4 letter characters with the correct pronunciation, there are 4 (four) children in the high or fluent category, namely, Febri, Salsa, Dani and Kenzo. Then 4 (four) children in the medium or advanced category, namely, Defran, Rika, Vania, and Camar. Meanwhile, 7 (seven) children are in the low category or cannot read, namely Gibran, Dania, Adalia, Jalu, Asifa, Kaila, and Abi.

In the initial reading indicator in the aspect of loudness or accuracy related to the ability to read simple sentences consisting of 2-3 character words loudly and with correct pronunciation, there are 3 (three) children who are in the high or fluent category, namely, Febri, Salsa, and Dani. Then 5 (five) children in the medium or advanced category, namely, Kenzo, Defran, Rika, Vania, and Camar. Meanwhile, 7 (seven) children are in the low category or cannot read, namely Gibran, Dania, Adalia, Jalu, Asifa, Kaila, and Abi.

The results of research in stage 1 of the initial conditions of reading fluency ability at the beginning of the pre-cycle before implementing the SAS-oriented pop up book interactive media showed that there were 4 (four) children in the high or fluent category. Then 4 (four) children are in the moderate or advanced category. Meanwhile, 7 (seven) children are in the low category or cannot read, namely Gibran, Dania, Adalia, Jalu, Asifa, Kaila, and Abi. The initial condition of grade 1 students' initial reading ability is relatively low because some students still experience difficulties in the initial reading process, students still have difficulty distinguishing the shapes of the letters of the alphabet, students are still unable to differentiate consonant letters, and students who are not able to read still need the spelling process.

Initial Reading Ability Conditions After Implementing SAS-Oriented Pop Up Book Interactive Media

In the indicator of the ability to recognize and read at the beginning in the pronunciation aspect related to the ability to read the letters of the alphabet a-z with the correct pronunciation, there are 8 (eight) children who are in the high or fluent category, namely Febri, Salsa, Dani, Kenzo, Defran, Rika, Vania, and Camas . Then there are 4 (four) children in the moderate or advanced category, namely, Gibran, Dania, Adalia, and Jalu. Meanwhile, 3 (three) children are in the low category or cannot read, namely Asifa, Kaila, and Abi.

In the indicator of initial reading ability in the intonation aspect related to the ability to differentiate vowels from consonants, there are 7 (seven) children who are in the high or fluent category, namely Febri, Salsa, Dani, Kenzo, Defran, Rika, and Vania. Then 4 (four) children are in the moderate or advanced category, namely Camas, Gibran, Dania, and Adalia. Meanwhile, 4 (four) children are in the low category or cannot read, namely Jalu, Asifa, Kaila, and Abi.

In the indicator of initial reading ability in the fluency aspect related to the ability to read words of 3-4 letter characters with the correct pronunciation, there are 6 (six) children in the high or fluent category, namely Febri, Salsa, Dani, Kenzo, Defran, and Rika, then 4 (four) children are in the moderate or advanced category, namely, Vania, Camas, Gibran, and Dania. Meanwhile, 5 (five) children are in the low category or cannot read, namely Adalia, Jalu, Asifa, Kaila, and Abi.

In the indicator of initial reading ability in the aspect of loudness or accuracy related to the ability to read simple sentences consisting of 2-3 character words loudly and with correct pronunciation, there are 4 (four) children in the high or fluent category, namely Febri, Salsa, Dani, and Kenzo. Then 6 (six) children are in the moderate or advanced category, namely Defran, Rika, Vania, Camas, Gibran, and Dania. Meanwhile, 5 (five) children are in the low category or cannot read, namely. Adalia, Jalu, Asifa, Kaila, and Abi.

The results of research in stage 2 of initial reading fluency abilities after the application of pop up book interactive media in developing the initial reading abilities of grade 1 elementary school students showed that there were 6 children who were in the category of high initial reading fluency or fluent reading. Then there were 4 children who were in the category of moderate initial reading fluency or smooth reading process. Meanwhile, 5 children were in the low initial reading fluency category or could not read yet. Even though there have been changes in developing reading skills at the beginning of grade 1 of elementary school, it has not been declared successful because it has not met the achievements.

Meanwhile, in the remedial process in stage 2 there was a significant improvement which was an improvement from stage 1, as seen from the increasing development of children in developing their initial reading skills, there were 9 children who were already reading fluently, and 3 children were fluent, 3 children could not read yet. Although there are still some children who are in the category of low initial reading fluency or cannot yet read, almost all children are in the category of high initial reading fluency or fluent reading and are in the reading category of moderate or advanced reading fluency. This means that the evaluation at stage 2 in the application of SAS-oriented pop up book interactive media was declared successful and met the criteria in developing initial reading skills in grade 1 elementary school students, the majority of students had met the initial reading indicators, students were able to recognize the letters of the alphabet, students are able to differentiate between vowels and consonants, students are able to read quite fluently without the spelling process.

Conclusion

Based on the results of observations and interviews of grade 1 students at Tunggulsari II State Elementary School, Surakarta, the use of the SAS-oriented pop up book interactive media process in initial reading in grade 1 has good potential for developing initial reading skills. This can be seen from the differences in the growth and development of the initial reading abilities of grade 1 students before and after using SAS-oriented pop up book interactive media. This shows that the use of SAS-oriented pop up book interactive media can develop the initial reading abilities of grade 1 elementary school students. The aim of utilizing pop-up book interactive media is to develop the initial reading skills of grade 1 elementary school students. Students can name the letters of the alphabet a-z, differentiate between vowels and consonants, and spell simple words or sentences.

The results of research related to the growth and development of elementary school students' initial reading abilities show that in stage 1 the initial conditions of the initial reading abilities of grade 1 students are relatively low because some students still experience difficulties in the initial reading process, students still have difficulty distinguishing the shapes of the letters of the alphabet, students are still unable to distinguish consonant letters, and students who are not yet able to read still need the spelling process. Meanwhile, the results of research at stage 2 in the application of SAS-oriented pop up book interactive media were declared successful and met the criteria in developing initial reading skills in grade 1 elementary school students, the majority of students had met the initial reading indicators, students were able to recognize letters of the alphabet, students were able to differentiate vowels and consonants, students are able to read quite fluently without the spelling process.

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